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**TITLE:**

Enhancing A1 students' vocabulary through the PBS reading platform

Research work presented to obtain the academic title of Magister in English Language Pedagogy.

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## Dedication

In the hopes that this work may contribute to the field of science and education, this research is dedicated firstly to God for his love and guidance; to my family, whose constant support and encouragement have been key for moving forward in this Master's program; to my research partner, Joel Suárez, with whom this process has been fun, enriching and rewarding and, to my advisor, MSc. Laura Mariscal, whose assistance has been of great help to accomplish this study.

*José Daniel Alvarado*

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*Joel Suárez*

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### **Abstract**

English proficiency is crucial for most aspects of the current globalized world. However, students still struggle with acquiring fluency, mainly due to inadequate vocabulary. This research addresses the challenge faced by English teachers in effectively teaching vocabulary in EFL classrooms. After an extensive literature review and through a mixed-methods approach, including quantitative and qualitative data obtained from a class observation, pre and post-tests, pre and post surveys and initial and final interviews, this study aimed to determine the PBS reading platform's influence in 9<sup>th</sup> graders from UEPB Interamericano. This action research proposed an intervention using a system of classes based on this free-access platform, having control and intervention groups. After the interpretation of results, it was concluded that students improved their vocabulary skills thanks to contextualized learning and the integration of simultaneous listening and reading, promoting comprehension and retention of new words, thus improving students' overall English language proficiency.

**Key words:** English as Foreign Language, PBS reading platform, vocabulary

## Resumen

El dominio del inglés es crucial para la mayoría de los aspectos del mundo globalizado actual. Sin embargo, los estudiantes siguen teniendo dificultades para adquirir fluidez, principalmente debido a un vocabulario inadecuado. Esta investigación aborda el desafío al que se enfrentan los profesores de inglés al momento de enseñar vocabulario de forma eficaz en las aulas de EFL. Después de una extensa revisión de la literatura y a través de un enfoque de métodos mixtos, incluyendo datos cuantitativos y cualitativos obtenidos de una observación de clase, pre y post tests, pre y post encuestas y entrevistas iniciales y finales, este estudio tuvo como objetivo determinar la influencia de la plataforma de lectura PBS en alumnos de 9º grado de UEPB Interamericano. Esta investigación de acción propuso una intervención utilizando un sistema de clases basado en esta plataforma de acceso libre, teniendo grupos de control y de intervención. Después de la interpretación de los resultados, se concluyó que los estudiantes mejoraron sus habilidades de vocabulario gracias al aprendizaje contextualizado y a la integración de la escucha y la lectura simultáneas, promoviendo la comprensión y la retención de nuevas palabras, mejorando así la competencia general en inglés de los estudiantes.

**Palabras clave:** Inglés como Lengua, Extranjera, plataforma de lectura PBS, vocabulario

## Table of Contents

Calificación del Tribunal Examinador .....	ii
Ficha Senescyt para el repositorio.....	iii
Copia informe de similitud (Antiplagio).....	iv
Certificación de autoría y cesión de derechos de los autores .....	v
Cesión de derechos patrimoniales y declaratoria autoral .....	v
Aval del tutor de la tesis.....	vi
Dedication .....	vii
Acknowledgements .....	viii
Abstract .....	ix
Resumen.....	x
Table of Contents .....	xi
Index of Tables.....	xiv
Index of Figures .....	xv
Introduction .....	1
Chapter One .....	8
1.1 Independent Variable: PBS Reading Platform .....	8
1.1.1 Technology and language learning.....	8
1.1.2 Reading platforms .....	10

1.1.3 Interactive vocabulary learning .....	11
1.1.4 Simultaneous reading and listening.....	13
1.2 Dependent Variable: Vocabulary .....	14
1.2.1 Vocabulary components .....	14
1.2.2 Types of Vocabulary .....	15
1.2.3 Vocabulary according to the CEFR.....	17
1.2.4 Vocabulary in language learning.....	18
1.2.5 Vocabulary acquisition.....	19
1.2.6 Teaching vocabulary .....	20
1.2.7 Vocabulary assessment.....	23
1.3 Previous studies .....	24
Chapter Two.....	27
Methodology and initial diagnosis.....	27
2.1. Research approach.....	27
2.2. Research methods.....	28
2.3. Conceptualization and operationalization of variables.....	30
2.4. Instruments .....	32
2.5. Validation of instruments .....	34
2.6. Universe, sample and sampling.....	34
2.7. Data analysis.....	35

2.8. Ethical Considerations.....	36
2.9. Findings: Initial Diagnose .....	37
Chapter Three.....	42
3.1 Presentation and validation of the proposal .....	42
3.2. Theoretical Foundations .....	42
3.3. Characteristics of the proposal .....	44
3.4. Objectives of the proposal.....	45
3.5. Structure and dynamics of the proposal components.....	45
3.6. Description of methodological and technological requirements.....	48
3.7. Analysis and discussion of the results obtained from the implementation of the proposal.....	50
Conclusions .....	60
Recommendations .....	61
References .....	62
Appendices.....	77

**Index of Tables**

<b>Table 1</b> .....	17
<b>Table 2</b> .....	30
<b>Table 3</b> .....	31
<b>Table 4</b> .....	35
<b>Table 5</b> .....	37
<b>Table 6</b> .....	39
<b>Table 7</b> .....	50
<b>Table 8</b> .....	51
<b>Table 9</b> .....	51
<b>Table 10</b> .....	52
<b>Table 11</b> .....	53

## Index of Figures

<b>Figure 1</b> .....	28
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## **Introduction**

Nowadays English is one of the most important languages in the world and an indispensable tool in our society. However, why is it difficult for students to acquire this language? This is, in part, due to the lack of vocabulary. “Vocabulary is one of the three essential components that constitute language knowledge, and vocabulary teaching is an essential part in English language teaching” (Xu & Pan, 2011, p.82). Nevertheless, many English teachers struggle to teach it in an effective manner, resulting in students’ little progress and frustration.

The importance of vocabulary in learning a foreign language is evidenced by the student's ability to use this lexicon in everyday speech. Schmitt (2000), emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” (p. 55). A person who has never studied the structures of the English language, but is able to use an acceptable amount of word combinations, can easily make themselves understood by a native speaker. On the contrary, if someone handles grammatical structures and their vocabulary is insufficient, their communicative process will not be successful.

Teachers are aware about the importance of vocabulary in teaching English as a foreign language but usually face the challenge of how to effectively teach vocabulary in the classroom. The present work offers a technological proposal regarding the lack of vocabulary in students from 9<sup>th</sup> Grade at Unidad Educativa Particular Bilingüe Interamericano.

This issue can be palliated through the use of a reading platform, in which students encounter vocabulary and learn new words in an interactive manner, which

is enjoyable and fun for students, allowing them to learn words in context and through a frequent encounter of this lexicon. Words that are easily remembered are the ones that are most used. Repetition is key for internalizing vocabulary (Celce-Murcia, 2001).

Reading platforms featuring audio while reading are beneficial for developing a series of linguistic skills, since they contain not only text but also audio for students to listen and read along (Shamir, Korat, & Fellah, 2012). Listening and reading at the same time helps students associate the manner in which words are pronounced with their spelling, allowing students to be in contact with the language orally and visually.

However, this modality has not yet been implemented at UEPB Interamericano. Therefore, further research is needed in order to determine the influence of the PBS (Public Broadcasting Service) reading platform on the vocabulary development of students of English as a foreign language.

The purpose of this research project is to determine the influence of the PBS platform on vocabulary enhancement related to non-fiction situations in A1 students from UEPB Interamericano. The use of reading platforms for enhancing students' vocabulary has not been widely studied in high schools, including UEPB Interamericano. In this regard, how could the use of the PBS interactive reading platform help enhance A1 students' vocabulary?

The present research project is based on the need to solve an issue at UEPB Interamericano: the difficulty faced by students in acquiring the English language. This difficulty is largely attributed to the lack of an adequate vocabulary, essential

for the effective mastery of the language. Effective vocabulary instruction is often underestimated, resulting in insufficient progress and not allowing them to acquire fluency.

In this context, the need to propose a concrete intervention to address the vocabulary deficiency of 9th grade students at the UEPB Interamericano is quite evident. The present research proposes the use of an interactive reading platform that allows students to encounter vocabulary in context, displayed in an attractive and fun manner, thus promoting retention and effective lexical use. Reading, especially when combined with simultaneous listening, has been shown to be an effective source for vocabulary (Chang, 2019).

The object of this research work involves the use of a technological tool to enhance English vocabulary, which aligns with Universidad Bolivariana del Ecuador' research interests in educational technology and language education. This study aims to investigate and support the influence of using the PBS reading platform as an interactive technological means in order to improve A1 students' English vocabulary.

This work aligns with the focus of the university on integrating technological tools into the English classroom. Through the analysis of the influence of a technological feature on the development of students' vocabulary, this study contributes to the field of language learning and teaching.

The research aim of this study is to determine the PBS platform's influence in UEPB Interamericano. In addition, three specific objectives have been set: a) to diagnose the current vocabulary situation in students from Ninth Grade at UEPB

Interamericano; b) to design and implement a lesson plan system focused on vocabulary through interactive activities in PBS Reading Platform in Ninth Grade at UEPB Interamericano and c) to assess the effectiveness of the use of the PBS Reading Platform in developing vocabulary of Ninth Grade at UEPB and explore students' perceptions after applying this intervention, developing vocabulary related to non-fiction situations in A1 students from UEPB Interamericano.

This study has two variables. The independent variable in this study is the PBS reading platform. According to the Closing Logo Group (2023), the PBS reading platform is a programming block and serves as the brand for most of the children's programming aired by the Public Broadcasting Service (PBS) in the United States, established as part of PBS' "Ready To Learn" Initiative". The dependent variable in this research work is vocabulary. Ur (1998) refers to vocabulary as follows: Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea.

Regarding the methodology, the present work applies a mixed-method approach which determines the influence of the use of the PBS reading platform on the development of A1 students' vocabulary. Having a quantitative and qualitative method in the same study helps the researchers to have a broader perspective on this matter. Quantitatively, the researchers implemented the collection of numerical data that is analyzed and provides a statistical framework about the relation between reading in an interactive platform and the acquisition of vocabulary. Qualitatively,

the researchers approach the population involved in this work in order to gather experiences and observe behaviors that helped them to profile them inside the framework of acquiring vocabulary through reading.

Thus, this study presents empirical evidence obtained through direct observation, experimentation, and data collection to investigate the effectiveness of a PBS reading platform in enhancing the vocabulary of A1-level 9th-grade students. Researchers systematically collected and analyzed data using various methods, including pre-tests, post-tests, pre and post survey questionnaires, class observations and pre and post interviews.

After the analysis of this data, the researchers offered a solution based on an interactive reading platform. The platform has the objective of providing students with a fun and interesting approach to encounter and learn new words in context. This approach is in line with recent research that emphasizes that interactions with words in meaningful contexts and regular exposure are the keys to effective vocabulary building.

The implementation of the PBS reading platform as a technology tool to increase vocabulary among A1-level students is the practical contribution of this plan. This platform seeks to improve word recognition and pronunciation by integrating and blending text and audio. The importance of vocabulary in the learning of a language must be highlighted in the education field, since it is essential to effective communication.

The planned research aligns with the university's emphasis on educational technology and language education given the present state of education, where

technology is being progressively incorporated into classrooms. The university's emphasis on using technological resources for language learning is seen in the study of the efficacy of a reading platform for vocabulary development. The results of the study are beneficial to the target population of students at UEPB Interamericano as well as English teachers who are dealing with vocabulary difficulties in their classrooms.

Enhancing students' English language competency is a critical need that is addressed by this proposed research. Students' chances to succeed in school and in their careers may be limited by their inability to communicate clearly in English. Therefore, it is crucial for these students to increase their vocabulary acquisition, which is a key component of language proficiency.

The main beneficiaries of this research are the students from Ninth Grade belonging to UEPB Interamericano, located in the north of the city of Guayaquil. It comprises a total of 1200 students in its three sections: Pre-kinder, Primary and Secondary Sections. The school has a principal, a vice-principal and five coordinators. The average of students per classroom is 30 and they have access to laboratories in the different subjects once a week.

For the Reading and Writing subject, they go to a computer laboratory on Thursdays in which they have access to a computer, headphones, speakers and projector. Therefore, students are able to access a web platform and can also make use of the audio tools. The age of these students ranges from 13 to 14 years old. Some of these students have studied at this school since pre-kinder, which gives them an advantage for language learning.

However, most of them have joined the school either in 8<sup>th</sup> grade or even 9<sup>th</sup> grade and come from other schools, both private and public, which is the main reason why their English skills are not well developed. Most of these students have an A1 level according to the bilingualism proposal of this school and based on the results of the Mock Tests implemented at the beginning of the school year.

The development of vocabulary of these students was achieved through the use of an interactive platform. The teacher also benefits from the results of this work, since the level of vocabulary in these students was improved. The school and the educational community in general are indirectly benefited, as well, since the data and interpretation of it is of great use in order to design classes using technology as an active tool for developing students' vocabulary and language skills, which help them acquire fluency and therefore have better opportunities in the future in their personal and professional life.

The present work is organized in three chapters: Literature Review, Method, and Results and Discussions. Chapter I includes the background and theoretical framework of the fundamental aspects related to the topic, providing supporting literature and theories. Chapter II details the methods and techniques used to achieve the objectives of the research, as well as the instruments to collect data. Chapter III involves analysis of results in correspondence with the elaboration and validation of a proposal, including benefits, viability, and feasibility. In addition, conclusions and recommendations are provided, based on the analysis of the results.

## Chapter One

### 1.1 Independent Variable: PBS Reading Platform

#### 1.1.1 *Technology and language learning*

Technology is a tool that has become essential for both teachers and learners in the field of education. English teachers are increasingly using it in their everyday academic activities in order to acquire information in a modern and interactive manner and also to implement interactive activities in their classes with the aim of helping students to better grasp knowledge in different areas.

Technology has always been an integral aspect of the teaching and learning environment. It is currently an important aspect of every teacher's job since it allows them to help students learn in a manner that goes beyond the use of mere texts. With technology becoming a part of everyone's daily lives, it is time to reconsider the idea of incorporating technology into the curriculum and instead try to embed technology into teaching to aid the learning process (Reza, 2018).

Language learning encompasses various methodologies for learners to succeed in acquiring the language and technology can help achieve the linguistic objectives set. Technology supports the idea of a complete and effective approach for education and implies developing linguistic and digital skills at the same time (Green, 2020).

Hence, the importance of blending these two different worlds represents the opportunity for boosting learners' engagement in the language learning process and consequently acquiring knowledge in an active manner which leads to better students' performance in the English classroom.

### **1.1.1.1 Benefits of using technology in language learning**

Language teachers may and should use technology in order to enhance language teaching, practice, and evaluation (Son, 2018). Education is currently being shaped by the use of technology with the integration of learning platforms that include features that allow students to practice, learn and be assessed.

In addition, one of the greatest advantages of using technology in language learning is the flexibility to personalize learning experiences. Customizing the learning experience leads to the creation of an environment where students learn at their own paces but achieving the same goal at the end. Therefore, the teacher is motivated to customize lessons and activities that suit the unique strengths and challenges of each student, allowing for a more effective approach to education.

With the insertion of technology in the English classes, every student receives a learning plan that is customized to their learning style, knowledge base, interests, and skill (Morin, 2020). Therefore, learners feel safe and comfortable with the learning experience. However, adapting classes to a personalized learning experience is a challenge for most educators due to the extra work when applying this type of learning environment.

In this regard, advances in technology and online learning environments are making possible to make progress in designing personalized learning experiences in the EFL classrooms. Information and Communications Technologies (ICTs) enable the personalization of learning, since they allow teachers to pay closer attention to the needs of students by offering platforms that have already been designed yet can be customized to each group of students.

## ***1.1.2 Reading platforms***

### **1.1.2.1 Reading comprehension platforms for vocabulary acquisition**

Reading is a fundamental skill for daily life and learning. Human beings read the world from the moment they are born, as they interpret information from the environment to give it meaning (Thorne, 2019). Reading serves as a gateway to vocabulary expansion, as it exposes learners to a diverse range of words, phrases, and expressions within authentic contexts.

Reading and vocabulary have a reciprocal relationship: one helps the other one. Increased reading helps students expand their vocabulary, which leads to an improvement in their spelling and ability to write (Reza, 2022). The more students are exposed to reading, which is vocabulary in context, the better they will be able to comprehend and recall words that they encounter in these texts.

When reading, learners deal with the meanings of the words they read quickly and precisely, as well as the meanings of the phrases and sentences that the words are grouped into, making connections between the meanings of sentences (Pollatsek & Treiman, 2015). Therefore, reading comprehension enables students to learn the meaning of new words and rightly decide the precise meaning of a word based on the context of its use.

Reading platforms are essential for learning English vocabulary as they offer access to a vast array of texts, providing learners with exposure to diverse vocabulary in various contexts. Through contextual learning, learners can understand the meaning of words based on their usage within sentences and paragraphs, facilitating comprehension and retention.

In addition, reading materials on these platforms cover a wide range of topics and genres, catering to learners' interests and allowing them to explore vocabulary relevant to their needs. By regularly encountering new words and phrases in authentic contexts, learners can expand their vocabulary effectively, enhancing their language proficiency and communication skills in English.

### ***1.1.3 Interactive vocabulary learning***

#### **1.1.3.1 Gamification in vocabulary learning**

Gamification is a learning technique that transfers the mechanics of games to the educational-professional environment in order to achieve better results, either to better absorb some knowledge, improve some skill, or reward specific actions, among many other objectives (Contreras, 2021).

This type of learning is gaining ground in training methodologies thanks to its playful nature, which facilitates the internalization of knowledge in a more fun manner, generating a positive experience for the student. The game model's success lies on the motivation in students, developing a greater commitment of people, and encouraging the spirit of improvement.

