



UNIVERSIDAD ESTATAL DE MILAGRO

REPÚBLICA DEL ECUADOR

UNIVERSIDAD ESTATAL DE MILAGRO

VICERRECTORADO DE INVESTIGACIÓN Y POSGRADO
FACULTAD DE POSGRADOS

PROYECTO DE INVESTIGACIÓN APLICADA Y/O DESARROLLO PREVIO A LA
OBTENCIÓN DEL TÍTULO DE:

MAGÍSTER EN ENSEÑANZA DE INGLÉS COMO LENGUA
EXTRANJERA EN MODALIDAD

TEMA:

Integrating Quizizz as a technological resource to enhance EFL vocabulary in
8 years old learners in Loja, Ecuador

Autor:

Álvarez Jiménez, Karen Isabel
Granda Quituizaca, Nicole Stefania

Director:

Msc. Brigita Ledesma

Milagro, 2025

Derechos de autor

Sr. Dr.

Fabricio Guevara Viejó

Rector de la Universidad Estatal de Milagro

Presente.

Yo, **Granda Quituizaca Nicole Stefania**, en calidad de autor y titular de los derechos morales y patrimoniales de este informe de investigación, mediante el presente documento, libre y voluntariamente cedo los derechos de Autor de este proyecto de desarrollo, que fue realizada como requisito previo para la obtención de mi Grado, de **Magíster en Enseñanza de Inglés como Lengua Extranjera**, como aporte a la Línea de Investigación **Tecnología e Innovación Educativa** de conformidad con el Art. 114 del Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación, concedo a favor de la Universidad Estatal de Milagro una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra, con fines estrictamente académicos. Conservo a mi favor todos los derechos de autor sobre la obra, establecidos en la normativa citada.

Así mismo, autorizo a la Universidad Estatal de Milagro para que realice la digitalización y publicación de este Proyecto de Investigación en el repositorio virtual, de conformidad a lo dispuesto en el Art. 144 de la Ley Orgánica de Educación Superior.

El autor declara que la obra objeto de la presente autorización es original en su forma de expresión y no infringe el derecho de autor de terceros, asumiendo la responsabilidad por cualquier reclamación que pudiera presentarse por esta causa y liberando a la Universidad de toda responsabilidad.

Milagro, **16 de abril de 2025**

Granda Quituizaca Nicole Stefania

1106005315

Derechos de autor

Sr. Dr.

Fabrizio Guevara Viejó

Rector de la Universidad Estatal de Milagro

Presente.

Yo, **Álvarez Jiménez Karen Isabel**, en calidad de autor y titular de los derechos morales y patrimoniales de este informe de investigación, mediante el presente documento, libre y voluntariamente cedo los derechos de Autor de este proyecto de desarrollo, que fue realizada como requisito previo para la obtención de mi Grado, de **Magíster en Enseñanza de Inglés como Lengua Extranjera**, como aporte a la Línea de Investigación **Tecnología e Innovación Educativa** de conformidad con el Art. 114 del Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación, concedo a favor de la Universidad Estatal de Milagro una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra, con fines estrictamente académicos. Conservo a mi favor todos los derechos de autor sobre la obra, establecidos en la normativa citada.

Así mismo, autorizo a la Universidad Estatal de Milagro para que realice la digitalización y publicación de este Proyecto de Investigación en el repositorio virtual, de conformidad a lo dispuesto en el Art. 144 de la Ley Orgánica de Educación Superior.

El autor declara que la obra objeto de la presente autorización es original en su forma de expresión y no infringe el derecho de autor de terceros, asumiendo la responsabilidad por cualquier reclamación que pudiera presentarse por esta causa y liberando a la Universidad de toda responsabilidad.

Milagro, **16 de abril de 2025**

Álvarez Jiménez Karen Isabel

1104106784

Aprobación del Director del Trabajo de Titulación

Yo, **Ledesma Brigita** en mi calidad de director del trabajo de titulación, elaborado por **Álvarez Karen y Granda Nicole**, cuyo tema es **Integrating Quizizz as a technological resource to enhance EFL vocabulary in 8 years old learners in Loja, Ecuador**, que aporta a la Línea de Investigación **Tecnología e Innovación Educativa**, previo a la obtención del Grado **Magíster en Enseñanza de Inglés como Lengua Extranjera**. Trabajo de titulación que consiste en una propuesta innovadora que contiene, como mínimo, una investigación exploratoria y diagnóstica, base conceptual, conclusiones y fuentes de consulta, considero que el mismo reúne los requisitos y méritos necesarios para ser sometido a la evaluación por parte del tribunal calificador que se designe, por lo que lo **APRUEBO**, a fin de que el trabajo sea habilitado para continuar con el proceso de titulación de la alternativa de Informe de Investigación de la Universidad Estatal de Milagro.

Milagro, **16 de abril de 2025**



Firmado electrónicamente por:
**BRIGITA VALERINA
LEDESMA ACOSTA**

Mgs. Brigita Ledesma

0915521454

VICERRECTORADO DE INVESTIGACIÓN Y POSGRADO
FACULTAD DE POSGRADO
ACTA DE SUSTENTACIÓN
MAESTRIA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

En la Facultad de Posgrado de la Universidad Estatal de Milagro, a los once días del mes de abril del dos mil veinticinco, siendo las 11:00 horas, de forma VIRTUAL comparece el/la maestrante, - ÁLVAREZ JIMÉNEZ KAREN ISABEL, a defender el Trabajo de Titulación denominado " **INTEGRATING QUIZZZZ AS A TECHNOLOGICAL RESOURCES TO ENHACE EFL VOCABULARY IN 8 YEARS OLD LEARNERS IN LOJA, ECUADOR** ", ante el Tribunal de Calificación integrado por: Mgtr. RECALDE GARCIA FRANS ANDRES, Presidente(a), Phd. FABRE MERCHAN PAOLO GEOVANNY en calidad de Vocal; y, Msc. ZAMBRANO PACHAY JORGE FRANCISCO que actúa como Secretario/a.

Una vez defendido el trabajo de titulación; examinado por los integrantes del Tribunal de Calificación, escuchada la defensa y las preguntas formuladas sobre el contenido del mismo al maestrante compareciente, durante el tiempo reglamentario, obtuvo la calificación de: **95.00** equivalente a: **MUY BUENO**.

Para constancia de lo actuado firman en unidad de acto el Tribunal de Calificación, siendo las 12:00 horas.



Firmado electrónicamente por:
**FRANS ANDRES
RECALDE GARCIA**

Mgtr. RECALDE GARCIA FRANS ANDRES
PRESIDENTE/A DEL TRIBUNAL



Firmado electrónicamente por:
**JORGE FRANCISCO
ZAMBRANO PACHAY**

Msc. ZAMBRANO PACHAY JORGE FRANCISCO
SECRETARIO/A DEL TRIBUNAL



Firmado electrónicamente por:
**PAOLO GEOVANNY
FABRE MERCHAN**

Phd. FABRE MERCHAN PAOLO GEOVANNY
VOCAL



Firmado electrónicamente por:
**KAREN ISABEL
ALVAREZ JIMENEZ**

- ÁLVAREZ JIMÉNEZ KAREN ISABEL
MAGISTER

VICERRECTORADO DE INVESTIGACIÓN Y POSGRADO

FACULTAD DE POSGRADO

ACTA DE SUSTENTACIÓN

MAESTRIA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

En la Facultad de Posgrado de la Universidad Estatal de Milagro, a los once días del mes de abril del dos mil veinticinco, siendo las 11:00 horas, de forma VIRTUAL comparece el/la maestrante, - GRANDA QUITUIZACA NICOLE STEFANIA, a defender el Trabajo de Titulación denominado " **INTEGRATING QUIZZZZ AS A TECHNOLOGICAL RESOURCES TO ENHACE EFL VOCABULARY IN 8 YEARS OLD LEARNERS IN LOJA, ECUADOR** ", ante el Tribunal de Calificación integrado por: Mgtr. RECALDE GARCIA FRANS ANDRES, Presidente(a), Phd. FABRE MERCHAN PAOLO GEOVANNY en calidad de Vocal; y, Msc. ZAMBRANO PACHAY JORGE FRANCISCO que actúa como Secretario/a.

Una vez defendido el trabajo de titulación; examinado por los integrantes del Tribunal de Calificación, escuchada la defensa y las preguntas formuladas sobre el contenido del mismo al maestrante compareciente, durante el tiempo reglamentario, obtuvo la calificación de: **94.83** equivalente a: **MUY BUENO**.

Para constancia de lo actuado firman en unidad de acto el Tribunal de Calificación, siendo las 12:00 horas.



Firmado electrónicamente por:
FRANS ANDRES
RECALDE GARCIA

Mgtr. RECALDE GARCIA FRANS ANDRES
PRESIDENTE/A DEL TRIBUNAL



Firmado electrónicamente por:
PAOLO GEOVANNY
FABRE MERCHAN

Phd. FABRE MERCHAN PAOLO GEOVANNY
VOCAL



Firmado electrónicamente por:
JORGE FRANCISCO
ZAMBRANO PACHAY

Msc. ZAMBRANO PACHAY JORGE FRANCISCO
SECRETARIO/A DEL TRIBUNAL



Firmado electrónicamente por:
NICOLE STEFANIA
GRANDA QUITUIZACA

- GRANDA QUITUIZACA NICOLE STEFANIA
MAGÍSTER

DEDICATION

I dedicate my thesis to God for being my support in the whole process of my studies, my family, and friends. A special feeling of gratitude to my loving parents, Paul y Beatriz whose words of encouragement and push for tenacity ring in my ears. This accomplishment is as much yours as it is mine.

And to my incredible partner in this journey, thank you for walking beside me through every challenge, every sleepless night, and every moment of doubt. Your dedication, brilliance, and friendship made this project not only possible but unforgettable. I'm so proud of what we created together.

Nicole Stefania

To God, for being my unwavering support, for giving me courage in difficult moments, for giving me the clarity needed to move forward and the guidance that has shone on my path throughout this educational phase.

To my family, for their unconditional love, their unceasing help and for trusting me even when I doubted my own abilities. Every word of encouragement and every act of tenderness was the strength that allowed me to persevere.

To myself, for holding on to my aspirations, for every sacrifice and for continuing with courage and steadfastness. Today I recognize the effort that has brought me to this moment.

To my thesis partner, for her dedication, her devotion and our collaboration. Thank you for sharing this experience, for your continuous support and for reaching this goal together, which is also part of our personal and professional development.

Karen Álvarez

ACKNOWLEDGEMENT

This achievement would not have been possible without the support of many incredible individuals. I extend my sincere appreciation to the University for providing an enriching experience that shaped my knowledge and guided me toward completing my academic journey. My deepest gratitude to my tutor and the committee members for their invaluable guidance and encouragement throughout this process. Finally, I am deeply grateful to my professors, my parents, and the many friends who stood by me during this journey, offering their unwavering support, wisdom, and love every step of the way.

Nicole Stefania

I am grateful to the Creator for his continued guidance and strength throughout this journey.

To my loved ones, for their unconditional support and affection.

To my thesis colleague, for her commitment and collaboration.

