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TITLE

THE USE OF EDUCATIONAL KID WEB SITES AS A RESOURCE TO IMPROVE ENGLISH VOCABULARY AMONG STUDENTS OF 6TH YEAR, AT “ZOILA ALVARADO DE JARAMILLO” SCHOOL IN LOJA CITY, ACADEMIC PERIOD 2014-2015.

Thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization

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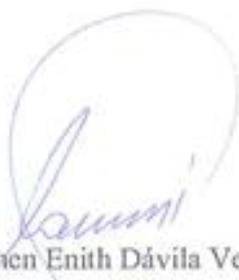
CERTIFICATION

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The present research work entitled **THE USE OF EDUCATIONAL KID WEB SITES AS A RESOURCE TO IMPROVE ENGLISH VOCABULARY AMONG STUDENTS OF 6TH YEAR, AT “ZOILA ALVARADO DE JARAMILLO” SCHOOL IN LOJA CITY, ACADEMIC PERIOD 2014 - 2015** under the responsibility of the undergraduate student: **LUISA JHULIANA SANTIN AGUIRRE** has been thoroughly revised and fully analyzed; therefore, I authorize the presentation of the thesis for the pertinent legal aims.

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THE AUTHOR

DEDICATION

I want to dedicate this work to God who is the most important person in my life, and who has helped me a lot in my personal and professional life.

Also I want to dedicate my work to my husband Anibal and my son Isaac, who are the principal people in my life, and they have been my support throughout my life and in the development of this research work.

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LUISA JHULIANA

MATRIZ DE ÁMBITO GEOGRÁFICO

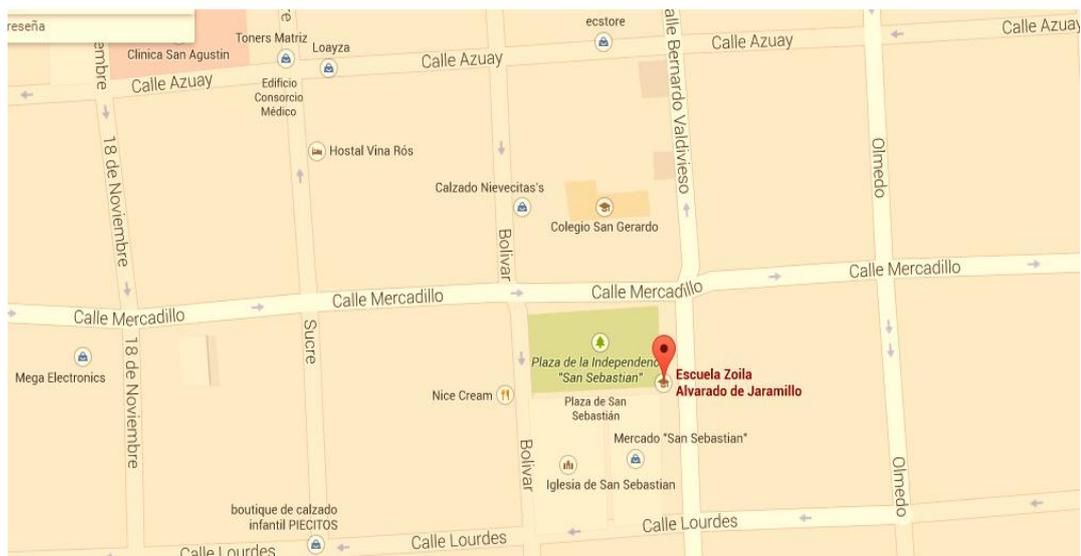
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CROQUIS DE LA INVESTIGACIÓN ESCUELA “ZOILA ALVARADO DE JARAMILLO”



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a. TITLE

**THE USE OF EDUCATIONAL KID WEB SITES AS A RESOURCE TO
IMPROVE ENGLISH VOCABULARY AMONG STUDENTS OF 6TH YEAR, AT
“ZOILA ALVARADO DE JARAMILLO” SCHOOL IN LOJA CITY,
ACADEMIC PERIOD 2014-2015.**

b. RESUMEN

El presente trabajo de investigación se llevó a cabo con el objetivo de mejorar el vocabulario en inglés a través de los sitios web educativos para niños con las estudiantes del sexto año de Educación Básica de la Escuela “Zoila Alvarado de Jaramillo”. Para realizar este trabajo de investigación se utilizó los métodos científico, descriptivo, analítico-sintético y estadístico. Adicionalmente, pruebas y cuestionarios fueron utilizados al inicio y al final de la intervención y aplicados a treinta estudiantes como instrumentos para recopilar información sobre el nivel de los estudiantes en cuanto a vocabulario y la apreciación sobre el uso de los sitios web educativos para niños. Los principales resultados obtenidos mostraron que la aplicación de los sitios web educativos como un recurso, tuvo un efecto positivo en el mejoramiento del vocabulario, principalmente en los aspectos de significado, forma y uso ya que los estudiantes asociaron las palabras con las imágenes, lograron escribir lo que escuchaban y reconocieron qué palabras o tipo de palabras se utilizan en una oración.

ABSTRACT

This research was carried out with the objective of improving English vocabulary through educational kid websites with the students of the sixth year at "Zoila Alvarado de Jaramillo" School. To perform this research was done using scientific, descriptive, analytic-synthetic and statistical methods. Additionally, tests and questionnaires were used at the beginning and end of the intervention and applied to thirty students as instruments to collect information on the level of students in vocabulary and appreciation on the use of educational websites for children. The main results showed that the application of educational websites as a resource, had a positive effect on improving vocabulary, in the aspects of meaning, form and use since students associated the words with the pictures, they managed to write what they heard and they knew that words or types of words occur in a sentence.

c. INTRODUCTION

Vocabulary is central to English language usage because without sufficient vocabulary students cannot understand to others or express their own ideas, and without enough knowledge of vocabulary nothing can be conveyed. Most of students faced difficulties in English Vocabulary because they could not associate the meaning with the words, listen and understand and they did not understand the type of words that occurs in a sentence. For that reason the purpose of this research work is to use the educational kid web sites as a resource to improve English vocabulary.

The following problem How does the use of Educational kid Websites improve the English Vocabulary?.

The reasons that motivate to choose educational kid websites to improve English vocabulary learning was because this resource permit students learn vocabulary in an interactive way using videos, songs, games and activities. And as Fernando (2014), says websites for children can teach and reinforce important skills such us: built vocabulary, correct spelling, correct pronunciation, and Assist with basic grammar such as understanding sentence structure, parts of speech, tenses, and singular and plural word forms.

The specific objectives were: to investigate the theoretical references on English Vocabulary and on Educational Kid Web Sites, to diagnose the problems that limit the vocabulary learning, to make an Intervention plan using educational kid web sites to improve English vocabulary, to apply educational kid web sites in

the classroom activities in order to solve the limitations of vocabulary and to reflect upon the effect that the Educational Kid Websites had on students' grade.

The methods used were: The scientific method provided the necessary information about the two variables supported the results obtained from the data collection and helped to do the conclusions. The descriptive method described the stages of the intervention plan. The analytical-synthetic method was used to analyze and explain the results obtained through tests and questionnaires and the statistical method was useful to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from questionnaires observations sheets and field diary .

The present work contains some parts. At the beginning there is the abstract, it contains the general objective of the research work, the description of the principal methods, techniques and materials used, the main results obtained and conclusions. Then, the introduction which contains contextualization of the problem, central problems and sub problems, the reason why the theme was chosen, the specific objectives of the study, the methodology used and finally the content of the thesis. After that there is the literature review, which contains detailed information about the two variables English vocabulary and educational kid websites. The materials and methods section contains the different techniques, materials, instruments that were used and the population who participated in this research. Afterwards there are the results that include tables, figures and logical analysis. Next there is the discussion, which includes a general analysis about results obtained and finally there are the conclusions and recommendations about

the research work, which demonstrate the main achievements and give some suggestions for future investigation.

d. LITERATURE REVIEW

Vocabulary

Definition

Charter (2014), says that Vocabulary refers to a set of words that one knows in any language. It usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Vocabulary is one of the most important components of language development.

In the same way Graham (2014) remarks that Vocabulary refers to the collection of words a particular person, group of people, socioeconomic group, profession, and so on, knows and uses. The technical term for vocabulary is lexis.

The importance of English vocabulary

Wilkins (1972), wrote that vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas and while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” .

Lewis (1993), went further to argue, “lexis is the core or heart of language”. Particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies.

According to Schmitt (2010), students often instinctively recognize the importance of vocabulary to their language learning. Learners carry around dictionaries and not grammar books. Teaching vocabulary helps students

understand and communicate with others in English. Voltaire purportedly said, "Language is very difficult to put into words".

How to Improve Your English Vocabulary

According to Ksheek (2015), having great English is understanding lot of words and phrases and remember them. This is the difference between an active and a passive vocabulary. Generally, most people's passive vocabulary is far bigger than their active vocabulary, and the secret is to try and "activate" passive knowledge. Most activities work best if a) you have a good dictionary and b) you keep a vocabulary notebook. And c) If you develop a lot of activities related to the vocabulary in English Vocabulary websites.

How to teach English Vocabulary

As Steven Stahl (2005), remarks, vocabulary is the knowledge of words and word meanings. "Vocabulary knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. According to Michael Graves (2000), there are four components of an effective vocabulary program:

- Wide or extensive independent reading to expand word knowledge.

-Instruction in specific words to enhance comprehension of texts containing those words.

-Instruction in independent word-learning strategies.

-Word consciousness and word-play activities to motivate and enhance learning.

Effective Strategies for Teaching Vocabulary

Smith (2008), cites the following strategies to teach Vocabulary:

Pre-teaching Vocabulary Words: One of the most effective methods of helping children learn new vocabulary words is to teach unfamiliar words used in a text prior to the reading experience. Adults (either alone or with the children) should preview reading materials to determine which words are unfamiliar. Then these words should be defined and discussed. It is important for the adult to not only tell the children what the word means, but also to discuss its meaning. This allows the children to develop an understanding of the word's connotations as well as its denotation. Also, discussion provides the adult with feedback about how well the children understand the word. After pre-teaching vocabulary words, the children should read the text.

Repeated Exposure to Words: It may seem common sense that the more times we are exposed to a word, the stronger our understanding becomes. However, repeated exposure to new vocabulary words is often ignored. Adults often forget a person (especially a child) needs to hear and use a word several times before it truly becomes a part of her vocabulary. Providing multiple opportunities to use a new word in its written and spoken form helps children solidify their understanding of it.

Keyword Method: Like pre-teaching, the keyword method occurs before a child reads a particular text. In this method, unfamiliar words are introduced prior to reading. However, rather than encouraging the child to remember a definition for a new word, the adult teaches him a “word clue” to help him understand it. This “word clue” or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember the meaning when reading it in context

Word Maps: The word map is an excellent method for scaffolding a child’s vocabulary learning. Like the other explicit instructional methods, the adult (either alone or with the children) should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words the child (with the support of the adult) creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge the child fills in each of these three categories. Word maps help readers develop complete understandings of words. This strategy is best used with children in grades 3-12.

Root Analysis: While root analysis is taught explicitly, the ultimate goal is for readers to use this strategy independently. Many of the words in the English language are derived from Latin or Greek roots. They either contain a “core” root (the primary component of the word) or use prefixes or suffixes that hold meaning. Adults should focus on teaching children the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common

word should be shared and examined. The reader should see how the root helps her understand the word's definition. Children should then be given practice analyzing words to determine their roots and definitions. When a reader is able to break down unfamiliar words into their prefixes, suffixes and roots they can begin to determine their meanings.

Restructuring Reading Materials: This strategy is particularly effective for helping struggling readers improve their vocabularies. Sometimes grade level materials are inaccessible to readers because there are too many unfamiliar words in them. Adults can restructure the materials in several different ways to help readers comprehend them more easily. A portion of the difficult words can be replaced with “easier” synonyms to help the reader understand the overall text. Vocabulary footnotes (definitions provided at the bottom of the page) can be added for particularly challenging words so that the reader can easily “look up” the word while still reading the text. An accompanying vocabulary guide can be provided for the text. Words that are included in the guide should be highlighted or printed in bold text to direct the reader to check the vocabulary guide if the word or its meaning is unfamiliar.

Vocabulary Aspects

According to Nation (2001), these are the Vocabulary Aspects.

ASPECTS	COMPONENT	RECEPTIVE KNOWLEDGE	PRODUCTIVE KNOWLEDGE
FORM	Spoken	What does the word sound like?	How is the word pronounced?
		How is the word pronounced?	How is the word written and spelled?
	Written	What does the word look like?	What word parts are needed to express the meaning?
		How is the word written and spelled?	
	word parts	What parts are recognizable in this word?	
		What word parts are needed to express the meaning?	
MEANING	form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
		What word form can be used to express the meaning?	
	concept and referents	What is included in the concept?	What items can the concept refer to? What other words people use instead of this one?
		What items can the concept refer to?	
	Associations	What other words does this make us think of?	
		What other words could we use instead of this one?	
USE	Gramatical functions	In what patterns does the word occur?	In what patterns must

		In what patterns must we use this word?	people use this word?
	Collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
		What words or types of words must we use with this one?	
	constraints on use	Where, when, and how often would we expect to meet this word?	Where, when, and how often can people use this word?

Types of Vocabulary

Judy (2007), gives four types of Vocabulary:

Listening Vocabulary: The words we hear and understand. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary.