Gamification has the potential to enhance vocabulary acquisition in English by promoting word transferability in real-world scenarios and improving remembering of language. By employing learning tactics including word repeats, contextual inferences, easy communication, and animated imagery in real-world scenarios, serious game players could promote vocabulary acquisition (Yu, 2023).

Therefore, gamification is a motivating tool for students to acquire vocabulary, since they learn new words in context without even realizing about it,

Words related to facts, such as technology, environment, inventions or measuring tend to be difficult for students to comprehend and recall.

For L2 learners, learning low-frequency words can be a laborious and time-consuming endeavor. Students in intensive language programs may quickly become overwhelmed reviewing hundreds of new academic words and definitions from a list for academic purposes. However, this load can be lessened for L2 learners when technology, gamification features and repetition are incorporated into the classroom (Ursic, 2017).

The PBS platform contains common and non-common vocabulary and presents it in gamified manner, so that students are able to interact with it, thus comprehending the meaning of it, since, when applied correctly, gamification has been demonstrated to engage and motivate students both inside and outside of the classroom (Boyinbode & Tihamiyu, 2020).

Therefore, gamification aims to boost students' motivation and engagement, raising their level of attention and personal participation in vocabulary learning. Through a gamified platform, it is possible to attract students' attention and the vocabulary learned will be better internalized.

### **1.1.3.2 Learning by doing**

Learning by doing is an active learning methodology based on experience to assimilate concepts through actions. It also encourages the student to learn from mistakes and draw conclusions after analyzing the practice in a clear spirit of continuous improvement (Angelini, 2021).

Therefore, the objective of learning by doing essentially seeks to prevent the student from forgetting the vocabulary learned over time thanks to experience (Solow, 2017). This aligns with the constructivism approach, which seeks to create knowledge through experience and reflection on it, considering error as part of learning.

The key to the success of learning by doing is related to the fact that it involves the basic memory processes that human beings rely upon (Schank, 2019). Therefore, through the use of interactive activities in which students need to be performant, they will be pushed to recall information and, through frequency, this knowledge will be appropriately internalized.

#### ***1.1.4 Simultaneous reading and listening***

Reading and listening are both receptive skills and they are the input we receive visually and orally. These two skills can be simultaneously developed through the use of a platform that features oral and written features. It has been demonstrated that reading while listening—that is, reading and listening to a text at the same time—is an effective method for learning foreign languages. It's also been thought of as a means of getting readers more involved in the reading process and of improving the caliber and volume of L2 input (Tragant & Vallbona, 2018).

In addition, incidental acquisition of vocabulary appears when these two activities are carried out at the same time. English spelling is not always consistent with its pronunciation. Therefore, when students are exposed to the two forms of the words (written and oral), it is easier for them to understand them when they encounter them again.

In a research work conducted by Brown (2008), into the acquisition of vocabulary through three modes of input (reading, reading while listening, and listening only), students learned the majority of words in the reading while listening mode and the least in the listening solely mode in meaning-translation and multiple-choice tests.

Hence, through the use of technology, solid vocabulary acquisition can be achieved, since the use of technological features helps develop different language skills. Abdolmanafi-Rokni (2019) states that with the help of sounds, symbols, and visuals, technology is used in modern language training to transmit concepts and messages.

The PBS platform includes both text and audio features, which perfectly align with the idea that listening and reading at the same time boosts the development of different language skills and helps students recognize and produce words in both oral and written forms.

## **1.2 Dependent Variable: Vocabulary**

### ***1.2.1 Vocabulary components***

Teaching vocabulary is a challenging process where students and teachers have to be constantly adapting their knowledge caused by the fluctuation of the words' meanings and the birth of new words every now and then. Vocabulary is in constant change and evolution. Some words become less used while new ones appear (Carter & McCarthy, 2014). Hence, vocabulary is not linear and in some specific cases words are completely new and perhaps difficult to understand.

In order for the concept of vocabulary to be better grasped, it is important to define certain aspects of it, such as the form, meaning and use. First, the form refers to the concrete aspect of a word. Students should be able to know what a word represents, acknowledging its pronunciation and spelling.

Language learners must be aware of the word's pronunciation, appearance, and identifiable components, which include base words, suffixes, and prefixes (Laufer, 2019). Taking this into account, vocabulary acquisition becomes a more rounded development process and it is easier for both the teacher and student to recall vocabulary and all its features, such as spelling and graphical symbols.

Meaning refers to the definition or interpretation that it is given to a word or to a phrase (Carter & McCarthy, 2014). Therefore, meaning represents the definition of a word or set of words which can have one or more meanings. The meaning given to them must be associated by students in order for them to comprehend the concept properly.

Use involves knowing the grammatical usage of the words such as gerunds, adverbs, nouns, adjectives, etc. It involves the acknowledgment of the entire use of the word in different manners for several contexts. Students must be aware of when and where they should or could use a word in real-life contexts outside of the classroom (Carter & McCarthy, 2014). Therefore, students must not only know the meaning of a word but also in what manner and in what context that word is utilized.

### **1.2.2      *Types of Vocabulary***

Vocabulary consists of the set of words of a language. Such vocabulary is known by people who share a common language and can also be compiled in a

dictionary. In this sense, it is necessary to determine that any person who is encouraged to learn a language other than his or her mother tongue will need to dedicate many hours of study to learning vocabulary.

It should also be emphasized that there are, therefore, two clearly differentiated types of vocabulary. Active vocabulary refers to all the words a person knows, comprehends and utilizes in a language in a confident and proper manner. Hasa (2021), explains that active vocabulary involves using the words in the right place, have correct spelling and pronunciation as well as grammatical accuracy and it requires spontaneous recall of the word at the right time.

For that reason, an individual who is being considered into the spectrum of active vocabulary must have a controlled and complete use of the words already learned in the past. Students' vocabulary which flows in their speaking and writing assignments could be contemplated as active. However, many students are being considered having passive vocabulary since they understand the words but do not know the full meaning and cannot add them to their communication process (Afzal, 2019).

Most language learners a larger passive vocabulary than the active one (Hasa, 2021). However, this idea is very likely to adjust because learners are always exposed to changes in their knowledge of the words, adapting and abandoning diverse uses of a specific word. Language learners should be exposed to the language itself in order to become active speakers, writers, readers and listeners and for them to have the opportunity to expand their ideas in their communication.

### 1.2.3 *Vocabulary according to the CEFR*

Vocabulary is a key component in language acquisition, and it is divided into levels by the Common European Framework of Reference for Languages (CEFR), which aids language learners in their language learning process. A1 (Beginner), A2 (Elementary), B1 (Intermediate), B2 (Upper-Intermediate), C1 (Advanced), and C2 (Proficient) are the six primary levels of language ability as defined by the CEFR. Learners at the A2 level have a vocabulary of about 1,000 words, and as they go through the levels, their vocabulary grows. (Council of Europe, 2001)

Students from 9<sup>th</sup> Grade at UEPB Interamericano are expected to have A1 level according to the bilingualism project of this school. Therefore, they are considered basic users of the language and are expected to use certain type of vocabulary, described in the following table:

**Table 1**

*Common Reference Levels: global scale*

Level	Description
<b>A1 Basic User</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

*Note.* Common European Framework of Reference (2001)

Hence, the vocabulary expected from this level is the one related to everyday life situations, which include their immediate surroundings, close people and concrete things they see and interact with. They are also expected to use

vocabulary for asking and answering questions on topics that are familiar to them. The majority of the vocabulary they know is related to facts and is considered non-fiction vocabulary.

#### ***1.2.4 Vocabulary in language learning***

Vocabulary is essential in the acquisition of a language, whether as a second or foreign language and its learning is paramount for students to express themselves. Vocabulary is a very significant component of a language since the vast majority of meaning is conveyed lexically; as a result, it should be actively considered in the teaching of second and foreign languages (Alghamdi, 2019).

It is true that mastering a language requires more than just memorizing vocabulary. Nevertheless, it is also evident that communication in L2 simply cannot occur in any meaningful way without words to represent a wide range of meanings, regardless of how well the student learns grammar or how proficiently they master L2 sounds (McCarthy, 1990).

Therefore, even though students are able to pronounce the English sounds or master different grammar structures they will not be able to speak and write English fluently due to the lack of words to express ideas, resulting in the frustration of the main goal of a language, which is communication.

Recognition of the importance of vocabulary is consistent with several aspects of the teaching practice of any English teacher. Hedge (2000), points to at least three factors for which an evolution in this aspect of teaching and research is highly favorable.

First, the learning subjects themselves place great importance on vocabulary learning in the overall context of foreign language learning. Second, errors made in the vocabulary area in the general context of foreign language learning have a greater impact on a listener's or reader's comprehension. Third, the acquisition of vocabulary by a foreign language learner is not a minor task, as it extends beyond the time in which a learner succeeds in learning and consolidating the grammatical structures of that language (Hedge, 2000).

### **1.2.5 Vocabulary acquisition**

Vocabulary can be acquired in an intentional and incidental manner. Learning vocabulary in classes while completing a workshop about “professions” can be considered as intentional. Studying words from a list of vocabulary in preparation for an exam is a concrete example of intentional vocabulary acquisition, since the words are specifically learned due to the learner's intention to do so (Stratton, 2022).

In the opposite manner, incidental vocabulary learning refers to a different process where an individual learns for pleasure and not as a consequence of an intention (Marsick & Watkins, 2019). Incidental learning is thought to be important because most of L1 vocabulary is accidentally acquired, L2 can be also learned accidentally but it is a process that gets to a final result.

In contrast, learning by intention is a well-structured manner to acquire vocabulary which aims to decrease the amount of the burden of learning and use reading skills that allows learners to remember vocabulary in a proper and absolute manner.

### **1.2.5.1 Vocabulary acquisition and development of language skills**

Vocabulary acquisition in children is being known as a challenge due to the several meanings a word can have, the success that an individual might have in the vocabulary learning process and development of the language skill is based in how many words they can learn by instruction, achieving that they become prepared enough to acquire the skills necessary to learn words on their own.

According to the Texas Education Agency (2020), a child should be able to demonstrate understanding of 3.000 – 4.000 words by the end of age four in order for them to be successful in vocabulary acquisition. Therefore, children should know a specific amount of words to be able to communicate in the world before understanding the different strategies to acquire words in diverse contexts.

The development of language skills is key to a child's development, it allows the child to express and comprehend feelings. Books are a great tool for children to hear words that are used in different manners (Raising, 2021).

Therefore, linking words from books to the child's life is an effective manner to develop language skills. Reading enables children to comprehend new words applied in different contexts acknowledging the several connotations a word can have in real life.

### **1.2.6 *Teaching vocabulary***

Vocabulary is the acknowledgment of the words and the meanings of them. Teaching vocabulary in a classroom is essential for students in their path of language learning. Teaching vocabulary goes beyond searching for words in a dictionary and incorporating them into sentences. Vocabulary acquisition occurs

both unintentionally, through indirect exposure to words, and intentionally, through direct teaching, focusing on particular words and strategies for learning them (Diamond & Gutlohn, 2023).

Learning new words is more than using sentences correctly and looking up definitions in dictionaries. It happens by accident, when words are encountered indirectly, and purposefully, when specific words and word-learning strategies are taught. Therefore, reading is one of the most suitable tools for students to acquire new vocabulary. Long or short readings help to strengthen the language learning process and to expand the knowledge of a specific amount of words in an incidental manner.

#### **1.2.6.1 Direct and Indirect vocabulary teaching**

Students acquire vocabulary through direct and indirect instruction. Vocabulary learning should occur in all ages for the beneficial advantages that it brings to the learning path. Daily conversations and independent reading are concrete examples of how indirect vocabulary instruction works, in which students learn new words in context (Iris, 2023). Hence, learning by immersion is a suitable methodology for students to learn vocabulary in an indirect manner. Teachers should adapt new words and their meanings to students' environment, prioritizing their interaction with real life scenarios.

Direct vocabulary teaching refers to the intentional vocabulary instruction which focuses on words and their meaning (Boers, 2021). Therefore, being intentional when teaching let the students to follow strategies when they are exposed to new words. Teachers need to look for different methods for teaching

new words in, seeking suitable manners and strategies to present this vocabulary in several contexts while students acquire the information relating it to their lives.

#### **1.2.6.2 Multiple intelligences in vocabulary teaching**

Intelligence should be measured not in a quantitative manner but through the type of intelligence a person has (Morris, 2023). Gardner highlighted that every human being has at least eight intelligences and a unique combination of them (Zhou & Xiangyong, 2020).

The development of multiple intelligences in the classroom favors the learning of English vocabulary and is motivating for students. In a traditional classroom, students are typically treated as a homogeneous group. The teacher assigns the same activities to every student at the same time and expects them to complete them in a comparable amount of time (Akçin, 2019).

Thus, by applying a learning experience whose method is based on multiple intelligences, the quality of vocabulary teaching and learning improves for the learner. At the same time, multiple intelligences facilitate the attention to diversity in the classroom, and open a path through which the learner can discover his or her own weaknesses and strengths and learn to use them to achieve effective learning inside and outside the classroom.

Therefore, it cannot be denied that there is a positive relationship when the teacher applies activities based on multiple intelligences to English language learning, given the variety of abilities that students possess and those that they must develop to communicate effectively in the language.

### **1.2.7 Vocabulary assessment**

In order for an educator to be sure that students have acquired certain vocabulary, it is necessary for them to assess students. There are different levels in which vocabulary can be assessed, which include the breadth and the depth of certain vocabulary. The number of words that a language learner has at a certain level is considered the breadth of vocabulary (Teng, 2014). Thus, the number of words that a student knows, is evaluated in this level of vocabulary knowledge. This is usually done through tests which include multiple-choice and matching exercises.

On the other hand, how well a person knows a word and in which contexts this word is used and how is considered depth of vocabulary (Teng, 2014). In this level of vocabulary knowledge, an individual is able to go beyond recognizing the word. They are capable of using the word in different contexts and understand the nuances in their meaning.

However, when assessing vocabulary, the two of them are not always included in most types of tests. Assessments should focus on measuring students' vocabulary depth—that is, their understanding of several facets of a specific word—and breadth—that is, the quantity of terms about which they are somewhat knowledgeable. Assessments typically measure the breadth of vocabulary rather than the complex characteristics of word knowledge (Rahayu, 2023).

In addition, the types of exercises may include context-dependent and context-independent, which refer to different manners of evaluating vocabulary knowledge. Context-independent assessment presents words in isolation, requiring test-takers to select meanings without reference to any linguistic context. On the

other hand, context-dependent assessment evaluates the test-taker's ability to consider contextual information in order to produce the expected response, often using sentences or passages as context (Gao, 2007).

### **1.3 Previous studies**

This research is supported by a number of mixed studies (quantitative and qualitative) regarding the two variables presented to support the improvement of vocabulary using reading platforms. In the international level, Alakrash et al. (2022), conducted research with the objective of analyzing EFL students' attitudes towards using digital platforms for learning English.

This quantitative research applied of a survey questionnaire to 80 high school students of English as a Foreign Language selected randomly across five international schools in Malaysia; it investigated about demographic information, attitudes, digital literacy, platform usage, and language. The collected data was analyzed utilizing SPSS 23.0 for both descriptive and inferential analyses, including Pearson Correlations to measure relationships.

Clark (2013) carried out an experimental research thesis aimed to investigate the impact of the use of an iPad application to develop vocabulary in six A1 level students in New York. This study highlighted three main themes: the difference between implicit instruction versus the use of the iPad, the effectiveness of both audio and visual components to development of vocabulary and some features in behavior and engagements.

The researcher concluded that while the iPad alone did not increase vocabulary acquisition, its usage in conjunction with explicit education improved

vocabulary understanding and retention. It emphasized the significance of continuous vocabulary education for ELLs as well as the importance of designing learning settings that focus on word knowledge and incorporate technology resources.

In the national level, Herrera et al. (2020) presented an action research report covering vocabulary acquisition practices among English language teachers and students at an Ecuadorian institution. Participation in an international online vocabulary learning tournament was required, as was the use of a variety of discovery and consolidation tactics based on Schmitt's taxonomy. Teacher interviews provided qualitative data, while tournament organizers provided quantitative data on vocabulary development based on Correct Responses (CRs) given during the WordEngine tournament.

This study's methodology was multifaceted, combining data analysis from WordEngine, interviews, surveys, and observation of participants' learning practices. The researchers conclude that the WordEngine application provides group settings and performance tracking, which is a vital addition to the teacher's toolkit. Given the continued demand for remote learning, digital platforms will increasingly become part of instructional modalities, assisting with vocabulary development in second and foreign language contexts.

Maridueña (2018), carried out a mixed method research study with 144 participants at Milagro University. The study aims to analyze the role of websites in facilitating English language learning. 53% of the participants asserted not having used such websites, which evidences the shortage of use of technological

tools in the English classroom. However, there is a differentiation in behavior and assimilation in students who studied with the contribution of web pages with vocabulary activities which led them to learn more adequately and interactively.

Orejuela, (2022) conducted a mixed method investigation at a private high school with the goal of improving English reading by using the Readtheory platform. An interview showed that 38% of the teachers agreed with the fact that a digital manner to teach vocabulary through reading comprehension is properly effective.

The author concluded that the deficit in developing comprehensive reading skills involving vocabulary knowledge is mostly based on the lack of knowledge about methodological structures when reading academically. They highlighted the use of online comprehensive reading platforms and analysis activities as their main recommendation for a better development of vocabulary skills in students in a self-taught and complete manner.

Carpio & Triana (2022), stated that living in an increasingly globalized world, the use of digital platforms for learning English is a well-rounded opportunity to enhance vocabulary in students. They designed a website that was used inside and outside class hours with activities to enrich the vocabulary of the 63 tenth grade students in a private high school. They evaluated their perception through interviews regarding the use of these types of platforms in class. The results obtained was positively guided to the use of technology in the classroom and its effectiveness for learning and practicing vocabulary.

