



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“A WEB SITE TO ENHANCE VOCABULARY IN
STUDENTS OF THIRD GRADERS AT ESCUELA DE
EDUCACIÓN BÁSICA “SIXTO CHANG CANSING”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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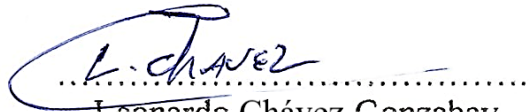
La Libertad – Ecuador

2023

ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title "**A Web Site To Enhance Vocabulary In Students Of Third Graders At Escuela De Educación Básica "Sixto Chang Cansing" SCHOOL YEAR 2021-2022**" prepared by **González Malavé Ronald Javier**, 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,


.....
Leonardo Chávez Gonzabay
Advisor

La Libertad, January 28 2022

STATEMENT OF AUTHORSHIP

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A handwritten signature in blue ink, appearing to read 'Ronald J. Gonzalez Malave', with a long horizontal flourish extending to the right.

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DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY;
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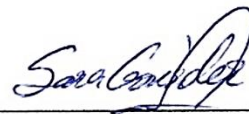
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DEDICATION

First and foremost, I wish to dedicate this research project to God, who always looks after me and supports me in accomplishing my personal and educational goals. To my lovely family, especially to my parents and brother, who encouraged me to study hard every day and were there for me in the most difficult times. These beloved people have guided me and taught me through their example the importance of being a responsible and honest person without hurting others.

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With love

Ronald

ABSTRACT

The project is mainly based on finding a solution to a problem that was seen in this pandemic which would be the lack of teaching resources for students in the midst of health emergency, with this project we will know how teachers had to see how to use new learning strategies such as websites, which students were similarly affected in their learning. Learning went from being face-to-face to virtual with this current situation, they also had to adapt to the new present time. In addition, we will know how to find a way to teach vocabulary to students with a low level of English, applying what is necessary and appropriate for them. This also in how the students will have the correct learning with the others in the same level and applying the vocabulary in real life since the English language should not only be studied but learned for their development.

KEY WORDS: Learning, Vocabulary, Website, Knowledge, Virtual mode, Virtual environment

RESUMEN

El proyecto se basa principalmente en buscar una solución a un problema que se vio en esta pandemia que sería la falta de recursos didácticos para los estudiantes en plena emergencia sanitaria, con este proyecto conoceremos como los profesores tuvieron que ver la forma de emplear nuevas estrategias de aprendizaje como sitios web, el cual los estudiantes de igual manera se vieron afectados en su aprendizaje. El aprendizaje paso de ser presencial a virtual con esta situación actual, ellos también tuvieron que adaptarse a la nueva época presente. Además, conoceremos como se buscará la manera de enseñar el vocabulario hacia los estudiantes con un nivel bajo de inglés, aplicando lo necesario y adecuado para ellos. Esto también en como los estudiantes tendrán el correcto aprendizaje con los demás en un mismo nivel y aplicando el vocabulario en la vida real ya que el idioma ingles no solo debe ser estudiado sino aprendido para su desenvolvimiento.

PALABRAS CLAVES: Aprendizaje, Vocabulario, Pagina web, Conocimiento, Modalidad virtual.

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INTRODUCTION

This graduation thesis will show how English learning at a grammar level has changed over time. The problem originates mainly in the fact that few teachers have entered this process of change in their educational practice. There are many limitations such as resistance, lack of knowledge of new technologies and poorly manage incentives, and this inconvenience is common in several educational institutions.

In the new generations of students, most of them have started to use technology as a sense of learning in this new cycle, because they are putting aside the traditional paper book for digital documents and websites. In this new found material, students can find a lot of information, such as assistance for assignments, guidance to personal situations and more so, how cheat homework and tests instead of following the normal study methodology. For this purpose, I will create a document that students can use for their own benefits, both to learn the new words needed for their level of English, the correct pronunciation in writing and presented in pictures as well. This material can be useful by students, not only in the academic field, but also for their everyday English use after school. In addition, it could be used by educational institutions and English teachers. It is well known that most young learners from 5 to 7 years old do not know the correct pronunciation of a word, to know each of them mentioned and about their most recommended part at this stage is teaching selected vocabulary that could be used in other classes or to learn more words for daily communication.

Technology can be categorized as a virtual library of unimaginable dimensions, or as a great intangible resource, with the great advantage of its constant updating. Only those who have participated in these dramatic changes in recent years can compare and draw their own conclusions.

Judging by the tremendous advances brought about by the development of technology not only in the field of education, but also in daily news, magazines, newspapers and many other

communication tool used by the Web. Needless to say, technology is an indispensable resource for every academic field today.

There are four chapters to this study project:

Chapter I - The Problem: This chapter describes and explains the issues that students have in the domain of English, as well as the causes for their low English proficiency.

Chapter II - Theoretical Framework: This is the theoretical framework of the project. Here, the different situations and innovations of the learning process and how this change.

Chapter III - Methodological Framework: In this section, data is collected in order to know more about the potential difficulties of students, and solutions will be developed when all the data has been obtained.

Chapter IV – Proposal: This section contains the possible solution of the problem. In this case, the technological tool guide students to learn new vocabulary appropriate to their level of English or age.

CHAPTER I

THE PROBLEM

1.1 - Research Topic

A web site to enhance vocabulary in students of third graders at Escuela de Educación Básica “Sixto Chang Cansing”

1.2 - Problem Statement

The problem originates mainly in the fact that few teachers have entered this process of change in their educational practice. There are many limitations such as resistance, lack of knowledge of new technologies and lack of incentives, and this inconvenience is common in several educational institutions.

If it makes an analysis of the different points about education, the problem persist in context of go back to the past and in some cases remember how most students in this case of public institutions have had problems when learning a new language, either did not understand the language or at the time of learning it did not grasp it in the same way as teachers think they would grasp it, that is because in the course of their learning that have to acquired knowledge in different ways, different methods or in certain cases different environments in which they had the opportunity to enrich themselves with the knowledge that teachers taught them.

In the new generations of students, most of them have begun to use technology as a means of learning in this new cycle because they are leaving the books for digital documents, and websites where they can find a lot of information and help in tasks and situations that they do not understand and thus be able to investigate it to know what the reason is for that unknown. With this context, with this page can plan to create a material that students can use for their own benefit, either for learning new vocabulary required for their level of English, the correct