And to myself, for the tenacity and dedication that made this success possible.

Karen Álvarez

Resumen

El presente estudio explora la integración de Quizizz, una plataforma digital basada en cuestionarios, como un recurso tecnológico para mejorar la adquisición de vocabulario de inglés como lengua extranjera (EFL) entre estudiantes de 8 años en Loja, Ecuador. Para recopilar información cuantificable sobre las respuestas de los estudiantes para el análisis estadístico, se utilizó el método cuantitativo. Por otro lado, para obtener las opiniones de los estudiantes, se utilizó el método cualitativo. El estudio se desarrolló en una escuela privada en Loja. Los participantes fueron 27 estudiantes. Se realizó una prueba previa y una prueba posterior a los estudiantes. Para recopilar información sobre las lecciones, se realizó una observación de clase. Los resultados muestran una actitud positiva de los estudiantes porque Quizizz ayuda a mejorar su habilidad de vocabulario. Por lo tanto, los hallazgos apuntan a resaltar el potencial de las herramientas digitales para superar los desafíos de la enseñanza tradicional de vocabulario y sugerir estrategias prácticas para integrar la tecnología en las aulas de idiomas.

Palabras clave: Quizizz, recursos tecnológicos, adquisición de vocabulario, estudiantes jóvenes

Abstract

The present study explores the integration of Quizizz, a digital quiz-based platform, as a technological resource to enhance English as a Foreign Language (EFL) vocabulary acquisition among 8-year-old learners in Loja, Ecuador. To collect quantifiable information on the responses of students for statistical analysis the quantitative method was used. On the other hand, to obtain student's opinions, the qualitative method was used. The study was developed in a private school in Loja. The participants were 27 students. A pre-test and post-test for students. To collect information about the lessons, there was a class observation. The results show a positive attitude from students because Quizizz helps improve their vocabulary skill. Hence, the findings aim to highlight the potential of digital tools in overcoming challenges of traditional vocabulary teaching and suggest practical strategies for integrating technology in language classrooms.

Keywords: Quizizz, technological resources, vocabulary acquisition, young learners

.Lista de Tablas

Table 1	31
Table 2	32
Table 3	32
Table 4	37

Índice / Sumario

Contenido

Derechos de autor.....	ii
Derechos de autor.....	iii
Aprobación del Director del Trabajo de Titulación.....	iv
ACTA DE SUSTENTACIÓN.....	v
ACTA DE SUSTENTACIÓN.....	vi
DEDICATION.....	vii
ACKNOWLEDGEMENT.....	viii
Resumen	ix
Abstract.....	x
Introduction.....	1
Chapter I: The problem of research	4
1.1 Problem statement	4
1.2 Delimitation of the problem	5
1.3 Problem formulation	5
1.4 Research questions	6
1.5 Determination of the topic	6
1.6 General objective.....	6
1.7 Specific objectives.....	7
1.8 Declaration of variables (operacionalization)	7
1.9 Justification	7
1.10 Scope and limitations	8
CHAPTER II: Theoretical Framework.....	10
2.1 Background	10
2.1.1 Historical Background	10
2.1.2 Reference background	10
2.2 Theoretical content that supports the research.....	11
CHAPTER III: Methodological design.....	28
3.1 Type and design of research	28
3.2 The population and the sample.....	28
3.2.1 Population characteristics	28
3.2.2 Delimitation of population	29

3.2.3	Sample type	29
3.2.4	Sample selection process	29
3.2.5	Methods and techniques	29
CHAPTER IV: Analysis and interpretation of results		31
4.1	Analysis of the current situation	31
4.2	Comparative analysis	37
CHAPTER V: Conclusions and Recommendations		40
5.1	Conclusions	40
5.2	Recommendations	41
Bibliographic references		42
Annexes		53
Annex 1: Diagnostic test		53
Annex 2: Post-test		56
Annex 3: Perception survey		59

Introduction

The rapid advancement of technology has significantly transformed educational practices globally, particularly in teaching English as a foreign language (EFL) to young learners. This study concentrates on integrating technological resources to enhance vocabulary acquisition among 8-year-old primary students in a private school in Loja. Vocabulary learning is essential for mastering a language, enabling students to engage meaningfully in academic, social, and work environments.

Traditional EFL methods often rely on memorization and repetition, which can hinder long-term retention, especially in younger students who thrive on curiosity and active engagement. Technology introduces alternative vocabulary learning approaches, such as language apps and digital games, that foster interactive and stimulating learning experiences. These dynamic tools cater to children's natural curiosity and support learning through sensory experiences.

During ages 6-8, children undergo significant brain development, as highlighted by Piaget and Vygotsky's constructivist theories, which emphasize active exploration and social interaction. Educational technology can provide tailored support by catering to individual learning levels and preferences. This scaffolding enhances vocabulary retention and language comprehension, allowing children to engage with language in meaningful contexts. Ultimately, harnessing technology in language education can create effective, engaging, and personalized learning pathways that promote better educational outcomes for young learners.

Recent research emphasizes the positive impact of technology on vocabulary acquisition for English as a Foreign Language (EFL) learners. Studies indicate that mobile apps and digital games improve engagement and retention among younger students, aligning with constructivist and sociocultural theories that advocate for interactive environments promoting exploration and collaboration. Despite global trends toward technology integration in education, Ecuadorian primary schools largely rely on traditional teaching methods, limiting student engagement. Barriers such as inadequate resources, lack of teacher training, and minimal support hinder effective technology use. This study proposes a framework integrating traditional and modern strategies to enhance EFL vocabulary instruction in Loja. By emphasizing interactive

methods, the goal is to move away from rote memorization, fostering long-term retention and deeper linguistic understanding, thereby transforming vocabulary instruction into a meaningful and context-driven experience for students.

One of the key aspects of this research is how to identify the most appropriate technology resources for teaching vocabulary in an EFL environment. Not all digital tools are equally effective, so it is important to identify those that are age-appropriate, engaging, and aligned with language learning objectives for students ages 6-8. Language learning apps such as Duolingo and Lingokids provide interactive exercises designed for younger learners that include visual aids, audio instructions, and fun activities to make vocabulary practice fun and meaningful. In addition, digital storytelling platforms enable learners to develop narratives using their newly learned language, strengthening their understanding and giving them a sense of accomplishment. By evaluating various tools and their influence on vocabulary retention, this study will provide important data for choosing and implementing the most effective resources for young learners of English as a second language.

In addition, pedagogical strategies that can increase the effectiveness of technology interventions in vocabulary instruction will be investigated. More than providing digital tools to students is required; educators must also use tactics that promote active participation and strengthen the learning process. Techniques such as collaborative learning, where students collaborate on vocabulary-related activities, and supported instruction, where teachers provide incremental guidance, can increase the relevance of technology implementation. For younger learners, strategies such as pairing students for interactive activities, using digital games as a platform for teamwork, or combining physical actions with digital tasks to enhance kinesthetic learning can be considered. The marriage of technology and strategic pedagogy has the potential to generate a more dynamic and inclusive learning environment in which all students, regardless of their personal learning preferences, can benefit.

Evaluations will be conducted before and after implementing vocabulary learning in students to assess the impact of these interventions. By measuring vocabulary gains before and after the introduction of technological resources, the study seeks to provide empirical evidence on the effectiveness of these tools in the EFL classroom. These data will help teachers and school administrators understand the tangible benefits of

integrating technology into their teaching and support future decisions about educational investments in technological resources. Focusing on a private educational institution in Loja, the study seeks to provide empirical evidence on the effectiveness of these tools in the EFL classroom. These data will help teachers and school administrators understand the tangible benefits of integrating technology into their teaching and support future decisions about educational investments in technological resources. Focusing on a private educational institution in Loja, the findings of this analysis will provide important data at the local level that can be adjusted and expanded to other schools in Ecuador, ultimately collaborating in the more general purpose of updating the method of language teaching in the country.

Chapter I: The problem of research

1.1 Problem statement

In the field of English language teaching in elementary education, a persistent problem has been observed related to students' limited ability to recognize and retain vocabulary. This difficulty is especially noticeable in 8-year-olds, who have trouble identifying, understanding, and correctly using fundamental words of the language. This challenge impacts not only their progress in language skills, but also their motivation and participation in English classes.

The root of the problem lies in traditional teaching methods that lack interactivity and are not contextualized, which fail to capture students' interest and do not fit their learning styles. In addition, the use of innovative technological tools that promote more active and meaningful learning is low. In particular, there has been little inclusion of digital platforms such as Quizizz, which integrate gaming with learning and have proven effective in educational environments to stimulate active participation and reinforce the content learned.

In the field of English language teaching in elementary education, a persistent problem has been observed related to students' limited ability to recognize and retain vocabulary. This difficulty is especially noticeable in 8-year-olds, who have trouble identifying, understanding, and correctly using fundamental words of the language. This challenge impacts not only their progress in language skills, but also their motivation and participation in English classes.

Among the recognized causes of the problem are unstimulating methodology, a shortage of varied teaching resources, and insufficient teacher training in the use of technology. As a result, students face ongoing challenges in vocabulary comprehension, which limits their ability to develop other language skills, such as reading comprehension and written and oral production.

If these difficulties are not addressed, students are likely to maintain low performance in English, lose interest in learning the language, and accumulate lags throughout their

school career. This situation would have negative consequences not only for children's academic development, but also for their future opportunities to access better communication tools.

To manage this prognosis, the current study suggests the use of the Quizizz tool as a novel educational strategy for English lexical instruction. Using a quasi-experimental design, including pre-test and post-test in both control and experimental groups, as well as a survey to measure satisfaction, the impact of this tool on vocabulary learning will be examined. Thus, it is intended to change the problematic situation, providing empirical evidence to support new pedagogical methodologies focused on the effective use of technology in education.

1.2 Delimitation of the problem

The challenge is defined in relation to location, time and population group. This study was conducted in a private school during the 2024-2025 school year, in a classroom with 8-year-old students in the third grade of elementary school. The setting is urban, where English is taught as a second language, and a constant difficulty in vocabulary acquisition and recognition has been noted. The variables present are:

Independent variable: Use of the digital platform Quizizz.

Dependent variable: Degree of English vocabulary recognition and learning.

1.3 Problem formulation

Based on the situation observed in the classroom, the following problem formulation is presented:

How does the use of the digital tool Quizizz impact the development of English vocabulary in 8-year-old children in an educational institution during the 2024-2025 school year?

This question directly connects the independent variable (use of Quizizz) with the dependent variable (level of English vocabulary), in a specific population (8-year-old children) and in a specific environment (a specific educational institution in a defined school period).

Precise: It is clearly formulated, using direct and accessible language.

Important: The teaching of English occupies a central place in current educational curricula. Improving vocabulary acquisition through technological tools meets real needs in the educational field.

Original: Although there are studies on the use of technology in education, the use of Quizizz as a specific gamification tool to teach vocabulary to children of this age has not been widely explored.

Feasible: The necessary technological resources were available (access to devices, Internet connection and the Quizizz platform), in addition to the collaboration of teachers and administration.

Variables: The variable that does not change (use of Quizizz) and the variable that varies (level of English vocabulary) are clearly indicated.

