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EXTRANJEROS**

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Theme:

“CHOCOLATE WEBSITE AND ENGLISH LANGUAGE VOCABULARY”

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CERTIFY:

I, Dra. Mg. Elsa Mayorie Chimbo Cáceres, holder of the I.D No. 1802696458 in my capacity as supervisor of the Research dissertation on the topic: “CHOCOLATE WEBSITE AND ENGLISH LANGUAGE VOCABULARY” investigated by Alexandra Cecilia Llerena Chasi with I.D No. 1805117577, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled “CHOCOLATE WEBSITE AND ENGLISH LANGUAGE VOCABULARY” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

To my beloved parents, sister and niece for always being my support and for being the ones who have motivated me to continue and never give up, they are the ones who have encouraged me to fulfill my dreams and goals.

Alexandra

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THEME: “Chocolate website and English language vocabulary”

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Abstract

The following study aimed to describe how chocolate website helps the English language vocabulary learning in students of the fifth level from Unidad Educativa Juan León Mera "La Salle". The study had a qualitative, quantitative and quasi-experimental approach. The subjects of the study were thirty-five, to whom two surveys were applied, one focused on the use of web 3.0, the other on the basis of the two variables and a pre-test and post-test of vocabulary taken and adapted from the Cambridge standardized tests (KEY FOR SCHOOLS). The group analyzed was divided into two groups, a control group with 17 students and an experimental group with 18 students. To analyze the vocabulary level of the learners, a vocabulary pre-test was administered to both groups. Then, the experimental group received six interventions which allowed them to learn and understand new vocabulary content through the chocolate website, developing interactive activities such as audios, dictations, readings and matching activities based on the audios, and also allowed them to recognize new words and their pronunciation, these activities were the ones that allowed them to learn in a better way. At the end, both groups performed a vocabulary post-test in order to compare whether there was an improvement or not in their vocabulary learning. The results obtained from the vocabulary tests were analyzed using the Wilcoxon statistical test. Additionally, by means of the survey directed to the students based on the acceptance and help of the chocolate website, it was concluded that this website is helpful and supportive for vocabulary learning through interactive activities.

Key words: English language, chocolate website, vocabulary learning.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

Even though the research has not been investigated in depth, there were similar academic studies, magazine articles, books that supported it. The same ones that were found with the use of academic google, magazines, and academic searchers such as Scielo and Redalyc. These studies that have supported this research work were taken from the last five years and most were obtained from Ecuador; while the rest were from Colombia, Taiwan, and Egypt. The purpose of the study was to demonstrate the importance of websites to improve English language vocabulary learning. The current studies are placed in the educational field and in English as a foreign language learning.

The first research study was carried out by Mena (2020), with the topic **“Cake – learn English website and the English language vocabulary”**. It was developed in Ambato and applied to the second semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato. The study aimed to investigate the influence and contribution of cake - English mobile website for the development of the English language vocabulary. The investigator used a quasi-experimental study. For this study, the searcher divided the class into two groups, the experimental and the control group, for which both groups worked on vocabulary exercises. The experimental group was supported by the cake mobile website to complete their exercises; whereas the control group was supported by

more traditional aid such as the use of books and dictionaries. Both groups carried out a pre-test and a post-test that defined in the first instance their level of learning; while in the second instance their improvement and progress was analyzed. In the same way, two surveys were applied to both groups. The researcher alluded that cake's mobile website had positive effects on vocabulary learning by allowing pupils to learn and improve their level of vocabulary; while students with traditional support had no significant improvement. Finally, the researcher determined that the websites helped learners improve and reinforce the learning of English vocabulary.

Comparably, the study carried out by Simanu (2021), entitled “**Websites as a didactic tool in the teaching of English vocabulary**”. The search aimed to analyze the influence of websites as a didactic tool in English vocabulary learning. This study was developed in Bogotá and was applied to 5th grade students of the Nicolás Esguerra National Institute. The investigator used a qualitative research. In addition, it was carried out with a population of 10 students who did a pre-test and a post-test. Once the review project was implemented and with the use of the instruments used in it, the results were favorable. As a conclusion, the researcher determined that the website as a didactic tool in English vocabulary learning was positive and generated in the students a greater motivation and interest in learning new vocabulary.

Alternatively, another investigation developed by Álvarez (2017), with the title “**Examining language-learning websites: discourses about language, learning, and learners**”. It was developed in Bogotá at Pedagogical Nacional University. A study of qualitative data collection techniques such as interviews, screen recording of actions in the virtual environment was applied. As a result, it was determined that learning and the way in which the users were located had a significant influence on the use of websites for vocabulary learning. Finally, the researcher concluded that language learning websites were considered an essential source in the language learning process.

The research conducted by Fernández (2018), with the topic “**Intercultural components in the multimodal structure of a language learning website**”. It was developed in Colombia at Santiago de Cali University. A multimodal analysis study

and Byram's model of intercultural communicative competence were used. This interpretive case study analyzed the semiotic structure of a lesson on a language learning website. The researcher resolved that after the appearance of websites in language learning, beneficial changes have been generated for its development and improvement, especially in vocabulary.

The research developed by Maridueña (2019), entitled “**Websites as support tools for learning the English language**”. It was conducted in Ecuador at Universidad Estatal de Milagro. This study was applied to 144 students who participated in the study. The researcher applied quantitative and qualitative observation methods. As a result, this research showed that the students who received the English course with the use of websites learned satisfactorily. The researcher concluded that technological tools were beneficial in the development of interactive activities and practices for English language comprehension.

Chien (2017), conducted the research “**An evaluative study of some online websites for learning and teaching English as a foreign language**”. It was steered in Taiwan at National Hsinchu University. This examination was applied on 64 Taiwanese students who participated in the study. The researcher used both quantitative and qualitative observation methods. In this research, data included online flashcard websites, classroom observations, and interviews. Furthermore, this study compared and contrasted perceptions and attitudes toward three online flashcard websites, quizlet, study stack, and flashcard exchange. This research had positive results as students improved their vocabulary skills through online flashcards and related activities. As a conclusion, the researcher found that the online websites helped and improved students' English language learning.

Abdul-Sadeq (2018), lead the study “**An evaluative study of some online websites for learning and teaching English as a foreign language**”. It was conducted in Egypt at Benha University. This research was applied to 17 students who participated in the study. Quantitative and qualitative observation methods were conducted. In addition, this study covered eight dimensions such as authority, purpose, coverage, validity, objectivity, accuracy, technical aspects, and usefulness

for TEFL teachers and students. It is important to note that the websites as a whole were reported by the participants as very useful for learning and teaching English. As a result of the evaluation, educational implications and recommendations for the use of these sites for teaching and learning English in Egypt were suggested. Finally, the investigator determined that online websites were useful and supportive for learning English.

A research carried out by Almeida (2020), entitled **“Wordbit Inglés website and English vocabulary”**. It was developed in Ambato and was applied to the first semester of the “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato. It aimed to evaluate the mobile website "Wordbit English" and in the development of English language vocabulary. Online survey and experimental research with qualitative and quantitative approaches were conducted. Furthermore, this study was applicable to the 22 students who participated in it. For data collection, the researcher applied a pre-test and a post-test. As a result, the experimenter alluded that the use of websites helped the students and the teacher to feel confident with English vocabulary development. Finally, the investigator concluded that websites had positive effects on English vocabulary learning.

Another research done by Zambrano (2018), entitled **“Quizlet app and the English language vocabulary learning”**. It was conducted in Cotopaxi at Unidad Educativa Cusubamba. This study was applied to high school sophomores and juniors. The researcher applied a pre-test and a post-test and developed a bibliographic-documentary research with a descriptive point of view, based on the quasi-experimental and qualitative-quantitative paradigm. Also, the study analyzed the benefits of the use of technological tools and the help they provide to improve English language learning. As a result, the investigator obtained favorable results and the students' progress and improvement in English language vocabulary. Finally, the academic concluded that the integration of the Quizlet technology tool in vocabulary learning significantly improved the students' vocabulary learning level.

Another study carried out by Topa (2019), called **“Interactive games for the contextualized vocabulary learning”**. It was conducted in Chimborazo at

Pensionado Americano International School. This search was applied to 22 seventh grade students. The objective of this study was to determine the use of interactive games for English language vocabulary. In addition, qualitative-quantitative and quasi-experimental research were used. The pre-test and post-test were performed. The study was developed in two phases. In the first phase the researcher taught classes using the traditional methodology culminating with an evaluation. On the other hand, the same students were evaluated after having trained with the ESL games. As a result, it was determined that after the use of ESL the learners showed a significant improvement in vocabulary learning. Finally, the investigator concluded that the use of online ESL games helped to improve English vocabulary learning.

The research conducted by Yupa (2019), entitled “**Complementary material and the development of the English language vocabulary**”. It was developed in Ambato at “La Granja” High School. It was applied to the 1st year of high school and was carried out with a population of 70 students divided into two groups. The study aimed to determine the impact of the use of supplementary materials on English language vocabulary development. Quasi-experimental design, observation, survey, pre-test, and post-test techniques were applied. The experimenter divided the class into two groups, the control group and the experimental group. The control group was evaluated after having used the textbook; while the experimental group was evaluated after having received classes using the supplementary material. As a result, it was shown that the level of vocabulary proficiency in both groups was low, however, there was a marked improvement in the post-test scores of students in the experimental group. Finally, the examiner concluded that the use of supplementary material contributed significantly to English language vocabulary.

The research carried out by Cunalata (2021), called “**The keyword method and the English vocabulary learning**”. It was developed in Ambato at Universidad Técnica de Ambato. This study was applied in the first semester "B" and involved 22 students. The search aimed to investigate the effectiveness of the keyword method and a traditional teaching methodology in English vocabulary learning. The study focused on the quasi-experimental approach. In addition, pre-test and post-test

evaluations were applied. As a conclusion, the examiner determined that the use of the keyword method contributed significantly to the students' learning process and thus to their English language vocabulary.

The study carried out by Ortiz (2019), entitled “**Graded readers resources in the English language vocabulary learning**”. This search was applied in the first semester and was carried out with a population of 70 students at Instituto Superior Bolívar. It aimed to determine how skilled readers assist in vocabulary learning. Data analysis was performed before and after the study. As a result, the research showed that with the application of graded reading, students showed increased interest and a great improvement in vocabulary comprehension. Finally, the investigator concluded that students improved their vocabulary comprehension by using graded readers.

Ultimately, the research conducted by Ulloa (2020), with the topic “**Mobile learning and the development of English language vocabulary**”. It was applied in the second semester of “Pedagogía de la Actividad Física y Deporte” at Universidad Técnica de Ambato. The study aimed to analyze the relationship between technological tools and the learning process of English vocabulary acquisition. The methodology was qualitative and quantitative through the application of a pre-test and post-test. The results provided information on the students' level of English and their proficiency in the target language before and after the test was administered. The investigator concluded that the technological devices and the common teaching method had a good impact on the students.

Quasi-experimental designs involve the creation of a comparison group. This study has an exposure, response and hypothesis. In addition, the subjects or groups, such as control and experimental, are not randomly assigned (Sampieri, 2006). The research area was quasi-experimental. The study was developed in Ambato, with the fifth grade from Unidad Educativa Juan León Mera "La Salle". This grade was divided into two groups, the experimental group and the control group, which actively participated in the research study.

1.2 Justification

The following research has been carried out due to the interest of the researcher in knowing new tools to improve the English language vocabulary learning. In the same way, this study has brought a change, which involves means and technological resources. Technological resources have promoted and contributed to the improvement of English language teaching, allowing both teachers and students to have a new tool that has allowed the progress of teaching-learning that has determined the progress of them.

This research has been **important** because very few students have the necessary tools or websites that allow them to develop their vocabulary according to the level of the study they are in Ecuador. In the same way, it has been important to study this research work because it has allowed them to know and use a tool to improve the learning process of the English language vocabulary.

The **innovation** of the following study work has been reflected through the use of a new website. It has allowed having a feasible and free tool for students to learn and have more vocabulary words according to their level. In the same way, it has allowed students to have a wide range of vocabulary on different topics.

This study has been of **impact** because it has allowed for English language improvement through the development of vocabulary skills. By using the chocolate website, both teachers and students have been able to have a better resource to promote the language and develop vocabulary skills.

This research has been **feasible** to develop because there were resources and bibliographic material accessible to carry out the study of the problem. In the same way, this study has had an interest in the subject and support from both teachers and students, because this investigation has provided a new tool to improve and acquire a new vocabulary, thus improving education in English.

In conclusion, it can be said that this study has been of **benefit** to the fifth-grade students at Unidad Educativa Juan León Mera "La Salle". Meanwhile, it has allowed them to improve their vocabulary learning with the use of the chocolate website. The objective of this research was to promote the learning of vocabulary in English with the use and support of technological tools.