Speaking Vocabulary: The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a more 5,000 to 10,000 words for

all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

Reading Vocabulary: The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.

This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you cannot “grow” your vocabulary.

Writing Vocabulary: The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

Websites

Tate (2008), defines a website as a collection of Web pages, images, videos or other digital assets that is hosted on one or several Web server(s), usually accessible via the Internet, cell phone or a LAN, for Children.

Types of Educational web sites

According to Shocked (2014), there are different types of Educational Websites there are:

Personal Websites

Your Internet Service Provider may offer you free server space for you to create your own website that might include some family photos and an online diary.

Photo Sharing Websites

These types of website are cropping up like fleas on dog. There are web companies like, Flickr.com, Photosite.com, and Google's Picasa.

Writers / Authors Websites

Writer's and Author's websites are part of what's known as the Writer's or Author's Platform in the publishing business.

Community Building Websites

These websites build online communities of people who want to interact with other people socially or meet people who share their interests.

Mobile Device Websites

Although in its infancy, the use of mobile devices (cellphones, PDAs, iPods, iPhones, etc) will become much more widespread and prevalent. One problem is that standard websites are difficult to view and take a long time to download on some of these devices with their small screens and wireless connections.

Blogging Websites

People took the words *Web Logs* and shortened it to *Blogs*—online diaries, journals, or editorials, if you will.

Informational Websites

A major informational site is wikipedia.org, the online encyclopedia. And it is unique, because it allows visitors to contribute and edit articles. Now your small business may not want such a comprehensive site, but if you have information to share or sell, an informational website would fill the bill.

Online Business Brochure/Catalog Websites

In the days before the Internet, we used the print, radio, and television media to spread the word about our businesses.

Directory Websites

Just as we used to use the printed Yellow Pages in phone books to find services and businesses, today we have website directories.

Ecommerce Websites

Ever hear of Amazon.com? It's one of the grand-daddies of all ecommerce websites. But you don't have to be an Amazon to sell your products online.

Kinds of Educational web sites for kids

Duncan (2014), describes these kind of websites for children to learn English Vocabulary:

PBS Kids: It contains songs, sorting and counting games, activities and videos.

Starfall: The site has been online since 2002 and works with your children through letter recognition all the way through to reading plays, nonfiction and comics. It contains videos, songs and games.

CoolMath: CoolMath calls itself "an amusement park of math and more." Children can play online math games that help them with addition, subtraction, multiplication, division, decimals, money and more.

Make Me Genius: A site that guarantees to make your child a genius has a lot of promises to live up to. MakeMeGenius.com is filled with videos that cover a variety of subjects, such as physics for kids, photosynthesis, the nervous system, solar system and electricity.

Time for Kids: From the publishers of TIME magazine, TIME for Kids is loaded with interesting articles, photos and videos.

National Geographic Kids: Watch animal cameras, learn interesting tidbits about animals, see and share photos of nature, learn about different countries and try science experiments. These activities don't even begin to scratch the surface of the National Geographic Kids website. There's even a "Little Kids" section for the younger explorers in your house.

The KIDZ Page: The Kidz Page has more than 5,000 pages of learning games and activities. Online coloring pages, jigsaw puzzles and word games are just a few sections of this massive site. Each holiday also has its own section of activities and games to enjoy with your children.

How Stuff Works: It contains games, quizzes and videos also round out your children's learning experience.

Fun Brain: One visit to Fun Brain and you'll want to bookmark it for your kids. Math, reading, online books and learning games are just some of the site's many treats. Fun Brain caters to preschoolers through 8th graders.

Nick Jr: It has games and other activities your kids will enjoy at NickJr.com. The games allow your children to explore their creativity, play dress-up, learn new music, put together puzzles and work on numbers and shape recognition.

Scholastic: It is one of the more unique educational websites for kids on this list. This site, from the publishers of the educational books you find in schools, contains activities broken up by grades. Pre-K all the way up to seniors in high school can find learning activities geared toward them.

Disney Jr: Fans of Mickey and friends will love visiting Disney Jr. Educational. Games, coloring pages and videos are a few of the highlights. The games focus on memory, hand-eye coordination, color matching and other important skills for developing minds.

Exploratorium: It's hard to narrow the list of science websites because there are so many great resources. But San Francisco's Exploratorium at the Palace of Fine Arts showcases a website that teaches kids about science and art in new ways. The departments let kids tinker with gadgets, go below the sea, rocket into the galaxy and also learn about the science of gardening, animals and cells, to name a few.

BBC History for Kids: Games, quizzes and fact sheets take kids on a journey through time. Kids can set off on a learning adventure when they walk through ancient history, world history and histories of specific countries on the BBC History for Kids website.

Highlights for Kids: It has matching games, art activities, animated stories and science experiments are just a few ways kids can learn while having fun on the Highlights for Kids website.

Discovery Kids: It contains a variety of Games, puzzles, activities and quizzes get kids involved in learning something new without it feeling like work.

Kids Know It: Learn about animals, chemistry, spelling, geography, astronomy and plenty of other subjects on KidsKnowIt.com. Watch free educational movies, listen to educational music and read fun facts about everything from bats to bones.

Learning Games for Kids: The name of the site says it all. Learning Games for Kids is all about games that teach kids almost every subject you can think of. Word, spelling, social studies, brain, science, art, vocabulary, literature and keyboarding games will get your kids started on a learning adventure.

Old Farmer's Almanac for Kids: It's learning with a twist. The Old Farmer's Almanac for Kids features riddles, puzzles, a question of the day, a timeline of interesting history facts, sky events and weather conditions to track at home with your children.

Advantages of the Educational Kid Web Sites

Ferando (2014), says that english as a second language (ESL) websites for children can teach and reinforce important skills.

ESL websites for children can help the child in several ways:

- Build vocabulary
- Teach correct spelling
- Teach correct pronunciation of words
- Assist with basic grammar such as understanding sentence structure, parts of speech, tenses, and singular and plural word forms.

ESL websites for children contain a variety of educational tools and resources including: Interactive games and activities, interactive stories, online quizzes, children's vocabulary videos, worksheets and flashcards.

When selecting an ESL website for a child you should look for sites which have the tools and resources listed above as well as features that present these tools in ways that make learning fun and productive. For example:

Interactive: Many of the ESL websites are interactive. Interaction with language concepts can help children learn and remember more effectively.

Games and Activities: Games and activities may repeat the same concepts in different formats. The children remain interested because of the different platforms, and the increased repetition builds a stronger language foundation.

Entertainment: Children tend to view websites as a source of entertainment, making web-based activities a fun method for teachers and parents to help their ESL children learn English.

Proficiency in English is essential for academic success. Kids who learn English as a second language (ESL) can benefit from lessons and activities in a variety of formats, helping them stay engaged and have fun while learning. Interactive games and activities, vocabulary instruction, listening and reading comprehension, videos and other types of lessons can help kids learn ESL successfully.

Activities to practice Educational Kid Web Sites

Webvai (2013), suggests some websites for children to learn English Vocabulary:

English funny games: It is about games that help to the children to improve their English.

British council for kids: It is a British Council website, with all the cache that this gives. It has been specially designed by expert educationists to help children learn English in a fun way. There are interactive games, stories, crafts, videos featuring kids, so complete and entertaining.

Kinder say: It is ideal for most babies begin to assimilate its English. We know first words that children are small or large sponges that absorb everything page. They can learn naturally several languages at once.

Up to ten: Aimed at children aged 0-10 years. Not only games but also have songs, pictures to print and color, activities, and even recipes! With friendly characters that guide the site.

Cbeebies: The children can have fun coloring, listening and reading stories

Eduplace: is for older children, with a level of lower secondary, although as option allows you the help, I encourage you to try with courses in a slightly lower level. It can get you a smile with the amount of crazy things can get out.

Bbc schools: Here you will find among other things, crafts, games with numbers to practice addition and subtraction, jokes, songs and even games sympathetic choreography able to turn boring into something quite entertaining phonics.

Nasa kids club: For the little it seems they are always in the clouds. NASA offers this website. They will learn vocabulary sailing through space, piloting ships and learning history data from NASA. It offers several levels.

English for little children: Interactive application for the kids. Different levels and subjects with quickly hooked. And, the first thing that strikes children like the colors.

The same author says that the Internet is a great place to find useful materials for ESL students: online activities, games, worksheets, songs, videos and other resources that can help kids with their English. Teaching with technology is not

just about staying current on the latest tools; it is about knowing how to successfully incorporate the best tools into your teaching when and where it makes sense. This article series looks at the benefits of using technology, as well as potential stumbling blocks. You'll also get an inside look at best practices for using technology to enhance teaching and learning – whether you teach in a traditional classroom or online. And also teaching with technology can deepen student learning by supporting instructional objectives. However, it can be challenging to select the “best” tech tools while not losing sight of your goals for student learning.

e. MATERIALS AND METHODS

Materials

The materials that were necessary to finish the research process successfully were: human resources that were the 30 students of sixth year parallel “B” of basic education who participated in the development of this research, the English teacher who helped to monitor student’s work and, thesis advisor who helped to give suggestions to develop and apply the intervention plan. The material resources were office supplies, and books. Technical resources were: computer, printer, USB driver, Internet, that were necessary to type the information needed to develop the research.

Design of the research

The present research work was based on the Action Research proposed by Kemmis and McTaggar (2000), is a constructive enquiry. The model helped to understand, to evaluate and change a situation connecting the research to practice. It involves a self-reflective circle of identifying a problem, planning a change, acting and reflecting the processes and consequences.

Methods

The data collected resulting from the application of the intervention plan was analyzed through the following methods:

The scientific method facilitated the study of the Use of Educational Kid Websites as a resource to improve English Vocabulary because it provides information about two variables. Also it helped in the observations done before

and during the intervention. This one helped to support the analysis of data collection results and make relevant predictions about the possible solution.

The Descriptive method enabled to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the research.

The analytic-synthetic method helped to analyze and interpret the gathered information through the tests, and questionnaires. Also it was adapted to interpret the data obtained and draw up the conclusions.

The statistical method made possible the quantitative statistical analysis of data received from the observations and teacher's diary.

Techniques and instruments

To collect the data, tests, questionnaires, observations and a diary were designed and applied at the beginning, during and after the application of the intervention plan.

Tests

Two kinds of tests were used. A pre-test of two matching questions and three filling gap questions were used to collect students' answers, in order to diagnose the level of students' knowledge about vocabulary, at the beginning of the intervention plan. The same pre-test was used as post-test and applied at the end of the intervention plan, to obtaining formation about students' progress on vocabulary learned during the intervention. The test was conducted in class and the researcher will give students a clear explanation and clarified all queries raised.

Observation

Through the observation sheet the researcher observed the students' performance during the lessons. It also was used to determine what has happened in class and then analyze and reflect upon the findings when the plan ended.

Questionnaire

A questionnaire with seven questions: 4 yes/ no questions and 3 multiple-choice questions, it was applied at the beginning and at the end of the intervention plan to obtain information from students about the improvement of English Vocabulary inside the classroom.

Field Diary and notes

The researcher used a diary to record what happened in each lesson. It helped to write up the findings during the intervention, relevant events during the observation or particular situations that happened.

Population

The students of sixth year of Basic School, parallel "B" at "Zoila Alvarado de Jaramillo" school were who participated in the development of this research. The participants were 30 students. They were between nine and ten years old.

f. RESULTS

This section details how the objectives of the present research work were accomplished.

The first objective was accomplished with the theoretical frame, which was the basis to design the intervention plan, to elaborate the instruments, to support the analysis of the results and suggest some recommendations.

The second objective was fulfilled with the pre-test results that are shown below in table 1 and permitted to diagnose the students' limitations in English vocabulary.

The third objective was accomplished with the design of the intervention plan which included eight lessons with a variety of matching and filling gap activities that were developed during two months with sixth year students.

The fourth objective was accomplished with the application of the educational kid web sites and the results gathered from questionnaires, presented below in tables from 2 to 8.

Finally, the fifth objective was verified with the post-test findings that are showed in table 9. Also it helped to corroborate the effectiveness of the resource applied.