## **Chapter Two**

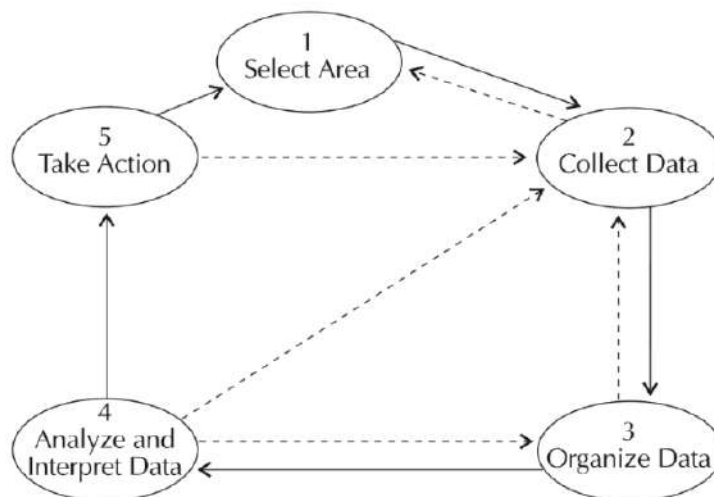
### **Methodology and initial diagnosis**

The research methodology is described in this second part of the study, starting with the diagnostic phase in which the problem was spotted through empirical observation. The authors of this study identified the key categories of both dependent and independent variables in order to have a clearer perspective on how to design and implement a proposal to solve the issue detected. For this, a combination of quantitative and qualitative methods was employed in order to obtain reliable data, which was analyzed and interpreted in a manner that allowed the researchers to have a deeper comprehension of the problem.

In addition, the background and needs of the participants were considered in order to better customize the intervention approach. Additionally, this section addresses ethical concerns in order to make sure that the findings are carefully handled, mitigating any potential influence or bias from the researchers that could impact the objectivity of the research. Finally, the results from the diagnostic stage are presented in a clear manner so that they help in the subsequent stages.

#### ***2.1. Research approach***

The present study meets the characteristics of action research approach, since it starts with a review of existing practices, followed by the identification of a specific topic, issue, or concern, and the formulation of guiding questions for inquiry, planning, action, adjustment, evaluation, and informed decision-making (Klein, 2022).

**Figure 1***The Action Research Cycle**Note.* Calhoun (1994)

As shown in the Figure 1, this research was carried out in an organized manner, starting with the diagnosis of the problem through empirical observations and tests, providing the researchers with a clear perspective of the causes behind the deficient vocabulary in students from 9<sup>th</sup> grade. With this information and after an extensive literature review and collection as well as interpretation of empirical data, a solution was proposed and implemented: a system of classes using the PBS reading platform. The implementation of this proposal was assessed once it finished and the results obtained were analyzed in order to come up with conclusions and recommendations.

### ***2.2. Research methods***

As this is a mixed method study, it combines quantitative and qualitative methods. The collection of numerical data through different types of instruments such as observation, tests and surveys are part of the empirical quantitative method.

After the collection of this information, it was analyzed with the objective of spotting trends, patterns and relationships among variables (Creswell, 2014). The present study is a quantitative research since numerical data was collected in order to measure the impact of the PBS reading platform on vocabulary enhancement. The pre-test and pre-survey served as a reference measurement, and the post-test and post-survey measured the improvements in vocabulary acquisition.

Quantitative methods in this research involved statistical analysis, which allowed the comparison of mean scores and helped identify statistical differences. In addition, a survey questionnaire featuring closed-ended questions and Likert-scale responses was used in order to quantify students' perceptions and attitudes regarding English vocabulary acquisition and the use of a technology-based approach for that goal.

This study also features qualitative elements with the purpose of obtaining perceptions from the English teacher and students about vocabulary acquisition through the PBS reading platform. The qualitative approach allows for flexible methods that allow the researchers to be in contact with the people involved in order to obtain reliable data (Boeije, 2019).

This contact was carried out through initial and final interviews to both students and teacher, featuring open-ended questions in order to gather insights into students' initial vocabulary situations, experiences with the PBS reading platform, and their perceptions after the intervention. In addition, direct observation during class sessions allowed the authors to obtain first-hand evidence of the vocabulary learning and teaching process in 9<sup>th</sup> grade.

### *2.3. Conceptualization and operationalization of variables*

Conceptualization involves the process of clarifying a mental thought process and articulating it as a different idea or concept (Pajo, 2022). Researchers must then conceptualize and operationalize those ideas in terms of the independent and dependent variables. After the researchers conceptualized what is intended to be measured, the following step involved deciding how this conceptualization would be translated into operational terms to generate a variable.

The independent variable in this study is the PBS reading platform. According to the Closing Logo Group, (2023) it “is a programming block and serves as the brand for most of the children's programming aired by the Public Broadcasting Service (PBS) in the United States. Students have free access to this platform through different types of devices equipped with web browsers, such as cellphones, personal computers, laptops, iPads, and more. The platform offers interactive resources, including audio-assisted reading for vocabulary practice.

**Table 2**

#### *Operationalization of the independent variable*

<b>INDEPENDENT VARIABLE</b>	<b>CONCEPTUAL DEFINITION</b>	<b>OPERATIONAL DEFINITION</b>	<b>DIMENSIONS</b>	<b>INDICATORS</b>
<b>PBS Reading Platform</b>	“A programming block and serves as the brand for most of the children's programming aired by the Public Broadcasting Service (PBS) in the United States, established as part of PBS' "Ready To Learn"	The PBS platform contains sections such as Reading in which students learn vocabulary in context. It includes a section about non-fictional vocabulary (Environment, Technology, Inventions and Measuring) in which students are	Technology and language learning	Use of language platforms or apps
				Benefits of using technology in second language learning
			Reading platform	Reading comprehension platforms for vocabulary acquisition
			Interactive vocabulary learning	Gamification in vocabulary learning
				Learning by doing

Initiative". Closing Logo Group, (2023)	provided with gamified questions.	Simultaneous reading and Listening	Benefits of reading and listening at the same time
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*Note.* Elaborated by Alvarado José & Suárez Joel (2024)

The dependent variable is vocabulary in terms of “the collection of words that individuals know” (Linse, 2005, p. 121). This refers to all the terms a person knows in order to name abstract and concrete elements. There is a significant trend in people to think that vocabulary relates to the acquisition of new words only. However, it also includes lexical chunks, phrases of two or more words, such as *good morning* and *nice to meet you*, which, although more than one word, comprise individual lexical units.

**Table 3**

*Operationalization of the dependent variable*

DEPENDENT VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS
<b>Vocabulary</b>	“Vocabulary is the collection of words that individuals know” (Linse, 2005, p. 121).	Vocabulary can be assessed in different manners and forms depending on the evaluator’s objective. Vocabulary is usually assessed in the form of multiple-choice questions with exercises focusing on discrete and embedded vocabulary.	Vocabulary components	Form, meaning and use
			Types of vocabulary	Active and Passive vocabulary
			Vocabulary level	Common European Framework of Reference
			Vocabulary in language learning	Importance of vocabulary in Second Language Acquisition
				Development of language skills through context
			Vocabulary acquisition	Intentional vs Incidental vocabulary learning Vocabulary retention and recall
			Teaching Vocabulary	Direct and indirect vocabulary teaching Multiple intelligences in vocabulary teaching
Vocabulary assessment	Context-independent and context-dependent assessment			

*Note.* Elaborated by Alvarado José & Suárez Joel (2024)

## ***2.4.Instruments***

Research instruments are tools used to gather pertinent data for a study (Birmingham & Wilkinson, 2003). The use of instruments in this research was key in order to obtain empirical evidence through direct observation, experimentation, and data collection. The researchers systematically gathered and analyzed data using a class observation form, pre-test, post-test, pre-survey and post-survey questionnaires and interviews addressed to both the English teacher and students from Ninth Grade.

### ***Class observation***

A class observation was carried out in the early stages of the research. This observation took place in a Reading & Writing class and had as main objective to obtain first-hand information about how vocabulary is integrated in Ninth Grade. It was conducted with the use of a class observation guide form which contains measurable items for both variables of this research.

### ***Survey***

Surveys are instruments used in order to obtain information such as students' performance, perceptions or opinions (Phillips, 2013). Therefore, surveys were used as an instrument for obtaining information and comprehension of the participants' opinions before and after the implementation of the proposal.

Pre and post surveys were conducted among students from 9th Grade, using questionnaires containing twenty questions, featuring a five Likert- scale: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree.

The initial survey collected insights and perceptions about the vocabulary learning and teaching in this group of students, as well as technological tools for this goal. The post survey collected data about the perception of the students about the use of the PBS reading platform for developing their vocabulary.

### ***Interviews***

Interviews are instruments that obtain qualitative data by asking questions using a questionnaire (Gillham, 2005). For this research, the English teacher from 9<sup>th</sup> grade was interviewed as well as thirty students who were selected using the random sampling technique, which is the process of choosing cases from a list of all (or most) examples in the sample universe population using a random selection mechanism (Robinson, 2019). The details of the interview process are found on Appendix K.

The answers from the English teacher and the students underwent a thematic analysis (found on Appendix K), which is a method used for constructing, analyzing, and interpreting patterns in a qualitative dataset that use systematic data coding methods to generate themes (Braun & Clarke, 2021).

### ***Pre-test and Post-test:***

Pre-test and post-test designs enable the measurement of the same experimental unit in different conditions and time (Bonate, 2020). Pre and post tests were implemented so that the researchers were able to obtain reliable data about students' performance before and after the proposal was put into action. The details of the pre-test and post-test process are found on Appendix K.

### ***2.5. Validation of instruments***

Validating research instruments is essential in order to ensure that the collection of data is done in a correct manner so that the information gathered is reliable and valid, increasing the transparency as well as decreasing the risk of bias (Singh, 2014). The validation process for the instruments used in this research involved a validation dossier found in Appendix J. All instruments, including the pre and post-test, pre and post-survey questionnaire, teacher and students interview questionnaires and class observation form, were evaluated using a detailed rubric with criteria containing parameters such as pertinence, relevance and accuracy related to the two research variables' dimensions and indicators.

### ***2.6. Universe, sample and sampling***

The universe is a group of elements from which information is acquired (Som, 2019). In this research, the universe comprises the 580 students from the secondary section at UEPB Interamericano.

A purposive sampling technique was employed with a specific focus on selecting a level based on the diagnostic test taken at the beginning of the school year, in which the students from 9<sup>th</sup> grade were the ones who had the lowest performance (UEPB Interamericano, 2023). This choice is supported by Dhivyadeepa (2015), who states that purposive sampling considers certain characteristics from the population that are of interest for the researchers.

Therefore, the sample of this research is 9th Grade from UEPB Interamericano which has 88 students divided in three classrooms: 9th A (31

students), 9th B (29 students) and 9th C (28 students). A summary of the sample is presented in the following table:

**Table 4**

*Sample*

<b>Group</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Intervention Group</b>	59	67%
<b>Control Group</b>	29	33%
<b>Sample Total</b>	88	100%

*Note.* UEPB Interamericano (2024)

In addition, after administering the pre-test to all three classes (9th A, 9th B, and 9th C), the results from 9th B showed that this group performed significantly better than 9th A and 9th C, being this the reason why this class was chosen as control group, with the objective to observe the impact of the PBS reading platform on vocabulary enhancement in a sample that is more likely to show room for improvement and compare it with classes 9th A and 9th C, which showed more similar reference vocabulary levels or performance in the pre-test.

### ***2.7.Data analysis***

The data collection and compilation process began with the gathering of raw data from a class observation, initial interviews, pre-tests and pre-surveys, whose results were recorded and organized. Meticulous data entry and coding were employed to ensure accuracy and consistency.

Quantitative data was analyzed through descriptive statistics since all the numerical information obtained builds up to a mean which is interpreted as tendency, allowing the researchers to come up with inferences based on the results. Additionally, descriptive analysis techniques were applied to summarize this

quantitative data, providing a wider perspective about students' language proficiency levels and areas for improvement.

As for qualitative data, open-ended responses were systematically coded and categorized into themes to facilitate a comprehensive analysis, while thematic analysis was conducted on the information obtained from the interviews in order to identify trends and patterns in students' perceptions and challenges regarding their speaking skills.

The analysis of quantitative and qualitative data ensured the reliability and validity of the results obtained, offering a better perspective on students' language needs and expectations. In addition, the interpretation of the data processed, in alignment with the research objectives and theoretical frameworks, allowed the researchers to provide conclusions and recommendations.

### ***2.8. Ethical Considerations***

The ethical considerations in this research include the consent from the school, teacher and parents of the students involved, as well as the environment and treatment during the diagnosis and implementation phases. Before the beginning of the study, the principal of UEPB Interamericano allowed for the implementation of this research, which is found in Appendix D and E. In addition, parents were informed about the implications of the study, its nature and purpose, emphasizing that their children's participation was voluntary.

The letter addressed to the parents clearly informed them that the research would not impact the students' grades. In addition, it was reassured that all the data obtained was going to be anonymous and confidential, reinforcing trust and respect

for privacy. The researchers also highlighted the fact that students' participation in the study would not result in any advantage or disadvantage for them and that they had the right to withdraw from the study at any time without penalty if they considered it pertinent.

## ***2.9. Findings: Initial Diagnose***

### **2.9.1. Class observation**

A class observation was implemented in the Reading & Writing class in 9<sup>th</sup> grade, since vocabulary teaching is integrated in this subject. A thematic analysis of the data obtained was carried out, in which main factors arose, such as limited engagement and participation, ineffective vocabulary teaching, limited customization and integration of technology yet a positive learning atmosphere was observed. This analysis is shown in Appendix K.

### **2.9.2. Pre-Test**

The pre-test was taken the same day to the three Ninth Grade sections (A, B and C) at different times. Students were provided with the objectives of the research as well as the assignment to be done: answer the test questions based on the knowledge they have. Students were provided with 40 minutes to answer the 20 questions proposed, each of which was worth 0,5 points.

**Table 5**

*Pre-test results*

<b>Indicator</b>	<b>Type of exercise</b>	<b>Item #</b>	<b>Average score per item</b>	<b>Average score per type of exercise</b>
<b>Context independent</b>	Definition: matching exercises	1	0,34	0,39
		2	0,38	
		3	0,45	
		4	0,41	
		5	0,35	

<b>Context dependent</b>	Definition: multiple-choice questions	6	0,41	0,43
		7	0,42	
		8	0,45	
	Synonyms: multiple-choice questions	9	0,44	0,28
		10	0,31	
		11	0,23	
		12	0,12	
	Context-based multiple-choice questions	13	0,17	0,19
		14	0,15	
		15	0,19	
		16	0,31	
		17	0,11	
	Sentence creation	18	0,17	0,13
		19	0,15	
		20	0,08	
	<b>Average</b>		<b>5,64</b>	

*Note.* Elaborated by Alvarado José & Suárez Joel (2024)

The results from the pre-test shown above provide a general overview of ninth graders' vocabulary proficiency, in which they obtained an average score of 5,64 over 10, which as a very low score, considering that the minimum grade to approve any activity is 7 (Ministry of Education, 2023). After analyzing the data obtained, it can be said that 9<sup>th</sup> grade has a mixed level of comprehension and production in context-dependent and context-independent exercises.

Thus, in the definition matching exercises, students showed a moderate proficiency, with some variations in performance across individual items. While certain definitions were correctly understood, the results show that some others became more difficult for students.

Furthermore, the analysis of the multiple-choice questions' results displays strengths and weaknesses in students' vocabulary comprehension. While students showed strong understanding of definitions when they are given options, they also struggled when identifying synonyms. This shows a limitation in the students' vocabulary for words beyond a basic level. In addition, the results from the context-

based multiple-choice questions show challenges when applying vocabulary words within specific contexts, which can be translated in a gap in students' ability to understand and use words in real-world scenarios.

However, the area that needs the greatest improvement is the use of words in a production skill. The analysis of the results of students' sentence creation show that they encountered challenges and difficulty in incorporating new words into coherent sentences. This reinforces the fact that students may be able to understand words but are not able to use it in contexts, being this one of the reasons why it was urgent to implement a solution that develops in students the ability to understand and use words in context.

### 2.9.3. Pre-Survey

The pre-survey was also applied to the three Ninth Grade sections (A, B and C) the same day. Students were asked to answer the questions honestly and based on their perception about the current state of their vocabulary level and the process of teaching and learning new English words.

**Table 6**

*Pre-survey results*

#	Item	1 SD	2 D	3 NAND	4 A	5 SA
1	Vocabulary is essential for effective communication in English.	0	0	0	41	47
2	I find it challenging to learn new English words.	0	0	2	35	51
3	I feel motivated when I study vocabulary.	15	36	11	14	12
4	I have used digital tools or apps to learn English words.	6	15	36	18	13
5	I believe that technology can help me improve my vocabulary.	0	0	0	30	58
6	I have used interactive reading platforms.	1	31	15	28	13
7	I have used the PBS reading platform to learn English vocabulary.	76	12	0	0	0
8	I prefer learning vocabulary through interactive digital platforms.	0	0	2	37	49
9	Using technology makes vocabulary learning more engaging.	0	0	1	26	61
10	I think technology can help me remember words better.	0	0	0	12	76
11	I enjoy reading in English.	1	3	8	59	17
12	Reading along with audio helps me understand the text better.	0	0	1	42	45

13	I use digital reading platforms for English reading practice.	3	29	39	9	8
14	I find the reading platforms user-friendly.	0	0	3	17	68
15	Reading platforms help me encounter and learn new words.	0	0	0	19	69
16	Reading and listening at the same time is a beneficial way to learn vocabulary.	0	0	0	3	85
17	I feel motivated to use reading platforms for reading in English.	0	0	0	25	63
18	Reading platforms help me improve my pronunciation.	0	0	0	33	55
19	I prefer reading on digital platforms over traditional books.	1	4	2	34	47
20	I believe interactive platforms can enhance my English language skills.	0	0	0	5	83

*Note.* Elaborated by Alvarado José & Suárez Joel (2024)

SD: Strongly Disagree; D: Disagree; NAND: Neither Agree nor Disagree; SA: Strongly Agree; A: Agree

The results shown above reveal that most ninth graders are aware of the importance of vocabulary for effective English communication. While many find learning new words challenging, they demonstrate a positive attitude towards technology's role in vocabulary acquisition. A significant portion of students have used digital tools and express confidence in technology's ability to enhance vocabulary learning and retention.

