



**UNIVERSIDAD TÉCNICA ESTATAL DE QUEVEDO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS**  
**NACIONALES Y EXTRANJEROS**

Trabajo de Integración Curricular  
previo a la obtención del Grado  
Académico de Licenciado en  
Pedagogía del Idioma Inglés.

**PROYECTO DE INVESTIGACIÓN:**

THE IMPACT OF TECHNOLOGY ON VOCABULARY ACQUISITION AMONG  
ADULT EFL LEARNERS.

**AUTOR:**

MIGUEL FERNANDO FERNANDEZ SINCHIGUANO.

**DIRECTORA DEL PROYECTO DE INVESTIGACIÓN:**

LCDA. ALINA MARTÍNEZ HERNÁNDEZ, PH.D.

**QUEVEDO – LOS RÍOS – ECUADOR**

**2025**



## DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

Yo, **Miguel Fernando Fernández Sinchiguano**, declaro que la investigación aquí descrita es de mi autoría; que no ha sido previamente presentada para ningún grado o calificación profesional; y, que he consultado las referencias bibliográficas que se incluyen en este documento.

La Universidad Técnica Estatal de Quevedo, puede hacer uso de los derechos correspondientes a este documento, según lo establecido por la Ley de Propiedad Intelectual, por su Reglamento y por la normatividad institucional vigente.

**Miguel Fernando Fernández Sinchiguano.**

**C.I: 1250778014**



## CERTIFICACIÓN DE CULMINACIÓN DEL PROYECTO DE INVESTIGACIÓN

La suscrita, **Lcda. Alina Martínez Hernández, Ph.D**, docente de la Universidad Técnica Estatal de Quevedo, certifica que el estudiante **Miguel Fernando Fernández Sinchiguano**, realizó el Proyecto de Investigación de grado titulado “**The Impact of Technology on Vocabulary Acquisition Among Adult EFL Learners**”, previo a la obtención del título de **Licenciado en Pedagogía del Idioma Inglés**, bajo mi dirección, habiendo cumplido con las disposiciones reglamentarias establecidas para el efecto.



Firmado electrónicamente por:  
**ALINA MARTINEZ  
HERNANDEZ**

Validar únicamente con FirmaSC

---

**LCDA. ALINA MARTÍNEZ HERNÁNDEZ, PH.D.**  
**DIRECTORA DEL PROYECTO DE INVESTIGACIÓN**



## CERTIFICADO DEL REPORTE DE LA HERRAMIENTA DE PREVENCIÓN DE COINCIDENCIA Y/O PLAGIO ACADÉMICO

La suscrita, Lcda. Alina Martínez Hernández, Ph.D, mediante el presente cumpla en presentar a usted, el informe de proyecto de Investigación titulado “The Impact of Technology on Vocabulary Acquisition Among Adult EFL Learners” Presentado por el estudiante Miguel Fernando Fernandez Sinchiguano, egresado de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, que fue revisado bajo mi dirección según resolución del Consejo Directivo de la Facultad de Ciencias de la Educación, que se ha desarrollado de acuerdo al Reglamento de la Unidad de Integración Curricular de la Universidad Técnica Estatal de Quevedo y cumple con el requerimiento de análisis del sistema COMPILATIO el cual avala los niveles de originalidad en un 99% y similitud 1%, del trabajo investigativo. Valido este documento para que el estudiante siga con los trámites pertinentes, de acuerdo como lo establece el Reglamento.

<b>CERTIFICADO DE ANÁLISIS</b> magister		
<p style="font-size: 1.2em; margin: 0;">Thesis Miguel Fernández. The Impact of Technology on Vocabulary Acquisition Among Adult EFL Learners Marzo22</p>		<div style="border: 1px solid #ccc; padding: 5px;"> <p><b>&lt; 1%</b> Similitudes</p> <p>&lt; 1% similitudes entre comillas</p> <p>0% entre las fuentes mencionadas</p> <p><b>&lt; 1%</b> Idiomas no reconocidos</p> </div>
<p><small>Nombre del documento:</small> Thesis Miguel Fernández. The Impact of Technology on Vocabulary Acquisition Among Adult EFL Learners Marzo22.docx</p> <p><small>ID del documento:</small> e303a6bc3f1aabb00a0684e555312a93cb04b24</p> <p><small>Tamaño del documento original:</small> 497,11 kB</p> <p><small>Autores:</small> []</p>	<p><small>Depositante:</small> ALINA MARTINEZ HERNANDEZ</p> <p><small>Fecha de depósito:</small> 22/3/2025</p> <p><small>Tipo de carga:</small> interface</p> <p><small>fecha de fin de análisis:</small> 22/3/2025</p>	<p><small>Número de palabras:</small> 15.905</p> <p><small>Número de caracteres:</small> 114.390</p>



Firmado electrónicamente por:  
**ALINA MARTINEZ  
HERNANDEZ**  
Validar únicamente con FirmadC

Lcda. Alina Martínez Hernández, Ph.D.

**DIRECTORA DEL PROYECTO DE INVESTIGACIÓN**



**UNIVERSIDAD TÉCNICA ESTATAL DE QUEVEDO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS**  
**NACIONALES Y EXTRANJEROS**

**PROYECTO DE INVESTIGACIÓN**

**Título:**

“The Impact of Technology on Vocabulary Acquisition Among Adult EFL Learners”

Presentado al Consejo Directivo de Facultad de Ciencias de la Educación como requisito previo a la obtención del título de Licenciado en Pedagogía del Idioma Inglés.

Aprobado por:



Firmado electrónicamente por:  
**JAIRO PATRICIO**  
**GALARZA PUCHA**

Validar únicamente con FirmaBC

---

**PRESIDENTE DEL TRIBUNAL**

Lic. Jairo Patricio Galarza Pucha, MSc.

---

**MIEMBRO DEL TRIBUNAL**

Lic. Rosa Cecibel Varas Giler, MSc

---

**MIEMBRO DEL TRIBUNAL**

Lic. Luis Alfredo Camacho Castillo, MSc.

**QUEVEDO – LOS RIOS – ECUADOR**

**2025**

## **DEDICATORIA**

Dedico este trabajo a mis docentes, quienes con su orientación, exigencia y compromiso académico contribuyeron de manera significativa a mi formación profesional.

A mi madre, por su respaldo constante, su ejemplo de responsabilidad y por estar presente en cada etapa de este proceso.

## **AGRADECIMIENTO**

Agradezco a la universidad por brindarme la formación necesaria.

A los docentes que me guiaron con profesionalismo durante este proceso.

A mi tutora, por su orientación y recomendaciones oportunas.

A mi madre, por su apoyo constante en cada etapa de esta carrera.

A todos los que aportaron, directa o indirectamente, a la elaboración de este trabajo.

Gracias por su valiosa contribución.

## RESUMEN

Este proyecto de investigación analiza el impacto de las herramientas tecnológicas en la adquisición de vocabulario entre estudiantes adultos de inglés como lengua extranjera (EFL) en el contexto ecuatoriano. El objetivo general fue observar el uso de estas herramientas en el aula y proponer un enfoque más efectivo para mejorar la adquisición de vocabulario. La metodología combinó enfoques cuantitativos y cualitativos, utilizando cuestionarios en línea y entrevistas semiestructuradas con docentes y estudiantes. Los resultados mostraron que herramientas tecnológicas y plataformas son efectivas para aumentar la motivación y la retención de vocabulario, especialmente cuando se integran elementos de gamificación y retroalimentación inmediata.

Sin embargo, se identificaron desafíos como la falta de acceso a tecnología estable, la capacitación insuficiente de los docentes y la dificultad de aplicar el vocabulario aprendido en situaciones reales de comunicación. Las conclusiones destacan que, aunque las herramientas tecnológicas tienen un gran potencial, su implementación debe complementarse con actividades prácticas que fomenten el uso del lenguaje en contextos auténticos. Además, se recomienda mejorar el acceso a la tecnología y la capacitación docente para maximizar los beneficios de estas herramientas en el aprendizaje del inglés.

### **Palabras clave:**

Adquisición de vocabulario, herramientas tecnológicas, retroalimentación inmediata

## **ABSTRACT**

This research project analyzes the impact of technological tools on vocabulary acquisition among adult learners of English as a foreign language (EFL) in the Ecuadorian context. The overall objective was to observe the use of these tools in the classroom and propose a more effective approach to improving vocabulary acquisition. The methodology combined quantitative and qualitative approaches, using online questionnaires and semi-structured interviews with teachers and students. The results showed that technological tools and platforms are effective in increasing motivation and vocabulary retention, especially when integrating gamification elements and immediate feedback.

However, challenges were identified, such as lack of access to stable technology, insufficient teacher training, and difficulty applying learned vocabulary in real-life communication situations. The conclusions highlight that, although technological tools have great potential, their implementation must be complemented with practical activities that encourage language use in authentic contexts. Furthermore, improved access to technology and teacher training are recommended to maximize the benefits of these tools in English learning.

### **Keywords:**

Vocabulary acquisition, technological tools, immediate feedback

## TABLA DE CONTENIDOS

	<b>Pág.</b>
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS .....	ii
CERTIFICACIÓN DE CULMINACIÓN DEL PROYECTO DE INVESTIGACIÓN.....	iii
CERTIFICADO DEL REPORTE DE LA HERRAMIENTA DE PREVENCIÓN DE COINCIDENCIA Y/O PLAGIO ACADÉMICO .....	iv
PROYECTO DE INVESTIGACIÓN.....	v
DEDICATORIA .....	vi
AGRADECIMIENTO .....	vii
RESUMEN .....	viii
ABSTRACT .....	ix
CÓDIGO DUBLÍN .....	xiv
1. INTRODUCTION.....	1
1.1. Problem Statement. ....	1
1.2. Justification. ....	2
1.3. Objectives.....	3
1.3.1. General Objective: .....	3
1.3.2 Specific Objectives: .....	4
2. THEORETICAL FRAMEWORK.....	5
2.1. Conceptual Framework. ....	5
2.1.1. Vocabulary Acquisition in a Foreign Language.....	5
2.1.2. Integration of Technology in EFL Teaching. ....	7
2.1.3. Immediate Feedback in Technology-Assisted Learning. ....	8
2.1.4. Personalized Learning. ....	9

2.1.5 The Role of Gamification in Student Motivation and Engagement. ....	10
2.1.6. The Impact of Educational Technology on Language Learning. ....	11
2.1.7. Conclusion of the Conceptual Framework. ....	13
2.2. Theoretical Framework. ....	14
2.2.1. Vygotsky’s Sociocultural Theory. ....	14
2.2.2. Constructivist Learning Theory. ....	16
2.2.3. Cognitive Load Theory. ....	17
2.2.4. Multimedia Learning Theory. ....	18
2.2.5. Motivation Theory. ....	19
2.3. Legal Framework. ....	21
2.3.1. Educational Policies on Technology. ....	21
2.3.2. Digital Inclusion Regulations. ....	22
2.4. Conclusion of the Theoretical and Legal Framework. ....	22
3. METHODOLOGY. ....	24
3.1. Participants and Setting. ....	24
3.2. Type of research. ....	25
3.2.1. Descriptive research. ....	25
3.2.2. Exploratory research. ....	26
3.2.3 Research methods. ....	26
3.3 Sources of Data Collection. ....	26
3.4. Data analysis. ....	28
4. RESULTS AND DISCUSSION OF THE RESEARCH. ....	29
4.1. Results of the Observation Guide. ....	29
4.2. Results of the Self-Assessment Test. ....	31

4.3. Results of the Teacher Interviews. ....	33
4.5. Discussion of the Results. ....	40
5. PROPOSAL.....	42
5.1 Proposed Activities.....	43
5.1.1. Online Discussion Forums.....	43
5.1.2. Digital Collaborative Projects.....	46
5.1.3. Real-Life Simulations.....	51
5.1.4. Online Role-Playing Games.....	55
5.1.5. Cultural Immersion Activities.....	60
5.1.6. Problem-Based Learning Projects.....	65
5.1.7. Online Networking Activities.....	69
5.2. Structure of the Activities.....	74
6. CONCLUSIONS. ....	76
7. RECOMMENDATIONS. ....	77
8. REFERENCES.....	78
9. ANNEXS.....	80

## ÍNDICE DE TABLAS

<b>Table 1:</b> Integration of Technological Tools in Vocabulary Teaching .....	30
<b>Table 2:</b> Detailed Survey Results .....	32
<b>Table 3:</b> Results of Teacher Interviews .....	33

## ÍNDICE DE GRAFICOS

<b>Figure 1:</b> Sample of the location in detail .....	25
<b>Figura 2:</b> Overall Response Percentage .....	32

## ÍNDICE DE ANEXOS

<b>Annex 1</b> Informed Consent Letter .....	80
<b>Annex 2:</b> Teacher Interviews .....	81
<b>Annex 3:</b> Observation Guide .....	86
<b>Annex 4:</b> Survey .....	92

## CÓDIGO DUBLÍN

<b>Título:</b>	The Impact of Technology on Vocabulary Acquisition Among Adult EFL Learners.		
<b>Autor:</b>	Miguel Fernando Fernandez Sinchiguano.		
<b>Palabras claves:</b>	Adquisición de vocabulario.	Herramientas tecnológicas.	Gamificación.
<b>Fecha de publicación:</b>	Mayo, 2025		
<b>Editorial:</b>	Quevedo- UTEQ – 2025		
<b>Resumen:</b>	<p>Este proyecto de investigación analiza el impacto de las herramientas tecnológicas en la adquisición de vocabulario entre estudiantes adultos de inglés como lengua extranjera (EFL) en el contexto ecuatoriano. La metodología combinó enfoques cuantitativos y cualitativos, utilizando cuestionarios en línea y entrevistas semiestructuradas con docentes y estudiantes. Los resultados mostraron que herramientas tecnológicas como Kahoot, Quizlet y plataformas de inteligencia artificial son efectivas para aumentar la motivación y la retención de vocabulario, especialmente cuando se integran elementos de gamificación y retroalimentación inmediata. Sin embargo, se identificaron desafíos como la falta de acceso a tecnología estable y la necesidad de complementar estas herramientas con actividades prácticas en contextos auténticos.</p>		
<b>Abstract:</b>	<p>This research project analyzes the impact of technological tools on vocabulary acquisition among adult learners of English as a foreign language (EFL) in the Ecuadorian context. The methodology combined quantitative and qualitative approaches, using online questionnaires and semi-structured interviews with teachers and students. The results showed that technological tools such as Kahoot, Quizlet, and AI platforms are effective in increasing motivation and vocabulary retention, especially when integrating gamification elements and immediate feedback. However, challenges were identified, such as lack of access to stable technology and the need to complement these tools with practical activities in authentic contexts.</p>		
<b>Descripción:</b>	108 hojas: dimensiones, 29 x 21 cm + CD-ROM 6162		
<b>URI:</b>			

## 1. INTRODUCTION

### 1.1. Problem Statement.

Learning English as a foreign language (EFL) is a fundamental component of contemporary education, especially in a globalized world where mastery of this language opens doors to academic, professional, and social opportunities. However, one of the most significant challenges facing adult EFL learners is vocabulary acquisition, a critical aspect of achieving language proficiency. Vocabulary is not only essential for effective communication but also serves as the foundation for developing reading, writing, listening, and speaking skills. Despite its importance, traditional vocabulary teaching methods, which often rely on rote memorization and repetitive drills, do not always meet the diverse and dynamic needs of adult learners. These conventional approaches can be boring and demotivating, leading to lower vocabulary retention and slower progress in language learning.