Pre-Test Results

Objective Two: To diagnose the issues that limit the vocabulary learning with sixth year students at “Zoila Alvarado de Jaramillo” School in Loja city, academic period 2014-2015.

a. Table 1

Pre-Test Scores of Students of Sixth Year with Students in English Vocabulary

Students' Code	F	M	U	TOTAL
	/4	/4	/2	/10
EZAJ001	4	4	1.5	9.5
EZAJ002	2	3	0.5	5.5
EZAJ003	1.5	3	0.5	5
EZAJ004	2.5	1.5	0	4
EZAJ005	1.5	3	0.5	5
EZAJ006	1	2	0.5	3.5
EZAJ007	3.5	3.5	2	9
EZAJ008	1	3	0	4
EZAJ009	3	2.5	1	6.5
EZAJ010	1.5	1	0	2.5
EZAJ011	3.5	4	1	8.5
EZAJ012	0.5	3	0	3.5
EZAJ013	1	2	0	3
EZAJ014	3	2.5	1	6.5
EZAJ015	0.5	2	0.5	3
EZAJ016	1	2.5	0.5	5
EZAJ017	2.5	4	1	7.5
EZAJ018	2.5	1.5	0.5	4.5
EZAJ019	3	3.5	1	7.5
EZAJ020	1.5	2.5	1	5
EZAJ021	1	1	0	2
EZAJ022	3.5	3.5	1	8
EZAJ023	2.5	3	1	6.5
EZAJ024	1	2	0	3
EZAJ025	2.5	2	1.5	6
EZAJ026	2	3	1	6
EZAJ027	1.5	1	0	2.5
EZAJ028	2	1.5	0	3.5
EZAJ029	3.5	4	1.5	9
EZAJ030	1	0.5	0	1.5
Mean	2	2.5	0.6	5.2

Note. EZAJ: Escuela Zoila Alvarado de Jaramillo, **001:** student's code, **F**=Form, **M**=Meaning, **U**= Use

b. Interpretation and Analysis

As it is showed in table 1, students got scores below the average expected (8/10). It was reflected by the score obtained that was (5.2/10). Analyzing the findings, the highest score mean was for meaning, where students had a medium level 2.5/4 (see grading scale page.116), which indicates students only recognize some words according to the pictures. On the Other hand in use parameter students got the lowest score mean 0.6/2, which demonstrates students had a low level (see grading scale page.116) in using what words or type of words are used in a sentence. Consequently, it is evident students faced serious limitations in use the words appropriately, in spelling words and in recognizing the word parts. And as Nation (2001), stablishes as vocabulary aspects the meaning, form and use. In meaning, the components are form and meaning; concept and referents; and associations. In form parameter the components are spoken, written and word parts. In use aspect the components are grammatical functions; collocations and constraints on use.

Comparing Pre and Post Questionnaire Results

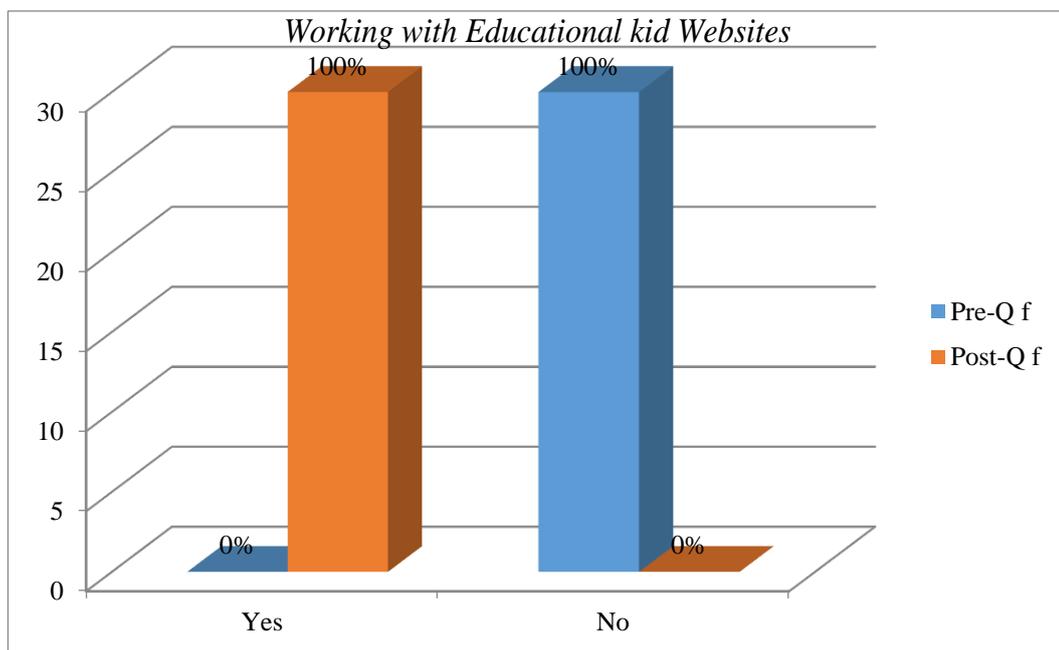
Objective Four: To apply educational kid web sites in classroom activities in order to solve the limitations of English vocabulary among 6th year students at “Zoila Alvarado de Jaramillo” School, in Loja city, academic period 2014-2015.

a. Table 2: Have you ever worked with Educational Kid Websites?

Working with Educational kid Websites

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	0	0	30	100
No	30	100	0	0

b. Figure 1



c. Interpretation and Analysis

The data displayed from this question stated that all students (100%) did not work with Educational Kid Websites before the intervention. This indicates that

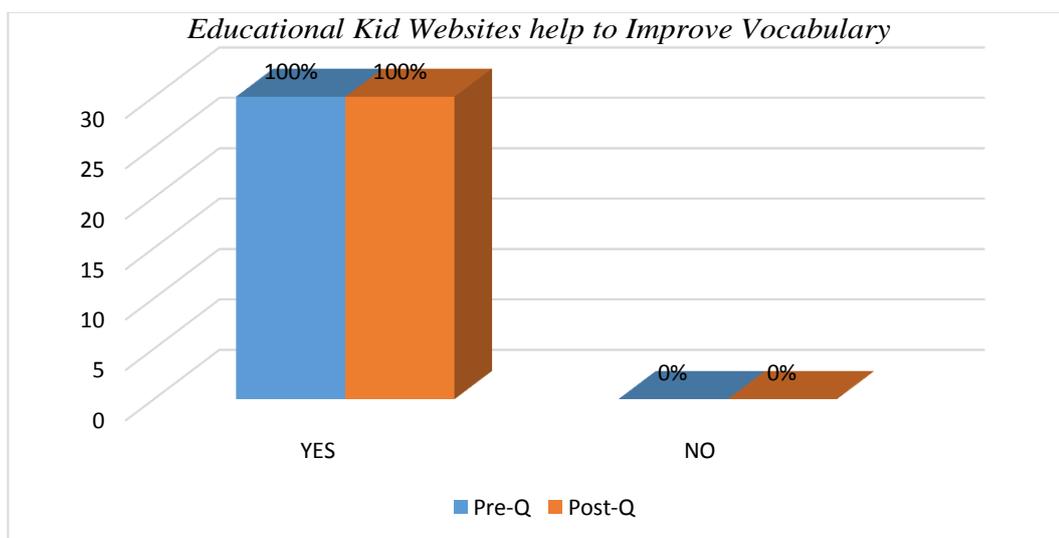
students were practicing English vocabulary in traditional way which was a barrier to improve it. But after applying the educational kid web sites students enjoyed working with them, they learned vocabulary in a fun way. As Tate (2008), defines a website as a collection of Web pages, images, videos or other digital assets that is hosted on one or several Web server(s), usually accessible via the Internet, cell phone or a LAN, for Children.

a. Table 3: Do you think that the Educational Kid Websites will help you to improve vocabulary?

Educational Kid Websites help to Improve Vocabulary

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
YES	30	100	30	100
NO	0	0	0	0

b. Figure 2



c. Interpretation and Analysis

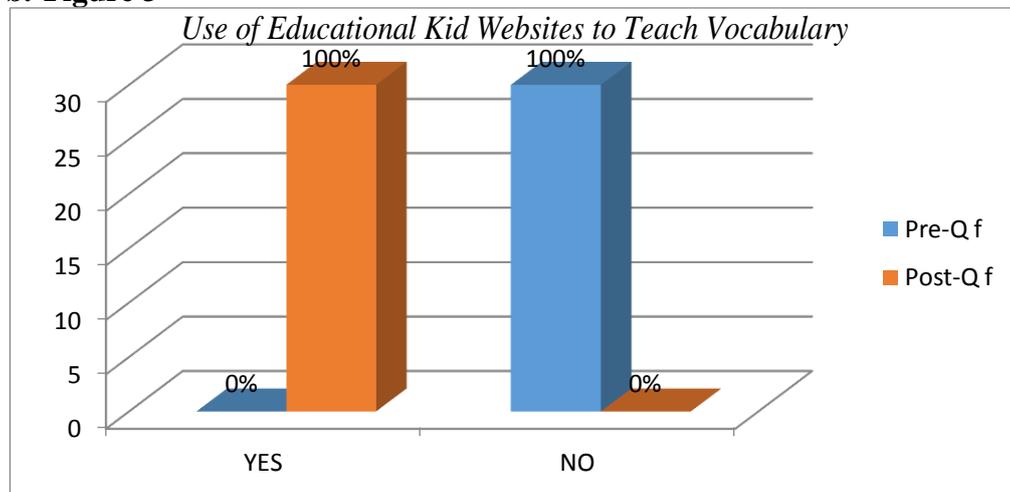
In table 3, all students represented by 100% considered the Educational Kid Websites help them to improve their vocabulary. It means that students know that technology offers an entire way to learn vocabulary. But after using Kid Web Sites students increased not only English Vocabulary but also reinforce their learning skills and as Ferando (2014), says that ESL Websites for children can help the child in several ways: build vocabulary, teach correct spelling, teach correct pronunciation of words, and assist with basic grammar such as understanding sentence structure, parts of speech, tenses, and singular and plural word forms.

a. Table 4: Does the Teacher use Educational Kid Websites to teach Vocabulary?

Use of Educational Kid Websites to Teach Vocabulary

	Pre- Questionnaire		Post- Questionnaire	
	f	%	f	%
YES	0	0	30	100
NO	30	100	0	0

b. Figure 3



c. Interpretation and Analysis

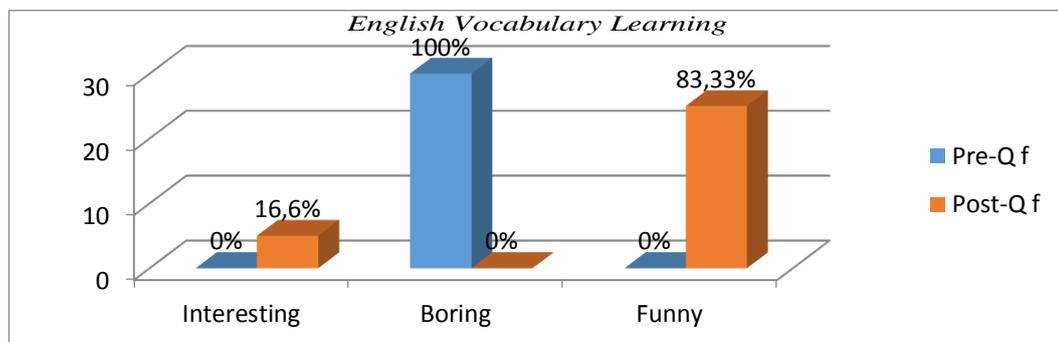
The data collected from this question stated that all students represented by 100% said that the teacher did not use the Educational Kid Websites to teach English vocabulary. This showed that technology is not being considered as a resource to encourage students to learn and use vocabulary in class. But after practicing vocabulary with kid websites students were surprised the rapid learning that took them in acquiring acquire English vocabulary. And as Ferando (2014), remarks ESL websites for children contain a variety of educational tools and resources including: Interactive games and activities, interactive stories, online quizzes, children’s vocabulary videos, worksheets and flashcards.

a. Table 5: In the English Classes the Vocabulary Learning is?

English Vocabulary Learning

	Pre-Q		Post-Q	
	f	%	f	%
Interesting	0	0	5	17
Boring	30	100	0	0
Funny	0	0	25	83

b. Figure 4



c. Interpretation and Analysis

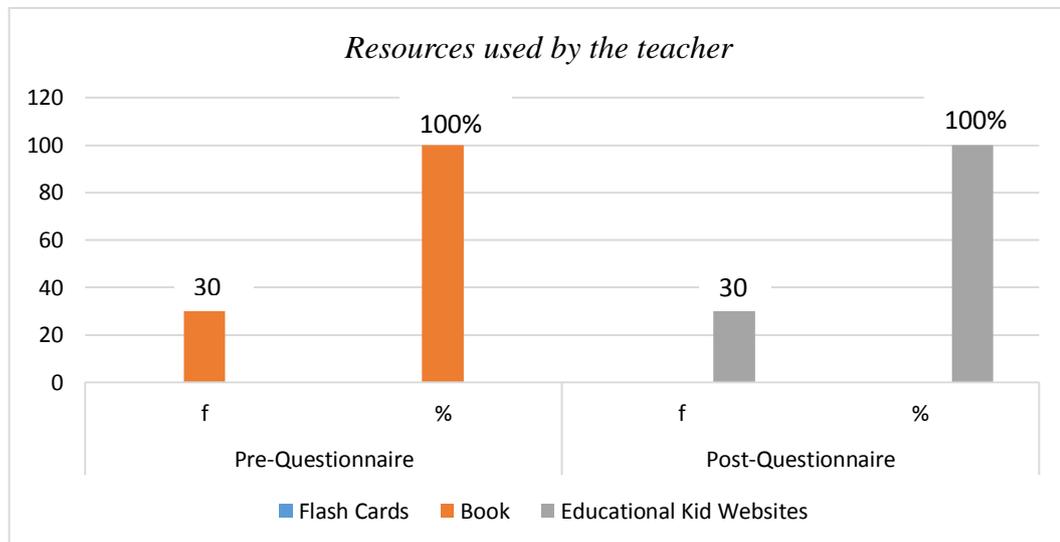
The data collected from table 5 stated that all students represented by 100% said the English classes is boring because teachers only use the book to teach English Vocabulary and the classes are very tired. However after the intervention plan almost all students represented by 83% considered the English classes are very funny. It can be seen that once applied the Educational Kid Websites to teach English Vocabulary the students were not bored since they were concentrated in the activities which were presented on the web pages and as Ferando (2014), says proficiency in English is essential for academic success. Kids who learn English as a second language (ESL) can benefit from lessons and activities in a variety of formats, helping them stay engaged and have fun while learning. Interactive games and activities, vocabulary instruction, listening and reading comprehension, videos and other types of lessons can help kids learn ESL successfully.

a. Table 6: Which Resource Teacher uses to teach English vocabulary?