Expected results: It is expected to demonstrate that the use of technological tools with gamification such as Quizizz produces a positive effect on vocabulary learning, presenting an innovative and useful methodological option.

1.4 Research questions

How can quizizz as a technological resource be effectively integrated into the teaching of English vocabulary to enhance the learning outcomes of elementary 8-year-old students in a private school in Loja?

1.5 Determination of the topic

Integrating Quizizz as a technological resource to enhance EFL vocabulary in 8 years old learners in Loja, Ecuador

1.6 General objective

To analyze the impact of integrating Quizizz as a technological resource on improving English vocabulary learning in elementary school 8-year-old students at a private school in Loja.

1.7 Specific objectives

1. To determine whether the use of Quizizz has a positive effect on English vocabulary acquisition in 8-year-old students.
2. To compare the performance in vocabulary comprehension between the experimental group and the control group.
3. To know the students' perception of including Quizizz in their English vocabulary learning.

1.8 Declaration of variables (operacionalization)

During the development of this research, the variables involved were identified and defined. The independent variable is related to the use of Quizizz as a tool to improve English vocabulary in 8-year-old children. In order to cause a transformation in the dependent variable, this variable was manipulated by the persons in charge of the research. The dependent variable is the level of English vocabulary of the participating children, which was expected to improve as an effect of the use of Quizizz. The operationalization of these variables consisted of identifying the empirical indicators that made it possible to measure their changes. For this purpose, a pre-test and a post-test were applied to the participants, in order to evaluate the level of vocabulary before and after the intervention. In addition, a survey was used to determine the satisfaction and perception about the use of Quizizz. The study was developed with two groups, the first, the experimental group, which used Quizizz during the teaching process, and the second, the control group, which did not have access to this tool. The comparison of the results obtained between the two groups made it possible to measure the effect of the independent variable on the dependent variable and, in this way, to evaluate the effectiveness of Quizizz in improving English vocabulary.

1.9 Justification

The importance of vocabulary development in young students cannot be underestimated, as it has a direct impact on their ability to acquire, retain, and use language meaningfully. In Ecuador, the country's educational policies promote the

inclusion of technology in the classroom, following international currents in updating teaching methods. However, although these guidelines have been established, vocabulary instruction in Ecuador's elementary schools often still relies on conventional methods such as memorization and repetition. This typical method is not adequate to meet the cognitive and interactive demands of younger students, who derive greater benefits from engaging, interactive, and multi-modal learning environments. The inclusion of technologies such as digital games and language apps has proven effective in different countries to motivate students and increase vocabulary learning. Despite this, in elementary schools in Ecuador, the use of this type of resource is still scarce.

In this situation, this research is important for several reasons. First, it aligns with Ecuador's general educational objectives to include novel approaches that have the potential to improve students' foreign language skills. This research focuses on the incorporation of technology in the teaching of English vocabulary instruction to address the limited use of modern, interactive teaching methods and improve the young students' performance in Loja. Likewise, this initiative will provide practical skills to teachers and policymakers in Ecuador on how to effectively use technological resources to enhance the teaching of terms, thus collaborating with the academic and work progress of future groups.

1.10 Scope and limitations

The aim of this study was to evaluate how effective is the use of the digital tool Quizizz as an educational resource to enrich English vocabulary in 8-year-old children. The research was conducted with students from a private educational institution, using a quasi-experimental approach that included a control group and an experimental group. By conducting a pre-test, a post-test and a satisfaction survey, both quantitative and qualitative information about the effect of Quizizz on vocabulary learning was collected. This work adds to the existing knowledge on the use of technologies in the teaching of foreign languages in primary education.

Nevertheless, the research faced some limitations. First, the number of participants was relatively small, which could restrict the ability to generalize the findings to a larger group. Also, the research was conducted in a specific time frame, which prevented us from analyzing the long-term effects of Quizizz use on learned vocabulary. It is also important to keep in mind that external variables, such as family support, the availability of electronic devices, or the level of individual motivation, could have affected the observed results. Despite these restrictions, the results provide a solid basis for future research to explore the use of interactive tools in teaching English as a foreign language.

CHAPTER II: Theoretical Framework

2.1 Background

2.1.1 Historical Background

Vygotsky's (1978) concept of the Zone of Proximal Development refers to the difference between what a learner can do independently and what they can achieve with guidance. In EFL teaching, technology can act as a scaffold, offering support through interactive activities that allow learners to gradually acquire and use new vocabulary with the assistance of digital prompts and feedback.

Riegler (2011) expresses that learners actively construct knowledge through experiences and interactions with their environment. In language learning, this theory emphasizes the need for students to engage with words and concepts in real-life scenarios. Technology can support constructivist approaches by providing interactive and immersive experiences that facilitate vocabulary learning.

2.1.2 Reference background

EFL refers to the teaching and learning of English in a country where it is not the primary language. The focus is on developing language skills (reading, writing, speaking, and listening) for communication in global contexts. According to Pazmiño and Gallardo (2024), EFL instruction often faces challenges such as limited exposure to authentic language use, making vocabulary acquisition a critical aspect of the learning process.

Vocabulary acquisition is the process through which learners acquire and retain new words in a language. It is essential for language proficiency, as it enables learners to understand and produce language in both written and spoken forms. Research by Campoverde (2021) highlights that vocabulary learning is incremental and requires repeated exposure to words in meaningful contexts for effective retention and usage. For young learners, visual aids, repetition, and context are particularly important in acquiring new vocabulary.

Educational technology refers to the use of digital tools, software, and platforms to enhance the teaching and learning process. In the context of EFL, these

resources include language learning apps, online games, and interactive platforms that engage learners through multimedia. Studies by Lin and Warschauer (2015) suggest that technology enhances student engagement and motivation, providing opportunities for personalized learning and real-time feedback, which are especially beneficial in vocabulary acquisition for young learners.

2.2 Theoretical content that supports the research

In this chapter, literature review based on contributions from various authors is presented, the information collected helped to build the theoretical framework in which the issues focused on the integration of technological resources to enhance vocabulary in elementary learners; likewise, the exploration of bibliographic will also cover previous studies that have been conducted and are related to this research topic.

Vocabulary

A strong vocabulary is a key element of communication, allowing learners to articulate their ideas, understand written material, and participate effectively in both verbal and written exchanges. According to Schmitt (2019) vocabulary is a fundamental component of language that is essential for learning, particularly for effective communication with others. Communication is relevant in every area of life, as it serves as the basis for developing relationships, exchanging information, and fostering mutual understanding. Vocabulary is one of the most important aspects of successful second language use because, without a broad vocabulary, the structures and functions that can be learned for complete communication cannot be used (Gultom et al., 2022). In other words, vocabulary is the first step to learning another language.

A vocabulary consists of a collection of words that are recognized not only as individual words but also as meaningful groups of words and knowing a language requires having words (Gultom et al., 2022). Similarly, Negmatulloyevna (2019) defines vocabulary as a key that unlocks the door to new knowledge, allowing readers to explore fresh ideas. Besides, vocabulary is categorized into passive and active.

Passive vocabulary refers to words a learner comprehends but is hard to use. Active vocabulary, however, encompasses words a learner can both understand and utilize effectively. Furthermore, Omonova (2020) suggests that repetitive vocabulary drills may result in short-lived learning, limiting learners' capacity to utilize new words effectively. To avoid this, educators should implement teaching approaches that prioritize long-term retention.

Vocabulary is the first element that English learners should learn to master English well besides the other components and skills, and it is one of the language components that can affect macro skills (Simamora and Oktaviani, 2020). In fact, in the majority of cases, when students are learning English as a second language, they start with vocabulary.

Haycraft, quoted by Hatch and Brown (1995) divides two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. According to Gultom et al. (2022) receptive vocabulary are words that students know and understand, but cannot pronounce when used in context. These are words that students understand when reading or listening to a text, but do not use when speaking or writing. On the other hand, productive vocabulary are words that students can understand, correctly decode, and use effectively when speaking and writing (Gultom et al., 2022). In this way, it refers to communication skills, which involve the ability to speak or write clearly and effectively promptly and the requirements for fluency.

The acquisition of vocabulary is essential for developing language skills and achieving proficiency in English. Vocabulary is one of the three core components of language, serving as its fundamental building block (Bai, 2018). To communicate effectively and fluently with others, it is essential to have a sufficient vocabulary. Without a strong vocabulary, it becomes challenging to convey thoughts, ideas, or emotions clearly, which is why a rich vocabulary is crucial for effective communication. Dakhi and Fitria (2019) express that when compared to other aspects of language, especially from a linguistic standpoint, vocabulary appears to be more essential and urgent than grammatical structures. In this way, vocabulary that language users use to express their emotions, thoughts, and opinions is a reflection of the human mind.

Importance

Second or foreign language learners are those who most recognize the importance of vocabulary, a problem that applies especially to non-native language learners who find themselves searching for words to express themselves when speaking and writing (Ghalebi, Sadighi & Bagheri, 2020). This suggests that a complex vocabulary is essential for language acquisition, while too little vocabulary can hinder effective communication.

Robust vocabulary improves all areas of communication — listening, speaking, reading and writing and it is relevant because of different reasons:

Miller (s/f) expresses that vocabulary development plays a crucial role in a child's academic success. Research shows that the size of a child's vocabulary in kindergarten is a strong predictor of their ability to learn to read, highlighting the foundational role words play in early education. As children acquire more words, they gain the tools needed to think critically and better understand the world around them. In this way, expanding their vocabulary opens up endless opportunities for learning, allowing them to access new ideas, concepts, and information that are essential for cognitive growth and academic achievement.

Without sufficient vocabulary, even proficient grammar and syntax may not be enough to convey ideas effectively. This interconnectedness underscores the importance of a balanced approach to language learning, where vocabulary development is prioritized alongside other skills.

According to Ruzmetova, Orazova and Kayumova (2020) learners can learn at their own pace or in a way that suits their needs. In this way, it is important that learners can learn, practice and recognize vocabulary as the first step to learning English.

Teaching and learning

Vocabulary learning is an important aspect of foreign language learning, as the meanings of new words are often presented in both textbooks and the classroom. It plays a central role in language learning and is crucial for language learners. According to Chotimah and Astiyandhia (2022), vocabulary knowledge is an important element of language learning, it is impossible to ignore the power of words.

Furthermore, Schmitt, N., and Schmitt (2020) express that vocabulary sometimes occupies a prominent place in teaching methodologies, and at other times it is neglected. On the whole, it is relevant to notice the importance of teaching vocabulary in English. That is why when someone is teaching English, for the first time, it starts with vocabulary. For example, in schools, teachers start with vocabulary, simple words like colors, numbers or family members with the little ones from 2 years to 4 years.

Quizizz transforms students from mere spectators to protagonists in their learning process (Junior, 2020). Surmanov and Azimova (2020) express that recent studies suggest that vocabulary learning can be challenging, as many learners lack confidence in the most effective strategies and often don't know where to start when it comes to focusing on word acquisition. According to Junior (2020), The use of these tools can capture the attention of students, many of whom are familiar with the world of technological applications and digital games.