In this context, technology has emerged as an innovative tool offering new opportunities to enhance vocabulary acquisition. Digital tools such as mobile applications, online platforms, and multimedia resources have proven effective in providing more interactive, personalized, and engaging learning experiences. These technologies not only allow students to practice vocabulary in varied contexts but also offer immediate feedback, adaptability to different learning styles, and the ability to learn at their own pace. Furthermore, the inclusion of gamified elements, such as rewards and challenges, has been shown to increase student motivation and engagement, making the learning process more efficient and enjoyable.

However, despite the obvious potential of technology in language education, its implementation in the classroom is not always optimal. Many educators and students do not fully utilize these tools due to the lack of a structured and effective approach to their use. This raises a significant problem: how can technological tools be effectively integrated into the vocabulary teaching and learning process to maximize their impact on vocabulary acquisition and retention among adult EFL learners?

This study seeks to address this problem by exploring how technological tools are currently used in the classroom and proposing a more effective approach to their integration. By identifying limitations and challenges in the current use of these tools and proposing strategies to optimize their use, this research aims to improve educational practices and facilitate vocabulary learning among adult EFL learners.

## **1.2. Justification.**

The justification for this study lies in the need to optimize the use of technological tools available in the classroom to improve vocabulary acquisition among adult English as a Foreign Language (EFL) learners. In an increasingly digitalized world, technology offers significant potential to transform education, and language learning is no exception. However, despite the availability of a wide range of technological tools, their use in the classroom is not always maximized due to the lack of a structured and effective approach.

Vocabulary acquisition is a fundamental component of language learning, and its mastery is essential for achieving linguistic competence. However, traditional vocabulary teaching methods, which often rely on rote memorization, are not always effective for adult learners, who may benefit more from interactive and contextualized approaches.

Technological tools, such as mobile applications, online platforms, and multimedia resources, offer opportunities for more personalized and engaging learning, which can significantly improve vocabulary acquisition and retention.

This study is relevant not only for EFL educators and students but also for developers of technological tools and educational policymakers. By understanding how these tools are currently used in the classroom and identifying best practices for their integration, this research can contribute to improving vocabulary teaching and learning strategies. Additionally, by exploring students' perceptions and attitudes toward the use of technology, this study can provide valuable insights for designing more effective and user-centered tools.

Ultimately, this study aims to contribute to the field of language education by providing a solid foundation for the effective integration of technology in the classroom. In doing so, it hopes not only to improve student learning outcomes but also to foster greater interest and motivation in learning English as a foreign language.

### **1.3. Objectives.**

#### **1.3.1. General Objective:**

To develop technology-based strategies for vocabulary acquisition among adult EFL learners, by examining the impact of technology on vocabulary acquisition.

### **1.3.2 Specific Objectives:**

- 1.** To analyze the existing literature on the use of technological tools in vocabulary acquisition among adult EFL learners, identifying key theories and best practices.
- 2.** To identify the limitations and challenges in the current use of technological tools for vocabulary teaching.
- 3.** To develop and propose effective strategies for integrating technological tools into the vocabulary teaching process, aiming to improve acquisition and retention.

## **2. THEORETICAL FRAMEWORK.**

### **2.1. Conceptual Framework.**

The learning of English as a Foreign Language (EFL) has evolved with the integration of technological tools such as Kahoot, Quizlet, Duolingo, and artificial intelligence (AI) platforms. These tools have proven effective in improving vocabulary acquisition by providing immediate feedback, gamified activities, and personalized learning that adapt to students' individual needs. However, in contexts like Ecuador, where challenges related to access to technology and teacher training exist, it is crucial to ensure these tools are used equitably and effectively.

This literature review explores how technology can transform EFL teaching, focusing on vocabulary acquisition and analyzing strategies such as gamification, immediate feedback, and personalized learning. Additionally, it identifies the challenges and opportunities that arise in their implementation, especially in resource-constrained environments.

#### **2.1.1. Vocabulary Acquisition in a Foreign Language.**

Vocabulary acquisition is a fundamental process in learning a foreign language. It involves not only memorizing words but also understanding, using, and retaining them in real communicative contexts. For adult EFL learners, this process is crucial, as vocabulary serves as the foundation for developing language skills such as reading, writing, listening, and speaking. Without a solid vocabulary, students face difficulties in effectively communicating and understanding texts or spoken discourse in English (Oster, 2009).

In this regard, the study by Mourad et al. (2024) on the use of artificial intelligence (AI) in EFL teaching highlights how platforms like D-iD use advanced technology to simulate real conversations. This allows students to practice and retain vocabulary in authentic contexts, improving their ability to use words in real-life situations. Although not a traditional tool like Duolingo or Quizlet, its innovative approach demonstrates how technology can adapt to students' specific needs.

On the other hand, the study by Reyes Parra, Rozo García, and Buitrago Espitia (2024) on immediate feedback complements this process by demonstrating that real-time corrections allow students to identify and correct mistakes instantly. For example, in Kahoot, students receive immediate responses after each question, enabling them to adjust their understanding and use of words on the spot. This feedback not only reinforces vocabulary acquisition but also boosts students' confidence in their ability to communicate.

Additionally, gamification, as highlighted by Pulgarín Alfonso (2022), plays a key role in this process. Tools like Duolingo and Kahoot incorporate playful elements, such as rewards and competitions, that increase student motivation and engagement. In my research, this strategy has proven effective in keeping students interested and engaged during learning activities, facilitating vocabulary retention.

The study by Alastor, Sánchez-Vega, and Martínez-García (2023) on personalized learning also emphasizes how educational technology allows resources to be adapted to students' individual needs. Tools like Quizlet enable students to select activities that match their proficiency level, allowing them to progress at their own pace and retain words more effectively. This personalized approach not only improves vocabulary retention but also fosters a greater sense of autonomy and confidence in students.

Together, these studies demonstrate that vocabulary acquisition, supported by technological tools such as immediate feedback, personalized learning, gamification, and artificial intelligence, not only improves academic outcomes but also fosters greater engagement and motivation among students. However, all agree that the effectiveness of these strategies depends on the quality of activity design and the ability of educators to implement them meaningfully in the classroom. In contexts like Ecuador, where challenges related to access to technology and teacher training exist, it is crucial to ensure that these tools are accessible and used equitably.

### **2.1.2. Integration of Technology in EFL Teaching.**

The research titled "The integration of technology in the teaching of English as a foreign language to improve communicative competence in students of an Ecuadorian university" (Mourad et al., 2024) provides relevant evidence on the use of artificial intelligence (AI) in teaching English as a foreign language (EFL). Conducted in Ecuador with a sample of 335 university students, the study demonstrated that tools such as the D-iD platform significantly improved students' fluency, confidence, and vocabulary. However, it also identified challenges such as pronunciation issues and limited access to technological resources, which align with the findings of my research. In my study, tools like Kahoot and Quizlet were effective for vocabulary acquisition, but difficulties persisted in applying vocabulary in real-life contexts and ensuring equitable access to technology.

Both studies highlight that technology, whether through AI or gamified tools, has a positive impact on student motivation and learning. However, they agree that its implementation must be complemented with traditional methods and strategies to address technical and pedagogical limitations, especially in resource-constrained contexts like

Ecuador. While my research focuses on vocabulary acquisition and retention, Mourad et al. (2024) delve into the development of oral communication skills, enriching the understanding of how technology can be effectively integrated into EFL teaching. These findings reinforce the need to continue exploring innovative approaches that combine technology and pedagogy to optimize English learning in diverse environments.

### **2.1.3. Immediate Feedback in Technology-Assisted Learning.**

The concept of immediate feedback is a crucial element in technology-assisted learning, as highlighted by Reyes Parra, Rozo García, and Buitrago Espitia (2024). Digital tools provide students with real-time corrections and suggestions, allowing them to identify and address mistakes more efficiently. This type of feedback is particularly beneficial in vocabulary acquisition, as it reinforces knowledge more effectively by offering instant guidance and clarification. In the context of my research, tools like Kahoot and Quizlet exemplify this principle by providing immediate responses to student inputs, which enhances their ability to retain and apply new vocabulary. Similarly, the study by Mourad et al. (2024) on the use of artificial intelligence (AI) in EFL teaching demonstrates how platforms like D-ID offer real-time interaction and feedback, helping students improve their fluency and confidence.

Both studies underscore the importance of immediate feedback in creating an engaging and effective learning environment. While my research focuses on how gamified tools like Kahoot and Quizlet facilitate vocabulary retention through instant feedback, Mourad et al. (2024) emphasize how AI-driven platforms provide dynamic, real-time corrections that enhance oral communication skills. These findings suggest that immediate feedback, whether in vocabulary exercises or conversational practice, plays a pivotal role in

reinforcing learning outcomes. However, both studies also acknowledge that the effectiveness of immediate feedback depends on the quality of the technological tools and the students' ability to interpret and apply the feedback constructively.

#### **2.1.4. Personalized Learning.**

Personalized learning refers to the adaptation of teaching resources and strategies to students' individual needs, styles, and paces. According to Alastor, Sánchez-Vega, and Martínez-García (2023), technological tools allow students to practice vocabulary at their own pace and difficulty level, enhancing retention and the effective use of learned words. This approach aligns with the findings of my research, where tools like Kahoot and Quizlet offer customizable activities that enable students to progress according to their abilities, thereby reinforcing vocabulary acquisition. Similarly, the study by Mourad et al. (2024) on the use of artificial intelligence (AI) in EFL teaching highlights how platforms like D-iD adapt interactions to students' individual needs, improving their fluency and confidence in the language.

Both studies emphasize that personalized learning, facilitated by technology, not only enhances vocabulary retention but also fosters greater engagement and motivation among students. While my research focuses on how the personalization of gamified activities benefits vocabulary acquisition, Mourad et al. (2024) explore how AI can adapt to students' proficiency levels to improve their communication skills. These findings suggest that personalization, combined with immediate feedback (as discussed earlier), creates a more effective and student-centered learning environment.

However, both studies also acknowledge that the implementation of personalized learning depends on the quality of technological tools and the ability of educators to integrate

them effectively into the classroom. In contexts like Ecuador, where challenges related to access to technology and teacher training exist, it is crucial to ensure that these tools are accessible and used equitably.

### **2.1.5 The Role of Gamification in Student Motivation and Engagement.**

Gamification is a strategy that incorporates game elements, such as rewards, challenges, and competitions, into non-gaming environments like education. According to Pulgarín Alfonso (2022), in vocabulary learning, gamification has proven effective in increasing student motivation and engagement. Tools like Duolingo and Kahoot use this strategy to make learning more interactive and enjoyable. This approach aligns with the findings of my research, where tools like Kahoot and Quizlet have proven effective in keeping students motivated and engaged during the vocabulary acquisition process.

Additionally, the study by Reyes Parra, Rozo García, and Buitrago Espitia (2024) on immediate feedback complements this approach, as gamified tools not only motivate students but also provide real-time corrections, reinforcing learning more effectively. For example, in Kahoot, students receive immediate responses after each question, allowing them to identify and correct mistakes instantly. This combination of gamification and immediate feedback creates a dynamic and efficient learning cycle.

On the other hand, the study by Alastor, Sánchez-Vega, and Martínez-García (2023) on personalized learning highlights how gamification can adapt to students' individual needs. Tools like Duolingo allow users to progress at their own pace, adjusting the difficulty level based on their progress. This not only improves vocabulary retention but also fosters a greater sense of autonomy and confidence in students. In my research, this

personalization is reflected in how students can choose activities in Quizlet that match their proficiency level, allowing them to practice more effectively.

Finally, the study by Mourad et al. (2024) on the use of artificial intelligence (AI) in EFL teaching highlights how platforms like D-iD incorporate interactive elements that simulate real conversations, increasing student participation and interest. Although not a gamified tool in the traditional sense, its interactive and dynamic approach shares similarities with gamification, as both aim to make learning more engaging and motivating.

Together, these studies demonstrate that gamification, combined with immediate feedback and personalized learning, creates a more dynamic and effective learning environment. However, all agree that the effectiveness of these strategies depends on the quality of activity design and the ability of educators to integrate them meaningfully into the classroom. In contexts like Ecuador, where challenges related to access to technology and teacher training exist, it is crucial to ensure that these tools are accessible and used equitably.

#### **2.1.6. The Impact of Educational Technology on Language Learning.**

Educational technology refers to the use of technological tools and resources, such as mobile applications, online platforms, and multimedia resources, to enhance teaching and learning processes. In the context of language learning, these tools offer opportunities to personalize learning, provide immediate feedback, and create engaging and interactive experiences. According to Reyes Parra, Rozo García, and Buitrago Espitia (2024), applications like Duolingo, Quizlet, and platforms like Moodle or Coursera are clear examples of how technology can transform education.

This approach aligns with the findings of my research, where tools like Kahoot and Quizlet have proven effective in improving vocabulary retention and keeping students

motivated. Additionally, the study by Alastor, Sánchez-Vega, and Martínez-García (2023) on personalized learning highlights how educational technology allows resources to be adapted to students' individual needs, fostering greater engagement and autonomy. For example, in Quizlet, students can select activities that match their proficiency level, allowing them to progress at their own pace.

On the other hand, the study by Reyes Parra, Rozo García, and Buitrago Espitia (2024) on immediate feedback complements this approach by demonstrating that technological tools, such as Kahoot, not only make learning more interactive but also provide real-time corrections. This allows students to identify and correct mistakes instantly, reinforcing learning more effectively.

Finally, the study by Mourad et al. (2024) on the use of artificial intelligence (AI) in EFL teaching highlights how platforms like D-iD use advanced technology to simulate real conversations, increasing student participation and interest. Although not a traditional tool like Duolingo or Quizlet, its innovative approach demonstrates how educational technology can adapt to students' specific needs, improving their communication skills.

Together, these studies demonstrate that educational technology, when effectively integrated, not only improves academic outcomes but also fosters greater engagement and motivation among students. However, all agree that the effectiveness of these tools depends on the quality of their design and the ability of educators to implement them meaningfully in the classroom. In contexts like Ecuador, where challenges related to access to technology and teacher training exist, it is crucial to ensure that these tools are accessible and used equitably.

### **2.1.7. Conclusion of the Conceptual Framework.**

The literature review conducted in this theoretical framework has identified key concepts and current trends in the integration of technology in teaching English as a Foreign Language (EFL), with a particular focus on vocabulary acquisition. Through the analysis of studies such as those by Mourad et al. (2024), Reyes Parra, Rozo García, and Buitrago Espitia (2024), Alastor, Sánchez-Vega, and Martínez-García (2023), and Pulgarín Alfonso (2022), it has been demonstrated that educational technology plays a transformative role in language learning.

First, vocabulary acquisition has been highlighted as a fundamental process that involves not only memorizing words but also understanding, using, and retaining them in real communicative contexts. Tools like Kahoot, Quizlet, and Duolingo have proven effective in improving vocabulary retention and usage, thanks to their ability to provide immediate feedback and gamified activities that increase student motivation and engagement. Additionally, the use of artificial intelligence (AI), as in the D-iD platform, has allowed students to practice in authentic contexts, improving their fluency and confidence in using the language.

On the other hand, personalized learning has emerged as a key strategy for adapting educational resources to students' individual needs. Tools like Quizlet and Duolingo enable students to progress at their own pace, which not only improves vocabulary retention but also fosters a greater sense of autonomy and confidence. However, it is important to note that the effectiveness of these tools largely depends on the quality of their design and the ability of educators to integrate them meaningfully into the classroom.