Resources used by the teacher

	Pre- Questionnaire		Post- Questionnaire	
	f	%	f	%
Flash Cards	0	0	0	0
Book	30	100	0	0
Educational Kid Websites	0	0	30	100

b. Figure 5



c. Interpretation and Analysis

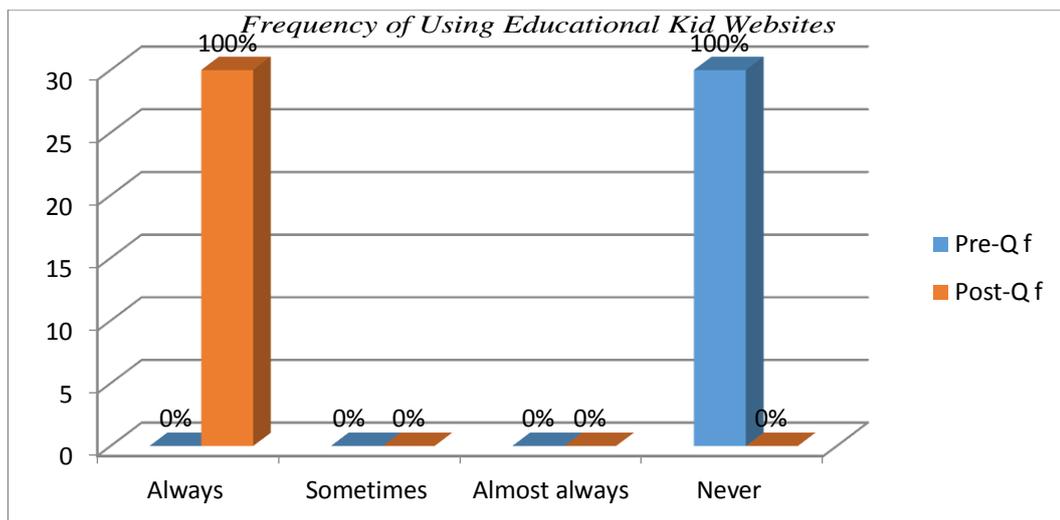
The data collected from table 6 stated all students represented by 100% said that teacher only uses the book to teach English vocabulary. This indicates that the students only used the book to learn english vocabulary without the technology, after the intervention, it can be observed that the teacher used educational kid web sites as a part of the classroom activities and students learned in a better way vocabulary using videos, songs, online games, activities and games, and as Webvai (2013), says the Internet is a great place to find useful materials for English Second Language students: online activities, games, worksheets, songs, videos and other resources that can help kids with their English.

a. Table 7: How often does the Teacher use Educational Kid Web Sites to teach English Vocabulary?

Frequency of Using Educational Kid Websites

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	0	0	30	100
Sometimes	0	0	0	0
Almost always	0	0	0	0
Never	30	100	0	0

a. Figure 6



b. Interpretation and Analysis

As it is showed all in table 7 represented by 100% said that the teacher never uses Educational Kid Websites to teach vocabulary because teachers do not know the importance of the technology to teach vocabulary, and is easier to use only the book. However after applying the same questionnaire, it seems that the Educational Kid Websites are used for the teacher and they knew how to use this resource and the advantages that the resource has students developing funny

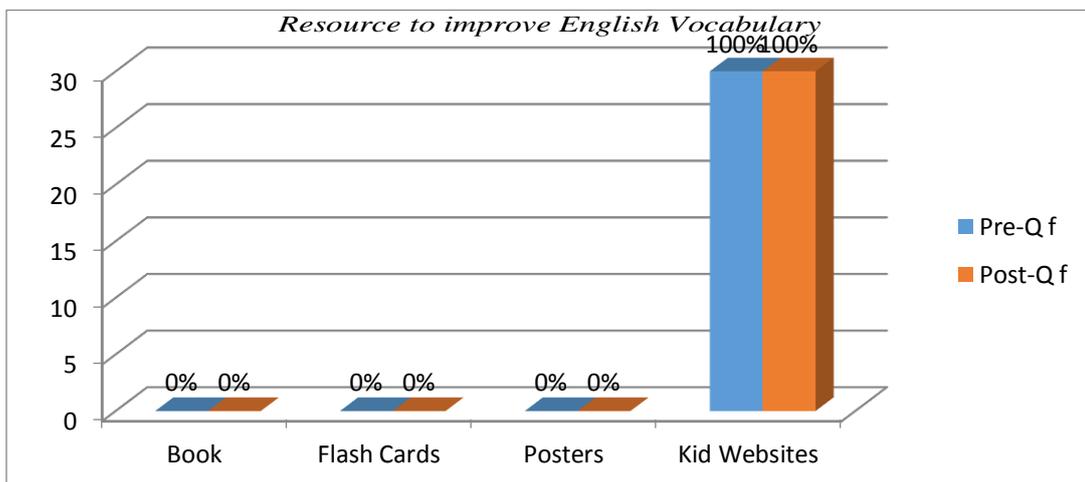
activities of the Educational Kid Web Sites and as Webvai (2013), remarks that teaching with technology can deepen student learning by supporting instructional objectives. However, it can be challenging to select the “best” tech tools while not losing sight of your goals for student learning.

a. Table 8: Which Resource would you like to use in order to improve English Vocabulary?

Resource to improve English Vocabulary

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Books	0	0	0	0
Flaschcards	0	0	0	0
Posters	0	0	0	0
Kid Web Sites	30	100	30	100

b. Figure 7



c. Interpretation and Analysis

The data collected from table 8 stated that all students represented by 100% said that they would like to improve vocabulary through Educational kid Websites

because students never have used this resource in classes and students need to learn in a new and funny way since teacher only focus in the books, before the intervention, however after applying the same questionnaire. It seems that the Educational Kid Websites was the best resource to teach vocabulary in children because they could develop a lot of funny activities like videos, games, songs, online activities, and as Fis (2014), says that the Educational Kid Websites is the best resources to teach vocabulary to children, specially if the children are in the age from 6 to 10 ages.

Post Test Results

Objective five: To reflect upon the effect that the Educational Kid Websites had on students' of 6th year, at "Zoila Alvarado de Jaramillo" School, in Loja city, academic period, 2014-2015.

a. Table 9

Post Test Scores of Students of 6th Year with Students in English Vocabulary

Students' Code	F	M	U	TOTAL
	/4	/4	/2	/10
EZAJ001	4	4	2	10
EZAJ002	4	4	1,5	9,5
EZAJ003	3,5	4	1	8,5
EZAJ004	3,5	4	1	8,5
EZAJ005	3,5	4	1,5	9
EZAJ006	3	4	1	8
EZAJ007	4	4	1	9
EZAJ008	4	4	1,5	9,5
EZAJ009	3	4	1,5	8,5
EZAJ010	4	3,5	2	9,5
EZAJ011	4	4	1,5	9,5
EZAJ012	3,5	4	1	8,5
EZAJ013	4	4	1,5	9,5
EZAJ014	4	4	1	9
EZAJ015	4	4	1,5	9,5
EZAJ016	4	3,5	2	9,5
EZAJ017	4	4	1,5	9,5
EZAJ018	4	4	2	10
EZAJ019	4	4	2	10
EZAJ020	3,5	4	1,5	9
EZAJ021	3,5	3,5	2	9
EZAJ022	4	4	1,5	9,5
EZAJ023	4	4	2	10
EZAJ024	3,5	4	2	9,5
EZAJ025	4	4	2	10
EZAJ026	3,5	4	1	8,5
EZAJ027	4	4	1	9
EZAJ028	4	4	1,5	9,5
EZAJ029	4	4	2	10
EZAJ030	3	3,5	0,5	7
Mean	3,8	3,9	1,5	9,2

Note. EZAJ: Escuela Zoila Alvarado de Jaramillo, 001: student's code, F=Form, M=Meaning, U= Use

b. Interpretation and Analysis

The findings in table 9 shows a significant improvement of the students English Vocabulary knowledge demonstrated with the score mean of 9.2/10, which indicates that the score mean was over expected level 8/10 (see grading scale, page 117). It means that students improved in the aspect of meaning because they could associate the picture with the words through videos, matching activities and games, which is corroborated with the mean 3.9/4 showing an excellent level (see grading scale, page 117), in the aspect of form students could spell the words correctly and they could write what they listen which is corroborated with the mean 3.8/4 showing an excellent level (see grading scale, page 117) and in the aspect of use they knew what words or type of words occur in a sentence, which is corroborated with the mean 1.5/2 showing a medium level (see grading scale, page 117). Consequently it is evident students achieved an excellent level in meaning and form, but in use students only achieved a satisfactory level.

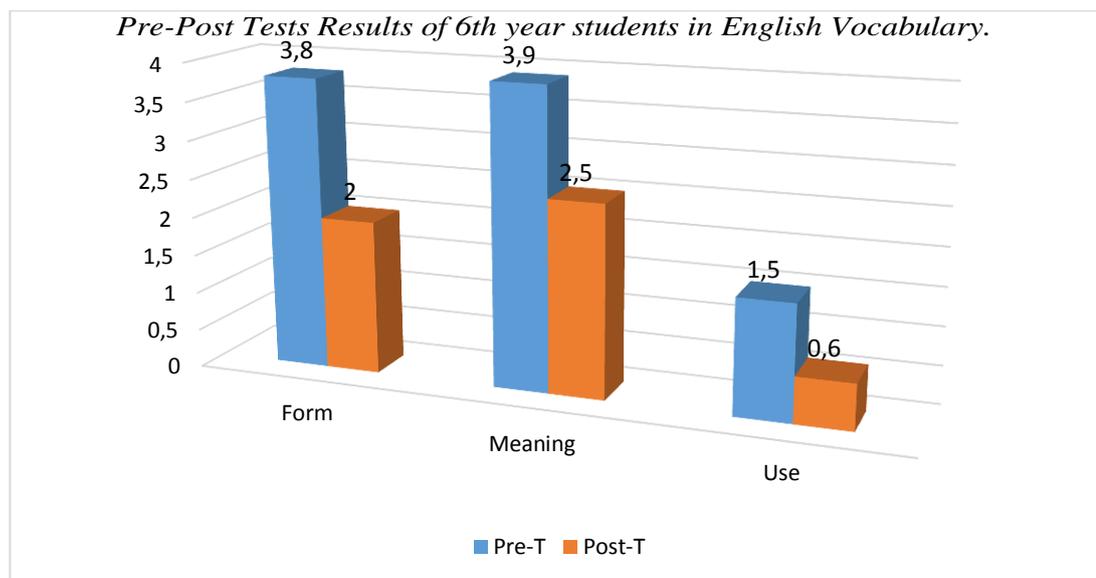
Comparing Test Means

a. Table 10

Pre-Post Tests Results of 6th year students in English Vocabulary.

Students' code	Pre-Test	Post-Test
	X	Y
Form	2	3.8
Meaning	2.5	3.9
Use	0.6	1.5
Mean	5.2	9.2

b. Figure 9



c. Analysis and Interpretation

After the application of the intervention plan, it can be stated that the resource applied during the development of this work had an important impact in the three aspects of English vocabulary learning. They improved in form from 2/4 to 3.8/4. In meaning they improved from 2.5/4 to 3.9/4. And in use they improved from

0.6/2 to 1.5/2. The results demonstrated that the use of educational kid web sites in class boots students to reach an excellent level in both aspects form and meaning, but in use they reached only a medium level.

g. DISCUSSION

Based on the findings of the research work, results reveal that the use of educational kid web sites as a resource to improve english vocabulary had an important impact on the improvement of students english vocabulary. This impact is showed with the findings in the pre-post tests and pre-post questionnaires, applied to 30 students of sixth year at Zoila Alvarado de Jaramillo School, which indicated the relevant change those students got in English vocabulary after the application of the educational kid web sites. This change can be seen in the considerable increment of the student's score mean from the pre-test that was 5.2/10 and in the post test which was 9.2/10. The findings expressed before were also supported by the researcher's diary and observation sheet that reveal the positive effect this resource caused on the students English vocabulary. And as Ferando (2014), says that ESL Websites for children can help the child in several ways: build vocabulary, teach correct spelling, teach correct pronunciation of words, and assist with basic grammar such as understanding sentence structure, parts of speech, tenses, and singular and plural word forms.

The aspects considered to evaluate student's English vocabulary were meaning, form and use. The pre- test showed that the majority of students could not associate the words with the pictures, they could not spell the words correctly and they did not know what words or type of words use in a sentence. In the post test after the intervention the findings indicated that the problems mentioned before were overcome positively. As a conclusion through the use of educational

kid web sites students were motivated to practice English vocabulary in a fun way.

At the beginning of the intervention the students faced difficulties to work using this resource, which was comprehensible because they had not practiced before with this kind of material, but during the application the students' attitude in front of educational kid web sites improved little by little their progress was slow, they started to repeat constantly the words they listened in videos and songs. At the end of the intervention the students' progress was very significant because students could use the kid web sites to develop activities related with the vocabulary and recognized the meaning of words, spell and write the words, and collocate the words in a sentence correctly.