Therefore, combining educational content with what is already known in everyday life is a valuable asset in education. Therefore, combining educational content with what is already known in everyday life is a valuable asset in education.

Vocabulary is a kind of base in order to learn a new language. Vocabulary is a major aspect of learning a foreign language that has a close connection with other skills such as listening, speaking, reading, and writing skills (Nguyen, 2021). Indeed, a strong foundation enables the learner to understand both oral and written information, express themselves clearly, and communicate effectively.

English is the most widely spoken language globally, and acquiring a sufficient vocabulary can pose a significant challenge (Rashid et, al. 2019). Therefore, learners must focus not only on expanding their vocabulary but also on comprehending how words are used in various contexts to ensure effective communication. Nation (2021) mentions that it is important to integrate the teaching of vocabulary strategies, such as flashcards, and word parts, and learning principles like spaced repetition or deep processing, into learner training. Indeed, these would be applied to different activities in class such as vocabulary practice, reading, writing, and listening.

Herrel (2004) in his book titled "Fifty Strategies for Teaching English Language Learners" claims that there are different types of vocabulary:

- Verbal vocabulary - this refers to all the words a person can use in speech.
- Listening vocabulary - this refers to all the words that a person can recognize when listening to a speech.
- Writing vocabulary - this refers to all the words you can use in writing.
- Reading vocabulary - this refers to all the words you can recognize while reading a text.

According to Aziza (2022), the National Reading Panel has published a list of different guidelines that teachers should pay attention to in creating a multi-faceted environment:

1. Vocabulary should be taught both directly and indirectly.
2. Repetition of dictionary sections is important.
3. Learning in a rich context is valuable for vocabulary learning.
4. Dictionary functions should be restructured if necessary.
5. Vocabulary learning should involve active participation in learning tasks.
6. Technology can be used to teach vocabulary.
7. Vocabulary can be acquired through randomized study.
8. How vocabulary is assessed can have a differential impact on the teaching-learning process.
9. Using different vocabulary teaching methods leads to optimal learning.

Each of the points mentioned above scores an important factor in vocabulary learning, taking into account the most important aspects of it such as the different

strategies and methodologies taking into account the needs of the students and their context.

Thus, according to Aziza (2022) who realized a study carried out and its analysis of the collected data, it was shown that all participating students considered it mandatory to learn new words in order to improve their language skills. No strategy or methodology has been practiced within the presented classes. They mention that there is no feedback on newly learned words after vocabulary tests. In addition, students point out that they have not been allowed to actively use and practice new vocabulary.

On the other hand, the students who participated in this study believed that if they used different methods, their vocabulary improved. One of the methods students most preferred was learning through movies, computers, technological resources, and books.

Strategies to teach Vocabulary in English

Strategies in the teaching-learning process are relevant because each learner has different necessities. The teacher must manipulate some strategies to support the teaching learning process. "Learners will use a certain strategy to overcome some specific learning problems" (Gultom et al.,2022, p.10). In this way, teachers take into account and identify learning problems in order to solve them with the best strategy.

Syafrizal and Rohmawati (2017) express that strategy involves plans that help educators to change the difficulties that could be presented in the class in a good way just using a strategy. It is known that in a single class, a teacher can find a diversity of students, that is, each of the students in a course have different needs, motivations, and interests, among others. For this reason, it is important to identify those aspects and find the best strategy.

Among one of the latest strategies that can be used to teach vocabulary in English, Permana (2020) shows that the student through music, that is, with sounds, has a great facility to acquire vocabulary, not only acquiring new words, but also can imitate sounds and pronunciation, and have the opportunity to improve their listening and speaking skills. The author also points out that including songs, games, or images

allows for more favorable results. The author says that English teachers should be more dynamic and explore new paths and experiences that can give them the opportunity to find and create better classes for the diverse needs of students.

In this study, authors Farnham, Rita, and Mashuri (2021) indicated that there are three effective ways to teach vocabulary to students and one study method. The program aims to improve students' speaking and listening skills. Because many students still had difficulty remembering words, Teacher 2 used a picture-showing strategy. Teacher 3 used the question and-answer technique using pictures to facilitate students' understanding. Therefore, the program will aim to improve students' communication skills and improve their speaking. Each of these three strategies has its advantages and all of them are great for practicing and helping students learn English vocabulary. Also, the strategies used were different, but all three teachers generally used the same strategy in teaching English vocabulary (question-answer strategy). The goal of this strategy is to improve students' vocabulary and vocabulary knowledge.

Flashcards are an excellent tool for assessing memory, but unfortunately, many language learners use them ineffectively (Seibert & Brown, 2019). For this reason, the correct use of a strategy is relevant along with the material such as the use of flashcards. Furthermore, Spaced test repetition improves retention during studying and across study days (breaks between sessions (Cornell, 2009); however, many students report the opposite when studying using flashcards. They are divided and stored in smaller decks until the card is reached and reappears, which limits their studying to the hours or days leading up to the test (Cornell, 2009).

Technological resources on EFL context

The issue of digital technology in education has also taken on a broader dimension. The role of digital education was brought to the forefront of public consciousness by the sudden closure of schools due to COVID-19 and the rapid shift to distance learning in the early 2020s (Selwyn, 2021). As a result, organizations and governments resistant to such changes had no choice but to adapt, as did teachers and students, by seriously considering online education. Technology thus became indispensable for schooling.

As well as a new door to education was opened. The use of technology and technological tools as part of the teaching-learning process. Opening minds make it clear that there are other, much better ways of teaching than the traditional way.

By providing interactive tools, simulations, and multimedia resources, technology can make learning more engaging and accessible to a wider range of students (Henderson, 2020). For example, students were able to better understand historical accounts by not only reading them but also experiencing them in virtual reality. Teachers can use or integrate educational technology into the classroom to improve teaching, learning, and effectiveness (Mukminin, Habibi, and Fridiyanto, 2020). Indeed, educators have to notice the effectiveness of technology use in the classroom because today's learners are really integrated with technology, and using it is the best way to attract their attention.

Henderson(2020) indicates that technology offers great opportunities to make learning more effective for all people with different needs. In this way, students can learn at their own pace or in a way that suits their needs. Research in the field of teaching English as a foreign language (EFL) has shown that technology can be used to improve various areas of language learning, such as learner motivation, vocabulary acquisition, writing competence, and authentic language use (Strickland & O'Brien, 2013).

In addition, the constant advancement of technology and internet connectivity can provide EFL students with great opportunities to have a learning environment almost identical to native (Nguyen, 2021). Likewise, Teachers and students can find different technological resources in which both sides can reach their goals. The teacher ends up with a better teaching method and how to attract the attention of the students, and they manage to get a better education in an entertaining and efficient way.

Sari (2024) expresses that traditional classes often face challenges such as limited exposure to the real language, lack of engagement, and varying language proficiency levels, which can be exacerbated by the use of non-authentic materials that hinder comprehension and demotivate listening. Nowadays, it is important to

notice that learners are more interested in technology. Students and technology have an extensive relationship since they are little kids who already know how to use technology. In this way, it is relevant to show students how to use technology as a study tool in order to improve their skills. }

Importance

Technology is of great interest in language teaching, so ICT has played an important role in the field of teaching English as a foreign language (Gonzalez, Cabrera and Castillo, 2023). Thus, its role within the teaching-learning process is an important factor that is of great help to this process.

Nguyen (2021) argues that technology continues to advance, transforming how we approach language learning, making it more accessible, engaging, and efficient. Using technological resources in the classroom to teach English is a handy and important tool in modern education for several reasons. First, students are directly connected to technology, so why not use it positively and favorably for them? We could also draw their attention by including this tool in what they already have experience with and teaching them more attractively and dynamically.

Montesdeoca and Puruncajas (2022) claims that virtual activities should encourage participation, interaction, and feedback and can be used to practice various skills, knowledge, and attitudes. In this way, it has been deduced that virtual activities help to improve teaching classes. That is, they not only help students acquire the knowledge that is intended but also better motivate students to participate by improving different skills. On the other hand, they also mention that the use of these technological tools helps to provide learners with better feedback.

Research in the field of teaching English as a foreign language (EFL) has shown that technology can improve various areas of language learning, such as learner motivation, vocabulary acquisition, writing competence, and authentic language use (Strickland & O'Brien, 2013). Furthermore, authentic information can be found. All of these technological resources are provided following a real and verified process with different types of information that can be helpful for the learners. For

instance, Almukahhili (2022) claims that the use of games in education, technology in education has helped many countries solve social problems in a big way.

In fact, teaching of this language requires modern and enjoyable means so that learners are motivated to acquire the language (Almukahhili, 2022). Thus, gaming applications as a tool in class is the best option.

Sylvén, et al. (2012) suggest that recent research has shown that gaming applications can provide real language learning resources for learners of different ability levels. These researchers state that previously, learners lacked motivation for reasons such as thinking that traditional classes are the only way to learn. Teachers need effective and efficient ways to teach English so that students are motivated and inspired to learn the language (Al-Jifri & Elias, 2017).

The integration of multimedia in the form of movies, novels, and gaming applications such as Road Race, Simon Says, and Pictionary can be considered the most successful strategy to transform traditional classrooms into learner-centered communication classrooms (Al-Fahad, 2009). In particular, these applications encourage students to have motivation in classes.

Hence, technological resources such as kahoot, quizlet, podcast and Duolingo are the most common apps to use in the teaching-learning process. One of the most important advantages of this platform is that it is very easy to use. Teachers can apply this tool at different ages from 6 years old.

According to Wang and Tahir (2020) Kahoot is a game-based learning platform used to test students' knowledge, conduct formative assessments, or break away from traditional classroom activities. In this platform, students have the opportunity to improve learning performance, participation, and classroom dynamics. As a result, teachers can check all of this information individually and groupwise.

Quizlet is a flashcard program that allows learners to study vocabulary in a pair associate format (Nakata, 2011). This helps you to study using a variety of ways to learn. Duffy and Vatu (2024) express that it can be uploaded with images, diagrams,

multilingual, and even audio, making it ideal for self-study and learning. The best thing that this app offers is that you can create your own material with the topic that you need. Quizlet allows students to create their own digital maps and offer six different options and teaching methods for students to practice and learn (Wang and Tahir, 2020). For example, Nordin (2023) expressess that the incorporation of Quizizz supports vocabulary acquisition through gamified quizzes and instant feedback, which may engage students in active learning and promote vocabulary expansion.

Although both Quizlet and Podcasting are computer tools, they differ in that Quizlet combines visual elements and audio, while Podcasting only contains audio material (Bueno & Nemeth, 2020). Podcasts are really great for students who want to improve their listening. As it was mentioned before, podcasts just include audio.

Finally, Blanco (2020) mentions that learning a second language allows you to explore the words and vocabulary of your language in new ways, and you can discover amazing connections between your languages, such as grammar rules and vocabulary. Thereupon, grow your knowledge about the second language that you are learning. It allows you to practice the different skills dynamically and fantastically.

