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BBC Learning English website and vocabulary learning

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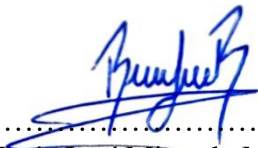
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DEDICATION

TO:

God, who is always present throughout my entire life. To my parents, Gustavo and Norma, for being the most important people in my life from a very young age and who guided and supported me to become a better person every day, who taught me good values, and to never give up on my goals. To my brothers Iván, Marcelo, and Christopher, who always supported me during difficult times as well as the good ones and for always encouraging me to continue with my studies. Finally, to my beautiful sister because without her help and love, I would not find the inspiration to be a better version of myself.

MARÍA JOSÉ

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RESUMEN

El presente trabajo de investigación tuvo como objetivo analizar cómo el uso del sitio web “BBC Learning English” desarrolla el aprendizaje de vocabulario en estudiantes del quinto nivel de la carrera “PINE” de la Universidad Técnica de Ambato. El número de estudiantes seleccionados fue de 13, 11 mujeres y 2 hombres de 22 a 30 años. Adicionalmente, este trabajo de investigación tiene un enfoque cuantitativo, correlacional, descriptivo, nivel exploratorio y modalidad experimental debido a que se aplicó un pre-test para observar su nivel de vocabulario antes de utilizar el sitio web. Luego el método que se aplicó en cada clase fue el PPP, en el cual los estudiantes aprendieron y reforzaron vocabulario relacionado con sufijos, frases verbales, adverbios y adjetivos en actividades como: seleccionar la palabra con la definición correcta, relacionar palabras con sus imágenes, leer historias cortas y completar el espacio en blanco, escribir oraciones usando el nuevo vocabulario y preguntas de opción múltiple. Finalmente, se aplicó un post-test a los estudiantes. La prueba fue tomada y adaptada del sitio web BBC Learning English según el nivel de inglés del alumno y fue validada por dos expertos. Además, los datos recopilados de las puntuaciones que tenían los estudiantes en ambas pruebas se analizaron mediante el software SPSS y un t-test para verificar la hipótesis. Hubo una diferencia significativa en los puntajes entre las dos pruebas debido a que en la prueba previa el promedio general de los estudiantes fue de 12,69 sobre 20, mientras que en la prueba posterior los estudiantes tuvieron un promedio general de 16,92 sobre 20. Debido a los resultados obtenidos en el pre y post test, se puede afirmar que el uso del sitio web “BBC Learning English” tuvo un impacto positivo en el desarrollo del vocabulario de los estudiantes porque les permite practicar con diferentes actividades y recursos. En efecto, todo este tipo de actividades despiertan el interés de los alumnos y les motivan a adquirir y desarrollar nuevo vocabulario de forma autónoma.

Palabras clave: Actividades, aprendizaje de vocabulario, BBC Learning English Website, PPP, recursos.

ABSTRACT

The present research project aimed to analyze how the use of the “BBC Learning English” website develops vocabulary learning in students of the fifth level of the career “PINE” from “Universidad Técnica de Ambato”. The number of students selected was 13, 11 females and 2 males from 22 to 30 years old. Additionally, this research work has a quantitative approach, correlational, descriptive, exploratory level, and experimental modality because a pre-test was applied to observe their vocabulary level before using the website. Then the method applied in each class was the PPP, in which the students learned and reinforced the vocabulary related to suffixes, phrasal verbs, adjectives, and adverbs in activities such as selecting the word with the correct definition, matching words with their pictures, reading short stories and fill in the blanks, write sentences using the new vocabulary and multiple-choice questions. Finally, a post-test was applied to students. The test was taken and adapted from the “BBC Learning English” website according to the student’s English level and it was validated by two experts. In addition, the data collected of the scores that students had in both tests were analyzed using the SPSS software and a t-test to verify the hypothesis. There was a significant difference in scores between the two tests because in the pre-test the general average of students was 12,69 out of 20 points, while in the post-test students had a general average of 16,92 points out of 20 points. Owing to the results obtained from the pre and post-test, it can be stated that the use of the BBC Learning English website had a positive impact on the development of students’ vocabulary because it allows them to practice with different activities and resources. All these types of activities arise students’ interest and motivate them to acquire and develop new vocabulary autonomously.

Keywords: Activities, BBC Learning English Website, experimental, PPP, resources, vocabulary learning

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative Background

After a deep analysis of previous research works and contributions related to this research about the influence of the BBC Learning English Website on vocabulary learning, it is essential to mention the most important ideas that the following studies have to support and develop this research project.

The research “An Investigation into Saudi Students’ Knowledge of and Attitudes” by Alzahrani (2017) aimed to find students’ knowledge of and attitude towards e-resources on BBC Learning English. The sample size of students was 28 participants from 20 to 40 years old, and they had to answer a questionnaire in which their knowledge and attitude were assessed to correlate their outcomes with each student. In addition, some aspects such as gender, age, and reason for learning were considered in the test in order to obtain data from both dependent variables. This research work follows a survey and graphs to interpret the collected data, the author used both a qualitative and quantitative approach. In the end, the author concludes that gender does not affect the attitude toward e-resources that BBC Learning English provides, but age does. Additionally, the author mentioned the benefits of using the resources that BBC Learning English provides and the importance of having a positive attitude to obtain more knowledge on these e-resources. This study contributes in a positive way to this research work because of the positive results that this previous research works had about the benefits of using resources on BBC Learning English and because it shows improvements in students’ knowledge when using these resources.

Febriana (2017) concluded in a research work called “Building Early Childhood Learner’s Vocabulary by Using BBC Learning English Video” that aimed to draw the use of BBC Learning English video for building early childhood learner’s vocabulary.

Also, this research employed a qualitative approach with a case study method. The population was children of three years old, and the data was collected through observation. The author mentioned that learning vocabulary is one of the most important aspects that learners must achieve to communicate in the English language. The research concluded that learning vocabulary through videos is one alternative for teaching children and the guidance of the teacher here is very important. This study contributes a lot to this research because the collected data showed that BBC Learning English video as an English resource positively affected children's acquisition of new vocabulary. This study allows people to use the BBC Learning English video as a tool for English learners to be able to produce new English vocabulary and improve their pronunciation as well. Besides, this website provides different free resources and activities that students and teachers can use. This website has several features that help students to enrich their vocabulary. This study will focus more on identifying the benefits of using the BBC Learning English website as an interactive technological tool for students to learn new vocabulary using videos and the different resources that this website has.

Hajebi et al. (2018) conducted a research titled “The Role of Web-based Language Teaching on Vocabulary Retention of Adult Pre-intermediate EFL Learners” to prove the effect of web-based language learning on vocabulary improvement and to seek the attitudes of students on the use of the web-based approach in the English class. This study had an experimental methodology due to the pre and post-test that were applied to obtain essential data of a group of students that were divided into one experimental group with 33 students, who learned new vocabulary using free vocabulary learning sites for 8 weeks, and the control group of 33 students, who received normal classes. The results of this research showed that students understanding improved when the teacher used web-based instruction in the classroom. Moreover, it could be observed a big difference in vocabulary learning between both groups of students, the experimental group and the control group. This study contributes to this current research because it demonstrates that the use of online web pages can motivate students to enrich their vocabulary and it proves that online resources that the BBC Learning website has can improve students’ vocabulary learning.

In the article titled “Websites as support tools for learning the English language” developed by Macancela (2019) demonstrates the importance that technological tools or resources such as English websites have nowadays as a support for students to learn the English language. The method used was observation and this study has a quantitative and qualitative approach in which the author used a survey with a total of 10 questions. Also, the sample was 144 students at the State University of Milagro. The evidence of this study illustrates that students prefer to work and study in a more dynamic class, and they showed that English websites allow them to reinforce their English language skills and knowledge, so it can be concluded that students feel more interested in the class due to the use of interactive activities that websites can have. In the same way, this current research has the purpose to explain the benefits of using these types of websites that helps students to gain more knowledge in the English language and motivates them to learn more engagingly and interactively.

Krishnan et al. (2020), in the research “Challenges of Learning English in the 21st Century: Online vs. Traditional During Covid-19” stated that free online resources are user-friendly technologies that have recently been available via the internet and that are gaining traction during Covid-19 because many students utilize smartphones, free internet resources are readily available. Although books are portable, learners find it challenging to learn English using books that are only available in a classroom setting, whereas free online materials are readily available. The goal of this survey was to find out how students feel about studying English using free online resources and traditional methods. In this study, both quantitative and qualitative methodologies were used. Moreover, this study included 25 international pre-elementary intensive English students. It was discovered that learners perceived free online resources as valuable tools for learning English in terms of reading, conversation, and vocabulary and that free online resources also help promote free learning norms in English language learning. The students also had favorable attitudes toward free online resources. Finally, the authors conclude that free online resources always provide a motivating learning environment, improve students’ analytical and critical thinking skills, and promote social interaction between teachers and students, students and their peers, and students and other participants. This previous research work has shown that

free online resources significantly improve students' English learning. Indeed, it demonstrates that the use of free-online resources engages students and motivates them to learn.

The educational system has changed as a result of the COVID-19 pandemic. This resulted in a significant shift in class and teaching management. Teachers use digital platforms to manage their classes in a variety of ways. The purpose of the research titled "Websites Are More Helpful Because I Can Comeback": Students' Perspective on the Use of Learning Websites" was to learn about students' perspectives on using websites in the teaching and learning process. This research was carried out using a qualitative approach design and descriptive case study methods. In this research, 17 university students from "Universitas Teuku Umar" participated as respondents. Students were given an interview set of six questions to complete during data collection. The data was then analyzed using interactive analysis in three steps: data identification, data display, and data verification. The findings showed that students prefer to use websites during online e-learning rather than other digital platforms. The reason is constant availability, adequate length, and completeness. The study implies that students should learn via websites, also known as e-learning systems, rather than other platforms. This research work supports this current research due to the positive results that students have when using learning websites (Syahputri et al.,2021).

Abramova and Boulahnane (2019) mentioned that because of its online teaching materials, the internet has captured the attention of teachers and language instructors from all over the world. "Exploring the Potential of online English Websites in Teaching English To Non-Linguistic Major Students: BreakingNewsEnglish As Example" had the purpose to investigate the potential role of EFL websites as a supplement to classroom instruction. For example, www.breakingnewenglish.com is an English-language new website designed to teach English to non-linguistic major students. The authors of this article provided methodological recommendations for using internet-based materials, described stages of work with authentic texts, and highlighted linguistics and communicative skills gained through work. The

recommendations were developed based on descriptions of the material provided by the website in question provided by teachers and students. Therefore, the authors concluded that practicing with educational news website materials benefits EFL teachers in a variety of ways. They enhance all linguistic activities and learning skills, such as reading, writing, listening, and speaking. Additionally, they also help students develop their communicative and cognitive skills and increase students' motivation to learn English because through educational websites they arise students' interest in learning more about current world issues and encourage them to read more in English. Compared with the BBC Learning English Website, which also provides up-to-date information for students to learn and that can be interesting for them to read and at the same time to learn new vocabulary.

The article "The effect of Online Learning Tools on L2 Reading Comprehension and Vocabulary Learning" developed by Zarei and Amani (2018) aimed to investigate the effects of various online techniques on reading and vocabulary comprehension and production. A pretest and a posttest were applied to see if there were positive or negative changes in students' vocabulary and reading comprehension. Furthermore, a mixed approach was used in this research because a group of 60 students was selected and divided into three groups and one of them was assigned to the treatment conditions to see the difference from the other groups. The treatment group was instructed to use online vocabulary games, and media, while the other groups receive normal classes. As a result of this research, the control group who used the online media outperformed the other groups, which means that it was a noticeable improvement in the vocabulary learning of students. Nevertheless, the authors suggest that teachers must use a combination of different tools in the class because a single online tool may not always produce the desired outcomes. As it can be seen, this research work contributes to this research because it showed that the use of online tools can help students in their vocabulary learning and comprehension. Indeed, today people are living in a digital era in which technology has played an essential role in society and of course in education. For that reason, both teachers and students must consider using online resources that are easy and accessible to use.

Ghalebi et al. (2020), in their research titled “Vocabulary learning strategies: A comparative study of EFL learners” aimed to find out if learners with different levels of academic degrees used vocabulary learning strategies differently. The authors used a qualitative and quantitative approach in which they applied close-ended and open-ended questionnaires to collect data about the participant’s attitudes toward vocabulary learning strategies. A sample of 148 teaching students, 19 translation students, and 31 Linguistics and literature were involucrate in this research. The result of this research work demonstrates a meaningful difference between undergraduate, who used simple learning strategies like memorization, and postgraduate students, who used more metacognitive strategies because they take more control of their learning. Therefore, they recommend that EFL teachers must use materials and activities that help students to improve their vocabulary learning. This presented information helps to develop this current research because teachers can guide students to improve their vocabulary learning by using the resources and material that the internet provides both outside and outside of the classrooms. Particularly, that is one of the benefits of using the resources of the BBC Learning English website, that students can practice and learn new vocabulary using this interesting and entertaining website which provides a lot of resources that are adapted to all ages.

Research done by Grégis and Carvalho (2019), with the theme “Using Videos for Vocabulary Improvement in English Classes as an Additional Language” aimed to verify if students are capable in learn new vocabulary just through videos. This research had a quantitative and qualitative approach because a quiz was applied to nine students from 16 to 19 years old at the beginning, in which they must choose the correct meaning of words or phrases. Then, they watch a video and answer the quiz again to know how much vocabulary they retained. In conclusion, the use of videos as a support for English language acquisition is effective when they are linked to other activities, but not only through videos. Also, the use of videos is a good way to engage students and motivate them without the use of traditional methods. Owing to the results that this research had about vocabulary learning, it supports this present research work because this website offers several resources like videos and in this study, the authors

mentioned that exposure to videos has great effectiveness and efficiency in students to acquire new vocabulary.