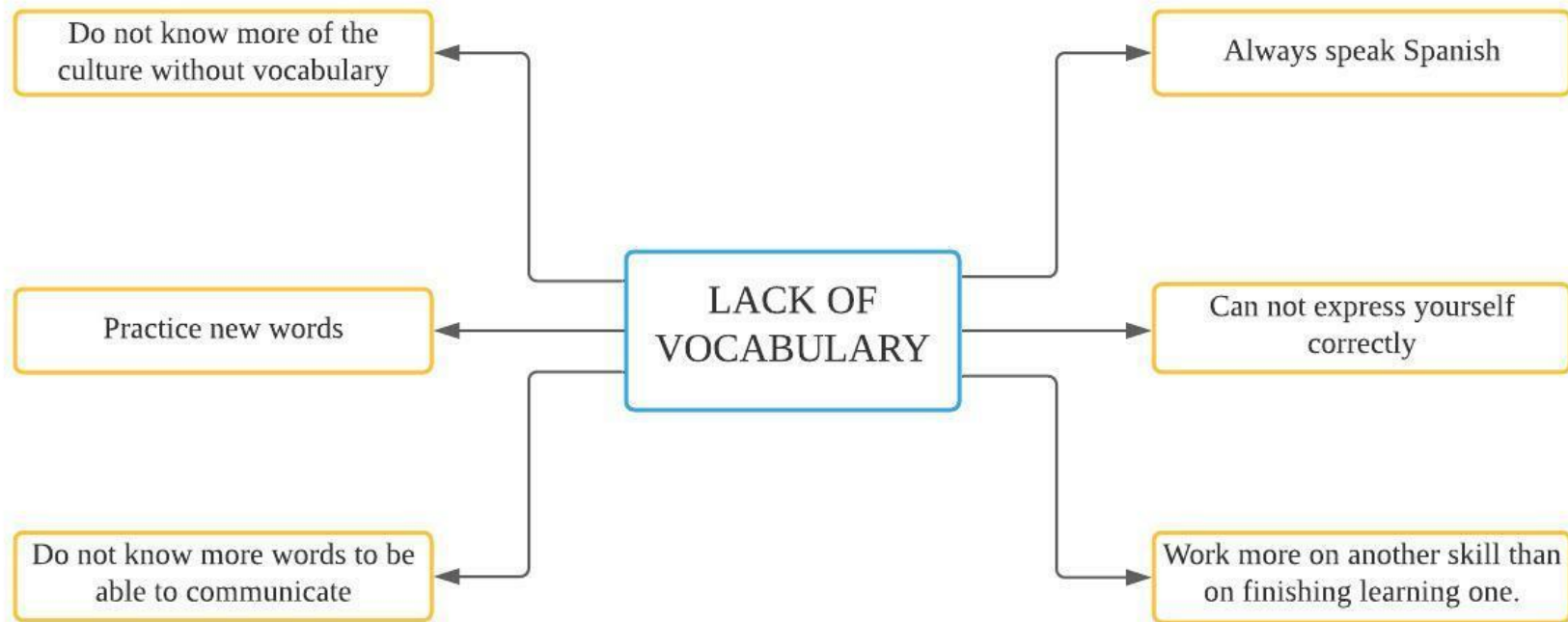
pronunciation of certain words and to be able to know what each word refers to with an image. This material can be of use for the students not only of the school in which will apply it, but also it could be used by different educational institutions so to apply, it is known that mostly at the young age of 5 to 7 years most students do not know in a relevant way the correct pronunciation of a word, to know what each of them refers to and for its part the most recommended at this stage is to teach more vocabulary that they could use in the future in other classes or to know more words to communicate.

Thanks to this page, it is to make will have a starting point of how to start in his studies and likewise begin to learn more about English and its vocabulary and how to apply it, this will also be useful in some cases for teacher when he or she do not have how to let children know the different words they could use as colors, animals, planets, verbs and other vocabulary to use in conversations, sentences or even create a story themselves with the vocabulary of words that will have already to their knowledge and at hand with a single click.

1.3 - Problem Tree

Figure 1

Problem Tree



1.4 - Problem Formulation

How does A web site To Enhance Vocabulary can help Students Of Third Graders at Escuela De Educación Básica “Sixto Chang Cansing”?

1.5 - Specific Research Questions

What kind of vocabulary words from Websites can benefit grammar school children?

What approach should be taken to increase students’ interest to learn from Websites?

How would a vocabulary website help children with the lack of vocabulary?

1.6 - Objectives

1.6.1 - General Objective

To enhance vocabulary through a website in students of third grade.

1.6.2 - Specific Objectives

To develop a technological resource that could be apply in the English language learning process.

To offer class models with the use of Websites resources to facilitate the English language teaching process.

To show that with the use of technology it is possible to acquire knowledge in a faster and more dynamic way.

1.7 – Justification

According to various articles and scientific documents, the teaching and learning of the English language has grown by over 80% on the internet, making it critical to master the acquisition of a second language because it is becoming a daily occurrence for teachers and students today. However, the acquisition of new knowledge is complicated for many communities by lack of technological resources. My main reason or motive for doing this project is to create this digital resource to facilitate low income students to learn and practice through a website that contains vocabulary that they can properly use in their daily lives.

1.7.1 - Scope

Learning a new language can be a complex process due to its implications: grammar rules, vocabulary knowledge, skill development, and more. Therefore, it is imperative to analyze the teaching process, including how teachers teach a language and how students acquire the language, to better understand how to improve students' language skills.

This project offers students an alternative way to learn vocabulary in a non-traditional way. The website is specified for learning vocabulary specific to the level and age of the student and is designed for the student's needs and these modern approaches have not been adequately introduced in the context of the Ecuadorian curriculum and also meet the challenge of changing the concept of learning a foreign language in a dynamic way.

1.7.2 - Delimitation

The following research project will be carried out in the educational institution "Sixto Chang Cansing" in the city of La Libertad in the province of Santa Elena, in which the students of basic education of the institution will participate, approximately 20 to 25 students per course, with an estimated project time of half of the students' term.

Field: Education

Area: English language

Aspect: Teaching-Learning process

Title: Teaching English vocabulary

Time delimitation: School year 2021-2022

Spatial delimitation: Escuela de Educación Básica "Sixto Chang Cansing"

Social delimitation: Third-Grade students

1.7.3 - Limitations

This graduation thesis will only be used by the Third-grade students because the basic vocabulary is only for small children. There is a need of technological equipment in addition to an Internet connection to work and apply this methodology. Students without technological resources will not be able to access to this learning tool.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 - Difference between the education in the past and now

There is a great contrast between the education of the past and that of today. There are great differences such as infrastructure, teaching methods, and above all the globalized world that offers constant and drastic changes which we can observe or feel daily. If we analyze some of these factors quickly and accurately, the changes are very noticeable.

And that is why economic growth increasingly relies on technological skills, and because of the need for a workforce capable of acquiring new qualifications, it is said that education and training systems must adapt to the new requirements. Arcos y Espinoza

Technology can be catalogued as a virtual library with unimaginable dimensions, or rather as a source of great non-tangible resources, with a great advantage that it is constantly that it is always updated. The people who have been part of these drastic changes in recent years are the only ones who can compare and draw their own conclusions.

Based on the giant steps that technological development is offering not only in education, because today it is something that influences the daily environment of human beings, among so many articles published on websites, in newspapers and other media is being noticeable that technology is a resource already indispensable case today.

It is evident that communication is becoming a favorable link to socialize, share experiences and learn from experiences. The methodology depends a lot on how the teacher wants to dictate his class and how he wants to make his subject known. Usually, it has always been said that it is more likely that knowledge is assimilated in a better way when learning by discovery is applied.

2.2 - Technology in education

For many years, the field of English teaching has used different means to optimize and facilitate learning. This use of technologies has not only been constituted as a pedagogical aid, but as a key element of any modern methodology. In the past a computer was not part of the essential materials in a classroom, but today they are part of the key infrastructure. The content is made more enjoyable thanks to the animations and contrasting colors that can be found in this virtual library.

The Internet is not only a tool to share data and images, but it can also be used by teachers and students to develop or make the different materials assigned to each one. Programs such as Jelic, Hot potatoes, Exe, Ardora among others, would facilitate the effort and learning within the classroom and students.