In the Ecuadorian context, where challenges related to access to technology and teacher training exist, it is crucial to ensure that these tools are accessible and used equitably. Although technology offers significant opportunities to improve EFL learning, its implementation must be complemented with traditional methods and strategies that address technical and pedagogical limitations.

In conclusion, the integration of technology in EFL teaching, supported by strategies such as immediate feedback, personalized learning, gamification, and artificial intelligence, not only improves academic outcomes but also transforms learning into a more interactive and motivating experience. This approach reinforces the importance of continuing to develop and refine technological tools that address the diverse needs of students in resource-constrained environments, such as Ecuador.

## **2.2. Theoretical Framework.**

This section presents the theories that support the research and help understand how technology can influence vocabulary acquisition among adult EFL learners.

### **2.2.1. Vygotsky's Sociocultural Theory.**

Vygotsky's sociocultural theory (1978) emphasizes the importance of social interaction and cultural context in learning. According to this theory, learning is a social process in which students construct knowledge through interaction with others and their environment. In the context of educational technology, tools that promote collaboration and interaction, such as online forums or collaborative learning apps, can significantly enhance vocabulary acquisition by providing opportunities for practice and feedback in a social setting (Kim & Reeves, 2021).

This approach aligns with the principles of Vygotsky's theory, as tools like Kahoot and Quizlet not only allow students to interact with content individually but also foster collaboration and social learning. For example, in Kahoot, students can compete with each other in real-time, creating an interactive and motivating environment that facilitates vocabulary retention. Additionally, platforms like Moodle or Coursera offer forums and discussion spaces where students can share ideas, resolve doubts, and receive feedback from peers and instructors, reinforcing collaborative learning.

Vygotsky's theory also highlights the concept of the Zone of Proximal Development (ZPD), which refers to the gap between what a student can do independently and what they can achieve with the guidance of an expert or in collaboration with peers. In this sense, technological tools like Duolingo and Quizlet can adapt to students' individual needs, providing activities that match their proficiency level and allowing them to progress with the support of technology.

Furthermore, sociocultural theory underscores the importance of language as a mediating tool in learning. In the context of vocabulary acquisition in a foreign language, tools like D-ID, which use artificial intelligence to simulate real conversations, allow students to practice and retain vocabulary in authentic contexts. These interactions not only improve fluency and confidence but also encourage the use of language in social situations, which is essential for developing communication skills.

Together, Vygotsky's sociocultural theory provides a solid theoretical framework for understanding how educational technology can enhance vocabulary learning by fostering social interaction, collaboration, and the use of language in meaningful contexts. However, it is crucial that these tools are implemented in ways that promote active participation and

joint knowledge construction, rather than limiting themselves to one-way information transmission.

In conclusion, Vygotsky's sociocultural theory reinforces the importance of integrating technological tools that promote social interaction and collaborative learning in EFL teaching. Both my research and the principles of this theory demonstrate that the use of interactive platforms, such as Kahoot, Quizlet, Duolingo, and D-iD, not only improves vocabulary acquisition but also transforms learning into a more dynamic and socially enriching experience. This approach reinforces the need to continue developing technological tools that foster collaboration and the use of language in authentic contexts, especially in resource-constrained environments.

### **2.2.2. Constructivist Learning Theory.**

Constructivism holds that students build knowledge through their experiences and interactions with the world around them. In language learning, this means that students must actively participate in the learning process by exploring and experimenting with the language. This perspective aligns with the findings of Cheng and Tsai (2019), who highlight that technological tools enabling active interaction, such as conversation simulators, facilitate knowledge construction by providing environments where students can practice and reflect on their language use.

In the literature review, Reyes Parra, Rozo García, and Buitrago Espitia (2024) emphasize that immediate feedback is a key component of technology-assisted learning. From a constructivist perspective, this feedback not only corrects mistakes but also guides students in constructing their own knowledge. For example, when students receive real-time

corrections, they can reflect on their errors and adjust their understanding, reinforcing active and meaningful learning.

Additionally, Alastor, Sánchez-Vega, and Martínez-García (2023) stress the importance of personalized learning in vocabulary acquisition. From a constructivist viewpoint, this approach is crucial, as it allows students to build knowledge at their own pace and according to their individual needs. Tools that adapt content to each student's proficiency level foster exploration and experimentation, which are central principles of constructivist theory.

Together, constructivist theory and the literature review demonstrate that language learning is an active and social process in which students construct knowledge through interaction, exploration, and reflection. Technological tools, when designed and implemented effectively, can facilitate this process by providing interactive and personalized environments that promote active participation and knowledge construction.

### **2.2.3. Cognitive Load Theory.**

Cognitive Load Theory, proposed by Sweller (1988), suggests that learning is more effective when cognitive load is properly managed. Well-designed technological tools can help reduce this load by presenting information clearly and systematically, facilitating vocabulary acquisition and retention. For example, applications that integrate images, audio, and text allow students to process information more efficiently (Plass et al., 2020).

In the literature review, Reyes Parra, Rozo García, and Buitrago Espitia (2024) highlight that immediate feedback is a key component of technology-assisted learning. From

the perspective of Cognitive Load Theory, this feedback not only corrects mistakes but also reduces cognitive load by providing clear and timely guidance, allowing students to focus on learning without feeling overwhelmed.

Additionally, Alastor, Sánchez-Vega, and Martínez-García (2023) emphasize the importance of personalized learning in vocabulary acquisition. From this theory, personalization is crucial, as it allows content to be adapted to each student's proficiency level, avoiding cognitive overload. Tools that adjust the difficulty of activities based on student progress facilitate more efficient information processing.

Together, Cognitive Load Theory and the literature review demonstrate that the design of technological tools must prioritize clarity and organization of information to optimize learning. Applications that integrate multiple formats, such as images, audio, and text, not only reduce cognitive load but also improve vocabulary retention and usage.

#### **2.2.4. Multimedia Learning Theory.**

Multimedia Learning Theory, developed by Mayer (2001), states that using multiple media (text, images, audio, video) can enhance learning by allowing students to process information in different ways. In the context of vocabulary acquisition, technological tools that incorporate multimedia elements, such as interactive videos or vocabulary flashcards with images and audio, can improve comprehension and retention of new words (Moreno & Mayer, 2021).

In the literature review, Reyes Parra, Rozo García, and Buitrago Espitia (2024) highlight that immediate feedback is a key component of technology-assisted learning. From

the perspective of Multimedia Learning Theory, this feedback becomes even more effective when combined with visual and auditory elements, as it allows students to process information more deeply and meaningfully.

Additionally, Alastor, Sánchez-Vega, and Martínez-García (2023) emphasize the importance of personalized learning in vocabulary acquisition. From this theory, personalization is enhanced when multimedia resources are used to adapt to students' individual preferences and needs. For example, tools that offer content in different formats (text, audio, images) allow students to choose the modality that best suits their learning style, improving vocabulary retention and usage.

In this sense, Multimedia Learning Theory and the literature review demonstrate that the use of multiple media in the design of technological tools not only facilitates information processing but also improves vocabulary comprehension and retention. Applications that integrate text, images, and audio provide a richer and more effective learning experience, especially in the context of EFL teaching.

### **2.2.5. Motivation Theory.**

Motivation is a key factor in language learning. Theories such as Self-Determination Theory (Deci & Ryan, 1985) suggest that students are more motivated when they experience autonomy, competence, and social connection. Technological tools that offer personalized options, positive feedback, and opportunities to interact with others can increase student motivation and, consequently, improve their vocabulary learning (Reyes Parra, Rozo García, & Buitrago Espitia, 2024).

In the literature review, Reyes Parra, Rozo García, and Buitrago Espitia (2024) highlight that immediate feedback not only corrects mistakes but also reinforces students'

sense of competence. When students receive positive responses and clear guidance, they feel more capable and motivated to continue learning. This approach aligns with the principles of Self-Determination Theory, as it fosters the perception of competence, one of the pillars of intrinsic motivation.

Additionally, Alastor, Sánchez-Vega, and Martínez-García (2023) emphasize the importance of personalized learning in vocabulary acquisition. From a motivational perspective, personalization allows students to make decisions about their learning process, increasing their sense of autonomy. Tools like Quizlet or Duolingo, which let students choose activities based on their interests and proficiency level, foster greater engagement and motivation.

On the other hand, gamification, as highlighted by Pulgarín Alfonso (2022), plays a crucial role in motivation by incorporating elements such as rewards and competitions. These features not only make learning more engaging but also promote social connection, another key component of Self-Determination Theory. When students interact with each other in gamified environments, such as in Kahoot, they feel more connected and motivated to participate actively.

In this sense, Motivation Theory and the literature review demonstrate that well-designed technological tools can enhance student motivation by satisfying their needs for autonomy, competence, and social connection. This not only improves vocabulary acquisition but also transforms learning into a more meaningful and rewarding experience.

## **2.3. Legal Framework.**

### **2.3.1. Educational Policies on Technology.**

In many countries, educational policies have begun promoting the use of technology in classrooms as a means to improve the quality of education. For example, in Ecuador, the 2024 National Education Plan includes strategies to integrate information and communication technologies (ICT) into teaching and learning processes. These policies support the importance of researching how technological tools can enhance vocabulary acquisition among adult EFL learners (Ministry of Education of Ecuador, 2024).

The Ecuadorian legal framework establishes that the integration of ICT in education is not only a priority but also a necessity to modernize teaching methods and ensure that students develop skills relevant to the 21st century. In this context, the use of tools such as Kahoot, Quizlet, and artificial intelligence (AI) platforms aligns with the objectives of the National Education Plan, as these technologies promote more interactive, personalized, and effective learning.

Additionally, these policies recognize that technology can help reduce educational gaps, especially in resource-constrained environments. By providing access to digital tools, the aim is to democratize learning and offer equitable opportunities for all students, regardless of their geographic location or socioeconomic level.

In conclusion, the Ecuadorian legal framework strongly supports the integration of technology in education, reinforcing the relevance of research like this, which explores how technological tools can improve vocabulary acquisition among adult EFL learners. These policies not only validate the use of technology in the classroom but also highlight its potential to transform education into a more inclusive and effective process.

### **2.3.2. Digital Inclusion Regulations.**

Digital inclusion regulations aim to ensure that all students have access to the technological tools necessary for their learning. In the context of this research, it is important to consider how these regulations may influence the implementation of technological tools in classrooms and their accessibility for adult students (UNESCO, 2023).

In Ecuador, educational policies, such as the 2024 National Education Plan, seek to reduce the digital divide and ensure that all students, regardless of their location or socioeconomic status, can benefit from ICT. This is especially relevant for adult EFL learners, who often face additional barriers, such as lack of access to devices or reliable internet connections.

Digital inclusion regulations not only promote access to technology but also encourage the training of teachers and students in the effective use of these tools. Additionally, these regulations recognize that digital inclusion goes beyond access to devices; it also involves ensuring that content and tools are accessible and adaptable to the needs of diverse student groups, including adults. This is crucial to maximize the impact of technological tools on vocabulary acquisition and other language skills.

### **2.4. Conclusion of the Theoretical and Legal Framework.**

The theoretical and legal framework provides a solid foundation for understanding how technology influences vocabulary acquisition among adult EFL learners. The theories of Vygotsky (Sociocultural), Constructivism, Cognitive Load, Multimedia Learning, and Motivation highlight the importance of social interaction, active knowledge construction, mental load management, multiple media, and intrinsic motivation in language learning.

Vygotsky's Sociocultural Theory emphasizes social interaction and collaborative learning, aligning with tools like Kahoot, Quizlet, and AI platforms that foster practice and feedback in social environments. Constructivism highlights that students build knowledge through exploration and experimentation, facilitated by tools enabling active interaction and personalization.

Cognitive Load Theory and Multimedia Learning Theory stress the importance of designing tools that present information clearly and organized, using multiple formats to improve comprehension and retention. Motivation Theory emphasizes that students are more engaged when experiencing autonomy, competence, and social connection, achieved through gamified and personalized tools.

In the legal realm, policies like Ecuador's 2024 National Education Plan support ICT integration, promoting equitable access to technological tools and reducing educational gaps. These policies aim to ensure all students, including adults, benefit from these technologies.

In conclusion, the integration of technology in EFL teaching, supported by educational theories and legal policies, not only improves vocabulary acquisition but also promotes more dynamic, inclusive, and effective learning. This approach reinforces the need to continue developing tools that address the diverse needs of students in resource-constrained environments.

### **3. METHODOLOGY.**

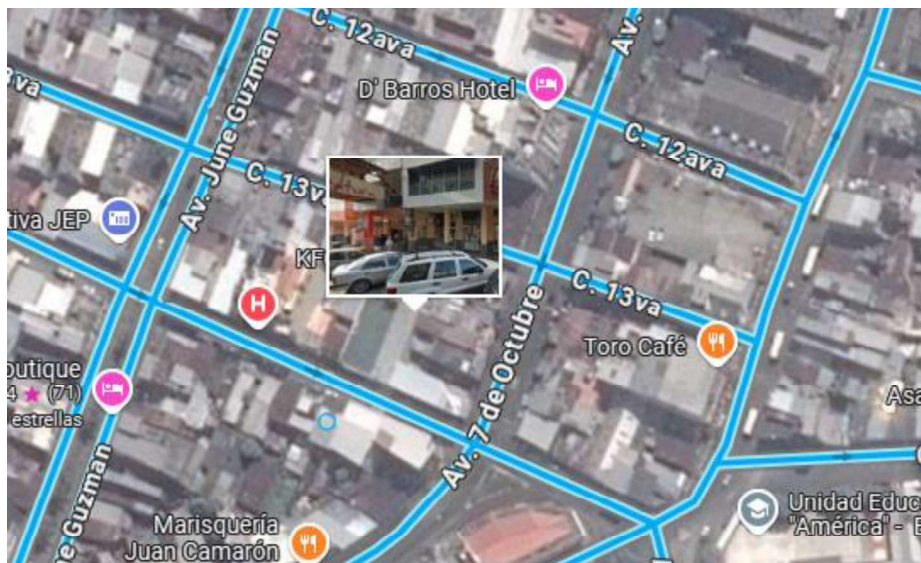
This study is framed within the quantitative paradigm, as it seeks to analyze the impact of technological tools on vocabulary acquisition using quantifiable data obtained through online questionnaires. However, it also incorporates elements of the qualitative paradigm, using semi-structured interviews with teachers to understand their perceptions of the effectiveness of these tools. This combination allows for a comprehensive view of the problem, aligning with a mixed approach that integrates statistical analysis with descriptive interpretations.

#### **3.1. Participants and Setting.**

This research project was conducted at the World English Institute, located in the city of Quevedo, Ecuador. The institution is situated in the Victoria Ventura Plaza Shopping Center, in the downtown area. The participants were selected based on their level of linguistic competence, which was defined as level B1 (intermediate) according to the Common European Framework of Reference for Languages (CEFR). This level indicates that participants have the ability to understand and produce simple texts on familiar topics, as well as to communicate in everyday situations with a certain degree of fluency.

Figure 1 shows the geographical location, with coordinates latitude: 1°01'43"S and longitude: 79°28'05"W.

**Figure 1.** Shows its location in detail



**Source:** Google Maps

The participants included 6 adult EFL learners enrolled in intermediate-level English courses, as well as 2 instructors who taught these courses. The learners came from diverse educational and professional backgrounds, providing a wide range of perspectives on the use of technology in language learning. The instructors, on the other hand, offered valuable insights into the challenges and opportunities of integrating technology into their teaching practices.

### **3.2. Type of research.**

#### **3.2.1. Descriptive research.**

This research takes a descriptive approach, as it aims to describe and analyze the current use of technological tools in the classroom and their impact on vocabulary acquisition among adult EFL learners. The study seeks to identify how these tools are integrated into the teaching process, the challenges faced by both teachers and students, and the perceived effectiveness of these tools in enhancing vocabulary retention and acquisition.