Despite a lack of motivation in vocabulary study, students show enthusiasm for reading in English, particularly with audio support and on digital platforms. They perceive reading platforms as user-friendly and beneficial for encountering and learning new words, indicating a favorable attitude towards technology-assisted language learning.

#### **2.9.4. Initial Interviews**

The researchers interviewed the English teacher and fifteen students from 9<sup>th</sup> grade, obtaining valuable data through a structured questionnaire. A thematic analysis of the data obtained was carried out in order to find patterns and themes related to vocabulary acquisition and technology integration for this goal.

The analysis of the interview to the students from 9<sup>th</sup> grade highlighted factors such as struggles with vocabulary learning, use of traditional methods, positive attitude towards technology, advantages and disadvantages of digital platforms and desire for enjoyable learning experiences. In addition, the analysis of the interview to the teacher from 9<sup>th</sup> grade brings up factors related to the importance of vocabulary acquisition, effective teaching strategies, challenges in teaching vocabulary and active learning and retention. The complete thematic analysis is shown on Appendix K.

Based on all the initial results, it is evident that there is a need for a solution to the vocabulary issues presented in 9<sup>th</sup> grade. Therefore, implementing the PBS reading platform in 9<sup>th</sup> grade is crucial due to the significant challenges observed in this class. The data obtained revealed that students find it difficult to learn new English words, indicating a need for effective vocabulary teaching. Traditional methods may not fully address these challenges, leading to disengagement and limited retention of vocabulary.

## **Chapter Three**

### ***3.1 Presentation and validation of the proposal***

This section contains the process of presentation and validation of the solution to the problem detected. The proposal advocated in this study is “A system of classes using the PBS platform for enhancing students’ vocabulary”. For this proposal, empirical and theoretical foundations have been incorporated, considering the benefits, feasibility and viability for its implementation. The process of its execution and analysis of results are also detailed in this section.

Feasibility involves evaluating whether a proposed project or approach is realistically achievable (Bridges, 2013). For this research, various aspects such as technical and technological capabilities, economic viability, legal requirements, operational feasibility, and time constraints were taken into account. After the assessment of all these factors, it was concluded that this proposal is feasible.

Viability in a proposal is an evaluation applied to determine the likelihood of success and long- term viability of a project (Aransiola, 2023). This proposal is viable since it aligns with active pedagogical theories and approaches, blending technology and a systematic implementation process, which ensure effectiveness in achieving the objectives established.

### ***3.2.Theoretical Foundations***

The present research has theoretical foundations taking into account different pedagogical currents, including constructivism, which combines various theories into a unified framework, merging learning and cognition (Jafari, 2015). Using constructivism throughout this proposal was key, since students were encouraged

to use what they already know in order to explore the different activities and acquire new vocabulary through reading.

Methods that advocate for active learning prioritize the cultivation of student's abilities over the transmission of information and need active student engagement in activities that demand higher-order thinking (Brame, 2016). Students in 9<sup>th</sup> grade were actively engaged to the stories where they needed to interact using features of the platform to find about a specific word, they also needed to spot the word and the correct meaning using the Quizmo section and the word would appear until they chose the correct the meaning.

Engaging in tasks should provoke learners to handle unexpected communicative scenarios (Sanchez, 2004). Hence, completing a task should promote the enhancement of the learners' cognitive skills, naturally initiating from solving logical challenges in the task's sequence of events.

Students from 9<sup>th</sup> grade were asked to complete the task called *Quizmo* at the end of the reading activity in the PBS platform in order to conclude and consolidate what they learned. They were requested to relate the word given with 3 possible meanings and once they chose the correct option, they were able to move to the next questions.

According to social cultural theory, thinking and speaking, although distinct, are intricately interconnected in a dialectical unity, where publicly expressed speech serves to complement privately organized thoughts (Lantolf, 2020). The stories contain social and cultural components. Social cultural theory claimed that learning primarily unfolds as a social process where improvement is

facilitated through interactions with individual who possess greater knowledge or expertise than the learner.

The tasks proposed in the reading activity require interaction from students in which they had to show the new knowledge they have acquired through exploring the stories and interacting with the content of the reading which contains a new knowledge that learners were acquiring at the moment.

### ***3.3.Characteristics of the proposal***

The present proposal was conceived after an extensive literature review carried out by the researchers, considering current pedagogical theories such as constructivism and active learning, as well as recent studies conducted in similar conditions. It presents a comprehensive plan for enhancing students' vocabulary through the implementation of a system of classes using the PBS platform. It began with an assessment of feasibility and viability, considering various factors such as technical capabilities, economic viability, and alignment with pedagogical theories.

This proposal outlines specific objectives aimed at diagnosing the current state of vocabulary, designing the system of classes, and assessing its effectiveness. Methodological and technological requirements are detailed, including access to technology, data collection tools like Google Forms, and communication platforms such as Gmail. The proposal also includes an analysis of post-test and post-survey results, demonstrating improvements in vocabulary proficiency and positive student feedback on the effectiveness of the PBS platform.

In addition, a post-interview thematic analysis highlights themes such as students' experiences with the PBS platform, effectiveness of platform features,

engagement with lesson content, contribution of technology integration, motivation, challenges, positive influence on language learning experience, and suggestions for future improvement. These findings provide a wider perspective into the implementation process and offer opportunities for enhancement of this proposed approach for vocabulary learning using technology-based platforms.

### ***3.4.Objectives of the proposal***

#### **General objective**

To implement a system of classes using the PBS reading platform for vocabulary enhancement.

#### **Specific objectives**

1. To design a system of classes using the PBS reading platform as basis.
2. To implement a system of classes using the PBS reading platform featuring both intentional and non-intentional vocabulary teaching.
3. To assess the effectiveness of the system of classes using the PBS reading platform in enhancing students' vocabulary
4. To evaluate the perceptions of students and teachers regarding the implementation of the PBS reading platform for vocabulary development.

### ***3.5. Structure and dynamics of the proposal components***

The present proposal features the stories of the PBS platform in the website <https://pbskids.org/martha/stories/truestories/index.html> in order to develop students' vocabulary in an amusing manner. PBS is a private and independent American company whose members are public television stations in the United States and its unincorporated territories (PBS, 2024).

PBS distributes programming to its member stations in cultural, educational, and scientific areas, children's programming, and news and public affairs, but does not generate the programs; the programs are produced by the member stations, independent producers, and other program makers across the world. PBS is headquartered in Alexandria, Virginia, just outside of Washington, D.C. (Brittanica, 2023).

This company also offers resources and instructional programs for students, such as reading platforms. One of the sections from this platform is devoted to non-fiction stories, which includes audio and text elements and has as its main objective to develop students' vocabulary about technology, environment, measuring and inventions, in a challenging manner.

This reading platform's layout motivates students and helps them to learn from their mistakes through deliberate practice, which includes customized training exercises in order to improve different parts of a student's performance through repetition and drills (Lehmann & Erickson, 1996). The practice offered by the PBS platform aims at developing students' vocabulary through challenging repetition and use of words in context.

In terms of deliberate practice and reading, Ericsson et al. (1993) argue that the difference between an expert and a novice reader is not in the amount of practice they have, but in the quality of intentional practice they are subjected to. It is vital to note that intentional practice is engaging in an activity that has been especially planned to push the reader, hence boosting performance (Roth, 2020).

Students can access this platform for free, from any type of device that has a web browser: cellphone, personal computer, laptop, iPad, etc. This platform provides many interactive resources, including reading along with audio in order to practice vocabulary, as well as motivating feedback that is provided as they carry out the activities proposed.

In the first stage of the implementation of this proposal, students took a pre-test was once all representatives provided their written consent. The Gantt's diagram (Appendix J) displays the timeline of the implementation of the proposal of this research, starting from the request to the school principal and ending in the analysis of the results from all the instruments.

The intervention stage started once the researchers tabulated the results of the pre-test, in which two of the three classrooms were chosen through a purposive sampling in order to receive the implementation of the system of classes using the PBS reading platform, with a mix of face-to-face classes as well as asynchronous reading assignments which were well planned (Appendix H).

Each of the class sessions was conducted using an approach that helped achieved the set objectives and structured in three stages: anticipation, construction and consolidation. In the anticipation phase, students were encouraged to engage in the topic through visual aids, brainstorming exercises and open questions that invited them to think. This first stage allowed them to participate and raised interest in the lesson content.

Then, the construction phase was implemented with the use of the PBS platform. Students were asked to access the platform by opening their emails and

clicking on the link sent to them. Students were assigned to go to a specific text and were given a time to read and answer the *Quizmo*. During this stage, they read and listened to the stories and questions at the same time while interacting with the material, promoting comprehension and developing digital literacy skills. Once they finished the activities from the platform, they were asked to upload the evidence to a Google Form previously shared with them. The message they captured contained the word *Quiztastic*, which, according to the platform, means that the exercises have been done correctly.

Immediately after the upload of their evidence, students kept on displaying what they learned through various activities designed to reinforce key words, concepts and promote retention. This stage included interactive quizzes, group discussions and sentence creation. Teachers intervened eventually to provide students with personalized and constructive feedback. In addition, students were assigned to read a story at home and upload the evidence through Google Forms.

The last stage is the assessment one; once the 16 stories in the platform were implemented – 8 in face-to-face classes and 8 at home – students were assessed through a post-test whose structure was identical to the pre-test but using different words using the word bank from the PBS platform stories.

### ***3.6. Description of methodological and technological requirements.***

The methodological and technological requirements in order to implement the system of classes using the PBS platform aimed at enhancing students' vocabulary include different tools and procedures and one of them is access to technology. For this, devices with internet access were required; therefore, students

received these classes in one of the school's computer laboratories. Students were asked, in advance, to take their own earphones or headphones so that they could listen and read without disturbing their classmates.

In addition, the collection of evidence and the measurement of progress were facilitated with the use of Google Forms and one of its features that allows students to upload different types of files, such as PDFs and images. Evaluation and feedback mechanisms included digital interactive apps such as Quizizz and Kahoot, allowing the researchers to obtain reliable data right after the intervention and also allowed them to provide students with effective feedback.

For communicating with parents, teacher, authorities and students, the researchers used Gmail, which stands as a safe and private means of communication. The use of students' institutional email accounts serves as additional security, helping to protect confidentiality and maintain the integrity of the research process.

The execution of this proposal was done through a structured timeline, beginning with obtaining permission from the school and the 9<sup>th</sup> graders' representatives' consent and ending with the analysis of the results obtained. A series of lesson plans were designed in order to carry out each class session in a controlled manner. These lesson plans include the subject in which it was implemented, the name of the teachers, the date, objectives of the class and the methodological strategies used as well as techniques and resources used.

### *3.7. Analysis and discussion of the results obtained from the implementation of the proposal*

#### **3.7.1. Post-test results**

A post-test was taken after the system of classes using the PBS platform was implemented in three 9<sup>th</sup> Grade Classrooms. 9<sup>th</sup> A and C belong to the intervention group, while 9<sup>th</sup> B is the control group. Students were provided with 40 minutes to answer the 20 questions proposed, each of which was worth 0,5 points. The results of the post-test are shown as follows:

**Table 7**

*Post-test results from 9<sup>th</sup> A- intervention group*

<b>Indicator</b>	<b>Type of exercise</b>	<b>Item #</b>	<b>Average score per item</b>	<b>Average score per type of exercise</b>
<b>Context independent</b>	Definition: matching exercises	1	0,47	0,46
		2	0,48	
		3	0,45	
		4	0,46	
		5	0,45	
	Definition: multiple-choice questions	6	0,47	0,47
		7	0,46	
		8	0,49	
	Synonyms: multiple-choice questions	9	0,47	0,47
		10	0,45	
		11	0,47	
		12	0,48	
<b>Context dependent</b>	Context-based multiple-choice questions	13	0,44	0,46
		14	0,45	
		15	0,46	
		16	0,47	
		17	0,48	
	Sentence creation	18	0,47	0,46
		19	0,44	
		20	0,48	
<b>Average</b>			9,29	

*Note.* Elaborated by Alvarado José & Suárez Joel (2024)

**Table 8***Post-test results from 9<sup>th</sup> B – Control Group*

Indicator	Type of exercise	Item #	Average score per item	Average score per type of exercise
<b>Context independent</b>	Definition: matching exercises	1	0,41	0,38
		2	0,4	
		3	0,28	
		4	0,41	
		5	0,39	
	Definition: multiple-choice questions	6	0,42	0,43
		7	0,41	
		8	0,46	
	Synonyms: multiple-choice questions	9	0,49	0,37
		10	0,39	
		11	0,36	
		12	0,22	
<b>Context dependent</b>	Context-based multiple-choice questions	13	0,2	0,26
		14	0,2	
		15	0,35	
		16	0,31	
		17	0,18	
	Sentence creation	18	0,15	0,13
		19	0,13	
		20	0,11	
<b>Average</b>			6,27	

*Note.* Elaborated by Alvarado José & Suárez Joel (2024)**Table 9***Post-test results from 9<sup>th</sup> C- Intervention group*

Indicator	Type of exercise	Item #	Average score per item	Average score per type of exercise
<b>Context independent</b>	Definition: matching exercises	1	0,48	0,48
		2	0,49	
		3	0,48	
		4	0,47	
		5	0,47	
	Definition: multiple-choice questions	6	0,45	0,48
		7	0,49	
		8	0,49	
	Synonyms: multiple-choice questions	9	0,47	0,47
		10	0,45	
		11	0,47	
		12	0,48	
<b>Context dependent</b>	Context-based multiple-choice questions	13	0,45	0,47
		14	0,45	
		15	0,46	

	16	0,49	
	17	0,49	
	18	0,42	
Sentence creation	19	0,46	0,46
	20	0,49	
	<b>Average</b>	9,4	

*Note.* Elaborated by Alvarado José & Suárez Joel (2024)

Results from the post-test indicate improvements in vocabulary proficiency compared to the pre-test. In section B (the control group), students showed an average score of 6,27 out of 10, which is lower than the pre-test average. However, sections A and C, which are the intervention groups, showed more significant improvements, with average scores of 9.29 and 9.4, respectively. The following table shows a comparison among the three sections' pre and post-test results.

**Table 10**

*Comparison between pre and post-test*

Class	Intervention Group		Control Group
	9 <sup>th</sup> A	9 <sup>th</sup> C	9 <sup>th</sup> B
<b>Pre-Test average</b>	5,25	5,28	6,36
<b>Post-Test average</b>	9,29	9,4	6,27
<b>Difference</b>	77,05%	78,03%	-5%

*Note.* Elaborated by Alvarado José & Suárez Joel (2024)

Thus, the post-test results suggest that the intervention using a system of classes based on PBS platform was effective in enhancing students' vocabulary proficiency. Sections A and C, which received the intervention, showed considerable improvements (77,54%) compared to the control group (section B), indicating the positive impact of the intervention on students' vocabulary skills. These findings not only validate the effectiveness of the intervention but also highlight the potential of technology in the English learning and teaching process, suggesting a shift towards more engaging and interactive learning environments that meet the different students' needs.

### 3.7.2. Post-Survey results

**Table 11**

*Post-survey results*

#	Item	1 SD	2 D	3 NAND	4 A	5 SA
1	The use of visuals at the beginning of the lesson helped me understand the topic better.	0	0	0	21	67
2	The activities involving the PBS platform helped me engage more with the lesson content.	0	0	0	25	63
3	The integration of open-ended questions and brainstorming exercises enhanced my critical thinking skills.	0	0	0	5	83
4	Accessing the PBS platform to find the story and related activities was easy for me.	0	0	5	25	58
5	Reading and listening to the story on the PBS platform helped me better understand the content.	0	0	0	25	63
6	Completing the Quizmo activities on the PBS platform helped reinforce my understanding of the vocabulary.	0	0	2	24	62
7	Participating in additional games about key words from the story was enjoyable and educational.	0	0	0	22	66
8	The use of technology made the vocabulary learning process more engaging for me.	0	0	0	19	69
9	I found it beneficial to have a home assignment involving the PBS platform for further practice.	0	0	0	20	68
10	The implementation of the PBS platform in English classes has positively influenced my vocabulary acquisition.	0	0	1	13	74
11	I feel more confident in my vocabulary skills after participating in lessons using the PBS platform.	0	0	3	26	59
12	I would like to continue using the PBS platform or similar interactive platforms for vocabulary enhancement in the future.	0	0	0	15	73
13	The combination of face-to-face classes and asynchronous assignments using the PBS platform was effective for my learning.	0	0	0	18	70
14	The instructions provided by the teachers regarding the use of the PBS platform were clear and helpful.	0	0	0	12	76
15	The activities on the PBS platform were well-aligned with the learning objectives of the lesson.	0	0	2	27	59
16	I found the feedback provided by the teachers on my PBS platform activities helpful for my learning.	0	0	0	39	49
17	Using the PBS platform has increased my interest in reading English materials.	0	0	0	77	11
18	The PBS platform has improved my ability to remember and use new vocabulary words.	0	0	0	23	65
19	I believe the PBS platform has positively contributed to my language learning experience.	0	0	0	21	67
20	I am satisfied with the implementation of the PBS platform for vocabulary enhancement in English classes.	0	0	0	16	72

*Note.* Elaborated by Alvarado José & Suárez Joel (2024)

SD: Strongly Disagree; D: Disagree; NAND: Neither Agree nor Disagree; SA: Strongly Agree; A: Agree

The results of this post-survey showed a positive view towards the use of the PBS reading platform for improving English vocabulary. Students highlight the effectiveness of different features of this platform, such as the interactive activities. In addition, they express that visuals, open-ended questions and brainstorming exercises helped them better understand and retain vocabulary. In addition, students found the PBS platform to be user-friendly and accessible, since most of them agree with the fact that accessing the platform to find stories and related activities is easy.