The information and communication technologies with their acronym Tic are gradually becoming an increasingly indispensable tool in educational centers. Also, these resources open new possibilities for teaching such as, for example, immediate access to new sources of information and resources such as the famous search engines. Another of the processes was the elimination of the barriers in which face-to-face, distance or virtual teaching has been seen. It is much more practical to be able to access any type of document or person without having to waste time waiting for an answer because the speed of the network is faster each time and is evolving with the constant passage of time.

Information technologies allow us to meet a diversity of educational demands from students, making thinking visible and opening the door to a world where technology and digital resources will be very useful.

It is important to highlight that the use of ICT favors collaborative work and group work, not only because of the fact of having to share a computer with a colleague, but also because of the need to count on others in the successful accomplishment of the tasks entrusted by the teacher, improving teamwork.

2.3 - The technology boom

Several countries have joined the technological boom, students and their needs are constantly innovating, that is why technological innovations in the educational field should not be missing and should go hand in hand with the change that education is going through, the novelty of the website is that it is related to the story about the integration of different technological means, with the aim of teaching children. The technology helps to support students in learning activities, particularly based on motivation towards the student that should be taken into account that learning is related to what comprises the branch of technologies taking into account that there is an explosion of interest in the use of the same in the teaching-learning process of foreign language in the world. Therefore, to achieve mastery of English it is necessary to intensify the teaching process, the use of the benefits provided by texts, plus other types of support materials.

In this section, explain the background, previous research and the theories that support your research. There must be many theories related to your study, evaluate, and select the most relevant ones for this research. Describe the theoretical, contextual, and legal basis for the concepts that are included in the problem statement. The background states the problem and previous studies; the theoretical basis explains the theory that supports the study; the legal basis describes the regulations that reinforce the study, and the variable are described as part of the literature review.

2.4 - Digital Divides and Digital Learning

While online learning will undoubtedly play an important role in distance learning during the coronavirus pandemic, there are several reasons for serious concern about the division of the move to online learning. Many families with school-age children do not have access to computer equipment and broadband connections. The present study describes only a portion of these barriers. A survey of high school students taking the ACT found that one in seven lived in a household with only one computer device for the whole family (Moore et al., 2018). The Pew Research Center (2019) found that only 56 percent of adults with household incomes under \$30,000 a year have

broadband access. As far as we know, there is no survey data that allows us to more accurately measure readiness for distance learning during the pandemic situation, we do not know how many households children in School-age children have have access to broadband and are equipped with one device for each child. However, there are indications that many school-age children and their families, especially in rural and urban areas, face severe limitations in accessing online learning. Even if broadband access and devices can be guaranteed, a growing body of research suggests that online education can impose 'online punishment' on struggling students. (Dynarski, 2018).

From major local colleges (Xu and Jaggars, 2014), massive online open courses (Hansen and Reich, 2015), and full-time K-12 virtual schools (J.Ahn and McEachin, 2017) ; Fitzpatrick et al., 2020), found that compared to school-based, many students had lower 2nd grade scores and were more prone to failure in the online learning environment. Research in Florida with well-established virtual schools statewide shows that more diverse outcomes and online regimens positively impact course outcomes but negatively impact long-term outcomes such as course progress and readiness to complete (Hart et al., 2019).

Students who do well in science are less likely to study online; Students who do well anywhere tend to do well online. But online punishment is harder for disadvantaged and struggling students – students who have previously performed poorly or belong to disenfranchised ethnic and racial groups. There are reasonable grounds to believe that the move to online learning is likely to have the greatest negative impact on students living in the families most vulnerable to degradation, food and housing insecurity, and limited access to education. Therefore, large-scale online learning may not solve all of the same challenges as online education. Connected learning scientists (Ito et al, 2012) have shown that when learners from different backgrounds engage in interest-based online learning in a community of peers and Mentors are supported, they can create art, programming, engineering, writing and more. Adolescents and young adults show proficiency in online learning when motivation and mobility are high; Unfortunately, students are not always

motivated to pursue common themes in school. While equity issues are challenging in normal school operations, the digital divide will widen significantly during the COVID-19 pandemic.

2.5 - Effective Online Education

Online education, including online teaching and learning, has been the subject of research for decades. Many studies, theories, models, criteria and evaluation criteria have focused on high-quality e-learning, online teaching, and online course design. Through research, we know that successful online learning comes from careful instructional planning and design, using systematic development and design models. The design process and careful consideration of various design decisions can have an impact on the quality of instruction. In most of these sudden changes, this complex process does not take place.

2.6 - Emergency Remote Teaching

In contrast to the experience that planned from the beginning designed for the Internet, remote emergency training (ERT) is to move the time mode of the alternative delivery due to crisis conditions. It includes fully remote learning solutions for training and education, which can be delivered to face or in mixed or hybrid courses, and which will return to this format after crisis or emergency determination. The main purpose of these conditions is not re-creating a solid education ecosystem and providing temporary access to training and instruction in such a way as to quickly install and operate reliably in an emergency or crisis, when we understand ERT, so we can start a divorce with "learning online". There are many examples of other countries participating in the closure of the school and the university during the crisis by introducing models, such as mobile learning, radio, mixed learning or other solutions that are more feasible. For example, in the study of the role of entities in fragments and network crises between education agencies, four cases of studies. 10 One of these cases is believed that Afghanistan, where education was interrupted as a result of conflict and violence, and the school themselves were the goal, sometimes, because girls They try to get access to education. Take children from the streets and save them safe, radio

education and DVDs were used to maintain and extend access to education and aimed at promoting education for girls.

2.7 - Innovations in Teaching and Learning during a Time of Crisis

Institutions of higher education face many challenges during the COVID-19 pandemic, including questions about how best to conduct teaching in the midst of sudden and forced university closures, as well as uncertainty about when campuses can reopen. Along with these challenges, there are signs that higher education is more innovative and flexible than we thought, especially when it comes to teaching. As college and university faculty navigate an ever-changing environment, they are finding new ways to use technology to achieve their learning goals—they may have reason to stay on the path of change. With the advent of mass distance learning, college and university faculty and staff must figure out how to learn online quickly, knowing that many students do not enroll in online learning and may only use mobile devices and limited Internet access. Teachers are at the forefront of implementing cost-effective, short-term technology solutions for distance learning. As a result, the adoption of teaching and learning technology in recent months has been unprecedented, with synchronous learning initially dominating. Videoconferencing applications such as Zoom and Skype, have supported teachers and students in these challenging times.