Asllani (2021), in her paper titled “Second language learning and technology: research on second language vocabulary learning” presented a review of some previous studies about the effects of technology on vocabulary learning. This study has a qualitative approach because it analyzes and examines the impact of multimedia annotations and Mayer’s Cognitive Theory of Multimedia Learning on second language vocabulary learning. The author concluded that annotating second language texts in various modalities can help students’ vocabulary learning. As a result, multimedia annotations are recommended as an effective pedagogical tool in the learning of second language vocabulary. On the other hand, Mayer’s Theory says that students learn better from words and pictures than from words alone. The analysis that this paper made about how technology affects vocabulary learning of people contributes to this present research because the results of the studies show the effectiveness of technology on second language learning. In the present research, the use of technology is required because an English web page will be used to show how effective it is to improve students’ vocabulary learning.

According to Al-Jarf (2007), technology was not used in EFL classrooms at that moment, at King Saud University, and in her research, a project called “Teaching Vocabulary to EFL College Students Online” aimed to supplement classroom instructions with online learning in EFL vocabulary instructions from home. Besides, qualitative and quantitative approaches were used, and a comparison of pre and post-test mean scores of 53 students revealed significant differences, an indication that online instruction had an effect on vocabulary development. Also, the post-test scores were related to the frequency with which the online course was used, which means that active participants outperformed the inactive ones. In conclusion, the author mentioned that in a learning environment where technology is unavailable to EFL students and instructors, using technology from home or as a supplement to traditional

classroom techniques helps motivate and enhance EFL students' learning and vocabulary acquisition.

The previous investigations that were reviewed in this chapter have helped a lot to see the effect that these types of learning websites such as the BBC Learning English contributes to students' vocabulary learning. Therefore, all the studies showed that the use of this website improves the vocabulary of students because it has a wide range of activities and resources that both teachers and students can use. Besides, the use of e-resources increases students' interest and motivates them to learn new vocabulary. In addition, most of the studies showed that the use of technology in the English class through these types of websites are efficient tools for students because students are always in touch with the technology. Then the use of technology is an opportunity for students to learn new vocabulary in a more engaging way.

1.2. Theoretical framework

1.2.1 Independent Variable: BBC Learning English website

1.2.1.1 Educational technology

Educational technology is significant in education because it assists teachers in integrating new technologies and tools into their classrooms. According to Bond & Bedenlier (2019), "The role that digital technology plays in affecting student's engagement is a particular area of interest, as it becomes a central feature within the student's educational experience". Likewise, the use of software, hardware, and educational ideas combined with suitable technological procedures and resources to promote learning and performance is known as educational technology (Abouelnaga et al., 2019). Therefore, some studies showed that while technology is neither helpful nor harmful for learning when used primarily as a means of presenting information, it can be useful when it integrates special affordances that take advantage of efficient learning principles (Yeung et al., 2021). Nowadays, the use of technology in education

has increased, because some investigations have proved that including technology in the class can have a positive effect in the learning environment of students.

In and out of the classroom, the use of technology has become an essential part during the learning process. Almost every English language class makes use of the technology in different ways. It helps to improve student's learning (Reza & Ahmadi, 2018). Also, it enables students and teacher to use the different resources that the technology can provide and adapt the classes with different interactive activities according to the needs of students. However, according to some studies, the use of educational technology in the classroom by teachers is causing them to experience significant levels of stress or anxiety because it is crucial that teachers possess the necessary abilities to integrate technology into their classrooms (Fernandez et al., 2021). Besides, the usage of technology is sometimes influenced by the inadequate technological infrastructure, but teachers who perceive technology favorably are able to incorporate it into their classes under all conditions (Venkatesh et al., 2016). In conclusion, technology facilitates language learning and engage students during the learning process, but it also affects teachers because they need to have the ability to teach using technology and they can feel frustrated or stressed.

1.2.1.2 Web 3.0

The arrival of web 3.0 has significantly helped with the different educational soft wares and the benefits that this semantic web has to learn in personal virtual environments. Students have the opportunity to obtain a meaningful knowledge through the different resources that Web 3.0 provides. Ohei and Brink (2019) believed that “the successive incorporation of Web and Web 3.0 tools and applications in universities may serve as additional tools to support educational goals, offering students the affordability and assortment to educational choices and learning platforms” (p. 1841). E-Learning is a type of education that makes use of technology, particularly digital technology (Miranda et al., 2014). Besides, according to Jiang (2014), Web 3.0 is a brand-new

digital learning environment for learners that is widespread, smart, open, and free to everyone.

Today, students outline features of a new phase known as Education 3.0, which is related to web 3.0 technologies. The preceding step is distinguished by the recent growth in 3D technologies, cloud services a semantic web (Atabekova, Belousov, & Shoustikova, 2015). Also, Goroshki and Samoilenko (2011) mentioned that the utilization of web 3.0 resources is dependent on how teachers implement them and also how students use them. This gives the opportunity for students and teachers to have a vast amount of information available on the internet and also it improves the interaction between students because it allows the collaboration between peers and teachers. Finally, Dominic et al. (2014) mentioned that “The key factors of e-learning are reusing, sharing resources and interoperability” (p. 2), which means that students can share their knowledge between them and help each other in order to obtain more knowledge about the English language.

1.2.1.3 BBC Learning English website

The creation of BBC Learning English has played a vital role in assisting people in learning the English language in recent years. BBC Learning English includes a number of features to help English language learners. For instance, videos are one of the media that they utilize to teach English Language Learners. It contains a variety of topic areas from which students can choose (Febriana, 2017). Besides, this website not only offers videos but also audios, readings, quizzes and activities after each lesson or topic. Therefore, teachers must use the best activities for students according to their level and age in order to learn vocabulary. According to Carneiro (2013), this website can be a useful source of materials for teachers because worksheets, audio recordings, and videos can be used to teach students and it is beneficial to learners because the website can be used as a supplement to their English studies. Indeed, the BBC Learning English program's goal is to assist users or participants who are learning and practicing

English, particularly in improving their listening, speaking, reading, and writing skills (Riska & Rakhmadiyah, 2021).

This website provides a wide range of resources for students and teachers and it can also substitute the traditional ones. “The BBC Learning English website is free to use and does not require registration; it provides a wide range of language learning resources including audio and video, aimed at learners of all nationalities studying English at the intermediate level and above” (Chapman & Scott, 2008, p. 1). Alzahrani (2017) mentioned that this website has involved an essential method for learning and studying the English language because it facilitates the learning process. One important aspect to mention about this English website is that there is always up-to-date information. Then students will have the opportunity to explore this website and acquire new knowledge through this website. Compared with the BBC Learning English app, the BBC Learning English website has almost the same features because the app assists pupils in resolving issues related to a lack of vocabulary. They can use the website to memorize English vocabulary terms and they also have more enthusiasm for memorizing vocabulary because they use the application’s videos. Besides, they are not apprehensive about using the program since it is adaptable, user-friendly, and engaging. In fact, students are pleased to have used the BBC Learning English App because they can benefit from the application in a variety of ways such as using the app at any time and from any location (Hamdani & Puspitorini, 2021).

Likewise, students can use this website to learn autonomously because they have free access to it so they can use their free time to learn the English language. Varmaziyar and Sazvar (2017) found that, when they have free time, the bilingual low strategy users say they watch BBC Learning English. They also claimed that they have seen the programs that the BBC Learning English website provides because their families have been watching BBC documentaries and they believed that these kinds of programs helped them learn a few words, even though they could not comprehend all of what was spoken in these programs. Furthermore, the BBC Learning English website has caught the interest of certain users. On this website, new words are

introduced together with corresponding images, followed by a conversation in which people learn how to use these new terms. However, people do not watch the programs that this website provides on a regular basis since they forget when it airs. Therefore, some English learning websites offer a variety of developmental or challenging opportunities for interested users, such as linguistic development activities and tasks, as well as online language tests and language games to determine learning outcomes (Liu et al., 2011).

This website was chosen to use during this project research because of the positive impact that has on learning the English language and it is worldwide recognized since the content is available for all people around the world. Besides, it has a wide range of content for students to learn new vocabulary, but also grammar, reading, listening, speaking, and writing for all English levels. Furthermore, teachers can use this website as a resource to teach in the class because the content that this website provides is clear and easy to understand for students.

BBC Learning English activities

Chapman and Scott (2008) pointed out that his website offers a wide range of activities, resources and explanations of different topics, grammar, vocabulary, reading, listening, and writing and these are the following ones:

It is divided into different English levels from low English levels to Advanced levels. The section that was chose to this research project was vocabulary and inside of it there are explanations about the vocabulary that is going to be seen, quizzes, readings. Besides, there are quizzes that aids students in learning vocabulary. Answers to frequently asked issues concerning English usage can be found under the section on grammar and vocabulary. Users can improve their English grammar and pronunciation with the help of the advice and explanations in this part. In addition, a variety of games can assist users in expanding their vocabulary. Users watch films and listen to narration in the Watch and Listen area before being presented with tasks like multiple choice and open-ended questions. The three levels of vocabulary—basic, intermediate, and intermediate - are examined in the six-minute English series. Videos that study various facets of vocabulary, such as linking words, antonyms, synonyms, prefixes, phrasal

verbs, adjectives, verbs, adverbs, etc. The purpose of the different activities is to arise students understanding of the language vocabulary and interest.

Advantages and disadvantages of the BBC Learning English website

Fikroni (2021) mentioned that there are some strengths in terms of offering resources for English language learning activities on the BBC Learning English website:

Teachers and students can both visit this website. Teachers can use the resources on this website to improve their lessons and students' learning experiences. The teacher may also download some exercises related to the material they have been teaching. The pupils can also enhance their English skills by using this website. By practicing their skills through the different exercises related to the English skills and language component supplied here, they can increase their knowledge. On the other hand, one of the disadvantages is that users cannot interact between then. Also, only a few of the videos are available for viewing in the Watch and Listen section. There are simply a few pictures instead. Also, there are some reading that students cannot see in order to complete some activities related to the reading section.

1.2.2 Dependent Variable: Vocabulary Learning

1.2.2.1 English language learning

Language is a form of communication in which ideas, information, and feelings are transmitted from one person to another. Today, the English language is regarded as a necessity that is investigated and being used as a medium of communication around the world. In fact, having a good domain of the English language is a necessary step to have a better education and job opportunities. Appropriate techniques should be used to encourage and develop English language learning, both in and out of the classroom. These techniques assist students in becoming more capable of improving their English language skills and expressing themselves in the target language (Al-Zoubi, 2018). Additionally, Grabe and Stoller (2013) said that language is one of the most important factors influencing international communication activities and for proficiency and communication, students use various aspects of English language

skills such as listening, speaking, reading, and writing. Nevertheless, the meanings of new words are frequently emphasized, whether in books or in classrooms, vocabulary learning is an essential component of foreign language learning. It is also central to language teaching and crucial for language learners (Alqahtani, 2015).

The world is home of thousands of languages all over the world. Each country has its own language, as well as a number of regional languages spoken and understood by the people who live there. According to Ilyosovna (2020), our primary means of communication is language. It is the means by which people communicate their ideas and thoughts to others. In numerous countries, the English language is the official and dominant language. The English language has played a significant role in many fields such as engineering, medicine, education, etc. It is easier to travel around the world if you have a solid knowledge of the English language, because it is the most widely used international language among foreigners, and understanding it makes it simple to receive help and support in many places around the world. In addition, Alkamel and Chouthaiwale (2018) pointed out that language learning and teaching is thought to be a difficult process. As the need of the hour, advanced teaching aids should be available to make such a complexity easier. For that reason, the use of technologies is important in language learning because it allows learners to learn at their own pace, aids in self-understanding, does not eliminate interaction with the teacher, and fosters high motivation in learners for effective language learning (Ahmadi & Reza, 2018).

1.2.2.2 Language components

Hoque (2015) mentioned that there are three essential components of language that are form, content, and use. These components are subdivided into syntax, morphology, phonology, semantics, and pragmatics. Hoque (2015) defines phonology as the “Study and use of individual sound units in a language and the rules by which they are combined and recombined to create larger language units” (p. 6). Therefore, it is the study of sound patterns in the English language, and it investigates and develop theories about the different changes that occur in speech sounds. According to Kusumawardhani (2018), “Morphology is the study of morphemes which are the smallest significant units of grammar” (p. 1). Besides, morphemes are part of morphology. Morphemes are formed when a group of letters are combined to form a new word that has a meaning. Also, syntax is concerned with how words are combined

to form phrases, phrases are combined to form clauses or larger phrases, and clauses are combined to form sentences (Miller,2016). Finally, Kreidler (2002) mentioned that the systematic study of meaning is known as semantics, and linguistic semantics is the study of how languages organize and express meaning.

1.2.2.3 Vocabulary learning

Vocabulary is likely to play a significant effect on language usage. It is at the core of language abilities. More importantly, it appears to serve as a foundation for communication, social reality reflection, mood booster, and predictor of academic achievement. According to prior research, receptive and productive vocabularies, as well as active and passive vocabulary, all contribute to language skills performance in different ways. Furthermore, teaching vocabulary principles such as breadth and depth, as well as teaching and learning vocabulary materials, appear to be linked to student vocabulary mastery. Finally, it indicates that vocabulary instruction should be concise, relevant to students' existing and unknown information, and based on high frequency (Dakhi & Fitria, 2019). According to Ghazal (2007), "Vocabulary is central to language and is of great significance to language learners. Words are the building block of a language since they label objects, actions, ideas without which people cannot convey the intended meaning" (p. 1).

