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**MASTER DEGREE PROGRAM IN PEDAGOGY OF
ENGLISH AS A FOREIGN LANGUAGE**

**RESEARCH PROPOSAL PREVIOUS TO THE OBTENTION OF THE DEGREE IN
MAGISTER ON PEDAGOGY OF ENGLISH AS A FOREIGN LANGUAGE**

TOPIC

Use of Wordwall to motivate vocabulary learning in A1 learners at República Federal de Alemania
Public School

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DEDICATORY

This thesis is dedicated to my family, whose unwavering support and love have been my anchor throughout this journey. To my parents, whose sacrifices and encouragement have shaped who I am, thank you for believing in me every step of the way. To my partner, who has been a constant source of comfort and motivation, your presence has made all the difference. This accomplishment reflects not only my efforts but the collective spirit and resilience of everyone who has been a part of my life. May this work stand as a testament to our shared dreams and aspirations.

Daisy Magaly Morejón Pérez

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ABSTRACT

This research evaluates the effectiveness of the Wordwall application in enhancing vocabulary acquisition among A1 level students at the República Federal de Alemania Public School. The study addresses the challenges faced by traditional methods of vocabulary teaching, which often fall short in engaging students and fostering retention. The objective of this study was to explore whether integrating the interactive technology provided by Wordwall could significantly enhance vocabulary learning and student motivation compared to conventional teaching methods. The research employed a hybrid methodology, integrating both qualitative and quantitative data collection methods. Information was collected using surveys, performance assessments, and a structured pre-test and post-test arrangement to evaluate shifts in vocabulary retention and student involvement. The study was conducted over the course of the academic year, providing insights into the immediate effects of the technological intervention. Results from the research indicated a marked improvement in vocabulary retention among students who used Wordwall, with post-test scores significantly higher than those from traditional teaching methods. Qualitative data suggested that students found the learning experience more engaging and enjoyable, which contributed to higher levels of motivation and participation in language learning activities. In conclusion, the findings recommend the integration of Wordwall into vocabulary teaching strategies within educational settings. The use of such technology not only makes the learning process more engaging but also significantly improves the acquisition and retention of new vocabulary. This study contributes to the field of educational technology by demonstrating how digital tools can be effectively utilized to enhance language learning outcomes and student engagement, suggesting that future educational practices should embrace such innovations to meet diverse learning needs and preferences.

Keywords: Vocabulary Acquisition, EFL, Educational Technology, Wordwall, Student Engagement.



RESUMEN

Esta investigación evalúa la efectividad de la aplicación Wordwall para mejorar la adquisición de vocabulario entre los estudiantes de nivel A1 en la Escuela Pública República Federal de Alemania. El estudio aborda los desafíos que enfrentan los métodos tradicionales de enseñanza de vocabulario, que a menudo se quedan cortos en cuanto a involucrar a los estudiantes y fomentar la retención. El propósito de la investigación fue determinar si la incorporación de tecnología interactiva como Wordwall podría mejorar notablemente tanto el aprendizaje del vocabulario como la motivación de los estudiantes en comparación con los enfoques convencionales. Se adoptó una metodología de métodos mixtos, utilizando técnicas de recolección de datos tanto cualitativas como cuantitativas. Los datos se obtuvieron mediante encuestas, evaluaciones de rendimiento y un diseño controlado de pretest y posttest para medir los cambios en la retención de vocabulario y la participación estudiantil. El estudio se realizó a lo largo del año académico, ofreciendo una perspectiva sobre los efectos directos de la intervención tecnológica. El estudio se llevó a cabo durante el curso del año académico, proporcionando percepciones sobre los efectos inmediatos de la intervención tecnológica. Los resultados de la investigación indicaron una mejora notable en la retención de vocabulario entre los estudiantes que utilizaron Wordwall, con puntajes de posttest significativamente más altos que aquellos provenientes de métodos de enseñanza tradicionales. Los datos cualitativos sugirieron que los estudiantes encontraron la experiencia de aprendizaje más atractiva y disfrutable, lo que contribuyó a niveles más altos de motivación y participación en actividades de aprendizaje de idiomas. En conclusión, los hallazgos recomiendan la integración de Wordwall en las estrategias de enseñanza de vocabulario dentro de los entornos educativos. El uso de tal tecnología no solo hace que el proceso de aprendizaje sea más atractivo, sino que también mejora significativamente la adquisición y retención de nuevo vocabulario. Este estudio contribuye al campo de la tecnología educativa demostrando cómo las herramientas digitales pueden ser utilizadas efectivamente para mejorar los resultados del aprendizaje de idiomas y la participación estudiantil, sugiriendo que las prácticas educativas futuras deberían adoptar tales innovaciones para satisfacer las diversas necesidades y preferencias de aprendizaje.

Palabras clave: Adquisición de Vocabulario, EFL, Tecnología Educativa, Wordwall, Participación



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INTRODUCTION

This research work will take place at “República Federal de Alemania - Public School, which is located in La Tola - Itchimbia, Quito, Pichincha Province - Ecuador. The educative institution is small and belongs to Zone 9, District 04 aligned to the Highland regime. The urban institution has around 90 students. There are seven grades starting from 1st to seventh grade. There are currently 9 teachers in the institution, from which one is the English teacher. The English lessons are compulsory and imparted during the morning. The students receive English classes three pedagogical periods a week and each period lasts 45 minutes. The learners are situated in A1 to A2 level, which is considered beginner and low - intermediate user according to Common European Framework of Reference for Languages (CEFR, 2024).

The presentation of this proposal relies on the fulfillment of the established principles specified in the Ecuadorian National Curriculum related to the English subject, as it constitutes an important part of student's skills to continue their academic preparation in superior educative institutions for which students ought to acquire a second language during their development. There are very important reasons for which learners from this context have to learn English. First of all, English is an essential language for worldwide trade, diplomacy, studies, and communication. It is also known as the global lingua franca. Being able to communicate in English allows students to interact with people around the world, access a multitude of technological based information, and improve their employability in a world where communication is becoming an important issue.

A major issue in the English language education curriculum is how challenging it is for students to effectively learn vocabulary. This problem is especially severe for students who have difficulties with memorization, a traditional approach heavily relied upon in conventional language



teaching methods. Such reliance not only hampers their language acquisition capabilities but also impacts their motivation and overall engagement in the educational process. Traditional methods often overlook the diverse learning styles and cognitive preferences of students, thereby complicating their ability to comprehend and utilize new English vocabulary.

Additionally, the lack of variety in teaching methodologies and materials within the current educational approach aggravates this issue. Even though diverse and engaging educational experiences are beneficial, prevailing teaching practices are still deeply rooted in traditional methods, which may not adequately meet the diverse needs of all students. Enhancing students' understanding and retention of English vocabulary could be significantly aided by integrating multimedia resources, interactive activities, and practical applications into the curriculum. Such enhancements would not only make the learning process more engaging but also more relevant to the students' everyday experiences. Adapting teaching methodologies to accommodate different learning preferences is crucial for fostering an inclusive and effective English language learning environment in the classroom.

Despite efforts by English teachers to improve vocabulary learning, there remains a significant challenge in motivating students to absorb and remember vocabulary using conventional teaching methods, strategies, or resources. This hurdle notably affects their mastery of other language skills. Therefore, it's clear that incorporating interactive technological tools might provide fresh perspectives on enhancing the effectiveness of vocabulary education (Andriani, et al., 2022).

To gauge this effectiveness, an initial assessment will involve presenting fourth graders with a list of vocabulary that they are expected to recognize. They will identify and pronounce the words they are familiar with. Subsequently, a technological resource will be implemented to track their



progress. This study focuses on investigating the impact of Wordwall as a technological tool to foster vocabulary learning enthusiasm among students at República Federal de Alemania Public School for the 2023 – 2024 academic year.

This research aims to investigate the effectiveness of Wordwall in facilitating English vocabulary learning at República Federal de Alemania Public School. This study represents the first use of this interactive technological tool within the school's educational system. The objective is to determine if using a technology-based tool like Wordwall can significantly enhance the learning and retention of English vocabulary by increasing student engagement. The core question guiding this research is: How effective is Wordwall in motivating English vocabulary learning among fourth-grade students?

This research project is closely aligned with the research priorities of Universidad Bolivariana del Ecuador, particularly under the umbrella of "Innovation and applied technologies" and more specifically within the sub-theme "Implementation of ICTs to enhance the learning process." It seeks to innovate the English as a Foreign Language (EFL) teaching and learning methodologies, with a focus on vocabulary acquisition at República Federal de Alemania Public School.

The project is in harmony with the university's strategic objectives of incorporating technology into language learning, aiming to assess the impact of technological tools on vocabulary learning outcomes. Citing Zhang et al. (2020), this study aims to make a significant contribution to the domain of language acquisition by conducting empirical research. It plans to gather data on EFL learners' vocabulary acquisition, internalization, retention, and their motivation towards using Wordwall, alongside exploring the potential challenges and advantages of embedding this tool into



the EFL curriculum.

The insights garnered from this research, inspired by Safitiri, et al. (2022), are expected to benefit the educational community at República Federal de Alemania Public School. It aims to illuminate the efficacy of Wordwall as a technological aid in vocabulary learning, potentially guiding language educators, curriculum designers, and school administrators towards the informed integration of technological resources into language teaching practices.

The primary aim of this study is to evaluate the effectiveness of the Wordwall application in enhancing vocabulary acquisition among fourth-grade students at República Federal de Alemania Public School. Specifically, the research seeks to identify the challenges these students face when learning English vocabulary within traditional educational settings. Additionally, it aims to implement Wordwall as an innovative educational tool designed to increase student engagement and enhance the learning of English vocabulary. The study will also assess how effectively Wordwall improves vocabulary retention and comprehension, providing insights into its potential as a transformative tool in language education.

The hypothesis of this study posits contrasting predictions regarding the impact of integrating technological tools such as Wordwall into the fourth-grade curriculum at República Federal de Alemania Public School. The null hypothesis (H0) asserts that the implementation of Wordwall will not result in a significant enhancement in vocabulary acquisition compared to traditional learning methods. Conversely, the alternative hypothesis (H1) contends that the use of Wordwall will significantly improve vocabulary acquisition among students when contrasted with conventional educational approaches. This investigation aims to determine the efficacy of Wordwall as a more dynamic and interactive learning tool in the modern educational landscape.



In this study, the independent variable is the use of Wordwall as an educational tool, which is manipulated to evaluate its impact on the students' vocabulary acquisition. This variable represents an innovative approach to learning, allowing a distinction to be made between students who utilize Wordwall and those who engage with traditional learning methods. The dependent variable, on the other hand, is vocabulary acquisition and retention. This is quantitatively measured through the results of pre- and post-assessments that gauge the amount of vocabulary terms students understand and can retain over a specified period.

This research employs a quantitative methodology, characterized by the collection and statistical analysis of numerical data (Arias & Covinos, 2021). This methodology is operationalized through the administration of pre-tests and post-tests. The adoption of a quantitative approach is pivotal, as it facilitates the objective measurement of Wordwall's effectiveness in enhancing vocabulary learning among A1 English language learners.

In conjunction with the quantitative methodology, this study incorporates a qualitative approach. This involves gathering and interpreting non-numerical data, such as observational data and survey responses (Espinoza, 2020). The significance of the qualitative approach lies in its ability to capture nuanced insights into the perceptions, concepts, or experiences related to the use of Wordwall and the process of vocabulary learning. This dual-methodology framework enriches the research by providing a comprehensive understanding of the impact of technological tools on language acquisition.

The inductive method employed in this study emphasizes the collection of empirical data to discern patterns and derive generalizations (Arias & Covinos, 2021). Through this methodology, the



researcher collects data via surveys and observations, aiming to uncover patterns, themes, and potential theories regarding the impact of Wordwall on motivating vocabulary learning among fourth-grade students.

Conversely, the deductive method is grounded in the application of general theories to formulate specific hypotheses (Arias & Covinos, 2021). This process begins with the examination of existing literature and theoretical frameworks related to the study variables. Based on this foundational knowledge, the researcher constructs hypotheses concerning the potential efficacy of Wordwall in enhancing vocabulary learning among fourth-grade students.

This study will be conducted at the República Federal de Alemania Public School, situated in Quito, Ecuador. This educational institution is part of District 04, catering to approximately 90 students across seven grade levels, from first to seventh grade. The school employs eight teachers, among whom a single individual is dedicated to teaching English. Instructional activities are scheduled for the morning, with English language instruction comprising three pedagogical periods per week, each lasting 45 minutes. According to the Common European Framework of Reference for Languages (CEFR), the student body is classified at the A1 level, indicative of beginner proficiency in English.

The research encompasses a sample of 13 participants, aged between 8 to 9 years, with a gender distribution of six boys and four girls. The pedagogical resources currently employed include English modules, which are digital textbooks accessible through the Ministry of Education's website, and supplementary homework sheets provided by the English teacher. While the school lacks a dedicated English laboratory, a range of audiovisual resources are utilized for English language activities, supported by consistent internet access available to both teachers and students.



As Arias & Covinos (2021) pointed out that, any serious research reports the reliability and validity of its measurement instrument, for which the elaboration and application to the target population has to be accurate. In this study these quantitative methods are going to be applied.

Survey: A ten-statements survey is administered to the students to know their perceptions, toward the two-variable study: use of Wordwall and vocabulary learning, using a scale with five options in order that students can choose the appropriate answers in accordance with their experiences in the learning process (Annex 1).

Pre-test: This test will allow to determine the initial performance in the development of vocabulary learning. The pre- test will be evaluated through a rubric in which will be taken into consideration four components of vocabulary learning such as meaning, frequency, word family, usage and application (Annex 2).

Post-test: This test will show the progress made by the students after the proposal, in this case, the implementation of vocabulary activities using Wordwall, which will include the same exercises to complete in order to demonstrate students' progress in this skill (Annex 2).

This study is characterized as descriptive research. The incorporation of descriptive methods is essential, as this research aims to delineate perceptions or behaviours. According to Arias & Covinos (2021), descriptive research is pertinent to exploring social issues, processes, or habits, encompassing the attitudes, perspectives, and behaviours of communities in response to specific situations or phenomena.

This proposal aligns with observations by Pradini & Era (2022) on enhancing vocabulary practice both within and outside the classroom setting. It explores the integration of Wordwall, offering students the opportunity to leverage this interactive technological platform to advance their



vocabulary learning. Given the proficiency of young learners in navigating digital platforms through devices like smartphones, laptops, and tablets, leveraging educational tools becomes imperative. This approach aims to harness these digital proficiencies to foster engagement and facilitate English language acquisition effectively.

The significance of this research stems from its focus on fourth-grade students, who are typically aged 8 to 9 years old. According to the scale of English learning established by the Ministry of Education, which aligns with the Common European Framework of Reference (CEFR), these students are categorized at the A1 level, indicating elementary proficiency. However, these young learners often encounter challenges in developing English linguistic skills, primarily due to their limited vocabulary. This deficiency can hinder their ability to express ideas fluently and may lead to insecurity during reading, writing, or speaking activities, often resulting in numerous errors.

This study aims to address these issues by enhancing vocabulary acquisition through interactive activities facilitated by Wordwall. This tool is designed to engage students effectively, fostering a deeper internalization of the language and making the learning process more enjoyable. By improving their command of English vocabulary, this research seeks to provide a foundation that will benefit the students' linguistic abilities not only in their current academic pursuits but also in their future educational endeavours.

Additionally, the importance of this study covers other contexts as it follows:

Professional: This proposal offers insights into exemplary vocabulary teaching methods utilizing technological resources, highlighting an avenue for professional growth among EFL teachers at República Federal de Alemania Public School.

Methodological: It enriches the domain of EFL vocabulary learning by integrating



quantitative analysis, enabling a holistic understanding of the educational dynamics involved. By systematically collecting and analysing numerical data, through pre-test and post-test scores, the study provides a structured framework for evaluating the effectiveness of technological tools in language learning.

Technological: The study explores the efficacy of Wordwall as a technological aid in enhancing vocabulary learning, advocating for a broader adoption of technology within language education frameworks.

Social needs: The initiative targets the enhancement of EFL students' vocabulary acquisition, a crucial component of language proficiency. This effort aligns with the objective of equipping students for academic success and broader opportunities in a globalized context. It addresses the necessity of meeting international language competency standards, as outlined in the CEFR, within the framework of the national English curriculum.

The research will be structured by three chapters. Chapter one, will contain the analysis of bibliographical sources related with the dependent and independent variable. In this stage all the information will be examined in order to identify previous investigations and results obtained from it as supporting ideas for the study. While, in chapter two that is methodology of the investigation and diagnosis will be described the process of the investigation with its respective stages, taking into account their corresponding appendixes. And finally, chapter three that is related with the presentation and validation of the proposal, which intends to validate either theoretical or empirical its viability, feasibility, and benefits.



CHAPTER 1: THEORETICAL FRAMEWORK

This chapter begins with a review of key bibliographic sources, examining diverse perspectives and comparing both qualitative and quantitative data from previous research, establishing a solid foundation for later discussions. It then explores the use of teaching media in English as a Foreign Language (EFL) instruction, highlighting the benefits and the role of gamification in boosting engagement and deepening learning. The focus shifts to Wordwall, the study's independent variable, detailing its definition, benefits for vocabulary learning, and specific applications. The narrative proceeds to dissect the dependent variable—vocabulary—discussing its definition, importance in language acquisition, and role in educational outcomes, alongside an analysis of student motivation, including types and impacts on learning. The chapter concludes with an evaluative analysis of Wordwall's effectiveness in enhancing vocabulary learning motivation, aiming to determine its efficacy and contribute to the field of language education research.

1.1. Previous Researches

The research by Paksi & Sari (2023) explores teachers' perspectives on using the Wordwall.net application for teaching English vocabulary. This descriptive research uses quantitative methods to assess how teachers at SDN Makassar 06 in East Jakarta view Wordwall.net's effectiveness as a vocabulary teaching tool. Data were collected via a questionnaire, which was then compiled, analyzed, and interpreted. Results show that teachers generally view the Wordwall.net application positively as a resource for teaching English vocabulary. Ultimately, the study reports that teachers are satisfied with Wordwall.net as a platform for English vocabulary instruction.

Likewise, Arsini et al. (2022) explore the effectiveness of the Wordwall application at



Apollonia Hotel School in Indonesia, focusing on adult education. This study fills a research void about the innovative learning tool Wordwall, examining adult learners' perceptions of its effectiveness in enhancing English vocabulary acquisition during online courses. The researchers used a qualitative, descriptive approach and gathered data from ten participants through a brief questionnaire.

The results reveal that learners are very enthusiastic about using the Wordwall application, which offers a variety of innovative and interactive games for vocabulary learning. However, the study also identifies a drawback: the application does not provide adequate explanations or feedback during the learning sessions. The research concludes by suggesting that the Wordwall application could be beneficial in increasing learner motivation to study English vocabulary.

Furthermore, Umar et al. (2023) in the study *Using Word Wall Website As A Strategy To Improve Students' Vocabulary Mastery*, mentions how important is to learn vocabulary to acquire linguistic skills using Wordwall website as a strategy. The aim of the study was to know how significant can be the results of using technology to master vocabulary by student's, concluding that the results in fact were significant and applicable for the leaning and teaching process of a second language.

Similarly, Jannah & Syafryadin (2022) state that using ICT tools for the process of obtaining significant vocabulary results has been a new trend in education as many educators have been using Quizzes and Kahoot as the most popular tools to enhance student's learning vocabulary. The study has analysed students' perceptions of Wordwall.net, a less known online tool that contains games and engaging activities. The research was applied to 29 eight graders at the Junior School in Indonesia, collecting data by questionnaire which was analysed quantitatively. The findings of the



research indicate that most of the students' perceptions on the use of Wordwall.net to increase their vocabulary was positive as they felt excited, interested, motivated throughout the fun activities presented by this interactive technological tool. Additionally, explain that Wordwall.net, influence the learners' engagement with the web tool and the classroom which demonstrates that students' concentrations intensify, concluding that Wordwall.net is highly recommended to educators to teach English vocabulary based on the results.

Denoting to the same issue, Pradini & Era (2022) present a quantitative study that specify that adding online applications in education the last three years has been necessary as recently occurred during the health emergency with the pandemic, which changed education all over the world and had a special effect in places that technology did not have reached completely. As online learning was implemented, various tools and platforms were used by educators in order to gain students intention and share appropriate curriculum contents.

Due to a lack of motivation, teachers incorporated engaging and creative online activities using Wordwall to teach English vocabulary. The objective was to enhance vocabulary skills among young learners at Mambang using Wordwall, focusing on nouns, verbs, and adjectives. The study shows that the average score of a student in the pretest was 53.33, which is considered satisfactory, and it increased to 73.33 in the post-test, rated as good, proving that Wordwall can boost both vocabulary skills and students' motivation to learn English.

With the widespread use of the internet post-pandemic, the adoption of web-based tools in English language teaching has grown extensively, serving as a supportive resource for both teachers and students. Rodriguez et al. (2023) express that as English continues to be a globally dominant language, online tools like Wordwall can significantly expedite the learning process effectively.



This qualitative research investigates the opinions of seven Chilean pre-service English as a Foreign Language teachers on using Wordwall.net in their educational practices to enhance English vocabulary acquisition. The study employed semi-structured interviews focusing on usability, effectiveness, visual appeal, and benefits to both teaching and learning. Data were systematically organized, analysed, and interpreted through thematic analysis. The results reveal that pre-service EFL teachers find Wordwall extremely beneficial for learning vocabulary as it is user-friendly, engaging, and enjoyable, concluding that Wordwall is highly recommended for use in educational settings as a novel tool to improve English vocabulary learning.

The studies underscore Wordwall's significant role in boosting engagement, retention, internalization, and motivation among learners in acquiring vocabulary. Wordwall's diverse range of captivating activities, such as games, quizzes, contests, and various other interactive formats, stimulates learners' interest, making vocabulary learning more dynamic and less laborious compared to traditional methods like looking up words in a dictionary. This approach not only makes learning more interactive but also enhances vocabulary acquisition swiftly and effortlessly.