2.8 - Educational focus of the English language in Ecuador

The Ecuadorian Ministry of Education is working to improve the national education system by including a series of English courses to improve knowledge of English as a foreign language. Now a project is proposed to strengthen the teaching of English as a foreign language, with the main objective of bringing students in Ecuador to functional levels in the use of English. However, these courses are focused on English teachers and are designed to reinforce the knowledge and methods of English teachers to ensure students' language proficiency. (Hernandez, 2014)

These objectives are based on specific initiatives focused on updating the national curriculum for the subject, developing and delivering books set for these courses, and developing professional English teachers who are dynamic and continuously improve their professional English training. A foreign language is fundamental for growth and competitiveness in a globalized world. (Navas; Real; Mayorga and Pacheco, 2016)

English teachers are foreign languages, but the way forward is to direct and ensure that students use the Internet correctly to help develop language skills, and to continue practicing this language learning program. (Bauer, 2010)

Technological advancement is a tool that provides support in different fields due to different changes in this globalized world. In the education system, it is much more demanding because it plays an important role in teaching many subjects and has a higher degree of accuracy in English. Therefore, teachers should use this technology tool in classroom teaching, combining internet use with their activities. (Gonzalez, 2012)

It is worth mentioning that not all teachers use resources to ensure that students are not pushed to participate in classroom activities as many students are motivated to learn by watching and listening and thus acquire more precise language skills. (Richard, Jack and Renandya, Willy, 2008)

This research paper is made to address the meaning technical interactive resources should be included in planned English teaching in the classroom, internet should be your main work tool. The interaction of different resources can capture students' attention, which can lead to the acquisition of knowledge and the development of English skills, reinforcing common, comprehensive standards and process, increasing students' motivation to accept the subject and giving them the opportunity to build more work. (Mariduna, 2014)

Currently, 70% of information found on the Internet is in English, more than 80% of communication is written in English, allows us to find this tool as the main means of education in all fields.

2.9 - English language learning

The topic of teaching English as a foreign language remains controversial and contentious. To this day, there are advocates and critics of different approaches to learning theory as we know it, mainly principles and techniques that combine different elements of language and language skills, everywhere. Today, however, we still wonder why our students graduate from our university after five consecutive years of English without communicating adequately, and a communication-centered approach is needed to shape program objectives. We believe that it is very important to take into account the conditions of educational development in our country and the specificity of students according to the current medical requirements of English-speaking countries, including the needs of students. our public health department. (Roten, Miguel Angel Quinio, 2016)

English is very important all over the world because it represents the needs of ordinary people in different fields of activity and, therefore, it must be learned, for this it must support independent learning, group study or its joint learning using online tools that provide a variety of interactive activities and applying new methods of language teaching.

2.10 - Websites for learning English

These days you can find a variety of websites that help learn languages at all levels, meaning they offer free and ongoing support to everyone in the world. Its diversity in scope makes it possible for teachers to use hands-on practice to preserve this tool in a variety of activities both inside and outside the classroom. (Penuela, 2012)

2.11 - Online learning

The learning process is complex and includes hearing, sight, and touch. The traditional way of studying at a university on campus isn't for everyone. Online learning is for people who want to earn a degree with work or other commitments. Online learning is known as a form of distance learning, also known as internet learning, e-learning and digital learning. It is provided over the internet and uses internet materials and activities. Students must be technically advanced to use the technical tools they may need. Students in the digital age tend to be more independent, disciplined and technically advanced, which makes them ideal for the online environment. Studying online at your own pace gives you a high-quality college degree. Whether offered on-campus or online, each course must meet the same rigorous standards and Rigorous academic standards. The only difference is how the course is conducted. Basically, students must have access to a computer system with a high-speed internet connection. They can also expect electronic academic support services such as enrollment, financial aid, library, tutoring, and counseling.

2.12 - Benefits and challenges

Online education presents great opportunities and challenges. It benefits both students and teachers. It offers convenience, cost savings and flexibility in terms of time and space. Online learning helps students earn internationally recognized qualifications without taking classes on campus. Students who cannot attend a traditional classroom prefer online education. It is convenient because it allows you to study anywhere you have access to the Internet. Online courses are available 24/7. The number of online courses has also grown rapidly over the past decade. While online education may be suitable for everyone, some less developed countries find online education worthwhile. Needless to say, online teaching and learning (both synchronous and asynchronous) applies to all disciplines, such as engineering, computer science, medicine, nursing, business, music and social science festival. Even in business organizations, e-learning has become popular.

Issues facing online instructors include effective course management, responding to student emails, familiarity with online tools and infrastructure. Critics of online learning question its value, effectiveness and quality. Because online teaching and learning systems do not convey interaction between teachers and students, their educational effectiveness is less than that of traditional face-to-face teaching methods. Responding to student emails in a timely manner can be difficult because of the time it takes teachers. It takes a lot of time to prepare and run an online course. The challenges of online education rely heavily on online tutors. There are also issues of intellectual property and ownership of online material.

2.13 - Learning Vocabulary of a foreign language

Vocabulary is the most important factor in learning your native language or any foreign language. Language acquisition cannot take place without learning vocabulary with infinitely varied meanings caused by different context variables (Yang & Dai, 2012). Vocabulary is one of the most important parts needed to learn a foreign language, along with phonetics/pronunciation and grammar (Pan & Xu, 2011). In addition, vocabulary is the foundation of language skills, i.e., listening, speaking, reading, and writing. It is very difficult to reach any language level without learning vocabulary. Vocabulary is the foundation of second language acquisition. Rohmatillah (2017) argues that lexical communication becomes more difficult without learning a second language. Moreover, lexical knowledge is an integral part of language, which is very important for communicative competence. Low vocabulary knowledge creates serious problems for students, which makes it difficult to learn English (Alqahtani, 2015). Schmitt (2002) believes that vocabulary plays an important role in second language teaching and learning because vocabulary knowledge is essential for effective communication. Human language depends on the vocabulary used or acquired. Therefore, without vocabulary, learners lose motivation to use language (Richards & Renandya, 2002).

Multi-meaning vocabulary suggested by the teacher. For some, it represents sight vocabulary as direct learner recognition of words. Others describe it as meaningful vocabulary that represents words that students understand; It is also considered as vocabulary for listening or student understanding of what is heard and said. Content teachers further describe it as academic vocabulary that reflects content-specific words or students' understanding of spoken and printed words (Antonacci and O'Callaghan, 2011). Hiebert and Kamil (2005) provide an alternative definition for the term lexicon, i.e., learners must have knowledge of the meaning of the word. They argue that there are two types of writing, spoken and printed, and that there are at least two forms of knowledge: receptive (comprehension or identification) and effective (written or spoken). A spoken vocabulary is a collection of words that students know while speaking or reading. A printed vocabulary consists of words whose meaning the learner knows while writing or reading. For Hiebert and Kamil, a useful vocabulary is a collection of words that students know and often use while speaking or writing. Acquired vocabulary is a collection of rarer words to which learners assign meanings as they listen or read (Hiebert & Kamil, 2005).

2.14 - Vocabulary learning

Vocabulary refers to knowing words and their meanings. There is an opinion that “teaching vocabulary does not guarantee reading success, just as learning to read words does not guarantee reading success. However, the lack of word recognition skills or sufficient vocabulary will lead to failure” (Biemiller, 2005).

2.15 - VARIABLES OF THE STUDY

2.15.1 - Dependent Variable

Vocabulary learning

2.15.2 - Independent Variable

A web site to improve English Learning

CHAPTER III

METHODOLOGICAL FRAMEWORK

The methodological framework for this study of vocabulary in English by the web site “Amazing world of words” to Third-Grade students at Escuela de Educacion Basica “Sixto Chang Cansing”, school 2021 – 2022 will determine how to collect, order, and analyze the data obtained. Choosing a research method is important in drawing conclusions from the research because it affects not only our perception of why, but also what happens. It is also important that, through a structured approach, the conduct of this research is accurate and that the information it contains helps you develop an action plan for teaching English vocabulary by the website.

