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FACULTAD DE CIENCIAS SOCIALES

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DESARROLLO DEL VOCABULARIO EN EL IDIOMA INGLÉS.

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SARMIENTO CHUGCHO KLEBER OSWALDO

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SYSTEM OF DIDACTIC ACTIVITIES USING TECHNOLOGICAL TOOLS TO THE DEVELOPMENT OF VOCABULARY ACQUISITION

por Keyla Madeleine Moran Guanuche Joselyn Magaly Jimenez Jimenez

SYSTEM OF DIDACTIC ACTIVITIES USING TECHNOLOGICAL TOOLS TO THE DEVELOPMENT OF VOCABULARY ACQUISITION

CLÁUSULA DE CESIÓN DE DERECHO DE PUBLICACIÓN EN EL REPOSITORIO DIGITAL INSTITUCIONAL

<table>
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DEDICATION

This research work is dedicated to several people who were of great help for the completion of the same, such as our teachers who were a guide, my parents who encouraged me day by day that with effort I can achieve many things and to God for giving me health and wisdom in the most discouraging moments I faced.

Joselyn Jimenez Jimenez.

I dedicate my degree work to my mother, who has been a great help throughout my life, to my family members, to the professors of my career who taught us their knowledge every day and motivated us to move forward.

Keyla Moran Guanuche.

ACKNOWLEDGEMENT:

I would like to start by thanking the tutor professor who was my guide and had great patience during the whole time of this work, my parents who always trusted that I would succeed and gave me words of security in the face of all adversity, thanks again.

Joselyn Jimenez Jimenez**.**

First of all, I would like to thank our degree teacher and tutor for their patience and effort throughout this academic process, the professors for their dedication in teaching us important things that will help us in the future in our profession, and especially my mother who was a great motivation in my life

Keyla Moran Guanuche.

ABSTRACT

The objective of this research was to improve the learning of vocabulary acquisition through the use of the technological tools Kahoot implementing a system of activities in the students of 7th grade of Basic Education, which allows the student to develop vocabulary sub-skills and to reach fluency since the vast majority of people are aware that vocabulary learning is only memorization or repetition of words and do not seek a way to enjoy learning new words. The present research is of quantitative paradigm with a pre-experimental research design using theoretical methods that allow an analysis of this topic, making the study more feasible with observation techniques and the taking of a pedagogical test that allow evaluating the initial state of the chosen population of the 7th year of Basic Education of the Juan Montalvo School of the city of Pasaje.

Therefore, the needs of the students were determined and a strategic and innovative way to improve vocabulary learning was elaborated.

After the work is done, it is suggested to improve the way of teaching vocabulary by implementing more didactic ways through technological tools for learning vocabulary acquisition. Also, the teacher is responsible for choosing or developing activities concerning the needs of students.

Keywords: Vocabulary Acquisition- Activity System- Technological Tools.

INDEX

INTRODUCTION

English language learning is becoming increasingly popular around the world. English is the language of technology, commerce and science. People from many countries are learning English as the key to education, jobs and higher incomes. *Esto ha sido la tendencia en América Latina, en dónde México, Colombia, Chile, Brasil, Argentina, Ecuador, Uruguay, Honduras, Perú, Costa Rica, y Paraguay han implementado políticas públicas encaminadas a promover la enseñanza del inglés en sus respectivos países esto es según (Santana Villegas, García Santillán, y Escalera Chávez, 2016)*

Human beings are in constant learning due to several factors, for example, the environment, which are the conditions where we live, or work that influence our personality. Therefore, it is important to acquire new knowledge to function appropriately in a competitive society. En la actualidad la educación es un factor muy importante debido a que juega un rol esencial en la sociedad y que no solo involucra el conocimiento científico, sino más bien integra el conocimiento y la práctica en el ambiente que nos rodea, según (Gutiérrez Duarte y Ruiz León, 2019).

These authors argued that the first years in the life of human beings constitute a stage with its characteristics whose problems are analyzed concerning the subsequent language development. This stage is known as early childhood, which is when knowledge, skills and habits are assimilated.

Silverio (2012) points out that learning depends on the child's life conditions and education. They play a fundamental role in the development of personality; that is, how the children are educated, the system of teaching and education from first years of life, their family

environments, educational institutions, and global demands. Thus, all these reasons have an influence on the mastery of English language skills in all areas.

Games have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about learning the correct formulas. Games encourage learners to interact, cooperate, to be creative in using the language in a meaningful way. (Akdogan, 2017, pp 32)

That is the reason why we must improve the vocabulary learning process through more interactive ways in this case games using technological tools

Primero el lenguaje es importante en la vida del ser humano por ello (Calle Carangui, 2020) expresses that language is the capacity of human beings to communicate and express their ideas.

Therefore, the oral expression of language through speech is an innate quality in all human beings, which is developed from the first years of life of the individual. (Quinteros Rivas & Molina Poveda, 2012).

Although teachers can play different roles in a class, namely, planner, facilitator, motivator, evaluator among others, students play the most important role in class being the constructors of their own learning. Also, these two actors interact and complement each other and their good relationship helps achieve learning goals.

El sector educativo no es ajeno a esta cuestión y está transformándose a grandes pasos para tratar de adaptarse al reto que plantea este nuevo escenario. Los modelos de enseñanza tradicionales dan paso a nuevas formas de aprendizaje que tienen como telón de fondo las nuevas tecnologías que están cambiando tanto el proceso de aprendizaje como el rol de estudiantes y docentes. (Navarro, 2017)

Nevertheless, the following problems or weakness have been observed in the seventh grade "Juan Montalvo" high school:

- Difficulties in the mastery of vocabulary.