Challenges in EFL students in Vocabulary

Teaching vocabulary in English is as difficult as in a foreign language context, and most words are learned through classroom instruction (Elmahdi & Hezam, 2020). These studies indicate the need for a more effective and efficient approach to teaching vocabulary in the context of English as a foreign language. Many people face several challenges when starting to learn a language, especially when it is the first step, which is vocabulary. Researchers have studied the challenges of teaching English vocabulary to non-native speakers and have provided insights into many areas related to teaching and learning English vocabulary. Therefore, according to Elmahdi and Hezam (2020), in their research, the concept includes content, language, types, and importance of vocabulary, the general content of language proficiency (EFL), language teaching, and language techniques and strategies. Thus, according to the qualitative method, the challenges presented were obtained from a survey of many previous studies and the coverage of the relevant literature.

According to research, words that are difficult to pronounce are harder to learn because the simple act of spelling them one way and pronouncing them another is a challenge. Sounds-spelling mismatches are likely to cause errors, either in pronunciation or spelling, and can contribute to a word's difficulty (Lutfiyah, Nuraeningsih & Rusiana, 2022). This is one of the main challenges when learning new vocabulary and English in general. For example, Spanish speakers read as it is written, but in English, it is different. In English, vocabulary words are written in one way, but when they read them, they have a different pronunciation. Furthermore, for Spanish speakers this is a big challenge because they try to do the same thing in English, and that is when learning new vocabulary becomes difficult.

Technological resources for vocabulary

One of the things that teachers can do to help students develop these aspects is technology, which is considered to have a positive impact on students' learning process (Hermagustiana & Rusmawaty, 2017). Many schools have digital tools and media that teachers can use to enhance vocabulary learning. These tools engage students and provide them with tools and context to learn vocabulary more effectively (Hermagustiana & Rusmawaty, 2017). Nowadays, technology is present in each of the daily activities, both for teachers and students. The point is to know how to use it efficiently within the teaching learning process.

Learning vocabulary is hard work, so it is necessary to make an effort to understand it and also to make an effort to teach it by applying the most appropriate strategies. Ruzmetova, Orazova, and Kayumova (2020) claim that learning vocabulary is hard work, so it is necessary to make an effort to understand it and also to make an effort to teach it by applying the most appropriate strategies. In other words, games help many students learn the target language more easily. Learning vocabulary in this way is very efficient since they not only learn new vocabulary, but also do so in a more dynamic, effective, and less stressful way. Nowadays, due to the lifestyle we lead, factors like these are very important, that is, looking for strategies and resources that facilitate the learning-teaching process is very relevant. As stated by Ansari and Sabouri (2016, p.89), "Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning."

According to a study, a learning activity was designed based on both language input and language output (Shadiev, Wu & Huang, 2020). Thus, they created a learning system that involved image-to-text recognition technology. Each learner could take a photo of an object that caught their attention, and this technological tool creates the label for the word. Consequently, the system's effectiveness in facilitating vocabulary acquisition was tested. In addition, learners' perceptions of this tool and the system's affordances for vocabulary acquisition were also explored (Shadiev, Wu & Huang, 2020). Highlight an improvement in vocabulary learning and understanding for students.

Advantage of using technological resources for vocabulary

The arrival of technological opportunities can be influential on how students perceive vocabulary learning and, more importantly, how language learning fits into the globalized digital landscape. Based on this theory, it is known that digital devices play a relevant role in students' lives. However, little is noticed about how students interact with their devices in their learning environments using digital devices (Arones et al., 2022). It is important to emphasize that most people use technology in an unknown way or without understanding it correctly, that is, giving it the appropriate use.

According to a study, 80% of respondents stated that digital tools and platforms add value to their approach to vocabulary learning. Since in many cases, they greatly facilitate the language learning process, especially when learning new words and vocabulary (Zamora, F & Flores, 2023). In this way, the relationship that technology has with the teacher and students is a main factor since it cannot impart the class in the dynamic way in which it is intended. Therefore, it is important to emphasize that the use of these technological resources, and how we use them is significant within the process of learning English. Besides, the authors indicate that the relationship that technology has with the teacher and students is a main factor since it cannot impart the class in the dynamic way in which it is intended. Therefore, it is important to emphasize that the use of these technological resources, and how we use them is significant within the process of learning English (Zamora, F & Flores, 2023). First of all, Duolingo dominates vocabulary learning apps, followed by

Lingokids. On the other hand, Quizizz is a technological resource used in the vocabulary learning-teaching process.

González and Ortega (2019) pointed out that if you are learning a second language, technologies such as good listening, writing, speaking, tutoring, demonstrations, and vocabulary teaching are useful for multilingualism. Likewise, Krashen (2012) proposes the inclusion hypothesis, which states that when students are exposed to multiple languages, they can go beyond their limited knowledge; allowing students to learn to understand and create language. Therefore, all students should pay attention to certain aspects of the language, such as vocabulary, grammar, or pronunciation.

According to a study, the results of this study showed that students perceived the mobile phone as a tool that facilitates several learning activities, emphasizing its accessibility anytime and anywhere, the experiences it offers, and the opportunities it provides students in preparing for the final exam (Klimova & Polakova, 2020). One of the most significant points described in the study was that students had easy access to this tool, making them aware that the use of apps is not only the way they know how to send messages, and take photos, and that's it. But rather, using the phone for educational purposes, that is, sending messages in English while maintaining a learning process. On the other hand, it is important to recognize and realize that the phone is more than just messages and calls. Thus, students recognized this and began to make better use of the mobile phone, taking much more advantage of it. The results of this study add to the current understanding of students' views on using mobile apps for educational purposes.

Disadvantages of using technological resources for vocabulary

Although one of the main advantages of using technological resources is the easy and fast use, we have a great disadvantage, the technology fosters laziness and contributes to the instant gratification sensation (Shatri, 2020). On the other hand, the same use in which students have more facilities causes many people's capabilities to be diminished. As Shatri (2020) mentions, people suffer a deterioration in emotional capacity, such as socializing with people they never meet in person, thus omitting all the social experience of their lifestyle.

One concern that is mentioned is that some topics covered on computer networks, especially on the Internet, are not suitable for students (Yuhanna, Alexander, & Kachik, 2020). Thus, this is one of the most worrying disadvantages because just as they have access to various apps and technological tools, they also have access to other types of pages that are not at all educational and effective for their learning process. Therefore, setting the correct limitations when using them is of utmost importance.

Finally, one of the disadvantages that must also be taken into account is that there are not many technological tools that are only for improving vocabulary skills. Therefore, it is necessary to take into account those tools in which material can be created from scratch for the teaching-learning process according to the vocabulary of the topic being studied. On the other hand, it is also possible to use those tools that are not limited to just one skill but to several.

The use of Quizzes

The use of online learning platforms is growing rapidly and many recognize their potential to provide better learning opportunities for students at all levels (Lim & Yunu, 2021). Quizizz is a free online platform, accessible not only to teachers but also to students of all levels. It is super easy to use, as with just one click you can register for free and access a large number of tests and quizzes tailored to your level of knowledge.

Quizizz is one of the most popular e-learning web apps. According to Basuki and Hidayati (2019), educators utilize Quizizz to create online quizzes that are common these days. Quizizz is a competitive game in which students give answers to questions prepared by teachers in different ways.

The great thing about Quizizz is that teachers can use the tests already available on the platform to review and assess their students, or if they prefer, they can create and customize their tests at any time (Lim & Yunu, 2021). This gives teachers enormous flexibility to adjust the content to the specific needs of their students. In addition, students can take advantage of Quizizz's tools to practice at their own pace, making the learning process more interactive and accessible to everyone. As a future English teacher, I think this platform is a great way to motivate students and make learning much more dynamic and fun.

In recent years, researchers have found that Quizizz is one of the most widely used digital tools in language learning. The teacher prepares their quiz or chooses quizzes from the library, including other quizzes created by other teachers so that students can compete for the highest score (Basuki & Hidayati, 2019).

Advantages of the use of Quizizz

Quizzes are used in the assessment process after a lecture has been given or in some cases as a diagnostic assessment. According to Amalia (2020), Quizizz can be used as a curriculum-based assessment tool by the teacher. Indeed, Quizizz can significantly increase interest and motivation in the material being taught to learners.

Zuhriyah Partolo (2020) argues that this app allows students to participate in classroom activities and makes learning more dynamic and exciting for each participant. In this way, Keysha, Sahda & Qurniawan (2024) express that Quizizz eliminates the need for traditional or ambiguous learning materials, such as books and paper, which can make the learning process boring and monotonous for students. This is because Quizizz provides an interactive and entertaining way to learn, which motivates students to participate more actively and facilitates the retention of what is being studied.

Quizizz is an app that not only shows a more dynamic way of conducting a lesson but is also useful for students and teachers. A study conducted by Dhamayanti (2021) emphasizes that Quizizz, with its dynamic and engaging features, is a useful online learning tool that can help both instructors and students increase motivation in their online lessons.

Disadvantages of the use of Quizizz

Quizizz is a very useful application that, if used correctly, can achieve great results when applied in our classrooms. However, it is important to remember that not all students have equal access to technology, which is why this is one of the disadvantages that we have to take into account. That is why it is necessary to balance the use of digital tools with traditional methods.

On the other hand, according to the study conducted by Keysha, Sahda & Qurniawan (2024), several students claim that Quizizz also has disadvantages; for example, if there is no internet connection, it is difficult to access, and the music

features make them nervous since not everyone takes it in the same way since it is difficult for them to concentrate with the background sound. Likewise, Quizizz can increase the chances of students cheating on the assessment, since Quizizz is online and students can easily cheat by using Google to search (Fha Dilawati, 2021). Indeed, this indicates that using Quizizz as an assessment tool has advantages and disadvantages. Thus, correct use of it leads to better results.

CHAPTER III: Methodological design

3.1 Type and design of research

This study is categorized, according to its purpose, as applied, since it seeks to solve a specific problem: to improve the acquisition of English vocabulary using the digital tool Quizizz in 8-year-old children.

From the perspective of the knowledge objective, it is an explanatory research, since it attempts to determine the causal connection between the use of an educational tool and the learning of English vocabulary.

In terms of context, the study is field-based, as it was conducted directly in the students' natural school environment, without artificially altering the environment.

In terms of variable control, it is classified as quasi-experimental, since it worked with a control group and an experimental group, although without randomly assigning participants.

In terms of temporality, this is a cross-sectional study, since the information was collected at a specific time during the 2024-2025 school year.

The methodological approach is quantitative, since numerical data obtained from standardized tests (pre-test and post-test) as well as structured surveys were used.

From a general approach, a positivist paradigm is adopted, because:

The researcher plays a neutral and external role, without affecting the phenomenon studied.

Reality is seen as something that can be observed and measured.

Knowledge is formed from empirical data and statistical analysis to establish causal relationships.

3.2 The population and the sample

3.2.1 Population characteristics

The population participating in this study is all students from the private institution mentioned above. It was delimited temporally and spatially to students in the 4th year of elementary school, between 7 and 8 years of age.

3.2.2 Delimitation of population

The population for this research was considered finite, because a specific number of students was determined, being 37 in total, being divided into 19 in the control group and 18 in the experimental group. This delimitation made it possible to carry out the necessary actions to determine with certainty the size (N) of the population under study.

3.2.3 Sample type

A non-random convenience sample was used, since the students were deliberately chosen according to their accessibility, availability and their inclusion in the groups defined by the institution.