1.3 Theoretical framework

1.3.1 Independent variable

Technology in education

Technology in education are the resources and tools that contribute to educational improvements in both teaching and learning. They improve the quality of education by providing accessible resources and tools that meet the needs of teachers and students. Devices such as cell phones, laptops, tablets and the Internet, education has more resources, tools and technological support that allow education to be more dynamic and interactive (Sung, 2017). Furthermore, technology in education is the study and ethical practice of facilitating learning and improving performance through the creation, use and management of appropriate technological processes and resources. So, technology is an indispensable and feasible resource for the educational process (Januszewski & Molenda, 2018).

Web 2.0

The term web 2.0 also referred to as social web is a web that enables and facilitates the exchange of information, ideas or content. It includes sites that allow interoperability, user-centered design and collaboration 18 on the world wide web (Arroyo, 2017). Web 2.0 allows users to interact and share ideas with other users, changing from being passive users to become active users. They actively participate, contributing content and sharing their ideas. In the same way, they can create, support, and be part of a society and community both locally and globally which

inform, communicate and generate knowledge and content (Morales, 2018). An example of web 2.0 is Wikipedia, which is a free and collaborative encyclopedia. Users can contribute by participating and interacting in the articles presented on this page.

In addition, web 2.0 refers to a second generation in the history of websites. Web 2.0 features a wide variety of collaborative networks such as blogs, wikis and multimedia services. Its aim is the exchange of information between users and collaboration in content production (Arroyo, 2017). Web 2.0 has multiple benefits such as; they are accessible and available at low cost, free, easy to implement and use, accepted by the majority of internet users, promotes participation, enables the use of knowledge and collective work and optimizes access and navigation times and costs (Morales, 2018).

Technological tools

Technological tools enhance and support the learning process. The most important objective of these is to enable learners to acquire knowledge using more feasible tools for acquisition. In addition, technology can provide meaningful adaptations to support the teaching of content and the language development of learners. Each technology tool has specific purposes that are reflected in the needs, difficulties and priorities of learners. They enable the development of language skills and linguistic components such as pronunciation, grammar, and vocabulary (Siefert, 2017).

Technological tools for listening skills

Technology is a crucial tool for developing listening skills. One example of this is podcasting which has the potential to act not only as a rich source of information and instruction for students in the language classroom, but also to transform instruction. This tool was designed to develop listening skills when learning a new language. Some of the tools to improve listening skills are spotify, grooveshark, songza and youtube (Hegelheimer, 2017). However, technological tools

play an important role in speaking skills. Students who frequently use videoconferencing can learn important aspects such as body language, facial expressions which improve and facilitate communication (Hegelheimer, 2017).

Duolingo is one of the tools that facilitate the integration of competencies. It is a free tool that offers students and teachers a wide variety of activities that promote learning. This tool has flashcards, images, activities to complete, select and combine. Students can learn and reinforce content, practice it and be evaluated (Hegelheimer, 2017). On the other hand, assessment is a very important component in the learning process not only to learn the new language but also to evaluate students' progress. These applications help students identify their strengths and weaknesses in a motivating way (Hegelheimer, 2017).

Chocolate website

An educational website is one that allows the improvement of the teaching-learning process, the same that has a series of tools that allow to guide, guide, and in the same way strengthen the learners in terms of the contents exposed (Diaz, 2019). There are three types of educational websites that are evolving rapidly. These are produced in different versions, as well as presented in a variety of tools and applications to facilitate the monitoring and fulfillment of academic, administrative and communicative objectives (Castillo & García, 2017). Also, educational websites have a number of advantages. These are reliability and stability, fast and agile technical assistance, easy installation, strict quality control, specialized modules to complement the websites (Glez, 2018).

This educational website is divided into different categories based on vocabulary. The categories that can be found are my room, home, around you, your daily life, your society, your world, special series, technology, family tree, free time, vegetables, personality, marine animals, and other topics that allow students to learn new vocabulary in English (Garibag, 2019). The chocolate website is a technological tool used to learn English vocabulary, which includes multiple terms illustrated photographically and classified by theme, audio activities and memorization.

Chocolate is a website specialized in teaching different ways and methods to learn new vocabulary content, this website focused on children learning in an interactive and fun way. Chocolate website focuses on activities involving sounds, images and writing. Also, it is a site designed to help you learn and memorize new vocabulary in English, Japanese, Chinese, German or Spanish in an easy and fun way which contributes to the learning of children (Glez, 2018).

Moreover, the website is an interactive and multimedia software used to teach languages. Access to this website is free, which allows learners to learn freely and at the time that suits the learner. This allows independence in time and place to study from this website as it is available all the time (Garibag, 2019). Additionally, this website is divided into categories in which different activities are carried out to develop language skills such as vocabulary and grammar. When the student is placed in a certain level, the website assigns a cluster of lessons, so that the teaching system is personalized for each student and he/she can advance through the lessons at his/her own pace and the student is able to review the topics not understood as many times as he/she wants (Garibag, 2019).

Finally, the chocolate website is an educational tool focused on vocabulary learning, allowing students to reinforce and learn new content. This web site has interactive activities where students are motivated to achieve the highest levels in the shortest time possible. This tool has instructions on how to use it, different ways of learning and reinforcement of the contents. Chocolate is a website that allows students to learn vocabulary in different ways, such as seeing the object and the spelling of the word, seeing the object and listening to its pronunciation. In addition, students after seeing the new content learned, have the opportunity to practice in matching activities, it can be the image with its audio, audio with writing, image with writing, there are also fill-in and dictation activities. In these activities, learners can learn new vocabulary and can learn the correct pronunciation of the words they are learning (Long & Hiroyuki, 2017).

1.3.2 Dependent variable

Communication

Communication is also defined as the exchange of information between several people. It can be verbal and nonverbal. Verbal communication is the way a group of people talk on a daily basis; while nonverbal communication is communication expressed through gestures. In addition, communication can be negative, positive, effective or ineffective (Bambaeroo & Shokrpour, 2017). Furthermore, communication is human interaction through speech. It is an essential and basic element. Communication can occur between groups of individuals or different subgroups of people. In the same way, it is the way in which human beings interact and exchange information with other individuals (Carcinero, 2018). Communication is an important factor for people to interact with each other, as it allows them to share ideas and understand different points of view. Communication is not only transmitted through vocal uses but also through gestures (Soria, 2017).

Language learning

Language is the way of producing or expressing ideas through symbols. People need language to communicate with each other, to give, receive and express their thoughts. A society without language is a non-existent society. Moreover, language is a communicative system established by a society to understand new content, as well as to transmit and share ideas through communication (Hakim, 2018). All human beings use language to communicate, but not everyone uses the same tongue. It is not one, but there is a language for each place or each society. Each idiom has a different way of transmitting itself and, therefore, of reaching others. Also, it is a communicative form that can vary its meaning or expression depending on the place where it is found (Anderson, 2018).

Furthermore, language is an indispensable tool in our environment, as it is required in different areas such as communication, culture, politics and even

business. The successful learning of a language is linked to the effort, passion and dedication that the student has in learning. Many teachers find ways and strategies to bond with their students. They want to offer them quality education, which has meaningful input, with instruction and training, which provide them with opportunities to have meaningful outcomes (Oroujlou & Vahedi, 2019).

Linguistic competence

Competence is the skills that enable learners to engage their knowledge. They acquire competence through practice, experience and development. On the other hand, linguistic competence is determined by the correct handling of the language in its environment. It is the ability to understand and formulate a well-structured grammar. Moreover, linguistic competence means using the correct grammar, syntax and vocabulary of the language (Erton, 2017). Linguistic competence, also called grammatical competence, refers to linguistic knowledge, such as the words that are used in specific places, the elements and rules that allow the formulation of sentences with their meaning, the way sounds work and the meaning, significance or interpretation of words or expressions. In addition, it refers to the uses of linguistic aspects such as morphology, syntax, phonetics, phonology and semantics. Linguistic competence refers to the ability to speak and understand what is being expressed (Canale & Swain, 2018).

Grammar is one of the factors that stand out within the linguistic competence. It allows to understand different structures which are used at different times. In the same way, it allows to express and understand the meaning and therefore the time in which the words are expressed. Grammar is also considered as a system of rules which are formed by words that give meaning to the sentence. Each word in the sentence fulfills a task and has an order; while including morphology and syntax (Khamesian, 2018). On the other hand, pronunciation is a very important factor in communicative competence because sounds play an important role in communication. Pronunciation is a term that refers to the production of sounds. Moreover, it is a factor that can be influential within a language, as it allows the

development of intonation, fluency and intonation. Pronunciation enables the transmission of ideas and thoughts in a group of people, denoting understanding on the part of the addressees (Erenstsen, 2017).

English language vocabulary

Vocabulary can be defined as the words that are part of a language. It also means the grouping of signs, symbols and qualities that allow communication or words related to a particular topic (Willis, 2018). According to Mena (2017), expressed that vocabulary is composed of a set of words that can form ideas by forming sentences. This is divided into two categories, receptive categories and productive categories. The receptive categories are when learners recognize and understand vocabulary, but the students cannot put it into practice; while the productive category is when learners understand the new vocabulary and they can put it into practice in their daily and real-life environment. According to Yosephin (2017), vocabulary is the set of words that a person uses to express him/herself. Vocabulary is a fundamental part of language and is significant in the learning process. Yosephin (2017) alluded that vocabulary is the formation of letters that form words and have a specific meaning. They are also words that can convey specific and concrete ideas giving meaning to sentences.

English language vocabulary is a set of words that people use to convey and share ideas. Vocabulary words are acquired through the evolutionary process allowing us to develop and expand our knowledge of the English language (Jackson & Etienne, 2007). Experts say that to facilitate the process of learning English vocabulary, it is essential to constantly repeat the words and their meaning so that we can memorize them, as well as use these words in any context, especially in our daily lives. On the other hand, English vocabulary is organized into three areas, individual words and their associations, semantic or lexical fields, and word families (Jackson & Amvela, 2017).

Also, vocabulary is divided into two groups according to levels of formality. These two levels are common or everyday situations and academic. Academic

vocabulary or also known as technical vocabulary includes all words that students can acquire and learn in texts from different academic subjects, disciplines or domains. In contrast, vocabulary for common situations includes informal words, idioms, fixed expressions and everyday expressions (McCarthy & O'Dell, 2018).

Importance of vocabulary development

Vocabulary is the knowledge of words in different aspects such as their definition, their origin and how this word can be embedded in a sentence or in a context. It is worth mentioning that the acquisition of vocabulary does not end, it is a process of acquisition and knowledge throughout our life. Words are taken as powerful because they can have several meanings depending on the context or the place where they are used, that is to say, words open possibilities of communication, ideas and points of view (Stahl, 2016). According to Loraine (2019), vocabulary is the fundamental basis of language learning. Educational analyses define vocabulary as being related to intelligence, reading comprehension and general ability. Furthermore, vocabulary development is of great importance for language learning as well as being linked to reading comprehension.

According to Harmer (2017), vocabulary is of greater value than grammar because, by expanding and acquiring new vocabulary, students can easily understand the meaning of words or become more proficient in choosing words to express themselves orally or in writing. The author agrees that learners are individualistic in that they can learn and remember receptive vocabulary rather than productive vocabulary. Receptive vocabulary can occur through reading or listening as learners learn it freely and spontaneously.

On the other hand, the correct teaching of a new language is reflected in the vocabulary that is developed in the learning process. To learn a new language, it is important to know what its root is and what words the language is composed of. The three key aspects of learning new vocabulary are the meaning of the word, its usage and its form. Meaning encompasses aspects like the definitions of the words, their roots, which words have similarities and which words differ from them; while usage

is the correct way to accompany the words in what order they should be placed and what their function is in each context. Finally, form encompasses two important aspects, spelling and pronunciation (Nation, 2021).

1.4 Objectives

1.4.1 General objective

- To describe how chocolate website helps the English language vocabulary learning in students of the fifth level from Unidad Educativa Juan León Mera “La Salle”.

1.4.2 Specific Objectives

- To analyze the level of vocabulary knowledge students have.
- To identify the effectiveness of applying websites to develop language vocabulary.
- To demonstrate how chocolate website improves the English language vocabulary learning.

CHAPTER II

METHODOLOGY

2.1 Resources

2.1.1 Population

The subjects of the research were 35 students of A1 level who were studying the fifth grade at Unidad Educativa Juan Leon Mera “La Salle” in the academic period September 2021- July 2022. These students belonged to class “A”. Also, the students were divided into an experimental group with 18 students and a control group with 17 students. The same students were evaluated in two times by applying a pre-test and a post-test. The intervention was applied just to the experimental group.