- Poor use of resources for learning vocabulary.

- Teachers do not implement good methodologies for teaching vocabulary.

- They use the traditional method in the acquisition of new vocabulary.

In accordance with the above, the following scientific problem is generated: How to improve the learning of vocabulary in the English language in the students of Seventh Grade "B" at "Juan Montalvo" elementary school?

The causes that determine the above question are as follows:
- Lack of practice in learning new words.
- Lack of new tools for learning new vocabulary to motivate the learner in class.
- Vocabulary learning is focused on new words memorization.

Considering the research problem, the object of study for this study is the English language teaching and learning process in General Basic Education.

The **overall objective** of this project is to implement a system of didactic activities using technological tools that improve the acquisition of vocabulary acquisition at "Juan Montalvo" elementary school.

The field of research is Technological tools that will improve vocabulary learning through a system of activities.

In addition, the following **specific objectives** have been set out:
- To justify theoretically the use of technological tools in the teaching-learning process of the English language concerning vocabulary acquisition.
- To diagnose the current state of the student's command of English vocabulary.

● To use technological tools to improve the vocabulary acquisition in seventh-grade students, room "B", from "Juan Montalvo" elementary school.

● To evaluate the effectiveness of the use of technological tools that improve the acquisition of vocabulary in the English language.

Hypothesis:

● The implementation of technological tools will contribute to the improvement of the vocabulary acquisition in seventh-grade students, room "B" at "Juan Montalvo" elementary school.

● The hypothesis studies the relation between two variables:

● **Independent Variable:** The use of technological tools aimed at vocabulary acquisition.

● Dependent Variable: Vocabulary acquisition in the English Language which is defined as the ability to understand words in different contexts.

● This research is developed from a quantitative paradigm under an experimental design of the pre-experimental type, with a pre-and post-test design. The research population includes 20 seventh-grade students, room "B," from "Juan Montalvo" elementary school.

This research is important because it aims to improve the acquisition of vocabulary that enables the learner to understand the language in different contexts.

The practical contribution is constituted by the system of activities using technological tools in the acquisition of vocabulary in English.

Therefore, the structure of this research work is made up of the introduction that details the theoretical design, followed by chapter one composed of the theoretical basis of the project. This is followed by the methodological framework consisting of the type of research, the objectives to be achieved, the methods and techniques used in the data collection used to solve the research problem.

Finally, the work ends with the presentation of conclusions and recommendations of the results obtained through the application of the system of activities with the help of technological tools.

Chapter I: Use of Technological Tools in the English Language Teaching-Learning Process

This chapter describes the historical background focused on the learning of the English language through a system of activities using the use of technological tools that will show the language competences in seventh-grade students, room "B", at "Juan Montalvo" elementary school.

1.1 Teaching-Learning Process of the English Language

The use of technological tools resources throughout the last years have been evolving and improving the teaching process, which with the use of the Internet has taken a great acceptance, reason why it allows the society to be communicated and in constant learning.

Pictures can also highlight the link between cognates (words that are related to each other by descent from a common source and are therefore similar in meaning and pronunciation). The common assumption is that words are easier to learn if they share a similar meaning and pronunciation. (Kalyuga, Mantai , & Marrone , 2013, pp 36-37)

In the past, it argues that the focus was on teacher-based learning because the teacher was the only source of knowledge who rarely motivated students. Teachers were the only source of information and motivation. Also, the results were not as expected when performing the evaluations because students did not fully acquire the knowledge.

Estos instrumentos, al ser las fuentes ilimitadas que facilitan a los estudiantes encontrar información, le dan la oportunidad de convertirse en un verdadero investigador que evalúa, sintetiza y procesa el conocimiento que mantiene a su alcance, en forma analítica y crítica. (Trujillo, 2015)

According to the mentioned above, the teacher was the only holder of knowledge because students were indeed limited to scarce tools to discuss with the teacher's opinions; however, with the help of the tools, the students could become the builder of their knowledge.

The constant use of technological tools has brought about a great change in the way of acquiring knowledge, and, although they have been applied to education some time ago, it is from the eighties onwards when their heyday began.

Compañías nacionales con vínculos comerciales en el extranjero- necesitan personal altamente calificado en áreas como la administración, las finanzas, la economía -entre otras; no obstante, además requieren que las y los profesionales de esas áreas tengan también un amplio conocimiento y dominio del idioma inglés. (Quezada, Lopéz, Maureen, & Salas, 2014)

As mentioned by the authors, the English language has been considered a fundamental and necessary language at a professional level because it offers us a lot of job opportunities. Also, it is considered that in ancient times this was a requirement, however now it is a necessity to master it since it is an intermediate point in society.

1.2 Conceptual Background

With the help of technological tools will enable an improvement in the acquisition of vocabulary more dynamically.

The author mentioned that ¨ suggested that students who used games for their learning became more successful in learning new words compared to those who learned the same vocabulary through traditional method¨ (Derakhshan & Davoodi Khatir, 2015). English vocabulary is essential to the teaching-learning process, as lack of lexis development means people can't understand others or express their own ideas. Vocabulary acquisition is fundamental when learning a second language. That is why learners need to have a habit of seeking to expand their vocabulary and always learn it in context so that they can retain words and use them more frequently and find it easier to express themselves.

English vocabulary is essential in the teaching-learning process, as without lack of lexical development people can't understand others or express their ideas. Vocabulary acquisition is fundamental when learning a second language. Therefore, learners need to create the habit of seeking to expand their vocabulary and always learn it in context so that they can retain words more easily and use them more frequently.