3.2.4 Sample selection process

The selection was carried out considering the accessibility criterion, in collaboration with the educational center. The groups, previously organized by the institution, were designated as control group and experimental group according to the conditions of the study.

3.2.5 Methods and techniques

In this research, both theoretical and empirical techniques were employed to comprehensively address the impact of the digital tool Quizizz on vocabulary acquisition in English among 8-year-old students.

Theoretical Methods

Historical-Logical: This approach examined the evolution of technology use in English education, highlighting the integration of digital resources like Quizizz.

Analytical-Synthetic: It investigated theoretical principles related to vocabulary teaching and organized relevant knowledge from diverse sources.

Inductive-Deductive: This method aided in forming hypotheses based on problem observation and deriving conclusions from collected data.

Hypothetical-Deductive: Crucial for defining study hypotheses, this method empirically validated them by analyzing vocabulary level variations pre- and post-Quizizz usage.

Empirical Methods

Observation: Documented student behavior and participation during Quizizz and traditional classes, gathering qualitative information on motivation.

Experimentation: A quasi-experimental design with control and experimental groups evaluated Quizizz's effects on vocabulary acquisition through comparative testing.

Complementary Techniques

Testing: Pre-tests and post-tests assessed vocabulary knowledge before and after the intervention.

Survey: A satisfaction survey was administered to the experimental group to collect feedback on Quizizz.

Documentary Study: A thorough literature review was conducted on educational technology and the benefits of gamified platforms like Quizizz.

CHAPTER IV: Analysis and interpretation of results

4.1 Analysis of the current situation

Table 1

Control group: Pre and post-test results

Pre-test	Post-test
8.28	8.83

Note: This table indicates the average of the pre-test results and the post-test results applied to the students in the control group.

The purpose of this study was to determine the effectiveness of Quizizz in improving English vocabulary comprehension in 6-8-year-old school students. In this way, a study was conducted with a control group of 18 students and an experimental group of 19 students.

The control group received the traditional intervention of 12 classroom lessons, and the experimental group received five lessons using Quizizz as a technological tool. At the end of the study, both groups took a post-test to assess their understanding of English vocabulary. The results of the initial tests showed that the control group achieved an average score of 8.28, and the experimental group achieved an average score of 8.83. The difference that these results give us is 0,388. This minor improvement could be due to several factors. In the traditional method, the teacher delivers instruction through a lecture, often modeling the technique on the board, then gives students a practice assignment, and the teacher provides feedback (Hadžimehmedagić & Akbarov, 2014). Indeed, it is known that classes were carried out with traditional methods such as tutorials and practice exercises with little or no resources, which may not be effective in promoting representative learning in learners.

On the other hand, the absence of a more interactive environment and the lack of technological resources can negatively affect students' interest and motivation to learn. Filgona et al. (2020) state that motivation in the teaching and learning process positively influences student learning by improving engagement, persistence, and overall academic success. Overall, the results obtained from the control group suggest that traditional techniques have some positive impact on the comprehension of English vocabulary. However, on their own, they are not sufficient to generate a significant improvement in students' learning.

Table 2

Experimental group: Pre and post-test results

Pre-test	Post-test
7.58	9.11

Note: This table indicates the average of the pre-test results and the post-test results applied to the students in the experimental group.

The experimental group received twelve (12) classes with a difference in the teaching process as it was carried out using Quizizz. The results of the initial tests showed that the experimental group achieved an average score of 7.58, and the control group achieved an average score of 9.11. This result indicates that the learners of the experimental group improved their ability to understand English vocabulary by 1.08, which shows us significant and positive results. Quizizz as a tool for daily classes works well.

In this way, Wen and Aziz (2022) express that issues such as boredom, cheating, low motivation, and in-depth assessment methods are proportioned, making it a useful tool for creating engaging and interactive learning experiences. Indeed, Quizizz shows that its application helps to experience a better teaching-learning process acquiring favorable results.

Table 3

Perception's survey results

Statement	Not at all	A little	Quite a lot	A lot	TOTAL
To what extent has Quizizz helped you improve your understanding of English vocabulary?	0%	26,3%	26,3%	47,4%	100%
To what extent has Quizziz helped you retain English vocabulary?	0%	21,05	31,6%	47,4	100%
How much do you think your English grades have improved since you started using Quizizz?	0%	21,05	36,8%	42,1	100%
To what extent did the instructions given by your teacher seem clear to you?	0%	10,5%	42,1	47,4	100%
How easy did you find the activities assigned on Quizizz?	0%	10,5%	42,1	47,4	100%
After using online games, how able do you feel to identify vocabulary in English texts?	0%	5,3%	31,6%	63,2%	100%

To what extent have online games motivated you to learn English vocabulary?	0%	10,5%	15,8%	73,7%	100%
---	----	-------	-------	-------	-------------

How satisfied are you, overall, with Quizizz as a learning tool?	0%	0%	5,3%	94,7%	100%
--	----	----	------	-------	-------------

To what extent would you like to continue using Quizizz to improve your English vocabulary learning?	0%	0%	0%	100%	100%
--	----	----	----	------	-------------

Note: The table shows the percentage of the students' perception regarding the classes and use of Quizizz.

Once all the class sessions proposed for this research were completed, the students in the experimental group were asked to participate in a perception and satisfaction survey on the use of Quizizz for learning English vocabulary. For this purpose, a survey was conducted using a Likert scale with 10 questions and four selection options: Not at all, A little, quite a lot, and A lot.

Question 1, which focused on the extent to which Quizizz helped to improve English vocabulary comprehension, 47.4% of the respondents answered that the tool helped them a lot. This was noticeable in the results obtained in the post-test, in which, an improvement in vocabulary acquisition was observed. On the other hand, 26.3% responded that the application helped little to their understanding of vocabulary, this could be due to several factors, one of them being that since Quizizz is a game-like platform, it can become a distraction for students, causing its colorful interface and the music it contains to divert the student from the objective of learning. Regarding this point, Asyifa, Widayarani, and Qurniawan (2024) point out that the inclusion of gamified platforms such as Quizizz can be beneficial, but there are also aspects that can divert the learning focus and cause students to focus on competing and playing, thus reducing the proper understanding of concepts.

Question 2 is related to the previous question, 36.3% and 47.4% indicate that Quizizz helped them to retain vocabulary Quite a lot and very much, respectively. These results are positive, because students do consider that their process was facilitated thanks to the use of the platform. Parinduri and Mahmud (2023) explain that this is because Quizizz combines images, interactive questions and immediate feedback, thanks to these aspects, students can learn vocabulary more quickly, which is mostly beneficial for those who learn through visual content and practice. Similarly, 42.1% responded in question 3 that their grades in English improved significantly after using Quizizz. This is a beneficial aspect because it opens the door to use the platform, not only in English, but also in the rest of the subjects, thus favoring the children's learning.

On the other hand, success in these activities is also linked to the fact that the students understood the indications given by their teacher, given that 47.4% and 42.1% responded that the indications given were very clear and quite clear, respectively. Thus, in question 5, 47.4% of the participants indicated that the designated activities were very easy to perform, which was evidenced during the classes because they solved them in a short time and without the need for the teacher to explain repeatedly what they should do.

Within question 6, 63.2% of the students emphasize that after using Quizizz, they feel very capable of identifying vocabulary in English texts, while a small percentage represented by 5.3% mentioned that they feel not very capable of doing so; this small group should receive more attention and reinforcement in subsequent classes to improve these results. It should be noted that within the experimental group there were students who showed little confidence in their abilities despite having a high level of knowledge of the topics covered. Regarding this point, Albán Bucay (2022) points out that since Quizizz is a playful tool, it helps to improve students' confidence by involving them in an environment where they can learn while having fun and feeling relaxed, which reduces the anxiety related to traditional learning.

In question 7, 73.7% of the students captured that using Quizizz greatly motivated them to continue learning English vocabulary, this was something they constantly mentioned during the classes because they enjoyed the interactive interface of the tool. Authors Nugraheni and Fakhurriana (2023) state that the application of gamified platforms such as Quizizz engage students to practice the language in a non-intimidating environment, which helps increase their motivation to learn. Likewise, answering anonymously encourages active participation without fear of making mistakes. This caused 94.7% of participants to feel satisfied with the use of this learning tool.

Finally, 100% of the children who participated in this survey responded that they would very much like to continue using Quizizz to improve their English vocabulary learning. This is interesting because it means that the whole group is willing to work on future activities that include the use of this tool. Thanks to the various competitive and playful elements that are present in Quizizz, it is possible to stimulate student participation in English classes, even in those students who are self-conscious and less confident about their language skills. This platform generates a safe space in which children can learn at their own pace and gain self-confidence (Wulaningrum & Novitasari, 2024).

4.2 Comparative analysis

Table 4

Post test results

Control Group	Experimental Group	Standard Variation
8.83	9.16	0.33

Note: The table indicates the mean of the post-test between the control and experimental group.

Since one of the objectives of this research was to compare the effectiveness of Quizizz with traditional vocabulary learning methods in terms of vocabulary retention and cognitive development, the sample was divided into two groups. The first group, called the control group, consisted of 18 children in fourth grade, who participated in the explanation of the contents of their academic text. The topics reviewed were Professions and occupations, Places around the city, Parts of the body and Food. All these contents were reviewed during 3 sessions per week, for a total of 4 weeks. For this, material available in the classroom was used, such as the academic text, the activity book, flashcards, YouTube videos, and worksheets. In other words, a traditional method with guided texts and practical exercises was used. The control group was evaluated by means of short written lessons at the end of each week. At the end of the 12 sessions, students completed the exit exam, which was composed of 10 multiple-choice questions on the aforementioned topics. In this assessment, students were required to read a question and choose an answer from four available options. This evaluation was graded out of 10 points, obtaining an average of 8.83.

It should be noted that during the sessions with the control group, the students did not show much motivation to participate, and the teacher had to call each student by name in order for them to answer the questions. During the activities, several students were reluctant to complete the activities and were even discouraged. The use of materials such as flashcards or educational videos slightly captured their attention, but it was not enough for them to participate actively. Visibly, low motivation played a fundamental role in this process. In this regard, authors Calle-Suárez and Quichimbo-Rosas (2021) mention that, within learning and human development, motivation plays a significant role. When students are intrinsically motivated, they tend to show greater interest, effort, constancy and persistence in their school activities, which causes them to obtain favorable learning results. Similarly, Muntaner, Pinya, and Mut (2020) point

out that motivation is the key to driving the engine of learning. When teachers keep students motivated it not only increases their engagement, but also improves self-discipline and the desire to continue learning beyond the classroom.

On the other hand, the second group, called the experimental group, consisted of 19 fourth grade students, who worked with a different methodology and proposal than the control group. In this case, in addition to the didactic material that the students have, the tool for creating interactive quizzes “Quizizz” was used. This resource was used as additional material to evaluate the participants' vocabulary comprehension process. At the end of each week, the students went to the institution's laboratory to answer the quiz. The quiz consisted of looking at images, reading questions and selecting the correct answer from 4 options. The topics reviewed were Professions and occupations, Places around the city, Parts of the body and Food. Like the control group, the experimental group culminated this 12-session process with a final exam covering all the content reviewed. The difference is that in this case, they took the final evaluation on the same tool they used in the sessions and not on a printed sheet.