### **3.2.2. Exploratory research.**

Furthermore, this study has an exploratory component, as it investigates a relatively underexplored area within the context of adult EFL learners in Ecuador. By exploring how technological tools are currently used and identifying potential areas for improvement, this research aims to provide valuable insights that can inform future studies and teaching practices.

### **3.2.3 Research methods.**

The qualitative method was employed to gather in-depth information on the experiences and perceptions of both teachers and students regarding the use of technological tools in vocabulary learning. This method allowed for a detailed exploration of the challenges, benefits, and overall impact of these tools on the learning process. Data was collected through semi-structured interviews with teachers, which provided rich, descriptive data that captures the nuances of their experiences.

The quantitative method was used to analyze students' online questionnaire responses, which included multiple-choice and open-ended questions. This approach allowed for the quantification of students' perceptions regarding the effectiveness of technological tools in vocabulary learning, which provided a clearer picture of their attitudes and experiences.

### **3.3 Sources of Data Collection.**

Primary data was collected directly from study participants, including:

Semi-structured interviews with two English language teachers from the World English Institute. The interviews focused on their experiences with using technological tools,

the types of tools they found most effective, and the challenges they faced when integrating these tools into their teaching.

Questionnaires were administered to six adult learners of EFL enrolled in intermediate-level English language courses. The questionnaires included multiple-choice and open-ended questions, allowing learners to share their perceptions of the effectiveness of technological tools in vocabulary learning.

Secondary data was collected from academic articles, books, and research papers related to the use of technology in language learning, vocabulary acquisition, and adult education. These sources provided the theoretical basis for the study and helped contextualize the findings within the broader field of EFL teaching.

The research design was non-experimental and cross-sectional, as it aimed to observe and analyze the current use of technological tools in the classroom without manipulating variables. The study was conducted in three phases:

**Observation Phase:** The researcher observed how technological tools were integrated in the classroom, focusing on the types of tools used, the frequency of their use, and how students interacted with them.

**Data Collection Phase:** During this phase, semi-structured interviews were conducted with teachers and questionnaires were administered to students. The interviews and questionnaires were designed to gather detailed information about participants' experiences, perceptions, and challenges related to the use of technological tools.

**Analysis Phase:** The data collected from the interviews and questionnaires were analyzed using thematic analysis for qualitative data and descriptive statistics for quantitative

data. This allowed for a comprehensive understanding of the impact of technological tools on vocabulary acquisition.

### **3.4. Data analysis**

The purpose of this data analysis was to evaluate the impact and usability of technological tools in an educational setting. Through responses collected from teachers and students via interviews, questionnaires, and observations conducted using a structured observation guide, the study aimed to identify key themes related to the effectiveness of these tools, the challenges encountered during their implementation, and actionable recommendations for improvement. Thematic analysis was employed to systematically categorize and interpret the qualitative data, ensuring a comprehensive understanding of the participants' experiences and perspectives.

## **4. RESULTS AND DISCUSSION OF THE RESEARCH.**

### **4.1. Results of the Observation Guide.**

The observation guide analyzed how technological tools are integrated into the classroom to facilitate vocabulary acquisition among adult EFL learners. Over three weeks, classes were observed online and in-person to identify best practices, challenges, and opportunities for improvement. The focus was on tool integration, classroom dynamics, student participation, and technical and pedagogical challenges.

Technological tools were used in a structured manner, primarily for interactive activities on platforms like Kahoot and Quizlet. Teachers effectively managed these tools, aligning activities with lesson objectives. Technology enhanced student-teacher interaction, fostering a dynamic and engaging learning environment. Over 75% of students actively participated, showing particular interest in gamified activities, which increased motivation and engagement. Applications like Kahoot, Quizlet, and Liveworksheets were deemed highly effective for vocabulary retention.

Some technical challenges, such as occasional internet issues, were reported but did not significantly disrupt classes. Teachers demonstrated strong proficiency in using these tools, integrating them seamlessly into lessons. Both students and teachers viewed the impact of technology positively, noting its effectiveness compared to traditional methods like textbooks.

The findings revealed that technological tools enhance vocabulary acquisition by fostering motivation and retention through interactive and gamified methods. Students applied learned vocabulary effectively in real-life situations, indicating that these tools

prepare them for practical language use. Teachers' structured approach and immediate feedback maximized the benefits of technology.

In conclusion, technological tools have great potential to transform vocabulary teaching and learning. Their successful implementation, combining interactivity, feedback, and structured teaching, improved students' learning outcomes.

**Table 1. Integration of Technological Tools in Vocabulary Teaching.**

<b>Category.</b>	<b>Most Common Response.</b>
<b>Integration in Teaching.</b>	Structured activities.
<b>Classroom Dynamics: Impact on Interaction.</b>	Improves communication.
<b>Main Use of Tools.</b>	Vocabulary teaching.
<b>Active Student Participation.</b>	More than 75%.
<b>Preferred Participation Methods.</b>	Interactive platform activities.
<b>Student Interest in Tools.</b>	Completely engaged.
<b>Perceived Usefulness.</b>	Majority finds them useful.
<b>Challenges Faced.</b>	Technical issues.
<b>Teacher Strategies.</b>	Clear explanations before use.
<b>Technical Challenges Observed.</b>	Internet connectivity issues.
<b>Pedagogical Challenges Observed.</b>	Lack of teacher training.
<b>Overall Participation Level.</b>	High to very high.
<b>Perceived Impact on Vocabulary Acquisition.</b>	Very positive.

**General Evaluation Summary:**

- Most responses lean towards structured use and high engagement.
- Students prefer interactive methods for participation.
- The biggest challenge remains technical issues like connectivity.
- Overall, tools are perceived as highly beneficial for vocabulary acquisition.

#### **4.2. Results of the Self-Assessment Test.**

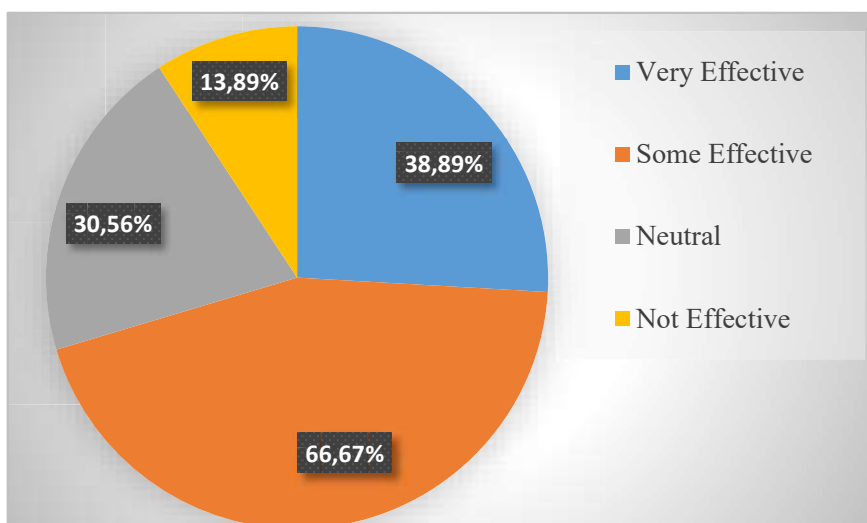
The results of the self-assessment test, conducted through an online form, reflected students' perceptions of the effectiveness of technological tools in vocabulary learning. Most students found these tools very effective, particularly for motivation and word retention. Applications like Kahoot, Quizlet, Liveworksheets, and Busuu were highlighted as the most useful. Students noted how these tools made learning interactive and enjoyable, allowing them to practice vocabulary in dynamic formats. Gamified elements, such as quizzes and competitions, were especially praised for maintaining motivation and focus.

Although students found technological tools effective for learning vocabulary, some expressed doubts about their ability to apply what they learned in real-life situations. This aligns with the teachers' comments about the need to complement technology with more contextualized practices. For example, while students could recall words and definitions during activities, they sometimes struggled to use them spontaneously in conversations or everyday scenarios. This suggests that while technology enhances vocabulary acquisition, it should be paired with practical, real-life exercises to bridge the gap between learning and application.

Compared to traditional methods like textbooks or word lists, most students found technological tools more effective due to their interactivity and immediate feedback. Platforms like Busuu allowed self-paced learning and instant corrections, reinforcing understanding. Multimedia elements, such as audio pronunciations and visual aids, were seen as key advantages over static materials. However, a few students still valued traditional methods for their structured, linear approach.

**Table 2. Detailed Survey Results.****Survey Results Table.**

Question	Very Effective	Somewhat Effective	Neutral	Not Effective
1. Effectiveness of technological tools for improving vocabulary	2	3	1	0
2. Motivation with technological tolos	3	2	1	0
3. Help remembering words	1	3	2	0
4. Application of vocabulary in real situations	2	3	1	0
5. Comparison with traditional methods	1	1	3	1
6. Participation in forums for learning	1	2	1	2
7. Listening to podcasts to learn vocabulary	2	3	0	1
8. Social media for learning	1	3	1	1
9. Adaptive learning platforms	1	4	1	0
10. Tools mentioned by respondents	Kahoot, Classdojo, Quizlet, Bussu, Liveworksheets			

**Figura 2.****Overall Response Percentage:**

- Very Effective: 38.89%
- Somewhat Effective: 66.67%
- Neutral: 30.56%
- Not Effective: 13.89%

### 4.3. Results of the Teacher Interviews.

The results from the interviews, observation guide, and self-assessment test suggest that technological tools have a positive impact on vocabulary acquisition among adult EFL students. Gamification, immediate feedback, and personalized learning are key features that have contributed to improved motivation and vocabulary retention. To further explore these findings, the perspectives of two teachers were analyzed, as shown in the table below. Their experiences and opinions provide valuable insights into the benefits and challenges of using technological tools for vocabulary learning.

**Table 3. Results of interview**

Question	Teacher 1's Response	Teacher 2's Response	Researcher's Opinion
<b>1. Can you describe your experience using technological tools to learn English vocabulary? What did you like or dislike about them?</b>	"Using technological tools has made learning much easier nowadays...  The only thing I don't like is that they don't usually prepare people to speak in real-life situations."	"For example, an app like Duolingo is interesting for learning new words...  Repetition and reinforcement are really helpful in solidifying new vocabulary."	Both responses highlight the usefulness of technological tools for vocabulary learning but also point out limitations, such as the lack of preparation for real-life situations. This suggests that while the tools are effective, they could be

			improved to include more conversational practice in real-world contexts.
<b>2. What specific feature of technological tools (e.g., games, audio, feedback) do you find most useful for learning vocabulary, and why?</b>	"Apps to talk and socialize your English, because they boost your confidence while providing a more realistic experience."	Pronunciation. Hearing how words are pronounced is essential for mastering them... Audio helps learners not only with correct pronunciation but also with improving their listening skills."	Both teachers agree that interactive features, such as pronunciation and socialization, are key to learning. The researcher believes these features not only improve pronunciation but also foster confidence and practice in real-world contexts.
<b>3. Have you noticed any changes in your confidence when using English vocabulary since you started using these tools? Can you explain?</b>	"Of course, my confidence has grown a lot because in the past I did not have somebody to practice with... Besides, the exchange of cultural knowledge enriches both learners."	"Real-Time Feedback, knowing whether I used a word correctly or mispronounced it... This instant validation, especially with pronunciation or grammar, boosts self-assurance."	Both teachers emphasize that real-time feedback and practice with others have increased their confidence. The researcher suggests that this immediate feedback is crucial for effective learning, as it allows for

			quick error correction and builds self-confidence.
<b>4. What challenges or difficulties have you faced when using technological tools to learn vocabulary, and how have you tried to overcome them?</b>	"Overwhelming amount of content... words without context, sometimes apps might give you too many isolated words, which makes it difficult to understand how to use them correctly."	"Learning vocabulary in isolation can make it hard to remember how to use words in real-life situations... Supplement tech learning with real-world practice: watch videos, listen to podcasts, or read articles."	Both teachers mention the challenge of learning vocabulary in isolation and without context. The researcher suggests that technological tools could improve by including more contextualized examples and practical activities that simulate real-life situations.
<b>5. Do you think technology is more efficient for beginners or advanced learners in vocabulary acquisition? Why?</b>	"I think it might be useful for both beginners and advanced learners, as long as you have somebody to advise and guide you through this beautiful journey."	"Technology can be effective for both beginners and advanced learners... For advanced learners, it helps them refine their vocabulary through context, immersion, and real-world usage."	Both teachers agree that technology is useful for both beginners and advanced learners. The researcher highlights that the key lies in proper guidance and adapting the tools to the needs of each learning level.
<b>6. What specific technological tool do you</b>	"Hellotalk: because you can practice with people	"Anki is a flashcard-based app that uses a method	While Teacher 1 prefers social tools like

<p><b>find most effective for learning English vocabulary? Why do you think so?</b></p>	<p>from all over the world... Besides, there will be an exchange of cultural knowledge, personal thoughts, and it will enhance a vivid experience."</p>	<p>called spaced repetition to help you memorize vocabulary... An efficient way of practicing vocabulary is through repetition."</p>	<p>Hellotalk, Teacher 2 values spaced repetition apps like Anki. The researcher suggests that both tools are complementary: social apps encourage practice in real-world contexts, while repetition tools help consolidate vocabulary.</p>
<p><b>7. Do you think technological tools have made learning vocabulary more interesting or motivating? Why?</b></p>	<p>"Yes, technological tools have indeed made learning vocabulary more interesting and motivating because they are interactive, which makes people engage easily in the learning process by giving them rewards and challenges."</p>	<p>"Many language learning apps have integrated gamification elements... This makes it fun and helps learners stay motivated."</p>	<p>Both teachers agree that gamification and interactivity make learning more interesting and motivating. The researcher suggests that these elements are key to maintaining student interest, especially in contexts where traditional learning methods may become monotonous.</p>
<p><b>8. How would you compare learning</b></p>	<p>"Technological tools often incorporate games,</p>	<p>"Technological tools provide immediate</p>	<p>Both teachers highlight that technological tools</p>

<p><b>vocabulary with technological tools to traditional methods (such as textbooks or word lists)?</b></p>	<p>quizzes, and multimedia elements, making vocabulary learning more engaging and enjoyable. Traditional methods, such as textbooks and word lists, can be less interactive, relying heavily on rote memorization, which may become monotonous over time."</p>	<p>feedback, which encourages learners to stay motivated and correct mistakes quickly."</p>	<p>are more interactive and provide immediate feedback, making them superior to traditional methods. The researcher suggests that this interactivity is essential for maintaining student interest and motivation.</p>
<p><b>9. Do you think that technological tools help develop better pronunciation and understanding of the meaning of words? Why or why not?</b></p>	<p>"Absolutely, technological tools can significantly aid in improving pronunciation and comprehension of words... Many apps feature native speakers, allowing users to hear and mimic accurate pronunciations."</p>	<p>"Yes, because learners practice their pronunciation and get instant feedback... This is especially useful for non-native speakers who may not have access to immediate feedback from native speakers."</p>	<p>Both teachers agree that technological tools are effective for improving pronunciation and understanding word meanings. The researcher highlights that exposure to native speakers and instant feedback are key factors for success in these areas.</p>
<p><b>10. Would you recommend using</b></p>	<p>"Absolutely, integrating technological tools into</p>	<p>"Using technological tools to teach English can offer</p>	<p>Both teachers recommend using technological tools</p>

<p><b>technological tools to teach English vocabulary to other students? Why or why not?</b></p>	<p>vocabulary instruction can enhance engagement, provide personalized learning experiences, and offer valuable resources and feedback."</p>	<p>several benefits that make the learning process more effective, engaging, and interactive."</p>	<p>to teach English vocabulary. The researcher concludes that these tools not only improve learning effectiveness but also make it more interactive and personalized, which benefits both students and teachers.</p>
--	--	--	--

The teachers' responses align with the broader findings of the study, particularly in terms of the benefits of gamification, immediate feedback, and interactivity. However, they also highlight challenges such as the lack of context in some tools and the difficulty of applying learned vocabulary in real-life situations. These insights reinforce the need for a balanced approach that combines technological tools with practical, real-world activities.