Therefore, this research is focused on the application of a system of activities to learn vocabulary in the second language, thus improving teacher-student interaction and acquiring good vocabulary more actively. Due to the various technological tools, students have the possibility to interact more efficiently with English speakers and develop their skills such as listening, dialoguing and reading.

The current education in contrast to that of the past highlights that there is a significant difference in infrastructure, methodology and even the globalization that has been evolving in today's society, among other characteristics that denote the change in teaching over time.

Previously, the teacher was the transmitter of knowledge. This means that the teachers were the ones who knew about the subject matter, and students needed to go to the library and learn about a subject, but sometimes they were not within their reach because they were far away from their homes.

La tecnología se la puede catalogar como una biblioteca virtual con dimensiones inimaginables, o más bien una fuente con grandes recursos no tangibles, con la gran ventaja de que se encuentra actualizada a cada instante. Las personas que han sido parte de estos cambios drásticos en los últimos años son los únicos que pueden comparar y sacar sus propias conclusiones. (Calle, 2011)

The author mentions that the tools have been a means which have influenced change, but specifically in the way we now make our consultations on various topics. Previously, doubts were cleared up by going to libraries with physical books, but now they are totally different, so they have the convenience of consulting at home as long as they have connectivity.

The use of information and communication technologies (ICTs) has become a major driving force in transforming education worldwide. Similarly, in the last ten years, the usage of ICTs and e-learning has increased. (Muhammad, Hussain, Wadho, Hussain, & Prathamesh, 2020) Therefore, technology has been a great benefit to our society in the educational and other fields.

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of ICTs and e-learning has increased. (Muhammad, Hussain, Wadho, Hussain, & Prathamesh, 2020) Therefore, technology has been a great benefit to our society in the educational and other fields.

Es evidente que los entornos de aprendizaje virtuales, mediados por las TIC, constituyen una forma totalmente nueva de Tecnología Educativa y ofrecen una compleja serie de oportunidades(UNESCO,1998)

Los futuros docentes y los docentes en ejercicio deben formarse y experimentar dentro de entornos educativos el uso innovador de la tecnología (UNESCO, 2004)This entity stresses that teachers must adapt to the new reality of today, which focuses on learning by applying technological tools (Tics)

Además, Las TIC han tenido sus efectos en el aprendizaje de los alumnos tanto en el modo en que estudian, aprenden, investigan, trabajan, se comunican e interactúan entre sí, como en las estrategias que utilizan para la elaboración, producción, y construcción y adquisición de sus propios conocimientos (Lassonde, 2012) technological tools have helped students to change or improve their way of acquiring knowledge or how they study, since it is a more agile way to improve their learning process.

1.2.1: Pedagogical Characteristics of the Use of technological tools in the teaching-learning process in the English language in General Basic Education.

Technological tools have been characterized as an essential factor in the teaching-learning process, and this does not only benefit students, but also teachers and parents. Students are more updated with technological resources than teachers. The use of technological tools has become the perfect complement to learn or teach a language in the classroom either face-to-face or virtual. Through the use of technological tools, this has given effective and striking results for students in their learning because it facilitates and makes it easier to study in the English language.

For both teachers and the students, the use of technological tools is beneficial because they are able to learn in a more dynamic way, since teachers also learn by teaching.

According to (Herrera & Conejo, 2009) the characteristics of the use of technological tools during the learning of English have as main objective the development of communicative skills in the English language.

1. They are authentic and participatory

2. Encourage learner autonomy.

3. They encourage cooperative work among students.

4. They take into account the different learning styles and needs of the students.

5. Are adjusted to the student's proficiency level.

In other words, the use of these technological tools boosts students' motivation in learning the English language, allowing them to work on developing their skills and competencies to achieve learning in a different way than they were used to. Technological tools are of great help to learn a language dynamically with favorable learning results.

1.3: Contextual Antecedents of the teaching-learning process of English in General Basic Education.

The teaching of the English language has been of vital importance throughout time. In the 21st century, this language provides new opportunities to get a job.

The use of a foreign language such as English has gone from being a benefit to being a necessity in different areas of society, the study of various languages is of great importance for any professional, especially English is fundamental, which is why it has become one of the most spoken languages in the world. As a result, learning English is not a privilege, but a necessity.

1.3.1 Characteristics of the English language teaching-learning process in Latin America and Ecuador.

English language learning has been of significant value in recent years as some governments have implemented policies which are focused on boosting and improving the English language teaching and learning process.

Una evaluación de los marcos de políticas del AIE de diez países latinoamericanos, que incluyen Argentina, Brasil, Chile, Colombia, Costa Rica, Ecuador, México, Panamá, Perú y Uruguay, demuestra los avances en la materia, así como las brechas y barreras que dificultan la mejora del dominio del inglés. (Cronquist & Fiszbein, 2017)

Therefore, through these policies that certain countries have implemented, the evaluation or assessment of these reforms will also go hand in hand with the evaluation or measurement of these reforms, which will determine whether the reforms that were created have worked.

Cronquist and Ariel also mentioned that if something affects a second language acquisition, it is the lack of motivation on students. Because of this, students are unable to master this universal language. Despite policies, there has not been any hopeful change.

Focusing on Ecuador, in recent years it has progressed with the teaching of the language thanks to the change and improvement of the educational system, a feature to highlight on the improvement that has taken place is because they have implemented the application of tests that evaluate the performance which helps to know its evolution and determine shortcomings in the teaching of English, methodologies among others.