3.1 - Research Methods

This project will be based on quantitative research which allows us to have a compilation of all the facts that have happened during all these years with respect to the teaching of the English language and its methods and ways of making it known, in this method we will apply it in a way that will serve us to know antecedents of facts that have to do with technology and the use that it can have in the teaching of the English language, with this we will be able to open way to if there were or not cases or situations where it has been used some technological method or websites for the teaching, in this case of vocabulary.

3.2 - Quantitative method

The objective of this method in conducting a quantitative research study is to determine the relationship between two things, which are dependent and independent variables within a population. This method relies on numbers, logic and also an objective stance through the use of questionnaires and surveys; those can help to determine the different factors that contribute to producing a better learning environment for the Third Graders students of Escuela de Educacion Basica “Sixto Chang Cansing”

3.3 - Type of research

The main objective of this project is to collect information based on an educational community using the descriptive level because this allows the researcher to describe the problem, how it affects and what its effects would be. The descriptive level in this case can be applied because it allows us to use the population described as an example and the association between the variables proposed in the research.

3.4 – Instruments

Questionnaire

The questionnaire can serve as a research tool that consists of a group of questions or with other types of values, its main objective is to collect information from respondents. It is a common procedure that can be composed of ten (10) questions in order to know the impact of new technologies and the use of resources such as web pages. We used it on teachers because they are the ones who handle this type of didactic material and could understand more about the questions that were executed in a survey to know what their opinions are on different topics with the change of modality.

3.4 - Techniques

3.4.1 - Survey

Surveys have been an essential part and an indispensable tool of the research project, this is possible thanks to a variety of websites or applications that allow us to conduct surveys. This study employs this technique to know the preference that people have when teaching a class and the way in which a technological resource or web pages are used.

3.5 - Population and samples

3.5.1 - Population

The population for this study is the Third-grade students and the English teachers at Escuela De Educación Básica “Sixto Chang Cansing”.

Table 1

Population Details

Population Details		
Category	Frequency	Percentage
English teachers	14	21%
Third-grade Students	52	79%
Total	66	100%

Source: Escuela De Educación Básica “Sixto Chang Cansing”.

Author: Gonzalez, Ronald

3.5.2 - Sample Group

The sample group is compounded by the teachers in general at Escuela De Educación Básica “Sixto Chang Cansing”.

3.6 - Analysis of Data

Teachers Survey

1. English Vocabulary Websites facilitate the teaching- learning process for Third-Grade children?

Table 2

English Vocabulary Websites facilitate the teaching- learning process for Third-Grade children?

Options	Frequency	Percentage %
Very in agreement	0	0%
Agreed	11	79%
Indifferent	0	0%
Disagree	1	7%
Strongly disagree	2	14%
Total	14	100

Source: Escuela De Educación Básica “Sixto Chang Cansing”.

Author: Gonzalez, Ronald

Analysis: 79% of the teachers of the Basic Education School "Sixto Chang Cansing" agree that websites that focus on vocabulary facilitate the teaching-learning process in children with their content, 7% disagree with this, and 14% strongly disagree with this type of content.

2. The use of the new vocabulary website could be beneficial to teach-learn Basic-English?

Table 3

The use of the new vocabulary website could be beneficial to teach-learn Basic-English?

Options	Frequency	Percentage %
Very good	5	36%
Good	9	64%
Regular	0	0%
Bad	0	0%
Very bad	0	0%
Total	14	100

Source: Escuela De Educación Básica “Sixto Chang Cansing”.

Author: Gonzalez, Ronald

Analysis: 64% of the teachers consider that the use of a new web page is good for the learning of the subject, without leaving behind that those who indicated that it is a very good option are a total of 36% of the same teachers because they also consider the same but with a greater range of certainty.

3. Resources generally used to teach English as a class subject?

Table 4

Resources generally used to teach English as a class subject?

Options	Frequency	Percentage %
Digital whiteboard	1	7%
Traditional transparencies	0	0%
Power-point presentation	8	58%
Use of a web page	3	21%
Book	2	14%
Total	14	100

Source: Escuela De Educación Básica "Sixto Chang Cansing".

Author: Gonzalez, Ronald

Analysis: The teachers of the School of Basic Education "Sixto Chang Cansing" use in their majority 58% the Power Point presentations to teach in a theoretical way, followed by 21% who use websites for this type of teaching, while 14% use the classic method that would be the books and only 7% use another level of resources.

4. Resources generally use to teach English in a practical way?

Table 5

Resources generally use to teach English in a practical way?

Options	Frequency	Percentage %
Digital whiteboard	3	21%
Traditional transparencies	0	0%
Power-point presentation	6	43%
Use of a web page	4	29%
Book	1	7%
Total	14	100

Source: Escuela De Educación Básica "Sixto Chang Cansing".

Author: Gonzalez, Ronald

Analysis: As in the previous question, 43% of the teachers at the "Sixto Chang Cansing" School of Basic Education also use Power-Point presentations, but in this case we are talking about practical teaching, 29% use web pages for this activity, followed by 21% who use digital blackboards to teach in a practical way, culminating with 7% of teachers who still use books.

5. During the COVID-19 health emergency, what resources were used to help students understand the lessons?

Table 6

During the COVID-19 health emergency, what resources were used to help students understand the lessons?

Options	Frequency	Percentage %
Power-point presentation	7	50%
Web links	7	50%
Glossary	0	0%
Databases	0	0%
Bibliography	0	0%
Magazines	0	0%
Total	14	100

Source: Escuela De Educación Básica "Sixto Chang Cansing".

Author: Gonzalez, Ronald

Analysis: The teachers of the "Sixto Chang Cansing" School of Basic Education during this time of pandemic have opted for two very used resources to help them to teach the students and they can understand with better quality the knowledge that they are acquiring, these are the Power-Point presentations and the links to websites for teaching with a 50% in both situations.

6. To what extent it is acceptable the use of Websites to teach-learn basic-English?

Table 7

To what extent it is acceptable the use of Websites to teach-learn basic-English?

Options	Frequency	Percentage %
Very good	6	43%
Good	7	50%
Regular	1	7%
Bad	0	0%
Very bad	0	0%
Total	14	100

Source: Escuela De Educación Básica “Sixto Chang Cansing”.

Author: Gonzalez, Ronald

Analysis: 50% of the teachers consider that it is good to consider that the use of a web page is acceptable for learning English, 43% say that the use of this type of resource is very good and only 7% say that it is a regular case and that they would not take it very much into account as a resource for learning.

7. To what extent the use of digital content has facilitated the learning of English?

Table 8

To what extent the use of digital content has facilitated the learning of English?

Options	Frequency	Percentage %
Fully satisfied	1	7%
Very satisfied	10	72%
Neutral	2	14%
Not very satisfied	1	7%
Not satisfied	0	0%
Total	14	100

Source: Escuela De Educación Básica "Sixto Chang Cansing".

Author: Gonzalez, Ronald

Analysis: 72% of the teachers of the School of Basic Education "Sixto Chang Cansing" are satisfied with the fact that the use of digital resources has helped them in the learning of some subject, 14% neither agree nor disagree with this modality, 7% are not satisfied and only 7% are completely satisfied with the help that the digital resources have given them.

8. How important is it to take into account the lack of vocabulary in students?

Table 9

How important is it to take into account the lack of vocabulary in students?