However, significant challenges have also been identified. Information overload and a lack of context in some tools may hinder effective learning, as noted by both teachers. Furthermore, while technological tools are effective for vocabulary acquisition, their capacity to prepare students for real-life communication situations remains limited, as highlighted by Teacher 1.

In terms of pedagogical implications, the results suggest that teachers should receive more training in using technological tools and how to integrate them effectively into

their curricula. Additionally, it is important to complement the use of technology with practical activities that allow students to apply the vocabulary learned in real contexts, as suggested by Teacher 2.

Despite the encouraging results, this study also highlighted some challenges that warrant attention. One of the main obstacles was the availability and stability of internet connections, as well as access to digital devices. In an increasingly technology-dependent world, the digital divide remains a reality that affects many students. Those with limited access to technological resources or unreliable connections may find themselves at a disadvantage, hindering their ability to fully benefit from digital tools in their vocabulary learning. This issue not only limits learning opportunities but can also create inequalities among students, particularly in contexts where technological infrastructure is not fully developed.

Another significant challenge lies in the application of learned vocabulary in real-life contexts. While technological tools proved effective for vocabulary acquisition and retention, they do not always guarantee that students can transfer this knowledge to authentic communication situations. Often, learning occurs in controlled or artificial environments, which may limit students' ability to use vocabulary naturally and spontaneously in real conversations. This suggests the need to complement technology with activities that foster genuine interaction, such as debates, role-playing, or projects that simulate everyday situations.

These challenges do not diminish the benefits of technological tools, but they do underscore the importance of addressing these limitations to create more inclusive and effective learning experiences. Technology alone is not a magic solution; its true potential is

maximized when combined with well-designed pedagogical strategies and an approach that prioritizes equity and the practical application of knowledge.

In conclusion, technological tools have great potential to improve vocabulary acquisition in adult EFL students, but their effectiveness depends on how they are integrated into the teaching and learning process. Combining technology with traditional methods and contextualized practices can maximize the benefits of these tools and improve learning outcomes

#### **4.5. Discussion of the Results.**

The results of this research suggest that technological tools have a positive impact on vocabulary acquisition among adult English as a Foreign Language (EFL) learners. Gamification, immediate feedback, and personalized learning are key features that have contributed to improved motivation and vocabulary retention. However, these findings must be contextualized within the Ecuadorian educational landscape, where access to technology and teacher training present significant challenges.

First, the results of this research align with the findings of Mourad et al. (2024), who studied the integration of technology in English language teaching at an Ecuadorian university. Their research demonstrated that tools such as the D-iD platform, which uses artificial intelligence to simulate real conversations, improved students' fluency and confidence. However, they also identified limitations related to pronunciation and access to technological resources. Similarly, this study observed that while technological tools are effective for vocabulary acquisition, students still face difficulties applying what they have learned in real-life communication contexts. This suggests that although technology is useful,

its implementation must be complemented with activities that foster practice in authentic situations.

On the other hand, the study by Reyes Parra, Rozo García, and Buitrago Espitia (2024) on the contributions of technology to personalized learning highlights the importance of immediate feedback in the learning process. In this regard, the results of this research confirm that tools offering real-time feedback, such as adaptive learning platforms, are particularly effective for reinforcing vocabulary retention. However, the authors also warn about the risk of information overload when tools are not well-designed, a challenge that was also identified in this study.

Additionally, Pulgarín Alfonso (2022) emphasizes the role of gamification in student motivation, which is consistent with the results obtained in this research. Students showed a high level of participation and motivation in activities that incorporated playful elements, suggesting that such strategies are particularly effective in the Ecuadorian context. However, it is important to note that while gamification increases interest, it does not always guarantee the transfer of learned vocabulary to real-life contexts, a finding that was also mentioned by the interviewed teachers.

Regarding challenges, this research identified issues related to the availability and stability of internet connections, as well as access to digital devices. These findings are consistent with those reported by Alastor, Sánchez-Vega, and Martínez-García (2023), who point out that the digital divide remains a significant obstacle in the Ecuadorian context. Although educational policies, such as the 2024 National Education Plan, promote the integration of ICT in classrooms, the lack of adequate technological infrastructure and insufficient teacher training limit its effectiveness.

Finally, the results of this research also highlight the importance of complementing the use of technological tools with practical activities that simulate real-life situations. This approach is consistent with the recommendations of Montaña-Rodríguez et al. (2023), who suggest that mobile applications should be integrated with activities that encourage language practice in authentic contexts, such as debates, simulations, and collaborative projects. In this study, activities such as online discussion forums and real-life simulations were proposed, which were well-received by students and proved effective in improving vocabulary retention and application.

In conclusion, the results of this research confirm that technological tools have great potential to improve vocabulary acquisition among adult EFL learners in Ecuador. However, their effectiveness depends on well-planned implementation that combines technology with traditional methods and contextualized activities. Furthermore, it is essential to address challenges related to the digital divide and teacher training to maximize the benefits of these tools in the Ecuadorian context.

## **5. PROPOSAL.**

This proposal was developed within the context of research conducted at the "World English" institute in Quevedo, Ecuador, where the "Life 2ed British Pre-Intermediate Students Book" was used. This book primarily focuses on teaching grammar and vocabulary, which limits the integration of cultural elements and the practical application of the language in real-life situations. However, through this proposal, we aim to overcome these challenges by implementing activities that foster active participation, motivation, and the application of vocabulary in cultural and real-world contexts.

## 5.1 Proposed Activities.

---

### 5.1.1. Online Discussion Forums.

**1. Description:** In the context of modern education, the use of digital tools has become essential to foster interaction and collaborative learning among students. This proposal presents an activity based on online discussion forums, designed to promote the use of vocabulary in real-world contexts and encourage active student participation in topics of current interest, such as local news, culture, or aspects related to their professional fields.

#### 2. Activity Objectives.

**General Objective:** To encourage the use of vocabulary learned in class in real-world contexts through participation in online discussions on topics of social and professional relevance.

#### Specific Objectives:

- Promote asynchronous interaction among students through the use of digital platforms.
- Develop written communication skills and critical thinking.
- Facilitate the practical application of concepts and vocabulary learned in the classroom.
- Encourage reflection on topics of social, cultural, and professional impact.

#### 3. Activity Structure

The activity will take place in a virtual environment through an educational platform (Moodle, Google Classroom, or similar) and will be divided into the following phases:

### **3.1. Preparation Phase**

**1. Topic Selection:** The moderator (teacher) will select a relevant and current discussion topic related to the local, cultural, or professional context of the students.

**2. Example topic:** "The impact of tourism in Ecuador: How does it benefit or affect your community?"

**3. Instructions for Students:** Students will be provided with clear guidelines on how to participate in the forum, including requirements for length, use of specific vocabulary, and participation expectations.

### **3.2. Development Phase**

#### **Initial Post:**

- Each student must post an initial response to the proposed topic.
- The response should be 150-200 words long and include at least 5 vocabulary words or phrases learned in class.
- Students will have 48 hours to submit their initial post.

#### **Peer Interaction:**

- After posting their initial response, each student must respond to at least two peers' posts.
- Each response should be 50-100 words long and include at least 2 vocabulary words or phrases related to the topic.
- Responses should be thoughtful and constructive, encouraging dialogue and the exchange of ideas.

### **3.3. Closing and Evaluation Phase**

#### **Moderator Feedback:**

At the end of the week, the moderator (teacher) will provide general feedback on the discussion, highlighting the most relevant contributions and pointing out areas for improvement in vocabulary use and participation.

#### **Evaluation:**

- Participation in the forum will be evaluated based on the following criteria:
- Appropriate use of vocabulary learned in class.
- Constructive interaction with peers' posts.
- Adherence to established deadlines.

### **4. Platform and Technological Resources**

The activity will be conducted on an educational platform that allows asynchronous interaction, such as Moodle or Google Classroom. These platforms provide the necessary tools for creating forums, posting responses, and facilitating interaction among participants.

### **5. Expected Benefits**

#### **For Students:**

- Improved use of vocabulary in real-world contexts.
- Development of written communication and critical thinking skills.
- Increased interaction and collaboration among peers.
- Reflection on topics of social and professional relevance.

**For the Teacher:**

- Facilitated tracking of student progress.
- Opportunity to provide personalized feedback.
- Promotion of a collaborative and participatory learning environment.

The implementation of online discussion forums as a complementary activity in the teaching-learning process represents an effective strategy to encourage the use of vocabulary in real-world contexts and promote interaction among students. This activity not only contributes to the development of language skills but also fosters critical reflection on topics of social and professional impact, preparing students to face the challenges of today's world.

**Example of vocabulary related to the topic:**

- Sustainable tourism
- Economic growth
- Cultural exchange
- Environmental impact
- Local businesses
- Infrastructure
- Community development

---

**5.1.2. Digital Collaborative Projects**

**1. Description:** In the context of modern education, collaborative projects have proven to be an effective method for fostering teamwork, creativity, and practical application of knowledge. This proposal outlines a **digital collaborative project** activity, where students

will work in groups to create digital content such as presentations, videos, or blogs on topics relevant to their daily lives or professions. The activity is designed to help students apply vocabulary learned in class in practical contexts while developing collaboration and communication skills.

## 2. Activity Objectives

**General Objective:** To enable students to apply vocabulary learned in class in practical, real-world contexts through the creation of digital collaborative projects.

### Specific Objectives:

- Promote teamwork and collaboration among students.
- Develop digital literacy and creative skills through the use of digital tools.
- Encourage the practical application of vocabulary in professional or daily life contexts.
- Enhance communication and presentation skills through the sharing of final projects.

## 3. Activity Structure

The activity will be divided into several phases, ensuring a structured and guided process for students. The use of digital tools such as **Google Slides**, **Canva**, or similar platforms will facilitate collaboration and creativity.

### 3.1. Preparation Phase

- **Topic Selection:** The teacher will provide a list of topics relevant to the students' daily lives or professional fields. Students will work in groups to select a topic that aligns with their interests.

**Example topic:** "Create a promotional video about a local product using vocabulary related to marketing and sales."

- **Group Formation:** Students will be divided into small groups (3-5 members) to encourage collaboration and equal participation.

**Instructions and Guidelines:**

The teacher will provide clear instructions on the project requirements, including:

- The use of specific vocabulary learned in class.
- The format of the project (e.g., video, presentation, blog).
- Deadlines for each phase of the project.
- Evaluation criteria.

**3.2. Development Phase**

**Research and Planning:**

- Each group will conduct research on their chosen topic, gathering information and ideas for their project.
- They will create an outline or storyboard to plan the structure of their project.

**Content Creation:**

- Using digital tools such as Google Slides, Canva, or video editing software, students will create their projects.
- They will incorporate vocabulary learned in class, ensuring that it is used appropriately and effectively.
- Groups will collaborate online, sharing ideas and feedback through the chosen platform.

**Review and Editing:**

- Groups will review their projects, making necessary edits to improve content, design, and language use.
- The teacher will provide guidance and feedback during this phase.

**3.3. Presentation and Evaluation Phase****Final Presentations:**

At the end of the course, each group will present their project to the class. Presentations can be delivered live or shared digitally, depending on the format of the project.

**Example:** If the project is a promotional video, groups can present it to the class and explain the creative process behind it.

**Evaluation:**

Projects will be evaluated based on the following criteria:

- Use of vocabulary learned in class.
- Creativity and originality of the project.
- Quality of collaboration and teamwork.
- Clarity and effectiveness of the presentation.
- Adherence to deadlines and guidelines.

**4. Platform and Technological Resources**

The activity will utilize digital tools that facilitate collaboration and creativity, such as:

- **Google Slides** for presentations.

- **Canva** for designing visual content.
- **Video editing tools** (e.g., iMovie, Adobe Premiere Rush) for creating videos.
- **Blogging platforms** (e.g., WordPress, Blogger) for written projects.

These tools allow students to work together in real time, even in remote or hybrid learning environments.

## **5. Expected Benefits**

### **For Students:**

- Improved ability to apply vocabulary in practical, real-world contexts.
- Enhanced collaboration and teamwork skills.
- Development of digital literacy and creative thinking.
- Increased confidence in communication and presentation skills.

### **For the Teacher:**

- Opportunity to assess students' practical application of vocabulary.
- Insight into students' collaborative and creative abilities.
- Ability to provide targeted feedback to improve future projects.

The implementation of digital collaborative projects as part of the curriculum offers a dynamic and engaging way for students to apply their language skills in practical contexts. By working together to create digital content, students not only reinforce their vocabulary knowledge but also develop essential 21st-century skills such as collaboration, creativity, and digital literacy. This activity prepares students for real-world challenges, making learning both meaningful and impactful.

Example of vocabulary related to the topic:

- Marketing strategies
  - Target audience
  - Branding
  - Sales pitch
  - Product features
  - Customer engagement
  - Promotional campaign
- 

### 5.1.3. Real-Life Simulations

**1. Description:** In the field of language teaching, real-life simulations are an effective tool for allowing students to practice language use in authentic contexts. This proposal presents an activity based on **real-life simulations**, where students will participate in scenarios such as job interviews, shopping at a supermarket, or booking a hotel. These activities will be conducted online or in the classroom using tools like **Zoom** or **Google Meet**, with the aim of improving fluency and vocabulary use in everyday situations.

#### 2. Activity Objectives

**General Objective:** To provide students with the opportunity to practice vocabulary in specific contexts and improve their fluency in real-life situations.

#### **Specific Objectives:**

- Develop students' ability to communicate effectively in everyday situations.
- Encourage the use of vocabulary learned in class in practical and authentic contexts.

- Improve confidence and fluency in language use.
- Prepare students to face real-life situations, such as job interviews or interactions in professional settings.

### 3. Activity Structure

The activity will be organized into several phases, ensuring that students are prepared to participate in the simulations effectively. Video conferencing tools, such as **Zoom** or **Google Meet**, will be used to facilitate online interaction.

#### 3.1. Preparation Phase

**Scenario Selection:** The teacher will select a real-life scenario relevant to the students, such as a job interview, shopping at a supermarket, or booking a hotel.

**Example simulation:** "Job interview in English: Prepare to answer common questions using vocabulary related to your profession."

**Instructions and Guidelines:** The teacher will provide clear instructions on the simulation, including:

- The specific vocabulary to be used.
- The roles students will play (e.g., interviewer and interviewee).
- Expectations regarding the duration and format of the simulation.

**Role Assignment:** Students will be divided into pairs or small groups and assigned specific roles for the simulation (e.g., interviewer and interviewee).

#### 3.2. Development Phase

##### **Individual Preparation:**

Each student will prepare for their role in the simulation, reviewing relevant vocabulary and practicing possible responses or interactions.

**Example:** In a job interview simulation, the student playing the interviewee will practice answers to common questions, such as "What are your strengths?" or "Why should we hire you?".