¨ El aprendizaje de idiomas exige que los estudiantes se conviertan en usuarios eficientes e independientes del idioma¨ (Castro et al., n.d.) This means to say that currently they implement measures so that the learners of this language are able to transmit a concise and coherent message, which will allow them to be autonomous in any situation and medium.

However, some characteristics to highlight of learning in Ecuador are:

- Assigning homework doesn't help or motivate the student in their process.

- Classes are focused on learning more grammar than anything else.

- Writing the new vocabulary learned several times.

- Lack of new methodology to be used in regular sessions.

These are some of the characteristics that prevail in the process of teaching English in institutions in Ecuador, which don´t help to consolidate an improvement which is expected and makes them stagnate in this way.

1.3.2: Diagnosis of the Current State of the Acquisition of English Vocabulary in the Seventh Year of Basic Education students of the Juan Montalvo

In this section we will present the results obtained after the application of a pedagogical test, in this case a pre-test and a post-test for the students of the seventh year of Juan Montalvo Elementary school in Pasaje city. For the collection of information, two instruments were chosen, the Observation and the Pedagogical Test.

Analysis of the results obtained from the application of the instruments.

Observation Form

An observation sheet was applied as a class evaluation instrument (Appendix 1) to determine the initial state of vocabulary of the students and to verify whether the teacher has in some way taught activities related to vocabulary acquisition. As a result, it was found that the teacher in her classes lacks the use of technological tools and only uses the book as a resource and does not teach her classes in an innovative way.

Pre-Test

The students were evaluated by means of a diagnostic test (Annex 2) to determine their level of English vocabulary. The test consisted of 10 multiple choices and True or False questions. The results were as follows:

Pre-test Results

Levels	Results	Grades
Excellent	5	9-10
Good	8	8-6
Regular	7	5-0

Dimension 1: Grammatical Structures

The result shows that they have a good command of vocabulary although they need to improve certain aspects.

Dimension 2 : Lexis
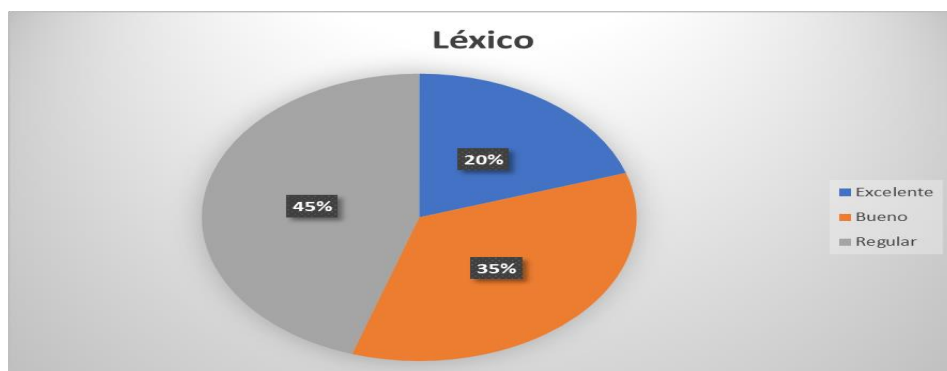
The result regarding dimension 2 of Lexicon means that the majority of students do not have a good command of this indicator, which is why a system of activities should be implemented with the help of the technology tool to achieve an improvement.

Dimension 3: Vocabulary Understanding
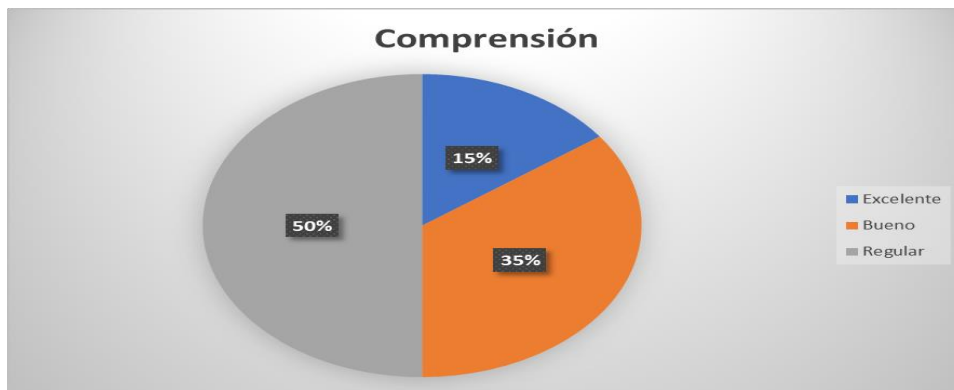
The results obtained show that the level of knowledge and mastery of this domain is very low compared to the expected level of knowledge and mastery that these students should have.

Dimensions
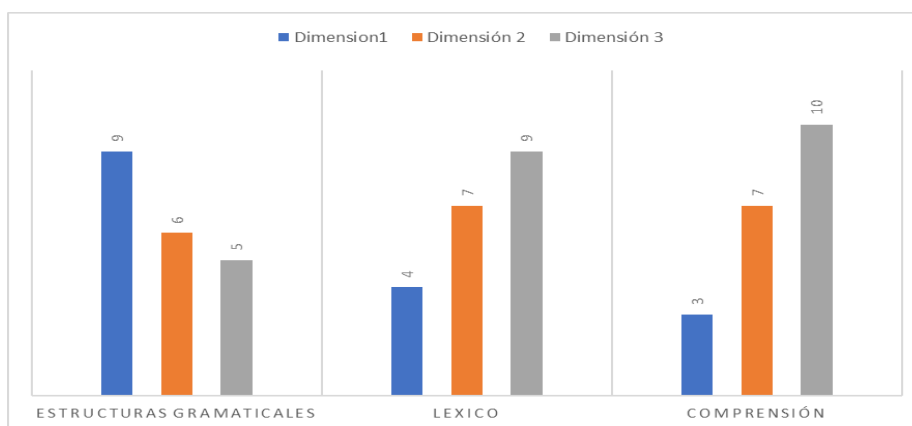
METHODOLOGICAL FRAMEWORK

This chapter establishes everything related to the methodological aspects that contribute to the type of research, the paradigm and the selected population in order to achieve results.