Table 1

<i>Population and sample</i>	
Experimental group	18
Control group	17
TOTAL	35

Prepared by: Llerena A. (2021)

Direct method: Unidad Educativa Juan León Mera “La Salle”

2.1.2 Instruments

Pre-test and post-test

It is a characteristic of the quasi-experimental design. Those tests are used in the evaluation of learners in order to obtain quantitative data. To examine the vocabulary level of the students, a pre-test was applied to both the experimental and control group. The first step was the application of a vocabulary pre-test containing two parts each with six literals. The first part was to select the correct answer; while the second was to write the correct word. The test was a Cambridge (KEY FOR SCHOOLS) reading section focused on vocabulary. It consisted of twelve literals, each worth 1 point with a time of 15 to 20 minutes. Also, the test was administered in the traditional way using a printed test. It was administered in the same institution. The results of the test were examined to know the level of vocabulary that the students had. This allowed the execution of specific objective number one. After the intervention, a post-test was administered to both groups. This test had the same structure as the previous “key” test that had already been chosen for the pre-test. The post-test was managed face to face using papers. The results of the post-test compared the progress of the students in the experimental group with the use of the chocolate website for English vocabulary learning and determined the effectiveness; while the control group had no significant improvement.

Surveys

Web 3.0

A survey is a technique used for data collection. It was applied to both the control group and the experimental group to determine the use of web 3.0 tools in English language learning. Questions related to the research topic and its affinity with web 3.0 were selected. In addition, the survey was administered using Google forms that displayed the responses immediately. Finally, the results were analyzed and interpreted to reach a conclusion and support the research conducted.

Dependent and independent variable

The survey is one of the basic instruments used in research. It is an instrument that seeks to obtain detailed and organized information. It contains characteristics considering the two variables such as the dependent and independent variables which are related to the objective. The survey was designed with a TAM model which seeks to determine whether users accept or reject certain technology. It was applied just the experimental group. Two expert teachers of "Pedagogía de los Idiomas Nacionales y Extranjeros" validated the survey before applying it to the students. In addition, the survey was administered using Google forms that displayed the answers immediately. Finally, the survey obtained results which were analyzed and interpreted to reach a conclusion.

2.1.3 Intervention procedure

The application of the class and the activities developed in it followed the contents according to the level of the students from Unidad Educativa Juan León Mera "La Salle" and focused on the ADDIE model. ADDIE is a methodology that emphasizes the five stages of a development process such as analyze, design, development, implement, and evaluation.

Analyze

In the first instance, the analysis was carried out through two surveys, the first was web 3.0 based, which contained six questions closely related to the research topic. The survey was applied to the two study groups, the control group and the experimental group. For which the students could select one of the options to diagnose the use of web 3.0 tools in English language learning. The other survey focused on both the dependent and independent variables, which was validated by two expert teachers and applied to the experimental group, and contained six questions, the first three of which were based on the first variable and the last three were focused on the second variable.

Design

In the design, six lesson plans were developed for each given intervention. These were designed for thirty minutes of class time and were developed after the learners' regular classes. The lesson plans had a communicative competence as well as their general and specific objectives, since they had the ability to communicate, be understood and integrate listening, reading, oral and written expression. In addition, they were useful and facilitated the application of each lesson and allowed having an established order and time for each activity.

Lessons plan

The lesson plans were developed for the 6 interventions.

Lesson plan 1:

In the first lesson plan, the teacher explained about the preposition of place and its use, and introduced vocabulary about body parts. The teacher explained some examples based on these. Then, the students worked on the activities. In activity 1, students listened to the song, repeated it, and wrote the body parts in each empty space. In activity 2, students made four sentences describing the location of four body parts and used prepositions of place. In activity 3, students worked in pairs and made a short presentation focused on the content learned. For this intervention, teacher and students used technological tools and the chocolate website.

Lesson plan 2:

The second lesson plan focused on the family tree and the simple present positive form. The purpose of this intervention was to describe a family member using present simple affirmative sentences. The teacher explained the grammar and some rules about it. In addition, the teacher introduced the vocabulary. Then, the students worked on activities. In this activity, students listened to the audio and compared the audio with the corresponding picture about the family members. In activity 2, students selected the correct present tense verb for each sentence. Finally, students made a brief description of a family member using the present simple tense.

Lesson plan 3:

The third lesson plan focused on sports and simple present questions. The teacher explained its use and introduced sports vocabulary. The teacher explained some rules about it. Then, the students worked on the activities. In activity 1, students listened to the audio and wrote down the sport they listen. In activity 2, students select the correct auxiliary do/does for each question. Finally, students performed a role-play focused on the content learned.

Lesson plan 4:

In the fourth lesson plan, the teacher explained about there is / there are and its usage, and introduced vocabulary about food. The teacher explained some examples based on these. Then, the students worked on the activities. In activity 1, students listened to the fruit mentioned in the audio and wrote it correctly if it is in plural or singular. In activity 2, students looked at the picture of the fruits and wrote there is / there are according to the number of fruits they could see. In activity 3, students worked individually and analyzed the projected image. In addition, they answered the questions using there is / there are.

Lesson plan 5:

In the fifth lesson plan, the teacher introduced about directions and its use, and presented vocabulary about on the road. The teacher explained some examples based on these. Then, the students worked on the activities. In activity 1, students wrote four simple sentences with the vocabulary about on the road. In activity 2, students formed five sentences describing the location of the school using directions. In activity 3, students prepared a conversation in which they asked where a certain place is located and the other student answered using the instructions.

Lesson plan 6:

In the sixth lesson plan, the teacher explained about "can" in questions and its use, and introduced vocabulary about activities that can be practiced. The teacher explained some examples based on these. Then, the students worked on the activities.

In activity 1, students related the image to the activity it belongs to. In activity 2, students asked five questions and their answers using "can". In activity 3, students formed pairs and did a short presentation in which one student asked "can" questions and the other must answer, then changed roles.

Development

In the development, the links, tools and materials used in the lesson plans were selected, such as the use of youtube for a better understanding of the topic, nearpod for the development of activities, as well as google forms for the application of surveys and the chocolate website. The classes were conducted virtually after class hours, but the pre-test and post-test were carried out in the same educational unit at the times established by the tutor assigned by the institution. In addition, the students were evaluated in a traditional way on a sheet of paper.

Implement

Once the first three steps were completed, such as analysis, design and elaboration reflected in the survey, planning and materials, such as links and activity sheets, implement proceeded. The implement focused on the application of the lessons in the classroom, for which six lessons were designed which allowed them to improve the English vocabulary learning with the help and support of the chocolate website. The intervention was given only to the group of 18 students or also called experimental group following a communicative methodology (See annex # 5).

Evaluation

After having carried out the implementation as was the application of the lessons in the classroom, the evaluation was the last step. This consisted in the application of the TAM, the same one that contained six questions related to the topic to be treated (See annex # 4). Furthermore, this model evaluated the level of acceptance or rejection of the chocolate website by the students. This survey is applied only to the experimental group in order to know how accepted this website was in the process of English vocabulary learning.

Finally, the pre-test was applied before the interventions given to the experimental group. Both the pre-test and post-test were face-to-face and were applied to both groups, as was the control group and the experimental group (See annex # 2). The tests were carried out in the schedule established by the institutional tutor in the same class schedule; while the six interventions to the experimental group were carried out outside the students' class schedule from 2:00 pm to 2:30 pm, reaching this agreement with a letter of consent previously signed by the parents. Likewise, after the pre-test, the classroom intervention to the experimental group and the application of the post-test, the statistical test was applied with the help of SPSS and Excel to verify the hypothesis. For this purpose, two samples were tested to compare and determine possible differences between them as found in both groups. In addition, the data obtained from the surveys were analyzed and supported the research. Based on and supported by the findings and results of the pre-test, post-test, two surveys, it was feasible to establish the conclusions and their respective recommendations at the end of the study.

2.2 Methods

2.2.1 Research approach

The present study had a qualitative and quantitative approach. It is quantitative because the research studied the educational problems that occur in the process of English vocabulary learning, as well as using measurable data such as tests of knowledge (Williams, 2017). It had a quantitative value due to numerical data that were collected and examined from the pre-test and post-test, as well as the survey that was applied to the students. The application of these tests provided information about the level of vocabulary the learners had. Furthermore, the survey supported the study by asking questions about how useful and beneficial the website was for vocabulary learning. According to Williams (2017), qualitative research allows observing the social phenomenon in the classroom. In the same way, qualitative research collects data through the use of narrative or verbal methods such as observations, surveys and document analysis. Through the internships developed

in previous semesters, as well as the online contact with the institution and its learning environment, it was possible to analyze the reality of the students and their performance in the development of vocabulary. Therefore, the research had a qualitative approach.

2.3 Research design

This study focused on a quasi-experimental design; meanwhile the research was carried out with two groups, both control and experimental. It should be noted that research designs help to collect information, analyze and interpret data. Quasi-experimental research focuses on experimentation, so students are not randomly selected. This design is directed in the educational field to evaluate the effectiveness of a treatment in this field (Drager, 2018).

2.4 Research modality

2.4.1 Field

According to Bashin (2020), a field research is carried out in a natural and real environment where the studied problem is developed, allowing the examiner to observe, analyze and interact with the problem. Therefore, this study was a field study since this modality allowed contact with the reality and the students involved in the process of the fifth grade at Unidad Educativa Juan Leon Mera "La Salle". Furthermore, this study could establish an adequate process to conduct and obtain information on the development of English language vocabulary learning.

2.4.2 Bibliographic – documentary

According to Pimienta and De la Orden (2017), a bibliographic research collects validated information from published materials such as academic articles, research papers, journals, books, in order to support the theory of the problem studied. In this case, the theory of the two variables of this research "Chocolate website" and "English language vocabulary" were duly supported through the

analysis of information from technological tools that allowed the researcher to establish the direct influence with the researched topic.

2.4.3 Experimental research

This study was based on experimental research. This research was the most consistent because the experiment was conducted with a specific population. In addition, it is given by influencing the independent variable to the dependent variable through a controlled experiment. The experimental research focused on a quasi-experimental design which consisted of selecting two groups which were the control group and the experimental group. The experimental group had the specific population where the treatment was performed with the application of the respective sessions (Drager, 2018).

2.5 Level or type of research

The research levels of this study were descriptive and exploratory. The study was descriptive in that it described phenomena, situations and events, at the same time describing a real situation, the problem and the characteristics found in the fifth grade at Juan Leon Mera "La Salle" in relation to vocabulary learning. On the other hand, it was an exploratory study since the study did not have an in-depth study as there was not enough research related to the Chocolate website and English language vocabulary learning.

2.6 Hypothesis

Alternative hypothesis

Chocolate website does influence in English language vocabulary learning of the fifth level from Unidad Educativa Juan León Mera “La Salle”.

Null hypothesis

Chocolate website does not influence in English language vocabulary learning of the fifth level from Unidad Educativa Juan León Mera “La Salle”.

2.7 Variable identification

Chocolate website (Independent variable)

English language vocabulary (Dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

3.1.1 Pre-test from control and experimental group

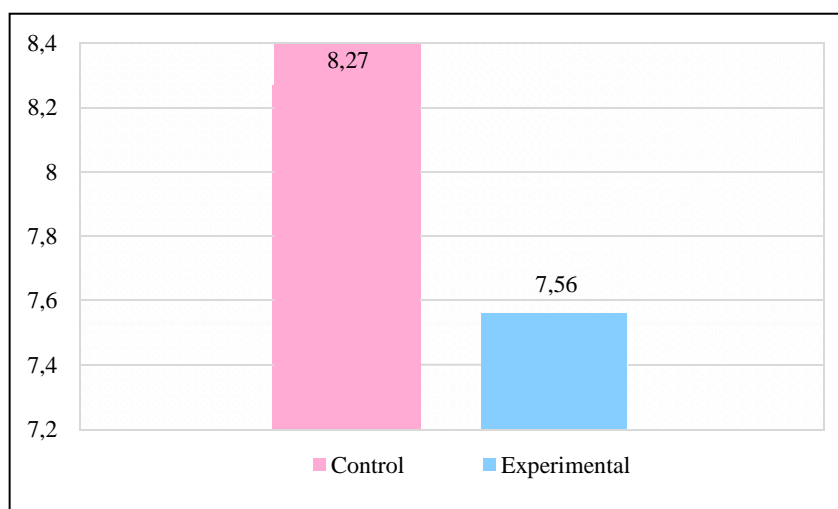
Table N° 2. Pre-test average scores over 12

Test	Control	Experimental
Pre-test	8,27	7,56

Source: Students' vocabulary pre-test

Prepared by: Llerena, A. (2021)

Graphic N°1. Pre-test average scores over 12



Source: Students' vocabulary pre-test

Prepared by: Llerena, A. (2021)

Analysis and interpretation

Graphic number 1 shows the average score over 12 points that 17 students from the control group and 18 students from experimental group obtained in the vocabulary pre-test. The first column indicates that the control group's average was 8,27 over 12; while the second column shows that the experimental group's average was 7,56 out of 12.