**Simulation Execution:**

- Students will participate in the simulation, either in class or online through tools like Zoom or Google Meet.
- Each simulation will last 5-10 minutes, depending on the scenario.

**Example:** In a supermarket shopping simulation, one student will play the customer and another the cashier, interacting in English to complete the transaction.

**Immediate Feedback:**

After each simulation, the teacher and peers will provide constructive feedback on performance, highlighting the appropriate use of vocabulary and fluency.

### **3.3. Closing and Evaluation Phase**

**Group Reflection:**

After all simulations are completed, a group discussion will be held where students share their experiences and reflect on what they learned.

**Reflection questions:**

1. What was the most challenging part of the simulation?
2. How could you improve your fluency in similar situations in the future?

**Evaluation:**

The simulations will be evaluated based on the following criteria:

- Appropriate use of vocabulary learned in class.
- Fluency and clarity in communication.
- Ability to handle the situation effectively.
- Active participation and collaboration during the simulation.

**4. Platform and Technological Resources**

The activity will be conducted using video conferencing tools such as **Zoom** or **Google Meet**, which allow real-time interaction and recording of simulations for later review. These platforms are ideal for online or hybrid learning environments.

**5. Expected Benefits****For Students:**

- Improved ability to communicate in real-life situations.
- Increased confidence and fluency in language use.
- Practical application of vocabulary in authentic contexts.

Preparation for facing real-life situations, such as job interviews or interactions in professional settings.

**For the Teacher:**

- Opportunity to assess student performance in practical contexts.
- Ability to provide specific feedback to improve language use.
- Promotion of an interactive and participatory learning environment.

The implementation of real-life simulations as part of the curriculum offers an effective and practical way for students to improve their fluency and apply vocabulary in authentic contexts. This activity not only prepares students to face everyday situations but also fosters confidence and communicative competence, essential elements for success in the real world.

### References

Example of vocabulary related to the topic:

- Strengths and weaknesses
- Work experience
- Technical skills
- Teamwork
- Problem-solving
- Effective communication
- Time management

---

#### 5.1.4. Online Role-Playing Games

**1. Description:** Role-playing games (RPGs) are an engaging and interactive way to help students practice vocabulary in context while assuming different roles. This proposal outlines an activity where students will participate in **role-playing games**, taking on roles such as tourist and guide, customer and seller, or other relevant scenarios. The activity will use gamification platforms like **Kahoot**, **Quizlet**, or **Classcraft** to create a fun and

interactive learning environment. The goal is to encourage active participation and reinforce vocabulary use in specific, real-world situations.

## 2. Activity Objectives

**General Objective:** To provide students with an interactive and engaging way to practice vocabulary in context through role-playing games.

### Specific Objectives:

- Encourage active participation and engagement in the learning process.
- Reinforce the use of vocabulary learned in class in specific, real-world scenarios.
- Develop communication and problem-solving skills through role-playing.
- Foster creativity and collaboration among students.

## 3. Activity Structure

The activity will be organized into several phases, ensuring that students are prepared to participate effectively in the role-playing games. Gamification platforms like **Kahoot**, **Quizlet**, or **Classcraft** will be used to facilitate the games and track student progress.

### 3.1. Preparation Phase

**Scenario Selection:** The teacher will select a role-playing scenario relevant to the students' learning objectives.

**Example scenario:** "You are a tour guide in Quito: Explain the main attractions of the city to a tourist using vocabulary related to tourism and geography."

**Role Assignment:** Students will be divided into pairs or small groups and assigned specific roles for the role-playing game (e.g., tourist and guide, customer and seller).

**Instructions and Guidelines:**

The teacher will provide clear instructions on the role-playing game, including:

- The vocabulary to be used during the game.
- The objectives of the role-playing scenario.
- The duration of the game and the expected outcomes.

**3.2. Development Phase**

**Preparation and Research:**

Students will prepare for their roles by researching the scenario and practicing the vocabulary they will use.

**Example:** In the tour guide scenario, the student playing the guide will research Quito's main attractions and prepare explanations using tourism-related vocabulary.

**Role-Playing Game Execution:**

1. Students will participate in the role-playing game, either in class or online using gamification platforms like Kahoot or Classcraft.
  2. Each game will last 5-10 minutes, depending on the complexity of the scenario.
- **Example:** In the tourist and guide scenario, the guide will explain Quito's attractions, while the tourist asks questions and interacts using appropriate vocabulary.

**Feedback and Reflection:**

- After each role-playing game, the teacher and peers will provide constructive feedback on the students' performance, focusing on vocabulary use, fluency, and creativity.
- Students will reflect on their experience and identify areas for improvement.

**3.3. Closing and Evaluation Phase****Group Discussion:**

After all role-playing games are completed, a group discussion will be held where students share their experiences and reflect on what they learned.

**Reflection questions:**

- What was the most challenging part of the role-playing game?
- How did the game help you practice vocabulary in context?
- What would you do differently next time?

**Evaluation:**

The role-playing games will be evaluated based on the following criteria:

1. Appropriate use of vocabulary learned in class.
2. Creativity and engagement in the role-playing scenario.
3. Fluency and clarity in communication.
4. Collaboration and teamwork during the game.
5. Platform and Technological Resources

The activity will utilize gamification platforms such as **Kahoot**, **Quizlet**, or **Classcraft** to create an interactive and engaging learning environment. These platforms allow for real-time interaction, progress tracking, and the incorporation of game elements like points, levels, and rewards.

## **5. Expected Benefits**

### **For Students:**

- Improved ability to use vocabulary in real-world contexts.
- Increased engagement and motivation through gamification.
- Enhanced communication and problem-solving skills.
- Greater confidence in speaking and interacting in the target language.

### **For the Teacher:**

- Opportunity to assess students' practical application of vocabulary.
- Ability to provide targeted feedback to improve language use.
- Creation of a dynamic and interactive classroom environment.

The implementation of role-playing games as part of the curriculum offers a fun and effective way for students to practice vocabulary in context while developing essential communication skills. By assuming different roles and engaging in interactive scenarios, students not only reinforce their language knowledge but also gain confidence and creativity, preparing them for real-world interactions.

## **References**

Example of vocabulary related to the topic:

- Tourist attractions
  - Historical landmarks
  - Cultural heritage
  - Local cuisine
  - Directions and navigation
  - Customer service
  - Sales and negotiation
- 

### 5.1.5. Cultural Immersion Activities

**1. Description:** Cultural immersion activities are an effective way to expose students to the language in authentic contexts while fostering an appreciation for English-speaking cultures. This proposal outlines an activity where students will engage in **cultural immersion activities** through music, movies, and literature. Using platforms like **Netflix, YouTube, or Spotify**, students will analyze and discuss cultural materials, applying the vocabulary learned in class. The goal is to improve listening and reading comprehension while deepening students' understanding of cultural contexts.

#### 2. Activity Objectives

**General Objective:** To provide students with opportunities to explore English-speaking cultures through music, movies, and literature, while practicing vocabulary in authentic contexts.

#### **Specific Objectives:**

1. Improve listening and reading comprehension through exposure to authentic cultural materials.

2. Reinforce the use of vocabulary learned in class in cultural contexts.
3. Develop critical thinking and analytical skills through the discussion of cultural content.
4. Foster an appreciation for English-speaking cultures and their influence on language.

### **3. Activity Structure**

The activity will be organized into several phases, ensuring that students are guided through the process of analyzing and discussing cultural materials. Platforms like **Netflix**, **YouTube**, or **Spotify** will be used to provide access to music, movies, and literature.

#### **3.1. Preparation Phase**

##### **Material Selection:**

The teacher will select cultural materials (songs, movie clips, or literary excerpts) that align with the students' learning objectives and vocabulary focus.

**Example activity:** "Listen to a song in English and write a brief analysis using vocabulary related to emotions and feelings."

##### **Instructions and Guidelines:**

The teacher will provide clear instructions on the activity, including:

- The vocabulary to be used during the analysis.
- The objectives of the activity (e.g., analyzing themes, emotions, or cultural elements).

- The format of the analysis (e.g., written response, group discussion, or presentation).

### **3.2. Development Phase**

#### **Exposure to Cultural Material:**

- Students will engage with the selected cultural material (e.g., listening to a song, watching a movie clip, or reading a literary excerpt).
- **Example:** For the song analysis activity, students will listen to a song in English and take notes on the lyrics, themes, and emotions expressed.

#### **Analysis and Discussion:**

- Students will analyze the material using the vocabulary learned in class.
- They will write a brief analysis or participate in a group discussion, depending on the activity format.
- **Example:** In the song analysis activity, students will write a short essay discussing the emotions and themes in the song, using vocabulary related to feelings and emotions.

#### **Sharing and Feedback:**

- Students will share their analyses with the class, either through written submissions, presentations, or group discussions.
- The teacher and peers will provide constructive feedback on the analysis, focusing on vocabulary use, depth of insight, and clarity of expression.

### **3.3. Closing and Evaluation Phase**

**Reflection and Discussion:**

After completing the activity, a group discussion will be held where students reflect on their experience and what they learned.

**Reflection questions:**

- What did you learn about English-speaking culture through this activity?
- How did the activity help you improve your listening/reading comprehension?
- What challenges did you face, and how did you overcome them?

**Evaluation:**

The cultural immersion activities will be evaluated based on the following criteria:

- Appropriate use of vocabulary learned in class.
- Depth of analysis and critical thinking.
- Clarity and coherence of written or oral responses.
- Engagement and participation in discussions.

**4. Platform and Technological Resources**

The activity will utilize streaming platforms such as **Netflix**, **YouTube**, or **Spotify** to provide access to cultural materials. These platforms offer a wide range of content, including songs, movie clips, and audiobooks, making them ideal for cultural immersion activities.

**5. Expected Benefits****For Students:**

- Improved listening and reading comprehension through exposure to authentic materials.

- Enhanced ability to use vocabulary in cultural contexts.
- Development of critical thinking and analytical skills.
- Greater appreciation for English-speaking cultures and their influence on language.

**For the Teacher:**

- Opportunity to assess students' comprehension and vocabulary use in authentic contexts.
- Ability to provide targeted feedback to improve language skills.
- Creation of a dynamic and culturally rich learning environment.

The implementation of cultural immersion activities as part of the curriculum offers a meaningful and engaging way for students to practice vocabulary while exploring English-speaking cultures. By analyzing and discussing music, movies, and literature, students not only improve their language skills but also gain a deeper understanding of cultural contexts, preparing them for real-world interactions and fostering a lifelong appreciation for cultural diversity.

**References**

Example of vocabulary related to the topic:

- Emotions and feelings
- Themes and motifs
- Cultural elements
- Character development
- Plot and narrative structure

- Symbolism
  - Social and historical context
- 

### 5.1.6. Problem-Based Learning Projects

**1. Description:** Problem-Based Learning (PBL) is an educational approach that encourages students to apply their knowledge and skills to solve real-world problems. This proposal outlines an activity where students will work on **problem-based learning projects**, such as planning a community event or creating a business plan. Using tools like **Google Docs** or **Trello**, students will collaborate to develop solutions and present their ideas, applying the vocabulary learned in class. The goal is to enhance critical thinking, problem-solving skills, and practical vocabulary use.

#### 2. Activity Objectives

**General Objective:** To provide students with opportunities to apply vocabulary in practical contexts while developing critical thinking and problem-solving skills through problem-based learning projects.

#### Specific Objectives:

- Encourage the practical application of vocabulary in real-world scenarios.
- Develop critical thinking and problem-solving skills through collaborative projects.
- Enhance communication and presentation skills through the sharing of project solutions.
- Foster teamwork and collaboration among students.

#### 3. Activity Structure

The activity will be organized into several phases, ensuring that students are guided through the process of solving real-world problems. Tools like **Google Docs** and **Trello** will be used to facilitate collaboration and project management.

### **3.1. Preparation Phase**

- **Problem Selection:** The teacher will present a real-world problem or scenario that aligns with the students' learning objectives and vocabulary focus.
- **Example project:** "Plan a cultural event in your community using vocabulary related to organization and logistics."

#### **Instructions and Guidelines:**

The teacher will provide clear instructions on the project, including:

- The vocabulary to be used during the project.
- The objectives of the project (e.g., planning, problem-solving, and presentation).
- The format of the final presentation (e.g., written report, oral presentation, or visual presentation).

#### **Group Formation:**

Students will be divided into small groups (3-5 members) to encourage collaboration and equal participation.

### **3.2. Development Phase**

#### **Research and Planning:**

- Each group will research the problem and brainstorm potential solutions.

- They will create a plan using tools like Google Docs or Trello to organize tasks and track progress.
- **Example:** For the cultural event project, students will research event planning, create a budget, and assign roles within the group.

**Solution Development:**

- Students will work collaboratively to develop their solution, applying the vocabulary learned in class.
- They will document their process and prepare a final presentation.
- **Example:** In the cultural event project, students will create a detailed plan, including logistics, marketing, and budget, using vocabulary related to organization and event management.

**Feedback and Revision:**

- Groups will present their initial ideas to the class or teacher for feedback.
- Based on the feedback, they will revise and refine their solutions.

**3.3. Presentation and Evaluation Phase**

- **Final Presentations:** Each group will present their solution to the class, either in written, oral, or visual format.
- **Example:** For the cultural event project, students might present a slideshow detailing the event plan, including timelines, budgets, and marketing strategies.

**Evaluation:**

The projects will be evaluated based on the following criteria:

1. Appropriate use of vocabulary learned in class.
2. Creativity and feasibility of the proposed solution.
3. Quality of collaboration and teamwork.
4. Clarity and effectiveness of the presentation.

#### **4. Platform and Technological Resources**

The activity will utilize project management tools such as **Google Docs** and **Trello** to facilitate collaboration and organization. These tools allow students to work together in real-time, track progress, and manage tasks effectively.

#### **5. Expected Benefits**

##### **For Students:**

- Improved ability to apply vocabulary in practical, real-world contexts.
- Enhanced critical thinking and problem-solving skills.
- Development of teamwork and collaboration skills.
- Increased confidence in presenting and communicating ideas.

##### **For the Teacher:**

- Opportunity to assess students' practical application of vocabulary.
- Ability to provide targeted feedback to improve problem-solving and presentation skills.
- Creation of a dynamic and interactive learning environment.

The implementation of problem-based learning projects as part of the curriculum offers a practical and engaging way for students to apply vocabulary while developing

essential skills such as critical thinking, problem-solving, and collaboration. By working on real-world problems, students not only reinforce their language knowledge but also gain valuable experience in planning, organizing, and presenting solutions, preparing them for future challenges.

## References

Example of vocabulary related to the topic:

- Organization and logistics
- Budget and finance
- Marketing and promotion
- Teamwork and collaboration
- Problem-solving
- Event planning
- Communication strategies

---

### 5.1.7. Online Networking Activities

**1. Description:** In today's globalized world, networking is a crucial skill for professional success. This proposal outlines an activity where students will participate in **online networking sessions** with native English speakers or other students from different countries. Using platforms like **LinkedIn** or **Zoom**, students will practice introducing themselves, discussing topics of interest, and establishing professional connections. The goal is to enhance communication skills, build confidence in professional settings, and apply vocabulary in real-world contexts.

#### 2. Activity Objectives

**General Objective:** To provide students with opportunities to practice vocabulary in professional contexts and improve communication skills in international settings through online networking activities.

**Specific Objectives:**

1. Develop the ability to introduce oneself and discuss professional topics in English.
2. Reinforce the use of vocabulary learned in class in professional and networking contexts.
3. Enhance communication and interpersonal skills in international settings.
4. Foster confidence and professionalism in networking situations.