Reading and listening to stories on the platform, as well as completing Quizmo activities, appear as beneficial in reinforcing vocabulary understanding. Additionally, students expressed satisfaction with home assignments involving the PBS platform, recognizing them as valuable opportunities for further practice and consolidation of learning.

Moreover, students indicate a strong preference for continued use of the PBS platform or similar interactive platforms for vocabulary enhancement in the future. They perceived the platform as having a positive influence on their vocabulary acquisition and overall language learning experience. Many students reported increased interest in reading English materials as a result of using the platform, as well as improved ability to remember and use new vocabulary words.

In terms of instructional support, students appreciated clear and helpful instructions provided by teachers regarding the use of the PBS platform. They also found feedback provided by teachers on their platform activities to be beneficial for

their learning. These findings reinforce the importance of effective guidance and support from educators in maximizing the benefits of technology-based interventions for vocabulary enhancement. This post-survey results reflect a high level of student satisfaction and engagement with the PBS platform, affirming its effectiveness as a tool for enhancing A1 students' vocabulary skills.

### **3.7.3. Post-Interview Thematic Analysis**

#### **3.7.3.1 Student Post-Interview Thematic Analysis**

**Experience with PBS platform:** Students expressed varied levels of satisfaction and engagement with the PBS platform. Some felt encouraged to explore its features after completing tasks, while others lacked motivation to do so. Positive feedback was provided on the simultaneous reading and listening features of the PBS platform, which were seen to enhance comprehension and vocabulary retention. Students also compared the platform favorably to traditional methods, noting perceived benefits of technology integration.

**Engagement with lesson content:** Students found activities on the PBS platform engaging, leading to increased interest and participation in lessons. This suggests that the platform effectively captures students' attention and promotes active learning.

**Contribution of technology integration:** Students acknowledged the contribution of technology, particularly the PBS platform, to understanding and retaining vocabulary words. They emphasized the advantages of integrating technology into language learning for an enhanced educational experience.

**Motivation and challenges:** Despite challenges such as internet connectivity issues and lack of familiarity with interactive platforms, students generally felt motivated while using the PBS platform. Interactive features and engaging content were cited as sources of motivation.

**Impact on vocabulary acquisition:** Students reflected on how the PBS platform positively contributed to their vocabulary acquisition. They noted improvements in their ability to understand, remember, and utilize new vocabulary words introduced through the platform. This theme underscores the pivotal role of the PBS platform in facilitating effective vocabulary acquisition among students, highlighting its significance in language learning.

### **3.7.3.2 English Teacher Post-Interview Thematic Analysis**

**Effectiveness of the PBS reading platform:** Across the responses, there is a consensus on the effectiveness of the PBS reading platform in supporting students' vocabulary acquisition. The teacher states that the platform provides a dynamic and interactive manner for students to learn new words while engaging with the content.

**Advantages of platform integration:** The teacher highlights the advantages of integrating the PBS platform into vocabulary teaching. He emphasizes how the platform enhances student engagement, making learning more enjoyable and effective compared to traditional methods. The interactive features and multimedia elements are acknowledged for capturing students' interest.

**Challenges faced:** Despite the overall positive feedback, the teacher acknowledges some challenges faced during the implementation of the PBS platform. Concerns include technical issues and ensuring equitable access to the

platform. However, proactive measures were taken in order to address these challenges and ensure a motivating environment.

**Student engagement:** The teacher observes a positive response from students towards the activities and features offered by the PBS platform. Students show increased motivation and enthusiasm for vocabulary learning, indicating that the platform effectively promotes student engagement and participation.

**Impact on learning experience:** The teacher believes that the PBS platform has positively impacted students' language learning experiences. He acknowledges improvements in comprehension and retention of vocabulary, attributing these outcomes to the interactive nature of the platform and its ability to immerse students in exploring and learning new English words.

### ***3.8. Results Obtained: Analysis of the Research Questions***

This research analyzed the advantages of implementing the PBS reading platform which features text and audio as well as interactive activities for vocabulary acquisition. The following questions were established at the beginning of the research process and were analyzed considering the data obtained through the different instruments:

#### **1. How does the use of the PBS platform influence A1 level students' vocabulary acquisition at UEPB Interamericano?**

The analysis of the pre-test and post-test results from the intervention group (9th A and 9th C) demonstrates a significant improvement in vocabulary acquisition facilitated by the PBS platform intervention. The post-test scores show a considerable increase compared to the pre-test scores, which indicated a positive

influence of the PBS platform on students' vocabulary skills. The average post-test scores for 9th A and 9th C surpassed those of the control group (9th B), affirming the efficacy of the PBS platform in enhancing vocabulary acquisition students (Table 10).

**2. Is there a significant difference in vocabulary skills between the vocabulary of the group who applied the reading platform and the control group?**

The comparative analysis of the post-test results between the intervention group (9th A and 9th C) and the control group (9th B) reveals a significant difference in vocabulary skills. The intervention group, which used the PBS platform, performed better obtaining higher average post-test scores compared to the control group. This significant difference emphasizes the efficacy of the PBS platform for developing vocabulary (Table 10).

**3. What are the perceptions of students regarding the effectiveness and engagement level of the PBS reading platform in improving their vocabulary skills?**

The perspectives obtained from the post-survey responses show students' positive perceptions regarding the efficacy and engagement level of the PBS reading platform. Students expressed their appreciation for various features of the platform, including interactive activities, visual aids, and reading/listening components, which was one of the features that they considered the most innovative.

Furthermore, students showed appreciation for the easiness for accessing the platform. These favorable perceptions emphasize the platform's efficacy in promoting active engagement and meaningful vocabulary acquisition.

**4. How does the simultaneous engagement of reading and listening on the PBS platform impact students' effectiveness in vocabulary development?**

Both post-survey feedback and post-interview thematic analysis showed a positive impact of simultaneous reading and listening engagement featured in the PBS platform. Students cite that there was improved comprehension and retention of vocabulary words and showed enthusiasm for the platform's engaging activities, which promotes interactive learning and boosts motivation. In addition, students stated that they feel more confident in applying newly acquired vocabulary in both written and oral forms, highlighting the practical efficacy of the PBS platform in vocabulary development.

## **Conclusions**

The implementation of the PBS platform intervention resulted in significant improvements in A1 level students' vocabulary acquisition at UEPB Interamericano. Post-test results indicated a notable increase in vocabulary proficiency among students who engaged with the platform compared to the control group.

Students demonstrated positive perceptions towards the PBS platform, citing its engaging features, effectiveness in comprehension and retention, and contribution to language learning experiences. The platform was considered as user-friendly and aligned with learning objectives.

The integration of technology, particularly the PBS platform, enhanced student engagement with lesson content and motivated them to actively participate in vocabulary learning activities. Students felt more confident in applying newly acquired vocabulary in various contexts, indicating the practical utility of the vocabulary learned through the PBS platform.

### **Recommendations**

- Provide continuous training and support for teachers to effectively integrate the PBS platform into their curriculum, including guidance on the use of platform features to enhance vocabulary acquisition.
- Incorporate a variety of interactive activities, such as quizzes, games, and collaborative exercises in order to meet the different learning styles and maintain student engagement throughout the lessons.
- Establish regular feedback mechanisms, both from students and teachers, to assess the effectiveness of the PBS platform intervention and identify areas for improvement.
- Ensure access to reliable internet connectivity and provide technical support for students encountering difficulties with platform navigation or usage.

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## APPENDIX B

### RESEARCH PLAN

## ANEXO 2 UNIVERSIDAD BOLIVARIANA DEL ECUADOR

### IMPORTANCIA DEL TEMA DE INVESTIGACIÓN PARA LA PRÁCTICA (AVAL)

### CRITERIOS SOBRE EL TEMA SELECCIONADO Y SU IMPORTANCIA PARA LOS SUJETOS E INSTITUCIONES QUE SERÁN BENEFICIARIOS DE ESTOS.

**TOPIC:** Enhancing A1 students' vocabulary through the PBS reading platform

**AUTHORS:** Alvarado Camba José Daniel  
Suárez Faggioni Joel Jacob

#### **Problem Statement.**

The purpose of this research project is to determine the influence of the PBS platform on vocabulary enhancement related to non-fiction situations in A1 students from Unidad Educativa Particular Bilingüe Interamericano. The use of reading platforms for enhancing students' vocabulary has not been widely studied in high schools, including Unidad Educativa Particular Bilingüe Interamericano. In this regard, how could the use of the PBS interactive reading platform help enhance A1 students' vocabulary?

#### **The topic and the problem related to the research lines of the University.**

The research entitled "Enhancing A1 students' vocabulary through the PBS reading platform" is connected to innovation and applied technologies in the field of education, specifically in the domain of language learning, since it addresses the challenge of vocabulary acquisition among English language learners. This research proposes the implementation of a technology-driven solution—the PBS reading platform. This platform, characterized by interactive features, audio support, and contextual learning, represents an innovative approach to language instruction. It uses technology to engage students in a dynamic and enjoyable manner, aligning with the contemporary trend towards digital tools in education. In addition, this research aligns with the trend of integrating technology into language education, contributing to the ongoing discourse on the effective use of digital tools for improved learning outcomes. The PBS reading platform serves as a prime example of applied technology designed to address a specific educational need—vocabulary deficiency. This intervention not only introduces innovation into the curriculum but also provides a practical solution for English teachers grappling with the conventional methods of vocabulary instruction. By exploring the impact of the PBS platform on vocabulary development, the research contributes to the knowledge on the effectiveness of technology-enhanced language learning strategies.

#### **Research object.**

The research object in the above thesis is the use of the PBS reading platform as a technological tool to address and improve English vocabulary deficiency

among 9th-grade students at Unidad Educativa Particular Bilingüe Interamericano. The focus is on investigating how the integration of this interactive reading platform can influence and enhance the vocabulary development of A1 level students in non-fiction situations. The research aims to analyze the advantages of incorporating technology, specifically the PBS platform, in the language learning process, with a primary emphasis on vocabulary acquisition.

### **General objective (1)**

To determine the influence of the PBS platform in developing vocabulary related to non-fiction situations in A1 students from UEPB Interamericano.

### **Specific objectives (3).**

1. To diagnose the current vocabulary situation in students from Ninth Grade at UEPB Interamericano.
2. To design and implement a lesson plan system focused on vocabulary through interactive activities in PBS Reading Platform in Ninth Grade at UEPB Interamericano.
3. To assess the effectiveness of the use of the PBS Reading Platform in developing vocabulary of Ninth Grade at UEPB Interamericano and explore students' perceptions after applying this intervention.

### **Hypothesis (Research questions)**

- How does the use of the PBS platform influence A1 level students' vocabulary acquisition at UEPB Interamericano?
- How does the frequency of encountering vocabulary through an interactive reading platform influence the retention and effective use of vocabulary among A1 level students?
- What are the perceptions of using the PBS platform to enhance A1 level students' vocabulary acquisition at UEPB Interamericano?

### **Justification**

The present research project is based on the need to solve an issue at UEPB Interamericano: the difficulty faced by students in acquiring the English language. This difficulty is largely attributed to the lack of an adequate vocabulary, essential for the effective mastery of the language. Effective vocabulary instruction is often underestimated, resulting in insufficient progress and not allowing them to acquire fluency.

In this context, the need to propose a concrete intervention to address the vocabulary deficiency of 9th grade students at the UEPB Interamericano is quite evident. The present research proposes the use of an interactive reading platform that allows students to encounter vocabulary in an attractive and fun way, thus promoting retention and effective lexical use.

Interactive reading platforms respond to the premise that effective vocabulary acquisition is achieved when students encounter words in context and have frequent encounters with such lexis. Reading, especially when combined with simultaneous listening, has been shown to be an effective source for vocabulary growth.

In conclusion, this research seeks to fill a gap in the educational literature by investigating how the use of the PBS platform, which integrates reading and audio elements, can impact vocabulary acquisition in non-fiction situations for A1

level students at the UEPB Interamericano. The justification lies in the need to optimize the teaching of vocabulary, an essential component for communicative competence and effective mastery of the English language.

### **Methods**

This research adopts a mixed-methods approach to comprehensively investigate the impact of the PBS reading platform on vocabulary enhancement among 9th-grade students at UEPB Interamericano. Employing quantitative methods, a pre-test and post-test design is implemented to measure changes in vocabulary proficiency, while a survey questionnaire with Likert-scale responses quantifies students' perceptions of the platform's effectiveness. Qualitative insights are gathered through initial surveys featuring open-ended questions and final interviews, capturing students' experiences and opinions regarding the PBS reading platform. Direct observation during class sessions serves as a qualitative method, allowing researchers to empirically assess students' engagement with the technology. The research also combines inductive and deductive methods, generalizing findings from specific observations and drawing specific conclusions from general premises. This mixed-methods approach ensures a comprehensive exploration of the intervention's impact, combining quantitative measurements with qualitative understanding for a nuanced assessment of vocabulary development facilitated by the PBS reading platform.

### **Universe and sample**

9th Grade from Unidad Educativa Particular Bilingüe Interamericano has 88 students divided in three classrooms: 9<sup>th</sup> A (31 students), 9<sup>th</sup> B (29 students) and 9<sup>th</sup> C (28 students), which makes up the universe of this research.

A purposive sampling technique was employed with a specific focus on selecting classes based on the results of the pre-test. The goal is to intentionally exclude 9th B from the initial sample due to their better performance in the pre-test, creating a comparative context between 9th A and 9th C.

After administering the pre-test to all three classes (9th A, 9th B, and 9th C), the results are analyzed. The results from 9th B showed that this group performed significantly better than 9th A and 9th C. Therefore, this class was purposefully left out of the sample, with the objective to observe the impact of the PBS reading platform on vocabulary enhancement in classes that are more likely to show room for improvement. By excluding 9th B from the sample, the research aims to focus on classes where the intervention might have a more noticeable effect. In addition, classes 9th A and 9th C were chosen since they showed more similar baseline vocabulary levels or performance in the pre-test, making them suitable for a targeted investigation into the impact of the PBS reading platform.

### **Research variables (independent and dependent)**

#### ***Independent variable: PBS Reading Platform***

The independent variable in this study is the PBS reading platform. According to the Closing Logo Group, (2023) it "is a programming block and serves as the brand for most of the children's programming aired by the Public Broadcasting Service (PBS) in the United States, established as part of PBS' "Ready To Learn" Initiative". Students can access this platform for free, from any type of device that has a web browser: cellphone, personal computer, laptop, iPad, etc.

This platform provides many interactive resources, including reading along with audio in order to practice vocabulary.

***Dependent variable: Vocabulary***

The dependent variable in this research work is vocabulary. Ur (1998) refers to vocabulary as follows: Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. (p.25) Vocabulary refers not only to the word itself, but also the meaning, the form and connotation that is given to it. Vocabulary is an essential part of any language. Richards & Renandya (2002) state that “the vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write”. This emphasizes the importance of vocabulary for acquiring fluency in a language and its multiple skills.

**Type of research**

This study adopts a mixed-methods approach, combining both quantitative and qualitative data. This approach provides a comprehensive understanding of the research questions by triangulating findings from different sources. Quantitative data allows for statistical comparisons and generalizations, while qualitative data offers a deeper exploration of students' experiences and perceptions.

***Quantitative research:*** This is a quantitative research approach where numerical data is collected to measure the impact of the PBS reading platform on vocabulary enhancement. The pre-test serves as a baseline measurement, and the post-test measures changes in vocabulary proficiency. Quantitative methods involve statistical analysis, allowing for the comparison of mean scores and the identification of statistically significant differences. In addition, the use of a survey questionnaire with closed-ended questions and Likert-scale responses is a quantitative method. This approach quantifies students' perceptions and attitudes toward the PBS reading platform, providing numerical data for analysis.

***Qualitative research:*** The initial survey, featuring open-ended questions, and the final interviews are qualitative research methods. These gather insights into students' initial vocabulary situations, experiences with the PBS reading platform, and their perceptions after the intervention. In addition, direct observation during class sessions is a qualitative research method that involves the systematic collection of empirical evidence through firsthand observations. This method provides qualitative insights into students' engagement with the PBS reading platform in the classroom setting.

***Inductive and deductive approaches:*** This study employs the inductive method during data collection to obtain general conclusions from specific observations. Therefore, class observations are used to identify patterns or trends in students' interactions with the PBS reading platform, leading to generalizations about vocabulary acquisition. The deductive method is used to reach specific conclusions from general premises. Conclusions drawn from the results of data collection instruments, such as pre-test and post-test analyses, are based on general principles derived from existing literature and language learning theories.

## APPENDIX G

### TARGET NEEDS AND LEARNING NEEDS

#### ASSIGNMENT IN CONTACT WITH THE TEACHER Approaches to ESP Needs Analysis

**Student's name:** Alvarado Camba José Daniel

**Student's name:** Suárez Faggioni Joel Jacob

**Research topic:** Enhancing A1 students' vocabulary through the PBS reading platform

**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:** Describe the context of your research here (100 words)

This research work takes place at Unidad Educativa Particular Bilingüe Interamericano. It is located in the north of the city of Guayaquil. It comprises a total of 1200 students in its three sections: Pre-kinder, Primary and Secondary Sections. The school is divided in two sectors: Sector 1 including secondary section and Sector 2, including Primary and Pre-kinder sections.