The different language skills such as listening, writing, reading, and speaking could not be achieved without a strong vocabulary. Additionally, vocabulary instruction is essential because it is linked to practically all the target language's skills and characteristics. Students' levels of difficulty with vocabulary may vary, hence a personalized approach or instruction is necessary to address such issues when they persist (Fatima & Khan, 2017). Therefore, vocabulary will have an actual effect on one's language proficiency" (p. 1). Indeed, it can be said that no one can develop their English language without vocabulary and for that reason is necessary that students enrich their vocabulary to develop in the other English skills such as listening, reading, speaking, and writing in a better way. Also, teaching vocabulary should not only focus on teaching words, but teachers must also provide students with different learning

strategies that work for them to expand their vocabulary knowledge. Additionally, Ebadi & Bashiri (2018) said that instead of old-fashioned printed materials, students prefer to use language learning materials that are integrated with technology. This could be due to learners' unsuccessful experiences with traditional methods of developing target skills.

Vocabulary is one of the characteristics that have a negative impact on the learning process. It has also been discovered that vocabulary learning is affected by a lack of reading and listening practice. Liu (2011) mentioned that “Vocabulary is the basis in language learning, meantime it forms obstacles. Therefore, Afzal (2019) mentioned that vocabulary learning is difficult, especially for nonnative English speakers who struggle with new word meanings, spelling, pronunciation, correct word usage, guessing meaning from context, and so on. Asyiah (2017) quoted that it is recommended that English teachers focus more on vocabulary when teaching English. It is also strongly advised that teachers teach vocabulary in a progressive manner, beginning with completely contextual instruction and progressing to semi-contextual teaching while considering students’ abilities. Additionally, vocabulary instruction should be incorporated and integrated into all aspects of English instruction. Furthermore, EFL teachers should offer students numerous ways for improving their vocabulary mastery so that they can choose the most effective strategy that will help them develop their vocabulary.

Vocabulary learning strategies

Vocabulary learning strategies are conscious efforts made by learners to manage their own vocabulary learning. Learners employ metacognitive and cognitive vocabulary strategies to increase the depth and size of their vocabulary, and to learn and to use target words and multiword units automatically and appropriately (Gu, 2012). Further, Gu (2003) pointed out that the strategies that learner employs, and their effectiveness are heavily influenced by the learner himself/herself, the learning task at hand, and the educational environment. Students use learning strategies to make language learning more successful, self-directed, and enjoyable (Bai, 2018).

Types of vocabulary

According to Montgomery (2007), there are three types of vocabulary: listening, speaking, reading, and writing. Each type serves a different purpose, and fortunately, developing vocabulary in one type facilitates growth in another. First, Pavia, Webb and Faez (2019) said that the listener can connect the words being said to their meaning. Besides, the listener can connect the words being said to their meaning. This level of comprehension is aided by word context, intonation, and gestures and facial expressions if there is visual contact with the speaker. Second, Speaking is one type of vocabulary that demonstrates a person's understanding of words. Speaking requires the collaboration of many different processing mechanisms, components, and exertion to set the words in motion in order to speak the language in a fluent way (Pawlak, 2011). Third, many words that we do not use in our speaking vocabulary can be read and understood. Implicit learning can occur incidentally because of learners participating in activities such as integrated task sets (Beglar & Hunt, 2005). Finally, reading is one of the core skills required for someone to be literate. According to Maskor and Baharudin (2016) a student's knowledge of vocabulary influences the quality of their writing, demonstrating that students must master the meaning of the word and its use in the context of writing skills.

Content words

Shi et al. (2006) said that content words are nouns, verbs, adjectives, and adverbs and those are open-class words, which means that more can be added to the language at any time. One of the most common word classes in English is the noun, which has historically been taught in primary schools as "naming" words (Teschner and Evan, 2007). Also, according to Maulana (2015), a verb is a word that describes a subject's ability to perform an action. The other sizable lexical word class in English is verbs, which are sometimes referred to as "doing words" when being taught to young children. On the other hand, adjectives are words that characterize the noun they relate to by describing, modifying, limiting, differentiating, or in other ways. Then adverbs can characterize, alter, restrict, separate, or otherwise discuss verbs. Finally, the well-known "phrasal verbs" are single-word adverbials that are even more closely related to the verb than other adverbs, giving the verb-plus-adverb combination a semantic unity (Mair & Leech, 2020).

Function words

A function word in English grammar is a word that expresses a grammatical or structural correlation with other words in a sentence. Therefore, determiners, conjunctions, prepositions, pronouns, auxiliary verbs, modals, qualifiers, and question words are examples of function words. Function words exhibit a variety of specific qualities. Their semantic contribution is typically more "abstract" and less referential than that of content terms, while it is not wholly meaningless (Smith & Witten, 1993).

Presentation-Practice-Production

Many Foreign Language Teaching (FLT) course books have historically depended on the Presentation-Practice-Production model of activity sequencing (PPP), and its influence can still be felt today (Criado, 2013). The PPP technique consists of three steps: presentation, practice, and production. The procedure is presented by the teacher, and the students practice the language using precise reproduction techniques such as choral repetition. It is a good starting point for implementing good communicative language in the class (Evitania, 2019). Furthermore, Ihsan (2020) said that the PPP method is easier to use in the classroom and can help teachers focus on teaching materials.

Additionally, this method is widely recognized around the world and for that reason, it was important to mention that during this research project this method was used in order to develop each intervention class using the content that the "BBC Learning English website" has. Each class had a presentation of the topic through diverse activities using technological tools such as Canva and Kahoot. Then during the practice section, students had the opportunity to practice the new vocabulary through activities that reinforce their new knowledge such as selecting the word with the correct definition, matching the correct words with their pictures, reading a story, and filling in the blanks with the correct word and multiple-choice questions. All these activities were developed by students on Liveworksheets. Finally, in the production part students had to write sentences using each new word they learned during the class and choose between different options the correct meaning of each word and to do this the technology was very helpful because technological tools such as Jam board, Quizizz, and Educaplay were used.

1.3 Objectives

1.3.1 General

To analyze how the use of the BBC Learning English website develops vocabulary learning.

1.3.2 Specific

- To identify which BBC Learning English website activities improve vocabulary learning.
- To evaluate students' vocabulary level in the English learning.
- To determine the influence of the BBC Learning English website in the student's vocabulary learning.

Description of the fulfillment of objectives

In order to achieve the general objective of this research project which was to analyze how the use of the BBC Learning English website develops vocabulary learning, three specific objectives were implemented to help to develop this research work.

First, it was necessary to identify which activities and resources of the BBC Learning English website will be the best to use in the class according to the student's level and age. The content and vocabulary were taken from this website, but activities such as selecting the word with the correct definition, matching words with their pictures, reading a story and filling in the blanks, writing sentences using the new vocabulary and multiple-choice questions were applied in the class for students to learn the new vocabulary. Then, it was determined that students improved their vocabulary through the use of resources and activities such as audio, readings, and explanations of different topics that this website has.

Afterwards, in order to evaluate the student's vocabulary level, a pre-test was carried out to students from 5th level of the major "Pedagogía de Los Idiomas Nacionales y Extranjeros" from "Universidad Técnica de Ambato". The test was validated for teachers and adapted from the BBC Learning English website according to the student's level and it was about vocabulary related to suffixes, phrasal verbs, adjectives, and adverbs. It was concluded that student's vocabulary level before using the resources and activities of the BBC Learning English website was low due to the results that were obtained from the pre-test.

Finally, to determine the influence of the BBC Learning English website on the student's vocabulary learning, it was necessary to use in the class the PPP method in which the students learned and reinforced the vocabulary that was taken from the website related to phrasal verbs, adjectives, and adverbs in activities such as selecting the word with the correct definition, matching words with their pictures, reading a story and fill in the blanks, write sentences using the new vocabulary and multiple-choice questions. After that, a post-test was applied to see their progress. The post-test was applied and it was evident that the BBC Learning English website influenced meaningfully in the student's vocabulary because all of them improved their final scores.

CHAPTER II. METHODOLOGY

2.1 Resources

For developing this research project, the following resources were used: human resources, physical resources, and technological resources. First, the human resources were students from 5th level of the major “Pedagogía de Los Idiomas Nacionales y Extranjeros” from “Universidad Técnica de Ambato”. Second, the material used was the printed tests for all students. Finally, the technological resources used were laptops, cellphones, the internet and the BBC Learning English website.

2.2 Methods

2.2.1 Research Approach

This study was carried out with a quantitative approach. **Quantitative**, because the data was interpreted through graphs and tables. Bryman (2016, pág. 35) defines quantitative research as, “A research strategy that emphasizes quantification in the collection and analysis of data...” which means that the quantitative approach attempts to investigate and analyze quantity or an amount of something. Therefore, the quantitative approach is concerned with quantity or extent. It is associated with an object that can be expressed numerically or a quantity that can be counted. Such study includes the systematic experimental analysis of observable phenomena using statistical, mathematical, or computational techniques in numerical form such as statistics, percentages, and so on (Mishra and Alok, 2022). Besides, Guo (2013) defines quantitative research as a method that is based on a variety of probability and statistical theories, which have rigorous proofs and are supported by both simulated and empirical data.

This research project was quantitative because statistical methods were used to analyze the data that was collected from the selected population, and the data was represented

through graphics and tables which show the different results from the pre-test, post-test, and the average difference between both tests.

2.3 Research Modality

2.3.1 Bibliographic-documentary

Casasempere-Satorres and Vercher-Ferrándiz (2021) pointed out that bibliographic documentary analysis is a more advanced type of systematic literature review that employs the documentary research method to create a data analysis process which allows boosting the effectiveness of literature review by developing them in less time or with greater accuracy.

This research was bibliographical because some resources such as books, scientific articles, journals, and information from different websites were used to obtain and select the information that helped to develop this investigation. The previous investigations that were described were chosen based on how important and relevant were to this present research. All the information provided was used to carry out this investigation to identify the influence of the BBC Learning English website on students' vocabulary learning.

2.3.2 Experimental Research

This research was based on experimental research and Thyer (2012) described that experimental research is used to evaluate the performance of groups of people or students. In the following research, it was applied a pre-test in which the student's vocabulary knowledge was analyzed before making use of the BBC English Learning website as a technological tool to improve students' vocabulary learning. Then, a post-test was applied to the students to know if their vocabulary is broader than before or if it is still the same after having used the different materials that the BBC English Learning website provides to use in the English class.

The vocabulary test was validated by experts and it was taken and adapted from the BBC Learning English website. Additionally, all the questions were taken from the vocabulary part of the intermediate level. The pre-test was taken by students from 5th semester of the career “Pedagogía de los Idiomas Nacionales y Extranjeros” from “Universidad Técnica de Ambato”.

2.4 Level or Type of Research

2.4.1 Exploratory

This is when a study was conducted with the goal of either exploring an area where little is known or investigating the feasibility of conducting a specific research study (Kumar,2018). This study was exploratory to gain a deeper understanding of the current problem, which is the difficulties students face when learning new vocabulary. As a result, it is important to become familiarized with the existing phenomena.

The present research project was exploratory because these two variables, the BBC Learning English website and vocabulary learning have not been extensively studied. As a result, little information was found and a relationship between the dependent and dependent variables could be established. Because of this, this study makes a significant contribution to future studies that plan to discuss subjects related to this website, which has shown to be a helpful resource for helping students learn new vocabulary.

2.4.2 Descriptive

According to Kothari (2004), “Descriptive research includes surveys and fact-findings enquires of different kids. The major purpose of descriptive research is a description of the state of affairs as it exists at present” (p, 2). This research project was descriptive because two variables are going to be investigated: the BBC English Learning Website and vocabulary learning.

The purpose of this investigation was to analyze the different characteristics of the two variables already described to see the different benefits of using this technological tool and to describe the difficulties that students have when they are learning new vocabulary, but also the different activities and resources that were used in each class. Besides, this investigation analyzed the two variables to see if the use of the BBC Learning English website develops vocabulary learning in students.

2.4.3 Correlational

Marczyk et al. (2010) said that the goal of correlational research is to determine whether or not two or more variables are connected. This was a correlational research type because we observed the relationship between the two variables: the BBC English website and vocabulary learning. The goal of correlational research was to find if the two variables have a connection to the large extent that an alteration in one causes a change in the other variable.

According to the results that were obtained from the pre and post-test it can be said that it was a big relationship between the two variables, the BBC Learning English website and vocabulary learning, because it was necessary to use this website in order to improve students' vocabulary learning.

2.5 Population and Sample

The population chose were students from 5th level of the career “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato during the academic period April –September 2022. The selected population was 13 students, 11 females and 2 males with a range of ages from 22 to 30 years old.

Barreiro and Albandoz (2001), the selected population need to be representative, and it depends on the research purpose. For that reason, students that are studying the career of PINE from “Universidad Técnica de Ambato” were selected because the present study is related with the English Language they are studying. Then, the sample size must be predetermined, analytically approached, and large enough to represent

the population (Garg, 2016). Therefore, the sample were 13 students from 5th level of the career of PINE because the resources used were adapted according to the students' English level.

2.6 Techniques and Instruments

During this research, a validated test was applied in order to obtain important data about the performance of students while learning new vocabulary and it was a pre and post-test with 20 questions. The type of questions were multiple choice questions, fill in the blanks and matching the correct definition. In addition, these types of questions assessed their English vocabulary related to suffixes, the ability to deduce the correct meaning of phrasal verbs and to differentiate between adjectives and adverbs within a text. First, it was applied a pretest in which the student's vocabulary knowledge will be analyzed before making use of the BBC English Learning website as a technological tool to improve student's vocabulary learning. Besides, a post-test was applied to the students in order to know if their vocabulary is broader than before or if it is still the same after having used the different materials that the BBC English Learning website provides to use in the English class.

The test used was validated, adapted, and taken from the BBC Learning English website. This test was divided into three parts. Part 1 and part 3 had a total of 6 questions each and part 2 had 8 questions, all the parts were focused on testing students' vocabulary on phrasal verbs, prefixes “-le” and “-free”, and adjectives and adverbs. Questions in part 1 are related to the suffixes “-le” and “-free” and it had four options for students to choose. For that reason, these types of questions are called multiple-choice questions. On the other hand, in part 2 students had to choose the correct definition of some phrasal verbs and they had to write down the correct definition of each one. Finally, in part 3, students had to read a short text and they had to choose one correct word between four options that best fit in the gaps. This test was used at the beginning of the research as a pre-test to see the student's vocabulary knowledge and also it was used as a post-test in order to develop this current research.