**3. Activity Structure**

The activity will be organized into several phases, ensuring that students are prepared to participate effectively in online networking sessions. Platforms like **LinkedIn** and **Zoom** will be used to facilitate interaction and communication.

**3.1. Preparation Phase**

- **Networking Session Setup:**

The teacher will organize online networking sessions with native English speakers or other students from different countries.

**Example activity:** "Participate in an online networking session and present your professional profile using vocabulary related to your career."

- **Instructions and Guidelines:**

The teacher will provide clear instructions on the networking activity, including:

- The vocabulary to be used during the session (e.g., professional introductions, career-related terms).
- The objectives of the activity (e.g., introducing oneself, discussing professional interests, establishing connections).
- The format of the session (e.g., one-on-one meetings, group discussions).

#### **Profile Preparation:**

Students will prepare their professional profiles, including a brief introduction, career goals, and areas of interest.

**Example:** Students will create a LinkedIn profile or prepare a short elevator pitch to introduce themselves during the networking session.

### **3.2. Development Phase**

#### **Networking Session Participation:**

- Students will participate in the online networking session, using platforms like Zoom or LinkedIn.
- They will introduce themselves, discuss their professional interests, and engage in conversations with other participants.

**Example:** In a Zoom networking session, students will join breakout rooms to have one-on-one or small group discussions with native speakers or international peers.

#### **Vocabulary Application:**

- Students will apply the vocabulary learned in class during their interactions, focusing on professional and career-related terms.

**Example:** Students will use vocabulary related to their field of study or profession, such as "teamwork," "leadership," "project management," or "career development."

**Feedback and Reflection:**

- After the networking session, students will receive feedback from the teacher and peers on their communication skills and vocabulary use.
- They will reflect on their experience and identify areas for improvement.

**3.3. Closing and Evaluation Phase**

**Group Discussion:**

After the networking session, a group discussion will be held where students share their experiences and reflect on what they learned.

**Reflection questions:**

1. What was the most challenging part of the networking session?
2. How did the activity help you improve your professional communication skills?
3. What connections did you make, and how can you maintain them?

**Evaluation:**

The networking activity will be evaluated based on the following criteria:

1. Appropriate use of vocabulary learned in class.
2. Clarity and professionalism in communication.

3. Engagement and participation during the session.
4. Ability to establish and maintain professional connections.

#### **4. Platform and Technological Resources**

The activity will utilize professional networking platforms like **LinkedIn** and video conferencing tools like **Zoom** to facilitate online networking sessions. These platforms allow for real-time interaction, profile sharing, and professional communication.

#### **5. Expected Benefits**

##### **For Students:**

- Improved ability to communicate professionally in English.
- Enhanced confidence in networking and international settings.
- Practical application of vocabulary in professional contexts.
- Development of interpersonal and networking skills.

##### **For the Teacher:**

- Opportunity to assess students' professional communication skills.
- Ability to provide targeted feedback to improve vocabulary use and networking abilities.
- Creation of a dynamic and professional learning environment.

The implementation of online networking activities as part of the curriculum offers a practical and engaging way for students to apply vocabulary in professional contexts while developing essential communication and networking skills. By interacting with native speakers and international peers, students not only reinforce their language knowledge but

also gain valuable experience in professional settings, preparing them for future career opportunities.

## References

Example of vocabulary related to the topic:

- Professional introductions
- Career goals
- Teamwork and collaboration
- Leadership and management
- Project planning
- Networking strategies
- Industry-specific terms

---

## 5.2. Structure of the Activities

Each activity will begin with a clear introduction where the teacher explains the objectives and assigns specific roles or tasks to the students. For example, in a role-playing activity, students could assume roles such as "tourist" or "tour guide," and the teacher will guide them on how to effectively use the vocabulary learned in class. During the development phase, students will actively work on the activity, applying the vocabulary in real-life contexts. The teacher will monitor their progress, offering real-time feedback to ensure they are using the language correctly. For example, in a collaborative project, students could create a presentation on a cultural topic, using vocabulary related to traditions, gastronomy, or celebrations. The teacher will observe their interactions, offer suggestions, and clarify any questions.

At the end, students will present their results or participate in group discussions, followed by a reflection session. They will discuss how they used vocabulary in real-life contexts and how it improved their communication. For example, after a simulated job interview, students might reflect on their use of professional vocabulary and increased confidence. To evaluate student performance, rubrics will be used to assess vocabulary use, participation, and the quality of interactions during each activity. These rubrics will provide clear criteria for success, such as correct vocabulary use, active participation, and the ability to apply language skills in real-life contexts. Additionally, students will engage in self- and peer-assessment, encouraging reflection and collaborative learning. For example, after a role-playing activity, students could assess their ability to use vocabulary in their role and provide constructive feedback to their peers.

These activities aim to help students apply vocabulary in real-life contexts, improving retention and practical skills. Interactive tasks, like a cultural fair, motivate participation by showing how vocabulary applies to everyday situations. They also build communication skills for personal and professional interactions in a globalized world, such as networking activities where students practice introducing themselves and discussing interests.

This proposal seeks to overcome the challenge of applying vocabulary in real-life situations through practical and contextualized activities. By integrating technological tools and collaborative approaches, adult learners in Ecuador will be able to improve their language proficiency and confidence in using English in everyday and professional contexts. This approach not only enhances language learning but also prepares students to interact effectively in a globalized world, celebrating their unique cultural identities.

## 6. CONCLUSIONS.

The use of technological tools in vocabulary teaching for adult learners of English as a foreign language has proven to be an effective strategy for improving student retention and motivation. Through interactive platforms or applications, participants were able to reinforce their knowledge of keywords and apply them in dynamic and personalized exercises.

The results of the study confirm that the incorporation of technology allows for more engaging learning that is adaptable to students' individual needs, aligning with the principles of the Common European Framework of Reference for Languages (CEFR), which emphasizes learning based on communicative competences and the practical use of the language in real-life contexts. However, challenges were also identified, such as the need to complement these tools with communicative practices that facilitate the transfer of learned vocabulary to authentic situations.

Therefore, it is concluded that the integration of technology in vocabulary teaching is a viable and beneficial strategy, but it must be accompanied by methodologies that encourage oral and written interaction in real-life contexts. Likewise, it is essential to train teachers in the pedagogical use of these tools and ensure equitable access to technology to maximize its impact on the learning process.

## **7. RECOMMENDATIONS.**

Finally, this study opens the door for future research to explore the impact of more advanced technological tools, such as artificial intelligence, on vocabulary acquisition. Additionally, it suggests delving deeper into strategies that combine technology with culturally relevant activities, which would not only improve language learning but also foster a greater sense of identity and belonging among students. In conclusion, technological tools represent a valuable opportunity to enhance English language teaching in Ecuador, but their true potential will only be realized when they are integrated in a balanced, inclusive, and contextually relevant manner.

## 8. REFERENCES

- Html, M. S. H. G. (s/f). The internet and foreign language education: Benefits and challenges. Copian.ca. June 22, 2024. [http://en.copian.ca/library/research/internet\\_foreign/internet\\_foreign.pdf](http://en.copian.ca/library/research/internet_foreign/internet_foreign.pdf)
- Rintaningrum, R. (2023). Technology integration in English language teaching and learning: Benefits and challenges. Cogent Education, 10(1). <https://doi.org/10.1080/2331186x.2022.2164690>
- Hao, T., Wang, Z., & Ardasheva, Y. (2021). Technology-assisted vocabulary learning for EFL learners: A meta-analysis. Journal of Research on Educational Effectiveness, 14(3), 645–667. <https://doi.org/10.1080/19345747.2021.1917028>
- Alsulami, S. (s/f). The effects of technology on learning English as a foreign language among. Studies in Literature and Language, 12(4), 2016. <https://doi.org/10.3968/7926>
- Cheng, H.-Y., & Tsai, C.-C. (2019). The interaction of child–computer interaction: An educational affordance perspective. Computers & Education, 131, 33-48. <https://doi.org/10.1016/j.compedu.2018.12.012>
- Kim, P., & Reeves, T. C. (2021). The impact of interactive technology on language learning. Educational Technology Research and Development, 69(1), 1-19. <https://doi.org/10.1007/s11423-020-09817-5>
- Moreno, R., & Mayer, R. E. (2021). The cognitive theory of multimedia learning: Implications for design principles. Journal of Educational Psychology, 113(5), 869-887. <https://doi.org/10.1037/edu0000496>
- Plass, J. L., Heidig, S., Hayward, E. O., Homer, B. D., & Um, E. (2020). Cognitive load in technology-enhanced language learning. Educational Technology Research and Development, 68(4), 1721-1747. <https://doi.org/10.1007/s11423-020-09790-z>
- Assinnato, G., Sanz, C., Gorga, G., & Martin, M. V. (2018). Actitudes y percepciones de docentes y estudiantes en relación a las TIC: Revisión de la literatura. *Revista Iberoamericana de Tecnología en Educación y Educación en Tecnología*, (22), 7–17. <https://doi.org/10.24215/18509959.22.e01>
- Montaño-Rodríguez, M. D. S., Toledo-Sarracino, D. G., Samperio-Sánchez, N., & López Gaspar, I. (2023). El impacto de las aplicaciones móviles para el aprendizaje del inglés: En la empleabilidad del egresado de la UABC en la frontera norte de Baja California. *International Humanities Review / Revista Internacional de Humanidades*, 12, 4748.

[https://www.researchgate.net/profile/David-Toledo-Sarracino-2/publication/368646145\\_El\\_impacto\\_de\\_las\\_aplicaciones\\_moviles\\_para\\_el\\_aprendizaje\\_del\\_ingles/links/6682f71b2aa57f3b82646257/El-impacto-de-las-aplicaciones-moviles-para-el-aprendizaje-del-ingles.pdf](https://www.researchgate.net/profile/David-Toledo-Sarracino-2/publication/368646145_El_impacto_de_las_aplicaciones_moviles_para_el_aprendizaje_del_ingles/links/6682f71b2aa57f3b82646257/El-impacto-de-las-aplicaciones-moviles-para-el-aprendizaje-del-ingles.pdf)

Martínez-Heredia, N., González-Gijón, G., Ortega-Martín, J. L., & Corral-Robles, S. (2024). El impacto de la era digital en el aprendizaje del inglés en adultos mayores. *European Public & Social Innovation Review*, 9, 1–15. <https://doi.org/10.31637/epsir-2024-478>

Cisneros-Caicedo, A. J., Guevara-García, A. F., Urdánigo-Cedeño, J. J., & Garcés-Bravo, J. E. (2022). Técnicas e Instrumentos para la Recolección de Datos que Apoyan a la Investigación Científica en Tiempo de Pandemia. *Dominio De Las Ciencias*, 8(1), 1165–1185. <https://doi.org/10.23857/dc.v8i1.2546>

Reyes Parra, D., Rozo García, H. A., & Buitrago Espitia, J. E. . (2024). Aportes de la Tecnología al Aprendizaje Personalizado: Una revisión a la literatura. *Diá-Logos*, 16(28), 09–29. <https://doi.org/10.61604/dl.v16i28.352>

Oster, U. La adquisición de vocabulario en una lengua extranjera: de la teoría a la aplicación didáctica. *Porta Linguarum*, 11: 33-50 (2009). [http://hdl.handle.net/10481/31830]

El aprendizaje del idioma inglés como lengua extranjera. *bol.redipe* [Internet]. 2017 Oct. 12 [cited 2025 Jan. 27];6(4):91-8. Available from: <https://revista.redipe.org/index.php/1/article/view/227>

Pulgarin Alfonso, F. V. (2022). *Gamificación desde las TIC para la adquisición de vocabulario en inglés en colegio de Soacha*. Universidad ECCI. Specialization in Teaching Innovation mediated by ICT. Bogotá D.C. Francy Viviana Pulgarin Alfonso – 00000027278

Alastor, E., Sánchez-Vega, E., & Martínez-García, I. (2023). *TIC en educación en la era digital: propuestas de investigación e intervención*. *Mumaed*, 65. <https://doi.org/10.24310/mumaedmumaed.65>

(N.d.-b). Oas.org. Retrieved February 27, 2025, from [https://www.oas.org/es/cidh/expresion/informes/Inclusion\\_digital\\_esp.pdf](https://www.oas.org/es/cidh/expresion/informes/Inclusion_digital_esp.pdf)

(N.d.-b). Gob.Ec. Retrieved February 27, 2025, from <https://educacion.gob.ec/plan-nacional-por-la-educacion/>

Council of Europe. (2001). *\*Common European Framework of Reference for Languages: Learning, Teaching, Assessment\**. Cambridge University Press.

Mourad, A. Sánchez, L. Campozano, J. Terán, D. (2024). La integración de la tecnología en la enseñanza del inglés como lengua extranjera para mejorar la competencia comunicativa en estudiantes de una universidad ecuatoriana. *Revista G-ner@ndo*, V°5 (N°2), 2010 – 2030.

## 9. ANNEXS

### 1. Informed Consent Letter

2.

#### CARTA DE CONSENTIMIENTO

Institución: " World English Institute "

Yo, **Miguel Fernando Fernandez Sinchiguano**, estudiante de la Universidad Técnica Estatal de Quevedo, con el propósito de realizar mi proyecto investigativo titulado " **The Impact of Technology on Vocabulary Acquisition Among Adult EFL Learners** ", solicito su autorización para llevar a cabo tres semanas de observación en las instalaciones del Instituto " World English Institute ". El objetivo de esta investigación es analizar cómo el uso de herramientas tecnológicas en las clases de inglés como lengua extranjera puede mejorar la adquisición de vocabulario entre estudiantes adultos. Durante este periodo, me comprometo a:

1. Respetar las normas y reglamentos del instituto.
2. Mantener la confidencialidad de la información recopilada, garantizando que los datos obtenidos se utilicen únicamente con fines académicos.
3. No interferir en el desarrollo normal de las actividades académicas.
4. Colaborar de manera respetuosa con los docentes y estudiantes involucrados.

Atentamente,

**Miguel Fernando Fernández Sinchiguano.**

Estudiante Investigador

Aceptación y Autorización

Por medio de la presente, el Instituto " World English Institute " autoriza a Miguel Fernando Fernandez Sinchiguano a realizar las actividades de observación descritas anteriormente, durante un periodo de tres semanas, a partir del día 29/01 hasta el día 10/02.

Nombre del representante autorizado: Lidia Hayling Vera Campuzano

Firma del representante autorizado: [Firma manuscrita]

Fecha: 27/01/2025

## 2. Interview

### Teacher Interview No. 1

---

**1. Can you describe your experience using technological tools to learn English vocabulary? What did you like or dislike about them?**

Using technological tools have ease a lot the way people learn nowadays. You can find the correct pronunciation of a word and hear it, instead of going to a dictionary and trying to guess what the sound of the symbol in the pronunciation part is, you can practice a new vocabulary for example in YOUGLISH where you can have thousands of entries as examples of how to use that word in many ways and finally learn it just by reading them, as well as audiobooks which personally helped me so much improving my pronunciation and listening skills. And many other ways to learn.

The only thing I don't like about the tools we have now is that They don't usually prepare people to speak in real life situations, I mean they teach how to communicate in a proper way, how to write an essay, how to be polite but not how to speak to a person in a real situation in the street.

---

**2. What specific feature of technological tools (e.g., games, audio, feedback) do you find most useful for learning vocabulary, and why?**

Apps to talk and socialize your English, because it will boost your confidence while having a living experience in a more realist way.