The data revealed that both the control group and the experimental group had a low level of vocabulary, especially in the first part which consisted of completing the text with one of the three correct alternatives. However, there was a significant difference between the two groups, although all students had the same educational level, the control group showed a higher vocabulary proficiency.

3.1.2 Post-test from control and experimental group

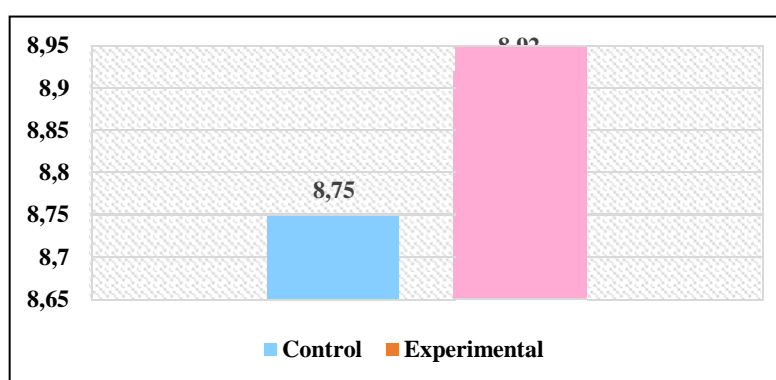
Table N° 3. Post-test average scores over 12

Test	Control	Experimental
Post-test	8,75	8,92

Source: Students' vocabulary post-test

Prepared by: Llerena, A. (2021)

Graphic N° 2. Post-test average scores over 12



Source: Students' vocabulary post-test

Prepared by: Llerena, A. (2021)

Analysis and interpretation

Graphic number 2 shows the average score over 12 points that 17 students from the control group and 18 students from experimental group obtained in the vocabulary post-test. The average score obtained by the control group was 8,75 and the average score reached by the experimental group was 8,92, both scores over 12 points.

The results showed that the experimental group had a better performance than the control group in post-vocabulary test, in which it was determined that there was a significant difference between the performance and improvement of both groups.

3.1.3 Pre and post-test from control and experimental group

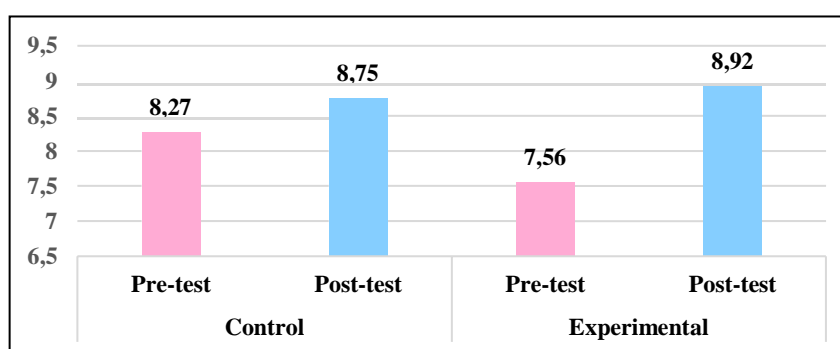
Table N° 4. Pre and post-test average scores over 12

Control		Experimental	
Pre-test	Post-test	Pre-test	Post-test
8,27	8,75	7,56	8,92

Source: Students' vocabulary pre-test and post-test

Prepared by: Llerena, A. (2021)

Graphic N° 3. Pre and post-test average scores over 12



Source: Students' vocabulary pre-test and post-test

Prepared by: Llerena, A. (2021)

Analysis and interpretation

Graphic number 3 illustrates a comparison between the average score over 12 points that 17 students from the control group and 18 students from the experimental group obtained from the results in the pre-test and the post-test. The control group accomplished 8.27 points in the pre-test and 8.75 points in the post-test. Therefore, the control group improved by 0.48 points in its performance. In contrast, the experimental group obtained 7.56 points in the pre-test and 8.92 points in the post-test. It means there was an improvement of 1.36 points in the students' performance of the treatment group.

The data showed that the experimental group had a significant improvement with the help and support of the chocolate website obtaining better results than the control group. Therefore, the experimental group improved significantly in their vocabulary learning.

3.1.4 Survey web 3.0 analysis and interpretation

Question N° 1. ¿Con qué frecuencia utiliza herramientas tecnológicas 3.0 para aprender?

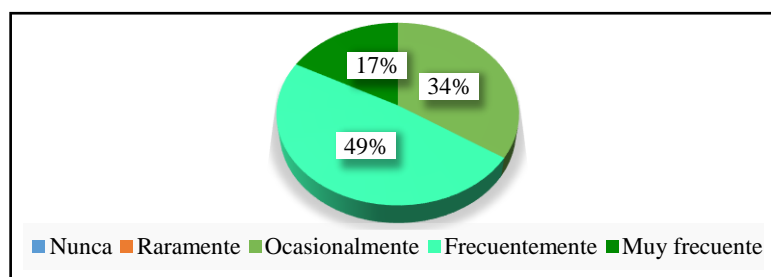
Table N° 5. Herramientas 3.0 para aprender

Criteria	Frequency	Percentage
Nunca	0	0%
Raramente	0	0%
Ocasionalmente	12	34%
Frecuentemente	17	49%
Muy frecuente	6	17%
Total	35	100%

Source: Students' survey

Prepared by: Llerena, A. (2021)

Graphic N° 4. Herramientas 3.0 para aprender



Source: Students' survey

Prepared by: Llerena, A. (2021)

Analysis and interpretation

Of the 35 students surveyed, it was observed that 17 students that represented 49% of the surveyed population considered that technological tools 3.0 are frequently used to learn; 6 students that represent 17% considered that they are used very frequently, and 12 students that represent 34% considered that they are used occasionally.

Based on the results, it was observed that students consider that 3.0 tools are frequently used for learning, this is because web 3.0 in education helps to create a new learning model, allowing students to connect and communicate in a way that makes the learning experience.

Question N° 2. ¿Con qué frecuencia utilizan los docentes las herramientas 3.0 para enseñar?

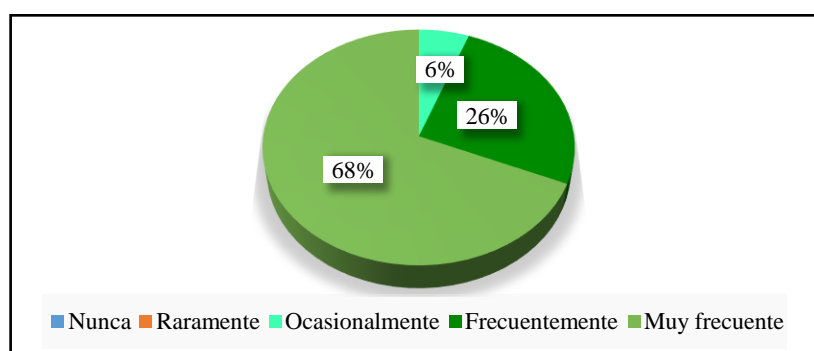
Table N° 6. Herramientas 3.0 para enseñar

Criteria	Frequency	Percentage
Nunca	0	0%
Raramente	0	0%
Ocasionalmente	2	6%
Frecuentemente	9	26%
Muy frecuente	24	68%
Total	35	100%

Source: Students' survey

Prepared by: Llerena, A. (2021)

Graphic N° 5. Herramientas 3.0 para enseñar



Source: Students' survey

Prepared by: Llerena, A. (2021)

Analysis and interpretation

Analyzing the data collected for question number 2, 24 students representing 68% of the surveyed population considered that teachers use 3.0 tools to teach very frequently; 9 students representing 26% considered that they are used frequently and 2 students representing 6% considered that they are used occasionally.

Based on the results, students considered that teachers use 3.0 tools to teach very frequently, this is because, web 3.0 offers students in their teaching a dynamic process, since they should not wait for the information to come to them, but they can go for it, look for it, create it and share it to get feedback.

Question N° 3. ¿Qué tipo de dispositivos tecnológicos utiliza para aprender en clases virtuales?

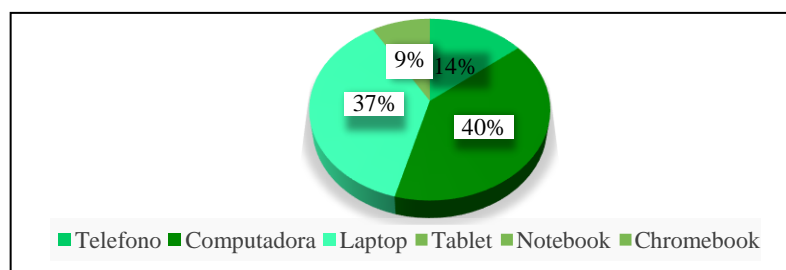
Table N° 7. Dispositivos tecnológicos para aprender en clases virtuales

Criteria	Frequency	Percentage
Telefono	5	14%
Computadora	14	40%
Laptop	13	37%
Tablet	3	9%
Notebook	0	0%
Chromebook	0	0%
Total	35	100%

Source: Students' survey

Prepared by: Llerena, A. (2021)

Graphic N° 6. Dispositivos tecnológicos para aprender en clases virtuales



Source: Students' survey

Prepared by: Llerena, A. (2021)

Analysis and interpretation

According to the data taken from question number 3, it is observed that 14 students represented the 40% of the surveyed population use the computer as a technological device to learn in virtual classes; 13 students represented 37% use laptops; 5 students represented the 14% use cell phone, and 3 students representing 9% use Tablet.

Based on the results, students considered that the computer is one of the technological devices to learn through virtual classes, this is because it favors the flexibility of the students' thinking, since it stimulates the search for different solutions to the same problem. In addition, better learning results are obtained, with participative and dynamic classes.

Question N° 4. ¿Qué tan importante es el uso de herramientas web 3.0 en su aprendizaje?

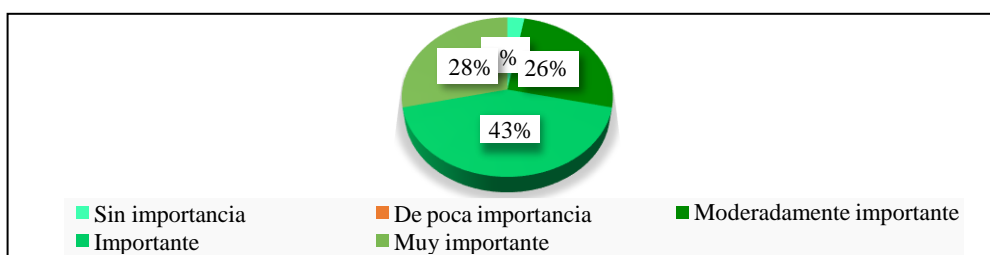
Table N° 8. Importancia de las herramientas web 3.0 en el aprendizaje

Criteria	Frequency	Percentage
Sin importancia	1	3%
De poca importancia	0	0%
Moderadamente importante	9	26%
Importante	15	43%
Muy importante	10	28%
Total	35	100%

Source: Students' survey

Prepared by: Llerena, A. (2021)

Graphic N° 7. Importancia de las herramientas 3.0 en el aprendizaje



Source: Students' survey

Prepared by: Llerena, A. (2021)

Analysis and interpretation

According to the data obtained from question number 4, 15 students represented the 43% of the surveyed population considered the use of web 3.0 tools important in learning; 10 students represented the 28% considered very important; 9 students represented the 26% considered moderately important and 1 student represented the 3% considered unimportant.

Based on the results, students considered that the use of web 3.0 tools are important for their learning, this is because they are motivated to manage information through collaborative work practices and deliveries and autonomous learning, fostering new skills and ways of learning. In addition, they are fundamental to motivate learning activities, allowing to increase competencies for a better performance in the classroom.

Question N° 5. ¿Considera usted que el desarrollo de recursos web 3.0 por parte del docente es importante para mejorar la enseñanza en la virtualidad de la educación para mejorar el trabajo colaborativo?

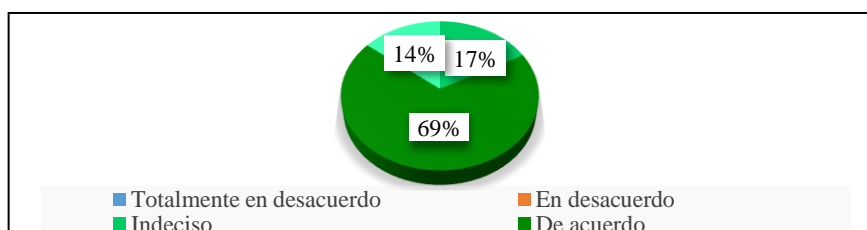
Table N° 9. Desarrollo de los recursos web 3.0 para mejorar el trabajo colaborativo

Criteria	Frequency	Percentage
Totalmente en desacuerdo	0	0%
En desacuerdo	0	0%
Indeciso	6	17%
De acuerdo	24	69%
Totalmente de acuerdo	5	14%
Total	35	100%

Source: Students' survey

Prepared by: Llerena, A. (2021)

Graphic N° 8. Desarrollo de los recursos web 3.0 para mejorar el trabajo colaborativo



Source: Students' survey

Prepared by: Llerena, A. (2021)

Analysis and interpretation

According to the data taken from question number 5, 24 students represented the 69% of the surveyed population agree that the development of web 3.0 resources by the teacher is important to improve teaching in the virtuality of education to improve collaborative work; 6 students represented the 17% were undecided and 5 students represented the 14% were in full agreement.