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the result

This chapter aims to present the results and discussion obtained from data collected via a pre-test and a post-test that was applied to 13 students of the fifth level of the major of “PINE” from “Universidad Técnica de Ambato” in order to see the impact of using the BBC Learning English website on vocabulary learning.

The pre-test was elaborated by the researcher and it was validated and revised in accordance with the professor’s criterion. Besides, the pre-test was adapted to the content of the vocabulary section that the BBC Learning English website provides and it was administered face-to-face. Furthermore, this vocabulary test was divided into three parts. First, students had to complete six multiple-choice questions related to suffixes “-less” and “-free” in part 1. Second, students had to write the correct definition of eight phrasal verbs in part 2. Finally, students had to read a short story and fill in the gaps with six words in part 3, these words are related to adjectives and adverbs.

For the analysis of the result, tables and graphs were elaborated, which show the average result of each of the parts of both, the pre-test and the post-test. This will facilitate the analysis of the scores obtained from the students in both tests. Finally, the statistical software IBM SPSS was used, which helped with the verification of the research hypothesis. Besides, a normality test was applied and it was determined that the results are scattered. Moreover, a t-test was applied to the two related samples, which allowed to calculate the difference between the results of the pre-test and the post-test. This test identified the P value, which allowed the evaluation of whether the hypothesis is accepted or rejected. The tables and graphs below were used to illustrate the findings of this research project. These results demonstrated some findings from the pre-test and post-test.

3.1.1 Pre-Test Results

Table 1:

Pre-test students' scores

Students	Part 1 - suffixes	Part 2- phrasal verbs	Part 3 - adjectives and adverbs
13	3,76	4,69	4,61

Note: : Mean of thr scores from the pre-test from students of 5th semester of the major “Pedagogía de los Idiomas Nacionales y Extranjeros” applied by Miranda (2022).

Table 2:

Vocabulary pre-test results

Vocabulary pre-test results

VOCABULARY PRE-TEST RESULTS				
	Suffixes	Phrasal verbs	Adjectives and adverbs	Pre-test score
Average	3,77	4,31	4,62	12,69

Note: Student’s general average of the pre-test of vocabulary by students from 5th semester of the major “Pedagogía de los Idiomas Nacionales y Extranjeros” applied by Miranda (2022)

Figure 1:

Pre-Test Score

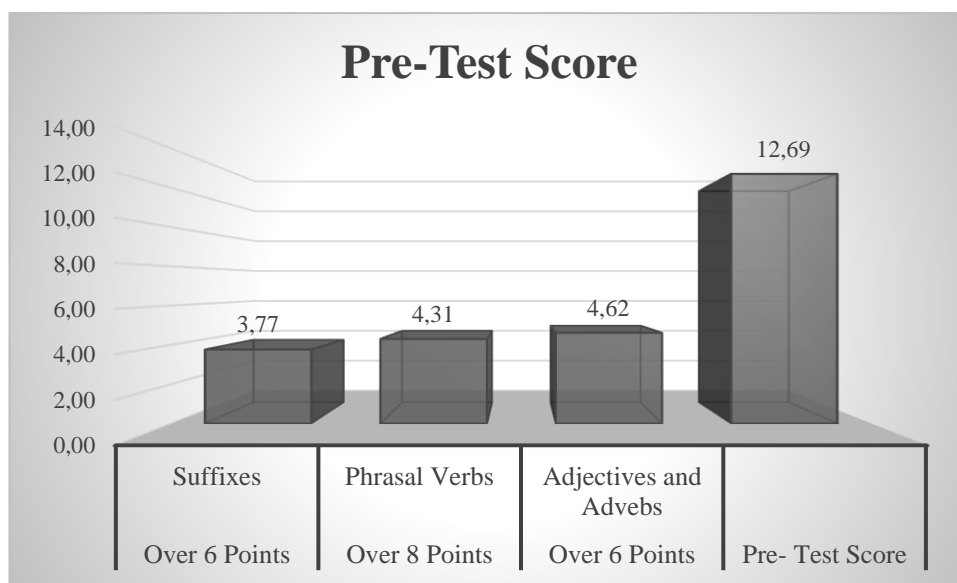


Fig.1: Student’s general average of the pre-test of vocabulary by students from 5th semester of the major “Pedagogía de los Idiomas Nacionales y Extranjeros” applied by Miranda (2022)

Analysis and Interpretation

The test consists of 20 items, each item with a value of 1 point. Students could get 4 points in part 1 and part 3, while in part 2 they could get a score of 8 points. A table displaying the average outcome of each part was created for the analysis of the mentioned parts. The table shows that in the suffix part an average of 3,77 out of 6 points was obtained. On the other hand, in the part that includes phrasal verbs, the average was 4,31 out of 8 points. Finally, the average result of part 3 of adjectives and adverbs was 4,62 out of 6 points. The general average of the pre-test gave a value of 12,69 out of 20 points.

The analysis of the result of the pre-test led to the conclusion that students have difficulties in developing their vocabulary. The most obvious problem is observed in part 2, where the student's scores were the lowest. It could be because phrasal verbs are difficult to understand because the meaning of each phrasal verb sometimes is not literal as it is written, students have to take into account the context in order to guess and know the correct meaning. However, it can be observed that students had better scores in part 3 which was about adverbs and adjectives since it is evident that the result is close to the maximum score. Hence, it is highly recommended that students develop their vocabulary.

3.1.2 Post-test Results

Table 3

Post-test students' scores

Students	Part 1 - suffixes	Part 2- phrasal verbs	Part 3 - adjectives and adverbs
13	5,23	6	5,69

Note: Mean of the scores from the post-test from students of 5th semester of the major "Pedagogía de los Idiomas Nacionales y Extranjeros" applied by Miranda (2022).

Table 4:

Vocabulary pre-test results

Vocabulary post-test results

VOCABULARY POST-TEST RESULTS				
	Suffixes	Phrasal Verbs	Adjectives and Adverbs	Post-Test Score
Average	5,23	6,00	5,69	16,92

Note: Student's general average of the post-test of vocabulary by students from 5th semester of the major "Pedagogía de los Idiomas Nacionales y Extranjeros" applied by Miranda (2022)

Figure 2:

Post-Test Results

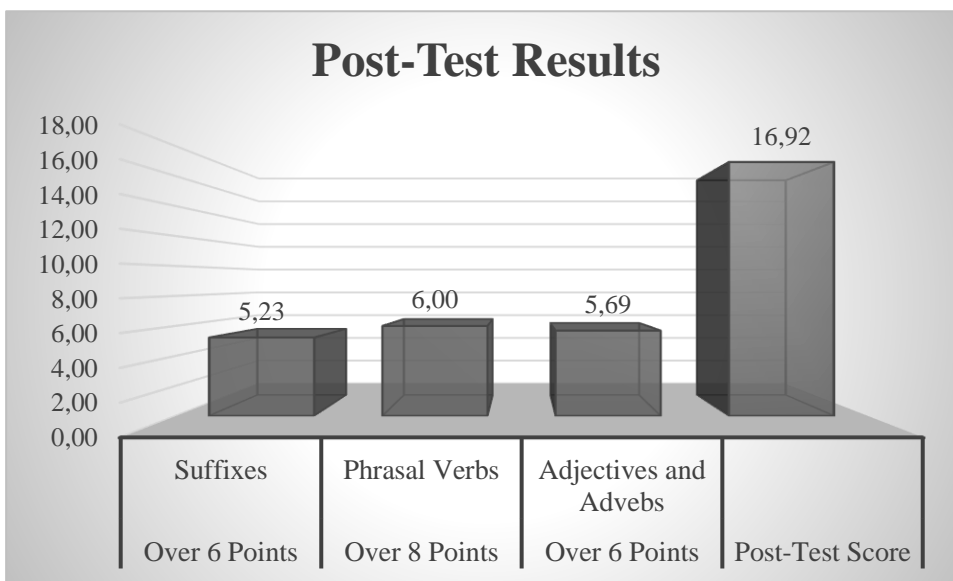


Fig.2: Student's general average of the post-test of vocabulary by students from 5th semester of the major "Pedagogía de los Idiomas Nacionales y Extranjeros" applied by Miranda (2022)

Analysis and Interpretation

The previous figure and table showed the new results obtained by the students in the application of the post-test, the post-test was the same as the pre-test in order to see how well the learners performed after the use of the different resources of the BBC Learning English website to improve student's vocabulary learning. Furthermore, the

three parts of the test are worth the same points as the pre-test that was applied at the beginning of this treatment. The table shows the new results obtained in the post-test, in the part of suffixes an average of 5.23 out of 6 points was achieved. While in the part that includes phrasal verbs, the average increase to 6.00 out of 8 points. And finally, the average result of part 3 of adjectives and adverbs was 5,69 out of 6 points. Besides, the general average of the post-test gave a score of 16.92, out of 20 points.

As can it be seen, the grades of the students in the post-test have improved significantly, which means that students have improved and acquired new vocabulary through the use of the different resources that the BBC Learning English website has such as audios, reading, and quizzes. The audios of the BBC Learning English website have helped a lot during this intervention because they were audios of 6 minutes in total that explains to students each topic they have seen and they had the transcription on the website in case they do not understand a word from the audio. Then, it gave them the opportunity to enrich their vocabulary and improve their listening comprehension as well. All the activities and resources that this website provides have increased significantly students' vocabulary learning.

3.1.3 Comparative Results Pre-test and Post-test

Table 5:

Comparative Results Pre-Test and Post-Test

Criteria	Pre-Test Results	Post-Test Results	Difference
Suffixes	3,77	5,23	1,46
Phrasal Verbs	4,31	6,00	1,69
Adjectives and Adverbs	4,62	5,69	1,08
Total	12,69	16,92	4,23

Table 4: Student's general comparative average and difference of the pre-test and post-test of vocabulary by students from 5th semester of the major "Pedagogía de los Idiomas Nacionales y Extranjeros" applied by Miranda (2022).

Figure 3:

Pre-Test and Post-Test Average and Difference

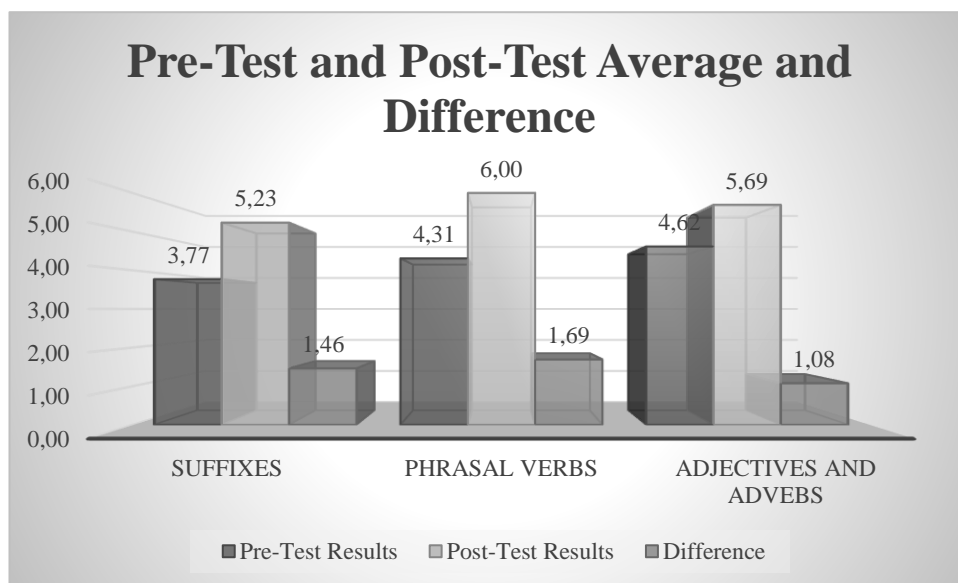


Fig.3: Student’s general comparative average and difference of the pre-test and post-test of vocabulary by students from 5th semester of the major “Pedagogía de los Idiomas Nacionales y Extranjeros” applied by Miranda (2022).

Analysis and Interpretation

A comparative table and graphic of each part were created to better illustrate the results from both, the pre-test and the post-test. The graphic shows the results, the part of suffixes the average range in the pre-test was 3.77, this average increased in the post-test to 5.23 over 6 points, with a difference of 1.46 points. However, the initial average of part 2 was 4,31, which increased to 6.00 out of 8 points, in the post-test, with a difference of 1.69 points. Finally, the initial average result of part 3 of adjectives and adverbs was 4.62, this score increased to 5.69 over 6 points, and the difference is 1.08 points.

There is a noticeable improvement in students’ vocabulary learning when the teacher used the different resources of the BBC learning English website in the class. In fact, the use of technology is a good motivation for students to learn because they are in constant contact with it in their daily life. BBC Learning English website has a lot of

resources for both teachers and students, and students can use it to learn the English language at their own pace and at any time in an autonomous way.