---

**3. Have you noticed any changes in your confidence when using English vocabulary since you started using these tools? Can you explain?**

Of course, my confidence has grown a lot because in the past I did not have somebody to practice with, But, since I started using technological tools I had to use the words I learnt more often. Besides the interchange of cultural knowledge will enrich both learners.

---

**4. What challenges or difficulties have you faced when using technological tools to learn vocabulary, and how have you tried to overcome them?**

Overwhelming amounth of content with the amount of information, apps, platform if you are just starting in the learning process you might get overwhelmed.

words without context, sometimes apps might give you too many isolated words which makes it difficult to understand how to use them correctly.

---

**5. Do you think technology is more effective for beginners or advanced learners in vocabulary acquisition? Why?**

I think it might be useful for both beginners and advanced learners, as long as you have somebody to advise and guide you through this beautiful journey. Because you can learn and embrace new vocabulary in so many ways that it will become more natural for you than getting just a dictionary and trying to memorize every single word.

---

**6. What specific technological tool do you find most effective for learning English vocabulary? Why do you think so?**

HelloTalk: because you can practice with people from all over the world that things you have just learnt which increase the possibility for you to adopt a new vocabulary as yours, besides there will be an interchange of cultural knowledge, personal thoughts and it will enhance a vivid experience.

---

**7. Do you think technological tools have made learning vocabulary more interesting or motivating? Why?**

Yes, technological tools have indeed made learning vocabulary more interesting and motivating because they are interactive which make people engage easily in the process of learning by giving them rewards and challenges, furthermore it gives you instant feedback and it is more accessible to a number of people who cannot afford to pay a subscription in an English course.

---

**8. How would you compare learning vocabulary with technological tools to traditional methods (such as textbooks or word lists)?**

Technological tools often incorporate games, quizzes, and multimedia elements, making vocabulary learning more engaging and enjoyable. Traditional Methods: Textbooks and word lists can be less interactive, relying heavily on rote memorization, which may become monotonous over time.

---

**9. Do you think that technological tools help develop better pronunciation and understanding of the meaning of words? Why or why not?**

Absolutely, technological tools can significantly aid in improving pronunciation and comprehension of words:

Language learners can practice pronunciation anytime, anywhere, which leads to consistent practice

Digital tools often incorporate words into sentences, helping learners understand usage and meaning in context

Many apps feature native speakers, allowing users to hear and mimic accurate pronunciations.

---

**10. Would you recommend using technological tools to teach English vocabulary to other students? Why or why not?**

Absolutely, Integrating technological tools into vocabulary instruction can enhance engagement, provide personalized learning experiences, and offer valuable resources and feedback.

## Teacher Interview No. 2

---

2. **Can you describe your experience using technological tools to learn English vocabulary? What did you like or dislike about them?**

For example, an app like Duolingo is interesting for learning new words, and it is designed to make the process fun and interactive. Repetition and reinforcement is really helpful in solidifying new vocabulary.

---

3. **What specific feature of technological tools (e.g., games, audio, feedback) do you find most useful for learning vocabulary, and why?**

Audio Pronunciation. Hearing how words are pronounced is essential for mastering them, especially in a language like English where spelling and pronunciation often don't align. Audio helps learners not only with correct pronunciation but also with improving their listening skills.

---

4. **Have you noticed any changes in your confidence when using English vocabulary since you started using these tools? Can you explain?**

Real-Time Feedback, knowing whether I used a word correctly or mispronounced it. I can feel more confident in future attempts. This instant validation, especially with pronunciation or grammar, boosts self-assurance.

---

5. **What challenges or difficulties have you faced when using technological tools to learn vocabulary, and how have you tried to overcome them?**

Learning vocabulary in isolation can make it hard to remember how to use words in real-life situations. Supplement tech learning with real-world practice: watch videos, listen to podcasts, or read articles.

---

6. **Do you think technology is more effective for beginners or advanced learners in vocabulary acquisition? Why?**

Technology can be effective for both beginners and advanced learners. For beginners, it provides the structure, repetition, and foundational learning that helps them acquire

vocabulary. For advanced learners, it helps them refine their vocabulary through context, immersion, and real-world usage.

---

**7. What specific technological tool do you find most effective for learning English vocabulary? Why do you think so?**

Anki is a flashcard-based app that uses a method called spaced repetition to help you memorize vocabulary. An efficient way of practicing vocabulary is through repetition.

---

**8. Do you think technological tools have made learning vocabulary more interesting or motivating? Why?**

Many language learning apps have integrated gamification elements. This makes it fun and helps learners stay motivated.

---

**9. How would you compare learning vocabulary with technological tools to traditional methods (such as textbooks or word lists)?**

Technological tools provide immediate feedback which encourages learners to stay motivated and correct mistakes quickly.

---

**11. Do you think that technological tools help develop better pronunciation and understanding of the meaning of words? Why or why not?**

Yes, because learners practice their pronunciation and get instant feedback. This is especially useful for non-native speakers who may not have access to immediate feedback from native speakers.

---

**12. Would you recommend using technological tools to teach English vocabulary to other students? Why or why not?**

Using technological tools to teach English can offer several benefits that make the learning process more effective, engaging, and interactive.

## Anexos 3.Guide

### Guía de Observación

#### Evaluación del impacto de la tecnología en la adquisición de vocabulario entre estudiantes adultos de inglés como lengua extranjera

**Propósito:**

Observar y analizar cómo las herramientas tecnológicas se integran en el aula para facilitar la adquisición de vocabulario, identificando buenas prácticas, desafíos y oportunidades de mejora.

**Periodo de Observación:** 3 semanas

**Modalidad:** Clases en línea/presenciales.

#### 1. Information General

- **Fecha de la observación:** \_\_\_\_\_
- **Curso/Nivel:** \_\_\_\_\_
- **Tema de la clase:** \_\_\_\_\_
- **Duración de la clase:** \_\_\_\_\_

#### Herramientas observadas:

- **Nombre de la herramienta:** \_\_\_\_\_
  - **Tipo de herramienta:** \_\_\_\_\_
  - **Frecuencia de uso:** \_\_\_\_\_
- **¿Cómo se integran las herramientas tecnológicas en la enseñanza de vocabulario?**
    - Actividades estructuradas.
    - Uso espontáneo o no planificado.

### ***B. Dinámicas del Aula***

- **¿Cómo afecta el uso de herramientas tecnológicas la interacción entre estudiantes y docente?**
  - Mejora la comunicación.
  - Sin impacto evidente.
  - Dificulta la interacción.
- **¿Las herramientas se utilizan principalmente para...?**
  - Enseñanza de vocabulario.
  - Actividades colaborativas.
  - Evaluaciones y retroalimentación.

### ***C. Participación y Compromiso***

- **¿Qué porcentaje de estudiantes participa activamente con las herramientas?**
  - Más del 75%.
  - Entre el 50% y el 75%.
  - Menos del 50%.
- **¿Qué medios prefieren los estudiantes para participar utilizando herramientas tecnológicas?**
  - Chat.
  - Actividades interactivas en plataformas.
  - Uso del micrófono o cámara.
- **¿Los estudiantes muestran interés constante durante el uso de herramientas?**
  - Sí, completamente.
  - Parcialmente.

- No, la mayoría se desconecta emocionalmente.

#### ***D. Percepciones sobre el Uso de Herramientas***

- **¿Los estudiantes consideran útiles las herramientas tecnológicas para mejorar su aprendizaje de vocabulario?**

- Sí, la mayoría.
- Algunos.
- No, la mayoría no.

- **¿Mencionan desafíos específicos al usar herramientas?**

- Problemas técnicos.
- Dificultad para adaptarse a nuevas plataformas.
- Falta de interés/motivación.

- **¿Qué estrategias del docente facilitan el uso de herramientas?**

- Explicaciones claras previas al uso.
- Ejemplos prácticos durante la lección.
- Flexibilidad para explorar la tecnología.

- **Desafíos técnicos observados:**

- Problemas de conexión a internet.
- Dificultad para acceder a las herramientas.

- **Desafíos pedagógicos observados:**

- Falta de capacitación de los docentes.
- Dificultad para integrar las herramientas en el plan de estudios.

## F. Observaciones Adicionales

- Describa eventos relevantes relacionados con el uso de herramientas tecnológicas (interacciones grupales, desafíos, experiencias positivas):
- 

### 3. Evaluación Global

- **Nivel de participación usando herramientas tecnológicas:**
  - Muy alto.
  - Alto.
  - Medio.
  - Bajo.
- **Impacto percibido de las herramientas tecnológicas en la adquisición de vocabulario:**
  - Muy positivo.
  - Positivo.
  - Neutro.
  - Negativo.



*D. Percepciones sobre el Uso de Herramientas*

- **¿Los estudiantes consideran útiles las herramientas tecnológicas para mejorar su aprendizaje de vocabulario?**
  - **Si, la mayoría.**
  - Algunos.
  - No, la mayoría no.
- **¿Mencionan desafíos específicos al usar herramientas?**
  - **Problemas técnicos.**
  - Dificultad para adaptarse a nuevas plataformas.
  - Falta de interés/motivación.
- **¿Qué estrategias del docente facilitan el uso de herramientas?**
  - **Explicaciones claras previas al uso.**
  - Ejemplos prácticos durante la lección.
  - Flexibilidad para explorar la tecnología.
- **Desafíos técnicos observados:**
  - **Problemas de conexión a internet.**
  - Dificultad para acceder a las herramientas.
- **Desafíos pedagógicos observados:**
  - Falta de capacitación de los docentes.
  - **Dificultad para integrar las herramientas en el plan de estudios.**



**B. Dinámicas del Aula**

- **¿Cómo afecta el uso de herramientas tecnológicas la interacción entre estudiantes y docente?**
    - **Mejora la comunicación.**
    - Sin impacto evidente.
    - Dificulta la interacción.
  - **¿Las herramientas se utilizan principalmente para...?**
    - **Enseñanza de vocabulario.**
    - Actividades colaborativas.
    - Evaluaciones y retroalimentación.
- C. Participación y Compromiso*
- **¿Qué porcentaje de estudiantes participa activamente con las herramientas?**
    - **Más del 75%.**
    - Entre el 50% y el 75%.
    - Menos del 50%.
  - **¿Qué medios prefieren los estudiantes para participar utilizando herramientas tecnológicas?**
    - Chat.
    - **Actividades interactivas en plataformas.**
    - Uso del micrófono o cámara.
  - **¿Los estudiantes muestran interés constante durante el uso de herramientas?**
    - Si, completamente.
    - **Parcialmente.**
    - No, la mayoría se desconecta emocionalmente.



**F. Observaciones Adicionales**

- Describa eventos relevantes relacionados con el uso de herramientas tecnológicas (interacciones grupales, desafíos, experiencias positivas):
- 

3. Evaluación Global

- **Nivel de participación usando herramientas tecnológicas:**
  - Muy alto.
  - **Alto.**
  - Medio.
  - Bajo.
- **Impacto percibido de las herramientas tecnológicas en la adquisición de vocabulario:**
  - Muy positivo.
  - **Positivo.**
  - Neutro.
  - Negativo.



**B. Dinámicas del Aula**

- **¿Cómo afecta el uso de herramientas tecnológicas la interacción entre estudiantes y docente?**
    - **Mejora la comunicación.**
    - Sin impacto evidente.
    - Dificulta la interacción.
  - **¿Las herramientas se utilizan principalmente para...?**
    - **Enseñanza de vocabulario.**
    - Actividades colaborativas.
    - Evaluaciones y retroalimentación.
- C. Participación y Compromiso*
- **¿Qué porcentaje de estudiantes participa activamente con las herramientas?**
    - Más del 75%.
    - **Entre el 50% y el 75%.**
    - Menos del 50%.
  - **¿Qué medios prefieren los estudiantes para participar utilizando herramientas tecnológicas?**
    - Chat.
    - **Actividades interactivas en plataformas.**
    - Uso del micrófono o cámara.
  - **¿Los estudiantes muestran interés constante durante el uso de herramientas?**
    - **Si, completamente.**
    - Parcialmente.
    - No, la mayoría se desconecta emocionalmente.



Universidad Técnica Estatal de Quevedo.  
Faculty Of Educational Sciences



D. Percepciones sobre el Uso de Herramientas

- ¿Los estudiantes consideran útiles las herramientas tecnológicas para mejorar su aprendizaje de vocabulario?
  - Si, la mayoría.
  - Algunos.
  - No, la mayoría no.
- ¿Mencionan desafíos específicos al usar herramientas?
  - Problemas técnicos.
  - Dificultad para adaptarse a nuevas plataformas.
  - Falta de interés/motivación.
- ¿Qué estrategias del docente facilitan el uso de herramientas?
  - Explicaciones claras previas al uso.
  - Ejemplos prácticos durante la lección.
  - Flexibilidad para explorar la tecnología.
- Desafíos técnicos observados:
  - Problemas de conexión a internet.
  - Dificultad para acceder a las herramientas.
- Desafíos pedagógicos observados:
  - Falta de capacitación de los docentes.
  - Dificultad para integrar las herramientas en el plan de estudios.



Universidad Técnica Estatal de Quevedo.  
Faculty Of Educational Sciences



F. Observaciones Adicionales

- Describa eventos relevantes relacionados con el uso de herramientas tecnológicas (interacciones grupales, desafíos, experiencias positivas):
- 

3. Evaluación Global

- Nivel de participación usando herramientas tecnológicas:
  - Muy alto.
  - Alto.
  - Medio.
  - Bajo.
- Impacto percibido de las herramientas tecnológicas en la adquisición de vocabulario:
  - Muy positivo.
  - Positivo.
  - Neutro.
  - Negativo.



Universidad Técnica Estatal de Quevedo.  
Faculty Of Educational Sciences



B. Dinámicas del Aula

- ¿Cómo afecta el uso de herramientas tecnológicas la interacción entre estudiantes y docente?
  - Mejora la comunicación.
  - Sin impacto evidente.
  - Dificulta la interacción.
- ¿Las herramientas se utilizan principalmente para...?
  - Enseñanza de vocabulario.
  - Actividades colaborativas.
  - Evaluaciones y retroalimentación.
- C. Participación y Compromiso
- ¿Qué porcentaje de estudiantes participa activamente con las herramientas?
  - Más del 75%.
  - Entre el 50% y el 75%.
  - Menos del 50%.
- ¿Qué medios prefieren los estudiantes para participar utilizando herramientas tecnológicas?
  - Chat.
  - Actividades interactivas en plataformas.
  - Uso del micrófono o cámara.
- ¿Los estudiantes muestran interés constante durante el uso de herramientas?
  - Si, completamente.
  - Parcialmente.
  - No, la mayoría se desconecta emocionalmente.



Universidad Técnica Estatal de Quevedo.  
Faculty Of Educational Sciences



D. Percepciones sobre el Uso de Herramientas

- ¿Los estudiantes consideran útiles las herramientas tecnológicas para mejorar su aprendizaje de vocabulario?
  - Si, la mayoría.
  - Algunos.
  - No, la mayoría no.
- ¿Mencionan desafíos específicos al usar herramientas?
  - Problemas técnicos.
  - Dificultad para adaptarse a nuevas plataformas.
  - Falta de interés/motivación.
- ¿Qué estrategias del docente facilitan el uso de herramientas?
  - Explicaciones claras previas al uso.
  - Ejemplos prácticos durante la lección.
  - Flexibilidad para explorar la tecnología.
- Desafíos técnicos observados:
  - Problemas de conexión a internet.
  - Dificultad para acceder a las herramientas.
- Desafíos pedagógicos observados:
  - Falta de capacitación de los docentes.
  - Dificultad para integrar las herramientas en el plan de estudios.

## Anexos 4. Survey