Furthermore, this research had some strengths and limitations while the intervention was applied that enhanced and affected the development of English vocabulary. Some strengths in the application were that students felt motivated to practice and participate in the activities that kid web sites offers, the resource was appropriate to work in a fun way with children, the teacher was very collaborative in all the activities planned. Otherwise some limitations were that the time assigned for each lesson was not enough to practice the activities, and some students did not know how to use internet.

Moreover, it is necessary to note the progress in English vocabulary that students experimented developing educational kid web sites. Students felt really engaged and motivated to practice English vocabulary. They were amazed and enthusiastic with activities applied with this resource. For that reason, students

were able to improve their English vocabulary demonstrating in last findings gotten from the post-test and questionnaires.

h. CONCLUSIONS

- The problems that limited the improvement of English vocabulary of sixth year students were in relation to meaning, form and use. In meaning they have difficulties in associating the words with the pictures. In form students could not spell and write the words and in use students did not know what words or type of words are correct in a sentence. Also students did not like to practice vocabulary activities in English class and they did not feel motivated doing it. Furthermore the activities that they had in their books were not enough to develop English vocabulary and the lack of application of suitable resources did not allow students' improvement in vocabulary.
- The implementation of educational kid web sites improved and increased students vocabulary learning in associating the meaning of the words with the images, in spelling and writing words correctly and in collocating the words according to the sentences.
- The application of the educational kid web sites as a resource was effective, due to it contributed in the learning vocabulary in a fun way, reinforce their learning skills and to have a rapid learning of the vocabulary. They participated in the activities actively, their collaborated with each activity planned in the class, and consequently they improved the three aspects: meaning, form and use.

i. RECOMMENDATIONS

- Teachers should identify the weaknesses that students have in the vocabulary learning, considering the principal aspects such as meaning, form and use in order that students can communicate and understand all the words according with their level of English and understand the importance of vocabulary.
- Teacher should implement extra activities using educational kid web sites as part of the lesson plans, especially to improve English vocabulary and motivates students to learn vocabulary in a fun way through videos, songs, online activities games and quizzes.
- Teachers should work most of the time on the improvement of English vocabulary using educational kid web sites in order to increase each aspect of vocabulary due to it permits students greater communication and performance in learning English.

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k. ANNEXES



**UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN**

ENGLISH LANGUAGE DEPARTMENT

THEME

**THE USE OF EDUCATIONAL KID WEB SITES AS A
RESOURCE TO IMPROVE ENGLISH VOCABULARY
AMONG STUDENTS OF 6TH YEAR , AT “ZOILA ALVARADO
DE JARAMILLO”SCHOOL IN LOJA CITY, ACADEMIC
PERIOD 2014-2015.**

Thesis Project as a previous requirement to
obtain the Bachelor's Degree in Sciences of
Education, English Language Specialization

AUTHOR

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2015

a. THEME

THE USE OF EDUCATIONAL KID WEB SITES AS A RESOURCE TO IMPROVE ENGLISH VOCABULARY AMONG STUDENTS OF 6TH YEAR , AT “ZOILA ALVARADO DE JARAMILLO” SCHOOL IN LOJA CITY, ACADEMIC PERIOD 2014-2015.

b. PROBLEM STATEMENT

Background

The research work will be developed at “Zoila Alvarado de Jaramillo” school . It was founded on September 15th 1969 by ministerial decree . The first principal of the School was Lic. Leopoldina Villacis. It is located in “San Sebastian” Neighbordhood on Bernardo Valdivieso between Lourdes and Alonso de Mercadillo streets.

Nowadays, the Institutions is directed by Dra. Inés Espinoza, the principal of the School certified 32 teachers, are part of the teaching staff and 549 students who work in the morning section.

The mission of the School is to provide education of quality and human warmth, based on the objectives of basic education , principles and values, developing the intelligence of the students to learn positive attitudes to work. The vision is to become "an excellent school" with a national scope, to deliver students able to pursue their undergraduate studies in any of the schools available.

This institution of education currently meets 44 consecutive years of institutional life to the service of lojana childhood, and many important women have been in this school .

Current Situation of the Research Problem

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Without enough knowledge of vocabulary nothing can be conveyed.

Students often instinctively recognize the importance of vocabulary to their language learning. Teaching vocabulary helps students understand and communicate with others in English. According to Voltaire said, Language is very difficult to put into words. English language students generally would concur, yet learning vocabulary also helps students master English for their purposes. The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on they are form, meaning, and use

English vocabulary is challenging, lexical items are an open set, constantly being added to. Perhaps this situation is most evident with computer-related vocabulary, such as the Internet, e-mail, and 6 Teaching Vocabulary Web browser, which was not commonly used even 15 years ago. Now, though, everyone seems to know these items and how important such realities are to their lives and work. English vocabulary's expansion is exciting, but it also means that teachers and students alike need to be in the habit of learning vocabulary.

In Loja city the schools have the same problems in English Vocabulary Learning because students do not have the sufficient knowledge of vocabulary to communicate with other people since in schools the teaching of vocabulary is not

appropriate, consequently students have a lot of problems in the three principal aspects of vocabulary Form, Meaning and Use.

Based on the class observations done, it was noticed that the students have a deficient knowledge of English Vocabulary in the aspects of meaning, form and use. In meaning students cannot associate the meaning of words with the pictures, in form students cannot write what they listen , and in use students do not know what Word or types of words occurs in a sentence. Another problem is that the students do not use the Computer Laboratory to learn English Vocabulary. Furthermore the book that students use is not a good resource to learn English Vocabulary in a fun way and class becomes monotonous.

For those reasons and with the purpose to improve students English vocabulary the researcher will implement the Educational Kid Websites, the same that will motivate students vocabulary learning with funny activities on the Computer Laboratory.

Research Problem

How does the use of Educational kid Websites improve the English Vocabulary students of 6th year, at “Zoila Alvarado de Jaramillo” School, in Loja city, Academic Period 2014-2015.

Delimitation of the Problem

Temporal

This investigative process about the Educational kid web sites as a resource to improve English vocabulary will be carried out during the period 2014-2015

Spatial

The physical-institutional atmosphere in which the research will be developed is at: “Zoila Alvarado de Jaramillo “ School. It is ubicated in “San Sebastian” neighborhood, at Bernardo Valdivieso street, between Lourdes and Alonso de Mercadillo treet.

Observation units

The social fellows that will be considering with their valuable contribution in this work will be:

- ✓ English teacher of the sixth grade, parallel A
- ✓ Students of sixth grade, parallel A

Sub problems

- What kind of theoretical references about English vocabulary and Educational Kid Websites are the most useful to help students of 6th year, at “Zoila Alvarado de Jaramillo” School, in Loja city, Academic period 2014-2015 ?
- What are the issues that limit the learning vocabulary of the students of 6th year, at “Zoila Alvarado de Jaramillo” School, in Loja city, Academic period 2014-2015?.
- What are the phases of the intervention plan that adopted the current issues of the vocabulary learning with Educational Kid websites of 6th year at “Zoila Alvarado de Jaramillo” School, in Loja city, Academic period 2014-2015 ?
- What kind of Kid Websites are adapted in the classroom to improve vocabulary learning of the students of 6th year, at “Zoila Alvarado de Jaramillo” School, in Loja city, Academic period 2014-2015?
- How do the Education Kid Websites as part of the classroom activities solve the limitations in learning English vocabulary with students of 6th year, at “Zoila Alvarado de Jaramillo” School, in Loja city, Academic period 2014-2015?

c. JUSTIFICATION

The researcher has chosen to Educational Kid Websites to improve English Vocabulary among students of 6th year, parallel A at “Zoila Alvarado de Jaramillo” school, academic period 2014-2015. This is because nowadays Kid websites provide a variety of funny activities for learning vocabulary through Interactive games, online quizzes, videos, activities and songs.

The research work is important because it might help children to increase, build and improve their vocabulary , and Kid Websites are not boring for them. Through this resource children will learn and practice their vocabulary in a fun way.

The present work will be useful because through it, the researcher will get experience, in teaching the English language, and will get to be aware of using the technology like Educational Kid Websites in their classes.

This research is a requirement in order to get the Bachelor´s degree in Science of Education, English Language Specialization, and also the accreditation of the subject.

d. OBJECTIVES

General Objective

To improve English Vocabulary through Educational Kid Websites among 6th year students at “Zoila Alvarado de Jaramillo” School in Loja city, academic period 2014-2015.

Specific Objectives

- To investigate the theoretical references on English vocabulary and on Educational Kid Websites, as a resource to help 6th year students at “Zoila Alvarado de Jaramillo” School.
- To diagnose the problems that limit the vocabulary learning of 6th year students at “Zoila Alvarado de Jaramillo” School.
- To make an Intervention plan using Education Kid Websites to improve English Vocabulary of 6th year students at “Zoila Alvarado de Jaramillo” School.
- To apply educational kid web sites in the classroom activities in order to solve the limitations of vocabulary with 6th year students at “Zoila Alvarado de Jaramillo” School.
- To reflect upon the effect that the Educational Kid Websites had on 6th year students’ grade, at “Zoila Alvarado de Jaramillo” School.

e. THEORETICAL FRAMEWORK

Vocabulary

What is Vocabulary

A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. (Robert, 2008)

The term vocabulary has a range of meanings. For example, some teachers use the term to mean sight-word vocabularies, referring to students' immediate recognition of words in print; other teachers refer to words students understand as their meaning vocabularies. Still other teachers use the term to mean listening vocabularies, or students' understanding of words that they hear in the spoken language. Content teachers use the term academic vocabulary to refer to content-specific words. (Gibbons, 2009)

Improve Your English Vocabulary

Having a great English vocabulary doesn't just mean that you can understand lots of words and phrases: it also means that you can use these words and phrases and that you can remember them when you need them.

This is the difference between an active and a passive vocabulary. Generally, most people's passive vocabulary is far bigger than their active vocabulary, and the secret is to try and "activate" passive knowledge.

There are a number of ways that you can activate your passive vocabulary in English, ranging from simple five-minute activities to longer periods of study. Most activities work best if a) you have a good dictionary and b) you keep a vocabulary notebook. And c) If you develop a lot of activities related to the vocabulary in English Vocabulary websites. (<http://www.english-at-home.com/vocabulary/improving-your-vocabulary/>, 2015)

How to teach English Vocabulary

Considering the number of new words students have to learn per course, this means us teachers have our work cut out for us. We all know that although it is important for students to use correct grammar and structures, words are the main carriers of meaning. This means that the more words students are able to handle accurately, the better their chances of understanding English and making themselves understood.

To effectively acquire new vocabulary, students must go through four essential stages:

-First, they notice a new word with help;

-Secondly, they recognize the word at first with help,

-Then later on their own;

-And lastly, they are able to both recognize and produce the word.

It is essential that you, as the teacher, make use of activities that target each of these stages; more often than not, we make the mistake of merely introducing new vocabulary, and we don't give students the opportunity to put these new words to use.

So, here are 10 great ways to teach English vocabulary, outlined for each of the stages of vocabulary acquisition:

Stage 1: Noticing and understanding new words:

-Introducing nouns, things, objects, animals, etc.: Visual elements work best with concrete nouns, but try to go beyond flashcards and illustrations.

-Introducing abstracts: There are things you simply cannot teach with a flashcard. What works best in these cases are synonyms, definitions, substitutions, or simply placing students within a given context.

Stage 2: Recognizing new words

-Bingo is one of the most versatile games employed by ESL teachers.

-Matching :Another type of exercise with countless possibilities.

-Fill in the blanks (with options) :Hand out a piece of written text (anything from a description, song, letter, to even a short story) with blank spaces that must be filled in from a list of words. You can adapt this to longer texts, and also have longer word lists.

Stage 3: Producing vocabulary

-Descriptions: From a newspaper photo of a recent event to a personal account of a recent trip, there are countless things students can describe while putting new vocabulary to good use.

-Fill in the blanks (no options): Supply students with a piece of written text with blank spaces that have to be filled in with any word that fits.

-Mind maps or brainstorming: Tell students they need to think of words they can use to describe the weather. Write “weather” at the center of a blackboard or whiteboard and circle it. Write every word supplied by students as “rays” that shoot out this circle.

-Guess what I'm thinking: Students take turns describing something, like a place: “I’m thinking of a place that is so huge it takes visitors hours to see all of it. (<http://busyteacher.org/2921-teaching-english-vocabulary-10-fabulous-ways-to.html>, 2012)

How to learn English vocabulary

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

Every day you hear or read many new English words. You also find them in your dictionary when you are translating from your own language. You can’t possibly learn all these new words, so your first problem is to decide which ones to concentrate on. Here are some suggestions:

- learn the words that are important to the subjects you are studying
- learn the words that you read or hear again and again
- learn the words that you know you will often want to use yourself
- do not learn words that are rare or not useful (your teacher can help you with this)

Once you have chosen which words to learn, you next have to decide how you are going to learn them. Here are a few ideas:

- write the words in a notebook (with their translations or definitions)
- write the words and definitions on small cards (advice on how to do this)
- say the words many times (if you have an electronic dictionary you can hear how the word is pronounced)
- put the words into different groups (you could use a graphic organiser)
- write them in a file for use with a computer program (such as Quiz let or the one on this site)
- make associations (in pictures or with other words)
- ask someone to test you
- use the words in your own speaking or writing.