2.1: Paradigm and Type of Research

The research is established in a quantitative research paradigm that aims to collect and analyze data and test the hypotheses proposed in this study.

La investigación cuantitativa es una excelente metodología en la obtención de resultados, así como para probar o refutar una hipótesis, cuya estructura y procedimiento de indagación es aplicable en muchos campos y disciplinas científicas (Neill & Córtez, 2018)

2.2 Research Design

Due to the time and characteristics of the problem developed, the research is developed under a pre-experimental design applying a pre- and post-test design.

2.3 Population and Sample

The population selected for this research consisted of 20 seventh-grade students, room "B", from "Juan Montalvo" elementary school in Pasaje´s city and the English teacher in charge of the course.

2.4: Research Methods

For the development of this work, theoretical and empirical methods have been selected according to the type of research proposed in order to obtain the expected results.

2.4.1 Theoretical Methods

The methods used in this research are the following:

Analytical-Synthetic:

This method involves the analysis and processing of information since it is a joint work that systematizes ideas and focuses on the integration of a whole to achieve better results.

Hypothetical-Deductive

This method is the starting point for testing the previously stated hypotheses in order to get conclusions, since the hypotheses are tested to obtain results. ¨ The goal of the method is to derive useful knowledge – in the sense that causes are determined such that reliable predictions about future events can be made. ¨ (Lawson, 2015)

2.4.2 Empirical Methods

These methods make it possible to study and analyze a large number of observable objects, phenomena or situations and, in the end, to confirm them by means of the hypotheses proposed.

The empirical methods used in this research are observation and pedagogical testing.

Observation: this method identifies the development and evolution that will be seen from beginning to end through the application of a system of activities in the students with the use of technological tools.

The pedagogical test: this method evaluates the students' level of vocabulary knowledge in order to identify their faults in this skill.

2.5 Data processing techniques

Once the data collection has been carried out by means of the techniques applied, the results obtained are interpreted. The following technique is proposed for this analysis.

2.5.1: Data Analysis

Through the use of content analysis, we intend to interpret the results obtained with the applied techniques.

2.6 Discussion of the research variables.

Variable 1: Independent

Technological tools (Kahoot)

It is a very useful technological tool that allows students to learn topics in an entertaining way, in this case learning vocabulary through a system of activities.

Variable 2: Dependent

Vocabulary Acquisition in the English Language

Vocabulary acquisition is fundamental for the rest of the linguistic activities in learning a new language, such as writing, reading, listening and speaking. Evidently, when communicating with another person, not only must one know basic vocabulary words, but one must also know how to contextualize the words correctly and know how to use them in the best possible way, demonstrating control of the words.

2.7 Working with the Dependent Variable: English vocabulary acquisition.

Matriz de Consistencia			
Título: System Of Didactic Activities Using Technological Tools To The Development Of Vocabulary Acquisition			
Authors: Joselyn Jiménez y Keyla Moran			

Problem	Objetives	Hypothesis	Variables e indicators
Problema General: How to improve the learning of vocabulary in the English language in the students of seventh-grade students, room "B", from "Juan Montalvo´ elementary school?	**Overall Objective:** To implement a system of didactic activities using technological tools that improve the acquisition of vocabulary in seventh-grade students, room "B", from "Juan Montalvo´´ elementary school. **Specific Objectives:** ● To justify theoretically the use of technological tools in the teaching-learning process of the English language concerning vocabulary acquisition ● To diagnose the current state of the student's command of English vocabulary.	**Hypothesis:** The implementation of a classroom system through the use of technological tools will contribute to improve the acquisition of vocabulary in the English language in eighth grade seventh-grade students, room "B", at "Juan Montalvo´Elementary School.	**Dependent Variable:** Vocabulary acquisition is the complete set of all possible words in a language, or a particular subset of words that are grouped according to some specific linguistic criterion.

Dimensions	Indicators	Items	Scale of measurement	Levels and Ranges
✓ Gramatical Structures	Reconocer el vocabulario a través de diversos temas.	1,2,3,4,5,6,7,8,9,10	Ordinal	Excellent (10 - 9) Good (8 - 7) Regular (6 - 1)
✓ Léxico	Facilidad de combinar las palabras.			
✓ Comprensión	Nivel de Comprensión de vocabulario			

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To use technological tools to improve the vocabulary acquisition in seventh-grade students, room "B", from " Juan Montalvo" elementary school.
To evaluate the effectiveness of the use of technological tools that improve the acquisition of vocabulary in the English language.

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Level- Research Desig	Population and Sample	Techniques and Instruments	Analysis
Level: Basic **Design:** Experimental	**Population:** 20 students.	**Variable:** Dependent **Instrumentos:** Pedagogical Test **Authors:** Jiménez Joselyn y Keyla Moran **Año**: 2022 **Form of Administration:** Through the use of technological tools	Data were collected and presented in tables and graphs describing the results.