In this group, a huge difference in participation was observed. The participants in the experimental group were eager and enthusiastic to start each of the classes, especially when they had to go to the laboratory to use Quizizz, in the classroom an environment of healthy competition was created, in which students remained attentive and focused on reading each of the questions correctly in order to answer appropriately and accumulate the highest number of points. Since motivation is important in the learning process, Salmon and Parra (2022) mention that all educational practices that have the purpose of fostering autonomy and provide immediate and positive feedback significantly increase intrinsic motivation in students, leading to meaningful learning.

In this sense, the experimental group obtained a higher average than the control group, which was 9.16 out of 10 points. As we can see, the standard deviation is 0.33, which means that there was a perceptible improvement in the group that used the tool for vocabulary learning. The results reflect that the experimental group not only worked with greater motivation and predisposition, but also had greater ease in retaining and understanding the revised vocabulary, especially when relating it to images. In

addition, the use of the tool allowed them to work with greater concentration and to participate actively and confidently during the classes.

Thus, Delgado (2021) states that gamified platforms such as Quizizz, involve students in a more interactive, dynamic and motivational learning that benefits the acquisition of vocabulary. This happens due to the format that this platform offers, which is based on playful repetition that helps students to efficiently retain words more easily. Similarly, Albán Bucay (2022) indicates that the use of Quizizz in the English classroom improves students' motivation by integrating in its interface various game elements for learning. This not only raises learners' interest, but also facilitates comprehension and retention of new vocabulary in a less stressful environment.

CHAPTER V: Conclusions and Recommendations

5.1 Conclusions

- The acquisition of English vocabulary in 8-year-old students had a positive effect thanks to the intervention with Quizizz; at the end of the research process, there was an improvement in the performance of the experimental group compared to the control group.
- The comprehension and retention of vocabulary in the subject of English was facilitated by the use of Quizizz, so that this tool highlighted its effectiveness and efficiency for vocabulary learning in 8-year-old students.
- At the end of the intervention, the experimental group showed a better performance in the post-test applied, as opposed to the control group, evidencing the effectiveness of Quizizz as a support tool for vocabulary improvement.
- The results obtained in the post-test with the experimental group suggest that the integration of gamified platforms such as Quizizz in the English classroom can improve the teaching-learning process of a foreign language, thus overcoming the use of traditional methodologies, which, as evidenced with the control group, did not have favorable results at the end of the intervention.
- Once the perception survey on the use of Quizizz for vocabulary acquisition was conducted, the majority of participants answered that they perceived Quizizz as a tool that helped them to increase their motivation and confidence in vocabulary comprehension, and they also indicated that they felt more confident in recognizing vocabulary within a text.
- Once the perception survey was analyzed, the results obtained showed that the participants appreciated and enjoyed the Quizizz learning experience, thus highlighting its significant impact on increasing confidence and active participation in language learning.

5.2 Recommendations

- Educators should integrate technological tools. Future research could explore other digital strategies and examine their impact on language skills, such as Quizizz, in their teaching to improve English vocabulary acquisition.
- It is recommended that teachers create an active learning environment that enhances students' perceived autonomy and competence by offering them choices and opportunities for better learning by engaging in activities that attract their attention.
- It is advisable for teachers to use quizzes regularly in English lessons, as they help young students grasp and remember vocabulary. Exploring how this tool could work alongside other teaching methods might make learning even more effective.
- It would be advisable for teachers to use gamified tools like Quizizz in their English classes to keep students engaged and improve their learning. Moving away from traditional methods could make a big impact.
- Teachers should keep using it to enhance vocabulary learning because students found Quizizz motivating and helpful in boosting confidence. Future research could explore how using Quizizz in other areas of language learning might further improve students' skills and participation.
- It is advisable that teachers use Quizizz in their classes, not only because of its effectiveness but also because it has a great positive effect on improving students' confidence by helping them to participate fiercely in English classes.

Bibliographic references

- Ajisoko, P. (2020). The use of Duolingo apps to improve English vocabulary learning. *International Journal of Emerging Technologies in Learning (iJET)*, 15(7), 149-155.
- Albán Bucay, O. F. (2022). Quizizz and English Vocabulary Learning (Bachelor's thesis, Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros).
- Al-Fahad, F. N. (2009). Students' attitudes and perceptions towards the effectiveness of mobile learning in King Saud University, Saudi Arabia. *TOJET: The Turkish Online Journal of Educational Technology*, 8(2)
- Al-jifri, A. A., & Elyas, T. (2017). The Impact of Video Games in the Acquisition of English Language: The Case of Saudi Youths. *Journal of Foreign Language Education and Technology*, 2(2)
- Almukahhili, M. M. N. (2022). Effects of Gaming Applications on English Language Vocabulary Learning Among Young Learners in Saudi Arabian Elementary Schools. *عامتجلاو تايناسنلا مولعو بدلأو نونفلا تلجم*, (82), 251-271.
- Amalia, D. (2020). Quizizz Website as an Online Assessment for English Teaching and Learning: Students' Perspectives. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 7(1).
- Ansari, M., & Sabouri, N. B. (2016) The relationship between the use of vocabulary learning strategies and gender of Iranian EFL learners. *Research in English*

Language Pedagogy, 4(1): 88–100.

Arones Mayurí, Maritza & Pereyra, Yrma & Eslava De La Cruz, Jackeline. (2022).

Disruptive Integration of Digital Tools to Improve the Communicative Dimension in University Students in The Current Context. European Journal of Teaching and Education. 4.28-37.10.33422/ejte.v4i3.842.

Asyifa, A. K., Widyarani, A. S., & Qurniawan, S. (2024, June). The Advantages and Disadvantages of Using Quizizz in English Learning as an Assessment Tool Based on Students of UIN SAIZU's Perception. In Conference on English Language Teaching (pp. 32-41).

Aziza, S. (2022). Effective strategies for vocabulary teaching in secondary school. International Journal of Advanced Research in Management and Social Sciences, 11(5), 329-337.

Bai, Z. (2018). An analysis of English vocabulary learning strategies. Journal of language Teaching and Research, 9(4), 849-855.

Basuki, Y., & Hidayati, Y. (2019, April). Kahoot! or Quizizz: the Students' 48 Perspectives. In Proceedings of the 3rd English Language and Literature International Conference(ELLiC)(2019)(Online:https://www.researchgate.net/publication/334358438_Kahoot_or_Quizizz_the_Students'_Perspectives).

Bueno-Alastuey, M. C., & Nemeth, K. (2020). Quizlet and podcasts: effects on vocabulary acquisition. Computer Assisted Language Learning, 35(7), 1407

1436. <https://doi.org/10.1080/09588221.2020.1802601>

Blanco, C. (2020). The benefits of learning a second language. Duolingo Blog.

<https://blog.duolingo.com/benefits-of-learning-second-language/>

Calle-Suárez, C. A., Rocío Quichimbo-Rosas, A. (2021). Presencia de metodologías tradicionales en la educación del Ecuador. Dominio de las Ciencias, 7(4), 1205-1215.

Campoverde, C. (2021). Evaluation of an English Language Program to identify the Elements of the Curriculum A Case Study of a Public Elementary School in Ecuador (Bachelor's thesis).

Dakhi, S., & Fitria, T. N. (2019). The principles and the teaching of English vocabulary: A review. Journal of English teaching, 5(1).

Delgado, S. O. (2021). Uso de Quizizz Lessons para el repaso en el aula. Aula de innovación educativa, (305), 65-66.

Duffy, J. & Vatu, G. (2024). Quizlet. <https://www.pcmag.com/reviews/quizlet>

Elmahdi, O., & Hezam, A. M. (2020). Challenges for methods of teaching English vocabulary to non-native students. Advances in Social Sciences Research Journal, 7(5).

Fadhilawati, D. (2021). Using Quizizz application for learning and evaluating grammar material. JOSAR (Journal of Students Academic Research),6(1), 64 73.

Farham, M., Rita, F., & Mashuri, M. (2021). ANALYZING TEACHERS' STRATEGIES

IN TEACHING VOCABULARY OF JUNIOR HIGH SCHOOLS AT

KECAMATAN. E-Journal of ELTS (English Language Teaching Society), 9(2),

130-139. <https://doi.org/10.22487/elts.v9i2.1869>

Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in learning. Asian Journal of Education and social studies, 10(4), 16-37.

Ghalebi, R., Sadighi, F., & Bagheri, M. S. (2020). Vocabulary learning strategies: A comparative study of EFL learners. Cogent Psychology, 7(1), 1824306.

González-Lloret, M., & Ortega, L. (2019). Technology and the Future of Second Language Teaching and Learning. TESOL Quarterly, 48(3), 556-559.

Gonzalez-Torres, P., Cabrera-Solano, P., & Castillo-Cuesta, L. (2023). Stakeholders' perceptions of teaching and technological skills in EFL vocabulary instruction: Implications for remote learning. International Journal of Learning, Teaching and Educational Research, 22(7), 173-192.

Gultom, R. J., Simarmata, J. N., Purba, O. R., & Saragih, E. (2022). Teachers strategies in teaching English vocabulary in junior high school. Journal of English Language and Education, 7(1), 9-15.

Hadžimehmedagić, M., & Akbarov, A. (2014). Traditional vs modern teaching methods. advantages and disadvantages. Multicultural language education: From research into practice, 129.

Henderson, D. (2020). Benefits of ICT in Education. IDOSR Journal of Arts and Management, 5(1), 51-57.

- Hermagustiana, I., & Rusmawaty, D. (2017, November). The use of technology for vocabulary instruction in EFL classrooms: Support and challenges. In 2017 International Conference on Education and Technology (2017 ICEduTech) (pp. 137-143). Atlantis press.
- Herrel A. L. (2004). "Fifty Strategies for Teaching English Language Learners", Penguin Publishers.
- Keysha Asyifa, A., Sahda Widyarani , A., & Qurniawan , S. (2024). The Advantages and Disadvantages of Using Quizizz in English Learning as an Assessment Tool Based on Students of UIN SAIZU's Perception. Conference on English Language Teaching, 4(1), 32–41. <https://doi.org/10.24090/celti.2024.1009>
- Klimova, B., & Polakova, P. (2020). Students' perceptions of an EFL vocabulary learning mobile applications. Education Sciences, 10(2), 37.
- Kornell, N. (2009). Optimising learning using flashcards: Spacing is more effective than cramming. Applied Cognitive Psychology, 23(9), 1297–1317. doi:10.1002/acp.1537
- Lim, T. M., & Yunus, M. M. (2021). Teachers' perception towards the use of Quizizz in the teaching and learning of English: A systematic review. Sustainability, 13(11), 6436.
- Lin, C. H., & Warschauer, M. (2015). Online foreign language education: What are the proficiency outcomes?. *The modern language journal*, 99(2), 394-397.
- Luquin, M., & Mayo, M. (2021). Exploring the use of models as a written corrective feedback technique among EFL children. System, 98, 102465.