In all of the above ways, you are doing something with the words. It's usually not enough to just read through a list of words with their definitions or translations and try to remember them. Most students find that they memorise words better if they do something with them. Even better is to try and learn the word in a typical

combination with other words. Learning that **to apologize** means *to say sorry* is a good start, but it's much better to learn a whole expression containing the word, e.g. *He apologized for being late*. Not only is this often easier to remember, but you are also learning some very important information on how the word is used.

Vocabulary Aspects

According with Nation Elephsia (2001),there are some aspect that the teachers need to take into a count when they want to teach vocabulary.

ASPECTS	COMPONENT	RECEPTIVE KNOWLEDGE	PRODUCTIVE KNOWLEDGE
FORM	Spoken	What does the word sound like?	How is the word pronounced?
		How is the word pronounced?	
	written	What does the word look like?	How is the word written and spelled?
		How is the word written and spelled?	
	word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
		What word parts are needed to express the meaning?	
MEANING	form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
		What word form can be used to express the meaning?	
	concept and referents	What is included in the concept?	What items can the concept refer to?
		What items can the concept refer to?	
	associations	What other words does this make us think of?	What other words could people use instead of this one?
		What other words could we use instead of this one?	
USE	Gramatical functions	In what patterns does the word occur?	In what patterns must people use this word?
		In what patterns must we use this word?	
	collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
		What words or types of words must we use with this one?	
	constraints on use	Where, when, and how often would we expect to meet this word?	Where, when, and how often can people use this word?

Source: Adapted from Nation (2001, p. 27).

Types of Vocabulary

According to Judy Kelly (2007), she says that there are four types of Vocabulary, these are:

- Listening
- Speaking
- Reading
- Writing

Listening Vocabulary:

The words we hear and understand. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary.

Speaking Vocabulary:

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a more 5,000 to 10,000 words for all their conversations and instructions.

This number is much less than our listening vocabulary most likely due to ease of use.

Reading Vocabulary:

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.

This is the 2nd largest vocabulary IF you are a reader. If you are not a reader, you cannot “grow” your vocabulary.

Writing Vocabulary:

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell. (Kelly, 2007)

Learning for vocabulary tests

The previous section on this page gives general advice on how to learn the words that you have chosen as important for you. Often, however, you will be given a set of words by your teacher and told to learn them for a vocabulary test. In this case you need to be sure exactly how you will be tested, because this will influence how you learn the words. There are several ways that the teacher might test your vocabulary learning, but the ways are broadly divided into two categories:

You will be given the word and have to:

- write a definition
- use it in an example sentence
- translate it into your language

You will be given:

- a definition
- a gapped example sentence
- the translation in your language and you have to write the English word.

If you do a vocabulary test from the second group above, then in most cases you will need to learn the exact spelling of the word and will lose marks if you misspell it. As with all tests, be sure to ask the teacher exactly how you will be tested and exactly how you will be graded. You will then avoid wasting time studying something that you will be not be tested on.

Things to know about the words you learn

Usually the first things you learn about a new English word are what it means and its translation in your own language. But there are other things you need to find out before you can say that you know a word like a native speaker does. For example, you have to learn:

- how it is spelled
- how it is pronounced
- how it is inflected (i.e. how it changes if it is a verb, noun or adjective)

- other grammar information about it
- how it collocates (i.e. what other words are often used with it)

More on collocation

- if it has a particular style or register
- the context in which it is most likely to be used

Native speakers learn these things about words by hearing them and reading them again and again. This is the best way for you to learn them, too. (Fis, 2014)

Online vocabulary games as a tool for teaching and learning English vocabulary

Vocabulary learning is often perceived as boring by learners, especially for those who grew up in the digital age. This paper reports a study of the usefulness of online games in vocabulary learning for some undergraduate students. Three teachers and 100 engineering students participated in a quasi-experimental study for approximately nine weeks. The experimental group learnt some vocabulary from two carefully selected web sites with games, while the control group learnt the same vocabulary through activity-based lessons. A pre-test and post-test were conducted in the first and ninth weeks. The findings indicate that the experimental group outperformed the control group statistically in the post-test. The students in the experimental group generally preferred online learning supplemented with digital educational games to conventional activity-based lessons. The teachers thought highly of the online games, but they expressed concern that extra support

was required if the online games were adopted as a core part of their teaching.
(Kwanb, 2006)

Websites

What is an Educational Website?

A website is a collection of Web pages, images, videos or other digital assets that is hosted on one or several Web server(s), usually accessible via the Internet, cell phone or a LAN, for Children.(Tate, 2008)

Types of Educational web sites

There are different types of Educational Websites there are:

Personal Websites

Your Internet Service Provider may offer you free server space for you to create your own website that might include some family photos and an online diary.

Photo Sharing Websites

These types of website are cropping up like fleas on dog. There are web companies like, Flickr.com, Photosite.com, and Google's Picasa.

Writers / Authors Websites

Writer's and Author's websites are part of what's known as the Writer's or Author's Platform in the publishing business.

Community Building Websites

These websites build online communities of people who want to interact with other people socially or meet people who share their interests.

Mobile Device Websites

Although in its infancy, the use of mobile devices (cellphones, PDAs, iPods, iPhones, etc) will become much more widespread and prevalent. One problem is that standard websites are difficult to view and take a long time to download on some of these devices with their small screens and wireless connections.

Blogging Websites

People took the words *Web Logs* and shortened it to *Blogs*—online diaries, journals, or editorials, if you will.

Informational Websites

A major informational site is wikipedia.org, the online encyclopedia. And it is unique, because it allows visitors to contribute and edit articles. Now your small business may not want such a comprehensive site, but if you have information to share or sell, an informational website would fill the bill.

Online Business Brochure/Catalog Websites

In the days before the Internet, we used the print, radio, and television media to spread the word about our businesses.

Directory Websites

Just as we used to use the printed Yellow Pages in phone books to find services and businesses, today we have website directories.

Ecommerce Websites

Ever hear of Amazon.com? It's one of the grand-daddies of all ecommerce websites. But you don't have to be an Amazon to sell your products online. (SHOCKED, <http://www.xislegraphix.com/website-types.html>), 2014)

Kind of Educational web sites for kids

These are the kind of web sites for children to learn English Vocabulary:

- **PBS Kids:** Each of the educational shows your children watch on PBS have their own learning section through PBSKids.org. Try sing-a-long songs, sorting and counting games, watch videos and more.
- **Sesame Street:** Younger children will love everything about Sesame Street's online home. They can choose from hundreds of the show's video clips and play games that help them learn letters, animal sounds, rhymes, colors and more.
- **Starfall:** The site has been online since 2002 and works with your children through letter recognition all the way through to reading plays, nonfiction and comics.
- **CoolMath:** CoolMath calls itself "an amusement park of math and more." Children can play online math games that help them with addition, subtraction, multiplication, division, decimals, money and more. CoolMath is geared toward ages 13 and up, but sister site CoolMath4Kids.com is appropriate for ages 3 through 12. CoolMath-Games.com includes math games for preschoolers.

- **Make Me Genius:** A site that guarantees to make your child a genius has a lot of promises to live up to. MakeMeGenius.com is filled with videos that cover a variety of subjects, such as physics for kids, photosynthesis, the nervous system, solar system and electricity. All of the videos are kid-friendly and will keep even your youngest children interested from start to finish.
- **Time for Kids:** From the publishers of TIME magazine, TIME for Kids is loaded with interesting articles, photos and videos. Politics, the environment, entertainment, sports and health are just some of the topics covered. TIME for Kids is not as interactive as most of the other website on this list of educational websites for kids, but the site does tackle subjects that are in the news now while being written for an audience of children.
- **National Geographic Kids:** Watch animal cameras, learn interesting tidbits about animals, see and share photos of nature, learn about different countries and try science experiments. These activities don't even begin to scratch the surface of the National Geographic Kids website. There's even a "Little Kids" section for the younger explorers in your house.

- **The KIDZ Page:** The Kidz Page has more than 5,000 pages of learning games and activities. Online coloring pages, jigsaw puzzles and word games are just a few sections of this massive site. Each holiday also has its own section of activities and games to enjoy with your children.
- **How Stuff Works:** When your child wants to know why the sky is blue, how a tornado forms or any number of other questions she can come up with on a daily basis, head on over to How Stuff Works. The articles break down subjects like autos, culture, entertainment, science, money, technology and more. Games, quizzes and videos also round out your children's learning experience.
- **Fun Brain:** One visit to Fun Brain and you'll want to bookmark it for your kids. Math, reading, online books and learning games are just some of the site's many treats. Fun Brain caters to preschoolers through 8th graders.
- **Nick Jr:** If you can look past the ads, you'll find printables, games and other activities your kids will enjoy at NickJr.com. The games allow your children to explore their creativity, play dress-up, learn new music, put together puzzles and work on numbers and shape recognition.

- **Scholastic:** Scholastic is one of the more unique educational websites for kids on this list. This site, from the publishers of the educational books you find in schools, contains activities broken up by grades. Pre-K all the way up to seniors in high school can find learning activities geared toward them.
- **Disney Jr:** Fans of Mickey and friends will love visiting Disney Jr. Educational. Games, coloring pages and videos are a few of the highlights. The games focus on memory, hand-eye coordination, color matching and other important skills for developing minds.
- **Exploratorium:** It's hard to narrow the list of science websites because there are so many great resources. But San Francisco's Exploratorium at the Palace of Fine Arts showcases a website that teaches kids about science and art in new ways. The departments let kids tinker with gadgets, go below the sea, rocket into the galaxy and also learn about the science of gardening, animals and cells, to name a few.
- **BBC History for Kids:** Games, quizzes and fact sheets take kids on a journey through time. Kids can set off on a learning adventure when they walk through ancient history, world history and histories of specific countries on the BBC History for Kids website.

- **Highlights for Kids:** The magazine for kids that's been around for more than 60 years now offers online ways to play, read and craft with your children. Matching games, art activities, animated stories and science experiments are just a few ways kids can learn while having fun on the Highlights for Kids website.
- **Discovery Kids:** Why do we need trees? Are jellyfish fish? Who travels with president? These are just a few of the facts your kids can learn on the Discovery Channel's site for children. Games, puzzles, activities and quizzes get kids involved in learning something new without it feeling like work.
- **Kids Know It:** Learn about animals, chemistry, spelling, geography, astronomy and plenty of other subjects on KidsKnowIt.com. Watch free educational movies, listen to educational music and read fun facts about everything from bats to bones.
- **Learning Games for Kids:** The name of the site says it all. Learning Games for Kids is all about games that teach kids almost every subject you can think of. Word, spelling, social studies, brain, science, art, vocabulary, literature and keyboarding games will get your kids started on a learning adventure.

- **Old Farmer's Almanac for Kids:** It's learning with a twist. The Old Farmer's Almanac for Kids features riddles, puzzles, a question of the day, a timeline of interesting history facts, sky events and weather conditions to track at home with your children.(Duncan, 2014)

Nine web sites for children to learn English Vocabulary

These are some websites for children to learn English:

- **English funny games:** is about games that help to the children to improve their English.
- **British council for kids:** A British Council website, with all the cache that this gives. It has been specially designed by expert educationists to help children learn English in a fun way. There are interactive games, stories, crafts, videos featuring kids ,so complete and entertaining.
- **Kinder say:** it is ideal for most babies begin to assimilate its english. We know first words that children are small or large sponges that absorb everything page. They can learn naturally several languages at once. This capability is only under those yet to lift a foot off the ground because, as you have seen everyone here ... (with rare exceptions), to older more difficult ,it makes us that languages. So if you want your son will thank

you tomorrow, this page will help you to give your first steps towards the acquisition of a foreign language.

- **Up to ten:** Aimed at children aged 0-10 years. Not only games but also have songs, pictures to print and color, activities, and even recipes! With friendly characters that guide the site.
- **Cbeebies:** The children can have fun coloring, listening and reading stories
- **Eduplace:** is for more older children, with a level of lower secondary, although as option allows you the help, I encourage you to try with courses in a slightly lower level. It can get you a smile with the amount of crazy things can get out.
- **Bbc schools:** Here you will find among other things, crafts, games with numbers to practice addition and subtraction, jokes, songs and even games sympathetic choreography able to turn boring into something quite entertaining phonics.
- **Nasa kids club:** For the little it seems they are always in the clouds. NASA offers this website. They will learn vocabulary sailing through

space, piloting ships and learning history data from NASA. It offers several levels.

- **English for little children:** Interactive application for the kids. Different levels and subjects. And, as we know that the first thing that strikes children are the colors ,well, let's say that this page is so colorful that quickly hooked. (WEBVAI, 2013)

Advantages of the Educational Web sites for Children

English as a second language (ESL) websites for children can teach and reinforce important skills.

ESL websites for children can help the child in several ways:

- Build vocabulary
- Teach correct spelling
- Teach correct pronunciation of words
- Assist with basic grammar such as understanding sentence structure, parts of speech, tenses, and singular and plural word forms.

ESL websites for students contain a variety of educational tools and resources including:

- Interactive games and activities
- Interactive stories
- Online quizzes

- Children's vocabulary videos
- Printable worksheets
- Printable flashcards

When selecting an ESL website for a child you should look for sites which have the tools and resources listed above as well as features that present these tools in ways that make learning fun and productive. For example:

- Interactive - Many of the ESL websites are interactive. Interaction with language concepts can help children learn and remember more effectively.
- Games and Activities - Games and activities may repeat the same concepts in different formats. The children remain interested because of the different platforms, and the increased repetition builds a stronger language foundation.
- Entertainment - Children tend to view websites as a source of entertainment, making web-based activities a fun method for teachers and parents to help their ESL children learn English.
- English Vocabulary Games and Pictures has a variety of interactive games designed to help ESL children build vocabulary.