Options	Frequency	Percentage %
Very important	13	93%
Regular	1	7%
Nothing important	0	0%
Total	14	100

Source: Escuela De Educación Básica "Sixto Chang Cansing".

Author: Gonzalez, Ronald

Analysis: 93% of the teachers of the School of Basic Education "Sixto Chang Cansing" think that it is very important to learn vocabulary for the improvement of English in the students, and 7% think that this is something regular and that in certain occasions this is fulfilled, as well as in other cases it could not be taken into account.

9. English vocabulary should be memorized or learned to use it?

Table 10

English vocabulary should be memorized or learned to use it?

Options	Frequency	Percentage %
Memorized	0	0%
Learned for use	14	100%
Total	14	100

Source: Escuela De Educación Básica "Sixto Chang Cansing".

Author: Gonzalez, Ronald

Analysis: The teachers of the School of Basic Education "Sixto Chang Cansing" are in total agreement with 100% of them that English should be learned for later use in any situation that their students may encounter.

10. The vocabulary used is appropriate for Third-Grade level?

Table 11

The vocabulary used is appropriate for Third-Grade level?

Options	Frequency	Percentage %
Strongly agree	1	7%
Agree	10	72%
Undecided	0	0%
Disagree	2	14%
Strongly disagree	1	7%
Total	14	100

Source: Escuela De Educación Básica "Sixto Chang Cansing".

Author: Gonzalez, Ronald

Analysis: The teachers of the School of Basic Education "Sixto Chang Cansing" with 72% agree with this, 14% disagree with this measure, while 7% totally disagree that the vocabulary is appropriate for the children, however 7% totally agree that the vocabulary they teach the students is appropriate for them.

CHAPTER IV

THE PROPOSAL

4.1 - Name of the proposal: Amazing world of words

A WEB PAGE “AMAZING WORLD OF WORDS” TO IMPROVE THE VOCABULARY A1 LEVEL OF THIRD GRADERS AT ESCUELA DE EDUCACION BASICA “SIXTO CHANG CANSING”.

4.2 - Informative data

Field: Education

Area: English language

Aspect: Teaching-Learning process

Title: Teaching English vocabulary

Time delimitation: School year 2021-2022

Spatial delimitation: Escuela de Educación Básica “Sixto Chang Cansing”

Social delimitation: Third-Grade students

4.3 - Background

The data obtained with the previous research according to the context in which we all currently find ourselves; we know that students have been getting the knowledge taught by teachers in a very unconventional way for the current situation, we know that the current situation before the health emergency teachers had to improve their classes or innovate in technology to teach classes.

With the following proposal that I am going to present in an alternative for students to learn vocabulary in English suitable for their age and also for their level of English because they would like them to learn appropriate vocabulary and that they can apply it in their daily lives. It is a website dedicated to learning vocabulary in this case focused on third graders so that they can learn it and be able to cope with it in their daily lives.

4.4 - Justification

One of the main reasons why I do this research is to see and seek a solution that is feasible for teaching English to students, taking into account the situation already mentioned above which is the current problem of COVID-19, in which most students had to move to virtualization in their class, leaving aside the coexistence with their classmates in the course and not having the same interaction that was had before in a classroom with the teacher who taught them the class. Similarly, there was also the problem that the teachers would have a problem adapting to the new modality and even the need to find a way to reach the students with their knowledge, so they had to look for an immediate solution to teach their classes, using web pages, links or videos that could help them in this situation.

The method applied to learn more about the situation is the quantitative method because with this we will know more in detail and know the number of people who are or are not using digital resources that are currently dispensable material in each class. It refers to the rationale for the research, or the reason why the research is being conducted, including an explanation for the design and methods employed in the research.

4.5 - Research objectives

4.5.1 - General Objective

Create a virtual didactic material where children can be guided by this material for a specific skill.

4.5.2 - Specific Objectives

1. To Specify the technological and methodological resources applicable in the English language learning process.
2. To offer class models with the use of Web resources that facilitate the English language teaching process.
3. To show that also with technology it is possible to acquire knowledge in a faster and more dynamic way.

4.6 - Proposal description

My main proposal already taking into account the situation and the context already mentioned above in this research project, is to make a technological material for students, in this case specifically for third grade students, which would be a web page called "Amazing World of Words", This page or website is a tool which students will be able to nourish themselves in this case of specific vocabulary for their level of English, their age or the level of education that they are currently studying, not only in the page they will find vocabulary for them, but also there will be a reference of what the word is about with an image which they can easily grasp what is the meaning of that word. The page will have an easy access to the words so that they will not have difficulty to handle it. Teachers can also use it for their classes because the same vocabulary can be taught to their students because as we already know, they are words and vocabulary suitable for each student.

CONCLUSIONS

1. They can benefit students with vocabulary appropriate to their level of study and age.
2. They should focus on applying more of these types of technological resources to student learning.
3. The website would help them by gaining the knowledge of appropriate words for their future application in learning and using them in daily life.

RECOMMENDATIONS

1. Students should learn vocabulary according to their level as this becomes easier for them to acquire.
2. Teachers should apply more technological and didactic resources to the students since this awakens their interest in learning new words.
3. Students should know more words according to their age and learning level so that they can apply them in their daily lives.

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ANNEXES

**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER
SURVEY DIRECT TO TEACHERS**

OBJECTIVE OF THE SURVEY: The following survey is focused on what kind of solutions and materials have been used in the different classes according to the state of confinement in which we currently find ourselves and the different changes in education.

READ CAREFULLY ALL THE QUESTIONS AND ANSWERS THEM

1. English Vocabulary Websites facilitate the teaching- learning process for Third-Grade children?

- Very in agreement
- Agreed
- Indifferent
- Disagree
- Strongly disagree

2. The use of the new vocabulary website could be beneficial to teach-learn basic-English?

- Very good
- Good
- Regular
- Bad
- Very bad

3. Resources generally used to teach English as a class subject?

- Digital whiteboard
- Traditional transparencies
- Power-point presentation
- Use of a web page
- Book

4. *Resources generally used to teach English in a practical way?*

- Digital whiteboard
- Traditional transparencies
- Power-point presentation
- Use of a web page
- Book

5. *During the COVID-19 health emergency, what resources were used to help your students understand the lessons?*

- Power-point presentation
- Web links
- Glossary
- Databases
- Bibliography
- Magazines

6. *To what extent it is acceptable the use of websites to teach-learn basic-English?*

- Very good
- Good
- Regular
- Bad
- Very bad

7. *To what extent the use of digital content has facilitated the learning of English?*

- Fully satisfied
- Very satisfied
- Neutral
- Not very satisfied
- Not satisfied

8. *How important is it to take into account the lack of vocabulary in students?*

- Very important
- Regular
- Nothing important

9. *English vocabulary should be memorized or learned to use it?*

- Memorized
- Learned for use

10. The vocabulary used is appropriate for Third-Grade level?

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

GOOGLE FORMS LINK: <https://forms.gle/13j89by11NH6D7NT7>

URKUND REPORT



UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA
Facultad de Ciencias de la Educación e Idiomas



La Libertad, February 2nd, 2022

Certificado Sistema Anti Plagio
001-TUTOR LACHG-2022

En calidad de tutor del trabajo de titulación denominado “**A Web Site To Enhance Vocabulary In Students Of Third Graders At Escuela De Educación Básica “Sixto Chang Cansing” SCHOOL YEAR 2021-2022**”, elaborado por el estudiante González Malavé Ronald Javier, egresado de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **10%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