1.2. Teaching media

1.2.1. Teaching media in English as a Foreign Language

The conscious desire to create friendly, comfortable and actively learning environments has led to the developing of entertaining media resources. Andriani et al. (2022) states that media is a tool that can be used to communicate the message, which can stimulate attention, interest, though and feeling of learners in the development of the different activities achieving the proposed learning goals.

Relating the previous statement with teaching a second language, can be said that teaching



media in English as a Foreign Language (EFL) can be an engaging and effective way to enhance language skills. For instance, media, like newspapers, television, radio, podcasts, and online content, provides authentic and real-world language experiences that are familiar with student's daily life.

Andriani et al. (2022) highlights the importance of educators possessing the skills to adeptly integrate media resources both within and beyond the classroom setting. This includes the ability to curate content that is not only culturally pertinent but also aligns with the students' interests and proficiency levels. Furthermore, it involves leveraging media to practice language skills and developing materials that are thematic and pedagogically sound.

1.2.2. Advantages of teaching media

The use of media is one of the continuous improvements education is facing these days, as has become an essential support tool for teachers and learners to reach learning objectives, as long as they are used appropriately during the teaching - learning process (Zhang, et al., 2021).

One of the most relevant advantages of teaching with media is that engage and motivate students easily, as the content is attractive and entertaining which helps students to be interested and active most of the time to solve purposed activities. Furthermore Andriani et al.(2022) highlight several benefits of utilizing instructional media in education. They argue that educational media can make the learning experience more engaging, thereby stimulating student interest and motivation. It helps to elucidate learning materials, allowing students to grasp concepts more easily and effectively achieve educational goals. The use of such media enhances students' ability to meet and exceed learning objectives.

Teaching media in EFL education offers numerous advantages, significantly enhancing the language learning experience and motivating students through the use of engaging tools such as



videos, podcasts, and interactive websites. These media forms capture students' interest and foster a positive attitude towards learning, making educational experiences both enjoyable and enriching (Klimova & Polakova, 2020). Visually appealing and culturally relevant content further engages learners, while the incorporation of authentic media materials exposes students to natural language features such as idioms, slang, and diverse linguistic registers, thus enriching their understanding and usage of English in real-world contexts (Pradini & Era, 2022).

Moreover, media serves as a vital resource for improving linguistic skills by providing extensive opportunities for listening, speaking, reading, and writing. Exposure to various accents, speaking speeds, and intonations in authentic scenarios enhances comprehension and overall language proficiency (Mystakidis, 2019). Additionally, media resources enrich vocabulary instruction, introducing students to a broad spectrum of vocabulary within context. This exposure not only expands their lexicon but also deepens their understanding of word usage, collocations, and idiomatic expressions, all crucial for effective communication in English (Umar, et al., 2023).

1.2.3. Gamification

Gamification in educational environments refers to the integration of game design elements and principles into non-game settings to boost learner engagement, motivation, and active participation (Rojas, 2019). This method taps into the natural human inclination towards gaming to make the educational experience more interactive and enjoyable. Introducing aspects like scoring points, fostering competition, and establishing rules of play within the educational framework, gamification seeks to revitalize the learning atmosphere, making it more vibrant and captivating (Harring, et al., 2023).

Vocabulary learning, traditionally seen as a rote and tedious process, can be revitalized



through gamified applications and platforms. Tools like Wordwall, which offer a variety of game-based activities such as quizzes, match-ups, and word searches, are exemplars of gamification in action (Wordwall, 2024). These activities not only make the learning process more engaging but also cater to different learning styles, thereby enhancing the retention and internalization of new vocabulary (Rojas, 2019).

Moreover, gamification fosters a sense of achievement and progress among learners. Through immediate feedback mechanisms, such as points, levels, and badges, students can visually track their learning progress and achievements. This feedback encourages continuous engagement and effort, contributing to a more motivated and self-directed learning experience (Harring, et al., 2023).

Additionally, gamification promotes social interaction and collaborative learning. Many gamified learning activities are designed to be completed in groups or pairs, encouraging learners to communicate, collaborate, and compete with each other. This social aspect of gamification can significantly enhance the learning process, as students learn not only from the material itself but also from their interactions with peers (Rojas, 2019).

1.3. Independent variable: Wordwall

1.3.1. Definition of Wordwall

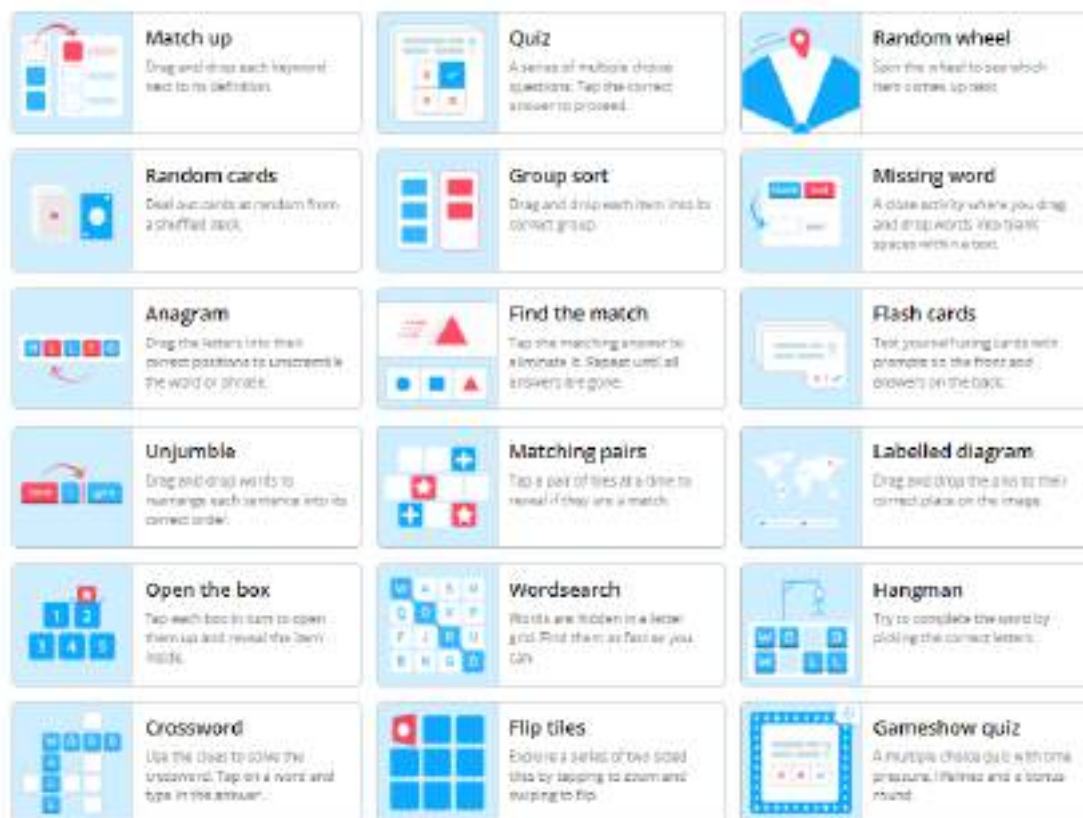
Wordwall is a complimentary online tool for creating educational activities. According to Council of Europe (2024) English educators can utilize this platform to find materials related to topics they wish to teach. Wordwall offers a wide variety of authentic and engaging resources for English as a Foreign Language (EFL), including activities such as quizzes, word games, maze chases, among others. Additionally, teachers have the ability to craft their own original teaching



materials from scratch. Moreover, most of the activities provided by Wordwall are versatile, available in both interactive digital formats and as printable materials.

Figure 1

Wordwall templates



Note. Wordwall (2024).

Moreover, Wordwall is a great source to provide students with diagnostic, formative or summative enjoyable assessment as the English teacher can rapidly and easily search or elaborate interactive English tests to measure the purposed linguistic learning objectives and take decisions according to the results. Jannah & Syafryadin (2022) point out that this tool offers a wide variety of English vocabulary activities to choose from, and makes learning engaging. What is more,

Wordwall is available not only in English language but in many languages. Although, the only limitation is that, English teachers can just produce up to five kinds of resources for free and after that, the activities have to be removed to leave space for new ones.

Ultimately, English teachers can use Wordwall to engage students in a more interactive and dynamic way to learn English language, fostering a participatory and enjoyable learning experience. The activities created on Wordwall can be shared with students through a link, making it accessible for both either face to face or remote learning environments.

1.3.2. Advantages of using Wordwall to learn English vocabulary

According to Rojas (2019) the advantages if integrating gamification as a pedagogical strategy to acquire a second language can lead to achieve fluency as its “adaptable to digital natives and digital immigrants”. Moreover, Shafwa & Hikmat, (2023) highlight several key benefits of using Wordwall. Firstly, they note that Wordwall can enhance learners' cognitive abilities and sensitivity. Secondly, it fosters a stimulating, creative, and innovative learning environment. Thirdly, it aids in improving students' logical thinking and comprehension. Fourthly, it serves as an interactive, two-way educational medium. Lastly, it provides benchmarks for assessment and helps in evaluating student capabilities. Therefore, Wordwall is one of the EFL educational media-based game resource, that had had a great impact during the pandemic, as English teachers had to create innovative and engaging lesson plans to attract students to continue with their studies, avoiding school dropout. As the tool has become familiar for a great part of children and youngsters, English educators can profit from this affinity to continue working with this tool in face-to-face classes.

1.3.3. Main features of Wordwall to teach and learn English vocabulary

According to Pradini & Era (2022), the main feature of this web based online tool to teach



English vocabulary are:

1.3.3.1. Interactives and printables.

Wordwall can be utilized to create both interactive and printable activities designed to captivate English learners' interest, thereby enhancing their academic achievement. Most of the templates are available in both digital and print formats (Pradini & Era, 2022).

Interactive English vocabulary activities can be accessed on any internet-enabled portable device, such as computers, tablets, phones, or interactive whiteboards. Students can participate in these activities individually or with teacher guidance in collaborative virtual or face-to-face sessions. Additionally, printable components can be downloaded and printed as PDFs, serving as tools for assessment, homework, or providing formative feedback in English vocabulary learning.

1.3.3.2. Create using templates.

Wordwall activities for English vocabulary are created using a template system. Arsini et al. (2022) indicate that these templates include classic formats like quizzes and crosswords. There are also arcade-style games such as Maze Chase and Airplane, as well as classroom management tools like seating plans. To create a new English vocabulary activity, teachers select the most appropriate Wordwall model and input the target vocabulary, resulting in an engaging and interactive task to share with students.

1.3.3.3. Switching template.

Once an English vocabulary activity is created, its template can be switched to another format with a single click. This feature saves time and is ideal for differentiation and reinforcement. For example, a teacher might design a vocabulary matching activity based on shape names and then transform it into a crossword puzzle using the same words. Shafwa & Hikmat (2023) point out that



teachers can also convert these resources into quizzes or word searches, enabling students to be creative and innovative while learning vocabulary. Additionally, well-designed learning displays enhance an educator's authority and confidence in the classroom.

1.3.3.4. Edit any activity.

Prepackaged English vocabulary activities aren't always necessary. If an existing activity doesn't fit well with the class, it can be easily adapted to align with the course and teaching style.

1.3.3.5. Themes and options.

Interactive English vocabulary content can be tailored to different proficiency levels. Each theme alters the appearance with various graphics, fonts, and sounds. Additionally, there are options to set timers or modify gameplay. Printout options are also available, allowing changes to fonts or the printing of multiple copies of each page.

1.3.3.6. Student assignments.

Wordwall activities can be assigned as homework. When a teacher assigns a vocabulary task, students are directed to that specific activity without being distracted by other content on the main page. This feature is beneficial for both in-class use, when students have access to their own devices, and for homework assignments. Each student's results are tracked and provided to the teacher.

1.3.4. The use of Wordwall in vocabulary learning

Wordwall stands as an adaptable tool that transforms the traditional tasks of vocabulary acquisition into an interactive and engaging experience. When incorporating interactive elements, educators can elevate the learning process, fostering a more dynamic and participatory approach to mastering English vocabulary (British Council, 2024).

Therefore, Pradini & Era (2022) mention that Wordwall offers numerous dynamic activities



tailored specifically for English vocabulary learning. From classic word matching games to innovative quizzes and puzzles, each activity is designed to captivate students' attention while reinforcing their understanding of English words and phrases.

Additionally, Arsini et al. (2022) argues that both teachers and students can access Wordwall. This application assists teachers in organizing their English teaching materials into engaging vocabulary games. In other words, one of Wordwall's distinctive features is its capacity to promote collaboration among the teacher and students. Educators can create interactive group activities that encourage teamwork, allowing learners to collaborate on vocabulary challenges. This collaborative environment not only enhances social interaction but also cultivates a sense of shared achievement.

It is important to mention that real time feedback for progress can be done using this online base tool. Wordwall (2024) provides instantaneous feedback during activities, offering a valuable tool for tracking progress and understanding. This real-time feedback loop enables students to identify and correct errors promptly, reinforcing their grasp of English vocabulary concepts. The immediate response mechanism also serves to sustain engagement throughout the learning process.

Other of the main features of Wordwall is that presents adaptive learning paths, that like Paksi & Sari (2022) specify these paths are founded on student-centered learning methods that place students at the core of teaching and learning, for which educators have to adjust interactive activities to meet the specific needs and proficiency levels of individual students. This adaptability ensures that each learner receives a personalized and effective learning experience, maximizing the impact of vocabulary acquisition.

As previously mentioned, Wordwall serves to augment the interactive learning experience



through the integration of multimedia elements, including images, videos, and audio, into English vocabulary activities. Rodriguez et al. (2023) highlight the application's usability, effectiveness, visual appeal, which underpins its suitability for diverse learning styles, thereby rendering the process of English vocabulary acquisition more inclusive and engaging. The incorporation of visual and auditory stimuli enhances the learning experience, making it richer and more memorable.

In concordance with what have said before, Pradini & Era (2022) claims that the customization for engagement that Wordwall presents, empowers educators to adapt English vocabulary activities, allowing for the incorporation of themes, colours, and interactive elements that resonate with students. Personalizing the learning experience not only captures attention but also creates an environment where English vocabulary learning becomes an enjoyable and relatable effort.

British Council (2024) states that Wordwall's interactive design encourages active participation by prompting students to manipulate words, solve problems, and collaborate with their peers. Whether rearranging words into correct order or competing against time in quizzes, the platform turns vocabulary learning into a dynamic and participatory process.

Gamification strategies, when incorporated into Wordwall, play a pivotal role in making English vocabulary learning more interactive and engaging. According to Klimova & Polakova (2020), incorporating game elements such as points and badges can introduce a sense of friendly competition and active learning methodology. This approach encourages students to immerse themselves actively in the learning material, turning the acquisition of vocabulary into an enjoyable and rewarding process.

The integration of Wordwall into vocabulary teaching enhances interactivity, facilitating



open discussions among students during collaborative activities. It also allows teachers to provide timely and impactful feedback, enabling the immediate correction of mistakes. This real-time interaction and feedback mechanism is essential for reinforcing learning and ensuring comprehension (Klimova & Polakova, 2020).

Moreover, Wordwall enables the exploration of a wide array of interactive activities, maintaining a diversity in the learning process. The strategic use of multimedia within these activities aims to boost student engagement without overwhelming the teaching and learning dynamic (Pradini & Era, 2022).

1.4. Dependent Variable: Vocabulary

Historically, investigations about vocabulary have been done with the aim of identify, analyze and rank the frequency in which words would appear in a text and were supposed to be studied by a certain group of learners. It help to educators by giving a guideline to decide on which words were supposed to be taught primarily (Thorndike, 1921) .

Additionally, the advent of new lexical approaches that are centred around word databases, alongside the evolution of computerized word databases, has significantly shaped contemporary language learning. These databases have undergone substantial development, aligning with emerging educational theories such as connectivism, in which people develop a dynamic way of learning using a great quantity of digital tools and resources learning either individually or collaboratively (Klimova & Polakova, 2020). In other words, intends to connect students in academic online communities to learn English picking up interactive multimedia applications to motivate and engage learners to internalize a significant amount of vocabulary optimizing time and economically resources.



Consequently, acquiring English as a second language, means that components like grammar, pronunciation and vocabulary have to come together eventually to communicate clear ideas, feelings and thoughts, which means that evidently vocabulary it's a significant piece to become proficient in English. Vocabulary, it's an important key that English learners need to acquire in order to understand meanings, differences or similarities with his/her L1.

1.4.1. Definition of vocabulary

Memorize numerous groups of words in a traditional way, has been tremendously challenging in the past, as students had to look word by word in a dictionary and after that, write it on a notebook and try to figure out whether the word match or not with the sentence or phrase that was trying to build in English, as in English language, one word could have different meanings.

Webster (2024) defines vocabulary as a collection or inventory of words used by a language, group, individual, or within a particular field of knowledge. Learning vocabulary formerly has not always been prioritizing as part of developing the language. However, nowadays, the importance of learning vocabulary has growth rapidly due to the diverse studies that shows that acquiring lexical competence drive learners to master a language.

According to Griffiths, et al., (2022) language is built by words which historically emerged due to the need to communicate ideas and feelings to our equals. Acquiring vocabulary is a continuous and unconscious process either in L1 or L2, which indicates that humans are constantly predisposed to store new words in their brains till the appropriate moment appears to put this in context.

Vocabulary are all the words in a language that serves as a medium to communicate with a particular person or a group of people. Nordquist (2023) states that there are two primary types of



vocabulary: active and passive. Active vocabulary includes words frequently used by individuals in speaking, reading, listening, or writing. In contrast, passive vocabulary consists of words that are recognized but not commonly used in everyday communication.

Nordquist (2023) also cites *How language works* by David Crystal, indicating that, vocabulary acquisition starts by the age of two, reaching 200 words. Subsequently, at the age of three years, the child has an active vocabulary of around 2000 words and by the age five years the vocabulary could extent to 4000 words, which suggests that a person can learn from three to four words every day.

Equally, Arsini et al. (2022) argue that vocabulary is a crucial component for students in communication. Understanding vocabulary can enhance students' proficiency in other areas, including listening, speaking, reading, and writing. In other words, obtaining an abundant quantity of vocabulary in English, can boosts the learner capacity to understand more complex ideas and express it applying the four main linguistics skills of English language.

1.4.2. Features of vocabulary

1.4.2.1. Meaning.

Refers to the semantic content associated with words, phrases, or symbols. It encompasses the concepts and information that language users must understand to communicate effectively (Santiago & Tira, 2019). Meaning is fundamental to the acquisition of vocabulary as it allows learners to associate words with their definitions, practical applications, and contextual relationships. This understanding is necessary for both comprehension and production stages of language use, enabling learners to decode and construct messages accurately within diverse linguistic and cultural contexts (Bergström, et al., 2021).

1.4.2.2. Frequency.

It's defined as the description of occurrence of an event, typically including terms such as always, often, sometimes, rarely, and never (Folse, 2012). Understanding and using frequency adverbs appropriately requires learners to grasp subtle nuances in temporal distribution, which can significantly influence the accuracy and naturalness of language production in communicative acts (Salina, et al., 2017).

1.4.2.3. Word Family.

A word family consists of a group of words derived from a common root or base word that share similar morphological and semantic characteristics. These families illustrate the morphemic structure of language and are used pedagogically to expand a learner's vocabulary efficiently (Hayet & Rahman, 2020). Studying word families helps learners recognize and predict the meanings of new words, making it easier to understand and remember vocabulary. By exploring the relationships between prefixes, suffixes, and root words, learners can enhance their lexical variety and depth (Bergström, et al., 2021).

1.4.2.4. Usage.

Refers to the manner in which words are employed in natural language settings, encompassing selection, collocation, and grammatical compatibility. It involves understanding the pragmatic and stylistic nuances that dictate how and when different forms of language are appropriately used (Santiago & Tira, 2019). Mastery of usage is critical for achieving fluency and communicative efficacy, as it enables learners to not only form correct sentences but also to express them in a contextually and culturally appropriate manner (Salina, et al., 2017).

1.4.2.5. Application.

Involves the practical use of linguistic knowledge in real-world scenarios. It signifies the transition from passive knowledge of vocabulary and grammar to active communication skills (Santiago & Tira, 2019). Application is demonstrated through the ability to integrate language constructs into speaking, writing, listening, and reading activities that mirror authentic communication. This aspect of language learning is crucial for reinforcing and evaluating the functional utility of linguistic elements in everyday interactions and professional environments (Bergström, et al., 2021).

1.4.3. *The importance of vocabulary*

Knowing vocabulary is an essential part for learning a second language as it improves learners' skills to communicate and understand more accurately the language. Gaining vocabulary signifies a powerful tool that aids the learner to have a clearer idea of the content that later can allow the learner to contribute or express their own ideas (Griffiths, et al., 2022).

The importance that relies on vocabulary and language knowledge is that both are complementary, which means that one depends on the other to exist and to develop communicative competence. The importance of vocabulary is perceived every day in the classroom specially in lower levels, as students attempt to internalize and put into practice the content that has been shared during the lessons (Umar, et al., 2023).

As new words are acquired majorly in minor levels, the strategies applied by educators to share explicit vocabulary have to be attractive and engaging in order to motivate students to gather as many new words and phrases as they can for their classes and for activities like reading, writing or speaking and many other activities that are required to do during the English lessons (Arsini, et

al., 2022).

Regarding the importance of vocabulary, Decarrico (2001) emphasizes that teachers must be creative and innovative in engaging students in explicit vocabulary learning activities. This method focuses on emphasizing vocabulary and highlights several key principles of explicit learning that can guide teachers in deciding what to teach and how to teach it. These principles include the objective of building a large recognition vocabulary, integrating new words with existing knowledge, providing multiple encounters with each word, promoting deep processing, facilitating visualization, employing various techniques, and encouraging independent learning strategies.

Agreeing with the mentioned statement, nowadays learning vocabulary has become less challenging and easy to remember, acknowledging the internet and technological advances and benefits such as online resources adapted to mobile devices applications, web-based platforms, online games, that teacher can use as a mean to guide students and learners can learn having fun inside or outside the school to amplify the target language (Zhang, et al., 2021).