Based on the results, students agreed that the development of web 3.0 resources by the teacher is important to improve teaching, this is because it favors educational training processes in a desirable way, allowing the possibility of promoting collaborative work groups, obtaining greater participation and relationship among students.

Question N° 6. ¿Cree usted que la correcta aplicación y utilización de herramientas web 3.0 promueven el interés, la participación y la motivación de los alumnos dentro de trabajo colaborativo?

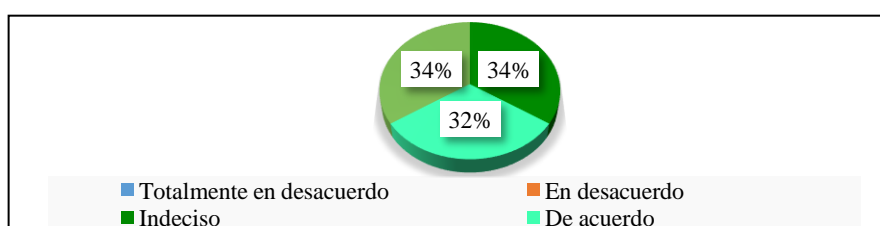
Table N° 10. Aplicación y utilización de herramientas web 3.0

Criteria	Frequency	Percentage
Totalmente en desacuerdo	0	0%
En desacuerdo	0	0%
Indeciso	12	34%
De acuerdo	11	32%
Totalmente de acuerdo	12	34%
Total	35	100%

Source: Students' survey

Prepared by: Llerena, A. (2021)

Graphic N° 9. Aplicación y utilización de herramientas web 3.0



Source: Students' survey

Prepared by: Llerena, A. (2021)

Analysis and interpretation

According to the data taken from question number 6, 12 students represented the 34% of the surveyed population fully agree that the correct application and use of web 3.0 tools promote the interest, participation, and motivation of students within collaborative work; 12 students represented the 34% were undecided and 11 students represented the 32% were agree.

Based on the results, students fully agreed that the correct application and use of the web 3.0 tool promotes the interest, participation and motivation of students in collaborative work, because the application of innovative technologies in the classroom has an impact on the development of educational processes, providing support in academic processes, turning both the teacher and the student into content generators and editors.

3.1.4 Survey “Chocolate website and English language vocabulary” analysis and interpretation

Question N° 1. En las clases de inglés, el docente utiliza sitios web para enseñar.

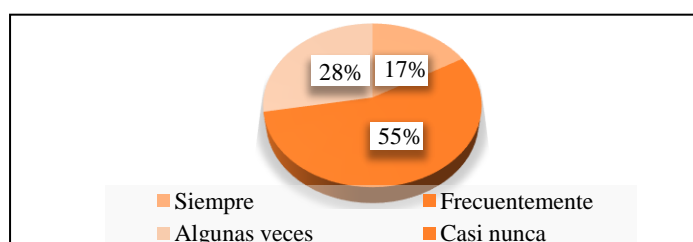
Table N° 11. Sitios web para enseñar

Criteria	Frequency	Percentage
Siempre	3	17%
Frecuentemente	10	55%
Algunas veces	5	28%
Casi nunca	0	0%
Nunca	0	0%
Total	18	100%

Source: Survey of the experimental group

Prepared by: Llerena, A. (2021)

Graphic N° 10. Sitios web para enseñar



Source: Survey of the experimental group

Prepared by: Llerena, A. (2021)

Analysis and interpretation

According to the data taken from question number 1, 10 students represented the 55% of the surveyed population considered that the teacher uses websites to teach English classes frequently; 5 students represented the 28% considered that it is used sometimes, and 3 students represented the 17% considered that it is always used.

Based on the results, students considered that the teacher uses websites to teach English classes frequently, this is because they are didactic tools in the teaching of the language, which have as their purpose, to activate and increase learning by students, through the development of different activities to improve learning, in addition, that allows students to become familiar with the handling of this type of pages motivating them and generating in them greater interest in learning.

Question N° 2. Los sitios web que utiliza su docente son de beneficio para su aprendizaje.

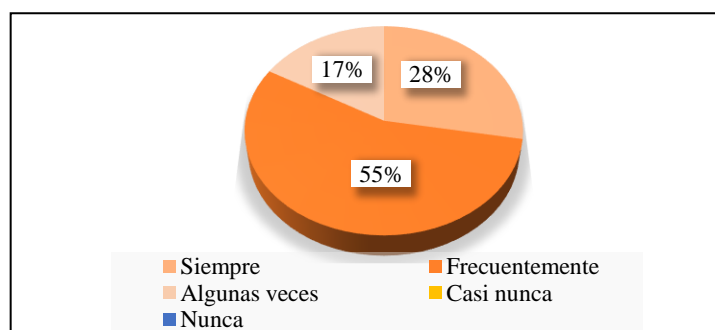
Table N° 12. Sitios web utilizados por el docente

Criteria	Frequency	Percentage
Siempre	5	28%
Frecuentemente	10	55%
Algunas veces	3	17%
Casi nunca	0	0%
Nunca	0	0%
Total	18	100%

Source: Survey of the experimental group

Prepared by: Llerena, A. (2021)

Graphic N° 11. Sitios web utilizados por el docente



Source: Survey of the experimental group

Prepared by: Llerena, A. (2021)

Analysis and interpretation

According to the data taken from question number 2, 10 students characterized the 55% of the surveyed population considered the websites used by the teacher to be of benefit to learning frequently; 5 students represented the 28% considered them to be of benefit always, and 3 students represented the 17% considered that they are of benefit sometimes.

Based on the results, students considered that the websites used by the teacher are of benefit to their learning frequently, this is because, technology allows building learning-based educational resources that start from the idea that it is better to develop small pieces with learning sequences that can be shared and reused in different contexts.

Question N° 3. El docente utiliza sitios web que mejoran el aprendizaje de vocabulario en inglés.

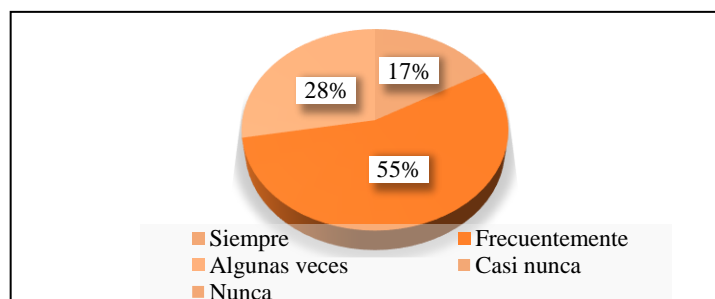
Table N° 13. Aprendizaje en sitios web

Criteria	Frequency	Percentage
Siempre	3	17%
Frecuentemente	10	55%
Algunas veces	5	28%
Casi nunca	0	0%
Nunca	0	0%
Total	18	100%

Source: Survey of the experimental group

Prepared by: Llerena, A. (2021)

Graphic N° 12. Aprendizaje en sitios web



Source: Survey of the experimental group

Prepared by: Llerena, A. (2021)

Analysis and interpretation

According to the data taken from question number 3, 10 students represented the 55% of the surveyed population considered that the websites used by the teacher improve the learning of vocabulary in English frequently; 5 students represented the 28% considered that they are sometimes, and 3 students represented the 17% considered that always.

Based on the results, students considered that the teacher uses websites that improve the learning of vocabulary in English frequently, this is because, the added information and communication technologies provide great tools and applications that are used by the teacher to diversify the methodologies of learning, which allows to favor the acquisition of vocabulary is assimilated effectively by students.

Question N° 4. El docente aplica actividades interactivas como juego de roles, diálogos o presentaciones para el desarrollo de vocabulario.

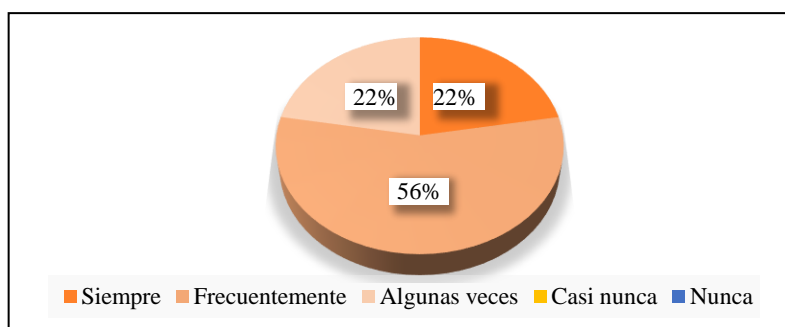
Table N° 14. Actividades interactivas para el desarrollo de vocabulario

Criteria	Frequency	Percentage
Siempre	4	22%
Frecuentemente	10	56%
Algunas veces	4	22%
Casi nunca	0	0%
Nunca	0	0%
Total	18	100%

Source: Survey of the experimental group

Prepared by: Llerena, A. (2021)

Graphic N° 13. Actividades interactivas para el desarrollo de vocabulario



Source: Survey of the experimental group

Prepared by: Llerena, A. (2021)

Analysis and interpretation

According to the data taken from question number 4, 56% of the surveyed population considered that the teacher applies interactive activities such as role play, dialogues, or presentation for vocabulary development frequently; 4 students represented the 22% considered that always, and 4 students represented the 22% considered that sometimes.

It was observed that in question number 4 the students considered that the teacher applies activities such as role play dialogues or presentations for the development of vocabulary in English frequently, it is because, they add variation to a class and increase motivation and encouragement, providing a convincing incentive to use the vocabulary in the English language.

Question N° 5. El docente enseña vocabulario mediante canciones, lecturas o audios.

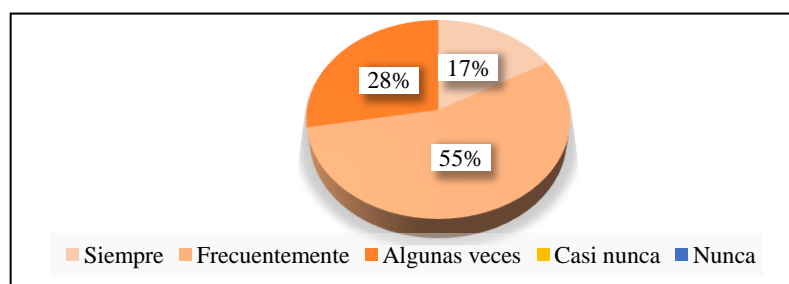
Table N° 15. Vocabulario mediante canciones, lecturas o audios

Criteria	Frequency	Percentage
Siempre	3	17%
Frecuentemente	10	55%
Algunas veces	5	28%
Casi nunca	0	0%
Nunca	0	0%
Total	18	100%

Source: Survey of the experimental group

Prepared by: Llerena, A. (2021)

Graphic N° 14. Vocabulario mediante canciones, lecturas o audios



Source: Survey of the experimental group

Prepared by: Llerena, A. (2021)

Analysis and interpretation

According to the data taken from question number 5, 55% of the surveyed population considered that the teacher teaches vocabulary through songs, readings, or audios frequently; five students represented the 28% considered that sometimes, and 3 students represented the 17% considered that always.

Based on the results, students consider that the teacher teaches vocabulary through songs, readings, or audios frequently, this is because they motivate students to express their emotions and be more participatory, providing numerous advantages for teaching, strengthening the capacity for oral expression, oral understanding and attitudinal dimension positively influencing the learning of vocabulary.

Question N° 6. El docente utiliza herramientas tecnológicas como plataformas, sitios web, o redes sociales para la enseñanza de vocabulario en inglés.