The school has a principal, a vice-principal and five coordinators: one coordinator for Pre-kinder, two coordinators for Primary section and two coordinators for Secondary section. One of the coordinators is devoted to the Spanish subjects and the other one is devoted to the Foreign Languages subjects (English and French). In the secondary section there are two segments: Superior Basic Education and Baccalaureate. Students from 9th Grade belong to Superior Basic Education. In this section, the average of students per classroom is 30.

Regarding the academic part, they have the following subjects in English: Literature, Listening, Speaking, Reading, Writing, Science, Music and School Projects. This adds up to a total of 17 hours of English classes out of a total of 49 hours per week. This school uses a blended program that includes English as a Second Language in content subjects and English as a Foreign Language in skills subjects.

The schedule of classes for students is from 7h15 to 14h30, with 10 periods of classes per day, being each of them of 40 minutes. Students also have two recess periods: the first one lasts 15 minutes and the second one 20 minutes. They have access to laboratories in the different subjects once a week. For the subject Reading and Writing, they go to Beta Lab on Thursdays. At this lab, they have access to a computer, headphones, speakers and projector. Therefore, students can access a web platform and can also make use of the audio tools.

**Instruction:** Attach an image of your research context here



**THE MUNBY (1978) NEEDS ANALYSIS MODEL  
(SOCIOLINGUISTIC APPROACH)**

John Munby's Communicative Syllabus Design (1978) is, probably, the most thorough and widely known work on needs analysis. In his work, Munby introduced a very well detailed set of procedures for discovering target situation needs. He called this set of procedures the Communication Needs Processor (CNP). The CNP is formed by a group of questions related to key communication variables (topic, participants, medium, and others) which can be used to spot the target language needs of any group of learners

**TARGET SITUATION ANALYSIS FRAMEWORK**

<b>GENERAL QUESTIONS</b>	<b>SPECIFIC QUESTIONS</b>	<b>ANSWERS</b>
Why is the language needed here? (Purposive domain)	for study? for work? for training? for a combination of these? for status? for examination? for promotion? for some other purposes?	The language is needed for educational purposes, primarily for study. The intervention focuses on improving vocabulary acquisition among 9th-grade students at Unidad Educativa Particular Bilingüe Interamericano. It aims to enhance their language skills in the context of academic studies.
How will the language be used? (instrumentality)	<b>Medium:</b> speaking, writing, reading, listening. <b>Channel:</b> Telephone, face to face <b>Types of text or discourse:</b> Academic text, lectures, catalogues, conversations, small talks	The language will be used across various mediums, including speaking, writing, reading, and listening. The PBS reading platform integrates text and audio elements, providing a multifaceted approach to language learning. The channel of communication encompasses both face-to-face interactions in the classroom and the use of technological tools, aligning with contemporary teaching methodologies. The types of discourse involved range from academic text to casual conversations, offering a diverse language experience.

What will the content areas be?	<b>Subjects:</b> Medicine, biology, commerce, shipping, or just general English <b>Level:</b> technician, craftsman, undergraduate, graduate, postgraduate, A1, A2, B1, C1	The content areas encompass subjects relevant to the academic context, targeting specific vocabulary related to various disciplines. Since the primary focus is on improving general English vocabulary, the platform addresses subjects such as Reading, Writing, Listening & Speaking.
Where will the language be used?	<b>Physical setting:</b> Office, lecture theater, hotel, workshop, library, school. <b>Human context:</b> Meetings, demonstrations, on the telephone, formal interactions, informal interactions <b>Linguistic context:</b> Own country, abroad.	The language will be used in diverse physical settings, including the classroom and computer laboratories. Human contexts vary from formal settings like meetings to informal interactions. Additionally, the linguistic context spans both the students' own country and potential use abroad, providing a comprehensive approach to language application.
When will the language be used?	Concurrently with the ESP course or subsequently. Frequently, seldom, in small amounts, in large chunks	The language will be used concurrently with the academic term, aligning with the ESP course. The intervention aims for frequent and meaningful encounters with vocabulary through the PBS reading platform, ensuring consistent exposure to enhance retention and effective use. It started in January 2024.

Note: Hutchinson and Waters (1987) indicated that this model only considers the point of view of the analyst but neglects the point of view of the students and the institutions. This model does not consider learning needs or make a distinction between necessities, wants, and lacks.

## 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.

<b>Necessities</b>	<b>Lacks</b>	<b>Wants</b>
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).
<b>GENERAL QUESTIONS</b>	<b>ANSWERS</b>	<b>WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?</b> Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test
Why is the English language needed here?	The language is needed for educational purposes, primarily for study. The intervention focuses on improving vocabulary acquisition among 9th-grade students at Unidad Educativa Particular Bilingüe Interamericano. It aims to enhance their language skills in the context of academic studies.	Needs analysis through observation, interviews, and consultation with educators identified the language's necessity for educational purposes, particularly for academic study.
How will the English language be used?	The language will be used across various mediums, including speaking, writing, reading, and listening. The PBS reading platform integrates text and audio elements, providing a multifaceted approach to language learning. The channel of communication encompasses both face-to-face interactions in the classroom and the use of technological tools, aligning with contemporary teaching methodologies. The types of discourse involved range from academic text to casual conversations, offering a diverse language experience.	Assessment of language usage conducted through observation, analysis of curriculum, and consultation with educators revealed that the language will be utilized across various mediums and channels, including face-to-face interactions, written assignments, reading comprehension tasks, and audio-visual materials integrated into the PBS reading platform.
What will the content areas be?	The content areas encompass subjects relevant to the aca-	Analysis of curriculum, consultation with educators,

	<p>demic context, targeting specific vocabulary related to various disciplines. Since the primary focus is on improving general English vocabulary, the platform addresses subjects such as Reading, Writing, Listening &amp; Speaking.</p>	<p>and needs assessment determined that content areas for language usage include Reading, Writing, Listening, and Speaking, with a focus on improving general English vocabulary applicable to academic contexts.</p>
<p>Who will the learner use the language with?</p>	<p>The learners will use the language with various individuals and groups, including teachers, classmates, and potentially with native speakers in real-world or simulated contexts. Additionally, they may engage in language use with other stakeholders such as language tutors, educational aides, and potentially with online communities or resources integrated into the learning environment. The diversity of interaction partners aims to provide learners with a comprehensive language experience, allowing them to practice and apply their language skills in different social and communicative contexts.</p>	<p>Observation, analysis of curriculum documents, consultation with educators and language experts, and consideration of the broader social and communicative contexts within which language learning occurs.</p>
<p>Where will the English language be used?</p>	<p>The language will be used in diverse physical settings, including the classroom and computer laboratories. Human contexts vary from formal settings like meetings to informal interactions. Additionally, the linguistic context spans both the students' own country and potential use abroad, providing a comprehensive approach to language application.</p>	<p>Observation, consultation with educators, and analysis of the school environment identified diverse physical settings such as classrooms and computer laboratories as the primary locations for language usage. Additionally, analysis of human and linguistic contexts revealed varying scenarios, from formal interactions in meetings to informal communication, both domestically and potentially abroad.</p>
<p>When will the English language be used?</p>	<p>The language will be used concurrently with the academic term, aligning with the</p>	<p>Information gathered through observation, consultation with educators,</p>

	ESP course. The intervention aims for frequent and meaningful encounters with vocabulary through the PBS reading platform, ensuring consistent exposure to enhance retention and effective use. It started in January 2024.	and analysis of the academic calendar determined that language usage will occur concurrently with the academic term, beginning in January 2024.
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<b>LEARNING NEEDS</b>			
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:			
<b>GENERAL QUESTIONS</b>	<b>SPECIFIC QUESTIONS</b>	<b>ANSWERS</b>	<b>WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?</b> 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?	The learners are taking the course primarily for educational purposes, as it is a compulsory part of their curriculum. The need for English language proficiency is apparent, considering its importance in academic studies, potential career advancement, and broader socio-economic opportunities. The learners perceive acquiring English as essential for their future suc-	Diagnostic test, pretest, questionnaire, survey, observation guide, field notes

		cess and recognize its significance in various aspects of their lives.	
How do the learners learn?	<p>What is their learning background?</p> <p>What is their concept of learning and teaching?</p> <p>What methodology will be attractive to them?</p>	The learners' learning background varies, influenced by factors such as their socio-cultural background, age, gender, and prior knowledge of English. Their concept of learning and teaching may differ based on their previous educational experiences and exposure to diverse teaching methodologies. Understanding their preferred learning styles and methodologies is crucial for designing an effective instructional approach that resonates with their learning preferences and maximizes learning outcomes.	Observation, analysis of curriculum documents, consultation with educators, syllabus review.
What resources are available?	<p>Number of teachers with an international certification?</p> <p>The attitude of teachers towards this group?</p> <p>Knowledge and attitude of teachers towards the content of the subject?</p> <p>Knowledge and attitude of teachers towards the resources for the subject?</p> <p>Opportunities for activities outside of class?</p>	The resources available include the number of teachers with relevant certifications, their attitudes towards the students and subject matter, and the availability of educational materials and technological tools. The learning environment, both physical and social, plays a significant role in shaping the learning experience and facilitating effective instruction. Assessing the adequacy and accessibility of resources helps in planning and implementing instructional strategies that optimize learning opportunities.	Syllabus and curriculum review, teacher interviews, resource assessment checklist.
Who are the learners?	<p>Age/Sex/Nationality?</p> <p>What do they already know about English?</p> <p>What knowledge do they have of the matter?</p>	The learners are students from ninth grade at Unidad Educativa Particular Bilingüe Interamericano, aged between 13 and 14	Surveys Questionnaires

	<p>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?</p>	<p>years old. They come from diverse educational backgrounds, with some having studied at the school since pre-kinder, while others joined in later grades. Their English proficiency varies, but most are at an A1 level according to the school's bilingualism program. Understanding their demographic characteristics, language proficiency, and attitudes towards language learning is essential for tailoring instructional approaches to their specific needs and preferences.</p>	
<p>Where will the course take place?</p>	<p>Are the surroundings pleasant, dull, noisy, cold?</p>	<p>The course takes place within the physical settings of the school, including classrooms and computer laboratories. Considering the physical, temporal, and logistical aspects of the learning environment helps in planning and organizing instructional activities effectively.</p>	<p>Analysis of school facilities, environmental assessment checklist.</p>
<p>When will the course take place?</p>	<p>Time of day?          Every day once a week?          Full-time, part-time?          Concurrent with need or pre-need?</p>	<p>The timing of the course aligns with the school's academic schedule, with classes conducted during regular school hours, part-time, once a week. Concurrent with need.</p>	<p>Data of your proposal          Analysis of school schedule</p>

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

**THE DUDDLEY-EVANS AND ST. JOHN (2009) NEEDS ANALYSIS  
MODEL FOR AN ESP COURSE**

<b>GENERAL QUESTION</b>	<b>SPECIFIC QUESTIONS</b>	<b>ANSWERS</b>	<b>WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?</b> Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test
<b>Professional information about the learners</b>	The tasks and activities students will do with the English language (target analysis and objective needs)	The tasks and activities students will engage in include reading, and listening.	Target analysis and objective needs assessment were conducted to identify the language tasks and activities necessary for students. Observation guides, interviews with teachers, and analysis of curriculum documents were used.
<b>Personal information about the learners</b>	Factors that may affect the way they learn, previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude towards English, desires, primary and secondary needs (wants, means, subjective needs)	Factors affecting learning may include prior educational background, language exposure, and personal motivations. Previous learning experiences, cultural information, and attitudes toward English were also considered	Interviews, questionnaires, and consultation with teachers and students were conducted to gather personal information about learners. Observation guides were used to note cultural differences and attitudes toward learning.
<b>English language information about the learners</b>	Information on students' English proficiency and skills Current language use Present situation analysis	Students' current language use and proficiency levels were assessed.	Diagnostic tests, language proficiency assessments
<b>The learners' lacks</b>	What is it that students don't know? What can't students do? What skills are not well developed?	Language lacks include vocabulary deficiencies to identify words and use them in different contexts.	Diagnostic tests, language proficiency assessments, and analysis of student work were used to gather information about students' language use, proficiency levels, and lacks.

<b>Language learning information</b>	How has learning developed? Effective ways of learning the skills and language	Learning has developed through the acquisition of vocabulary.	Questionnaire Surveys Observation guides
<b>Professional communication information about the learners</b>	How they will use the language and skills in the target situation. Linguistic analysis, discourse analysis, and gender analysis	They will use the language differentiating formal and informal contexts.	Rubrics Linguistic analysis, discourse analysis, and consultation with experts were used to understand how learners will use language and skills in different situations.
<b>What is wanted from the course</b>	The course must help students to write, speak, read, interact, decode messages	The course aims to help students develop skills in writing, speaking, reading, interacting, and decoding messages.	Consultation with stakeholders, analysis of curriculum documents, and observation of learning objectives were used to identify course objectives.
<b>Information about the environment in which the course will be run</b>	In a place where English is spoken, where English is not spoken, where English is a second or foreign language	The course will be run in a bilingual setting, with students and teachers who speak English on a regular basis.	Observation of the learning environment, analysis of language demographics

## APPENDIX H

### LESSON PLANS FOR THE PROPOSAL

<b>LESSON PLAN #1</b>	
<b>Subject:</b>	English
<b>Teachers:</b>	Alvarado Camba José Daniel, Suárez Faggioni Joel Jacob
<b>Date:</b>	Tuesday, January 9 <sup>th</sup> 2024
<b>Topic:</b>	A tale of two soup cans
<b>Class objectives:</b>	<p>Enhance students' language and vocabulary proficiency through reading and listening.</p> <p>Develop and strengthen students' ability to think critically, make observations, and draw conclusions.</p> <p>Promote digital literacy by integrating technology into the learning process through the use of the PBS platform for accessing educational content.</p>
<b>Methodological strategies:</b>	
<b>Anticipation:</b>	<p>The teacher shows students a picture of a soup can and asks them to describe it and say what it is.</p> <p>The teacher shows a picture related to the environment and asks students to brainstorm words related to environment. The teacher writes the words on the board.</p> <p>The teacher shows the cover of the story A tale of two soup cans and asks students the questions: <i>What do you think this story will be about? Who do you think the characters will be?</i></p>
<b>Construction:</b>	<p>The teacher instructs students to access the PBS platform and find the story A tale of two soup cans in the environment section.</p> <p>The teacher explains to students the activity to do: read and listen.</p>
<b>Consolidation:</b>	<p>The teacher asks students to go to the <i>Quizmo</i> section on the platform and do the activities proposed in it.</p> <p>Students play a Kahoot game about the key words learned throughout the story.</p>
<b>Techniques:</b>	<p>Visual stimulus</p> <p>Questioning and Brainstorming</p> <p>Technology integration and Interactive platform use</p> <p>Task-oriented instruction</p> <p>Formative assessment</p>
<b>Resources:</b>	Pictures, PBS platform, Board, markers, Computer, projector and internet connection
<b>Home assignment:</b>	Go to <a href="https://pbskids.org/martha/stories/truestories/index.html">https://pbskids.org/martha/stories/truestories/index.html</a> and read “Paws & Effect” in the Environment section, complete the Quizmo , capture the Quiztastic message and send it by google forms.

## LESSON PLAN #2

<b>Subject:</b>	English
<b>Teachers:</b>	Alvarado Camba José Daniel, Suárez Faggioni Joel Jacob
<b>Date:</b>	Thursday, January 11 <sup>th</sup> 2024
<b>Topic:</b>	Waste not want not
<b>Class objectives:</b>	<p>Enhance students' language and vocabulary proficiency through reading and listening activities.</p> <p>Develop critical thinking skills by engaging students in discussions about recycling.</p> <p>Promote digital literacy by integrating technology into the learning process using the PBS platform for accessing educational content</p>
<b>Methodological strategies:</b>	
<b>Anticipation:</b>	<p>Discuss about the importance of recycling in our society. Briefly discuss why recycling is important for the environment and how it helps conserve resources and reduce pollution.</p>
<b>Construction:</b>	<p>Have the students reading the story "Waste not want". After reading, facilitate a discussion about the story. Ask questions such as: <i>What was the main message of the story? How did the characters learn about the importance of recycling? What are some examples of recycling practices mentioned in the story? How can we apply the lessons from the story to our own lives?</i></p> <p>Provide each group with a variety of recyclable materials and art supplies.</p> <p>Challenge students to create a piece of artwork using only recycled materials.</p> <p>Encourage creativity and remind students to think about how they can repurpose the materials in an environmentally friendly way.</p>
<b>Consolidation:</b>	<p>Gather the class together and review the key points discussed during the lesson.</p> <p>Reiterate the importance of recycling and encourage students to think about how they can incorporate recycling into their daily lives.</p>
<b>Techniques:</b>	Visual stimulus, Questioning, Brainstorming, Technology integration, Task-oriented instruction, Interactive platform use, Formative assessment
<b>Resources:</b>	Recycling materials, Pictures, PBS platform, Board, markers Computer, Projector and Internet connection
<b>Home assignment:</b>	Go to <a href="https://pbskids.org/martha/stories/truestories/index.html">https://pbskids.org/martha/stories/truestories/index.html</a> and read "Can You Dig It" in the Environment section, complete the Quizmo , capture the Quiztastic message and send it through Google Forms.