1.5. Students' motivation

Motivation is one of the most important aspects that a teacher has to be aware of to be successful at providing students with meaningful content, and there are factors that influence it. According to Digital Promise (2024) the bring up factors can include autonomy, self-regulated learning, intrinsic and extrinsic motivation, and the importance of appreciating and finding success in activities.

Opportunities for autonomy can increase motivation and self-regulated learning. Giving students choices and promotion a sense of control and self-learning can help build motivation and self-regulated learning skills.



Pradini & Era (2022) explain that providing interactive, enjoyable, and stimulating learning activities can greatly enhance young learners' motivation to participate in the learning process. This strategy is designed to meet students' needs for self-determination and autonomy by giving them opportunities to make choices and have control over their learning. It's also crucial to acknowledge that students can be driven by both intrinsic and extrinsic motivation. Generally, students are more inclined to engage in activities they perceive as valuable and where they anticipate success.

In addition Purnama et al. (2019) state that understanding the factors influencing student motivation, there are specific strategies that educators can use to motivate students. For instance, building relationships with students, both in face-to-face and online settings, is crucial for student motivation. Getting to know students' interests, incorporating show-and-tell opportunities, and encouraging peer-to-peer relationships can all contribute to student motivation.

1.5.1. Definition of motivation

Motivation originates from the term "move," indicating the drive that propels individuals to initiate actions influenced by either positive or negative stimuli. Tohidi & Jabbari (2012) conceptualize motivation as the catalyst that empowers individuals to achieve exceptional performance levels and overcome obstacles to embrace change.

In the realm of education, Mystakidis (2019) describes motivation as the dynamic force that shapes learners' actions. The primary objective of fostering motivation among students is to cultivate behaviours conducive to the deep and meaningful learning of English vocabulary through tools like Wordwall. While motivation researchers delve into the mechanisms through which behaviour is encouraged and steered, the essence of motivation research lies in identifying the situations or conditions that energize and direct behaviour towards the acquisition of knowledge, particularly



when such pursuit is fuelled by enthusiasm for specific activities. Educators, when designing learning experiences, must consider the powerful, behaviour-guiding conditions synonymous with motivation. Essentially, motivation is the engine of human activity, encompassing any factor, whether internal or external, that triggers the engagement of an individual in any given task.

1.5.2. Advantages of motivation in English vocabulary acquisition

English vocabulary acquisition plays a vital role in language learning and proficiency. One crucial factor that significantly impacts the success of vocabulary acquisition is motivation. Motivation serves as a driving force that according to Safitri et al.(2022) empowers learners to engage actively in the learning process, leading to improved vocabulary retention and overall language proficiency. Therefore, it's important to explore the advantages of motivation in English vocabulary acquisition, highlighting the various ways it enhances learners' abilities to acquire and retain new vocabulary.

Increased engagement and persistent motivation act as primary catalysts that stimulate learners' enthusiasm and interest in vocabulary acquisition. When learners are motivated, their engagement in the learning process intensifies; they actively explore new words, phrases, and expressions (Mystakidis, 2019). This heightened engagement fosters greater persistence, enabling learners to dedicate time and effort to vocabulary acquisition, even amidst challenges or setbacks. Such motivated learners are inclined to persist, deploying various strategies and resources to surmount difficulties and attain their language learning objectives (Purmana, et al., 2019).

Furthermore, motivation significantly enhances learners' ability to retain and recall vocabulary. Motivated individuals are more likely to direct mental resources toward effectively encoding and storing new words in long-term memory. They often adopt robust memorization

techniques, including mnemonic devices, visualization, and repetition, all of which bolster memory consolidation. Consequently, these learners exhibit a heightened ability to retain and retrieve new vocabulary over extended periods, which aids in language production and comprehension (Camilleri & Camilleri, 2022).

Motivation also serves as a dynamic force that encourages learners to apply newly acquired vocabulary in real-life contexts actively. Motivated learners are eager to experiment with new words and expressions in both written and spoken forms of communication (Liu, 2020). This proactive use of vocabulary enhances language fluency and proficiency, enabling learners to articulate thoughts more precisely and effectively. Additionally, motivated individuals often seek further language practice opportunities, engaging in dialogues with native speakers, participating in language exchanges, or utilizing digital language learning platforms, thereby reinforcing their vocabulary acquisition and application (Mystakidis, 2019).

Lastly, motivation crucially influences learners' attitudes and self-perception regarding vocabulary learning. Motivated learners typically develop a positive outlook and increased self-confidence, pivotal for successful language acquisition. With a belief in their capability to learn new vocabulary, these individuals approach learning tasks with a growth mindset, viewing challenges as opportunities for improvement rather than barriers (Liu, 2020).

1.5.3. Effectiveness of motivation to learn English vocabulary

1.5.3.1. Types of motivation.

Students' motivation to learn can be significantly enhanced through competitive challenges and teamwork with their peers. Research has demonstrated that both learning and motivation are improved when students interact with instructional materials, resources, and computer applications,



rather than just passively engaging with them (Laurence, 2018; Purnama et al., 2019). Competitive activities can also actively boost learners' motivation, increasing their willingness to learn in the future. Furthermore, competitions not only foster positive learning interactions among peers but also lead to the development of diverse teaching strategies and materials tailored for students of different ages. Various learning activities and collaborative tasks can be used to guide students in building self-efficacy in learning.

According to Liu (2020) governments in non-English speaking countries put considerable effort into promoting English education at all levels. The goal is to provide students with an early understanding of the importance of learning English and developing English skills before they enter university. However, the performance in English learning among preschool students shows that vocational students' English proficiency is slightly lower than that of high school students. This disparity is attributed to a lack of interest and motivation in learning English, as well as insufficient basic knowledge.

a) Intrinsic motivation: involves a natural interest in pursuing a topic or activity out of personal desire. According to Rodríguez (2022), it occurs when students engage in activities because of internal rewards, such as a passion for learning or a genuine interest in the subject. In the realm of English vocabulary learning, intrinsic motivation may be evident when students take pleasure in learning and speaking English and have a genuine fascination with the language. Students driven by intrinsic motivation might participate in activities like reading English books or using English learning web platforms because they truly enjoy the process.

b) Extrinsic motivation: On the other hand, pertains to the drive to engage in an activity or subject due to external factors such as rewards, grades, or parental approval. Liu (2020) explains that



in the context of learning English vocabulary, extrinsic motivation can be influenced by the desire to pass an exam, receive a reward, or avoid punishment. For instance, a student might study vocabulary words to earn a high grade or to satisfy their parents' expectations.

c) Implications for English vocabulary learning: Rodríguez (2022) notes that both intrinsic and extrinsic motivation play crucial roles in learning English vocabulary. While extrinsic motivation may initially encourage students to participate in learning activities, it is typically short-lived and may not cultivate a lasting love for learning. Conversely, intrinsic motivation, which stems from internal rewards, tends to foster a deeper and more sustained engagement with the subject matter.

Educators can foster intrinsic motivation in English vocabulary learning by focusing on activities that align with students' natural interests and passions. Laurence (2018) suggests that using authentic materials closely related to students' willingness to embrace web-based learning platforms can help them connect with the language on a personal level, thereby boosting their intrinsic motivation.

Intrinsic and extrinsic motivation are separate types of motivation that affect English vocabulary learning. Intrinsic motivation comes from internal rewards and a sincere interest in the topic, whereas extrinsic motivation is shaped by external factors like rewards or grades (Hindeme, 2022). While both forms of motivation can impact learning, fostering intrinsic motivation typically results in greater engagement and better learning outcomes.

1.5.4. Students' motivation for learning English vocabulary

Learning vocabulary in a second language is not easy for young learners as they get bored faster, distracted, forget easily and remain quiet. English teachers must awake their interests to

learn English applying engaging resources while they are studying (Purmana, et al., 2019).

Students who are interested in certain content that has been tailored specially for their needs using the correct technological incentive will continue to learn more. In other words, they will respond positively and efficiently, interiorizing and retaining information. This is called intrinsic motivation, in which students are aware of the desire for learning more and more actively (Rodríguez (2022).

In this context, students opt to enroll in the course voluntarily, driven by their interest in learning English vocabulary through engaging online activities provided by platforms such as Wordwall. Intrinsic motivation in language learning is often fueled by the allure of participating in enjoyable and stimulating activities. As Safitri et al. (2022) suggest, the use of appealing graphics and clear images enhances student engagement, facilitating content absorption and retention. Consequently, Wordwall not only simplifies the memorization of English vocabulary but also makes the learning process more enjoyable.

Furthermore, the role of the English teacher's communication skills is crucial in providing ongoing support and feedback to students. Effective communication enhances the learning experience, fostering an environment conducive to acquiring language skills and boosting student motivation (Umar, et al., 2023). This support is vital for maintaining student interest and engagement in the learning process. According to Arsini et al. (2022), motivational strategies such as rewards provided by teachers significantly enhance student performance, boosting self-esteem and eagerness to learn.

Additionally, the familiar and serene virtual environment created by Wordwall contributes to students' willingness to engage deeply with the material, as positive experiences in such settings



enhance satisfaction and motivation (Pradini & Era, 2022). For instance, a lively classroom atmosphere characterized by a healthy competitive spirit encourages students to excel and support each other's learning. Thus, Wordwall facilitates not only individual learning but also collaborative learning, enabling students to enhance their English vocabulary within a positive and motivating environment.

1.6. Brief conclusion

This chapter analyses the use of Wordwall in English as a Foreign Language (EFL) instruction, focusing on vocabulary acquisition and student motivation. It begins with a detailed review of existing research, indicating that Wordwall is well-received by both teachers and students. The tool is described as beneficial for enhancing vocabulary learning and for increasing engagement and motivation through its interactive and gamified features. The studies mentioned illustrate that Wordwall facilitates active learning by providing a range of activities designed to accommodate various learning styles, which helps improve vocabulary retention and understanding.

Moreover, the framework connects the advantages of Wordwall to wider educational outcomes, pointing out its role in creating a dynamic and engaging learning environment. The use of gamification elements in Wordwall activities, such as quizzes, match-ups, and word search, highlights how educational technology can modify traditional learning methods. With features that provide immediate feedback and encourage social interaction among learners, Wordwall contributes to vocabulary learning and fosters a community of engaged learners. In summary, the literature suggests that using Wordwall strategically in EFL classrooms could enhance the effectiveness of vocabulary instruction and the motivation to learn, offering important insights into the developing field of language education technology.



In the study exploring the effectiveness of Wordwall for vocabulary acquisition at República Federal de Alemania Public School, the research variables align with the Common European Framework of Reference for Languages (CEFR). The independent variable is the use of Wordwall, an educational technology tool intended to enhance vocabulary learning. This aligns with CEFR's emphasis on utilizing diverse methods and media to improve language competencies. Moreover, according to the national curriculum, the main objective at the elementary level is to foster a dynamic, engaging learning environment that goes beyond rote learning to incorporate meaningful, authentic language use in various contexts. This goal aligns with the use of Wordwall in the present study, which serves as the independent variable designed to enhance vocabulary learning through interactive and engaging activities.

The dependent variable, vocabulary acquisition and retention, is directly linked to the CEFR framework, which outlines specific competencies for various language proficiency levels. The study targets A1 level students, focusing on the basic ability to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type, which are foundational for A1 level descriptions in the CEFR. Also, the national curriculum encourages activities that relate to real-world applications and learner interests, which is similar to the Wordwall activities planned that involve engaging tasks related to everyday vocabulary. By assessing the vocabulary acquisition, this study contributes to understanding how well these curriculum goals regarding engaging and authentic language use are met through the use of educational technology.

CHAPTER 2: METHODOLOGY FOR THE INVESTIGATION AND DIAGNOSIS

The steps of the investigation process are described in this chapter, along with its goal. The appendices that connect with the research complement it. Additionally, it's described the methodological description needs to address the goals of the research. Equally, the major categories' conceptualization and operationalization that are independent and dependent variables. There is also include an explanation and defense of the research strategy as is in the framework of the proposal, it also included a description of the research methodologies and their objectives. Finally, there is an explanation of the instruments according to the chosen research methodology; an explanation of the participants' features and an explanation of the participants' needs describing the advantages and disadvantages.

This research is anchored in a pragmatic paradigm, which integrates diverse philosophical perspectives to address the practical implications of educational methodologies in a tangible context. The pragmatic approach allows for flexibility in applying mixed-method research strategies, tailored to the nuanced demands of educational environments and learner needs.

The selection of a research method is essential for each kind of study. Arias & Covinos (2021) argues that a researcher has a variety of methodological options at their disposal. Sometimes a researcher will employ just one approach, which may be sufficient for their needs, out of convenience. The term for this is mono-method. However, a researcher can feel that utilizing just one approach won't be adequate for their work. Here, researchers employ distinct methodologies. Stated differently, a researcher has the ability to integrate both qualitative and quantitative methodologies.

Thus, in order to make the research robust, scientific, objective, and reliable, triangulation is

an application and combination that will be developed in this study the collection of data on the same topic of research and validate the research through pre- test, post-test and survey.

2.1. Definition and explanation of the variables

Table 1

Conceptualization and operationalization of the main variables

Independent variable	The independent variable of this study is the use of Wordwall as a teaching resource for fourth grade vocabulary learning.
Use of Wordwall	
Dependent variable	The dependent variable includes to motivate vocabulary learning in A1 learners, which include student's perceptions and benefits using technology.
Motivate vocabulary learning in A1 learners	

Note. Elaborated by Daisy Morejón.

2.1.1. Use of Wordwall

2.1.1.1. Definition.

Wordwall is a free web -based instrument for generating learning activities. According to Council of Europe (2024) English teachers can utilize this platform to find topics they want to cover in their classes. With Wordwall, educators have access to a wide array of authentic and engaging resources for teaching English as a Foreign Language (EFL), including activities like quizzes, word games, maze chases, and more. Additionally, teachers have the option to develop their own interactive and original teaching materials from scratch.

2.1.1.2. Explanation.

Moreover, Wordwall is a great source to provide students with diagnostic, formative or summative enjoyable assessment as the English teacher can rapidly and easily search or elaborate interactive English tests to measure the purposed linguistic learning objectives and take decisions according to the results. Jannah & Syafryadin (2022) point out that this tool offers a wide variety of English vocabulary activities to choose from, and makes learning engaging. What is more, Wordwall is available not only in English language but in a lot different languages. Although, the only limitation is that, English teachers can just produce up to five kinds of resources for free and after that, the activities have to be removed to leave space for new ones.

Ultimately, English teachers can use Wordwall to engage students in a more interactive and dynamic way to learn English language, fostering a participatory and enjoyable learning experience. The activities created on Wordwall can be shared with students through a link, making it accessible for both either face to face or remote learning environments.

2.1.2. Motivate vocabulary learning in A1 learners

2.1.2.1. Definition.

Webster (2024) defines vocabulary as a “a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge” (paragraph 2).

Decarrico (2001) alludes that learning vocabulary formerly has not always been prioritizing as part of developing the language. However, nowadays, the importance of learning vocabulary has growth rapidly due to the diverse studies that shows that acquiring lexical competence drive learners to master a language.

2.1.2.2. Explanation.

According to Thornbury (2002) language is built by words which historically emerged due to the need to communicate ideas and feelings to our equals. Acquiring vocabulary is a continuous and unconscious process either in L1 or L2, which indicates that humans are constantly predisposed to store new words in their brains till the appropriate moment appears to put this in context.

Vocabulary are all the words in a language that serves as a medium to communicate with a particular person or a group of people. Nordquist (2023) states that there are two main types of vocabulary which are active and passive. Active vocabulary refers to the words that are used commonly and consequently by people to speak, read, listen or write. Whereas passive vocabulary refers to words that are recognize but not frequently used in an ordinary communication.

Nordquisit also cites “How language works” by David Cristal, indicating that, vocabulary acquisition starts by the age of two, reaching 200 words. Subsequently, at the age of three years, the child has an active vocabulary of around 2000 words and by the age five years the vocabulary could extent to 4000 words, which suggests that a person can learn from three to four words every day.

Equally, Arsini et al. (2022) argue that vocabulary is essential for student communication and can significantly improve their abilities in listening, speaking, reading, and writing. In other words, obtaining an abundant quantity of vocabulary in English, can boost the learner capacity to understand more complex ideas and express it applying the four main linguistic skills of English language.

Table 2

Operationalization of the variables

INDEPENDENT VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Use of Wordwall	Wordwall is a free web -based instrument for generating learning activities. According to Council of Europe (2024) English educators can use this resource to search for the topic that they would like to present in class.	Wordwall is an educative platform based on technology that contain interactive activities that can be used by teachers and students as a medium to boost the teaching and learning process.	Enjoyment Engagement Motivation Interiorization Confidence	Enjoyment in learning Interest in activities Motivation to participate Ability to internalize vocabulary Confidence in using new words	Totally agree Agreed Neither agree – neither disagree Disagree Totally disagree
DEPENDENT VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Vocabulary Acquisition	The ability to effectively	Assessed through responses to multiple-choice questions that	Meaning Frequency	Needs improvement (scores between 5 and 6.99)	Multiple choice



understand, use, and remember words.	measure recognition and understanding of English vocabulary.	Word Family Usage Application	Reaches learning (scores between 7 and 8.99) Dominates learning (scores between 9 and 10) Unsatisfactory (scores between 4.99 and 1)
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Note. Elaborated by Daisy Morejón.



2.2. Paradigm of the project

This research is anchored in a pragmatic paradigm, which integrates diverse philosophical perspectives to address the practical implications of educational methodologies in a tangible context. The pragmatic approach allows for flexibility in applying mixed-method research strategies, tailored to the nuanced demands of educational environments and learner needs.

2.3. Mixed approach

The selection of a research method is essential for each kind of study. Arias & Covinos (2021) argues that a researcher has a variety of methodological options at their disposal. Sometimes a researcher will employ just one approach, which may be sufficient for their needs, out of convenience. The term for this is mono-method. However, a researcher can feel that utilizing just one approach won't be adequate for their work. Here, researchers employ distinct methodologies. Stated differently, a researcher has the ability to integrate both qualitative and quantitative methodologies.

Thus, in order to make the research robust, scientific, objective, and reliable, triangulation is an application and combination that will be developed in this study the collection of data on the same topic of research and validate the research through pre- test, post-test and survey.

2.4. Research scope

This study is exploratory and descriptive, with an applied focus, aiming to deepen knowledge about the use of Wordwall in teaching vocabulary in English as a foreign language. The exploratory scope allows for identifying the characteristics, methods, and effects of using Wordwall without having a prior hypothesis about the outcomes, paving the way for future research. On the other hand, the descriptive approach focuses on detailing students' perceptions and behaviors regarding their

learning through this technological tool. This applied approach is crucial, as it aims to evaluate the effectiveness of Wordwall in a real educational context, providing practical data that can be used to improve teaching strategies in the future.

2.5. Declaration and justification on type of research

The study utilizes a mixed-methods approach, incorporating bibliographic, documentary, and field methods. This design is appropriate as it merges the collection of quantitative data from surveys and performance evaluations with qualitative data gathered from interviews and direct classroom observations. This combination provides a comprehensive and in-depth understanding of how Wordwall affects motivation and the learning of English vocabulary. Furthermore, this is a cross-sectional study, collecting data at a single point in time. This approach enables the identification of specific relationships and characteristics related to the use of Wordwall during a specific academic period, offering a valuable snapshot of the tool's educational impact.

2.6. Methods employed and its purposes

The investigation is organized in six stages: problem delimitation, theoretical revision, instrument elaboration, instrument application, data analysis, and redaction of recommendations and conclusions. In order to learn more about the issue within the organization, it was necessary to apply a pretest during the first phase. In other words, this was the diagnostic phase where the study's purpose was determined and the appropriate methodology was selected. In the subsequent phase, the investigator acquired data regarding prior investigations and scholars who had examined and formulated multiple activities relating to the subject matter under consideration.

Table 3

Stages of the research project

Stage	Description	Activities	Performers
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Problem delimitation	Clearly define the study's goal and methods.	Review of previous information and researchers.	Researcher Tutor
Theoretical revision	Explain the theoretical structure.	Explore bibliographic information.	Researcher
Instrument elaboration	Define the conditions that must be met in order to collect study data.	Elaboration of a pretest, a post test and survey.	Researcher Experts to validate the instruments.
Instrument validation	Validate the content of the instruments to ensure accuracy	Experts' validation	Researcher Experts to validate the instruments.
Instrument application	Utilize the tools to collect data.	Apply for the pretest, post-test and survey	Researcher
Data analysis	Create a detailed report based on the findings to understand the students' positions.	using statistical analysis on the collected data to draw conclusions.	Researcher
Redaction of final considerations	Compile the findings from the study.	Use the data to create a final report that includes conclusions and suggestions	Researcher

Note. Elaborated by Daisy Morejón.

The subsequent step was to refine the instruments before administering them to the students involved in the project. These tools consisted of a pretest, a post-test, and a survey. Two experts reviewed and approved these instruments. To collect data for the study's analysis and conclusions, the researcher utilized a pretest, a post-test, and a survey during the fourth stage. Data was evaluated in the fifth stage to produce findings that made it possible to see children's' progress. The findings and suggestions from a final report containing all of the data gathered for the study were given in the sixth and final stage.

2.7. Instruments derived from the selected methodology

In alignment with the study's methodology, three key instruments were selected for data collection: a pretest, a post-test, and a survey. The scheduling of these instruments was strategically planned, with the pretest administered during the third week of February and the post-test conducted in the second week of May. Each week comprised two pedagogical periods, totalling 135 minutes of instruction time, of which 90 minutes were specifically allocated for the administration of both the pretest and the post-test.

Given the timing of the academic calendar and the impending mandatory break, the survey was conducted in the second week of May, coinciding with the period of the post-test. This survey was crafted to deepen the understanding of the research by gathering extensive data relevant to the objectives of the study. Both the pretest and post-test, along with the accompanying survey, were precisely designed to address the key variables of the research, offering a solid basis for evaluating the efficacy of the educational interventions and their influence on vocabulary learning among the participants.