Figure 4:

Pre-Test and Post-Test Average Scores

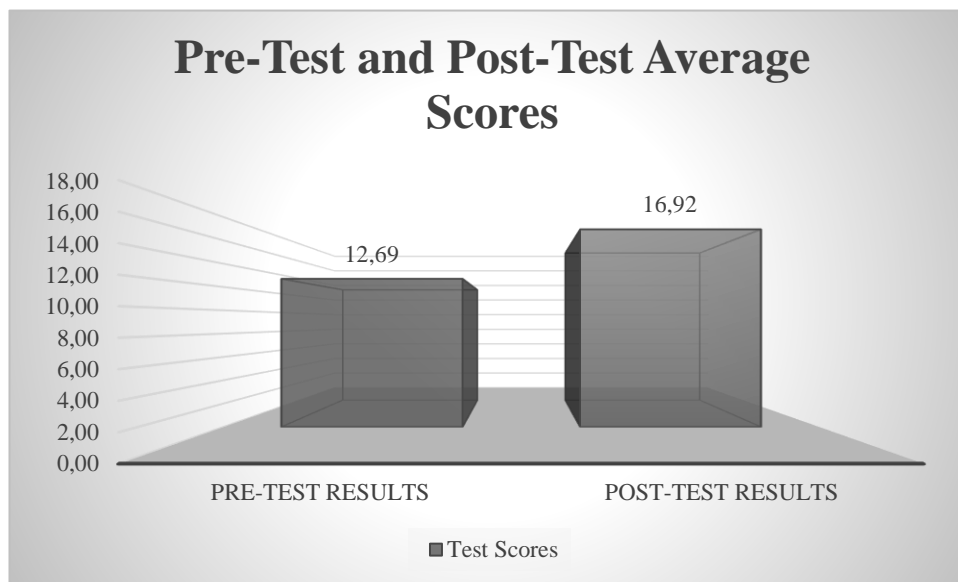


Fig.4: Student’s general scores of the pre-test and post-test of vocabulary by students from 5th semester of the major “Pedagogía de los Idiomas Nacionales y Extranjeros” applied by Miranda (2022).

Analysis and Interpretation

The pre-test had an overall average of 12.69 out of 20 points. However, after using the BBC Learning English website, the general average increased to 16,92 out of 20 points when the post-test was applied after the interventions. Thus, it may be concluded that using the BBC Learning English website had a beneficial effect on students’ vocabulary learning. As a result, the use of this website is recommended as it promotes learning and helps students expand their vocabulary.

According to the results from both tests, there is a big difference in students’ vocabulary development before and after the use of the BBC Learning English website. In the beginning, students lack vocabulary related to suffixes, phrasal verbs, adjectives, and adverbs because their scores in the pre-test were low. Then, after using

the different activities and resources on the website, students improved their vocabulary learning and their scores increased in the post-test results. In conclusion, it can be said that students feel more motivated, and through the practice, they had during each intervention, they could develop and enrich their vocabulary.

3.2 Hypothesis verification

Through the use of the IBM SPSS software, the pre-test and post-test data were analyzed and it helped with the verification of the research hypothesis. Moreover, a T-test was applied to the two related samples, which allowed to calculate the difference between the results of the pre-test and the post-test. This test identified the P value, which allowed the evaluation of whether the hypothesis is accepted or rejected about the use of the BBC Learning English website has a positive impact on students' vocabulary learning with the 13 students of the Fifth level of the career of "PINE" from "Universidad Técnica de Ambato".

Null hypothesis

H0: The use of BBC Learning English website does not have a positive impact on Vocabulary Learning with students in the 5th semester of the career "Pedagogía de Los Idiomas Nacionales y Extranjeros" from "Universidad Técnica de Ambato".

Alternative hypothesis

H1: The use of BBC Learning English website has a positive impact on Vocabulary Learning with students of 5th semester of the career "Pedagogía de los Idiomas Nacionales y Extranjeros" from "Universidad Técnica de Ambato".

Table 6:**Test of Normality**

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Test	,178	13	,200*	,948	13	,565
Post_Test	,169	13	,200*	,929	13	,333

Note: SPSS Software

Analysis and Interpretation

In order to verify the hypothesis which, show that the use of the BBC Learning English website develops students' vocabulary learning, a normality test was carried out between the values of the pre-test and the post-test. In the table it can be observed two tests, (a) Kolmogorov-Smirnov and (b) Shapiro Wilk. Therefore, for this study, the Shapiro Wilk test was considered, since this statistic works with a sample of less than 50 participants. The result of applying this test shows that in the Pre-Test the value of significance is 0.565, while in the Post-Test this value is 0.333. At this point it is concluded that the results are scattered.

Table 7:**Paired Samples Statistics**

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre_Test	12,6923	13	4,04937	1,12309
Par 1				
Post_Test	16,9231	13	1,97744	,54844

Note: Paired Samples Statistics

Table 8:
Paired Samples Test

Paired Samples Test

		Related differences					tt	gl	Sig. (2- Tailed)
		Mean	STD. Deviation.	Std. Error Mean	95% confidence interval for the difference				
					Lower	Upper			
Pair 1	Pre_Test- Post_Test	4,23077	2,74329	76085	-5,88852	-2,57302	-5,561	12	,000

Note: Paired Samples Test

Analysis and Interpretation

First, the IBM SPSS Statistics was used in order to obtain the difference between both tests. A T-test was carried out to verify the hypothesis. The mean score of the pre-test was 12.6923, with a deviation of 4.04937, and the mean of the post-test is 16.9231, with a deviation of 1.97744. This clearly shows that the score is higher in the post-test. These data lead to the conclusion that all the activities used from the BBC Learning English website that were applied in the English class has influenced in students' vocabulary learning because the student's scores in the post-test improved.

The T-test shows a p-value of 0.000, with 95% confidence. The p-value is less than 0.05. Therefore, the null hypothesis is rejected and the alternative hypothesis is immediately accepted. The use of the BBC Learning English website has a positive impact on Vocabulary Learning among students of the fifth level of the career of "PINE" from "Universidad Técnica de Ambato".

3.3 Discussion of the results

The purpose of this investigation was to verify if the use of the BBC Learning English website develops students' vocabulary learning and according to the results obtained from the pre-test and the post-test the use of this website helps to improve students' vocabulary learning. In the beginning, students got confused with the new vocabulary they saw in the test, especially with the vocabulary related to phrasal verbs and for that reason, their scores were low because the general average of the results of the pre-test was 12,69 points over 20. Unlike the post-test in which the general average of the results was 16.92 points out of 20.

The results are clear, students showed a meaningful improvement in their vocabulary after the intervention using the BBC Learning English Website. During each intervention, students could practice the new vocabulary in context, they could listen to each explanation and at the same time practice their listening and not only vocabulary, and they could use the information that this website provides in order to understand in a better way the different topics that they saw in class. As it can be seen, compared to traditional activity-based lessons, students frequently favored online learning that was enhanced by digital education. Teachers had positive opinions of the online games, but they expressed worry that if they were made a central component of their instruction, further help would be needed (Yip & Kwan, 2006).

Overall, it is essential to mention that in order to improve students' vocabulary teachers need to encourage them to use these types of technological resources that they can find on the internet and use it to better understand and learn a new language, not only vocabulary but also other skills such as reading, writing, listening, among others. Besides, if teachers want to use resources from this website, they need to take into account the level and age of students to choose the best activities for them and try to find the best strategies to improve students' vocabulary learning. Therefore, in comparison to traditional education, learning through websites improved more in terms of communication abilities and of course it improves their vocabulary learning at the same time (Al-Sharafat & AbuSeileek, 2012).

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After all the analysis of the results from the pre-test, the post-test, and the interventions in the English class using the BBC Learning English website to develop student's vocabulary learning it can be concluded that:

The use of the BBC Learning English website in the English class gave students the opportunity to develop their English vocabulary related to suffixes, phrasal verbs, adjectives, and adverbs. Through the use of resources has such as audios, readings, videos, and short explanations of different topics, students can expand and practice new vocabulary with the guidance of the teacher or this website is also useful for them to learn the English language autonomously and the application of different activities such as selecting the word with the correct definition, matching the correct words with their pictures, reading a story, and filling in the blanks with the correct word and multiple-choice questions.

The BBC Learning English website offers a variety of content that teachers can use for students to reinforce and learned new vocabulary, activities such as selecting the word with the correct definition, matching the correct words with their pictures, reading a story, and filling in the blanks with the correct word and multiple-choice questions. This type of activities helped students to develop, practice, and learn new vocabulary related to suffixes, phrasal verbs, adjectives and adverbs. Then the resources that were used during the interventions were audios for students to listen to. These audios were related to the topics that students learned in class, the information for the teacher to use in the class as a resource, and the little quizzes as extra practice for a student to check their progress. According to the results of the post-test after the application of each activity in the English class, their vocabulary development has improved. For that reason, these types of activities that involucrate the use of

technology arouse students' interest and motivate them to learn new vocabulary autonomously because they have free access to any resource or activity that the website has.

The student's vocabulary level at the beginning of the intervention was low due to the results that were obtained from the pre-test, which showed a general average of 12.69 out of 20 points. It was evident that students lack vocabulary related to suffixes, phrasal verbs, adjectives, and adverbs because the scores of the pre-test were deficient. Nevertheless, the students had more difficulties in part 2 of the test which was about phrasal verbs and it could be because phrasal verbs are difficult to learn and the meaning of each phrasal verb sometimes is not literal as it is written. For that reason, they got confused, so students have to take into account the context in order to guess and know the correct meaning and during the intervention, they practice a lot on how to use each phrasal verb in context.

In order to determine how the use of this website influenced students' vocabulary learning, a post-test was applied to the students after the interventions. The student's scores in the post-test improved significantly with a general average of 16.92 out of 20 points. As it can be seen, there is a big difference of 4.04 between the results from the pre-test and the post-test. Given the above, it can be said that the BBC Learning English website influenced a lot on students' vocabulary learning. The use of this website helped students to acquire new vocabulary and to practice in a more engaging way. Nowadays, most students are familiarized with technology and it is more motivating and interesting for them to learn by themselves using internet resources.

4.2 Recommendations

It is important to take into account some recommendations for further investigations related to this project's research:

It is recommended that teachers use the BBC Learning English website to develop students' vocabulary learning due to the positive results that this research project had. This website allows students to learn in a more engaging because they are familiarized with the use of the technology so they can take advantage of the content, activities, and resources that this website has to learn new vocabulary related to suffixes, phrasal verbs, adjectives and adverbs.

It is important to select the correct activities according to the student's level and age. The BBC Learning English website has different activities and resources for students and teachers to use, so it is recommended to choose the best ones according to the student's needs.

Based on students' results from the pre-test, teachers should reinforce students' weaknesses, in this case, it is recommended to analyze the results from the pre-test to see what kind of activities will help students to develop their vocabulary. Besides, the most difficult part for students to answer in the test was part 2, which was about phrasal verbs. For that reason, the teacher reinforced that part with students using the resources and activities that the BBC Learning English website has.

It should be considered the use of this website for students to work autonomously, but also with the guidance of a teacher because it has a wide range of activities that students can use to improve and practice their English vocabulary. Teachers should encourage them to use it in their free time or when they have a doubt about any topic

related to the English language. The use of this website proves that students can enrich and expand their vocabulary, for that reason, it is highly recommended to use it.

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ANNEXES

Annex 1: Letter of commitment

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 26 de abril de 2022

Doctor
Marcelo Núñez Espinoza
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Mg. Sarah Iza Pazmiño, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "**BBC LEARNING ENGLISH WEBSITE AND VOCUBULARY LEARNING.**" propuesto por la estudiante Maria José Miranda Mesías, portadora de la Cédula de Ciudadanía 1550013799, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.




Firmado digitalmente por:
SARAH
JACQUELINE
IZA PAZMIÑO

Lic. Sarah Jacqueline Iza Pazmiño, Mg
CI. 0501741060
0984060528
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Annex 2: Pre-test and Post-test adapted from the BBC Learning English Website

Pre-Test and Post-Test

	UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CICLO ACADEMICO: 2022	
	INSTRUMENTS FOR DATA ASIGNATURA: English V	PROFESOR: María Miranda Level: Fifth "C" FECHA: June 2022

Test adapted from BBC Learning English website
<https://www.bbc.co.uk/learningenglish/english/>

PRE- TEST – POST-TEST

General information

- **Examiner:** Miranda Mesías María José
- **Population:** Fifth year students from Pedagogía de los Idiomas Nacionales Extranjeros de la Universidad Técnica de Ambato
- **Time:** 20 minutes

Instructions to answer the test:

- This test is divided into three parts,
- Be sure you understand each question before you start answering.
- If you do not understand a question, raise your hand to ask for help from your teacher.
- Read carefully!
- Answer all the questions in the answer sheet.

Good luck!

VOCABULARY PART 1

Choose the word - Suffixes

Choose the correct words to complete these sentences.

1. My sister is so _____. She's always losing her things.
A. careless
B. harmless
C. carefree
D. careful
2. Since the government made the center of the city _____, the pollution in the air has reduced.
A. carless
B. car-free

- C. careless
D. bike-free
3. The restaurants in the US are today _____. People don't have to breathe other's people smoke.
A. Smokeless
B. Smoke-free
C. expensiveness
D. pet-friendly
4. My sister needs _____ drugs after an operation.

A. powerless
B. powerful
C. power-free
D. power
5. Today, people become _____ because they can afford the rent.
A. homeless
B. home-free
C. established
D. settled
6. My cousin said his pet Komodo dragon was _____ but I still don't want to hold it.
A. harmless
B. harm-free
C. harmful
D. baleful

VOCABULARY PART 2

Definitions- Phrasal verbs

Write the words from the box in front of the correct definition.

to mess around	to break down	to show up	to call someone back
to give in	to go on about something	to show someone up	to splash out on something

7. to stop working _____
8. to spend a lot of money on something _____
9. to talk about a particular subject repeatedly _____
10. to telephone someone again _____
11. to agree to do something after a long time without agreement _____
12. to embarrass someone by pointing out things they are not good at or are doing wrong _____
13. to behave badly _____

14. to arrive at a place or event _____

VOCABULARY PART 3

Missing word – Adjectives and adverbs

Read the short story and complete each space in blank with the missing word.

Story

Singapore is a very (15), multicultural country. The biggest ethnic group is Chinese. They make up about 75% of the population. Other significant groups are the Malays and Indians. The country has four (16) languages: English, Mandarin, Malay and Tamil, and most Singaporeans speak at least two of them (17). In addition, a creole called Singlish is spoken (18), though this is officially discouraged by the government. The country has changed very (19) in the last few decades as the economy has grown (20).