Activities to practice Vocabulary with Educational Kid Web Sites

Although there are many websites which are designed for students learning English as a second language, first language English websites for children may also have valuable resources as well.

Many concepts -- such as the alphabet, letter sounds, vocabulary, opposites, word pronunciations, and meanings are new to native English speakers. For example:

- Fisher Price Phonics Learning Game lets children see letters and hear letter sounds to build an understanding of phonetic relationships.
- Sesame Street has several games that may be appropriate for use with ESL students, such as letter recognition, basic greetings, and basic vocabulary such as body parts and classroom items.
- PBS Kids offers many language arts and English skill games based on popular public television shows for children.
- Dositay Games has several options in spelling, vocabulary building, and grammar that may be suitable for ESL students.

Even though these websites are not designated ESL websites for children, teachers and parents may find many of the activities suitable and helpful. (Ferando, 2014)

Phases of Teaching and Learning

BDI (Biography-Driven Instruction) has been operationally defined as the application of more than 20 different BDI strategies (Herrera, 2010; Herrera, Kavimandan, & Holmes, 2011) that provide a blueprint to guide and support classroom teachers as they scaffold instruction and explicitly capitalize on students' biographies to advance language and content learning. Each strategy

incorporates multiple activities that together provide a solid through-line across the Activation, Connection, and Affirmation Phases of the lesson.

Although each strategy supplies a unique structure for the overall learning process, all the strategies guide students to (a) activate their background knowledge, (b) make connections between what they already know and the new vocabulary and concepts, and (c) demonstrate and celebrate their language and content gains. Teachers select a particular strategy for implementation based on the lesson's topic, targeted skills, and learning objectives.

Activation Phase

In the Activation phase, the teacher uses activities and prompts that have been purposefully designed to access the knowledge and experiences that students bring to the topic and/or key vocabulary of the lesson. Although the term background knowledge is sometimes used to refer to this accumulation of knowledge, ambiguity in the field surrounding the term often translates to only minimal types of information being accessed— generally those types of knowledge that have been valued historically in schools and classrooms. (Herrera, 2010)

Connection Phase

In the Connection phase, the teacher serves as a facilitator for student learning. He or she promotes the engagement of students, builds classroom community, and supports their retention of new material by highlighting connections between the

content and students' biographies and background knowledge. The teacher revoices what was documented and collected from the activation (pre-assessment) phase earlier in the lesson to advance students' learning.(Forman & Herrera, 2011)

Affirmation Phase

In the Affirmation phase of the lesson, the teacher uses authentic assessment (Diaz-Rico & Weed, 2006; Linn & Miller, 2005) to document student progress, keeping in mind the varying linguistic and academic starting points of the learners in the classroom. The teacher affirms the progress made at both the individual and collective levels. In this context, every aspect of content-area learning and language acquisition is worthy of celebration in the classroom. The teacher, acting as an agent of affirmation, supports students in recognizing ways in which their background knowledge provided a foundation for their construction of new learning and understanding. Students gain opportunities to reflect on and discuss ways in which they maintained or revised their schemas to account for new learning.(Diaz-Rico & Weed, 2005)

f. METHODOLOGY

Design of the Research

The present Research Work is based on the Action Research as a constructive enquiry, which is carried out in order to understand, to evaluate and then to change a situation, at the time the research is conducting and improve educational practice. This study is an educational research that will allow the practitioner to study and practice a variety of aspects making use of Educational Kid websites with the purpose to improve the learning of English Vocabulary.

Methods, Techniques and Instruments

Methods

The following general methods will be applied along the Research:

The **scientific method** will facilitate the study of appropriate resources to improve vocabulary learning. Also, it help in the observations done before and during the intervention. This one will support with gathering data to make relevant predictions about the possible solution.

The **Descriptive Method** will be useful to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of investigation.

The **Analytic-synthetic** method will be used to analyze and interpret the obtained result through the tests. It also will help to draw up the conclusions.

The **Statistical- method** will be used to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the observations and teacher's diary.

This research work also will follow the process of an action research which includes planning, acting, observing and reflecting suggests, proposed by (Kemmis, 2000).

This process, will help the researcher to see if any necessary modification or amendment would be necessary to improve student's vocabulary learning.

The process of the research will be carried out systematically, by collecting data on one's everyday practice, analyzing it in order to draw conclusions about how future practice should be.

Techniques and instruments

Data collection

To collect the data, tests, questionnaires observations and a diary will be designed and applied at the beginning, during and after the application of the intervention plan.

Tests

Two kinds of tests will be used. A pre-test of multiple choice questions and filling gap questions will be used to collect students' answers in order to diagnose the level of students' answers knowledge about vocabulary, at the beginning of the intervention plan. The same pre-test will be used as post-test and applied at the end of the intervention plan, to obtaining formation about students' progress on vocabulary learned during the intervention. The test will be conducted in class and the researcher will give students a clear explanation and clarify all queries raised.

Observation

Through the observation sheet the researcher will observe the students' performance during the lessons. It also will be used to determine what has happened in class and then analyze and reflect upon the findings when the plan ends.

Field Diary and notes

The researcher will use a diary to record what happens in each lesson. It will help to write up the findings during the intervention, relevant events during the observation or particular situations that happen.

Questionnaire

A questionnaire with seven questions will be applied: 4 yes/no questions and 3 multiple choice questions at the beginning and the end of the intervention plan in order to improve English Vocabulary inside the classroom.

Procedures

The action research work process will involve the following stages:

The intervention plan will start and end with the application of two tests. The first one will be applied at the beginning of the study to collect data from students. And the other one will be applied at the end to verify if students improve or not their vocabulary.

During the development of the lessons a variety of activities will be introduced to practice and improve students' vocabulary. Likewise, the observation checklist and a diary will be used to record particular situations and to observe students' performance.

The findings before and after the intervention plan will be compared and analyzed to draw up conclusions about the research work.

Tabulation

The tabulation of data will be done with the results obtained in the tests. A logical analysis will be done with the information received.

Organization

The researcher will organize the work based on the information received in all the strategies applied to compare and analyze the impact of the intervention plan. A report of the intervention will be disseminated with the findings and ideas among the teachers, partners and the school.

Description

The obtained data will be described in graphics considering the information pre and post intervention. The description of each question will be completed to facilitate the interpretation of the information shown, and also do the logical analysis of the data received.

Population

The students of 6th year of Basic Education, are who participate in the development of this action research. The participants of the research work are 30. They are between ten and eleven years old, and receive two hours of English Vocabulary per week with a certified teacher.

Intervention and Observation Plan

Alternative: The implementation of Educational Kid Websites to improve English Vocabulary.

Objective:

To improve English Vocabulary through Educational Kid Websites.

Introduction:

This intervention plan is a two month program that will prepare students of 6th year of Basic education to learn, use and improve English Vocabulary.

The goal of the intervention plan is to make the learning of English Vocabulary fun and enjoyable through: The use of educational videos, developing of online games, quizzes, and activities.

Also it contains eight lessons with different funny activities, which are based on the topics that students are studying. Each lesson will be developed considering three steps: Activation, connection and affirming ,adapted from Socorro G. Herrera Melissa A. Holmes Shabina K. Kavimandam (2012)

The steps that will be followed to teach Educational Kid Websites are:

Activation

Teacher will use activities and prompts that have been purposefully designed to access the knowledge and experiences that students bring to the topic and/or key vocabulary of the lesson. This phase will be developed with online games related to the vocabulary of the topic, and associating the meaning of the words with the pictures.

Connection

The teacher serves as a facilitator for student learning. This phase will be developed with videos to associate the meaning of the words with the pictures,

online activities and songs which will be used to develop matching and filling gap activities, related to the vocabulary learned.

Affirming

The teacher uses authentic assessment to document students' progress, keeping in mind the varying linguistic and academic starting points of the learners in the classroom. This phase will be developed with online quizzes, where students will have to demonstrate their knowledge acquired during this class.

Period:

This plan will be carried into effect throughout the months of April and June during the academic period 2014 - 2015

RESEARCH PROBLEM: How does the use of Educational kid Web Sites improve the English vocabulary in the students of 6th year, at “Zoila Alvarado de Jaramillo” school?.

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary, and questionnaire.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK ONE (two hours)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Answer the pre-test. -Answer the questionnaire. 	<ul style="list-style-type: none"> -Pre-test: Unit 3-5 -Questionnaire. 	<ul style="list-style-type: none"> -Teacher introduces the contents about pre- test and questionnaire. -Teacher gives the pre-test to students. -Teacher explains about the pre- test to students. -Teacher explains about the questionnaire. -Students answer the pre-test about going shopping, asking for prices, solar system, discovering our world, talking about science and our world. -Students answer the questionnaire. -Teacher helps and monitors to students during the development of the pre-testnd questionnaire. 	<ul style="list-style-type: none"> - Pre-test -Questionnaire

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the use of Educational kid Web Sites improve the English Vocabulary in the students of 6th year, at “Zoila Alvarado de Jaramillo” school?.

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary, and questionnaire.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK TWO (two hours)	<p>Students will be able:</p> <ul style="list-style-type: none"> - To identify the new vocabulary about Clothing. 	Unit 3: Clothing	<p>Educational Kid Website: PBSKids</p> <p>ACTIVATION</p> <ul style="list-style-type: none"> - Teacher introduces the topic explaining how to use the PSBKids Website giving instructions. -Students practice in a guessing game called “Clothes”, where they have to guess the correct name of the clothes according to the picture. <p>CONNECTION</p> <ul style="list-style-type: none"> - Teacher presents a video called “Vocabulary Clothes” -Students watch the video and identify the principal piece dressing with the pictures. -Students developed an online matching activity where they have to match the correct piece dressing according to the picture. -Teacher shows a song called “My favorite Clothes” -Students listen the song and then try to write the principal words what they listen in the song. -Students listen again the song and then repeat it. <p>AFFIRMING</p> <ul style="list-style-type: none"> -Students take an online filling gap quiz where students have to fill in the blanks with the correct piece dressing in sentences about clothes. 	<ul style="list-style-type: none"> -Educational Kid Websites. -Computers -Internet

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the use of Educational kid Web Sites improve the English vocabulary in the students of 6th year, at “Zoila Alvarado de Jaramillo” school?.

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary, and questionnaire.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK THREE(two hours)	<p>Students will be able:</p> <ul style="list-style-type: none"> - To identify the new vocabulary about asking for prices. 	Unit 3: Asking for prices.	<p>Educational Kid Website: Sesame street</p> <p>ACTIVATION</p> <ul style="list-style-type: none"> - Teacher introduces the topic explaining how to use the Sesame Street Website giving instructions. -Students practice with an online matching game where they have to match as soon as possible the correct answer according to the question about prices. They have 2 minutes for each questions. <p>CONNECTION</p> <ul style="list-style-type: none"> - Teacher presents a video called “How much/ many it cost?” -Students watch the video and associate the answer about prices with the questions about prices using how much and how many. -Students developed an online matching activity related with the questions and answers about prices. -Teacher shows a song called “How much it cost?” -Students listen the song and then try to write the principal words what they listen in the song. -Students listen again the song and then repeat it. <p>AFFIRMING</p> <ul style="list-style-type: none"> -Students take an online filling gap quiz where students have to fill the missing word in a questions about prices. 	<ul style="list-style-type: none"> -Computers -Internet -Educational Kid Websites.

SUPPORT: Coaching and guidance from the University professor

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the use of educational kid Web Sites improve the English vocabulary in the students of 6th year, , at “Zoila Alvarado de Jaramillo” school?.

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary, and questionnaire.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK FOUR(two hours)	<p>Students will be able:</p> <ul style="list-style-type: none"> -To identify the new vocabulary about the Solar System. 	Unit 4: The Solar System.	<p>Educational Kid Website: Make Me Genius</p> <p>ACTIVATION</p> <ul style="list-style-type: none"> - Teacher introduces the topic explaining how to use the Make me Genius Website giving instructions. -Students practice with an online guessing game where they have to guess the correct name of the planet according to the picture. <p>CONNECTION</p> <ul style="list-style-type: none"> - Teacher presents a video called “The Solar System of the Universe” -Students watch the video and associate the meaning of the planets with the pictures of the planets. -Students developed an online matching activity related to the vocabulary of the video that they saw. -Teacher shows a song called “My favorite planet is” -Students listen the song and then try to write the principal words what they listen in the song. -Students listen again the song and then repeat it. <p>AFFIRMING</p> <ul style="list-style-type: none"> -Students take an online filling gap quiz where they have to fill with the correct planet in a sentence related to the Solar System. 	<ul style="list-style-type: none"> -Computers -Internet -Educational Kid Websites.

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the use of Educational kid Web Sites improve the English vocabulary in the students of 6th year, at “Zoila Alvarado de Jaramillo” school?.