2.7.1. Instruments validation

The validation of the instruments was undertaken through a expert judgment process, integral to ensuring the reliability and relevance of the tools used in this research project focused on the motivational impact of Wordwall on vocabulary learning among A1 language learners. Initially, a validation dossier was prepared and sent to field experts. This dossier included the instruments for validation, a matrix defining the variables, dimensions, indicators, items, and their respective scales, along with a cover letter explaining the necessity of the validation. The aim was to engage experts whose specialized knowledge could provide a rigorous assessment of the instruments.

The instruments and their components were evaluated based on three primary criteria:

Pertinence: This criterion assessed whether the items of the instrument accurately corresponded to the theoretical concepts they aimed to measure.

Relevance: This involved evaluating whether the items appropriately represented the declared components within the specific dimensions of the variable.

Accuracy: This criterion determined whether the items were understandable, concise, direct, and clear.

Experts reviewed each item, marking them as 'Yes' or 'No' under the categories of pertinence, relevance, and accuracy, and provided suggestions for any necessary refinements. This feedback informed subsequent revisions to enhance the instruments' applicability and effectiveness.

Following the evaluation, a certificate of validation was issued. This certificate summarized the expert judgments and stated whether the instrument was directly applicable, applicable after correction, or not applicable. This certification confirmed the robustness of the instrument in measuring the intended variables, supporting the integrity and credibility of the research findings.

2.7.2. Application of the pretest-post-test

The diagnostic phase of this study commenced with the administration of a pretest questionnaire on February 19th, crafted to evaluate the initial vocabulary competencies of the students. The questionnaire was methodically organized into four salient dimensions: vocabulary recognition, frequency, word family, usage, and application, comprising a total of 10 items. Each question within these dimensions was carefully analysed and rated, aiming not only to pinpoint areas needing enhancement but also to compute a comprehensive score using a ten-point scale. Forty-five minutes were allotted for this initial assessment, enabling a thorough evaluation of the students'

vocabulary abilities within the specified dimensions, with each question contributing a single point to the overall score.

The assessment process proceeded with the execution of a post-test on May 10th, which mirrored the structure and criteria of the pretest to enable a direct comparison of student progress. This subsequent evaluation incorporated four components consistent with those of the initial test, employing the same ten-point scoring framework to quantitatively measure enhancements in student vocabulary proficiency within the allotted 45 minutes.

Additionally, on May 10th, a ten-question survey was conducted to gain insights into students' views on the research methods used and their involvement in the activities. This survey was intended to gather qualitative data about the students' experiences and feedback.

Spanning three months, the project included eighteen pedagogical sessions, with an instructional strategy sharply focused on vocabulary development through dynamic engagement with the Wordwall platform. Three sessions were conducted weekly, consisting a total of 135 minutes. The educational initiative culminated in the final week of April with the post-test and survey, marking the end of a structured pedagogical effort. This final phase was designed to encapsulate the instructional outcomes and to provide a reflective evaluation of the students' learning journey, offering valuable insights into both the efficacy of the teaching methods and the progression of student vocabulary acquisition.

2.7.3. Rubric for the research

The initiation of the diagnostic phase led to the creation of a comprehensive rubric centered on "vocabulary acquisition," identified as a pivotal area of development for learners. Siyanova (2016) highlight the significant benefits of employing a vocabulary rubric, emphasizing its capacity

to bolster student performance by providing a structured framework for understanding competency requirements. Moreover, a rubric was established to provide clear guidelines for vocabulary learning in the EFL context. It focused on crucial aspects such as the selection of vocabulary for teaching, ensuring the relevance and practicality of the terms for EFL students.

A rubric serves multiple functions: it establishes benchmarks, guides vocabulary selection, supports language proficiency, enhances evaluation processes, and encourages the judicious use of vocabulary learning resources. By facilitating peer and self-assessment, rubrics contribute to the precision and objectivity of the assessment process (Annex 3).

The designed test evaluates five key dimensions: meaning, frequency, word family, usage and application, each contributing 2 points towards a total of 10 points. This scoring system is in line with the guidelines set forth by the Ministerio de Educación (MINEDUC, 2016), which offers a framework for the application and interpretation of student evaluation scores. The evaluation criteria are structured as follows: needs improvement (scores between 5 and 6.99), reaches learning (scores between 7 and 8.99), dominates learning (scores between 9 and 10), and unsatisfactory (scores between 4.99 and 1), thus facilitating a detailed and nuanced assessment of students' proficiency in vocabulary learning.

2.7.4. Population, sample and sampling selected

Fourth-grade students from República Federal de Alemania during the 2023–2024 academic year were chosen for this study. A total of thirteen students were involved in the research. The selection criteria required students to be at the elementary school level, capable of reading and critically analyzing words, and actively participating in the learning process, as assessed by their teacher.

The researcher utilized non-probability sampling techniques, selecting participants based on their suitability for the study's objectives. Specifically, purposive sampling was employed, selecting participants who were keen to enhance their vocabulary through the use of Wordwall. According to Nikolopoulou (2022), purposive sampling involves selecting individuals based on specific objectives rather than their academic level or field of study. Consequently, the researcher chose samples for this study based on the specific needs and objectives of the investigation, particularly considering the small number of students in the educational institution. This situation highlights the appropriateness of using purposeful sampling, where the researcher focuses on detailed analysis of relatively small samples. According to the study's requirements, participants were carefully selected. Thirteen students were chosen for this study in alignment with the research aims and objectives.

Table 4

Population, sample and sampling selected

Population	87
República Federal de Alemania	
Fourth graders	(6 women)
Sample	(7 men)
	TOTAL = 13
Age	9 years old
Nationality	Ecuadorians
L1	Spanish
Method	Simple Random
Sampling	Sampling

Note. Elaborated by Daisy Morejón.

The instruments used in this study, were developed and refined to ensure their suitability and effectiveness for data collection. These instruments were subjected to evaluation and validation by the research tutor, ensuring their alignment with the study's objectives and research methodology.

The validation process included an in-depth review and approval, confirming the instruments' reliability and appropriateness for assessing vocabulary acquisition among the participating fourth-grade students.

2.8. Ethical considerations and data analysis

In order to conduct the current study, informed consent forms were signed out by the participants' parents, as they are children. In these forms, they were told about the goals, methods, advantages and disadvantages of the study. Therefore, the researcher explained the rationale behind this research proposal implementation to the direct and indirect participants in the study, including students, the school principal, and the parents of the children detailed on appendix 6.

In relation with data analysis the degree to which the information gathered through Wordwall vocabulary exercises accurately depicts students' reading abilities is referred to as data quality and accuracy. Surveys, tests, and questionnaires were among the data sources whose validity and dependability were confirmed. Through exhaustive preprocessing, any biases or inaccuracies in the data were also addressed. Since they have a direct bearing on the validity and trustworthiness of the findings, data quality and accuracy were essential to this study. Making sure the data was of excellent quality gave rise to a solid basis upon which to infer important information regarding the efficacy of vocabulary acquisition.

Data interpretation have to do with how open and truthful data reporting and analysis are. In order to prevent misunderstandings, data analysis techniques were implemented. Data manipulation to promote particular results was avoided. It was also stated that data analysis and interpretation had limitations and uncertainty. The interpretation of data ethically avoided distorting the results or misrepresenting the findings. To guarantee impartial and truthful reporting, transparency was

essential.

Finally, the study demonstrated a firm commitment to utilizing data feedback and progress monitoring to foster continual improvement. Providing feedback to students was crucial, and the success and impact of vocabulary learning were closely monitored. The research methodology was adapted based on participant feedback and new insights, reflecting a dedication to maintaining ethical research standards. This ensured the study remained relevant and valuable to both participants and the broader academic community.

2.9. Research strategy

The essential part of the study has been to identify the problem. To do this, a diagnostic test was applied by the researcher to perceive the learning process and know how learners react to the lesson prepared by the teacher. The applications of the diagnostic test took place at República Federal de Alemania, located in Quito – La Tola, in the morning shift at 8:30 on February, 19, 2024 to the fourth grade of General Basic Education. The teacher waited 10 minutes before starting because students had to move from one class to another. The teacher proceeded to take the attendance and told her students how to answer when they heard their names. The teacher asked for the date and one volunteer replied Monday. In the classroom, there were 13 students; 7 girls and 6 boys.

Table 5

Diagnostic process

1.	Teacher	Hand the diagnostic tests	13 students
2.	Students	Develop the test in silence	45 minutes
3.	Teacher	Monitor	Guide in special cases



4.	Teacher	Collects the tests	Reads the questions
5.	Students	Answer orally	Correct and incorrect
6.	Teacher	Offers feedback	Mistakes and pronunciation

Note. Elaborated by Daisy Morejón.

The teacher asked for a volunteer to help her distribute the diagnostic test and asked students to read the general indications. The teacher explained that they had to recognize, identify, comprehend and use in sentences the adequate action verbs, and she gave them 45 minutes to complete the test. The teacher monitors and offers guidance just in special cases. When the time was over, the teacher proceeds to collect all the test and afterwards started read each statement to check the students' answers. While the teacher was checking the students' answers as a whole class, she emphasized how to identify action verbs by eliciting answers from students. Students were participating actively at this point in the class. The teacher monitored students attentively and helped them when it was necessary. Once the teacher checked verbally students' responses, the teacher started to reinforce the topic.

CHAPTER III PRESENTATION AND VALIDATION OF THE PROPOSAL

3.1. Introduction

The proposal section of this study investigates the effect of Wordwall on vocabulary acquisition among fourth-grade students and analyzes the challenges they face in traditional learning environments. The research questions address the effectiveness of Wordwall, the difficulties students experience when learning English vocabulary through conventional methods, and how implementing Wordwall influences student engagement and vocabulary improvement. The study utilizes a quasi-experimental, cross-sectional methodology to evaluate the impact of educational tools on vocabulary learning, providing a structured framework for evaluating immediate educational outcomes without random assignment to conditions typically seen in true experimental designs.

The initial test results show average performance, with most students scoring near the median (5), indicating potential areas for enhancement, particularly concerning word families and frequency. The intervention plan detailed in the planning section is designed to address these areas through diverse Wordwall applications and interactive activities. The analysis of the intervention's effectiveness reveals considerable improvements in the post-test scores, demonstrating a significant enhancement in student performance and underscoring the utility of Wordwall in boosting vocabulary understanding and application across different aspects. Additionally, survey feedback indicates a favourable view of Wordwall as an educational tool, highlighting its effectiveness in making vocabulary learning more engaging, encouraging active participation, and building confidence in using new vocabulary. Overall, the findings underscore the potential of integrating dynamic and interactive tools like Wordwall into traditional teaching practices to enrich the learning



environment and enhance student engagement and outcomes.

3.2. Objectives

3.2.1. General

Evaluate the effectiveness of using WordWall in enhancing English vocabulary acquisition among elementary school students.

3.2.2. Specific

Introduce students to the mechanics and interactive activities of WordWall to familiarize them with basic vocabulary words from various categories including family members, body parts, classroom objects, and more.

Utilize WordWall activities like Match Up and Quizzes to improve students' understanding of basic vocabulary through definitions, synonyms, antonyms, and contextual settings.

Integrate common adverbs of frequency within daily routines and classroom activities using WordWall games to enhance understanding and practical usage of frequency terms.

Employ WordWall activities to help students learn and recognize word families by exploring prefixes, suffixes, and related words within visual and contextual frameworks.

Facilitate sentence construction exercises using new vocabulary with activities on WordWall, aiming to develop accurate and fluid use of new words.

Implement interactive WordWall scenarios and speaking activities to foster practical vocabulary usage and encourage students to apply their vocabulary knowledge in various contexts and real-life situations.

3.3. Importance

The importance of this study lies in its potential to address and mitigate the challenges faced

by fourth-grade students in vocabulary acquisition within traditional educational settings. By investigating the effectiveness of Wordwall, an interactive educational tool, the proposal aims to provide insights into alternative teaching methodologies that could make learning more engaging and effective. Given the critical role of vocabulary in language development and academic success, enhancing vocabulary learning through innovative tools could have significant implications for educational practices and learner outcomes.

3.4. Feasibility

The feasibility of this research is bolstered by the accessibility of the Wordwall tool, its user-friendly interface, and the variety of engaging activities it offers, making it a practical choice for classroom implementation. Additionally, the school has granted permissions for this study, and the parents of the students have also consented, ensuring that all ethical considerations and requirements are met. The structured approach of the quasi-experimental design, which includes pre- and post-assessments and systematic data collection through surveys and observations, allows for a thorough evaluation of outcomes.

3.5. Benefits

The implementation of Wordwall as a pedagogical tool offers numerous benefits. Primarily, the research predicts enhancements in students' vocabulary retention and comprehension, which are critical components of language proficiency. Furthermore, the interactive and gamified nature of Wordwall is designed to foster increased student motivation and active engagement in learning activities. This engagement is crucial for promoting sustained educational interest and participation among students. Lastly, the outcomes of this study are expected to provide critical insights for educators and policymakers regarding the integration of technology into educational settings. These



insights could have significant implications for curriculum development and the formulation of teaching strategies, potentially reshaping educational practices on a broader scale.

3.6. Foundations

Several studies support the use of Wordwall as a beneficial tool for enhancing vocabulary among 9-year-old students. Pradini & Era (2022) suggest that employing Wordwall in vocabulary teaching can significantly boost both vocabulary mastery and student motivation. Their research found that interactive Wordwall activities such as match-ups, quizzes, and games not only make learning more engaging but also enhance the retention of new vocabulary. These outcomes are pivotal as they indicate that incorporating Wordwall into vocabulary instruction can elevate educational results by making learning both enjoyable and effective.

Moreover, Jannah (2022) reports that students' experiences with using Wordwall.net are predominantly favourable, underlining its efficacy and attractiveness to young learners. The study highlights that students particularly appreciate the teamwork and competitive aspects facilitated by Wordwall, which are crucial for keeping students engaged and motivated. This enthusiastic reception is essential for 9-year-olds, who greatly benefit from an educational environment that encourages both cooperation and competition. Wordwall's ability to support these elements while improving vocabulary learning makes it an apt choice for educational interventions aimed at boosting language skills in young learners.

The implementation of Wordwall as an intervention tool for vocabulary acquisition enhancement is well-justified based on the results observed from pre-intervention assessments and supported by relevant studies. Pretest data indicates a modest overall performance with the majority of students scoring around the median, suggesting that while a baseline understanding exists, there is

substantial room for improvement, particularly in areas like "Word Family" and "Frequency" where students showed weaker understanding. The structured intervention plan utilizing Wordwall's interactive features—such as quizzes, games, and tailored exercises—aims to target these gaps effectively. Research supports the efficacy of such interactive methods in improving both vocabulary retention and student motivation (Pradini & Era, 2022; Jannah, 2022).

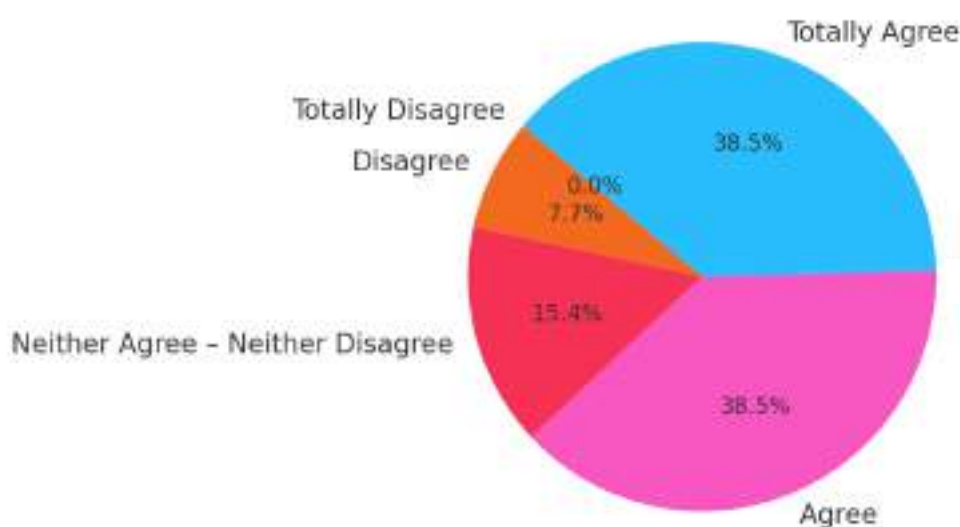
3.6.1. Analysis of survey results

The initial instrument utilized during the study comprised ten statements, with five statements specifically addressing the independent variable— the use of the Wordwall application—and the remaining five targeting the dependent variable, which pertains to vocabulary acquisition. The analysis of the survey results will be conducted individually for each statement to ascertain the distinct impacts on both the independent and dependent variables.

3.6.1.1. Use of Wordwall.

Figure 2

1. Using Wordwall makes learning vocabulary more enjoyable for me

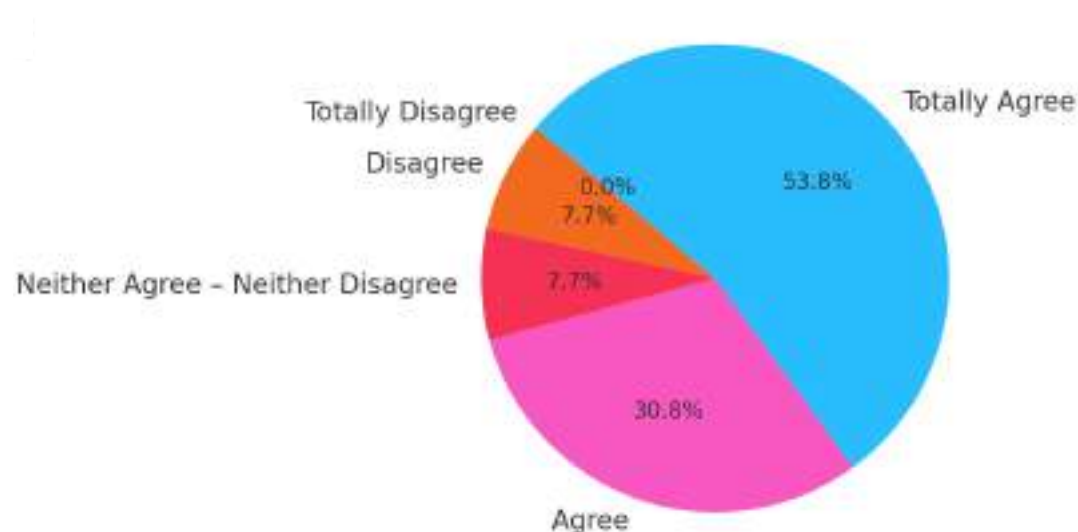


Note. Elaborated by Daisy Morejón.

Figure 6 depicts the students' responses to the statement, "Using Wordwall makes learning vocabulary more enjoyable for me." The feedback was largely positive, with 77% of the respondents indicating agreement (38.5%) or complete agreement (38.5%). Only a small number (7.7%) expressed disagreement, and none chose "Totally Disagree." Another 15.4% remained neutral. This pattern suggests that most students find Wordwall a beneficial and enjoyable tool for learning vocabulary, with very few expressing strong negative opinions, highlighting Wordwall's potential to improve the vocabulary learning experience.

Figure 3

2. Wordwall activities are interesting and engaging



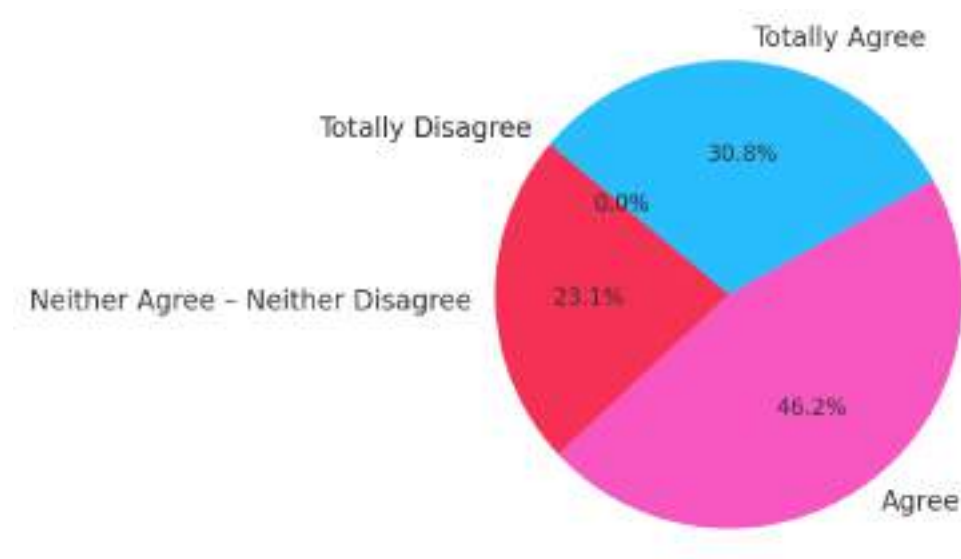
Note. Elaborated by Daisy Morejón.

Figure 7 shows how students responded to the statement "Wordwall activities are interesting and engaging." The vast majority, 84.6%, gave positive feedback, with 53.8% fully endorsing and 30.8% agreeing with the statement. A small 7.7% remained neutral, and an identical percentage

disagreed. No respondents expressed complete disagreement. This strong approval underscores Wordwall's capacity to engage students effectively, suggesting that its interactive nature significantly enhances the learning experience.