In this chapter, the methodological framework of the research was presented, detailing each procedure to be followed through the different theoretical and empirical methods which were determined in order to solve the problem posed with respect to the acquisition of vocabulary in students in the 7th year of elementary education, the proposal of the system of activities through the use of the technological tool (Kahoot) for the improvement of vocabulary acquisition was elaborated. In addition, the proposed system of activities through the use of technological tools seeks to improve the needs of students in the vocabulary sub-skills in a more didactic way.

CHAPTER III: INTERVENTION PROPOSAL

This chapter details the use of technological tools (Kahoot) in students in the 7th year of General Basic Education at the Juan Montalvo School.

3.1: Basis of the system of activities through the use of technological tools for the improvement of vocabulary acquisition in students in the 7th year of General Basic Education at the Juan Montalvo School.

The purpose of this research is to establish a system of activities based on the implementation of the use of technological tools (Kahoot) in order to improve their vocabulary and have a better fluency when communicating and transmitting a message.

As a first step we have to recognize that it is a system of activities, they are a series of certain activities created according to the needs that students have in order to obtain as a result meaningful learning through the technological tool Kahoot.

The authors (Guapisaca Yanza & Núñez Zeas, 2019) "When the term System of activities is mentioned, it refers to a set of activities that have an objective or a common goal, they must be performed sequentially to achieve that objective"(p.28).

Therefore, it was concluded that the system of activities are several tasks developed sequentially in order that students have a better learning of the content taught by the teacher. The teacher is in charge of choosing the activities according to the students' needs or deficiencies, which can improve their learning in an effective way.

According to the results that the teacher obtains from the series of activities chosen at his discretion in order to improve the students' learning, he will be able to determine which is the best for that group of students and which should be improved with the objective or metal which is to help the students with their learning.

In addition, something that characterizes the system of activities is that it is flexible and "moldable" to the needs of the teacher and the students, which allows a better development in the teaching-learning process.

3.2: Planning of the system of activities based on the use of the technological tool (Kahoot) for the improvement of vocabulary acquisition.

This section details the planning of the activities that the students had to perform on the Kahoot platform carried out in the subject of English for students in the 7th year of General Basic Education on Wednesday, August 10 and Friday, August 19, 2022.

The general objective of this proposal is to improve vocabulary learning by using the Kahoot platform in an interactive way for students.

This section specifies what was done in class and the activities that were planned for students to develop the test on the Kahoot platform.

Class 1:

Content: (Vocabulary)

Objective: To know the level of vocabulary that the students have.

Resources:

- In-class activities

- Flashcards

- Blackboard

Activities to be developed

Time: 40 minutes

Introduction: 10 minutes

Explanation of the class topic

Development: 20 minutes

Activity to be developed on the topic of the class

Conclusion: 10   minutes

Evaluation: Students had difficulties in recognizing basic vocabulary.

Activity 1: A diagnostic test was applied to know the vocabulary status of the students.

Class 2: Grammatical Structures and Vocabulary

Aim: To identify the various grammatical structures in a text.

Resources:

- PowerPoint presentation

- Pictures

- Kahoot

- Projector

Activities to be developed in the class topic

Time: 40 minutes of class time

Introduction: 10 minutes

 Development: 20 minutes

Conclusion: 10 minutes

Evaluation: Students take a diagnostic test to find out the level of vocabulary students have.

Chapter IV: Discussion of Results

In this section we present the results obtained once the system of activities was applied in the Juan Montalvo School of Elementary Education in the students of 7th grade Parallel 'B'.

4.1: Practical application of the system of activities based on the use of the technological tool Kahoot for the improvement of vocabulary acquisition.

In order to verify the effectiveness of the implementation of the system of activities through the use of the technological tool Kahoot in the students of the 7th year of Basic Education of the Juan Montalvo School, it was necessary to detail the implementation of each given class.

Implementation of the Pre-Test

Class 1:

This class was held on Wednesday, August 10 with a duration of 40 minutes, the topic of Feedback of previous knowledge of vocabulary.

In the first hour of class a warm up was done as part of the introduction with a small series of questions which allowed us to identify how much vocabulary level the student has, and finally the pedagogical test (Pre-Test) was applied (Annex 2).

Class 2: Implementation of the Post Test

In this class, a short video about grammatical structures was presented to deepen the topic, followed by flashcards about the vocabulary of fruits, family, etc.

After the analysis of the results obtained through the application of a pre-test (Figure 1), a series of activities were implemented through the use of the Kahoot platform to improve vocabulary acquisition in a more didactic and innovative way. In addition, a reinforcement was made in the class on verb tenses, which they presented difficulties at the time of taking the test (pre-test).
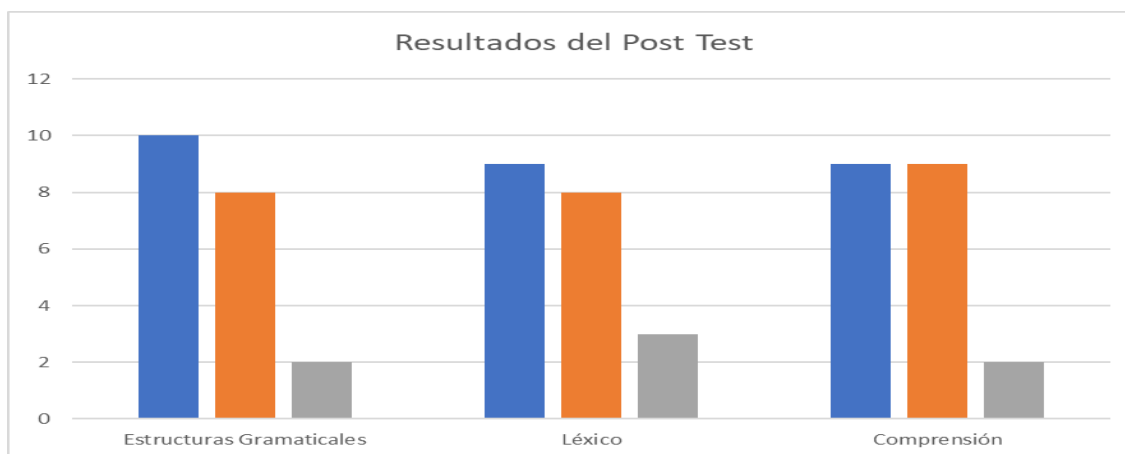
Figure 2: Results of the Post Test applied to the 20 students.