- | | | | |
|-----------------|---------------|------------|-------------|
| 15. A. divided | B. diversity | C. diverse | D. divide |
| 16. A. official | B. officially | C. office | D. officer |
| 17. A. flue | B. fluency | C. fluent | D. fluently |
| 18. A. widely | B. widen | C. widest | D. wide |
| 19. A. fasts | B. fasten | C. fastly | D. fast |
| 20. A. quick | B. quickly | C. quicker | D. quickest |

ANSWER SHEET

Name:

Date:

Level:

1. Mark the correct option with the letter X in capital and bold.

VOCABULARY PART 1 – Choose the word				
Question	A	B	C	D
1				
2				
3				
4				
5				
6				

2. Write the words from the box in front of the correct definition.

VOCABULARY PART 2 - Definitions	
7	
8	
9	
10	
11	
12	
13	
14	

3. Mark the correct option with the letter X in capital and bold.

VOCABULARY PART 3 – Missing word				
Question	A	B	C	D
15				
16				
17				
18				
19				
20				

ANSWER KEY

VOCABULARY PART 1

- 1 A
- 2 B
- 3 B
- 4 B
- 5 A
- 6 A

VOCABULARY PART 2

- 7 to break down
- 8 to splash out on something
- 9 to go on about something
- 10 to call someone back
- 11 to give in
- 12 to show someone up
- 13 to mess around
- 14 to show up

VOCABULARY PART 3

- 15 C
- 16 A
- 17 D
- 18 A
- 19 D
- 20 B

Annex 3: Validation document 1



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN INGLÉS, 2022
Avda. Los Chasquis y Río Payamino, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “PRE-TEST” PERTENECIENTE A LA INVESTIGACIÓN:

“BBC LEARNING ENGLISH WEBSITE AND VOCABULARY LEARNING”

AUTOR: Miranda Mesías María José

Señale con un (✓) según la validación para cada pregunta:

- 1D: DEFICIENTE 2R: REGULAR 3B: BUENO 4O: ÓPTIMO

PARÁMETROS PREGUNTAS	Perteneencia de las preguntas del instrumento con los objetivos				Perteneencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y Lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
<p>Part 1 - Suffixes QUESTIONS 1 TO 6</p> <p>ASSESSMENT: Students will be able to choose the correct word that fits in each sentence. They will practice vocabulary with suffixes in this part.</p>			✓					✓			✓				✓	
<p>Part 2 – Phrasal verbs QUESTIONS 7 TO 14</p> <p>ASSESSMENT: Students will be able to choose the correct definition for each phrasal verb. In this part, they will practice the</p>			✓					✓			✓				✓	



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LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN INGLÉS, 2022
Avda. Los Chasquis y Río Payamino, Ambato - Ecuador

different meaning of phrasal verbs.															
Part 3- Adjectives and adverbs QUESTIONS 15 TO 20 ASSESSMENT: Students will be able to read a short text with five numbered spaces, which they had to complete in order to test mainly vocabulary related with adjectives and adverbs.			✓					✓			✓				✓

OBSERVACIONES :


Realizado Por:
Miranda Mesías María José
CI: 1550013799



Firmado electrónicamente por:
MANUEL XAVIER
SULCA GUALE

Validado Por:
Mg. Manuel Xavier Sulca Guale
CI: 1802447548

Annex 4: Validation document 2



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN INGLÉS, 2022
Avda. Los Chasquis y Río Payamino, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “PRE-TEST” PERTENECIENTE A LA INVESTIGACIÓN:

“BBC LEARNING ENGLISH WEBSITE AND VOCABULARY LEARNING”

AUTOR: Miranda Mesías María José

Señale con un (✓) según la validación para cada pregunta:

○ 1D: DEFICIENTE 2R: REGULAR 3B: BUENO 4O: ÓPTIMO

PARÁMETROS PREGUNTAS	Pertenenencia de las preguntas del instrumento con los objetivos				Pertenenencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y Lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Part 1 - Suffixes QUESTIONS 1 TO 6 ASSESSMENT: Students will be able to choose the correct word that fits in each sentence. They will practice vocabulary with suffixes in this part.				✓				✓				✓				✓
Part 2 – Phrasal verbs QUESTIONS 7 TO 14 ASSESSMENT: Students will be able to choose the correct definition for each phrasal verb. In this part, they will practice the different meaning of phrasal verbs.				✓				✓				✓				✓
Part 3- Adjectives and adverbs																



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN INGLÉS, 2022
Avda. Los Chasquis y Río Payamino, Ambato - Ecuador

QUESTIONS 15 TO 20

ASSESSMENT: Students will be able to read a short text with five numbered spaces, which they had to complete in order to test mainly vocabulary related with adjectives and adverbs.

				/				/				/			/
--	--	--	--	---	--	--	--	---	--	--	--	---	--	--	---

OBSERVACIONES :

Realizado Por:
Miranda Mesias Maria José
CI: 1550013799

Validado Por:
Mg. Lorena Fernanda Parra Gavilanez
CI: 1803103520


Annex 5: Lesson plans

Lesson Plan 1		
Teacher: María José Miranda Mesías		Level: Fifth “B”
Unit Topic/Theme: Pre-Test		Date: 09-06-2022
Age of ss: 22-28		Number of ss: 13
Time: 25 minutes		
Main aim: To evaluate students’ vocabulary level through a pre-test.		
Subsidiary aims:		Personal aims:
<ul style="list-style-type: none"> ● To explain to students the instructions and rules before the test. ● To assess their vocabulary level through a pre-test adapted from the BBC Learning English website. 	<ul style="list-style-type: none"> ● Make questions grammatical correct. ● Interact in a conversation effectively. ● Give clear instructions 	
<p>Anticipated problems: Poor internet connection, students do not pay attention, students do not know some new words.</p> <p>Possible solutions: Name students to read the different parts of the Canva presentation so they pay attention all the time and repeat the meaning of some words if it is necessary.</p>		
TIME	ACTIVITY	TOOLS AND MATERIALS
5 minutes	-Greetings -The teacher introduces herself to the whole class and explains to students the objective of the pre-test. -The teacher explains to them the rules and instructions before students take the exam. -The teacher hands over the test to each student and explains to them that they have 20 minutes to complete it.	Pre-test adapted from the BBC Learning English website
20 minutes	-Students start to complete the test. -Teacher is always monitoring students during the test -Students finish the test.	Pre-test adapted from the BBC Learning English website

5 minutes	-The teacher collects the test	Pre-test adapted from the BBC Learning English website
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Resources

Pre-Test

	UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CICLO ACADEMICO: 2022	
	INSTRUMENTS FOR DATA ASIGNATURA: English V	PROFESOR: María Miranda Level: Fifth "C" FECHA: June 2022

Test adapted from BBC Learning English website
<https://www.bbc.co.uk/learningenglish/english/>

PRE- TEST

General information

- **Examiner:** Miranda Mesías María José
- **Population:** Fifth year students from Pedagogía de los Idiomas Nacionales Extranjeros de la Universidad Técnica de Ambato
- **Time:** 20 minutes

Instructions to answer the test:

- This test is divided into three parts,
- Be sure you understand each question before you start answering.
- If you do not understand a question, raise your hand to ask for help from your teacher.
- Read carefully!
- Answer all the questions in the answer sheet.

Good luck!

VOCABULARY PART 1

Choose the word - Suffixes

Choose the correct words to complete these sentences.

1. My sister is so _____. She's always losing her things.

- A. careless
- B. harmless

- C. carefree
D. careful
2. **Since the government made the center of the city _____, the pollution in the air has reduced.**
- A. carless
B. car-free
C. careless
D. bike-free
3. The restaurants in the US are today _____. People don't have to breathe other's people smoke.
- A. Smokeless
B. Smoke-free
C. expensiveness
D. pet-friendly
4. My sister needs _____ drugs after an operation.
- A. powerless
B. powerful
C. power-free
D. power
5. Today, people become _____ because they can afford the rent.
- A. homeless
B. home-free
C. established
D. settled
6. My cousin said his pet Komodo dragon was _____ but I still don't want to hold it.
- A. harmless
B. harm-free
C. harmful
D. baleful

VOCABULARY PART 2

Definitions- Phrasal verbs

Write the words from the box in front of the correct definition.

to mess around	to break down	to show up	to call someone back
to give in	to go on about something	to show someone up	to splash out on something

7. to stop working _____
8. to spend a lot of money on something _____
9. to talk about a particular subject repeatedly _____
10. to telephone someone again _____

11. to agree to do something after a long time without agreement _____
12. to embarrass someone by pointing out things they are not good at or are doing wrong _____
13. to behave badly _____
14. to arrive at a place or event _____

VOCABULARY PART 3

Missing word – Adjectives and adverbs

Read the short story and complete each space in blank with the missing word.

Story

Singapore is a very (15), multicultural country. The biggest ethnic group is Chinese. They make up about 75% of the population. Other significant groups are the Malays and Indians. The country has four (16) languages: English, Mandarin, Malay and Tamil, and most Singaporeans speak at least two of them (17). In addition, a creole called Singlish is spoken (18), though this is officially discouraged by the government. The country has changed very (19) in the last few decades as the economy has grown (20).

- | | | | |
|-----------------|---------------|------------|-------------|
| 15. A. divided | B. diversity | C. diverse | D. divide |
| 16. A. official | B. officially | C. office | D. officer |
| 17. A. flue | B. fluency | C. fluent | D. fluently |
| 18. A. widely | B. widen | C. widest | D. wide |
| 19. A. fasts | B. fasten | C. fastly | D. fast |
| 20. A. quick | B. quickly | C. quicker | D. quickest |

Source: Test adapted from BBC Learning English website

Elaborated by: Miranda, M. (2022)

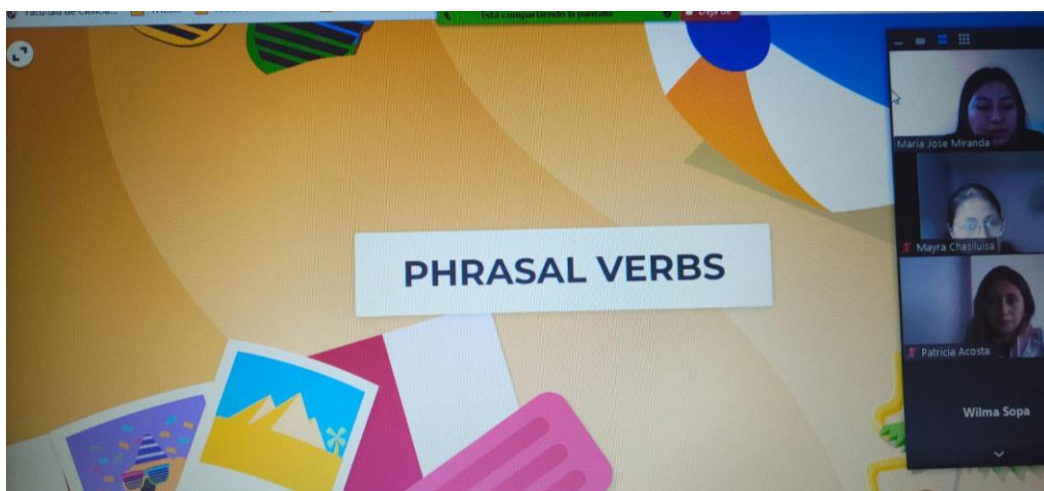
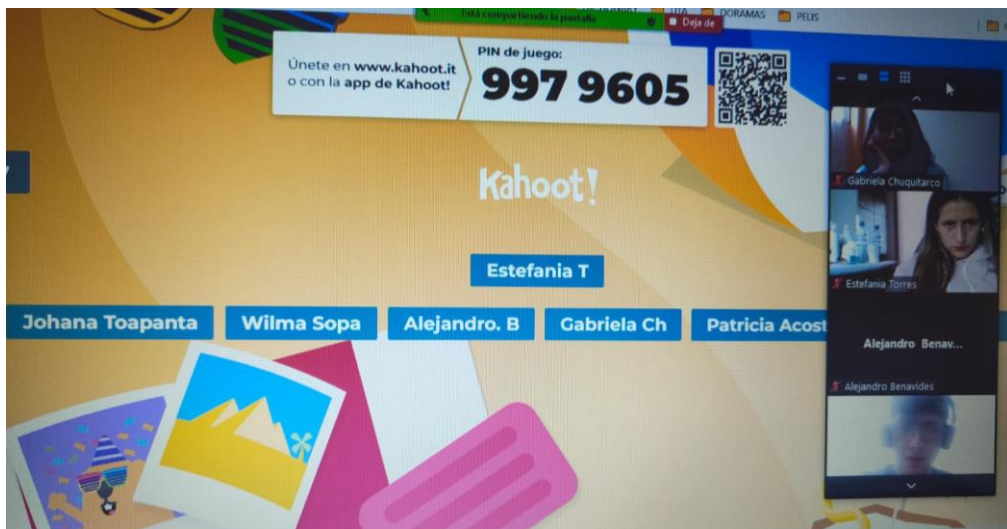
Lesson Plan 2		
Teacher: María José Miranda Mesías		Level: Fifth “B”
Unit Topic/Theme: Phrasal verbs		Date: 16-06-2022
Age of ss: 22-28		Number of ss: 13
Time: 60 minutes		
<ul style="list-style-type: none"> To practice and learn new vocabulary about phrasal verbs. 		
Subsidiary aims:		Personal aims:
<ul style="list-style-type: none"> To expand knowledge of phrasal verbs To practice new vocabulary in context. 		<ul style="list-style-type: none"> Make questions grammatical correct. Interact in a conversation effectively. Give clear instructions
<p>Anticipated problems: Poor internet connection, students do not pay attention, students do not know some new words.</p> <p>Possible solutions: Name students to read the different parts of the Canva presentation so they pay attention all the time and repeat the meaning of some words if it is necessary.</p>		
TIME	ACTIVITY	TOOLS AND MATERIALS
30 minutes	<ul style="list-style-type: none"> The teacher presents to students a Kahoot game related to some phrasal verbs. The teacher asks students: what are phrasal verbs? The teacher projects a Canva presentation to explain what are phrasal verbs and the new vocabulary of today's class by using the information provided by the BBC Learning English website. 	<p>-Kahoot game</p> <p>https://create.kahoot.it/share/phrasal-verbs/1a00948e-4a0e-4d4b-9b4b-4c66f0ae575f</p> <p>-Canva presentation</p> <p>https://www.canva.com/design/DAFDpLbQFY/d28nAnYgDjTkjM0EnXnNag/edit?utm_content=DAFDpLbQFY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>
20 minutes	<ul style="list-style-type: none"> The teacher sends a link to the students in which they have to complete some exercises about phrasal verbs. The teacher checks the answers with students. 	<p>-Live worksheets</p> <p>https://es.liveworksheets.com/5-tt325641rd</p>

<p>10 minutes</p>	<ul style="list-style-type: none"> - The teacher asks students to write 2 sentences per each phrasal verb using Jam board. - The teacher sends the link of Jam board and students put their sentences there. 	<p>-Jamboard</p> <p>https://jamboard.google.com/d/16sUdTIdarWzOOGTS2RyUUPY68iS0xYdCYnlvhYFY0T0/edit?usp=sharing</p>
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Resources

Kahoot game

<https://create.kahoot.it/share/phrasal-verbs/1a00948e-4a0e-4d4b-9b4b-4c66f0ae575f>



Source: Field research

Elaborated by: Miranda, M. (2022)

Canva presentation

https://www.canva.com/design/DAFDpLbQFYy/d28nAnYgDjTkjM0EnXnNag/edit?utm_content=D
AFDpLbQFYy&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

WHAT ARE PHRASAL VERBS?