Figure 4

3. *Wordwall motivates me to actively participate in vocabulary lessons*

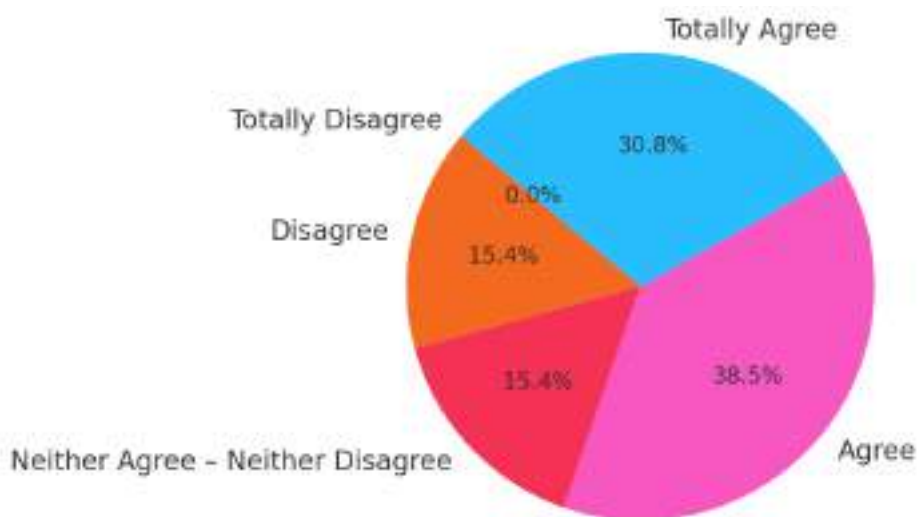


Note. Elaborated by Daisy Morejón.

Figure 8 outlines student reactions to the statement, "Wordwall motivates me to actively participate in vocabulary lessons." Overall, the response was favorable, with 77% confirming that Wordwall has boosted their motivation—46.2% agreed and 30.8% strongly agreed. Meanwhile, 23.1% remained neutral, indicating some uncertainty about Wordwall's motivational effects. The absence of any disagreement or strong disagreement underscores a general positive perception of Wordwall's motivational impact.

Figure 5

4. Wordwall helps you interiorize English vocabulary

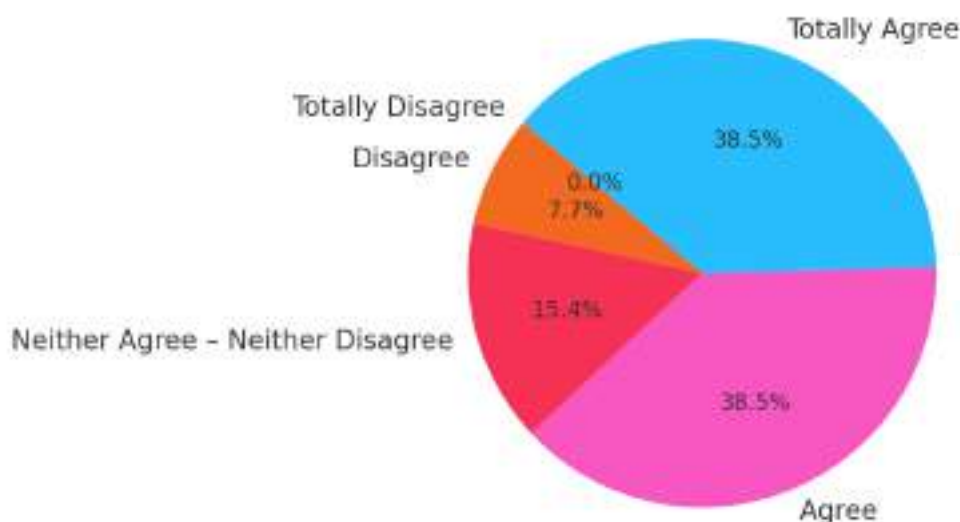


Note. Elaborated by Daisy Morejón.

Figure 9 presents the students' views on the statement, "Wordwall helps you interiorize English vocabulary," showing a predominantly affirmative response. A total of 69.3% agreed or strongly agreed that Wordwall assists them in absorbing and remembering vocabulary. However, 15.4% disagreed, and the same percentage were neutral, suggesting that while Wordwall is effective for many, it may not be as helpful for some in terms of vocabulary retention. The lack of any "Totally Disagree" responses indicates minimal extreme dissatisfaction with Wordwall's effectiveness in vocabulary learning among those surveyed.

Figure 6

5. I feel more confident in using new words after using Wordwall



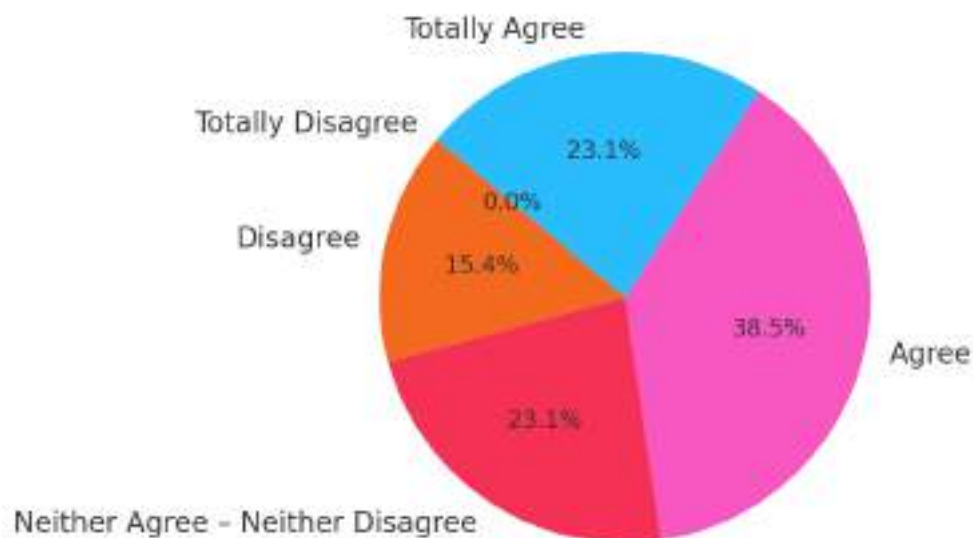
Note. Elaborated by Daisy Morejón.

Figure 10 showcases responses to the statement, "I feel more confident in using new words after using Wordwall." The pie chart indicates a strong positive impact of Wordwall on student confidence in vocabulary usage, with a total of 77% of respondents feeling more confident—38.5% totally agree and another 38.5% agree. A small fraction, 7.7%, disagree with the statement, and 15.4% of students remain neutral. The absence of "Totally Disagree" responses suggests that Wordwall is generally effective in boosting students' confidence with new words. This overall trend implies that Wordwall successfully facilitates not only the learning of new vocabulary but also enhances students' assurance in applying these words in practical settings, which is critical for language acquisition and usage.

3.6.1.2. Vocabulary.

Figure 7

6. *I believe that the pronunciation of some words are similar*

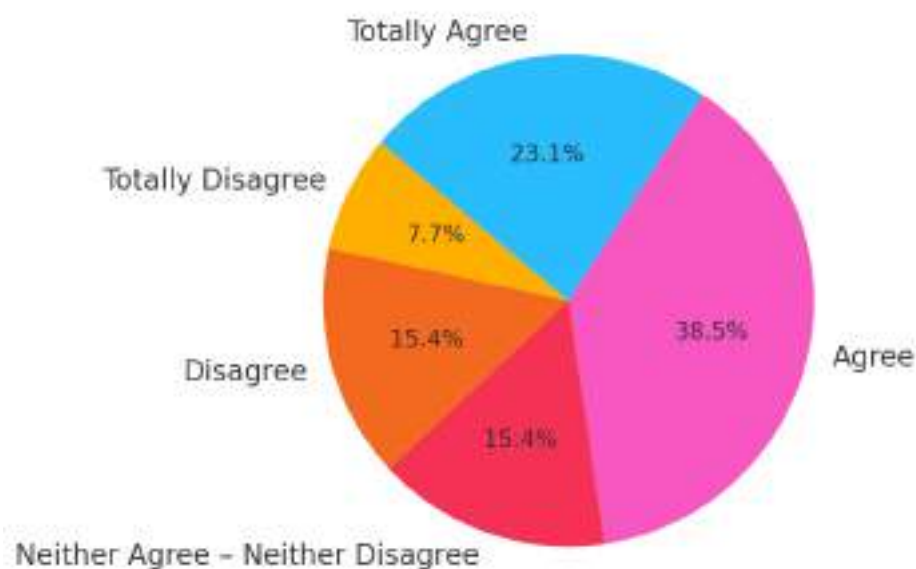


Note. Elaborated by Daisy Morejón.

Figure 11 illustrates the responses to the statement "I believe that the pronunciation of some words are similar." This chart reflects a fairly divided perspective among the respondents, with 38.5% agreeing and 23.1% totally agreeing, summing to a majority of 61.6% who recognize similarities in word pronunciations. However, there is a significant proportion (23.1%) of students who remain neutral, and another 15.4% who disagree, indicating that not all students find the pronunciation of words to be notably similar. This distribution might suggest variability in students' phonetic recognition or their experience with language patterns.

Figure 8

7. I find difficult to use unfamiliar words in a context

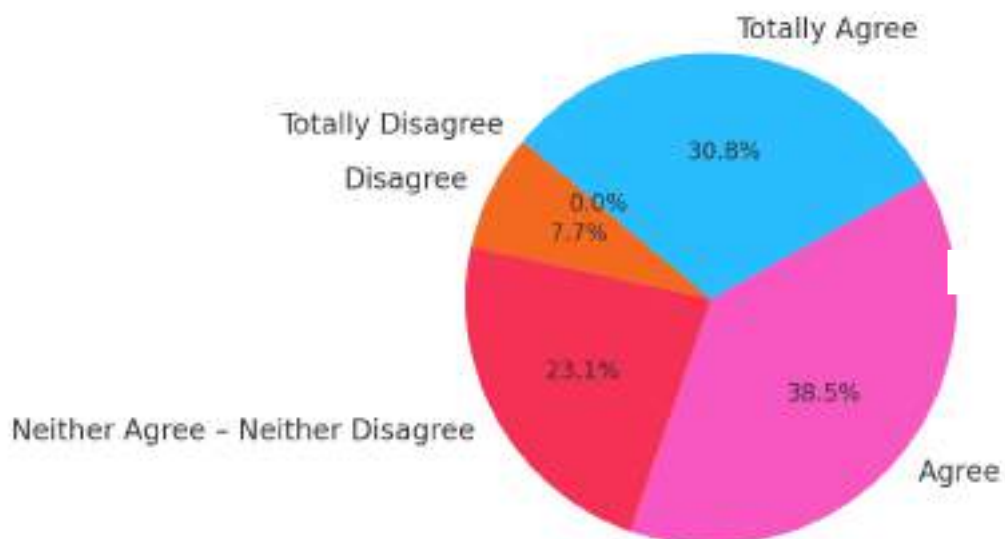


Note. Elaborated by Daisy Morejón.

Figure 12 presents the responses to the statement "I find it difficult to use unfamiliar words in a context," indicating varied experiences among students with vocabulary usage. A total of 61.6% of respondents agreed (38.5%) or totally agreed (23.1%) that they find it challenging to use unfamiliar words, highlighting a common difficulty in applying new vocabulary effectively. However, 15.4% of students disagreed, and a smaller percentage (7.7%) strongly disagreed, suggesting that a portion of the students feel confident in their ability to utilize new words contextually. Notably, 15.4% of students remained neutral, neither agreeing nor disagreeing.

Figure 9

8. I enjoy working with my classmate's vocabulary spelling

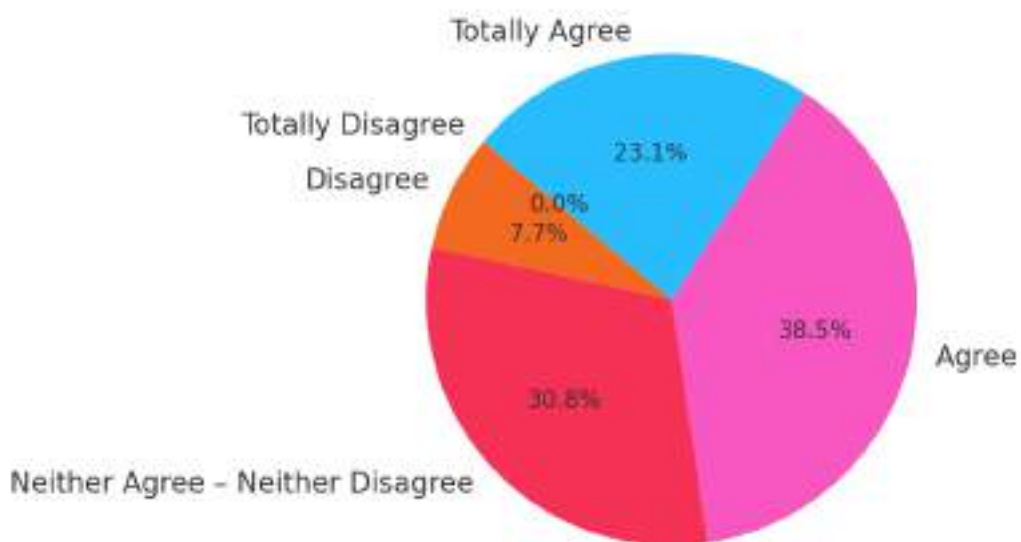


Note. Elaborated by Daisy Morejón.

Figure 13 shows the survey responses to the statement "I enjoy working with my classmate's vocabulary spelling." The data reveals that a majority of students find this activity enjoyable, with 69.3% indicating positive feedback (38.5% agree and 30.8% totally agree). This highlights the general popularity of collaborative vocabulary exercises, which likely enhance learning through peer interaction. Only a small percentage, 7.7%, expressed disagreement, showing limited dissatisfaction with this learning approach. Neutral responses make up 23.1% of the feedback, suggesting some indecision regarding the activity.

Figure 10

9. I find that the collocation of a word makes it difficult to understand the idea

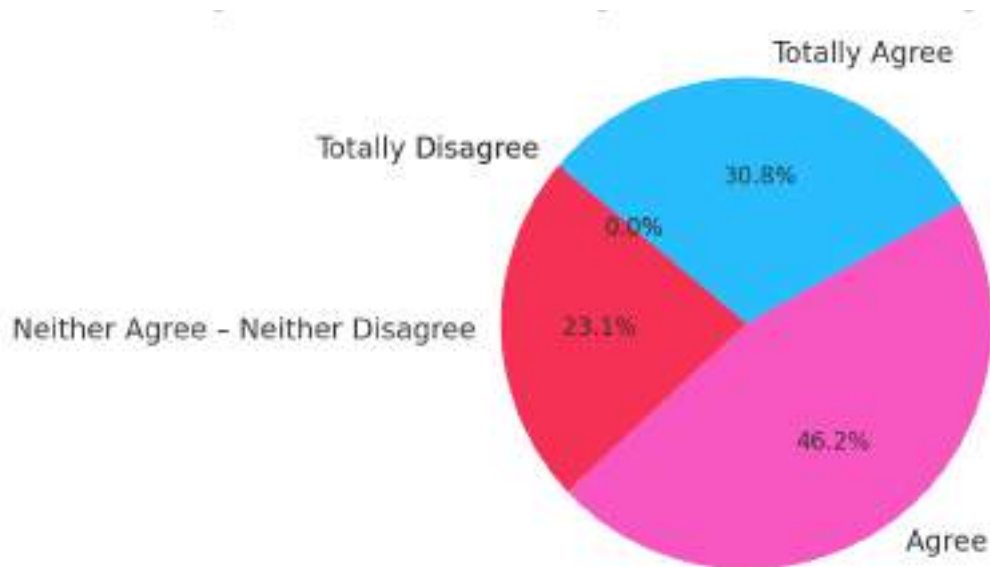


Note. Elaborated by Daisy Morejón.

Figure 14 presents responses to the statement, "I find that the collocation of a word makes it difficult to understand the idea." The majority of respondents, total 61.9%, indicated they do not find collocations particularly challenging, with 38.5% agreeing and 23.1% totally agreeing that they do not find difficulty in understanding ideas due to collocations. This suggests a good level of understanding or familiarity with how words typically combine in English, which can facilitate better comprehension and usage. Conversely, 7.7% of the participants disagreed, and a high portion, 30.8%, neither agreed nor disagreed, highlighting some uncertainty or variability in how different students perceive the complexity of collocations.

Figure 11

10. I often figure out the meaning of a word following the word family vocabulary



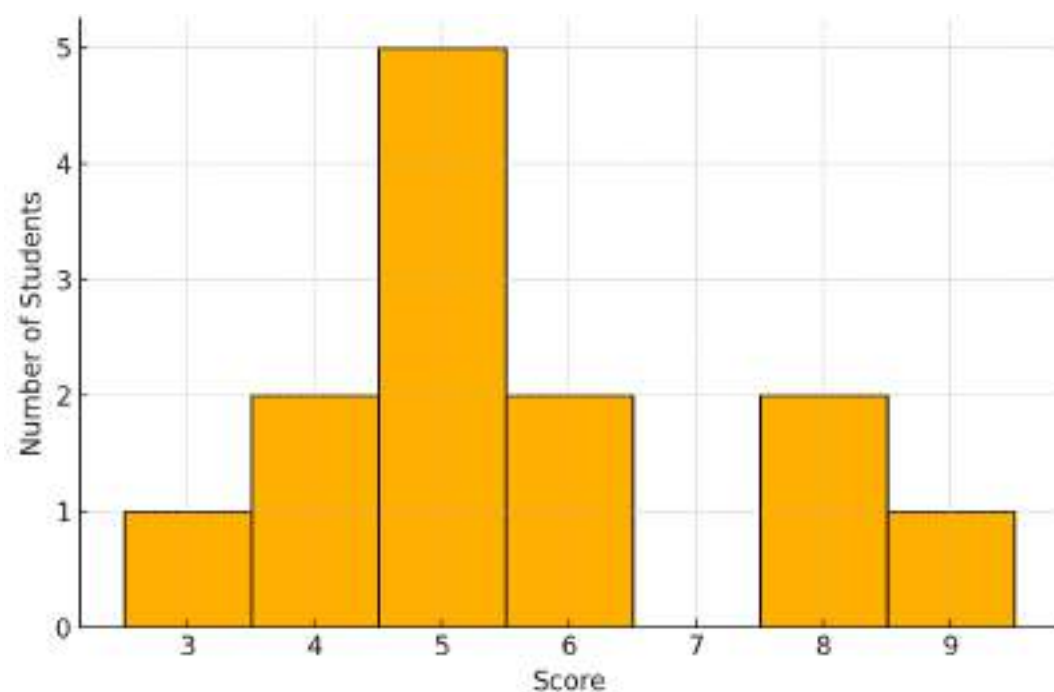
Note. Elaborated by Daisy Morejón.

Figure 15 displays the responses to the statement, "I often figure out the meaning of a word following the word family vocabulary." The results show that a significant majority of students (76.9%) find it effective to deduce the meaning of words based on their word families, with 46.2% agreeing and 30.8% totally agreeing with the statement. The data implies that the concept of word families is beneficial for many students, aiding in the expansion of their vocabulary by linking new words to known ones within the same family. However, 23.1% of students remain neutral about this method, neither endorsing nor rejecting it.

3.6.2. Pretest

Figure 12

Pretest results



Note. Elaborated by Daisy Morejón.

Figure 2 displays the distribution of pretest scores among students. The most frequently observed score was 5, represented by the tallest bar, indicating it as the modal score. Scores of 4 and 6 were also common, creating a somewhat normal distribution centred around the median of 5. Lower frequencies are observed at the extremes (scores of 3, 7, 8, and 9), with the least number of students achieving the highest and lowest possible scores. This pattern could suggest that the test was moderately challenging for most students, with the majority managing to achieve middle-range scores, while fewer students found it either very easy or very difficult.

Table 6

Pretest descriptives

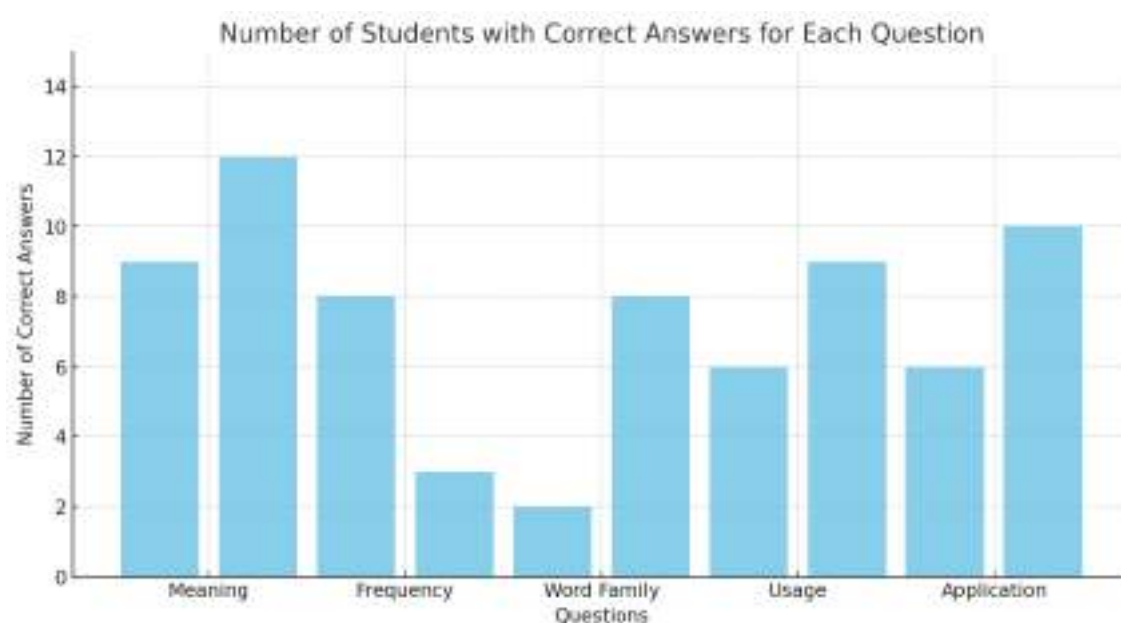
Mean	Med.	St. Dev.	Min	Max
5.62	5	1.76	3	9

Note. Elaborated by Daisy Morejón.

The average score achieved by students is 5.62, indicating a tendency towards slightly above mid-range performance, with a median score of 5, confirming that half of the students scored at or below this level. The standard deviation, calculated at 1.76, indicates a moderate range of scores around the average, reflecting varied performance levels among the students. The range of scores extended from a minimum of 3 to a maximum of 9, showcasing a wide disparity in outcomes from the lowest to highest achievers.