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Leo A. Chávez, MSc
Advisor

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MEMORANDUM



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

MEMORANDO

REFERENCIA: PINE-078-2021-TT

DE: ING. TATIANA GARCÍA VILLOA, MSc.
DIRECTORA DE CARRERA

PARA: GONZALEZ MALAVE RONALD JAVIER
ESTUDIANTE CARRERA PINE

CC: MSc. LEONARDO CHAVEZ GONZABAY
DOCENTE CARRERA PINE

ASUNTO: APROBACIÓN DE ANTEPROYECTO DE UCI Y DESIGNACION DE TUTOR

FECHA: 06 DE DICIEMBRE DEL 2021

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-025-2021, Sesión ordinaria del 25 de noviembre de 2021, fue aprobado el Tema de su Trabajo de Titulación: "A Web Site To Enhance Vocabulary In Students Of Third Graders At Escuela De Educación Básica "Sixto Chang Cansing"; siendo designado como tutor el docente:

APELLIDOS	CORREO	TELÉFONO
MSc. Leonardo Chavez Gonzabay	lchavez@upse.edu.ec	099 654 3470

En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto. Recordarle que las tutorías deben ser registrarlas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,



Firmado digitalmente por:
**ROSA TATIANA
GARCIA**



Ing. Tatiana García Villao, MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