## LESSON PLAN #3

<b>Subject:</b>	English
<b>Teachers:</b>	Alvarado Camba José Daniel, Suárez Faggioni Joel Jacob
<b>Date:</b>	Tuesday, January 16 <sup>th</sup> 2024
<b>Topic:</b>	Getting to the Game
<b>Class objectives:</b>	<p>Enhance students' language and vocabulary proficiency through reading and listening activities.</p> <p>Develop critical thinking skills by engaging students in discussions about means of transportation.</p> <p>Promote digital literacy by integrating technology into the learning process using the PBS platform.</p>
<b>Methodological strategies:</b>	
<b>Anticipation:</b>	<p>Ask students about different ways people can travel from one place to another. Write their responses on the board.</p> <p>Discuss the importance of transportation in our daily lives and how it allows us to travel to different places.</p>
<b>Construction:</b>	<p>Show pictures or diagrams of a skateboard and a bicycle to the class.</p> <p>Explain that both skateboards and bicycles have specific parts that are important for their function.</p> <p>Divide the class into small groups and provide each group with a picture or diagram of either a skateboard or a bicycle.</p> <p>Have students label the parts of the skateboard or bicycle and discuss the function of each part within their groups.</p> <p>Afterward, reconvene as a class and review the parts and functions of both modes of transportation.</p>
<b>Consolidation:</b>	<p>Gather the class together and review what they have learned about means of transportation, specifically skateboards and bicycles.</p> <p>Discuss the benefits of skateboarding and biking as forms of exercise and transportation.</p> <p>Encourage students to continue exploring different ways of getting around and to always prioritize safety when using alternative modes of transportation.</p>
<b>Techniques:</b>	Visual stimulus, Questioning, Brainstorming, Technology integration, Task-oriented instruction, Interactive platform use, Formative assessment
<b>Resources:</b>	Pictures or diagrams of skateboards and bicycles, PBS platform, Board, markers, Computer, Projector, Internet connection
<b>Home assignment:</b>	Go to <a href="https://pbskids.org/martha/stories/truestories/index.html">https://pbskids.org/martha/stories/truestories/index.html</a> and read “Virtually Martha” in the Technology section, complete the Quizmo , capture the Quiztastic message and send it by google forms.

## LESSON PLAN #4

<b>Subject:</b>	English
<b>Teachers:</b>	Alvarado Camba José Daniel, Suárez Faggioni Joel Jacob
<b>Date:</b>	Thursday, January 18 <sup>th</sup> 2024
<b>Topic:</b>	Operation Ice Cream
<b>Class objectives:</b>	Enhance students' language and vocabulary proficiency by introducing and reinforcing key words related to the topic "Operation Ice Cream." Develop critical thinking skills, observational abilities, and the capacity to draw conclusions through engaging activities involving visual stimuli, open-ended questions, and brainstorming exercises.
<b>Methodological strategies:</b>	
<b>Anticipation:</b>	The teacher shows the following words message, technology and innovation and engages students in a discussion about their initial understanding of these words. The teacher shows a picture related to a mysterious operation involving ice cream and ask Ss to describe it saying what the operation might be about. Students brainstorm words related to an operation or a mission and the Teacher writes down their ideas on the board to create a word bank.
<b>Construction:</b>	The teacher shares a brief overview of "Operation Ice Cream" without giving away too many details. Students discuss the complexity of operations and how communication plays a crucial role. Students read and listen to information about the operation.
<b>Consolidation:</b>	The teacher directs students to the Quizmo section on the platform, where they will find activities related to "Operation Ice Cream." The teacher emphasizes the importance of comprehending the information presented. Students play a Quizizz game incorporating key words from the operation.
<b>Techniques:</b>	Visual stimulus, Questioning, Brainstorming, Technology integration, Task-oriented instruction, Interactive platform use, Formative assessment
<b>Resources:</b>	Pictures, PBS platform, Board, markers, Computer, Projector and Internet connection
<b>Home assignment:</b>	Go to <a href="https://pbskids.org/martha/stories/truestories/index.html">https://pbskids.org/martha/stories/truestories/index.html</a> and read "Kibble Contraption" in the Technology section, complete the Quizmo , capture the Quiztastic message and send it by google forms.

## LESSON PLAN #5

<b>Subject:</b>	English
<b>Teachers:</b>	Alvarado Camba José Daniel, Suárez Faggioni Joel Jacob
<b>Date:</b>	Tuesday, January 23 <sup>rd</sup> 2024
<b>Topic:</b>	How to be an inventor
<b>Class objectives:</b>	Enhance students' language and vocabulary proficiency through reading and listening activities centered around the theme of invention. Develop critical thinking skills by engaging students in discussions about the invention process and the qualities of successful inventors.
<b>Methodological strategies:</b>	
<b>Anticipation:</b>	Students are shown a picture related to inventors working on a project or a new invention. Students describe the picture and share their thoughts on what the inventors might be attempting to produce. The teacher encourages students to brainstorm words related to inventors and the process of invention. Students create a word bank on the board.
<b>Construction:</b>	The teacher provides an overview of the lesson and emphasize the importance of creativity, planning, and experimentation in the invention process. The teacher instructs students to navigate to the PBS platform: "How to Be an Inventor". The teacher guides them through the story-reading process on the website.
<b>Consolidation:</b>	Students engage in a discussion about the invention concepts presented in the story. The teacher encourages them to share their thoughts on how the characters in the story planned and experimented to become successful inventors. Students create a hands-on activity where they design and "build" their own inventions using craft materials or drawings. The teacher encourages them to incorporate elements of planning and experimentation into their creations.
<b>Techniques:</b>	Visual stimulus, Questioning, Brainstorming, Technology integration, Task-oriented instruction, Interactive platform use, Formative assessment
<b>Resources:</b>	Pictures, PBS platform, Board, markers, Computer, Projector and Internet connection
<b>Home assignment:</b>	Go to <a href="https://pbskids.org/martha/stories/truestories/index.html">https://pbskids.org/martha/stories/truestories/index.html</a> and read "Itchy Martha" in the Environment section, complete the Quizmo , capture the Quiztastic message and send it by google forms.

## LESSON PLAN #6

<b>Subject:</b>	English
<b>Teachers:</b>	Alvarado Camba José Daniel, Suárez Faggioni Joel Jacob
<b>Date:</b>	Thursday, January 25 <sup>th</sup> 2024
<b>Topic:</b>	Super Inventions
<b>Class objectives:</b>	<p>Enhance students' language and vocabulary proficiency through reading and listening activities.</p> <p>Engage in critical thinking and creativity by brainstorming their own inventions inspired by animal superpowers.</p> <p>Promote digital literacy by integrating technology into the learning process using the PBS platform.</p>
<b>Methodological strategies:</b>	
<b>Anticipation:</b>	<p>Ask students if they have ever wished they had superpowers like their favorite animals. Discuss their responses and what they think makes certain animals unique.</p> <p>Show pictures or videos of animals with unique abilities to the class.</p> <p>Discuss each example and encourage students to think about how these superpowers could be useful for humans.</p>
<b>Construction:</b>	<p>Have students brainstorm and share their own ideas for inventions inspired by animal superpowers. Encourage creativity and critical thinking.</p> <p>Have the students reading the story "Super Inventions".</p> <p>After reading, facilitate a discussion about the animal superpowers mentioned in the story. Ask questions such as:</p> <p>What are some examples of superpowers exhibited by animals in the story?</p> <p>How do these superpowers help the animals survive in their environments?</p>
<b>Consolidation:</b>	<p>Encourage students to continue exploring the natural world and thinking creatively about how they can solve problems using inspiration from nature.</p> <p>Highlight the importance of scientific innovation and how studying animals can lead to exciting discoveries.</p>
<b>Techniques:</b>	Visual stimulus, Questioning, Brainstorming, Technology integration, Task-oriented instruction, Interactive platform use, Formative assessment
<b>Resources:</b>	Pictures or videos showcasing animals with unique abilities. PBS platform, Board, markers, Computer, Projector and Internet connection
<b>Home assignment:</b>	Go to <a href="https://pbskids.org/martha/stories/truestories/index.html">https://pbskids.org/martha/stories/truestories/index.html</a> and read "TD reports" in the Environment section, complete the Quizmo , capture the Quiztastic message and send it by google forms.

## LESSON PLAN #7

<b>Subject:</b>	English
<b>Teachers:</b>	Alvarado Camba José Daniel, Suárez Faggioni Joel Jacob
<b>Date:</b>	Tuesday, January 30 <sup>th</sup> 2024
<b>Topic:</b>	How do you measure up?
<b>Class objectives:</b>	<p>Enhance students' language and vocabulary proficiency through reading and listening activities.</p> <p>Develop critical thinking skills by engaging students in discussions about measurement and comparisons.</p> <p>Promote digital literacy by integrating technology into the learning process using the PBS platform.</p>
<b>Methodological strategies:</b>	
<b>Anticipation:</b>	<p>Display images related to measurement tools (e.g., rulers, measuring tapes) and ask students to describe what these tools are used for.</p> <p>Connect the discussion to the concept of measuring and comparisons.</p> <p>Brainstorm words related to measurement and comparisons and cCreate a word bank on the board for reference.</p>
<b>Construction:</b>	<p>Provide an overview of the lesson by explaining that students will read a story titled "How Do You Measure Up" on the PBS Kids platform.</p> <p>Emphasize the importance of understanding measurement concepts.</p> <p>Instruct students to navigate to the provided URL: PBS Kids - "How Do You Measure Up".</p> <p>Guide them through the story-reading process on the website.</p>
<b>Consolidation:</b>	<p>Engage students in a discussion about the measurement concepts presented in the story.</p> <p>Encourage them to share their thoughts on how the characters in the story measured and compared different objects.</p> <p>Provide students with measuring tools (rulers, measuring tapes) or printable cut-outs.</p> <p>Have students measure and compare various objects in the classroom or at home.</p>
<b>Techniques:</b>	Visual stimulus, Questioning, Brainstorming, Technology integration, Task-oriented instruction, Interactive platform use, Formative assessment
<b>Resources:</b>	Measurement tools pictures, PBS platform, Board, markers, Computer, Projector and Internet connection
<b>Home assignment:</b>	Go to <a href="https://pbskids.org/martha/stories/truestories/index.html">https://pbskids.org/martha/stories/truestories/index.html</a> and read "Martha in the Dog House" in the Environment section, complete the Quizmo , capture the Quiztastic message and send it by google forms.

## LESSON PLAN #8

<b>Subject:</b>	English
<b>Teachers:</b>	Alvarado Camba José Daniel, Suárez Faggioni Joel Jacob
<b>Date:</b>	Thursday, February 1 <sup>st</sup> 2024
<b>Topic:</b>	Sunflower Bone Biscuits
<b>Class objectives:</b>	<p>Enhance students' language and vocabulary proficiency through reading and listening activities.</p> <p>Promote the concept of measurement as it applies to cooking, including common units such as tablespoons, cups, etc.</p> <p>Promote digital literacy by integrating technology into the learning process using the PBS platform for accessing educational content.</p>
<b>Methodological strategies:</b>	
<b>Anticipation:</b>	<p>Ask students if they have ever helped cook or bake something at home.</p> <p>Discuss their experiences and any challenges they encountered.</p> <p>Introduce the story "Sunflower Biscuit Bones" from the PBS platform, section Martha Speaks, explaining that it involves characters using measurements to bake biscuits.</p>
<b>Construction:</b>	<p>Have the students read the story " Sunflower Biscuit Bones"</p> <p>Facilitate a discussion about the measurements mentioned in the story.</p> <p>Review common units of measurement used in cooking, such as tablespoons, cups, and liters</p> <p>Review vocabulary used in the story about measurements.</p>
<b>Consolidation:</b>	<p>Summarize the key concepts of measurement in cooking, including the importance of accuracy and understanding different units.</p> <p>Encourage students to practice their cooking skills at home and pay attention to measurements when following recipes.</p>
<b>Techniques:</b>	Visual stimulus, Questioning, Brainstorming, Technology integration, Task-oriented instruction, Interactive platform use, Formative assessment
<b>Resources:</b>	Recipes for simple dishes that involve measurements. PBS platform, Board, markers, Computer, Projector and Internet connection
<b>Home assignment:</b>	Go to <a href="https://pbskids.org/martha/stories/truestories/index.html">https://pbskids.org/martha/stories/truestories/index.html</a> and read "Planning an Elephant's Party" in the Environment section, complete the Quizmo , capture the Quiztastic message and send it by google forms.

## APPENDIX I

### SCHEDULE – GANTT’S DIAGRAM

Activities	2024												
	Jan 2-5	Jan 8-12	Jan 15-19	Jan 22-26	Jan 29 Feb 2	Feb 5-9	Feb 12-16	Feb 19-23	Feb 26-March 1	March 4-8	March 11-15	March 18-22	March 25-29
Permission from school													
Parent’s consent													
Class observation													
Pre-test													
Pre-survey													
Pre-interviews													
Reading 1 – 2													
Reading 3 – 4													
Reading 5 – 6													
Reading 7 – 8													
Reading 9 – 10													
Reading 11 – 12													
Reading 13 – 14													
Reading 15 – 16													
Post-test													
Post-survey													
Post interviews													
Analysis of results													
Conclusions													
Recommendations													

*Note.* Elaborated by Alvarado José & Suárez Joel (2024)

## APPENDIX K

### DIAGNOSTIC DATA

#### 1. Research instruments

##### 1.1 Class Observation Guide Form

###### Observation Guide Form:

This observation guide will be used to assess an English class in 9th Grade, focusing on vocabulary instruction and the use of a reading platform.

#	Items	Yes	No	Additional information
1.	The teacher effectively integrates vocabulary instruction into the lesson.			
2.	The students actively participate in vocabulary-related activities.			
3.	The teacher uses a reading platform to teach vocabulary.			
4.	The teacher provides clear explanations of new vocabulary words.			
5.	Vocabulary activities are designed to be interactive and engaging.			
6.	The students show interest and enthusiasm during vocabulary lessons.			
7.	The teacher encourages students to use vocabulary in context.			
8.	The teacher provides feedback on vocabulary usage and pronunciation.			
9.	The students demonstrate improved vocabulary retention and usage.			
10.	The class environment is conducive to effective vocabulary learning.			
11.	Technology is seamlessly integrated into the vocabulary instruction.			
12.	Vocabulary activities align with students' proficiency levels.			
13.	The class includes diverse vocabulary acquisition strategies.			
14.	The teacher promotes a positive and supportive learning atmosphere.			
15.	The lesson successfully enhances students' vocabulary and language skills.			

## 1.2 Pre-test

**PRE-TEST:** *This pre-test has the aim of assessing the current state of non-fiction vocabulary in students from 9<sup>th</sup> grade related to Environment, Technology, Inventions and Measuring.*

*Each correct answer is worth 0.50 points.*

**A. Write the correct letter of the definition next to the words.**

	decision
	innovate
	follow
	success
	scale

1. The accomplishment of an aim or purpose.
2. An instrument for weighing
3. Go after someone or something
4. A conclusion or resolution reached after consideration.
5. Make changes in something established, especially by introducing new methods, ideas, or products.

**B. Choose the correct answer.**

**6. What does the word "produce" mean?**

- a) to make
- b) to decide
- c) to plan
- d) to conclude

**7. Which word best defines "pollute"?**

- a) a decision
- b) to choose
- c) to contaminate
- d) to improve

**8. What is the meaning of "environment"?**

- a) The act of polluting
- b) A place to make a decision

- c) The surroundings and conditions in which a person, animal, or plant lives
- d) A quick choice

**9. What is a synonym for "improve"?**

- a) choice
- b) pollute
- c) make better
- d) succeed

**10. What word is similar in meaning to "experiment"?**

- a) scale
- b) weight
- c) success
- d) attempt

**11. Which word is synonymous with "reusing"?**

- a) stopping
- b) producing
- c) recycling
- d) envisioning

**12. What is the synonym for "choice"?**

- a) simple
- b) decision
- c) option
- d) success

**13. The \_\_\_\_\_ of the tower is quite impressive, as it reaches nearly 500 feet into the sky.**

- a) plan
- b) choice
- c) speed
- d) height

**14. The solution to the problem was relatively \_\_\_\_\_.**

- a) plan

- b) environment
- c) choice
- d) simple

**15. The inventor \_\_\_\_\_ many uses for his creation.**

- a) innovated
- b) improved
- c) envisioned
- d) polluted

**16. The webpage provides customers with \_\_\_\_\_ about all our products.**

- a) information
- b) scale
- c) decision
- d) production

**17. The company is always looking for ways to \_\_\_\_\_ their products to better meet customer needs.**

- a) envision
- b) apply
- c) develop
- d) success

**C. Write a complex sentence with the following words:**

**18. size:**

---

**19. plan:**

---

**20. speed:**

---

### 1.3 Post-test

**POST-TEST:** *This post-test has the aim of assessing the state of non-fiction vocabulary in students from 9<sup>th</sup> grade related to Environment, Technology, Inventions and Measuring after the implementation of the PBS platform. Each correct answer is worth 0.50 points.*

**A. Write the correct letter of the definition next to the words.**

	assemble
	weight
	dispose
	choice
	a recycling bin

1. A container for waste materials to be reused or recycled.
2. To throw away or get rid of
3. An act of selecting or making a decision when faced with two or more possibilities.
4. To put things together to make something whole.
5. A unit of measurement (such as a pound, kilogram, etc.) used for showing how heavy someone or something is.