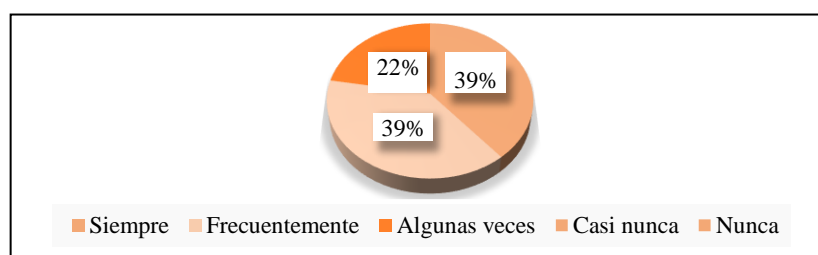
Table N° 16. Herramientas tecnológicas para la enseñanza de vocabulario en inglés

Criteria	Frequency	Percentage
Siempre	7	39%
Frecuentemente	7	39%
Algunas veces	4	22%
Casi nunca	0	0%
Nunca	0	0%
Total	18	100%

Source: Survey of the experimental group

Prepared by: Llerena, A. (2021)

Graphic N° 15. Herramientas tecnológicas para la enseñanza de vocabulario en inglés



Source: Survey of the experimental group

Prepared by: Llerena, A. (2021)

Analysis and interpretation

According to the data taken from question number 6, 39% of the surveyed population considered that the teacher uses technological tools such as platforms, website, or social networks to teach vocabulary in English always; 7 students represented the 39% considered that frequently, and 4 students represented the 22% considered that sometimes.

Based on the results, it was observed that students considered that the teacher frequently uses technological tools such as platforms, websites, or social networks for the teaching of vocabulary in English, this is because they provide the student with the opportunity to find entertainment and motivation to share information. In addition, it explores new areas of knowledge, being more autonomous in learning vocabulary.

3.2 Verification of hypotheses

Null hypothesis:

H0: Chocolate website does not influence in English language vocabulary learning of the fifth level from Unidad Educativa Juan León Mera “La Salle”.

Alternative hypothesis:

H1: Chocolate website does influence in English language vocabulary learning of the fifth level from Unidad Educativa Juan León Mera “La Salle”.

3.2.1 Test or normality

In order to know the best statistic test to evaluate the hypotheses, it was necessary to test the normality test of the data. It was performed using the SPSS statistic program.

Table N° 17. Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
PRE_TEST	CONTROL	,169	35	,013	,931	35	,030
	EXPERIMENTAL	,163	35	,013	,922	35	,016
POST-TEST	CONTROL	,207	35	,001	,911	35	,008
	EXPERIMENTAL	,159	35	,124	,912	35	,008

Source: IBM SPSS Statistics

Prepared by: Llerena, A. (2021)

Analysis and interpretation

The results obtained by the SPSS application in the Kolmogorov-Smirnov test of normality determined the statistics test to be used. In which it was obtained, that the p value in the previous test performed to the experimental group was less than 0.05; while its p value in the post-test test was greater than 0.05. The result showed that the

data were not normal; therefore, a non-parametric test had to be applied to test or reject the hypothesis of the research.

3.2.2 Wilcoxon test

The Wilcoxon statistical test compares the mean of two dependent samples. To accept the null hypothesis and reject the alternative, its significance level must have a margin of error greater than 0.05. On the other hand, to reject the null hypothesis and accept the alternative, its margin of error must be less than 0.05

Table N° 18. Wilcoxon Signed Ranks Test

		N	Mean Rank
POST_TEST -	Negative Ranks	8 ^a	
PRE_TEST	Positive Ranks		
	Ties		
	Total		

a. POST_TEST < PR
b. POST_T
c.

Source: IBM SPSS Statistics
Prepared by: Llerena, A. (2021)

Analysis and interpretation

The results obtained by the statistics application of Wilcoxon, in which 35 ranges were analyzed, from which 8 negative ranges, 20 positive ranges and 7 equal ranges were obtained. These ranges belong to control and experimental groups, who were taken the previous test and the subsequent test focused on the vocabulary level.

Table N° 19. Wilcoxon statistics test

Test Statistics ^a	
	POST_TEST - PRE_TEST
Z	-2,905 ^b
Asymp. Sig. (2-tailed)	,004

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Source: IBM SPSS Statistics

Prepared by: Llerena, A. (2021)

Final decision

The results obtained by using Wilcoxon statistics test showed that the p-value Asymp. Sig. (2-tailed) was 0.004, which means there was a difference before and after. Therefore, the null hypothesis, Chocolate website does not influence in English language vocabulary learning of the fifth level from Unidad Educativa Juan León Mera “La Salle” was rejected and accepted the alternative hypothesis, Chocolate website does influence in English language vocabulary learning of the fifth level from Unidad Educativa Juan León Mera "La Salle".

CHAPTER IV

4.1 Conclusions

- The level of vocabulary knowledge of the groups was a little low, however, a difference was noticed between both groups in the pre-test, as the control group had 8.27 over 12; while the experimental group had a lower score of 7.56 over 12, this deficiency in the pre-test score was due to the first part, as it consisted of completing the text with one of the three correct alternatives, so the students had difficulty in developing it and could not complete it correctly. However, it was evident that there was a difference of 0.71 between the two groups. Both the experimental group and the control group improved significantly in the post-test resulting in an improvement from 8.27 to 8.75 for the control group; while the experimental group improved from 7.56 to 8.92 resulting in the experimental group outperforming the control group in learning with a difference of 0.17 and remarking that their vocabulary learning was feasible and favorable.
- The application of websites to develop vocabulary is effective; this is because they are didactic tools in language teaching that facilitate the process of learning among teachers and students, allowing them to retain and understand new knowledge; they have the purpose of activating and increasing knowledge, which allows supporting the acquisition of vocabulary to be assimilated effectively by students.

- Chocolate websites do improve the English vocabulary learning, because they are digital tools that allow an important interaction between teachers and students as long as they are used correctly (Diaz, 2019). In addition, this website includes a multitude of terms illustrated photographically and classified by themes, audios and memorization activities that make learning the language more didactic, denoted and reflected by the survey applied that the chocolate website helps and strengthens the learning of vocabulary with an acceptance of 55% over 100% assuming that frequently the websites and especially the same helps in learning.

4.2 Recommendations

- Vocabulary acquisition, like learning a new language, is a strict process of dedication and practice, so it is recommended that students improve their level of English vocabulary through the practice of interactive exercises such as; reading and comprehension of words and phrases, audios that have exercises to fill in the blanks and choice of alternatives based on the audio exposed, audios that allow to recognize and write the word heard and other activities such as matching, noting that through readings, audios and videos with exercises focused on them are helpful and beneficial for learning and acquisition of vocabulary.
- It is recommended that the teacher work with website applications to effectively develop vocabulary, because through the use of didactic tools in language teaching such as websites help and allow a better understanding of content, as well as allow better retention of vocabulary words or phrases, giving the student the opportunity to explore new areas and engage more easily in the English language.
- The teacher should use the chocolate website, because it is a site that helps to improve the English vocabulary learning, as it allows a better interaction of both the teacher and the students if used correctly, at the same time allows students to learn new vocabulary words with their respective pronunciation, allows them to practice listening skills and also has practical exercises such as matching exercises, writing words and dictation.

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ANNEXES

Annex N° 1: Letter of commitment

CARTA DE COMPROMISO

Ambato, 21 de Octubre de 2020.

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

Mgs. Silvana Meléndez en mi calidad de Directora de la Unidad Educativa Juan León Mera “La Salle”, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el tema: “CHOCOLATE WEBSITE AND ENGLISH LANGUAGE VOCABULARY” propuesta por la estudiante Llerena Chasi Alexandra Cecilia, portadora de la Cédula de Ciudadanía 1805117577, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

Particular que comunico a usted para los fines pertinentes.

Atentamente.


.....
Mgs. Silvana Meléndez
0201651650
0992886527
rectorambatojlm@lasalle.edu.ec



Annex N° 2: Vocabulary pre-test



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

VOCABULARY TEST (KEY FOR SCHOOLS)

Objective: To analyze the level of vocabulary knowledge students have.

Time: 15-20 minutes

Level: 5th grade

Age: 9 -10

Vocabulary Part 1

Read the following short text with six numbered spaces. Then decide which of the three words provided belongs in each space.

Wivenhoe hotel

Wivenhoe is a beautiful hotel in the countryside, with many rooms and an excellent restaurant. However, there is a big (1) between Wivenhoe and other hotels. Firstly, Wivenhoe is part of a university, and secondly, its staff are all teenagers.

In fact, Wivenhoe is a hotel school for young people who are (2) to get jobs in the hotel or restaurant. (3) The students learn by helping staff in a real hotel, while their teachers (4) them carefully. They do everything, from making beds and cleaning bathrooms to preparing menus and (5) the telephone.

Some British people may think that a hotel run by students is a rather strange idea, but many visitors say that Wivenhoe is the best hotel they have ever (6) at.

- | | | |
|---------------|-------------|--------------|
| 1. A change | B variety | C difference |
| 2. A knowing | B hoping | C explaining |
| 3. A business | B work | C career |
| 4. A see | B look | C watch |
| 5. A calling | B answering | C speaking |
| 6. A entered | B stayed | C gone |



Vocabulary Part 2

Write the correct word from the box next to the definition.

TERMINAL	COACH
DECK	PILOT
FERRY	PASSENGER



7. A carries people and cars across the water.
8. A is the point where people depart on a ship or plane.
9. A is a comfortable bus for long-distance travel.
10. A is a person who travels by public transport.
11. A is a floor on a boat or ship.
12. A is a person who flies a plane.

Annex N° 3: Letter of consent

Carta de consentimiento para padre/madre de familia

Estimado padre/madre de familia

Mi nombre es Alexandra Llerena estudiante de la Universidad Técnica de Ambato de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros; la razón por la cual me dirijo a usted es porque estoy realizando mi proceso de titulación para lo cual he tomado en cuenta a su representado a fin de diagnosticar el uso de las herramientas tecnológicas en el aprendizaje de inglés y a su vez conocer el nivel de aceptación que los estudiantes tienen al utilizar sitios web para el aprendizaje de vocabulario. Por lo que solicito comedidamente su autorización para que su representado participe en este estudio.

Cabe recalcar que el proceso será estrictamente confidencial y el nombre no será utilizado para divulgación ni otros aspectos, solo para proceso de información. La participación o no participación en el estudio no afectara situación alguna al estudiante.

Alexandra Llerena

AUTORIZACION

He leído el procedimiento escrito arriba. El investigador me a explicado el estudio y a contestado mis preguntas. Voluntariamente doy mi consentimiento para que mi representado, participe en el estudio con el tema

“Chocolate website and English language vocabulary”.

.....
Firma

Representante

Annex N° 4: Survey web 3.0



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Tema: Desarrollo de herramientas web 3.0 en la educación como apoyo en el trabajo colaborativo.

Objetivo: Diagnosticar el uso de herramientas web 3.0 en el aprendizaje en inglés.

Instrucción: Marque la casilla (✓) en la columna correspondiente para cada pregunta.

1. ¿Con qué frecuencia utiliza herramientas tecnológicas 3.0 para aprender?

- Nunca
- Raramente
- Ocasionalmente
- Frecuentemente
- Muy frecuente

2. ¿Con qué frecuencia utilizan los docentes las herramientas 3.0 para enseñar?

- Nunca
- Raramente
- Ocasionalmente
- Frecuentemente
- Muy frecuente

3. ¿Qué tipo de dispositivos tecnológicos utiliza para aprender en clases virtuales?

- Teléfono celular
- Computadora
- Laptop
- Tablet
- Notebook
- Chromebook

4. ¿Qué tan importante es el uso de herramientas web 3.0 en su aprendizaje?

- Sin importancia
- De poca importancia
- Moderadamente importante
- Importante
- Muy importante

5. ¿Considera usted que el desarrollo de recursos web 3.0 por parte del docente es importante para mejorar la enseñanza en la virtualidad de la educación para mejorar el trabajo colaborativo?

- Totalmente en desacuerdo
- En desacuerdo
- Indeciso
- De acuerdo
- Totalmente de acuerdo

6. ¿Cree usted que la correcta aplicación y utilización de herramientas web 3.0 promueven el interés, la participación y la motivación de los alumnos dentro de trabajo colaborativo?

- Totalmente en desacuerdo
- En desacuerdo
- Indeciso
- De acuerdo
- Totalmente de acuerdo

GRACIAS POR SU COLABORACIÓN

Annex N° 5: Survey validation by experts



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Tema: Chocolate website and English language vocabulary.

Objetivo: Describir cómo el sitio web chocolate ayuda al aprendizaje de vocabulario del idioma inglés.

Instrucción:

Lea cuidadosamente

Sea honesto con las respuestas. Esta encuesta es solo con propósitos investigativos.

Cuestionario

1. En las clases de inglés, el docente utiliza sitios web para enseñar.

Siempre() Frecuentemente() Algunas veces() Casi nunca() Nunca()

2. Los sitios web que utiliza su docente son de beneficio para su aprendizaje.

Siempre() Frecuentemente() Algunas veces() Casi nunca() Nunca()

3. El docente utiliza sitios web que mejoran el aprendizaje de vocabulario en inglés.

Siempre() Frecuentemente() Algunas veces() Casi nunca() Nunca()

4. El docente aplica actividades interactivas como juego de roles, diálogos o presentaciones para el desarrollo de vocabulario.