TYPES

- Each type has different rules which tell you if they have an object and where you can put the object.

1, TRANSITIVE

- They must have a direct object.
- The object can come after the particle or between the verb and particle
He took off **his jacket**.
He took **his jacket** off.
- if you use a pronoun instead of the object it must come between the verb and particle.
He took it off.
NOT: He took off it.

to call someone back **to show someone up**

Source: BBC Learning English website

Elaborated by: Miranda, M. (2022)

Live worksheets

<https://es.liveworksheets.com/5-tt325641rd>

PHRASAL VERBS

PRACTICE

Name:

1. Complete each sentence with a phrasal verb.

1. Our car _____ and we had to push it off the road.

- a. breaks down
- b. gave in
- c. broke down
- d. gives in

2. I can't believe he had the nerve to _____ at the party after what he said about Janet.

- a. show up
- b. mess around
- c. around mess
- d. splash out something on

3. She tends _____ how clever her children are.

- a. to mess around
- b. to show up
- c. to call someone back
- d. to go on about

4. You must never _____ to pressure.

- a. splash something out
- b. up show
- c. give in
- d. something go on

2. Read the story and according to the context fill in the blanks with one of the following phrasal verbs:

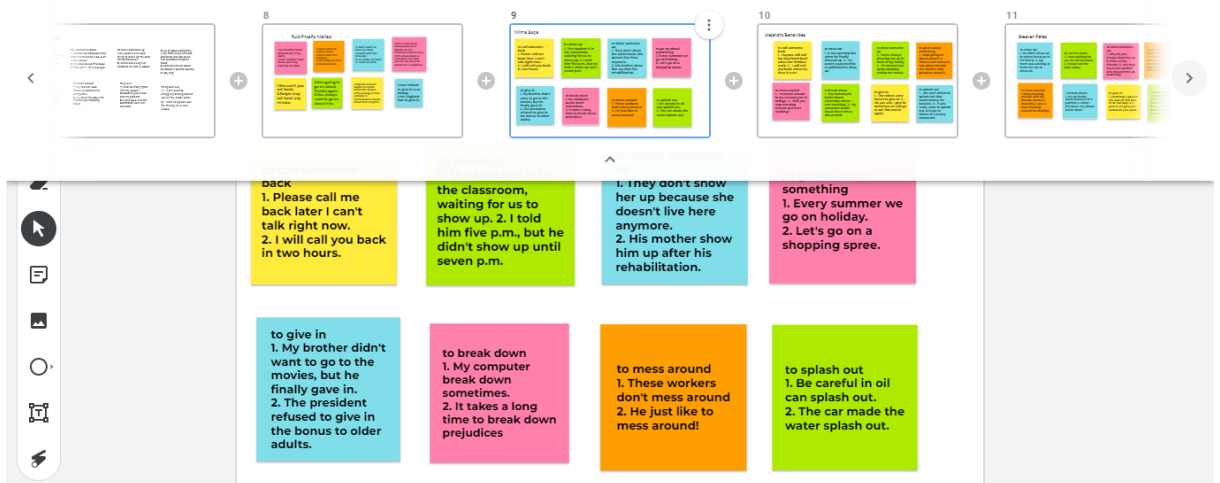
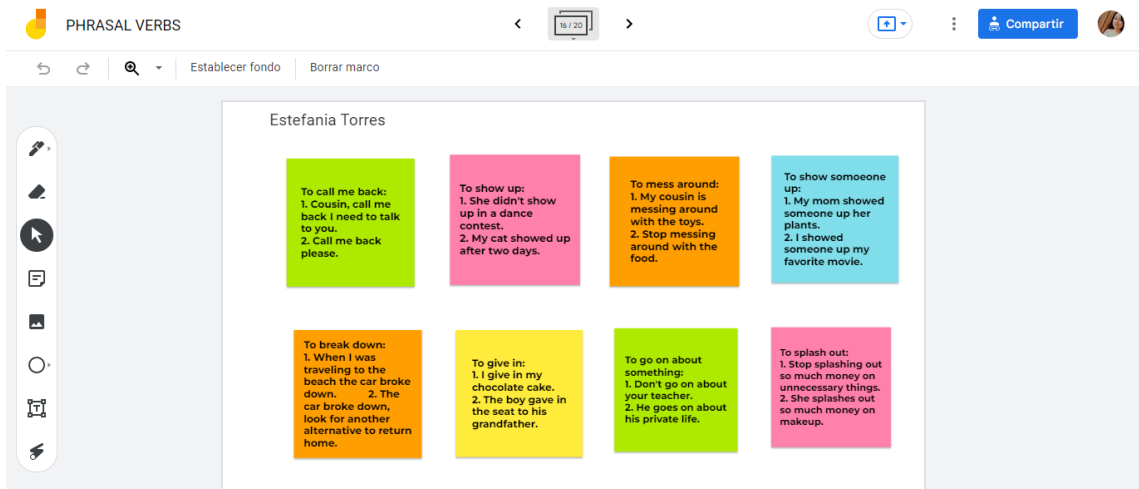
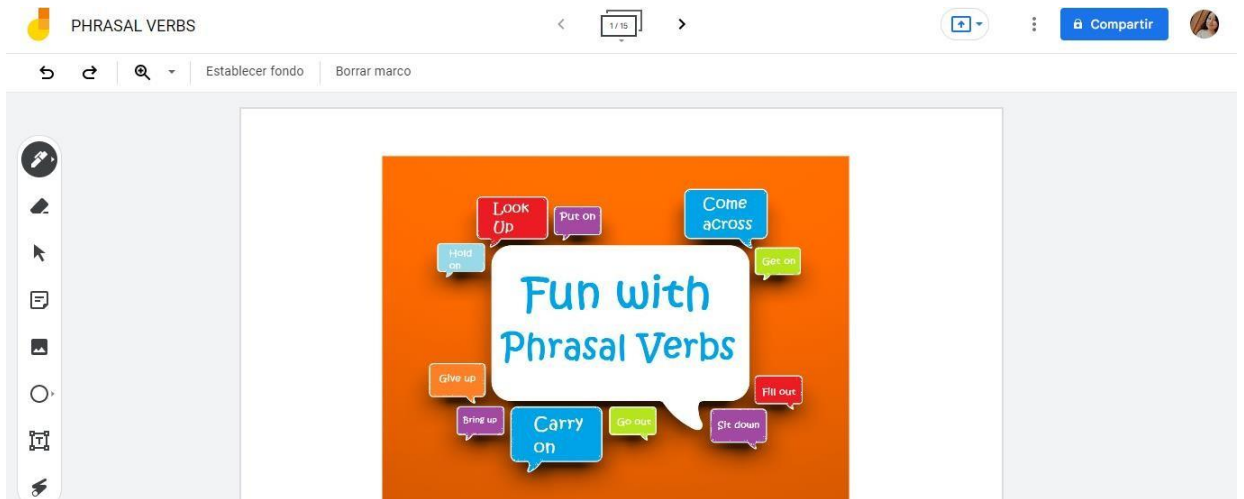
to splash out on	call them back.	showing her up	messes around
------------------	-----------------	----------------	---------------

Source: BBC Learning English website

Elaborated by: Miranda, M. (2022)

Jamboard

<https://jamboard.google.com/d/16sUdTIIdarWzOOGTS2RyUUPY68iS0xYdCYnlvhYFY0T0/edit?usp=sharing>



Source: Field research

Elaborated by: Miranda, M. (2022)

Lesson Plan 3		
Teacher: María José Miranda Mesías		Level: Fifth “B”
Unit Topic/Theme: Suffixes -less and -free		Date: 23-06-2022
Age of ss: 22-28		Number of ss: 13
Time: 60 minutes		
-To practice and identify suffixes “-less” and “-free” and their meanings		
Subsidiary aims:		Personal aims:
<ul style="list-style-type: none"> ● To expand knowledge of suffixes: -less and -free ● To practice new vocabulary in context. 	<ul style="list-style-type: none"> ● Make questions grammatical correct. ● Interact in a conversation effectively. ● Give clear instructions 	
<p>Anticipated problems: Poor internet connection, students do not pay attention, students do not know some new words.</p> <p>Possible solutions: Name students to read the different parts of the Canva presentation so they pay attention all the time and repeat the meaning of some words if it is necessary.</p>		
TIME	ACTIVITY	TOOLS AND MATERIALS
5 minutes	Greetings The teacher presents to students the different activities they are going to do during this class.	- Zoom
40 minutes	<ul style="list-style-type: none"> - The teacher projects an audio on the BBC Learning English website of an explanation of the uses of suffixes: -less and -free -The teacher asks some questions related to the video to the students. -The teacher projects a Canva presentation to explain what are suffixes and the new vocabulary of today's class by using the information provided by the BBC Learning English website. 	<ul style="list-style-type: none"> - BBC Learning English website BBC Learning English - Course: intermediate / Unit 7 / Session 1 / Activity 1 -Canva presentation https://www.canva.com/design/D AFENzLDaYI/CH2VBSdDMvwgL4fH7qaxGQ/?nt=DAFENzLDaYI&utm_campaign=designshare&utm_medium=link2&utm_source=
10 minutes	<ul style="list-style-type: none"> - The teacher sends a link to the students in which they have to complete some exercises to practice suffixes. -The teacher checks the answers with students 	- Live worksheets https://es.liveworksheets.com/gj3105989ma

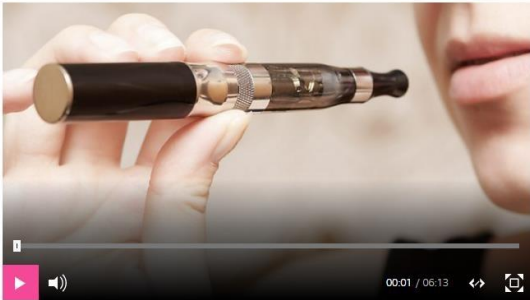
5 minutes	<p>-Students are going to review the meaning of the new words through this activity.</p> <p>-The teacher presents to students a game in Educaplay related to suffixes that they have to complete at home as homework.</p>	<p align="center">Assignment</p> <p>-Educaplay</p> <p>https://es.educaplay.com/recursos-educativos/12464123-suffixes.html</p>

Resources

BBC Learning English website

Catherine and Neil listen to a politician and talk about the suffixes **-free** and **-less** in this episode of 6 Minute Vocabulary.

● Listen to the audio



00:01 / 06:13


Play Show transcript v

- careless**
without care or attention
- contactless**
not touching
- harmless**
not likely to cause harm
- homeless**
without anywhere to live
- jobless**
unemployed
- powerless**
unable to do anything to change a situation
- smokeless**
not producing any smoke
- sugarless**
not containing any sugar
- car-free**
cars are not allowed

Source: BBC Learning English website

Canva Presentation





- A suffix is a letter or group of letters that go on the end of a word and changes the word's meaning.
- When we add some suffixes like -less and -free at the end of a root word, we turn them into adjectives.

Example:

smoke
smokeless/smoke-free


Source: BBC Learning English website


Elaborated by: Miranda, M. (2022)


Live worksheets activity


LIVEWORKSHEETS


Match each picture with the correct word.

careless 

Harmless 

smoke free 

contactless 

homeless 

SUFFIXES -LESS -FREE
PRACTICE

Name:

Choose the correct option.