For the application of this activity, the population of 20 students participated and the following results were obtained.

● 70% of the students improved their command of grammatical structures and lexis.

● Students learned vocabulary in a more innovative and dynamic way through the Kahoot platform.

● Students showed greater interest in learning through the use of technological tools as opposed to what they were accustomed to.

● 30% of the students continued to present difficulties in recognizing and identifying grammatical structures and basic vocabulary.

Concluding with the work carried out, it is necessary to highlight the results obtained together with other research previously carried out focused on the same objective of the use of technological tools in the process of vocabulary acquisition in the English language.
After the results obtained in the Post Test, it became evident that the use of technological tools encourages students to learn in a different way, since they are currently more familiar with the use of technology.

Hoy en día las TIC representan un papel importante en los procesos de enseñanza aprendizaje de las diferentes asignaturas dentro de las escuelas, debido al interés que generan

al hacer uso de medios audiovisuales, que dejan de lado metodologías tradicionalistas usadas por los docentes. (Guapisaca & Núñez Zeas, 2019)

As mentioned by the authors Guapisaca and Núñez the use of ICTs is fundamental and necessary in the different areas that are immersed in the teaching-learning process. Through the activities carried out in the classroom, a brief reinforcement was given on the same topic that was given in the first class in order to obtain an improvement in terms of vocabulary acquisition.

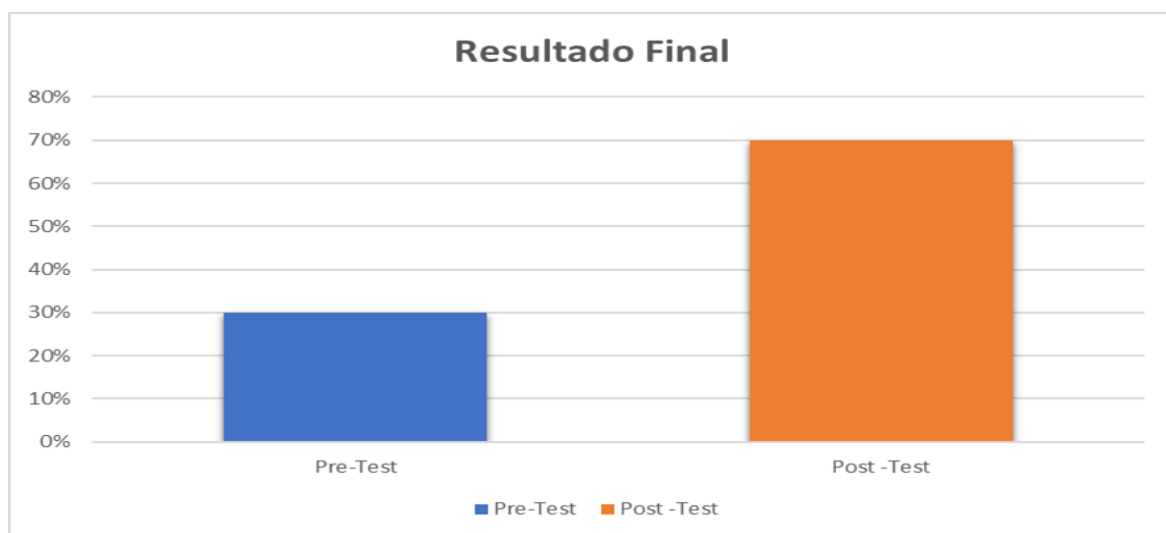**Analysis of Overall Pre- and Post-Test Results**

Figure 3:

4.2: Hypothesis Testing

Scientific Hypothesis: The implementation of a class system through the use of technological tools will contribute to the improvement of vocabulary acquisition in the English language in the students of the Seventh Year "B" of the "Juan Montalvo" School.

Margin of error: 0.05

	Excellent	Good	Regular	Total
Pre-Test	4	5	11	20
Post-Test	13	4	3	20
Total	17	9	14	40

H0: Implementing a system of activities using technological tools will **NOT** improve vocabulary acquisition.

H1: If a system of activities using technological tools is implemented **YES** it will improve vocabulary acquisition.