Siempre() Frecuentemente() Algunas veces() Casi nunca() Nunca()

5. El docente enseña vocabulario mediante canciones, lecturas o audios.

Siempre() Frecuentemente() Algunas veces() Casi nunca() Nunca()

6. El docente utiliza herramientas tecnológicas como plataformas, sitios web, o redes sociales para la enseñanza de vocabulario en inglés.

Siempre() Frecuentemente() Algunas veces() Casi nunca() Nunca()

GRACIAS POR SU COLABORACIÓN



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FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS



EXPERT'S GENERAL INFORMATION:

Full name: Edgar Guadia Encalada Trujillo
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees
Undergraduate: LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS.
Institution: UNIVERSIDAD TÉCNICA DE AMBATO
Year: 2003
Postgraduate: MAGISTER IN LINGUISTICS APPLIED TO BILINGUAL EDUCATION ENGLISH-SPANISH
Institution: UNIVERSIDAD CATÓLICA DEL ECUADOR-SEDE IBARRA
Year: 2015



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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS
Questionnaire

VALIDATION CHART

Topic: Chocolate website and English language vocabulary.

Objective: To describe how Chocolate Website helps the English Language Vocabulary

Learning in students of the fifth level from Unidad Educativa Juan León Mera “La Salle”.

Instruction: Please put a check (✓) in the appropriate column for each item.

SD: Strongly disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly agree

ITEM	SD	D	N	A	SA
1. En las clases de inglés, el docente utiliza sitios web para enseñar.					✓
2. Los sitios web que utiliza su docente son de beneficio para su aprendizaje.					✓
3. El docente utiliza sitios web que mejoran el aprendizaje de vocabulario en inglés.					✓
4. El docente aplica actividades interactivas como juego de roles, diálogos o presentaciones para el desarrollo de vocabulario.					✓
5. El docente enseña vocabulario mediante canciones, lecturas o audios.					✓
6. El docente utiliza herramientas tecnológicas como plataformas, sitios web, o redes sociales para la enseñanza de vocabulario en inglés.					✓

Prepared by: Llerena, A. (2021)

THANK YOU FOR YOUR COLLABORATION



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FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS
INSTRUMENT VALIDATION

Topic: Chocolate website and English language vocabulary.

Objective: To describe how Chocolate Website helps the English Language Vocabulary

Learning in students of the fifth level from Unidad Educativa Juan León Mera “La Salle”.

Instruction: Select the option you consider appropriate to each item.

R: Relevant

NR: Not relevant

EXPERT 'S NAME: Lcd. Mg. Edgar Guadía Encalada Trujillo

ITEM	Objective		Variable		Dimension		Indicator		Drafting		Observation
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		

Done by: Llerena, A. (2021)

Final resolution:

Approved	✓	Disapproved	
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Done by: Llerena, A. (2021)

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

EXPERT JUDGMENT EVIDENCE

I, Mg. Edgar Encalada Trujillo, I.D. No. 0501824171, certify that I conducted the expert judgment on this designed by Alexandra Cecilia Llerena, with I.D. No. 1805117577 for the Final Degree Project entitled “CHOCOLATE WEBSITE AND ENGLISH LANGUAGE VOCABULARY” since it is a fundamental requirement to quality for the Bachelor ' s degree in “Pedagogía de los Idiomas Nacionales y Extranjeros”, Mention: English, at Universidad Técnica de Ambato.

Ecuador, November 26, 2021

Sincerely,



Lcd. Mg. Edgar Encalada Trujillo

I.D. 0501824171



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

EXPERT'S GENERAL INFORMATION:

Full name: Manuel Xavier Sulca Guale
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees
Undergraduate: LICENCIADO EN CIENCIAS DE LA EDUCACIÓN ESPECIALIDAD INGLÉS.
Institution: UNIVERSIDAD TÉCNICA DE AMBATO
Year: 1999
Postgraduate: MAGISTER EN EDUCACIÓN UNIVERSITARIA Y ADMINISTRACIÓN EDUCATIVA
Institution: UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
Year: 2003



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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS
Questionnaire
VALIDATION CHART

Topic: Chocolate website and English language vocabulary.

Objective: To describe how Chocolate Website helps the English Language Vocabulary Learning in students of the fifth level from Unidad Educativa Juan León Mera “La Salle”.

Instruction: Please put a check (✓) in the appropriate column for each item.

SD: Strongly disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly agree

ITEM	SD	D	N	A	SA
1. En las clases de inglés, el docente utiliza sitios web para enseñar.					✓
2. Los sitios web que utiliza su docente son de beneficio para su aprendizaje.					✓
3. El docente utiliza sitios web que mejoran el aprendizaje de vocabulario en inglés.					✓
4. El docente aplica actividades interactivas como juego de roles, diálogos o presentaciones para el desarrollo de vocabulario.					✓
5. El docente enseña vocabulario mediante canciones, lecturas o audios.					✓
6. El docente utiliza herramientas tecnológicas como plataformas, sitios web, o redes sociales para la enseñanza de vocabulario en inglés.					✓

Prepared by: Llerena, A. (2021)

THANK YOU FOR YOUR COLLABORATION



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FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

INSTRUMENT VALIDATION

Topic: Chocolate website and English language vocabulary.

Objective: To describe how Chocolate Website helps the English Language Vocabulary Learning in students of the fifth level from Unidad Educativa Juan León Mera “La Salle”.

Instruction: Select the option you consider appropriate to each item.

R: Relevant

NR: Not relevant

EXPERT 'S NAME: Lcd. Mg. Edgar Guadía Encalada Trujillo

ITEM	Objective		Variable		Dimension		Indicator		Drafting		Observation
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		

Done by: Llerena, A. (2021)

Final resolution:

Approved	✓	Disapproved
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Done by: Llerena, A. (2021)

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

EXPERT JUDGMENT EVIDENCE

I, Mg. Manuel Xavier Sulca Guale, I.D. No. 1802447548, certify that I conducted the expert judgment on this designed by Alexandra Cecilia Llerena, with I.D. No. 1805117577 for the Final Degree Project entitled “CHOCOLATE WEBSITE AND ENGLISH LANGUAGE VOCABULARY” since it is a fundamental requirement to quality for the Bachelor ' s degree in “Pedagogía de los Idiomas Nacionales y Extranjeros”, Mention: English, at Universidad Técnica de Ambato.

Ecuador, November 29, 2020

Sincerely,



Firmado electrónicamente por:
MANUEL XAVIER
SULCA GUALE

Lcd. Mg. Manuel Xavier Sulca Guale

I.D. 1802447548

Annex N° 6: Lesson plans


LESSON PLAN 1

Teacher: Alexandra Llerena School year: September 2021-July 2022 Class: Fifth grade		Topic: Prepositions of place Number of students: 18 (experimental) Duration: 30 minutes	
Lesson objectives: General objectives: - Students will be able to describe orally where body parts are located by using present simple sentences. Specific objective: - Students will be able to practice vocabulary by listening to a song and writing body parts in the picture. - Students will be able to practice prepositions of place by writing a sentence and using the vocabulary above.			
Procedure			
Teacher's activities	Student's activities	Materials	Time
<ul style="list-style-type: none"> - T. explains the brainstorming activity about body parts. - T. tells Ss. to write just a word about body parts in a zoom chat. - T. reviews the students' ideas. - T. introduces the topic about prepositions of place and their use. - T. presents the vocabulary about body parts using chocolate website. - T. explains some examples using prepositions of place and body parts. - T. asks Ss. to work on activity 1. It consists of listening to the song, repeating it and writing the parts of the body in each empty space. 	<ul style="list-style-type: none"> - Ss. pay attention to the instructions - Ss. complete the activity. - Ss. pay attention and ask some questions according to the topic. - Ss. repeat the vocabulary words. - Ss. pay attention to the instructions and complete the activity. 	Zoom application: https://zoom.us/j/96463266478?pwd=WC9jemdsQUpkWEhNbGFldDF2Zmt0Zz09 Zoom chat. Youtube: https://youtu.be/niPyVnC6W5g Chocolate website: https://www.learningchocolate.com/content/prepositions-place-0 Youtube: https://www.youtube.com/watch?v=K-bYFAFeH_Q&ab_channel=El%C3%8Dvero Chocolate website:	30 minutes

<ul style="list-style-type: none"> - T. checks Ss. answers. - T. asks Ss. to do activity 2 in which they must make four sentences in which they describe the location of four body parts using prepositions of place. - T. checks the sentences Ss. orally. - T. asks Ss. to read one of his/her sentences. - T. asks Ss. to form pairs and make a short presentation where one will ask where a certain part of the body is located and the other student will answer using the prepositions of time. Example: Where is your hand? My hand is under my neck. 	<ul style="list-style-type: none"> - Ss. check their answers and correct their mistakes. - Ss. write sentences describing the location of four body parts using prepositions of place. - Ss. read just one sentence - Ss. prepare their presentation and present it. 	<p>https://www.learningchocolate.com/content/body-parts-11</p> <p>Nearpod: https://app.nearpod.com/?pin=QHAW</p> <p>Students participation</p> <p>Students presentation</p>	
<p>Homework/Further work: In the case of students who have not yet presented, they will have to make their presentation the following class.</p>			

Prepared by: Llerena, A. (2021)

LESSON PLAN 2

Teacher: Alexandra Llerena School year: September 2021-July 2022 Class: Fifth grade		Topic: Family tree Number of students: 18 (experimental) Duration: 30 minutes				
Lesson objectives: General objectives: <ul style="list-style-type: none"> - Students will be able to orally describe a family member using present simple affirmative sentences. Specific objective: <ul style="list-style-type: none"> - Students will be able to practice vocabulary by listening to the audio and matching with the corresponding image. - Students will be able to practice the present simple positive form by completing the sentences with the correct verb. 						
Procedure						
Teacher's activities	Student's activities	Materials	Time			
<ul style="list-style-type: none"> - T. explains that the activity is related to listening to the song and then repeating it. First one student will start and then mention another classmate. - T. tells Ss. to only mention the family members he/she has. <ul style="list-style-type: none"> - T. introduces the topic about simple present in affirmative sentences. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #f4a460; text-align: center; padding: 5px;">S She</td> <td style="background-color: #4a7ebb; color: white; text-align: center; padding: 5px;">V (present) is</td> <td style="background-color: #ffff00; text-align: center; padding: 5px;">C teacher</td> </tr> </table> <ul style="list-style-type: none"> - T. presents the vocabulary about family tree using chocolate website. - T. gives and explains an example of a description of a family member. 	S She	V (present) is	C teacher	<ul style="list-style-type: none"> - Ss. pay attention to the song. - Ss. complete the activity. - Ss. pay attention and ask some questions according to the topic. - Ss. repeat the vocabulary words. - Ss. analyze the example and ask question. 	<p>Zoom application: https://zoom.us/j/96463266478?pwd=WC9jemdsQUpkWEhNbGF1dDF2Zmt0Zz09</p> <p>Youtube: https://youtu.be/JnuPPhmKre8</p> <p>Youtube: https://youtu.be/wfTAdfycjH0</p> <p>Chocolate website: https://www.learningchocolate.com/content/family-free-1</p> <p>Picture:</p> 	30 minutes
S She	V (present) is	C teacher				

<ul style="list-style-type: none"> - T. asks Ss. to work on activity 1. It consists of listen to the audio and match the audio with the corresponding picture about the family members. - T. asks students to complete activity 2 in which they must select the correct verb in present for each sentence. - T. checks the sentences orally. - T. asks Ss. to make a short description of a family member using the present simple tense and considering the previous example. 	<ul style="list-style-type: none"> - Ss. pay attention to the instructions and complete the activity. - Ss. select the correct answer and complete the activity. - Ss. review and correct the answers - Ss. prepare a presentation describing a family member. 	<p>Chocolate website: https://www.learningchocolate.com/content/family-tree-1 Activity: https://eflnet.com/grammar/presentagreement.php</p> <p>Students presentation</p>	
<p>Homework/Further work: In the case of students who have not yet presented, they will have to make their presentation the following class.</p>			

Prepared by: Llerena, A. (2021)