**B. Choose the correct answer.**

**6. What does the word "discard" mean?**

- a) to create
- b) to keep
- c) to throw away
- d) to build

**7. What is the meaning of the word "debris"?**

- a) new
- b) clean
- c) waste or remains
- d) organize

**8. What is the definition of "littering"?**

- a) collecting
- b) reusing

- c) disposing properly
- d) leaving trash in public places

**9. What is a synonym for the word "complex"?**

- a) simple
- b) intricate
- c) easy
- d) basic

**10. What is a synonym for the word "gadget"?**

- a) tool
- b) animal
- c) liquid
- d) planet

**11. What is a synonym for the word "mimic"?**

- a) to imitate
- b) to destroy
- c) to create
- d) to eat

**12. What is a synonym for the word "speed"?**

- a) velocity
- b) reduce
- c) stop
- d) expand

**13. Before starting the project, the architect made a rough \_\_\_\_\_ of the building to visualize its design.**

- a) decision
- b) doghouse
- c) hammer
- d) blueprint

**14. After adding the flour and water, the baker began to knead the \_\_\_\_\_ to prepare the bread.**

- a) dough
- b) model
- c) shelter
- d) sketch

**15. To create a unique flavor, the chef decided to \_\_\_\_\_ different spices in the sauce.**

- a) apply
- b) measure
- c) find out
- d) combine

**16. The recipe called for a precise \_\_\_\_\_ of sugar to achieve the desired sweetness.**

- a) weight
- b) length
- c) temperature
- d) height

**17. The \_\_\_\_\_ of the bridge spanned over two kilometers, making it one of the longest in the region.**

- a) comparison
- b) choice
- c) length
- d) height

**C. Write a complex sentence with the following words:**

**18. degree:**

---

**19. discovery:**

---

**20. file:**

---

## 1.4 Student's Pre-Survey

### Pre-Survey Questionnaire for 9th-Grade Students:

This survey aims to gather information about your experiences and preferences related to vocabulary acquisition and the use of a reading platform. Please answer the following questions:

Please draw an X for each statement according to the following scale:

Strongly Disagree	<b>1</b>
Disagree	<b>2</b>
Neither Agree nor Disagree	<b>3</b>
Agree	<b>4</b>
Strongly Agree	<b>5</b>

#	Items	1	2	3	4	5
1.	Vocabulary is essential for effective communication in English.					
2.	I find it challenging to learn new English words.					
3.	I feel motivated when I study vocabulary.					
4.	I have used digital tools or apps to learn English words.					
5.	I believe that technology can help me improve my vocabulary.					
6.	I have used interactive reading platforms.					
7.	I have used the PBS reading platform to learn English vocabulary.					
8.	I prefer learning vocabulary through interactive digital platforms.					
9.	Using technology makes vocabulary learning more engaging.					
10.	I think technology can help me remember words better.					
11.	I enjoy reading in English.					
12.	Reading along with audio helps me understand the text better.					
13.	I use digital reading platforms for English reading practice.					
14.	I find the reading platforms user-friendly.					
15.	Reading platforms help me encounter and learn new words.					
16.	Reading and listening at the same time is a beneficial way to learn vocabulary.					
17.	I feel motivated to use reading platforms for reading in English.					
18.	Reading platforms help me improve my pronunciation.					
19.	I prefer reading on digital platforms over traditional books.					
20.	I believe interactive platforms can enhance my English language skills.					

## 1.5 Student's Post-Survey

### Post-Survey Questionnaire for 9th-Grade Students:

This survey aims to gather feedback on your experiences and opinions regarding the implementation of the PBS platform for enhancing vocabulary during English classes.

Please answer the following questions:

Please draw an X for each statement according to the following scale:

Strongly Disagree	<b>1</b>
Disagree	<b>2</b>
Neither Agree nor Disagree	<b>3</b>
Agree	<b>4</b>
Strongly Agree	<b>5</b>

#	Items	1	2	3	4	5
1.	The use of visuals at the beginning of the lesson helped me understand the topic better.					
2.	The activities involving the PBS platform helped me engage more with the lesson content.					
3.	The integration of open-ended questions and brainstorming exercises enhanced my critical thinking skills.					
4.	Accessing the PBS platform to find the story and related activities was easy for me.					
5.	Reading and listening to the story on the PBS platform helped me better understand the content.					
6.	Completing the Quizmo activities on the PBS platform helped reinforce my understanding of the vocabulary.					
7.	Participating in additional games about key words from the story was enjoyable and educational.					
8.	The use of technology made the vocabulary learning process more engaging for me.					
9.	I found it beneficial to have a home assignment involving the PBS platform for further practice.					
10.	The implementation of the PBS platform in English classes has positively influenced my vocabulary acquisition.					
11.	I feel more confident in my vocabulary skills after participating in lessons using the PBS platform.					
12.	I would like to continue using the PBS platform or similar interactive platforms for vocabulary enhancement in the future.					
13.	The combination of face-to-face classes and asynchronous assignments using the PBS platform was effective for my learning.					
14.	The instructions provided by the teachers regarding the use of the PBS platform were clear and helpful.					

15.	The activities on the PBS platform were well-aligned with the learning objectives of the lesson.					
16.	I found the feedback provided by the teachers on my PBS platform activities helpful for my learning.					
17.	Using the PBS platform has increased my interest in reading English materials.					
18.	The PBS platform has improved my ability to remember and use new vocabulary words.					
19.	I believe the PBS platform has positively contributed to my language learning experience.					
20.	I am satisfied with the implementation of the PBS platform for vocabulary enhancement in English classes.					

## **1.6 Student's Initial Interview Questionnaire**

### **9<sup>th</sup> Grade Student Pre-Interview Questionnaire**

1. How do you usually study and learn new English words or vocabulary?
2. Do you enjoy learning vocabulary in your English classes? Why or why not?
3. What challenges do you face when trying to learn new English words? How do you overcome them?
4. Have you used any digital tools or platforms to learn English vocabulary? If yes, please mention them.
5. Do you think that technology-based approaches help you learn and remember new words better?
6. Are you familiar with the PBS reading platform, and have you used it to learn English vocabulary?
7. How do you feel about using technology like the PBS reading platform for vocabulary learning?
8. Can you describe any experiences or lessons where you've used the PBS reading platform for vocabulary learning?
9. In your opinion, what are the advantages and disadvantages of using digital platforms for vocabulary acquisition?
10. Can you share any thoughts or suggestions about how technology can make learning English vocabulary more enjoyable or effective?

## **1.7 Student's Final Interview Questionnaire**

### **9<sup>th</sup> Grade Student Post-Interview Questionnaire**

1. Can you describe your overall experience with the classes using the PBS platform for vocabulary enhancement?
2. How did the simultaneous reading and listening features of the PBS platform contribute to your comprehension and retention of vocabulary compared to traditional methods?
3. Did you notice any differences in your vocabulary acquisition and understanding when using the PBS platform as opposed to traditional classroom instruction?
4. Do you feel that the activities on the PBS platform helped you feel more engaged with the lesson content? If so, how?
5. In what ways did the integration of technology, specifically the PBS platform, contribute to your understanding and retention of vocabulary words?
6. How effective do you think the mix of face-to-face classes and asynchronous assignments using the PBS platform was for your vocabulary learning?
7. Can you share any specific examples or situations in which you felt motivated while using the PBS platform for vocabulary learning?
8. Were there any challenges or difficulties you encountered while using the PBS platform? If so, how did you overcome them?
9. Do you believe that the PBS platform has positively influenced your language learning experience? If yes, in what ways?
10. Do you have any suggestions or feedback on how the implementation of the PBS platform for vocabulary enhancement could be improved in the future?

## **1.8 English Teacher's Initial Interview Questionnaire**

### **English Teacher Pre-Interview Questionnaire**

1. In your opinion, how important is vocabulary acquisition in English language learning?
2. How do you currently teach vocabulary in your English classes?
3. Are there specific challenges you face when teaching vocabulary to 9th-grade students?
4. What strategies or techniques do you think are most effective in helping students acquire and retain vocabulary?
5. Do you think students learn better by doing?
6. Do you think that reading and listening at the same time is of benefit for students? Why?
7. Are you familiar with the PBS reading platform, and have you ever used it as a teaching tool?
8. How do you think interactive platforms like the PBS reading platform can contribute to vocabulary development?
9. Have you noticed any differences in students' vocabulary acquisition when using technology-based platforms?
10. What recommendations would you provide to improve vocabulary instruction using technology?

## **1.9 English Teacher's Final Interview Questionnaire**

### **English Teacher Post-Interview Questionnaire**

1. What are your impressions of the PBS reading platform's effectiveness in supporting students' vocabulary acquisition?
2. From your perspective, what were the most significant advantages of integrating the PBS platform into vocabulary instruction?
3. Were there any notable limitations that you noticed during the implementation of the PBS platform for vocabulary enhancement in the classroom?
4. How did students react to the activities and features offered by the PBS platform in comparison to traditional vocabulary teaching methods?
5. In your opinion, how did the integration of technology influence students' engagement with vocabulary learning?
6. Can you provide insights regarding the effectiveness of combining face-to-face classes with asynchronous assignments using the PBS platform?
7. Did you witness any instances where students displayed increased motivation related to vocabulary learning through the PBS platform?
8. Were there any technical or logistical challenges encountered during the implementation of the PBS platform for vocabulary instruction? If yes, how were they addressed?
9. How do you think the PBS platform has impacted students' language learning experiences and outcomes in the English classes?
10. Based on what you observed during the implementation of the PBS platform, what recommendations or enhancements would you suggest for future implementations aimed at improving vocabulary instruction?

## **2. Implementation of the research instruments**

### **2.1 Interview process**

During the pre-interview stage, fifteen students were randomly selected from the three classrooms that make up 9<sup>th</sup> Grade, who, answered questions from a customized questionnaire with the objective of obtaining information about their experiences and perceptions regarding vocabulary acquisition, including the methods, strategies and digital tools used to learn new English words as well as the enjoyment and challenges encountered while studying vocabulary.

In addition, the teacher from 9<sup>th</sup> grade was also interviewed, who answered questions which had the objective of comprehending the teacher's perspective on vocabulary teaching and learning and the potential impact of technology and reading platforms, such as the PBS platform, to develop students' vocabulary.

After the implementation of the system of classes using the PBS reading platform, another group of fifteen students, randomly selected, as well as the English teacher from 9<sup>th</sup> grade, answered questions from questionnaires which had the objective of obtaining their opinions about the use of this platform for developing students' English vocabulary.

### **2.2 Pre-test and post-test process:**

The pre-test and post-test were designed with the aim to evaluate the state of non-fiction vocabulary in 9<sup>th</sup>-grade students, focusing on assessing their understanding of words related to Environment, Technology, Inventions, and Measuring. The test comprises three sections: matching definitions, multiple-choice questions and writing sentences.

For both tests, students are tasked with matching five given words with their corresponding definition. Then, they find a multiple-choice section, in which they are provided with twelve questions, each containing a word, and they must select the option that best defines, best fits the gap or is synonymous with the given word. Additionally, three words were provided for students to write sentences with each one of them in any tense. In order to check these sentences, the following rubric was used:

*Rubric to assess pre-test and post-test sentences*

<b>Criteria</b>	<b>Excellent (0.5)</b>	<b>Very Good (0.4)</b>	<b>Good (0.3)</b>	<b>Fair (0.2)</b>	<b>Limited (0.1)</b>
<b>Capitalization</b>	All words are correctly capitalized.	Minor errors in capitalization.	Some words are incorrectly capitalized.	Frequent capitalization errors.	Numerous capitalization errors.
<b>Spelling</b>	No spelling errors present.	Minor spelling errors.	Some noticeable spelling errors.	Numerous spelling errors.	Numerous and significant spelling errors.
<b>Punctuation</b>	Proper use of punctuation throughout the sentence.	Minor punctuation errors.	Some noticeable punctuation errors.	Frequent and significant punctuation errors.	Numerous and severe punctuation errors.
<b>Correct Use in Context</b>	The words are used correctly and appropriately in the context of the sentence.	The words are mostly used correctly, with minor instances of misuse.	Some noticeable misuse of the words in the sentence.	Frequent and significant misuse of the words.	Numerous and severe misuse of the words.
<b>Grammar Complexity</b>	The sentence is highly complex, demonstrating a strong command of grammar and syntax.	The sentence is complex, showing a good understanding of grammar and syntax.	The sentence is somewhat complex but lacks consistency in grammar.	The sentence is simple and contains significant grammatical errors.	The sentence is rudimentary and riddled with critical grammatical errors.

*Note.* Elaborated by Alvarado José & Suárez Joel (2024)

These tests were key to obtain reference data on students' vocabulary knowledge and identify areas of strength and weakness. Through this structured format, the authors of this research were able to obtain reliable quantitative and qualitative information about 9<sup>th</sup> graders' vocabulary proficiency.

### 3. Analysis of results

#### 3.1 Class observation

##### 3.1.1 Class observation data collection

###### Class Observation Guide Form:

This observation guide will be used to assess an English class in 9th Grade, focusing on vocabulary instruction and the use of a reading platform.

#	Items	Yes	No	Additional information
1.	The teacher effectively integrates vocabulary instruction into the lesson.		X	Student participation in vocabulary activities was sporadic, with only a few students engaging actively, while others remained disinterested or passive.
2.	The students actively participate in vocabulary-related activities.		X	Student participation in vocabulary activities was sporadic, with only a few students engaging actively, while others remained disinterested or passive.
3.	The teacher uses a reading platform to teach vocabulary.		X	The teacher did not use any reading platform throughout the class.
4.	The teacher provides clear explanations of new vocabulary words.		X	Explanations of new vocabulary words were rushed since the teacher had to continue with the content.
5.	Vocabulary activities are designed to be interactive and engaging.		X	Vocabulary activities lacked creativity and were repetitive, failing to captivate students' interest and promote active engagement, resulting in low levels of participation and enthusiasm.
6.	The students show interest and enthusiasm during vocabulary lessons.		X	Student interest in vocabulary lessons was notably low, with many students displaying disinterest or boredom, leading to

				a lack of enthusiasm and minimal engagement in class activities.
7.	The teacher encourages students to use vocabulary in context.		X	Vocabulary was used isolated but was not integrated into the context.
8.	The teacher provides feedback on vocabulary usage and pronunciation.		X	Feedback on vocabulary usage and pronunciation was not frequent enough.
9.	The students demonstrate improved vocabulary retention and usage.		X	There was little evidence of improved vocabulary retention or usage among students, since they did not use new vocabulary in context.
10.	The class environment is conducive to effective vocabulary learning.		X	The classroom environment lacked a sense of engagement, with a noticeable absence of collaboration or interaction among students.
11.	Technology is seamlessly integrated into the vocabulary instruction.		X	The teacher used the Moodle platform but only to show the vocabulary words.
12.	Vocabulary activities align with students' proficiency levels.		X	Vocabulary activities were not totally customized to students' proficiency levels, often being too simplistic or overly complex.
13.	The class includes diverse vocabulary acquisition strategies.		X	Vocabulary acquisition strategies were limited, including mainly memorization and isolated word drills.
14.	The teacher promotes a positive and supportive learning atmosphere.	X		The learning atmosphere was good. Students felt comfortable throughout the class.
15.	The lesson successfully enhances students' vocabulary and language skills.		X	The lesson did not succeed in enhancing students' vocabulary or language skills, with little evidence of progress or improvement among students by the end of the session.

### 3.1.2 Class observation Thematic Analysis

**Limited engagement and participation:** The class observation in 9<sup>th</sup> grade revealed a limited engagement and participation among students during vocabulary activities. Even though the teacher tried to integrate vocabulary into the lesson, students' participation was not frequent and mainly passive.

**Ineffective vocabulary teaching:** Another theme was the ineffectiveness of vocabulary instruction methods employed by the teacher. The explanation of new vocabulary was done through rushed explanations due to time constraints. Vocabulary activities were not designed to be interactive or engaging, resulting in low levels of students' motivation.

**Limited customization to students' needs:** The observation also showed a lack of customization in vocabulary teaching, which is required to meet the different proficiency levels of students. Therefore, some of the activities were too simple or too complex for students.

**Minimal integration of technology:** The teacher attempted to integrate technology into vocabulary instruction by using the Moodle platform, yet this usage was limited to showing vocabulary words. Apart from that, there was no other use of technology in this class.

**Positive learning atmosphere:** Despite the challenges observed in vocabulary teaching and learning, a positive and supportive learning atmosphere was evident. Students felt comfortable throughout the class and the class environment was adequate.

**Limited improvement in vocabulary and language skills:** This observation revealed limited evidence of improvement in students' vocabulary and language skills. Even though there was a positive learning atmosphere, the inadequacies in vocabulary teaching methods and activities led to minimal progress or improvement among students by the end of the class.

### **3.2 Student interview**

#### **3.2.1 Student interview thematic analysis**

**Struggles with vocabulary learning:** students expressed difficulties in learning new English words, finding it challenging and sometimes frustrating in the process. Memory retention emerges as a significant problem, with students feeling that words in general "disappear" from their minds.

**Utilization of traditional methods:** Common strategies for vocabulary learning mentioned include reading textbooks, writing down unfamiliar words, and looking for assistance from peers or teachers when completing a task.

**Positive attitude towards technology:** Students showed a positive disposition towards technology in language learning, and state that they enjoy learning through technology and consider it an effective tool. They also stated they they have used digital platforms such as Duolingo and Quizlet.

**Advantages and disadvantages of digital platforms:** Perceived advantages include improved engagement, interactivity, and gamified learning experiences in the classroom. A concern and disadvantage about technology and digital platforms showed by students is the potential to detract from real-world interactions and speaking practice.

**Desire for enjoyable learning experiences:** Students expressed a preference for learning methods that are enjoyable, interactive, and have a feeling less like traditional studying. Some suggestions were given for incorporating more games, progress tracking, and interactive features to make learning enjoyable and motivating in the classroom.

### **3.3 Student interview**

#### **3.3.1 9<sup>th</sup> grade teacher Student interview thematic analysis**

**Vocabulary acquisition importance:** The interview highlights the essential role that vocabulary has in the acquisition of English, since it is key for an accurate and fluent expression and serves as the foundation for other language skills.

**Effective teaching strategies:** The teacher mentions different methods used for vocabulary instruction and emphasizes the importance of the integration of technology into lesson activities as well as the use of real-life tasks aimed to enhance understanding and retention of new vocabulary.

**Challenges in teaching vocabulary:** The teacher acknowledges some challenges in teaching vocabulary to 9th-grade students such as different proficiency levels and the need to maintain engagement with relevant and age-appropriate resources.

**Active learning and retention:** The teacher highlights the effectiveness of active learning methods, such as integrating vocabulary with other language skills and incorporating hands-on activities with the objective of promoting a deeper understanding and retention of vocabulary.

**Technology integration and recommendations:** The teacher recognizes the benefits of technology-based platforms in enhancing vocabulary acquisition, suggesting a wide range of digital tools and resources to create engaging and interactive vocabulary practice customized to students' needs.