Figure 13

Pretest results by dimension



Note. Elaborated by Daisy Morejón.

The histogram in Figure 3 presents the distribution of students' correct answers for each question across different test dimensions in the pretest. The "Meaning" dimension saw a high number of correct responses, especially for the second question within this category, indicating that students were most proficient in this area. Conversely, the "Word Family" and "Frequency" dimensions had questions where fewer students answered correctly. The "Usage" and "Application" dimensions show a moderate number of correct answers, with some variation between questions. Overall, the results suggest varied proficiency across different linguistic dimensions, highlighting strengths in understanding vocabulary meanings and more significant challenges in applying language rules and recognizing word families.

3.7. Design

Table 7

Overall planning of the intervention setting using WordWall

Objective	Time	Description
Pretest	45 min	Students complete a pretest to evaluate their initial understanding and skills before the intervention.
Introduction to WordWall	135 min	Introduce students to WordWall, demonstrating how to use various activities like Match up, Quiz, and Spin the wheel to enhance interactive learning.
Meaning	135 min	Focus on understanding and recalling the meanings of new vocabulary words, using various exercises and quizzes to reinforce semantic learning.
Frequency	135 min	Teach students about frequency adverbs and expressions used to describe habitual actions, emphasizing correct usage through examples and practice exercises.
World Family	135 min	Explore word families by studying root words, prefixes, and suffixes to enhance vocabulary acquisition and retention, with activities that group related words together.

Usage	135 min	Provide lessons on the grammatical usage of new vocabulary and structures within sentences.
Application	135 min	Engage students in applying their learned vocabulary and grammar in real-world contexts, using role-playing, writing, and speaking exercises to simulate practical usage.
Post-test and survey	45 min	Students take a post-test to assess their progress compared to the pretest and fill out a survey to provide feedback on the intervention and the use of WordWall.

Note. Elaborated by Daisy Morejón.

3.8. Dynamic structure

The specific planning of the intervention setting using WordWall, as detailed in Table 9, outlines a structured approach to enhance vocabulary acquisition among students through interactive and gamified learning activities. Each session is designed to target specific aspects of vocabulary learning, employing various WordWall techniques to maximize student engagement and learning outcomes.

The intervention begins with an Introduction to WordWall, allocated 135 minutes, focusing on familiarizing students with the basic concepts of vocabulary, WordWall templates, and engaging vocabulary games. Techniques such as Spin the Wheel, Flash Cards, and Matching Pairs are utilized to introduce the mechanics of WordWall, various vocabulary categories, and to establish motivation through competitive activities.

The Meaning session also spans 135 minutes, concentrating on nouns, verbs, adjectives, synonyms, antonyms, and descriptive language. This session employs Match up, Quiz, and Group Sort activities to improve understanding of vocabulary meanings, enhance word association skills, and strengthen comprehension of synonyms and antonyms.

Following this, the Frequency module uses activities like Maze Chase, Find the Match, and

Spin the Wheel to teach vocabulary related to adverbs of frequency, common usage phrases, and collocations over another 135-minute period. The expected outcomes are to reinforce understanding of frequency terms, enable practical usage, and encourage the recognition and application of common phrases.

The Word Family segment focuses on prefixes, suffixes, root words, and word derivation. Techniques such as Unjumble, Labelled Diagram, and Group Sort aim to enhance recognition of word families and strengthen connections within word derivations during the 135-minute session.

In the Usage session, techniques like Complete the Sentence, Gameshow Quiz, and Anagram are used to improve sentence structure, enable practical application of vocabulary in collocations, and develop fluid usage of common phrases, all within a 135-minute timeframe.

Finally, the Application module, also 135 minutes, targets the use of vocabulary in everyday contexts, descriptive and functional language, and role-playing scenarios. Open the Box, Speaking Cards, and Hangman are the selected techniques to foster practical vocabulary usage in various contexts, encourage real-life application, and enable confident expression of learned vocabulary.

3.8.1. *The intervention plans*

Table 8

Gant's Chart

Objective	February				March				April				May			
	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
Pretest																
Introduction to WordWall																
Meaning																



Frequency	Lesson plan 3				
World Family		Lesson plan 4			
Usage			Lesson plan 5		
Application				Lesson plan 6	
Post-test and survey					

Note. Elaborated by Daisy Morejón

3.9. Requisites

In a well-integrated technology-assisted language lessons, the teacher employed a laptop and projector to facilitate vocabulary acquisition among students through the WordWall platform. The 135-minute session were divided into three segments, each lasting 45 minutes and focusing on different facets of basic vocabulary.

Throughout these sessions, the teacher emphasized the importance of using the target language, encouraging students to speak and respond in English, and only using Spanish for essential clarifications. This approach not only ensured that the lesson was dynamic and interactive but also catered to the bilingual needs of the students, fostering an environment conducive to both learning and applying new vocabulary effectively.

3.10. Application methods

3.10.1. Lesson 1.

First Session: The initial part of the lesson introduced students to basic vocabulary concepts such as family members, body parts, classroom objects, animals, food, numbers, colours, and shapes. The teacher provided a theoretical explanation of these categories and then engaged students

in a practical "Spin the Wheel" activity on WordWall. This session allowed students to familiarize themselves with the technology and the type of interaction expected during the lesson.

Second Session: Progressing to the next phase, the focus shifted to enhancing recognition skills. The teacher used WordWall templates to present vocabulary items like 'book', 'chair', 'eraser', and 'teacher', accompanied by corresponding visuals and sounds. The "Flash Cards" activity served to reinforce the connections between words and images, with the teacher explaining the usage of each item in typical classroom contexts.

Third Session: The final segment centred on deepening vocabulary understanding through "Matching Pairs", where students were tasked with associating words with pictures of household items. The teacher's role involved guiding the students through the activity, correcting misassociations, and providing detailed feedback. Instruction was primarily in English, but the teacher occasionally reverted to Spanish to clarify more complex concepts or correct students' responses.

3.10.2. Lesson 2.

First Session: The lesson began with a focus on the meaning of basic vocabulary items such as family members, body parts, and common classroom objects. The teacher introduced each term through simple definitions and contextual demonstrations, encouraging the students to engage with the content actively. The "Match up" activity on WordWall allowed students to connect words with their meanings interactively, which facilitated a deeper understanding of the usage and context of basic vocabulary.

Second Session: Transitioning to synonyms & antonyms, the teacher guided the students through exercises designed to enhance their linguistic dexterity. By matching words like 'big' and

'small', students explored the relationships between synonyms and antonyms within their everyday vocabulary. The quiz format on WordWall not only made this learning process engaging but also provided immediate feedback, which was crucial for reinforcing their understanding.

Third Session: The final segment of the lesson, regarding descriptive language, involved grouping words that described similar settings, such as items found in the 'kitchen', 'bedroom', and 'playground'. This exercise was designed to expand students' descriptive vocabulary and their ability to categorize words based on shared characteristics. Through the "Group Sort" activity on WordWall, students practiced and applied their knowledge in a collaborative environment.

3.10.3. Lesson 3.

First Session: The lesson began with an introduction to common adverbs of frequency such as 'always', 'sometimes', and 'never'. Using daily routines and classroom activities as contexts, the teacher provided a theoretical explanation followed by the "Maze Chase" activity on WordWall. This session was aimed at familiarizing students with the basic use of frequency adverbs in describing habitual actions, with the teacher guiding the students through examples and encouraging active participation.

Second Session: The focus then shifted to integrating these adverbs into common usage phrases. The teacher introduced practical exercises with sentences like "I always eat an apple for lunch" during the "Find the Match" game. This part of the lesson emphasized the practical application of adverbs in structured sentences, with the teacher providing direct feedback and correcting mistakes in real-time.

Third Session: The final segment involved reinforcing the learned material through the "Spin the Wheel" game, where students revisited and repeated phrases containing adverbs of

frequency. This exercise was crucial for enhancing both retention and recognition of the language patterns taught earlier. The teacher actively facilitated the session, ensuring that each student had the opportunity to engage with the material.

3.10.4. Lesson 4.

First Session: The initial segment introduced students to word families by examining words such as 'help', 'helper', and 'helpful'. Using visual aids and contextual clues, the teacher delivered a theoretical explanation followed by the "Unjumble" activity on WordWall. This exercise helped students visualize and understand how different words are interconnected through common roots, with the teacher facilitating discussion and guiding students through the connections.

Second Session: The middle session deepened this understanding by focusing on the structural aspects of words. Students learned to identify and label the parts of words that change meanings when prefixes or suffixes are added, such as 'un-' in 'unhappy' or '-ness' in 'happiness'. The "Labelled Diagram" activity on WordWall allowed students to practice this concept practically. The teacher played a crucial role in explaining the nuances of each modification and corrected misunderstandings.

Third Session: The concluding part of the lesson involved a comprehensive review of word derivation using the "Group Sort" activity. Students organized words into families, exploring derivations like 'run', 'runner', 'running'. This session reinforced earlier learning and helped solidify understanding of how words evolve and relate within a language. The teacher actively encouraged student participation, ensuring that each learner engaged with the activity and received personalized feedback.

3.11. Lesson 5.



First Session: The lesson began with a focus on constructing simple sentences. Through a theoretical explanation, students were introduced to basic sentence structures. This was followed by the "Complete the Sentence" activity on WordWall, where students practiced filling in blanks with appropriate words, such as "I have a ____ (book, pen, dog) in my ____ (room, bag)." The teacher actively facilitated this session, encouraging students to think critically about word choice and grammatical structure, providing instant feedback to ensure correct usage.

Second Session: The focus shifted to collocations in the second part of the lesson. The teacher used game-based quizzes on WordWall to engage students in forming full sentences that naturally pair words together. This "Gameshow Quiz" helped students apply their vocabulary in contextually rich sentences, enhancing their ability to communicate more fluently. The teacher guided the students through each quiz item, correcting mistakes and clarifying why certain words are commonly paired together.

Third Session: The final session concentrated on rearranging jumbled letters to form common phrases used in the classroom and at home. The "Anagram" activity on WordWall provided a fun and challenging way for students to recognize and construct phrases that are frequently used in everyday communication. The teacher's role included motivating students, offering clues when necessary, and discussing the significance of these common expressions in enhancing communicative effectiveness.

3.12. Lesson 6.

First Session: The initial part of the lesson was dedicated to applying vocabulary in familiar settings such as school and home. The teacher began with a theoretical explanation on how to observe and describe environments, which segued into the "Open the Box" activity on WordWall.

This interactive scenario asked students to describe what they could see in a room depicted on the screen. The teacher facilitated this activity by prompting students to use descriptive language, actively engaging them and providing feedback to enhance their observational skills.

Second Session: The initial part of the lesson was dedicated to applying vocabulary in familiar settings such as school and home. The teacher began with a theoretical explanation on how to observe and describe environments, which segued into the "Open the Box" activity on WordWall. This interactive scenario asked students to describe what they could see in a room depicted on the screen. The teacher facilitated this activity by prompting students to use descriptive language, actively engaging them and providing feedback to enhance their observational skills.

Third Session: The final segment involved role-playing and vocabulary recall through a game of "Hangman" on WordWall, related to daily activities and objects. This provided a fun and competitive element to the lesson, motivating students to spell and recall words correctly. The teacher managed this activity by offering hints and celebrating correct guesses, which fostered a lively learning environment.

3.13. Effectiveness

3.13.1. Post-test

Table 9

Pretest-post-test descriptives

Test	Mean	Med.	St. Dev.	Min	Max
Pretest	5.62	5	1.76	3	9
Post-test	8.38	8	0.87	7	10

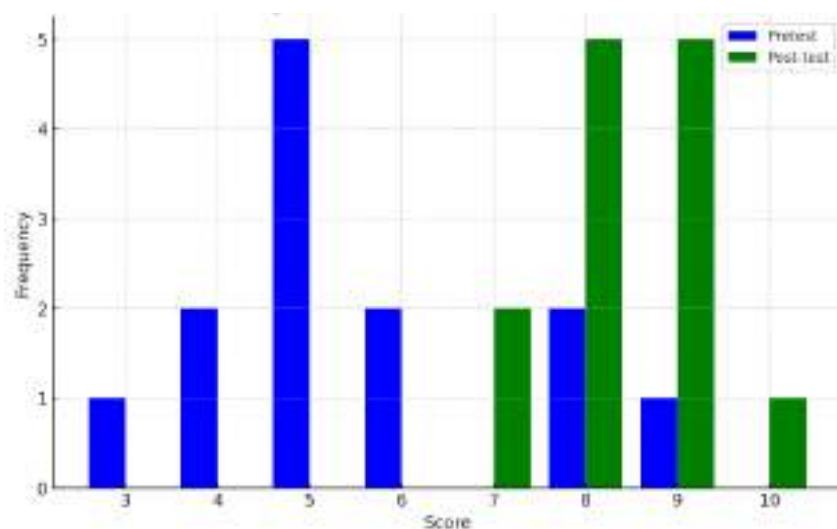
Note. Elaborated by Daisy Morejón.



The table of descriptive statistics for the pretest and post-test scores shows the efficacy of the WordWall intervention aimed at enhancing vocabulary skills. The average score saw a significant rise from 5.62 in the pretest to 8.38 in the post-test, underscoring a substantial uplift in overall student performance. This enhancement is also mirrored in the median score, which increased from 5 to 8. Remarkably, the standard deviation diminished from 1.76 to 0.87, showing that the scores in the post-test were more tightly clustered around the higher average, indicating a greater consistency in achieving improved results. The range of scores also narrowed, with the minimum score increasing from 3 to 7 and the maximum slightly increasing from 9 to 10, further underscoring the effectiveness of the WordWall activities in elevating the lower-performing students and enhancing overall vocabulary comprehension and usage.

Figure 14

Pretest-post-test results



Note. Elaborated by Daisy Morejón.

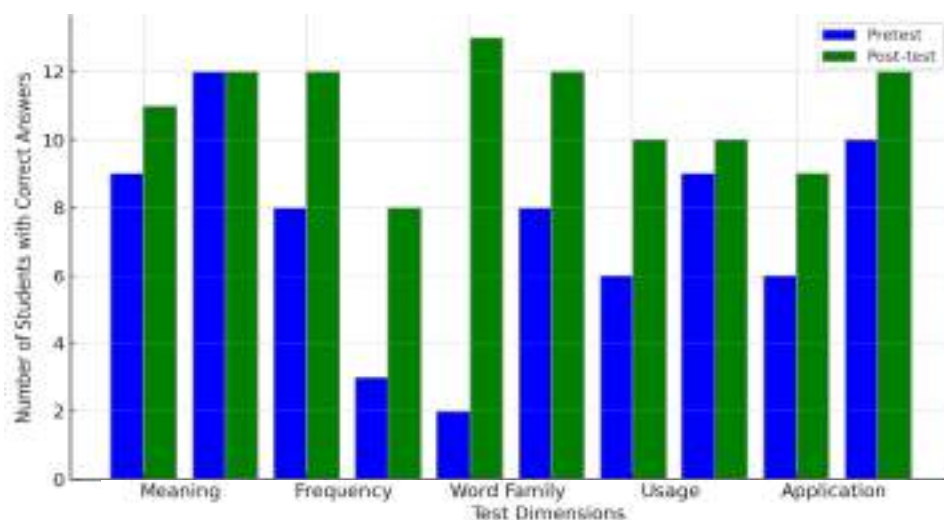
Figure 4 illustrates the impact of an educational intervention using WordWall to improve

vocabulary skills among students. It shows the number of students achieving each score in both the pretest and post-test. The graph displays the scores achieved by students in both the pretest and post-test. It's clear from the data that there was a notable enhancement in scores after the intervention. Furthermore, the occurrence of higher scores (8-10) has risen, suggesting that a larger number of students reached higher scores after the intervention.

Figure 5 shows the impact of the WordWall intervention across various vocabulary dimensions (Meaning, Frequency, Word Family, Usage, Application) through a comparison of pretest and post-test results. The graph shows an increase in the number of students achieving correct answers in the post-test across all dimensions, indicating the effectiveness of the tailored activities employed during the intervention. The Word Family and Application dimensions show the most pronounced improvements, reflecting the successful teaching strategies aimed at enhancing word derivation skills and practical vocabulary application.

Figure 15

Pretest-post-test results by dimension



Note. Elaborated by Daisy Morejón.

3.13.2. Hypothesis test.

Table 10

Wilcoxon test

W test	p-value
0.0	0.0019

Note. $\alpha=0.05$

Using the Wilcoxon signed-rank test to compare vocabulary acquisition before and after the implementation of technological tools like Wordwall in the fourth-grade curriculum at República Federal de Alemania Public School, we found a statistically significant improvement. The test yielded a test statistic $W=0.0$ and a p-value of approximately 0.00196. Given that this p-value is less than the significance threshold of 0.05, we reject the null hypothesis (H_0) that the implementation of Wordwall won't significantly enhance vocabulary acquisition compared to traditional learning methods. Therefore, we accept the alternative hypothesis (H_1), which posits that the implementation of technological tools like Wordwall will significantly enhance vocabulary acquisition. This result indicates that the intervention using Wordwall had a positive and statistically significant effect on students' vocabulary learning.

3.13.3. Findings connected to the primary objectives

The study successfully achieved its objectives by demonstrating the efficacy of the Wordwall application in improving vocabulary acquisition among fourth-grade students at República Federal de Alemania Public School. Using a structured intervention plan alongside pre-tests and post-tests, the research revealed significant enhancements in students' vocabulary knowledge and retention. The post-test results showed a notable increase in vocabulary comprehension and usage compared to

the pre-test scores, highlighting the effectiveness of Wordwall activities in engaging students and promoting a deeper understanding of vocabulary. Furthermore, student survey feedback emphasized their positive experiences and heightened motivation for learning vocabulary, reinforcing the study's success in both enhancing vocabulary skills and boosting student engagement.

3.14. Discussion

The use of Wordwall as a vocabulary enhancement tool has demonstrated significant improvements in students' vocabulary scores, as evidenced by the data from this study and corroborated by findings in other related research. In this study, students showed marked progress from pretest to post-test, with the mean score rising from 5.62 to 8.38, and the median score improving from 5 to 8. The minimum score increased from 3 to 7, and the maximum score improved slightly from 9 to 10. This indicates a substantial enhancement in students' vocabulary capabilities, which is further supported by the reduction in the standard deviation from 1.76 to 0.87, suggesting a more consistent performance among students post-intervention.

Comparative studies by Wafiqni & Mestyy (2023) also reflect improvements across specific vocabulary categories such as nouns, verbs, and adjectives with increases noted from pre-test to post-test scores in each category—70 to 90 for nouns, 70 to 80 for verbs, and a significant jump from 20 to 50 for adjectives. These changes indicate not just an increase in raw scores but also improvements in qualitative categories from 'good' to 'very good' and from 'bad' to 'satisfactory.'

Furthermore, Faradila et al. (2023) have found that systematic and structured vocabulary learning interventions can lead to notable improvements. Their research indicated that the number of students reaching the Minimum Mastery Criterion rose throughout the intervention cycles, highlighting the impact of continuous and structured vocabulary instruction.

In a similar vein, Rodríguez et al. (2023) explore the wider effects of incorporating tools like Wordwall into educational practices. They argue that such tools not only aid in vocabulary acquisition but also enhance the learning environment by adding a dynamic and interactive element to traditional settings. Their research emphasizes the need to adapt teaching methodologies to include elements of gamification, which have proven to increase student motivation and engagement.

3.14.1. Limitations

This study on the effectiveness of the Wordwall application in enhancing vocabulary acquisition among fourth-grade students at República Federal de Alemania Public School faces several limitations. Firstly, the sample size is relatively small, with only 13 participants, which may not sufficiently represent the broader student population. Furthermore, the research was conducted in a single school, which restricts the generalizability of the findings to other educational settings.

Future research should address these limitations by increasing the sample size and including participants from multiple schools to improve the generalizability of the findings. Longitudinal studies are also suggested to evaluate the long-term effects of Wordwall on vocabulary retention and application. Further investigations could examine the integration of Wordwall across various subjects and its effectiveness in enhancing other language skills, such as grammar and writing. Additionally, exploring the challenges teachers encounter when implementing Wordwall and providing targeted professional development could facilitate more effective use of the tool in diverse educational settings.

CONCLUSIONS

The research illustrates the influence of the Wordwall intervention on vocabulary development among fourth graders at República Federal de Alemania Public School using the Wilcoxon signed-rank test. The statistical outcomes from this test revealed a significant improvement in vocabulary acquisition after the intervention. These results confirm that employing Wordwall significantly boosts vocabulary learning.

Identifying challenges faced by fourth-grade students in traditional educational settings revealed issues such as limited engagement and inconsistent vocabulary retention. Pretest data indicated a broad range of vocabulary knowledge, with a significant portion of students scoring at the lower end. However, the post-test results reflect that these challenges were effectively addressed through the intervention, showcasing Wordwall's capacity to engage students far more effectively than traditional approaches and thus overcoming the initial obstacles.

Implementing Wordwall as an innovative tool has successfully fostered greater engagement and improved English vocabulary learning among fourth-grade students. Survey responses showed high levels of enjoyment and engagement with Wordwall activities, with the majority of students finding them interesting and stimulating. These positive responses align with the observed improvements in vocabulary scores, suggesting that Wordwall's interactive features play a significant role in creating a more engaging learning environment.

Assessing Wordwall's effectiveness in improving vocabulary retention and comprehension revealed significant positive outcomes. The narrowing of score ranges in post-tests, with fewer low scores and a more concentrated distribution of higher scores, illustrates an increased uniformity in student performance. Furthermore, improvements across various vocabulary dimensions, such as



word families and practical applications, highlight Wordwall's comprehensive impact on vocabulary retention and comprehension. The intervention not only increased scores but also bolstered students' confidence in using new vocabulary, indicating the successful achievement of this specific objective.