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary, and questionnaire.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK FIVE(two hours)	<p>Students will be able:</p> <ul style="list-style-type: none"> - To identify the new vocabulary about discovering our world. 	Unit 4: Animals	<p>Educational Kid Website: British council for Kids</p> <p>ACTIVATION</p> <ul style="list-style-type: none"> - Teacher introduces the topic explaining how to use the British Council for Kids Website giving instructions. -Students associate the pictures about animals with the meaning of the words in a matching game about animals. <p>CONNECTION</p> <ul style="list-style-type: none"> - Teacher presents a video called “The Animals my friends” -Students watch the video and associate the animals with the words in the video. -Students developed an online matching activity where they have to match the correct name of the animal related with the picture of the animal. -Teacher shows a song called “The Animals on the Farm” -Students listen the song and then try to write the principal words about what they listen in the song. -Students listen again the song and then repeat it. <p>AFFIRMING</p> <ul style="list-style-type: none"> -Students take an online filling gap quiz where they have to fill with the correct word in a sentence related with the names of the animals. 	<ul style="list-style-type: none"> -Computers -Internet -Educational Kid Websites.

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the use of Educational kid Web Sites improve the English vocabulary in the students of 6th year, at “Zoila Alvarado de Jaramillo” school?.

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary, and questionnaire.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK SIX(two hours)	<p>Students will be able:</p> <ul style="list-style-type: none"> -To identify the new vocabulary about talking about science 	Unit 5 :Nature	<p>Educational Kid Website: The KIDZ</p> <p>ACTIVATION</p> <ul style="list-style-type: none"> - Teacher introduces the topic explaining how to use the KIDZ Website giving instructions. -Students practice a matching game where they have to match the correct answer about elements of the nature according with the picture. <p>CONNECTION</p> <ul style="list-style-type: none"> - Teacher presents a video called “Nature Vocabulary” -Students watch the video and identify the elements of the nature and associate these with the pictures. -Students developed an online matching where they have to match the correct answer about nature according to the picture. -Teacher shows a song called “Mother Earth” -Students listen the song and then try to write the principal words about what they listen in the song. -Students listen again the song and then repeat it. <p>AFFIRMING</p> <ul style="list-style-type: none"> -Students take an online filling gap quiz where they have to fill with the correct word in a sentence about the nature. 	<ul style="list-style-type: none"> -Computers -Internet -Educational Kid Websites

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the use of Educational kid Web Sites improve the English vocabulary in the students of 6th year, at “Zoila Alvarado de Jaramillo” school?.

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary, and questionnaire.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK SEVEN(two hours)	<p>Students will be able:</p> <p>To identify the new vocabulary about Our World.</p>	Unit 5: Health	<p>Educational Kid Website: Nick Jr</p> <p>ACTIVATION</p> <ul style="list-style-type: none"> - Teacher introduces the topic explaining how to use the page Nick Jr Website giving instructions. -Students practice a guessing game where they have to guess the correct picture about the health with the correct word. <p>CONNECTION</p> <ul style="list-style-type: none"> - Teacher presents a video called “The health of the family” -Students watch the video and identify the principal diseases in a family and related the name of the diseases with the pictures. -Students developed an online matching activity where they have to match the correct answer about the health with the picture. -Teacher shows a song called “Good Health” -Students listen the song and then try to write the principal words about what they listen in the song. -Students listen again the song and then repeat it. <p>AFFIRMING</p> <ul style="list-style-type: none"> -Students take an online filling gap quizz related with the vocabulary about the health. 	<ul style="list-style-type: none"> -Computers -Internet -Educational Kid Websites

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the use of Educational kid Web Sites improve the English vocabulary in the students of 6th year, at “Zoila Alvarado de Jaramillo” school?.

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary, and questionnaire.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK EIGHT(two hours)	<p>Students will be able</p> <ul style="list-style-type: none"> -To take the post-test. -To take the post-questionnaire. 	<p>Answering the post-test. Unit 3-5</p>	<ul style="list-style-type: none"> • The researcher presents the post-test to evaluate English Vocabulary. • The researcher gives the instructions about it and the learners develop the post-test. • The researcher monitors students fill the post-test • The researcher present the post-questionnaire. • The researcher gives the instructions about it and the learners develop the post-questionnaire. • The researcher monitors students fill the post-questionnaire. 	<ul style="list-style-type: none"> -Post-test -Post questionnaire.

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

g. ORGANIZATION AND MANAGAMENT OF THE RESEARCH

Resources

Human

The researcher

The 6th year students of School, parallel A

Materials

Paper

Pen

Pencil

Eraser

Memory Flash

Technical

Computers

Internet

Projector

Printer

Budget

RESOURCES	COST
Internet	\$40,00
Print of reports	\$20,00
Print of the project	\$30,00
Print of final report and thesis	\$150,00
Unexpected expenses	\$50,00
Total	\$290,00

The financing of the expenses derived from the present research work will be assumed by the research author.

All expenses related to the present research work will be assumed entirely by the researcher conducting the investigation.

h. TIME LINE

PHASES	ACTIVITIES	2015												2016		
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	De	Jan	Feb	Mar	
PROJECT	Project presentation	x														
	Appointment of the teacher advisor		x													
	Project approval		x													
	Appointment of thesis advisor		x													
INTERVENTION / ACTION	Application of the instruments		x													
	Act-observe			xxxx	xxxx											
THESIS PROCESS	data organization and tabulation					xx										
	Interpreting and reflecting					xx										
	Writing up and reporting						xx									
	Presenting the thesis report						x									
	Thesis revision						x									
	Submission of the folder								xxxx	xxxx	xxxx					
	Thesis presentation											xxxx				
	Private review and thesis approval												xxxx			
	Corrections													xxxx		
	Public presentation and incorporation														xxxx	

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UNIVERSIDAD NACIONAL DE LOJA
 ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN
 ENGLISH LANGUAGE CAREER
 TEST

Name.....

Date.....

PRE-TEST

As an undergraduate of the English Language Career the research is doing an action research work about “The use of educational kid web sites as a resource to improve English Vocabulary , among students of 6th year , parallels a, b and c, at “Zoila Alvarado de Jaramillo” School, in Loja city, academic period 2014-2015”. this study will help you to develop vocabulary at the english language learning. for that reason i ask you politely the question in real and responsible way.

1. Match the picture with the correct word (2 points)



Skirt



Jacket



Shorts



T-shirt

2. Fill in the blanks with the correct answer using the prices of the pictures.. (2 points)



£ 16,59



£ 0,98

£ 33,00



£ 15,35

How much is the Ball?

It is sixteen dollars with.....cents.

How much is the TV?

.....ninety eight cents

How much is the Umbrella?

It.....thirty.....dollars

How much do the fruits cost?

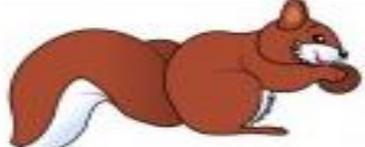
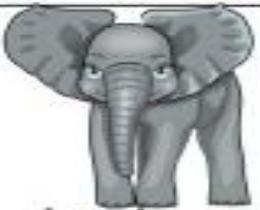
.....fiveteen dollars withcents

3. Unscramble the words in the box and put in the correct planet.(2 points)

ryercmu, , uevns, thare , asmr,

The diagram shows four planets in a solar system. From top to bottom, they are: a blue planet, a blue planet with a red ring, a yellow planet with a ring, and a brown planet. Each planet is connected by a line to an empty rectangular box for labeling.

4. Fill in the blanks with the words that missing. (2 points)

 <p>k _ _ l _</p>	 <p>sq _ _ rr _ l</p>
 <p>fr _ g</p>	 <p>_ l _ ph _ nt</p>

5. Match the correct word with the correct picture. (2 points)



Fire



Sky



Cloud



Sun

THANK YOU



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER
TEST

Name.....

Date.....

QUESTIONNAIRE

As an undergraduate of the English Language Career the research is doing an action research work about “The use of educational kid web sites as a resource to improve english vocabulary , among students of 6th year , parallels a, b and c, at “Zoila Alvarado de Jaramillo” School, in Loja city, academic period 2014-2015”. this study will help you to develop vocabulary at the english language learning. for that reason i ask you politely the question in real and responsible way.

1) Have you ever worked with Educational Kid Websites?

Yes () No ()

2) Do you think that the Educational Kid Websites will help you to improve vocabulary ?

Yes() No ()

3) Does the teacher use Educational Kid Websites to teach vocabulary?

Yes() No ()

4) In the English classes the vocabulary learning is ?

Interesting () funny () boring ()

5) Which resource Teacher uses to teach English Vocabulary?

flashcards () books () Educational Kid Websites ()

6) How often does the teacher use Educational Kid Websites to teach vocabulary?

Always() Sometimes() Hardly ever () never ()

7) Which resource would you like to use in order to improve English vocabulary ?

Books () Flashcards () Posters() Kidwebsites ()



**UNIVERSIDAD NACIONAL DE LOJA
 ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
 ENGLISH LANGUAGE CAREER**

OBSERVATION SHEET				
Observer:				
Date:				
Things to be observed	ACTIVITIES	YES	NO	REWORKS
Have all the students participated during class?				
Was the activity appropriated for the class?				
Were the objectives for the activities accomplished?				
Suggestions to the activities done				



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ENGLISH LANGUAGE CAREER

Researcher Field-diary

Lesson						
Activity						
Objective:						
Materials:						
Timing						
Procedure						
Grouping						
Do the students like it?	Yes		For a while		Not really	
Are they bored?	Yes		No			
Do they make an effort?						
Comments						

Matrix

Theme: The Use of Educational kid Web Sites as a resource to improve English Vocabulary , among students of 6th year , at “Zoila Alvarado de Jaramillo” School in Loja city, academic period 2014-2015.

Problem	Objectives	Theoretical frame	Methodological design (action research)	Instruments
<p>Main (Research) problem:</p> <p>How does the Use of Educational kid Web Sites improve the English vocabulary in the students of 6th year, , at “Zoila Alvarado de Jaramillo” school?.</p> <p>Sub-problems</p> <p>-What kind of theoretical references about English vocabulary and Educational</p>	<p>General</p> <p>To improve English Vocabulary through Educational Kid Websites among 6th year, at “Zoila Alvarado de Jaramillo” School in Loja city, academic period 2014-2015.</p> <p>Specific</p> <p>- To investigate the theoretical references about Vocabulary learning in the English</p>	<p>Vocabulary</p> <p>-What is Vocabulary -Improve your English Vocabulary -How to teach English Vocabulary -How to learn English Vocabulary -Vocabulary Aspects -Types of Vocabulary -Online Vocabulary games as a tool for teaching and learning English Vocabulary.</p>	<p>Preliminary investigation</p> <p>-Observing the English classes -Stating the background of problem -Describing current situation -Locating and reviewing the literature -Creating a methodological framework for research -preparing an intervention plan</p>	<p>Questionnaires Tests Observation field diary and notes</p>

<p>Kid Websites are the most useful to help students of 6th year, at “Zoila Alvarado de Jaramillo” School in Loja city, Academic period 2014-2015 ?</p> <p>- What are the issues that limit the learning of the students of 6th grade, at “Zoila Alvarado de Jaramillo” School in Loja city, Academic period 2014-2015?</p> <p>-What are the phases of the intervention plan that adopted the current issues of the vocabulary learning with Educational Kid websites of the 6th year , at “Zoila</p>	<p>Language and the Educational Kid Websites, to help 6th year students at “Zoila Alvarado de Jaramillo” School.</p> <p>- To diagnose the problems that limit the vocabulary learning with 6th year students at “Zoila Alvarado de Jaramillo” School.</p> <p>- To design an Intervention plan with the Use of Education Kid Websites to improve English Vocabulary with 6th year students at “Zoila Alvarado de</p>	<p>Educational Kid Web Sites</p> <p>-What is a Web Site</p> <p>-Types of Educational Web Sites</p> <p>-Kind of Educational Web Sites for Children</p> <p>-Nine web sites for children learn English Vocabulary</p> <p>-Advantages of the Educational Kid Web Sites</p> <p>-Strategies of Educational Kid Web Sites</p> <p>-Phases of Teaching and Learning</p>	<p>Intervention and observation.</p> <p>-Applying, observing and monitoring students’ performance according to the intervention plan</p> <p>Presentation of research findings.</p> <p>-Reflecting, analyzing and answering the proposed inquiries</p> <p>-Organizing the final report.</p>	
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<p>Alvarado de Jaramillo” School in Loja city, Academic period 2014-2015 ?</p> <p>-What Kind of Kid Web Sites are adapted in the classroom to improve vocabulary learning of of the students of 6th grade, at “Zoila Alvarado de Jaramillo” School in Loja city, Academic period 2014-2015 ?</p>	<p>Jaramillo” School.</p> <p>- To apply the intervention plan as part of the classroom activities and solve the limitations in the learning of vocabulary with 6th year students at “Zoila Alvarado de Jaramillo” School.</p>			
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<p>- How do the Education Kid Websites as part of the classroom activities solve the limitations in learning English vocabulary with students of 6th grade, at “Zoila Alvarado de Jaramillo” School in Loja city, Academic period 2014-2015?</p>	<p>- To reflect upon the effect that the Educational Kid Websites had on grade students vocabulary of 6th grade at “Zoila Alvarado de Jaramillo” School.</p>			
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Annexe 2: Grading for English Vocabulary

Aspects	Excellent	Medium	Low
Form 4 points	3.1-4	2.1-3	1-2
Meaning 4 points	3.1-4	2.1-3	1-2
Use 2 points	2.-1.1	1.1-1.5	0.5-1

8/10, expected level before and after the Intervention Plan.

Elaboration: Luisa Santin

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