4.2.1: Table 2: Expected and Observed Frequencies

PRE-TEST	OBSERVED	FÓRMULA	ESPERADOS	CHI-CUADRADO
Excellent	4	17*20/40=	8.5	2.382
Good	5	9*20/40=	4.5	0.055
Regular	11	14*20/40=	7	2.285

POST-TEST	OBSERVADOS	FÓRMULA	ESPERADOS	CHI-CUADRADO
Excellent	13	17*20/40=	8.5	2.382
Good	4	9*20/40=	4.5	0.055
Regular	3	14*20/40=	7	2.285

4.2.2 Chi-Cuadrado calculation table #3. Chi-Cuadrado calculation.

PRE-TEST	POST-TEST	SUMA TOTAL
4.722	4.722	**9.444**

Tabla Distribución Chi Cuadrado X^2

V/p	0,001	0,0025	0,005	0,01	0,025	0,05	0,1
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055
2 →	13,815	11,9827	10,5965	9,2104	7,3778	5,9915	4,6052
3	16,266	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877	7,7794
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671	12,017
8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073	13,3616
9	27,8767	25,4625	23,5893	21,666	19,0228	16,919	14,6837
10	29,5879	27,1119	25,1881	23,2093	20,4832	18,307	15,9872

V: grados de libertad

Figure 4: Chi-Square Distribution Table

The Chi-square (Figure 4) is established with the value of 5.9915 due to the degree of freedom and the margin of error is 0.05, but the calculated Chi-Square (Figure 3) referring to the information obtained and observed data was 9.444; then if the calculated Chi-Square is greater than the Chi-square of the table means that the null hypothesis is rejected and that if

31

there were changes regarding the learning of vocabulary in the English language after having used a system of activities with the use of technological tools (Kahoot).

Conclusions

It can be concluded that through the theoretical analysis developed in this research it was possible to obtain favorable results, thus fulfilling the previously stated objectives, and that the use of technological tools was an essential factor to achieve that students improve this sub-skill and eventually reach fluency.

Through the theoretical analysis that was carried out throughout the work, it was possible to detail the relationship that exists between the dependent variable, which was the technological tool (Kahoot) in relation to the acquisition of vocabulary.

It was possible to know the level of vocabulary through the use of a diagnostic test for the students, which allowed us to identify how the activity system would be applied, which would help us to improve the students' deficiencies in this sub-skill.

After performing the analysis and knowing the difficulties of the students through a pedagogical test, we were able to implement our intervention proposal in order to obtain a change with the shortcomings of the students.

Finally, after the whole process, it allowed us to know the effectiveness of the intervention proposal, then we can mention that it had a breakthrough in the acquisition of vocabulary through a system of activities using the technological tool Kahoot with favorable results for our research.

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ANNEXES

Annexe 1

Observation Form

N°	Indicadores	Si	No
1	El docente utiliza herramientas tecnológicas para enseñar vocabulario a los estudiantes.		✓
2	Se utilizan materiales que incentiven a los estudiantes a mejorar su léxico	✓	
3	El docente realiza actividades que involucren a mejorar la comprensión de las palabras	✓	
4	Los estudiantes participan activamente en la clase.		✓
	El docente incluye presentación		✓
5	Los estudiantes reconocen las diferentes estructuras gramaticales de una oración.		✓
6	Los estudiantes tienen dominio de vocabulario básico	✓	
7	Los estudiantes conocen		✓

Annex 2

Pre Test.

Name: …………………………………………………….

1) **What grammatical tense is this sentence written in?**

Subject + Verb + Complement

I play with my cousin.

(Yo juego con mi primo.)

☐Present Continuous

☒Present Simple

☐Future

☐Past Continuous

2) **True or False?**

To make questions, we often put the verb before the subject. This is called inversion.

I am	Am I?
you are	Are you?
He/she/it is	Is he/she/it?
we are	Are we?
you are	Are you?
they are	Are they?

True (+)

False ( )

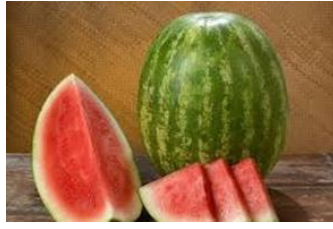3) **Which one is a Noun?**

☒Play

☐Swimming

☐Apple

☐Try

4) **True or False**

This is watermelon

True (+)

False ( )

5) **True or False**

Is he using his laptop?

True (+)

False ( )

6) **Choose the sentence written correctly in the present and past tense.**

☒I like fruit / I liked fruit

☐I playe soccer / I played soccer

☐My sister is doing her homwork / My sister was doing her homework

☐She loves run at night /she lover run at nigh**t**

7) **Is it written correctly?**

Ella disfruta pasar su tiempo con sus amigos/ She enjoy spent her time with her family

True ( )

False (+)

8) **Complete the sentence in past. Yesterday I ..... to the park (GO)**

☐Going to

☐Go

☒Went

☐Wented

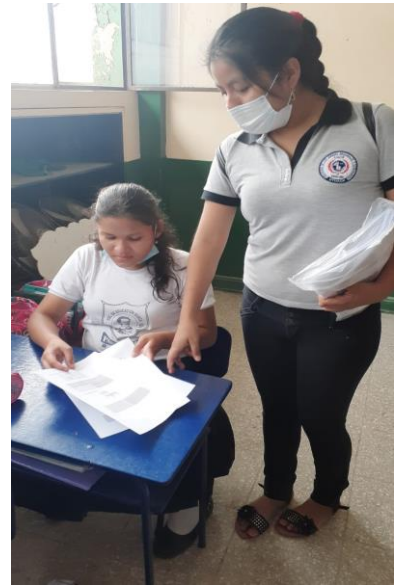9) **What is shown in the image?**

☐Break down

☐Write down

☐Peel

☒Wake up

10) **Is it a mug?**

True (+)

False ( )

Annex 3

Platform Kahoot:

Post Test.