RECOMMENDATIONS

Given the significant improvement in vocabulary acquisition among fourth graders at República Federal de Alemania Public School through the use of Wordwall, it is recommended that the school continues to integrate and possibly expand the use of Wordwall into other areas of the curriculum. Expanding its application to include subjects like science and social studies could further enhance linguistic and cognitive skills across disciplines. Furthermore, periodic training sessions for teachers on how to effectively use Wordwall could maximize the benefits of this technology, ensuring that all students benefit from its potential to enhance learning outcomes.

To build on the success of overcoming engagement and retention challenges in vocabulary learning, it is advisable to conduct regular assessments to identify ongoing and new challenges that may arise. These assessments can help tailor the Wordwall activities more precisely to student needs. Additionally, considering the introduction of a feedback mechanism where students can suggest specific topics or words, they find challenging could personalize learning experiences and promote greater ownership and motivation among the students.

It is recommended that the school administration supports the ongoing use of Wordwall and similar interactive technologies. Further, schools should encourage teachers to share best practices and success stories from their experiences with Wordwall. This can inspire other educators to adopt innovative methods and tools, fostering a more interactive and engaging learning environment across various subjects.

Considering the positive impact of Wordwall on vocabulary retention and comprehension, it is recommended to integrate similar digital tools that support other aspects of language learning, such as grammar and writing skills. Furthermore, the school could consider implementing regular



vocabulary retention tests to monitor long-term retention rates and adjust teaching strategies accordingly. This would help in continuously refining the educational approach to maximize vocabulary retention and usage among students.



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ANNEX 6

Needs analysis

ASSIGNMENT IN CONTACT WITH THE TEACHER

Approaches to ESP Needs Analysis

Student's name: Daisy Magaly Morejón Pérez

Date: February 02, 2024

Research topic: Use of Wordwall to motivate vocabulary learning in A1 learners at República Federal de Alemania Public School

Objective: To gather information about potential problems your students are experiencing through a process called a needs analysis for the diagnostic stage of your research.

Time to develop this assignment in class: One hour (1)

RESEARCH CONTEXT

Tip: For this stage you must already have permission from the authority of your institution

Instruction:

This research work will take place at “República Federal de Alemania - Public School which is located in La Tola - Itchimbia, Quito. The educative institution is small and belongs to District 04 and has around 90 students. There are only 7 grades from 1st to seventh grade. There are currently 9 teachers from which one is the English teacher. The lessons are imparted during the morning. The students receive English classes three pedagogical periods a week and each class lasts 45 minutes. The learners are situated in A1 to A2 level, which is considered beginner and low - intermedia user according to Common European Framework of Reference for Languages (CEFR).



HUTCHINSON AND WATERS (1987) NEEDS ANALYSIS MODEL (LEARNING-CENTRED APPROACH)

The needs analysis (NA) process often involves gathering information to have the necessary foundation to develop a course that meets the needs of a particular group of learners. Richards and Platt (1992) stated that NA is "the process of determining the needs by which a group of students acquires a language and ordering those needs according to their priorities." Hutchinson and Waters (1987) identifies two types of needs: Target needs and Learning needs.

TARGET NEEDS		
According to Hutchinson and Waters (1987) target needs are mainly related to <i>'what the learner needs to do in the target situation'</i> . To answer this statement, practitioners should gather information about the learners' necessities, lacks and wants.		
Necessities	Lacks	Wants
They are the academic or occupational requirements of the target situation. What students need to know to function effectively in the target situation (Robinson, 1991).	They have to do with what students ignore or cannot do in English (Robinson, 1991).	These are the personal expectations of the students and hopes towards acquiring English. What they would like to get from the language course. These needs are very personal (Robinson, 1991).
GENERAL QUESTIONS	ANSWERS	WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?
Why is the English language needed here?	The English language is needed in this context as is part of the syllabus in Ecuadorian educative institutions to reach a certain English level as its mentioned in the National Curriculum under the CEFR standards to be accomplished, as the exit profile in English is that the learner reaches a B1 level. Therefore, (MINEDUC, 2016) explains that "it aims to support the policy of developing citizens in Ecuador that can communicate effectively in today's globalized world"	Syllabus / Curriculum of Ministry of Education
How will the English language be used?	The English language will be used in formal and informal context taking into account spelling, accuracy, fluency. Moreover, (MINEDUC, 2016) mentions that English language will be used "To develop the personal, social and intellectual skills needed to achieve their potential to participate productively in an increasingly globalized world that operates in English"	Diagnostic test Writing (low scores) Observation guide, checklist
What will the content areas be?	The content areas presented according to national curriculum (<i>Inglés 5to EGB – Recursos Educativos</i> , s. f.; MINEDUC, 2016) will be General English and as interdisciplinary subjects with be related with Social	Syllabus, curriculum, documents from the

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	studies, Natural Science, History, Art, Math and language as its described in the pedagogical English modules.	Ministry of Education	
Who will the learner use the language with?	General English: The learner will use the language with other students, teacher, family and relatives living in other countries.	Documents from the MOF Curriculum & syllabus	
Where will the English language be used?	GE A1 will be used to have limited interaction in English-speaking in the classroom, with friends and family. Additionally, as its mentioned in (MINEDUC, 2016) that "These are the skills Ecuadorian learners will need to engage successfully in local and international communities in the 21st century"	Descriptors of the level CEFRL A2 Syllabus & curriculum	
When will the English language be used?	GE: School year 2023-2024 (September to June)	MOF	

LEARNING NEEDS			
Learning needs is the gap between the learner's current level of knowledge and skills, and the level of knowledge and skills required to perform a task or a set of tasks. This framework focuses on numerous factors such as who the learners are, their socio-cultural background, learning background, age, gender, prior knowledge of specialized content, prior knowledge of English, attitudes towards English, attitudes towards cultures of the English-speaking world. Hutchinson and Waters suggested asking the following questions to analyze learning needs:			
GENERAL QUESTIONS	SPECIFIC QUESTIONS	ANSWERS	WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS? Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test
Why are the learners taking the course?	Compulsory or optional? Apparent need or not? Are status, money, and promotion involved? What do students think they will be able to do when they acquire the knowledge? What would be the attitude of the students towards the course? Do they really want to improve their English?	Learners are taking the course as compulsory subject at school. Some students mention that they understand the importance of learning English and are motivated know more content. Students that are engaged and are really interested enjoy the process, contrary to the ones that feel its compulsory.	DIAGNOSTIC TEST PRETEST QUESTIONNAIRE SURVEY CHECKLIST OBSERVATION GUIDE FIELDNOTES
How do the learners learn?	What is their learning background? What is their concept of learning and teaching? What methodology will be attractive to them?	Learners enjoy active methodologies as they learn doing and playing. They prefer to use interactive and engaging activities either physical or web based resources. So, all in all the approaches are going to be: TOTAL PHYSICAL RESPONSE; GAMMIFICATION;	Syllabus, curriculum Observation Listening Doing Seeing

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		WEB BASED PLATFORMS; COMMUNICATIVE AND TASK BASED LEARNING APPROACH	
What resources are available?	Number of teachers with an international certification? The attitude of teachers towards this group? Knowledge and attitude of teachers towards the content of the subject? Knowledge and attitude of teachers towards the resources for the subject? Opportunities for activities outside of class?	There is one English teacher with B2 certificate. The attitude of the teacher is positive, as tries to understand the needs of the students and cover them if possible. The school needs an English laboratory or at least a projector as the teacher has to bring its own. There are opportunities to practice outside the class as the teacher can integrate physical education with English	Syllabus, curriculum
Who are the learners?	Age/Sex/Nationality? What do they already know about English? What knowledge do they have of the matter? What are their interests? What teaching styles are they used to? What is their attitude towards English? What is their attitude towards the cultures of the English-speaking world?	The group of students are Ecuadorians, fourth grades, aged 9 years of age. Six boys and five girls. Their English level is A1 according to the (CEFR, 2024) descriptors for instance, they "Can recognize concrete information (e.g. places and times) on familiar, everyday topics, provided it is expressed clearly and slowly" They learning style is visual and interactive as they enjoy to play web based games, socialize with their classmates, sing, dance. The teacher serves as a guide as most of the time learners work collaboratively to build their own knowledge socializing, listening and visualizing others. Learners are kids, they are conscious of the importance of values and principles in English speaking countries.	Surveys Questionnaires Demographics of the survey
Where will the course take place?	Are the surroundings pleasant, dull, noisy, cold?	In the school, the English class, presents lots of noise and pollution as the building is situated in a busy street.	Syllabus curriculum
When will the course take place?	Time of day? Every day once a week? Full-time, part-time? Concurrent with need or pre-need?	The English lesson take place Mondays two periods and Fridays one period of 45 minutes during the morning.	Data of your proposal

Note: Hutchinson and Waters (1987) also recommend the use of multiple methods of data

collection – such as interviews, observation, and informal consultations with sponsors, learners



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and others involved – to deal with the complexity of target needs.



La Universidad para todos



ANNEX 7

Lesson plans

	Institución Educativa República Federal de Alemania Ángela Vivero de Caamaño N3-52 Teléfono: 2580-350 Año Lectivo: 2023-2024			
English Lesson Plan				
1. INFORMATIVE DATA				
TEACHER: MSc. Daisy Morejón		AREA/ SUBJECT English as a Foreign	Level: Pre. A1.1	Time: 135´
Grade: Fourth		Weeks: 3-4	Trimester: 2	Date: February 26;28, 2024; March 04, 2024
OBJECTIVES: EFL.1.1.2. Identify key members of the family if there is visual support (mother, father, brother, sister, grandfather, grandmother). EFL.1.2.1. Recognize familiar words, names, and objects at school (backpack, book, chair, eraser, pencil, table, teacher, peer). EFL.1.3.1. Recognize basic vocabulary related to animals (bird, dog, cat, duck, fish, frog, tiger) when listening the sounds or if there is visual support.				
Learning Objectives: Students should be able to: - Familiarized with WordWall activities and mechanics - Understand various vocabulary categories				
Values Critical thinking and communication skills.				
2. PLANNING				
PERFORMANCE CRITERIA			EVALUATION CRITETIA	
Recognize familiar words, and short phrases about simple everyday topics (Example: vocabulary about self, family, friends, school and home, animals.) EFL.1.1.2 EFL.1.2.1. EFL.1.3.1.				



		EFL.1.1.2. Identify key members of the family if there is visual support (mother, father, brother, sister, grandfather, grandmother). EFL.1.2.1. Recognize familiar words, names, and objects at school (backpack, book, chair, eraser, pencil, table, teacher, peer). EFL.1.3.1. Recognize basic vocabulary related to animals (bird, dog, cat, duck, fish, frog, tiger) when listening the sounds or there is visual support.	
TOPIC:	Introduction to WordWall		
METHODOLOGICAL STRATEGIES	RESOURCES • Wordwall • Internet connection • Speaker • Digital board • Digital Module	PERFORMANCE INDICATORS	ACTIVITIES TECHNIQUES/INSTRUMENTS
Greet students using the song "Good morning" EXPERIENCE: Values: critical thinking - Overview of WordWall Templates REFLECTION: - Using visuals and sounds to match words like 'book', 'chair', 'eraser', and 'teacher' with images - Associating words with their respective pictures or housing items.	Online based- web resources - https://www.youtube.com/watch?v=7QDWJTqSZg - https://www.youtube.com/watch?v=Zkcz-OPZLEA - https://www.youtube.com/watch?v=T81eV9ETg6o - https://www.youtube.com/watch?v=W2-Kq1m_RCw&list=PLlt9bjofylPk1BgCkgmoBrET8M8YisOdp - https://www.youtube.com/watch?v=W2-Kq1m_RCw&list=PLlt9bjofylPk1BgCkgmoBrET8M8YisOdp	Learners can recognize familiar words, and short phrases about simple everyday topics (Example: vocabulary about self, family, friends, school and home, animals.) EFL.1.1.2 EFL.1.2.1. EFL.1.3.1.	TECHNIQUES • Observation INSTRUMENTS : . • Live worksheets (online web resources)

CONCEPTUALIZATION: - Introduction to basic vocabulary words from categories such as family members, body parts, classroom objects, animals, food, numbers, colors, and shapes. - Ask students to repeat the new words. - Make SS identify the vocabulary words from categories such as family members, body parts, classroom objects, animals, food, numbers, colors, and shapes - Develop web based exercises - Spin the Wheel (WordWall) - Flash Cards (WordWall) - Matching Pairs (WordWall) APPLICATION: - Assess SS knowledge - Listen, read and write - collaboratively and individually	- https://www.youtube.com/watch?v=WH1oTlCPFdU&list=PLlt9bjofyIPk1BgCkgmoBrET8M8YisOdp&index=3 - Digital Module  Wordwall – Spin the wheel https://wordwall.net/resource/173162/maths/counting-wheel  Wordwall – Flash cards https://wordwall.net/resource/7976450/fruits-and-veggies-flashcards  Wordwall – Matching Pairs https://wordwall.net/resource/14762511/school-objects-memotest		
Done by	Revised by	Approved by	



TRABAJO DE TITULACIÓN

EFL Teacher: MSc. Daisy Morejón	Area Coordinator:	Principal: MSc. Rubén Vásquez
Signature:	Signature:	Signature:
Date:	Date:	Date:

	Institución Educativa República Federal de Alemania Ángela Vivero de Caamaño N3-52 Teléfono: 2580-350 Año Lectivo: 2023-2024			
English Lesson Plan				
2. INFORMATIVE DATA				
TEACHER: MSc. Daisy Morejón		AREA/ SUBJECT English as a Foreign		Level: Pre. A1.1
Grade: Fourth		Weeks: 4-5		Time: 135´
				Trimester: 2
		Date: March 6;11;13, 2024		
OBJECTIVES:				
EFL.1.1.2. Identify key members of the family if there is visual support (mother, father, brother, sister, grandfather, grandmother).				
EFL.1.2.1. Recognize familiar words, names, and objects at school (backpack, book, chair, eraser, pencil, table, teacher, peer).				
EFL.1.3.1. Recognize basic vocabulary related to animals (bird, dog, cat, duck, fish, frog, tiger) when listening the sounds or if there is visual support.				
Learning Objectives:				
Students should be able to:				
- Familiarized with WordWall activities and mechanics				
- Understand various vocabulary categories				



Values			
Critical thinking and communication skills.			
2. PLANNING			
PERFORMANCE CRITERIA		EVALUATION CRITETIA	
Recognize familiar words, and short phrases about simple everyday topics (Example: vocabulary about self, family, friends, school and home, animals.) EFL.1.1.2 EFL.1.2.1. EFL.1.3.1.		EFL.1.1.2. Identify key members of the family if there is visual support (mother, father, brother, sister, grandfather, grandmother). EFL.1.2.1. Recognize familiar words, names, and objects at school (bagpack, book, chair, eraser, pencil, table, teacher, peer). EFL.1.3.1. Recognize basic vocabulary related to animals (dog, cat, duck, fish, frog, tiger) when listening the sounds if there is visual support.	
TOPIC:	Meaning		
METHODOLOGICAL STRATEGIES	RESOURCES • Wordwall • Internet connection • Speaker • Digital board • Digital Module	PERFORMANCE INDICATORS	ACTIVITIES TECHNIQUES/INSTRUMENTS
Greet students using the song “Good morning” EXPERIENCE: Values: critical thinking - Exploring basic vocabulary through simple definitions and contextual	Online based- web resources - https://www.youtube.com/watch?v=yx662SXxM14&list=PLlt9bjofylPk1BgCkgmoBrET8M8YisOdp&index=6 - https://www.youtube.com/watch?v=pjzla2ZqBII&list=PLlt9bjofylPk1BgCkgmoBrET8M8YisOdp&index=8	Learners can recognize familiar words, and short phrases about simple everyday topics (Example: vocabulary about self, family, friends, school and home, animals.) EFL.1.1.2 EFL.1.2.1. EFL.1.3.1.	TECHNIQUES • Observation INSTRUMENTS:



settings related to family, body, and classroom REFLECTION: - Activities that challenge students to match synonyms and antonyms related to their daily life vocabularies like 'big' and 'small' - Grouping words related to similar settings like 'kitchen', 'bedroom', or 'playground'. CONCEPTUALIZATION: - Vocabulary: Nouns, Verbs, Adjectives. - Synonyms & Antonyms - Descriptive Language - Ask students to repeat the new words. - Make SS identify the vocabulary words from categories such as family members, body parts, classroom objects, animals, food, numbers, colors, and shapes - Develop web based exercises - Match up (WordWall) - Quiz (WordWall) - Group Sort (WordWall) APPLICATION: - Assess SS knowledge	https://www.youtube.com/watch?v=YDgQTRHND_4&list=PLlt9bjofylPk1BgCkgmoBrET8M8YisOdp&index=9 https://www.youtube.com/watch?v=zehQjqtydhI&list=PLlt9bjofylPk1BgCkgmoBrET8M8YisOdp&index=32 https://www.youtube.com/watch?v=-pb8vN_eI2A&list=PLlt9bjofylPk1BgCkgmoBrET8M8YisOdp&index=21 Digital Module  Wordwall – Match up https://wordwall.net/resource/54223934/english/practice-club-07-rooms-in-the-house  Wordwall – Quiz https://wordwall.net/resource/16828853/esol/parts-of-the-body 	• Live worksheets (online web resources)
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Listen, read and write - collaboratively and individually	Wordwall – Group sort https://wordwall.net/resource/67974966/sorting-family-members		
Done by	Revised by	Approved by	
EFL Teacher: MSc. Daisy Morejón	Area Coordinator:	Principal: MSc. Rubén Vásquez	
Signature:	Signature:	Signature:	
Date:	Date:	Date:	



Institución Educativa República Federal de Alemania

Ángela Vivero de Caamaño N3-52 Teléfono: 2580-350
Año Lectivo: 2023-2024

English Lesson Plan

3. INFORMATIVE DATA

TEACHER: MSc. Daisy Morejón	AREA/ SUBJECT English as a Foreign	Level: Pre. A1.1	Time: 135'
Grade: Fourth	Week: 5-6	Trimester: 2	Date: March 18;20;25, 2024



OBJECTIVES:

- EFL.1.4.1. Identify the numbers 0-9 when counting different object in class
 EFL.1.4.2. Recognize basic shapes (circle, square, triangle) using classroom objects.
 EFL1.6.1. Identify the basic colors (black, blue, red, white, yellow, green) when painting and drawing.

Learning Objectives:

Students should be able to:

- Familiarized with WordWall activities and mechanics
- Understand various vocabulary categories

Values

Critical thinking and communication skills.

2. PLANNING

PERFORMANCE CRITERIA

Recognize familiar words, and short phrases about simple everyday topics (Example: vocabulary about numbers, colors, painting and drawing, animals.) EFL.1.4.1 EFL.1.4.2. EFL1.6.1.

EVALUATION CRITETIA

EFL.1.4.1. Identify the numbers 0-9 when counting different object in class
 EFL.1.4.2. Recognize basic shapes (circle, square, triangle) using classroom objects.
 EFL1.6.1. Identify the basic colors (black, blue, red, white, yellow, green) when painting and drawing.

TOPIC:

Frequency

METHODOLOGICAL STRATEGIES

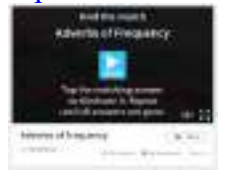
RESOURCES

- Wordwall
- Internet connection
- Speaker
- Digital board
- Digital Module

PERFORMANCE INDICATORS

ACTIVITIES TECHNIQUES/INSTRUMENTS



Greet students using the song “Good morning” EXPERIENCE: Values: critical thinking - Introduce common adverbs of frequency ('always', 'sometimes', 'never') using daily routines and classroom activities as contexts REFLECTION: - Practicing frequency adverbs in simple sentences like "I always eat an apple for lunch" - Revisiting and repeating phrases to enhance retention and recognition. CONCEPTUALIZATION: - Vocabulary: Adverbs of Frequency. - Common Usage Phrases - Collocations - Ask students to repeat the new words. - Make SS identify the vocabulary words from categories such as family members, body parts, classroom objects, animals, food, numbers, colors, and shapes - Develop web based exercises - Maze Chase (WordWall) - Find the Match (WordWall) - Spin the Wheel (WordWall) APPLICATION: - Assess SS knowledge - Listen, read and write - collaboratively and individually	Online based- web resources - https://www.youtube.com/watch?v=VAWo65QwP2c - https://www.youtube.com/watch?v=-pfufU8jVJU - https://www.youtube.com/watch?v=_p7-KG2zF2A - https://www.youtube.com/watch?v=GtsTU376Tz8 - https://www.youtube.com/watch?v=Sn-F4qPKWyw Digital Module  Wordwall – Maze Chase https://wordwall.net/resource/348675/food  Wordwall – Find the Match https://wordwall.net/resource/12383219/adverbs-of-frequency	Learners can recognize familiar words, and short phrases about simple everyday topics (Example: vocabulary about numbers, shapes, colors, painting and drawing, animals.) EFL.1.4.1 EFL.1.4.2. EFL1.6.1.	TECHNIQUES • Observation INSTRUMENTS: • Live worksheets (online web resources)
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Wordwall – Spin the Wheel

<https://wordwall.net/resource/1610155/adverbs-of-frequency>

Done by	Revised by	Approved by	
EFL Teacher: MSc. Daisy Morejón	Area Coordinator:	Principal: MSc. Rubén Vásquez	
Signature:	Signature:	Signature:	
Date:	Date:	Date:	



Institución Educativa República Federal de Alemania

Ángela Vivero de Caamaño N3-52 Teléfono: 2580-350
Año Lectivo: 2023-2024

English Lesson Plan

4. INFORMATIVE DATA

TEACHER: MSc. Daisy Morejón	AREA/ SUBJECT English as a Foreign	Level: Pre. A1.1	Time: 135'
Grade: Fourth	Week: 6-7	Trimester: 2	Date: March 27, 2024; April 01;03, 2024



OBJECTIVES:

- EFL.1.1.2. Identify key members of the family if there is visual support (mother, father, brother, sister, grandfather, grandmother).
 EFL.1.2.1. Recognize familiar words, names, and objects at school (~~bagpack~~, book, chair, eraser, pencil, table, teacher, peer).
 EFL.1.3.1. Recognize basic vocabulary related to animals (bird, dog, cat, duck, fish, frog, tiger) when listening the sounds or if there is visual support.