LESSON PLAN 3


Teacher: Alexandra Llerena School year: September 2021-July 2022 Class: Fifth grade		Topic: Sports Number of students: 18 (experimental) Duration: 30 minutes	
Lesson objectives: General objectives: - Students will be able to role-play using the content learned. Specific objective: - Students will be able to practice the vocabulary by listening to the audio and writing the sport they listen. - Students will be able to practice the present simple by writing questions and using the above vocabulary.			
Procedure			
Teacher's activities	Student's activities	Materials	Time
<ul style="list-style-type: none"> - T. explains the warm up which is related to a mimic in which one student imitates a sport and the rest must write the sport to which it refers in the chat. - T. tells Ss. to write just a word about body parts in a zoom chat. - T. introduces the topic about simple present questions. - T. introduces the vocabulary about sports using chocolate website. - T. gives and explains some examples about simple present questions and sports <div style="display: flex; justify-content: center; gap: 5px; margin-top: 5px;"> Do you play soccer ? </div> - T. asks Ss. to work on activity 1. It consists of listen to the audio and write the sport. - T. checks Ss. answers. 	<ul style="list-style-type: none"> - Ss. pay attention to the instructions - Ss. complete the activity. - Ss. pay attention and ask some questions according to the topic. - Ss. repeat the vocabulary words. - Ss. pay attention to the instructions and complete the activity. 	Zoom application: https://zoom.us/j/96463266478?pwd=WC9jemdsQUpkWEhNbGF1dDF2Zmt0Zz09 Zoom chat. Youtube: https://youtu.be/wtTAdfyejH0 Chocolate website: https://www.learningchocolate.com/content/sports-2 Chocolate website: https://www.learningchocolate.com/content/sports-2	30 minutes

<ul style="list-style-type: none"> - T. asks students to complete activity 2 in which they must select the correct auxiliary do/does for each question. - T. checks the questions orally. - T. asks Ss. to read one of his/her sentences. - T. asks the Ss. to form pairs and perform a role-play where they will ask questions about what sport they do. Students should focus on the example given by the teacher. 	<ul style="list-style-type: none"> - Ss. select the correct answer and complete the activity. - Ss. read just one question - Ss. prepare their role play and present it. 	<p>Activity: https://agendaweb.org/exercises/verbs/present/do-does-1 Students participation</p> <p>Students presentation</p>	
<p>Homework/Further work: In the case of students who have not yet presented, they will have to make their presentation the following class.</p>			

Prepared by: Llerena, A. (2021)

LESSON PLAN 4

Teacher: Alexandra Llerena School year: September 2021-July 2022 Class: Fifth grade	Topic: There is/ there are Number of students: 18 (experimental) Duration: 30 minutes		
Lesson objectives: General objectives: Students will be able to recognize and answer correctly with the use of there is / there are. Specific objective: Students will be able to practice vocabulary by listening to the fruit mentioned in the audio and writing it correctly if it is in plural or singular. Students will be able to practice there is/ there are looking at the image of the fruits and writing there is/there are according to the number of fruits they can see.			
Procedure			
Teacher´s activities	Student´s activities	Materials	Time
<ul style="list-style-type: none"> - T. explains the hangman game where students have to say a letter until they guess what fruit it is. - T. tells Ss. to say just a letter to complete a word about fruits - T. introduces the topic about there is/there are and their use. - T. presents the vocabulary about food using chocolate website. - T. explains some examples using both topics. - T. asks Ss. to work on activity 1. It consists of listening to the fruit mentioned in the audio and writing it correctly if it is in plural or singular. - T. asks Ss. to work on activity 2. It consists of looking at the image of the fruits and writing there is/there are according to the number of fruits they can see. - T. checks the sentences Ss. orally. 	<ul style="list-style-type: none"> - Ss. pay attention to the instructions - Ss. say a letter. - Ss. pay attention and ask some questions according to the topic. - Ss. repeat the vocabulary words. - Ss. pay attention to the instructions and complete the activity. - Ss. write sentences describing the location of four body parts using prepositions of place. - Ss. check their answers and correct their mistakes. 	Zoom application: https://zoom.us/j/96463266478?pwd=WC9je mdsQUpkWEhNbGF1dDF2Zmt0Zz09 Zoom chat. Youtube: https://youtu.be/j3lIK722RVQ Chocolate website: https://www.learningchocolate.com/content/food-level-1 Chocolate website: https://www.learningchocolate.com/content/food-level-1 Activity: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Ther	30 minutes


<p>- T. asks Ss. to individually analyze the projected image. T. randomly asks Ss. questions and they must answer correctly with the use of there is/ there are.</p>	<p>- Ss. analyze the image and answer.</p>	<p>e is - there are/There is- there are ae842821ax</p> <p>Images:</p>  <p>Students participation</p>	
<p>Homework/Further work: In the case of students who have not yet presented, they will have to make their presentation the following class.</p>			

Prepared by: Llerena, A. (2021)

LESSON PLAN 5

Teacher: Alexandra Llerena School year: September 2021-July 2022 Class: Fifth grade	Topic: On the road Number of students: 18 (experimental) Duration: 30 minutes		
Lesson objectives: General objectives: Students will be able to make a conversation giving directions. Specific objective: Students will be able to practice vocabulary by writing sentences about on the road. Students will be able to practice directions by writing sentences describing the location of the school using directions.			
Procedure			
Teacher's activities	Student's activities	Materials	Time
<ul style="list-style-type: none"> - T. explains the brainstorming activity about on the road. - T. tells Ss. to write just a word about on the road in a zoom chat. - T. reviews the students' ideas. - T. introduces the topic about directions and their use. - T. introduces the vocabulary about on the road using chocolate website. - T. explains some examples using the two-content learned. - T. asks students to work on activity 1. It consists of writing four simple sentences with the vocabulary learned. Example: The traffic light has three colors, red, orange, and green. 	<ul style="list-style-type: none"> - Ss. pay attention to the instructions - Ss. complete the activity. - Ss. pay attention and ask some questions according to the topic. - Ss. repeat the vocabulary words. - Ss. pay attention to the instructions and complete the activity. 	Zoom application: https://zoom.us/j/96463266478?pwd=WC9jemdsQUpkWEhNbGF1dDF2Zm0Zz09 Zoom chat Chocolate website: <ul style="list-style-type: none"> - https://www.learningchocolate.com/content/directions-3 - https://www.learningchocolate.com/content/road Nearpod: https://app.nearpod.com/?pin=QHAW	30 minutes

LESSON PLAN 6

Teacher: Alexandra Llerena School year: September 2021-July 2022 Class: Fifth grade		Topic: Can Number of students: 18 (experimental) Duration: 30 minutes	
Lesson objectives: General objectives: Students will be able to make a presentation using “can” in questions and answers. Specific objective: Students will be able to practice vocabulary by matching the picture with the correct activity. Students will be able to practice "can" by writing questions and answers using it.			
Procedure			
Teacher’s activities	Student’s activities	Materials	Time
<ul style="list-style-type: none"> - T. explains the warm up which consists of brainstorming activities that can be practiced. - T. tells Ss. to write some ideas about it. - T. reviews the students’ ideas. - T. introduces the topic about can (questions) and it use. - T. introduces the vocabulary about activities that can be practiced. T. use chocolate website to teach it.  <ul style="list-style-type: none"> - T. explains some examples using both themes. 	<ul style="list-style-type: none"> - Ss. pay attention to the instructions - Ss. complete the activity. - Ss. pay attention and ask some questions according to the topic. - Ss. repeat the vocabulary words. 	Zoom application: https://zoom.us/j/96463266478?pwd=WC9jemdsQUpkWEhNbGFldDF2Zmt0Zz09 Nearpod: https://app.nearpod.com/?pin=QHXAW Youtube: https://youtu.be/EAFQ9Pj_hSM Chocolate website: https://www.learningchocolate.com/content/can-you	30 minutes

<ul style="list-style-type: none"> - T. asks Ss. to work on activity 1. It consists of matching the image with the activity to which it belongs. - T. checks Ss. answers. - T. asks Ss. to do activity 2 in which they must make five questions and their answers using "can". - T. checks the sentences Ss. orally. - T. asks Ss. to form pairs and do a short presentation where one student asks "can" questions and the other must answer, then change roles. Example: Can you ride a bike? Yes, I can/ No, I can't. 	<ul style="list-style-type: none"> - Ss. pay attention to the instructions and complete the activity. - Ss. check their answers and correct their mistakes. - Ss. write the questions and the answer using "can". - Ss. prepare their presentation and present it. 	<p>Chocolate website: https://www.learningchocolate.com/content/can-you</p> <p>Activity: https://app.nearpod.com/?pin=QHAW</p> <p>Students participation</p>	
<p>Homework/Further work: In the case of students who have not yet presented, they will have to make their presentation the following class.</p>			

Prepared by: Llerena, A. (2021)

LESSON PLAN 1

Learning Chocolate a Vocabulary Learning

Category Click here to choose... Use English(US)

Body Parts

Authored by : [Alie Abyamitova](#) Category : [Body/Health](#)

Time: 6s ?



The image shows a cartoon boy with black hair, wearing a yellow t-shirt and blue shorts. Red lines connect various parts of his body to empty text boxes for labeling. The parts include: head, eyes, nose, mouth, ears, hair, hands, arms, legs, feet, and shoes.

LESSON PLAN 2

Learning Chocolate a Vocabulary Learning

Category Click here to choose... Use English(US)

Family Tree 1

Authored by : [jollypix](#) Category : [People](#)

Match up 1 Match up 2 Match up 3 Fill in Dictation ?



The family tree diagram shows the following relationships and labels:

- grandfather (male, grey hair, glasses)
- grandmother (female, grey hair, glasses)
- father (male, brown hair)
- mother (female, blonde hair)
- uncle (male, brown hair, military cap)
- aunt (female, brown hair)
- sister (female, blonde hair, ponytail)
- brother (male, brown hair, glasses)
- me (male, brown hair)
- cousins (two children, one girl and one boy)

LESSON PLAN 3

Learning Chocolate a Vocabulary Learning
Category Use

Sports 2

Authored by : [agmz30](#) Category : [Sports/Hobbies](#)

Time: 5s

Do you play ...?
Would you like a game of ...?
Let's play a game of

LESSON PLAN 4

Food (Level 1)

Authored by : [MissLena](#) Category : [Food](#)

Time: 6s

Check Answers ?



streetlight road subway entrance intersection pedestrian sidewalk underpass gas

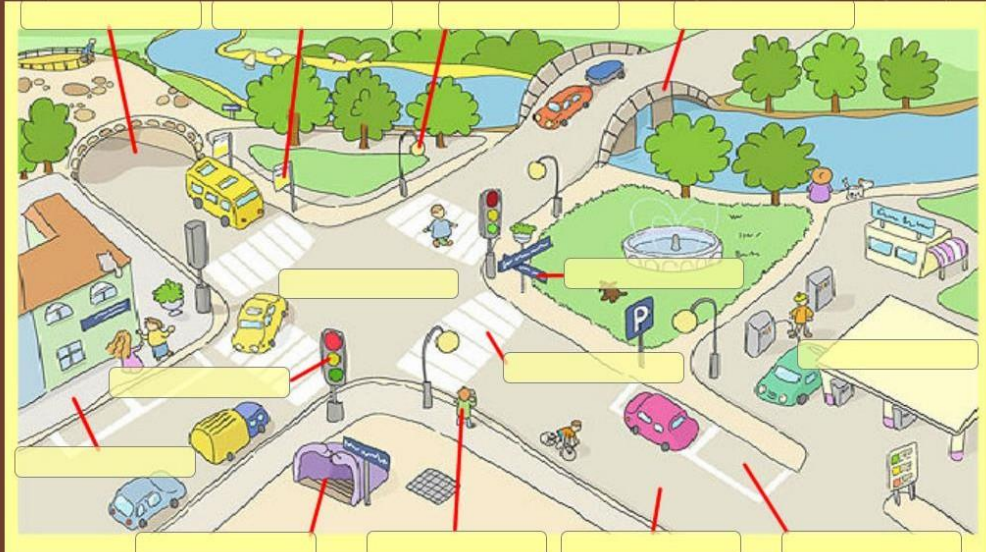
LESSON PLAN 5

On the Road

Authored by : [jollypix](#) Category : [Community](#), [Transportation](#)

Time: 5s

Check Answers ?

















streetlight road subway entrance intersection pedestrian sidewalk underpass gas

LESSON PLAN 6


Can you?

Authored by : [Diddha](#) Category : [Actions](#), [Sports/Hobbies](#)

Match up 1 Match up 2 Match up 3 Fill in Dictation ? ✕

 play the violin 🗣️	 play the trumpet 🗣️	 run 🗣️	 play tennis 🗣️	 play the drums 🗣️
 ski 🗣️	 ride a bike 🗣️	 play soccer 🗣️	 play the piano 🗣️	 play the recorder 🗣️
 play the guitar 🗣️	 skate 🗣️	 swim 🗣️	 dance 🗣️	

Annex N° 7: Urkund report



Document Information

Analyzed document	LLERENA ALEXANDRA-CHOCOLATE WEBSITE AND ENGLISH LANGUAGE VO (D126006773)
Submitted	2022-01-24T19:03:00.0000000
Submitted by	
Submitter email	allerena7577@uta.edu.ec
Similarity	0%
Analysis address	elsamchimboc.uta@analysis.urkund.com

Sources included in the report