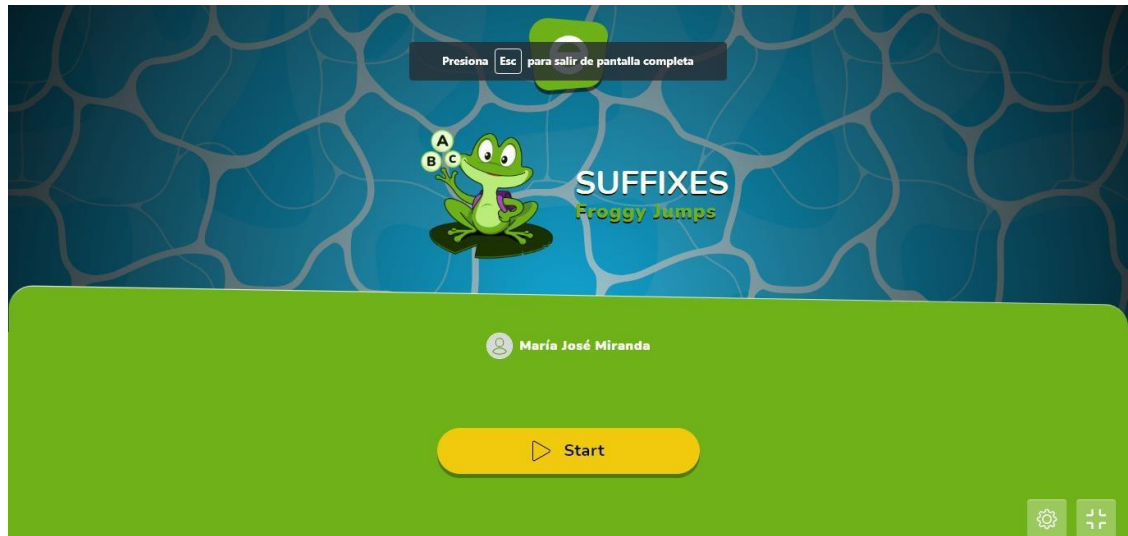
1. What is the meaning of the suffix "-less" at the end of some words?
 - a. along with
 - b. without
 - c. dependent
2. What is the meaning of the suffix "-free" at the end of some words?
 - a. There isn't any of that "noun" or it's not allowed.
 - b. It is allowed to do anything.
 - c. It is legal to do it anytime.
3. The cough medicine was _____ so that even diabetics could use it.
 - a. carefree
 - b. sugarless
 - c. stress-free
4. I hate how you're so perfect, and you're so _____.
 - a. carefree
 - b. car-free
 - c. careless
5. Some cities have one or more districts where motorized vehicles are prohibited, referred to as _____ zones.
 - a. car-free
 - b. carless
 - c. free car
6. Air travelers can enjoy _____ trips if they follow a few guidelines.
 - a. contactless
 - b. jobless
 - c. stress-free
7. The government seems _____ to do anything about the rising price of oil.
 - a. homeless
 - b. power-free
 - c. powerless

Source: BBC Learning English website

Elaborated by: Miranda, M. (2022)

Educaplay

<https://es.educaplay.com/recursos-educativos/12464123-suffixes.html>



educaplay

Actividades Ej: Ríos de Europa... Q Todas las actividades

Crear actividad

english english vocabulary suffixes

Edad recomendada: 0 años
17 veces realizada

Creada por
María José Miranda

0 Comentarios

Escribe un comentario

Enviar

Top 10 resultados

Rango	Nombre	Tiempo	Puntuación
1	Castro Lozada Kimberly	00:44	100
2	Gabriela Chuquitarco	00:58	100
3	Alejandro Benavides	00:42	90
4	Mayra Chasiluisa	01:13	90
5	Patricia Acosta	01:19	90
6	Wilma Cecilia Sopa	01:30	80
7	Tannia Masaquiza	00:56	60

Source: Field reserach

Elaborated by: Miranda, M. (2022)

Lesson Plan 3

Teacher: María José Miranda Mesías	Level: Fifth “B”
Unit Topic/Theme: Adjectives and adverbs	Date: 23-06-2022
Age of ss: 22-28	Number of ss: 13
Time: 60 minutes	

-To practice and identify the difference between adverbs and adjectives.

Subsidiary aims:	Personal aims:
<ul style="list-style-type: none"> ● To expand knowledge of adverbs and adjectives ● To practice new vocabulary in context. 	<ul style="list-style-type: none"> ● Make questions grammatical correct. ● Interact in a conversation effectively. ● Give clear instructions

Anticipated problems: Poor internet connection, students do not pay attention, students do not know some new words.

Possible solutions: Name students to read the different parts of the Canva presentation so they pay attention all the time and repeat the meaning of some words if it is necessary.

TIME	ACTIVITY	TOOLS AND MATERIALS
5 minutes	-Greetings -The teacher presents to students the different activities they are going to do during this class.	- Zoom
40 minutes	<p>- The teacher projects a Canva presentation to explain the difference between adjectives and adverbs and the new vocabulary of today's class by using information provided by the BBC Learning English website.</p> <p>-The teacher projects an audio by the BBC Learning English website of an explanation of the difference between adverbs and adjectives.</p> <p>-The teacher asks some questions related to the video to the students.</p> <p>According to the video what is the difference between adverbs and adjectives?</p>	<p>-Canva presentation https://www.canva.com/design/DAFA8G0lxCifvH7IKzA8Q/edit?utm_campaign=designshare&utm_source=sharebutton</p> <p>- BBC Learning English website BBC Learning English - Course: intermediate / Unit 8 / Session 2 / Activity 3</p>

10 minutes	<ul style="list-style-type: none"> - The teacher sends a link to the students have to complete some exercises to practice adjectives -The teacher checks the answers with students 	- Live worksheets https://www.liveworksheets.com/zl3113905ox
5 minutes	<ul style="list-style-type: none"> - Students are going to review the use of adjectives and adverbs through an activity on quizizz. -Students have to complete this activity at home as homework. 	Assignment -Quizizz https://quizizz.com/join?gc=60988317 Code: 6098 8317

Resources
Canva
Presentation

https://www.canva.com/design/DAFE_dzpFpE/cpj6A8GOlxCifvH7IKzA8Q/edit?utm_content=DAFE_dzpFpE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Source: BBC Learning English website

Elaborated by: Miranda, M. (2022)

Audio

BBC Learning English - Course: intermediate / Unit 8 / Session 2 / Activity 3

Adjectives and adverbs

Finn and Catherine discover that chocolate biscuits are a very helpful learning tool when they talk about adjectives and adverbs in 6 Minute Grammar.

- Listen to the audio



Session Grammar

Adjectives

Tell us about nouns and pronouns:

Mark is **unhappy**
They are **beautiful**

They have no particular form:

Happy, sad, green

Though some can be made by adding suffixes:

Fun / **funny**, child / **childlike**, care / **careful**

Adverbs

Tell us about verbs, adjectives and other adverbs:

He drove **slowly**
It was a **very** sunny day
He counted the money **really** carefully.

Source: BBC Learning English website

Live worksheets activity

<https://www.liveworksheets.com/z13113905ox>

PRACTICE
ADVERBS AND ADJECTIVES

NAME:

1. Read the short story. Then, drag and drop each word from the box into the right columns (adverb or adjective) according to how the word is used in the story.

Story

Singapore is a **very diverse**, **multicultural** country. The biggest **ethnic** group is Chinese. They make up about 75% of the population. Other significant groups are the Malays and Indians. The country has four **official** languages: English, Mandarin, Malay and Tamil, and most Singaporeans speak at least two of them **fluently**. In addition, a creole called Singlish is spoken **widely**, though this is **officially** discouraged by the government. The country has changed **very fast** in the last few decades as the economy has grown **quickly**.

ADJECTIVE	ADVERB

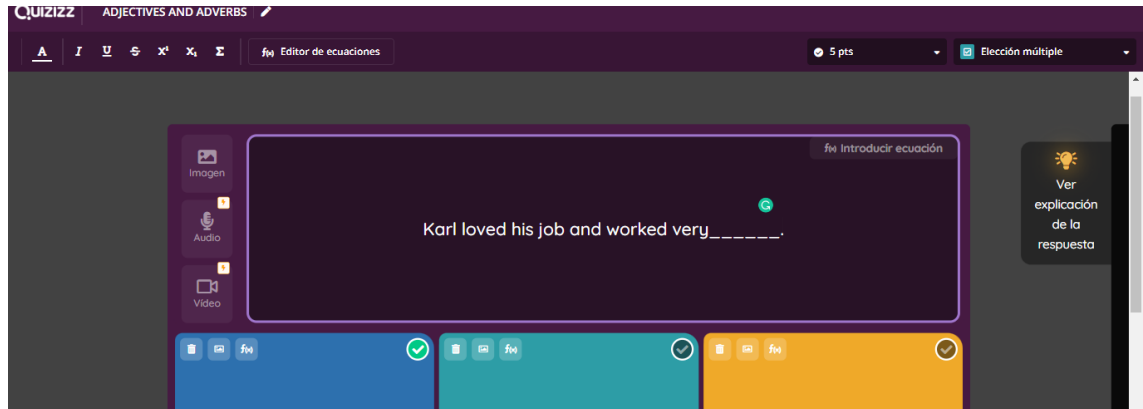
Source: Activity taken from the BBC Learning English website.

Source: BBC Learning English website

Elaborated by: Miranda, M. (2022)

Quizziz activity

<https://quizizz.com/join?gc=60988317>




Source: BBC Learning English website

Elaborated by: Miranda, M. (2022)

Lesson Plan 5		
Teacher: María José Miranda Mesías		Level: Fifth “B”
Unit Topic/Theme: Post-Test		Date: 07-07-2022
Age of ss: 22-28		Number of ss: 13
Time: 25 minutes		
Main aim: To evaluate students’ vocabulary progress through a post-test.		
Subsidiary aims:		Personal aims:
<ul style="list-style-type: none"> ● To explain to students the instructions and rules before the test. ● To assess their vocabulary level through a pre-test adapted from the BBC Learning English website after using the activities and resources from this website. 	<ul style="list-style-type: none"> ● Make questions grammatical correct. ● Interact in a conversation effectively. ● Give clear instructions 	
<p>Anticipated problems: Poor internet connection, students do not pay attention, students do not know some new words.</p> <p>Possible solutions: Name students to read the different parts of the Canva presentation so they pay attention all the time and repeat the meaning of some words if it is necessary.</p>		
TIME	ACTIVITY	TOOLS AND MATERIALS
5 minutes	-Greetings -The teacher explains to them the rules and instructions before students take the test. -The teacher hands over the test to each student and explains to them that they have 20 minutes to complete it.	Post-test adapted from the BBC Learning English website
20 minutes	-Students start to complete the test. -Teacher is always monitoring students during the test -Students finish the test.	Post-test adapted from the BBC Learning English website
5 minutes	-The teacher collects the test - The teacher thanks all the students for their collaboration during each intervention.	Post-test adapted from the BBC Learning English website

Resources

Post-test

	UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CICLO ACADEMICO: 2022	
	INSTRUMENTS FOR DATA ASIGNATURA: English V	PROFESOR: María Miranda Level: Fifth "C" FECHA: May 06 2022

Test adapted from BBC Learning English website
<https://www.bbc.co.uk/learningenglish/english/>

POST- TEST

General information

- **Examiner:** Miranda Mesías María José
- **Population:** Fifth year students from Pedagogía de los Idiomas Nacionales Extranjeros de la Universidad Técnica de Ambato
- **Time:** 20 minutes

Instructions to answer the test:

- This test is divided into three parts,
- Be sure you understand each question before you start answering.
- If you do not understand a question, raise your hand to ask for help from your teacher.
- Read carefully!
- Answer all the questions in the answer sheet.

Good luck!

VOCABULARY PART 1

Choose the word - Suffixes

Choose the correct words to complete these sentences.

1. My sister is so _____. She's always losing her things.
A. careless
B. harmless
C. carefree
D. careful
2. Since the government made the center of the city _____, the pollution in the air has reduced.
A. carless
B. car-free

- C. careless
D. bike-free
3. The restaurants in the US are today _____. People don't have to breathe other's people smoke.
A. Smokeless
B. Smoke-free
C. expensiveness
D. pet-friendly
4. My sister needs _____ drugs after an operation.

A. powerless
B. powerful
C. power-free
D. power
5. Today, people become _____ because they can afford the rent.
E. homeless
A. home-free
B. established
C. settled
6. My cousin said his pet Komodo dragon was _____ but I still don't want to hold it.
A. harmless
B. harm-free
C. harmful
D. baleful

VOCABULARY PART 2

Definitions- Phrasal verbs

Write the words from the box in front of the correct definition.

to mess around	to break down	to show up	to call someone back
to give in	to go on about something	to show someone up	to splash out on something

7. to stop working _____
8. to spend a lot of money on something _____
9. to talk about a particular subject repeatedly _____
10. to telephone someone again _____
11. to agree to do something after a long time without agreement _____
12. to embarrass someone by pointing out things they are not good at or are doing wrong _____
13. to behave badly _____

14. to arrive at a place or event _____

VOCABULARY PART 3

Missing word – Adjectives and adverbs

Read the short story and complete each space in blank with the missing word.

Story

Singapore is a very (15), multicultural country. The biggest ethnic group is Chinese. They make up about 75% of the population. Other significant groups are the Malays and Indians. The country has four (16) languages: English, Mandarin, Malay and Tamil, and most Singaporeans speak at least two of them (17). In addition, a creole called Singlish is spoken (18), though this is officially discouraged by the government. The country has changed very (19) in the last few decades as the economy has grown (20).

- | | | | |
|-----------------|---------------|------------|-------------|
| 15. A. divided | B. diversity | C. diverse | D. divide |
| 16. A. official | B. officially | C. office | D. officer |
| 17. A. flue | B. fluency | C. fluent | D. fluently |
| 18. A. widely | B. widen | C. widest | D. wide |
| 19. A. fasts | B. fasten | C. fastly | D. fast |
| 20. A. quick | B. quickly | C. quicker | D. quickest |

Annex 6: Urkund certification



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CHAPTER I
THEORETICAL FRAMEWORK
1.1 Investigative Background
After a deep analysis of previous research works and contributions related to this research about the influence of the BBC Learning English Website on vocabulary learning, it is essential to mention the most important ideas that the following studies have in order to support and develop this research project.
The research "An Investigation into Saudi Students' Knowledge of and Attitudes" by Alzahrani (2017) aimed to find students' knowledge of and attitude towards e-resources on BBC Learning English.