Learning Objectives:

Students should be able to:

- Familiarized with WordWall activities and mechanics
- Understand various vocabulary categories

Values

Critical thinking and communication skills.

2. PLANNING

PERFORMANCE CRITERIA

Recognize familiar words, and short phrases about simple everyday topics (Example: vocabulary about self, family, friends, school and home, animals.) **EFL.1.1.2 EFL.1.2.1. EFL.1.3.1.**

EVALUATION CRITERIA

EFL.1.1.2. Identify key members of the family if there is visual support (mother, father, brother, sister, grandfather, grandmother).
 EFL.1.2.1. Recognize familiar words, names, and objects at school (~~bagpack~~, book, chair, eraser, pencil, table, teacher, peer).
 EFL.1.3.1. Recognize basic vocabulary related to animals (bird, dog, cat, duck, fish, frog, tiger) when listening the sounds or if there is visual support.

TOPIC:

Word Family

METHODOLOGICAL STRATEGIES

RESOURCES

- Wordwall
- Internet connection
- Speaker
- Digital board

PERFORMANCE INDICATORS

ACTIVITIES TECHNIQUES/INSTRUMENTS



	● Digital Module		
Greet students using the song “Good morning” EXPERIENCE: Values: critical thinking - Learning word families by grouping related words like 'help', 'helper', 'helpful' using visual aids and contextual clues REFLECTION: - Identifying and labeling parts of words that change meaning when prefixes or suffixes are added - Organizing words into families to see how they are interlinked, such as 'run', 'runner', 'running'. CONCEPTUALIZATION: - Prefixes and Suffixes. - Root Words - Word Derivation - Ask students to repeat the new words. - Make SS identify the vocabulary words from categories such as family members, body parts, classroom objects, animals, food, numbers, colors, and shapes	Online based- web resources - https://www.youtube.com/watch?v=RPqxNqO8u-A - https://www.youtube.com/watch?v=H2Z4p0au1yk - https://www.youtube.com/watch?v=8TU6Sd1wcYk - https://www.youtube.com/watch?v=JOZS4Hza1U8&list=PLc2IckHS4YkIuD2MTjSiBZ-WUZ7NzZBG6 - https://www.youtube.com/watch?v=eB1jmlbPY_w - https://www.youtube.com/watch?v=Wz3_NHsa0aQ Digital Module  Wordwall – Labelled Diagram https://wordwall.net/resource/4821087/family 	Learners can recognize familiar words, and short phrases about simple everyday topics (Example: vocabulary about self, family, friends, school and home, animals.) EFL.1.1.2 EFL.1.2.1. EFL.1.3.1.	TECHNIQUES • Observation INSTRUMENTS: • Live worksheets (online web resources)

- Develop web based exercises - Labelled Diagram (WordWall) - Unjumble (WordWall) - Group Sort (WordWall) APPLICATION: - Assess SS knowledge - Listen, read and write - collaboratively and individually	Wordwall – Unjumble https://wordwall.net/resource/1829669/prefix-root-suffix-word-scramble  Wordwall – Group Sort https://wordwall.net/resource/35949609/english/word-formation-suffixes		
Done by	Revised by	Approved by	
EFL Teacher: MSc. Daisy Morejón	Area Coordinator:	Principal: MSc. Rubén Vásquez	
Signature:	Signature:	Signature:	
Date:	Date:	Date:	



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TRABAJO DE TITULACIÓN



Institución Educativa República Federal de Alemania

Ángela Vivero de Caamaño N3-52 Teléfono: 2580-350
Año Lectivo: 2023-2024

English Lesson Plan

5. INFORMATIVE DATA

TEACHER: MSc. Daisy Morejón	AREA/ SUBJECT English as a Foreign	Level: Pre. A1.1	Time: 135´
Grade: Fourth	Week: 7-8	Trimester: 2	Date: April 08;10;15, 2024
OBJECTIVES: EFL.1.4.1. Identify the numbers 0-9 when counting different object in class EFL.1.4.2. Recognize basic shapes (circle, square, triangle) using classroom objects. EFL.1.6.1. Identify the basic <u>colors</u> (black, blue, red, white, yellow, green) when painting and drawing. Learning Objectives: Students should be able to: - Familiarized with WordWall activities and mechanics - Understand various vocabulary categories Values			

Critical thinking and communication skills.

2. PLANNING

PERFORMANCE CRITERIA		EVALUATION CRITETIA	
Recognize familiar words, and short phrases about simple everyday topics (Example: vocabulary about numbers, shapes, colors, painting and drawing, animals.) EFL.1.4.1 EFL.1.4.2. EFL1.6.1.		EFL.1.4.1. Identify the numbers 0-9 when counting different object in class EFL.1.4.2. Recognize basic shapes (circle, square, triangle) us classroom objects. EFL1.6.1. Identify the basic colors (black, blue, red, white, yellow, green) when painting and drawing.	
TOPIC:	Usage		
METHODOLOGICAL STRATEGIES	RESOURCES	PERFORMANCE INDICATORS	ACTIVITIES TECHNIQUES/INSTRUMENTS
	• Wordwall • Internet connection • Speaker • Digital board • Digital Module		
Greet students using the song “Good morning” EXPERIENCE: Values: critical thinking - Constructing simple sentences using new vocabulary by filling in blanks, such as "I have a ____ (book, pen, dog) in my ____ (room, bag)” REFLECTION:	Online based- web resources - https://www.youtube.com/watch?v=EbP_5gxOOC0&list=PLhDf3-oR4mYionDsGscqc_CCaj8gOGuyo - https://www.youtube.com/watch?v=Drv6jD8xWdw - https://www.youtube.com/watch?v=5StvZZccECg&list=PLV4XgHS4V3TJsIpVS0whfJ3uexzSCf7QA - https://www.youtube.com/watch?v=hBVequEEoAQ&list=PLv4XgHS4V3TJsIpVS0whfJ3uexzSCf7QA	Learners can recognize familiar words, and short phrases about simple everyday topics (Example: vocabulary about numbers, shapes, colors, painting and drawing, animals.) EFL.1.4.1 EFL.1.4.2. EFL1.6.1.	TECHNIQUES • Observ ation INSTRUMENTS: • Live worksheets (online web resources)



- Engaging in game-based quizzes that require using vocabulary in full sentences
- Rearranging jumbled letters to form words commonly used in the classroom and home environments.

CONCEPTUALIZATION:

- Sentence Structure.
- Collocations
- Common Phrases
- Ask students to repeat the new words.
- Make SS identify the vocabulary words from categories such as family members, body parts, classroom objects, animals, food, numbers, colors, and shapes
- Develop web-based exercises
- Spin the Wheel (WordWall)
- Flash Cards (WordWall)
- Matching Pairs (WordWall)

APPLICATION:

- Assess SS knowledge
- Listen, read and write - collaboratively and individually

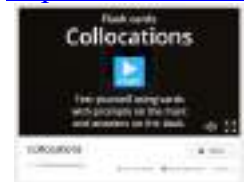
- <https://www.youtube.com/watch?v=nh8r9SDmHn4>
- <https://www.youtube.com/watch?v=AINOUe8C0UI&list=PL7LFrjIsjhMnUSwMOnAr-wcFuUOaqm9hd>

Digital Module



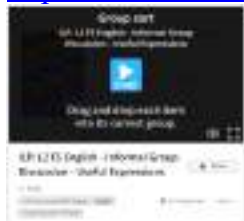
Wordwall – Spin the Wheel

<https://wordwall.net/resource/14762306/school-objects-wheel>



Wordwall – Flash Cards

<https://wordwall.net/resource/64421022/collocations>



Wordwall – Group Sort

<https://wordwall.net/resource/18590730/english/ilp-l2-fs-english-informal-group-discussion-useful>



TRABAJO DE TITULACIÓN

Done by		Revised by		Approved by
EFL Teacher: MSc. Daisy Morejón		Area Coordinator:		Principal: MSc. Rubén Vásquez
Signature:		Signature:		Signature:
Date:		Date:		Date:

	Institución Educativa República Federal de Alemania Ángela Vivero de Caamaño N3-52 Teléfono: 2580-350 Año Lectivo: 2023-2024			
English Lesson Plan				
6. INFORMATIVE DATA				
TEACHER: MSc. Daisy Morejón		AREA/ SUBJECT English as a Foreign	Level: Pre. A1.1	Time: 135´
Grade: Fourth		Week: 8-9	Trimester: 2	Date: April 17;22;24, 2024
OBJECTIVES:				



EFL.1.1.2. Identify key members of the family if there is visual support (mother, father, brother, sister, grandfather, grandmother).
 EFL.1.2.1. Recognize familiar words, names, and objects at school (backpack, book, chair, eraser, pencil, table, teacher, peer).
 EFL.1.3.1. Recognize basic vocabulary related to animals (bird, dog, cat, duck, fish, frog, tiger) when listening the sounds or if there is visual support.
 EFL.1.4.1. Identify the numbers 0-9 when counting different object in class
 EFL.1.4.2. Recognize basic shapes (circle, square, triangle) using classroom objects.
 EFL.1.6.1. Identify the basic colors (black, blue, red, white, yellow, green) when painting and drawing

Learning Objectives:

Students should be able to:

- Familiarized with WordWall activities and mechanics
- Understand various vocabulary categories

Values

Critical thinking and communication skills.

2. PLANNING

PERFORMANCE CRITERIA

Recognize familiar words, and short phrases about simple everyday topics (Example: vocabulary about self, family, friends, school and home, animals.) EFL.1.1.2 EFL.1.2.1. EFL.1.3.1. EFL.1.4.1 EFL.1.4.2. EFL.1.6.1

EVALUATION CRITERIA

EFL.1.1.2. Identify key members of the family if there is visual support (mother, father, brother, sister, grandfather, grandmother).
 EFL.1.2.1. Recognize familiar words, names, and objects at school (backpack, book, chair, eraser, pencil, table, teacher, peer).
 EFL.1.3.1. Recognize basic vocabulary related to animals (bird, dog, cat, duck, fish, frog, tiger) when listening the sounds or if there is visual support.
 EFL.1.4.1. Identify the numbers 0-9 when counting different object in class
 EFL.1.4.2. Recognize basic shapes (circle, square, triangle) using classroom objects.
 EFL.1.6.1. Identify the basic colors (black, blue, red, white, yellow, green) when painting and drawing

TOPIC:

Application



METHODOLOGICAL STRATEGIES	RESOURCES	PERFORMANCE INDICATORS	ACTIVITIES TECHNIQUES/INSTRUMENTS
Greet students using the song "Good morning" EXPERIENCE: Values: critical thinking - Applying learned vocabulary in different contexts through interactive scenarios, like "What do you see in this room?" REFLECTION: - Utilizing speaking cards to prompt discussions about personal experiences related to the vocabulary like 'My favorite animal is ___ because - Playing vocabulary games like Hangman to recall and spell words related to daily activities and objects around them. CONCEPTUALIZATION:	Online based- web resources - https://www.youtube.com/watch?v=ri2uKTpw4lQ&list=PL5uXqO84WYGubKdwWMjxYGMf4am771fxS - https://www.youtube.com/watch?v=RpV4mG11zNg&list=PLlt9bjofylPk1BgCkgmoBrET8M8YisOdp&index=18 - https://www.youtube.com/watch?v=-dN3iPPrWEk&list=PLlt9bjofylPk1BgCkgmoBrET8M8YisOdp&index=23 - https://www.youtube.com/watch?v=ll2YB1pD2m8&list=PLlt9bjofylPk1BgCkgmoBrET8M8YisOdp&index=20 - https://www.youtube.com/watch?v=SL01IAQ_U2k&list=PL5bLw9Uguvv3kSpd1tM79vb0DGAG67dab - https://www.youtube.com/watch?v=iLJ3wgSp-mk&list=PLVtGsHLwflFOQjiljq13dbpFFTYPdPHUnx Digital Module	Learners can recognize familiar words, and short phrases about simple everyday topics (Example: vocabulary about self, family, friends, school and home, animals.) EFL.1.1.2 EFL.1.2.1. EFL.1.3.1. Learners can recognize familiar words, and short phrases about simple everyday topics (Example: vocabulary about numbers, shapes, colors, painting and drawing, animals.) EFL.1.4 EFL.1.4.2. EFL1.6.1.	TECHNIQUES • Observation INSTRUMENTS: • Live worksheets (online web resources)



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- Everyday Contexts (School, Home, etc.). - Descriptive and Functional Language - Role-playing Scenarios - Ask students to repeat the new words. - Make SS identify the vocabulary words from categories such as family members, body parts, classroom objects, animals, food, numbers, colors, and shapes - Develop web based exercises - Open the Box (WordWall) - Speaking Cards (WordWall) - Hangman (WordWall) APPLICATION: - Assess SS knowledge Listen, read and write - collaboratively and individually	 Wordwall – Open the box https://wordwall.net/resource/2177110/invertebrates-and-vertebrates/vertebrates-and-invertebrates  Wordwall – Speaking Cards https://wordwall.net/resource/7566127/house-and-rooms-speaking-cards  Wordwall – Hangman https://wordwall.net/resource/3366009/clothes-hangman		
Done by	Revised by	Approved by	
EFL Teacher: MSc. Daisy Morejón	Area Coordinator:	Principal: MSc. Rubén Vásquez	



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Signature:		Signature:		Signature:	
Date:		Date:		Date:	



**INSTITUCIÓN EDUCATIVA “REPÚBLICA
FEDERAL DE ALEMANIA”**
Diagnostic Test

**AÑO LECTIVO 2023 –
2024**

1. INFORMATIVE DATA

Student's name	Level: Elemental	Class	4th	Date:	__/__/2024
		Time	45 min		
TECHNIQUE: Structured base assessment	Instrument: Pre-test	Teacher	Daisy Morejón		

Interdisciplinary learning

General information

- Fill in the relevant information, including the application date.
- Carefully read each question and consider it in light of your skill improvement and the first quarter's evaluation indicators.
- The assessment has a 45-minute duration and a 10-point grade.
- Write using a blue or black pen; the letter must be quite clear; corrections, cross-outs, and over-marked responses are not permitted.
- It is a voluntary contribution.

Learning objectives:

I.EFL. Learners can understand short and simple spoken texts well enough to be able to pick out key items of information. Ref. I.EFL.2.7.1. (I.3) CC

Meaning

1. Select the word that means "dormir." / Selecciona la palabra que significa "dormir".

- a) Sleep
- b) Play
- c) Sing
- d) Study
- e) Talk

2. Choose the word that means "feliz". / Elige la palabra que significa "feliz".

- a) Angry
- b) Sad
- c) Happy

			
d) Excited		TRABAJO DE TITULACIÓN	
Frequency			
3. How often do you "brush" your teeth? / ¿Con qué frecuencia te "cepillas" los dientes? a) Never b) Once a week c) Every morning d) Once a month			
4. Choose the correct frequency word: "I _____ go to the cinema." / Elige la palabra correcta de frecuencia: "Yo _____ voy al cine." a) Sometimes b) Always c) Seldom d) Rarely			
Word family			
5. If someone is a "teacher," what do they do? / Si alguien es un "profesor", ¿qué hace? a) Learn b) Teach c) Study d) Write			
6. Find the occupation related to "treat" illnesses. / Encuentra la ocupación relacionada con "tratar" enfermedades. a) Engineer b) Doctor c) Architect d) Chef			
Usage			
7. Complete the sentence: "It's raining, so she will _____ her umbrella." / Completa la frase: "Está lloviendo, así que ella va a _____ su paraguas." a) Open b) Cut c) Fold d) Watch			
8. Choose the correct usage: "He _____ to music while jogging." / Elige el uso correcto: "Él _____ música mientras corre."			

a) Listens b) Plays c) Watches d) Reads		TRABAJO DE TITULACIÓN
Application 9. Select the best response: "What do you do when you are cold?" / Selecciona la mejor respuesta: "¿Qué haces cuando tienes frío?" a) I turn on the fan. b) I wear a jacket. c) I eat ice cream. d) I swim. 10. Which action is related to "studying"? / ¿Qué acción está relacionada con "estudiar"? a) Reading books b) Playing sports c) Watching TV d) Cooking food		
Done by Daisy Morejón Pérez	Reviewed by Daisy Morejón	Appoved by MSc. Rubén Vásquez
Signature:	Signature	Signature
Date :	Date:	Date:



Survey

OBJETIVO: Analizar las percepciones de los alumnos sobre el uso de Wordwall para motivar el aprendizaje de vocabulario en inglés de manera voluntaria.

Filling instructions / Instrucciones de llenado

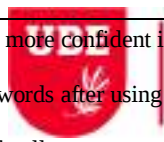
I. Read the following statements carefully and underline the answer that best suits you.

I. Lea atentamente las afirmaciones que figuran a continuación y subraye la respuesta que más le convenga.

Instructions: Please indicate your agreement with each statement underlining the following scale:

Instrucciones: Por favor, indique su acuerdo con cada afirmación subrayando la siguiente escala

Independent variable: Use of Wordwall					
Items	Totally Disagree	Disagree	Neither Agree – Neither Disagree	Agree	Totally Agree
1. Using Wordwall makes learning vocabulary more enjoyable for me. / Usar Wordwall hace que aprender vocabulario sea más divertido para mí.					
2. Wordwall activities are interesting and engaging Las actividades de Wordwall son interesantes y atractiva					
3. Wordwall motivates me to actively participate in vocabulary lessons. Wordwall me motiva a participar activamente en las lecciones de vocabulario.					
4. Wordwall helps you interiorize English vocabulary Wordwall te ayuda a interiorizar el vocabulario en inglés					

		TRABAJO DE TITULACIÓN			
5.	I feel more confident in using new words after using Wordwall. Me siento más seguro al usar nuevas palabras después de usar Wordwall.				
Dependent Variable: Vocabulary					
6.	I believe that the pronunciation of some words are similar. Creo que la pronunciación de algunas palabras es similar.				
7.	I find difficult to use unfamiliar words in a context. Me resulta difícil usar palabras desconocidas en un contexto.				
8.	I enjoy working with my classmate's vocabulary spelling. Disfruto trabajando con la ortografía del vocabulario de mis compañeros.				
9.	I find that the collocation of a word makes it difficult to understand the idea. Considero que la colocación de una palabra dificulta la comprensión de la idea.				
10.	I often figure out the meaning of a word following the word family vocabulary. A menudo descubro el significado de una palabra siguiendo el vocabulario de la familia de palabras.				



Rubric

Dimension 1: Gamification

Criteria	4 (Excellent) 9 – 10	3 (Good) 7 – 8,99	2 (Fair) 5 – 6,99	1 (Needs Improvement) 4,99 - 0
Engagement in Gamified Activities	Actively participates in gamified Wordwall activities, demonstrating high interest and enthusiasm for vocabulary learning.	Generally engaged in gamified activities, showing interest in vocabulary learning through Wordwall.	Participates occasionally in gamified activities, with moderate engagement in vocabulary exploration.	Rarely engaged in gamified activities, demonstrating minimal interest in vocabulary learning.

Dimension 2: Use of Wordwall

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improvement)
Effective Utilization of Wordwall	Demonstrates a high level of competence in using Wordwall, maximizing its features for effective vocabulary learning.	Effectively uses Wordwall, demonstrating good competence in navigating and benefiting from its features.	Uses Wordwall with some proficiency, but may encounter challenges in navigating and utilizing its features optimally.	Struggles to effectively use Wordwall, facing significant challenges in navigating and utilizing its features.

Dimension 3: Active and Passive Vocabulary

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improvement)
Effective Use of Both Vocabularies	Effectively utilizes both active and passive vocabulary in communication, demonstrating a strong command of vocabulary usage.	Demonstrates good utilization of both active and passive vocabulary in communication.	Uses active and passive vocabulary with some proficiency but may struggle in certain contexts.	Struggles to effectively use both active and passive vocabulary in communication.

Dimension 4: Language comprehension and usage

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improvement)
Meaning	Demonstrates a clear understanding of basic vocabulary and simple expressions using Wordwall.	Understands most basic vocabulary and expressions with occasional misunderstandings using Wordwall.	Grasps a limited range of basic vocabulary; frequent misunderstandings using Wordwall.	Struggles to comprehend basic vocabulary and expressions using Wordwall.

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improvement)
Frequency	Uses a variety of basic words and expressions appropriately and frequently using Wordwall.	Generally uses basic vocabulary expressions, with some repetition using Wordwall.	Relies on a limited set of basic words and expressions using Wordwall.	Rarely uses basic vocabulary in communication using Wordwall.

Dimension 5: Vocabulary Pronunciation and Spelling

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improvement)
Accurate Pronunciation and Spelling	Pronounces and spells words accurately, demonstrating a high level of proficiency in vocabulary pronunciation and spelling.	Pronounces and spells most words accurately with occasional minor errors.	Pronounces and spells some words accurately but may make frequent errors.	Struggles to accurately pronounce and spell most words, making significant errors.

Dimension 6: Language structure and application

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improvement)
Word family	Demonstrates an understanding of word families and uses them appropriately.	Generally uses word families; occasional inaccuracies.	Limited use of word families; struggles with related words.	Difficulty recognizing and using word families.

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improvement)
Usage and collocation	Demonstrates accurate usage of basic language structures and collocations.	Generally uses language structures correctly; occasional errors.	Frequent errors in language usage and collocations.	Consistent and significant difficulties in using language structures and collocations.

Dimension 7: Intrinsic Motivation

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improvement)
High Level of Intrinsic Motivation	Demonstrates a strong intrinsic motivation to acquire English vocabulary through Wordwall, showing sustained interest and enthusiasm.	Shows a good level of intrinsic motivation, displaying consistent interest in acquiring English vocabulary.	Demonstrates moderate intrinsic motivation, with occasional fluctuations in interest.	Displays minimal intrinsic motivation, showing limited interest in acquiring English vocabulary.

Dimension 8: Extrinsic Motivation

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improvement)
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