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VOCABULARY WEB SITE



Figure 2

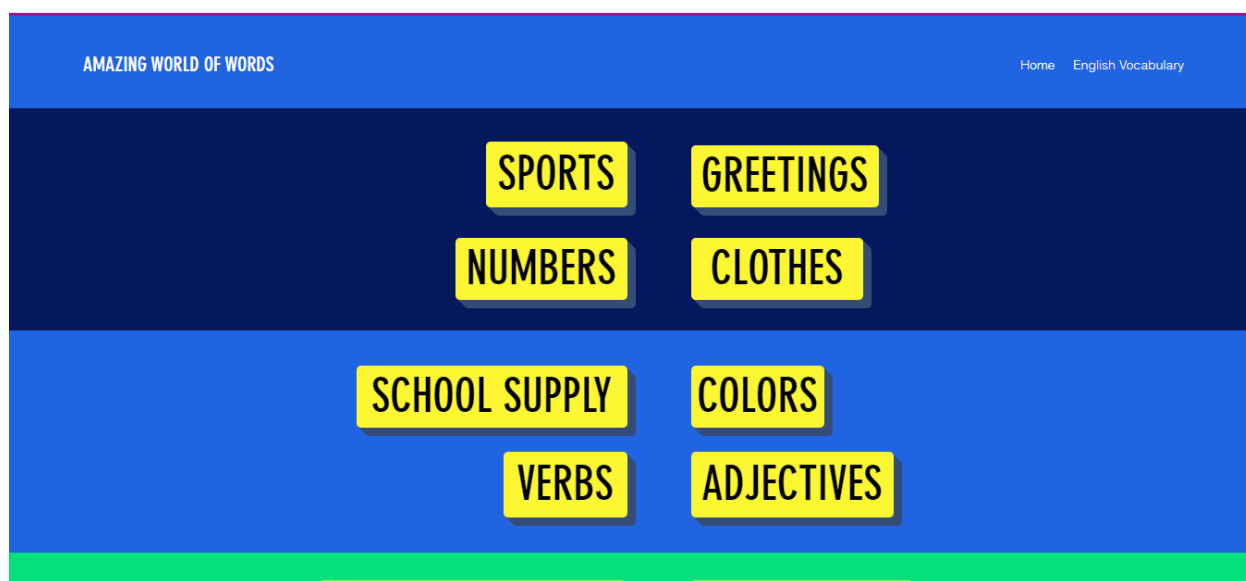


Figure 3

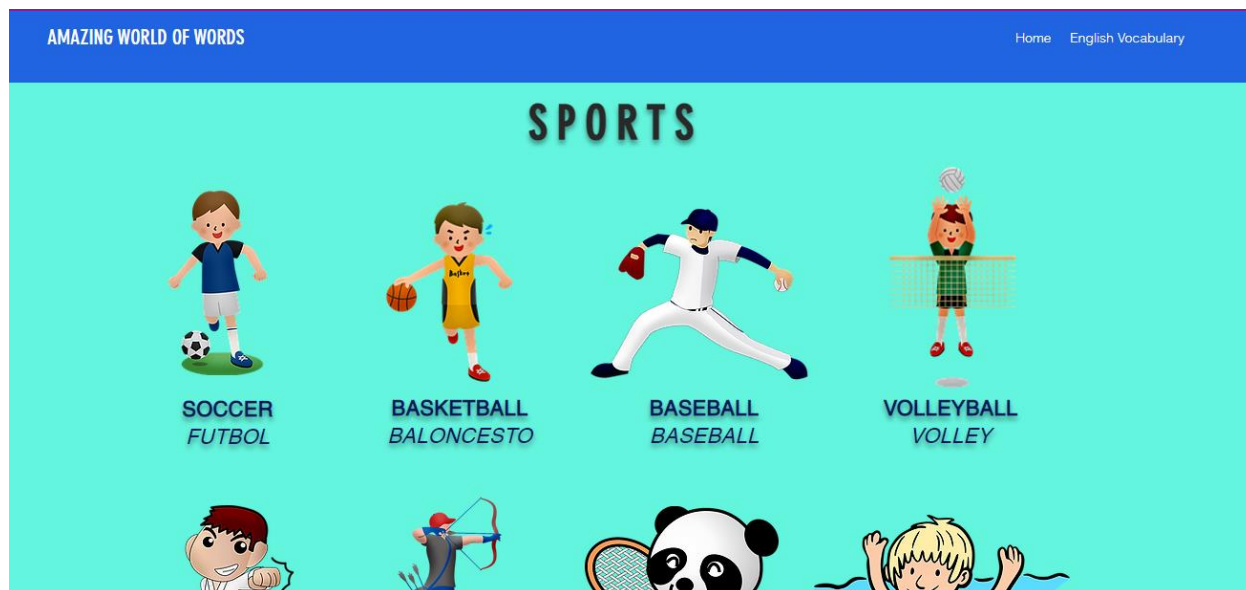


Figure 4

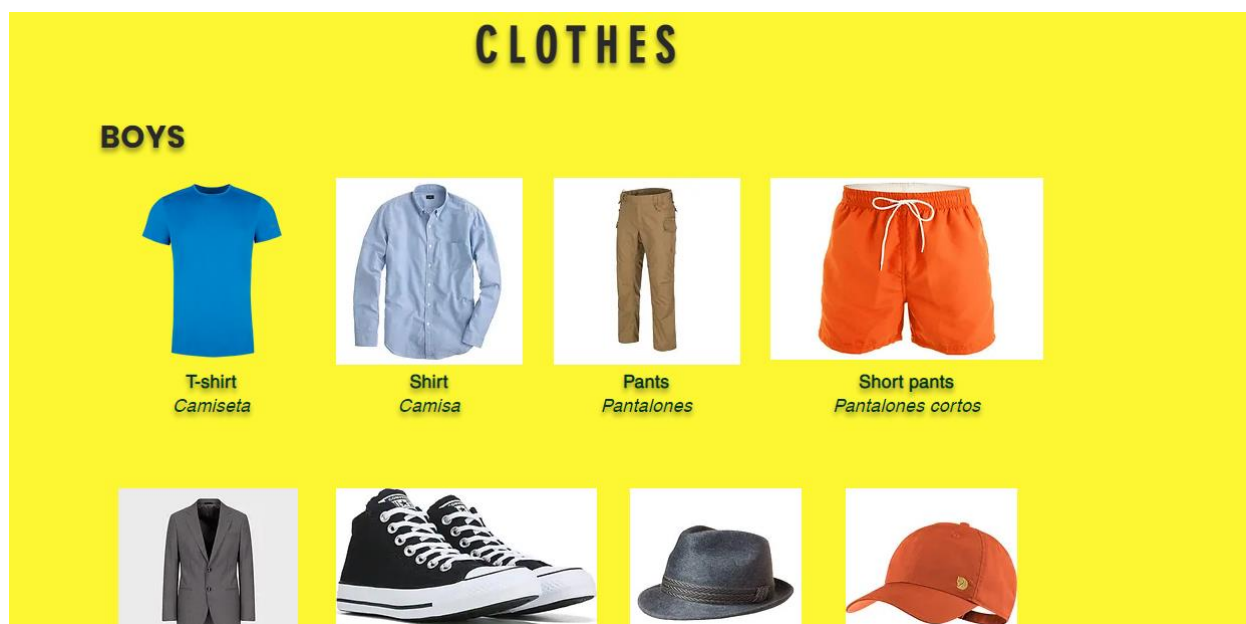


Figure 5

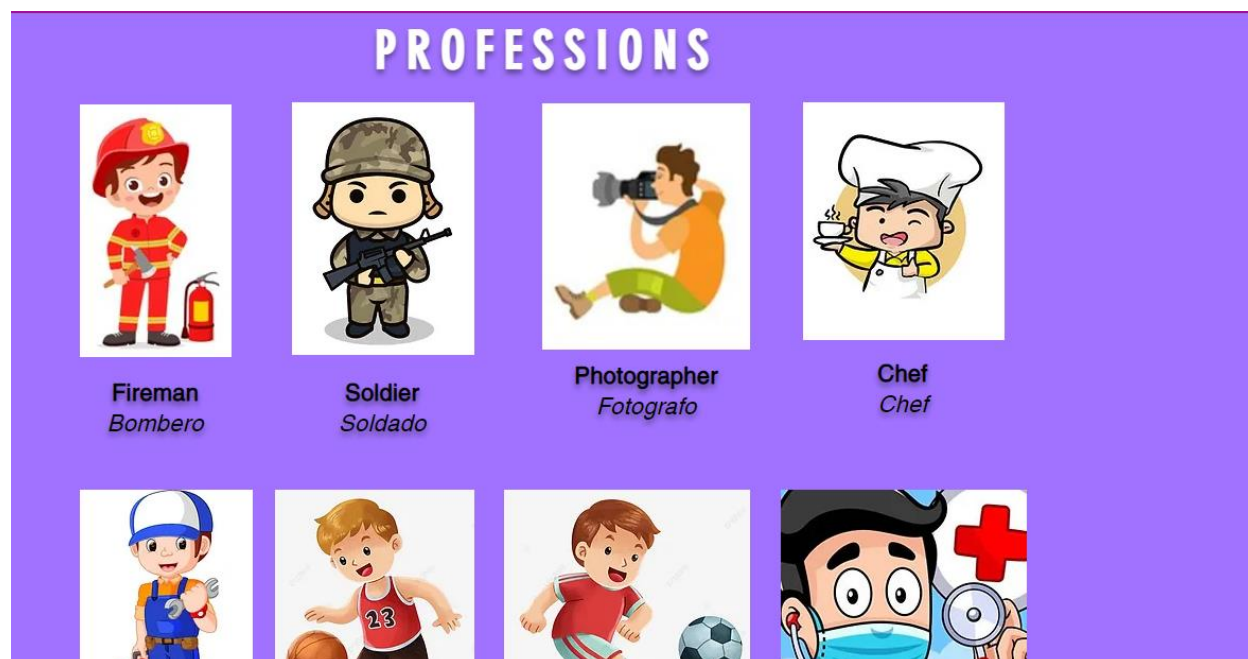


Figure 6



Figure 7

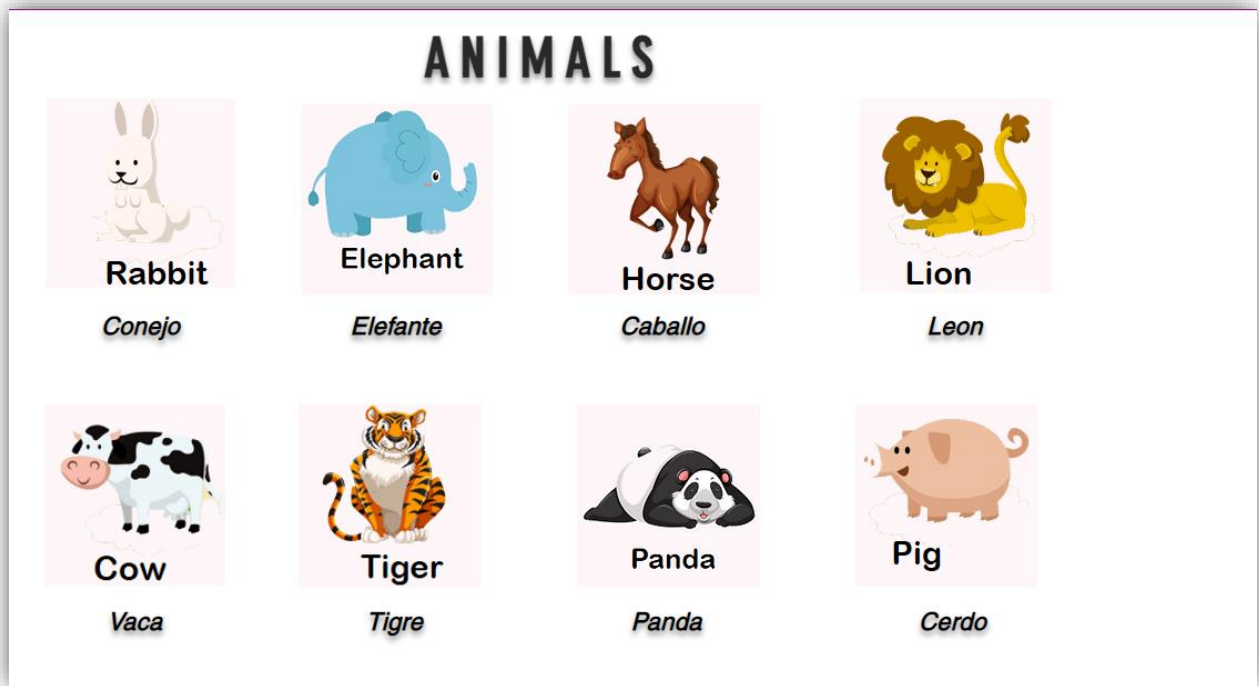


Figure 8

Web Page link: <https://rongonza22.wixsite.com/website>