- Lutfiyah, N., Nuraeningsih, N., & Rusiana, R. (2022). The Obstacles in Learning Vocabulary of Efl Students. *Prominent*, 5(2), 114-125.
- Merzifonluoglu, A., & Tulgar, A. T. (2022). Are digital technologies effective for the improvement of L2 vocabulary at tertiary level? *The Reading Matrix: An International Online Journal*, 22(1), 56-72.
- Montesdeoca Aguaisa, E. D., & Puruncajas Quilumba, H. P. (2022). Poscovid teachers' perspectives about the use of technological instruments for teaching English at Mulaló Elementary School (Bachelor's thesis, Ecuador: Pujilí: Universidad Técnica de Cotopaxi (UTC)).
- Mukminin, A., Habibi, A., & Fridiyanto. (2020). Technology in the classroom. *Informatología*, 53(1-2), 24–36. doi:10.32914/i.53.1-2.3
- Muntaner Guasp, J. J., Pinya Medina, C., & Mut Amengual, B. (2020). El impacto de las metodologías activas en los resultados académicos.
- Nation, P. (2021). Is it worth teaching vocabulary?. *TESOL journal*, 12(4), e564.
- Nakata, T. (2011). Computer-assisted second language vocabulary learning in a paired associate paradigm: A critical investigation of flashcard software. *Computer Assisted Language Learning*, 24(1), 17–38. doi:10.1080/09588221.2010.520675
- Negmatulloyevna, (2019). Teaching vocabulary as an important way of learning language. *International Journal on Integrated Education*, 2(6), 234-236. <https://n9.cl/9kklz>

- Nguyen, N. T. T. (2021). A review of the effects of media on foreign language vocabulary acquisition. *International Journal of TESOL & Education*, 1(1), 30-37.
- Nguyen, V. M. (2021). English language-learning environments in COVID-19 era: EFL contexts, English-language environments, technology-based approach, English language learning. *AsiaCALL Online Journal*, 12(3), 39-46.
- Nordin, S. S. (2023). The Impact of Implementing Quizizz on Developing Vocabulary Skills in Language Learning Among Malaysian Secondary School Students in Rural Areas. *International Journal on E-Learning Practices (IJELP)*, 6(1).
- Nugraheni, R., & Fakhurriana, R. (2023). Boosting English vocabulary proficiency in EFL learners: A study on the efficacy of Quizizz at IAIN Kediri. *Indonesian Journal of Multidisciplinary Educational Research*, 1(2), 161-177.
- Omonova, M. (2020). Innovative ways of teaching vocabulary in ESL and EFL classrooms. *Science and Education*, 1(7).
<https://cyberleninka.ru/article/n/innovative-ways-of-teaching-vocabulary-in-esl-and-efl-classrooms>
- Parinduri, R. H., & Mahmud, M. Y. (2023). The effectiveness of using the quizizz game application to increase english vocabulary. *Shibghoh: Prosiding Ilmu Kependidikan UNIDA Gontor*, 1, 354-360.
- Pazmiño, B., & Gallardo, E. (2024). Translanguaging for teaching-learning English as a foreign language to children. *Maestro y Sociedad*, 21(3), 1424-1432.

- Permana, I. G. Y. (2020). Teaching Vocabulary for Elementary School Students. The Art of Teaching English as a Foreign Language, 1(2), 1-4. DOI: 10.36663/tatefl.v1i2.56
- Salmon, E. S. S., & Parra, M. J. S. (2022). Importancia de la motivación en el proceso de aprendizaje. Ciencia Latina Revista Científica Multidisciplinar, 6(5), 4095-4106.
- Sari, N. (2024). The Role of Technology in Facilitating EFL Learning: A Case Study Approach. Journal of Education Research, 5(3). <https://doi.org/10.37985/jer.v5i3.1601>
- Seibert Hanson, A. E., & Brown, C. M. (2019). Enhancing L2 learning through a mobile assisted spaced-repetition tool: an effective but bitter pill? Computer Assisted Language Learning, 1–23. doi:10.1080/09588221.2018.1552975
- Schmitt, N. (2019). Understanding vocabulary acquisition, instruction, and assessment: A research agenda. Language Teaching, 52(2), 261-274.
- Simamora, M. W. B., & Oktaviani, L. (2020). What is your favorite movie?: a strategy of English Education students to improve their English vocabulary. Journal of English Language Teaching and Learning, 1(2), 44-49.
- Schmitt, N., & Schmitt, D. (2020). Vocabulary in language teaching. Cambridge university press.
- Selwyn, N. (2021). Education and technology: Key issues and debates. Bloomsbury Publishing.

- Shadiev, R., Wu, T.-T., & Huang, Y.-M. (2020). Using image-to-text recognition technology to facilitate vocabulary acquisition in authentic contexts. *ReCALL*, 32(2), 195–212. doi:10.1017/S0958344020000038
- Shatri, Z. G. (2020). Advantages and disadvantages of using information technology in the learning process of students. *Journal of Turkish Science Education*, 17(3), 420-428.
- Surmanov, S., & Azimova, M. (2020). Analysis of difficulties in vocabulary acquisition. *The Journal of Legal Studies*, 6(1), 144-153.
- Sutrisna, G. (2021). Vocabulary Acquisition in EFL: A Literature Review of Innovative Vocabulary Teaching Strategies. *Yavana Bhasha: Journal of English Language Education*, 4(1), 8-17. DOI: <https://doi.org/10.25078/yb.v4i1.2215>
- Strickland, B., & O'Brien, M. G. (2013). A review of the literature on technology in second and foreign language learning. Retrieved from <https://tinyurl.com/yaq7dagt>
- Syafrizal, S. & Rohmawati, C. (2017). Teacher's Speaking Strategies at Vocational High School. *Journal of English Language Studies*, 2 (1), 68.
- Sylvén, L. K., & Sundqvist, P. (2012). Gaming as extramural English L2 learning and L2 proficiency among young learners. *Recall*, 24(3), 302-321.
- Szymkowiak, A., Melović, B., Dabić, M., Jeganathan, K., & Kundi, G. S. (2021). Information technology and Gen Z: The role of teachers, the internet, and technology in the education of young people. *Technology in Society*, 65,

101565.

Rashid, M. H., Lan, Y., & Hui, W. (2022, September). The importance of vocabulary in teaching and learning in applied linguistics. In ICSSIET CONGRESS 3st International Congress on Social Sciences, Innovation and Educational Technologies PROCEEDINGS BOOK (p. 129).

Riegler, A. (2011). Constructivism. In *Paradigms in theory construction* (pp. 235-255). New York, NY: Springer New York.

Ruzmetova, M., Orazova, F., & Kayumova, G. (2020). The role of teaching vocabulary competence in English. *Academic Research in Educational Sciences*, (3), 509-513.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (Vol. 86). Harvard university press.

Villafuerte, J., & Mosquera, Y. M. (2020). Teaching English language in Ecuador: A review from the inclusive educational approach. *Journal of Arts and Humanities*, 9(2), 75-90.

Wen, M. N. Y., & Aziz, A. A. (2022). The use of Quizizz as an online teaching and learning assessment tool in an ESL classroom: A systematic. *International Journal of Academic Research in Progressive Education and Development*, 11(1), 1076-1094.

Zamora, F., & Flores, R. (2023). The Use of Digital Tools to Improve Students' vocabulary. *Revista Científica Multidisciplinaria Arbitrada YACHASUN* ISSN:

2697-3456, 7(12 Ed. esp.), 18-34.

Yuhanna, I., Alexander, A., & Kachik, A. (2020). Advantages and disadvantages of Online Learning. Journal Educational Verkenning, 1 (2), 13-19.

Yuldashev ,M. & Toshmatova, N. (2019). Vocabulary and its importance in language learning. Достижения науки и образования, (8-2 (49)), 21-22.

Wulaningrum, E., & Novitasari, D. (2024). PROMOTING VOCABULARY ENRICHMENT THROUGH QUIZZES ENGAGEMENT IN INDONESIAN VOCATIONAL SCHOOL: A QUALITATIVE STUDY. English Language Teaching Methodology, 4(3), 489-498.

Annexes

Annex 1: Diagnostic test

DIAGNOSTIC TEST

Student: _____ Course / Grade: Fourth.

Instructions: Read the questions carefully and choose the best answer.

1. What does a doctor do?

- a) Fixes cars.
- b) Takes care of sick people.
- c) Builds houses.

2. Who teaches students in a classroom?

- a) A teacher
- b) A chef
- c) A firefighter

3. A person who flies a plane is called a...

- a) Pilot
- b) Sailor
- c) Astronaut

4. Which of these is a fruit?

- a) Bread
- b) Apple
- c) Milk

5. What do we eat for breakfast?

- a) Dinner
- b) Lunch
- c) Cereal

6. Which is a vegetable?

- a) Chicken
- b) Carrot
- c) Pizza

7. We use our eyes to...

- a) Hear
- b) See
- c) Taste

8. Your heart is located in your...

- a) Head
- b) Chest
- c) Arm

9. What do we use to smell?

- a) Nose
- b) Ears
- c) Tongue

10. Where do we sleep?

- a) Kitchen
- b) Bedroom
- c) Bathroom

Annex 2: Post-test

POST-TEST: VOCABULARY COMPREHENSION

Instructions: Select the correct answer for each question. Only one answer is correct.

1. What does a teacher do?

- a) Drives a car
- b) Cooks food
- c) Teaches students
- d) Fixes cars

2. Who helps sick people at the hospital?

- a) Firefighter
- b) Nurse
- c) Police officer
- d) Chef

3. Which job involves cooking in a restaurant?

- a) Doctor
- b) Firefighter
- c) Chef
- d) Teacher

4. Who helps put out fires?

- a) Firefighter
- b) Police officer
- c) Doctor

d) Teacher

5. Which job involves catching criminals?

a) Nurse

b) Police officer

c) Chef

d) Driver

6. Which of the following is a fruit?

a) Carrot

b) Apple

c) Bread

d) Potato

7. What food is considered a vegetable?

a) Milk

b) Banana

c) Broccoli

d) Cake

8. Which is a dessert?

a) Rice

b) Ice cream

c) Chicken

d) Tomato

9. What drink is made from fruits?

- a) Juice
- b) Water
- c) Bread
- d) Fish

10. Which food is considered unhealthy?

- a) Salad
- b) Fried chicken
- c) Vegetables
- d) Water

Annex 3: Perception survey

Statement	Not at all	A little	Quite a lot	A lot	TOTAL
To what extent has Quizizz helped you improve your understanding of English vocabulary?					
To what extent has Quizizz helped you retain English vocabulary?					
How much do you think your English grades have improved since you started using Quizizz?					
To what extent did the instructions given by your teacher seem clear to you?					
How easy did you find the activities assigned on Quizizz?					
After using online games, how able do you feel to identify vocabulary in English texts?					
To what extent have online games motivated you to learn English vocabulary?					
How satisfied are you, overall, with Quizizz as a learning tool?					
To what extent would you like to continue using Quizizz to improve your English vocabulary learning?					

UNEMI

UNIVERSIDAD ESTATAL DE MILAGRO

¡Evolución académica!

@UNEMIEcuador

