

Running Head: THE EFFECTS OF ESL WEBSITES ON THE VOCABULARY LEARNING

The Effects of the Use of ESL Websites on the Vocabulary Learning of Sixth Grade Students at
“I.E.M La Ciudadela”

Submitted to the school of human science in partial

Fulfillment of the requirements for the Degree of B.A in English and Spanish

Linguistics and Language Department

English and Spanish Program

University of Nariño

December 2016

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By

Euler Zambrano Álvarez

Jorge René Rosero

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Artículo 1° del Acuerdo 324 de octubre 11 de 1966, emanado del Honorable Consejo Directivo de la Universidad de Nariño.

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NOTA DE ACEPTACIÓN

Firma del jurado

Firma del jurado

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Dedictory

In the memory of my parents who gave me the life. Thanks to them, I am alive and happy today. Besides, I want to dedicate this work to my siblings who have been with me in good and bad moments. They are my inspiration and the people who help me in every single moment. In the same way, I want to say thank you to my friend Jorge who has decided to work with me in this research project.

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To my parents, Jorge and Esperanza. They always support me and they have been with me during all stages of my life. To my beautiful sisters Karol and Angie, who give to my life the courage, strength, and respect for women. To my nephew Sebastian who give me the opportunity. To my friend and classmate Euler who is an example of perseverance and dedication.

Jorge René Rosero López

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RESUMEN

Este proyecto de investigación expone ideas importantes acerca de herramientas tecnológicas, como lo son las páginas web y cómo influyen de diferentes maneras en los contextos globales. Posteriormente, se sitúa como un potente instrumento que afecta el sistema educativo actual, que afronta cambios significativos en conductas individuales y sociales. Teniendo en cuenta lo anterior, sabemos que las nuevas generaciones de estudiantes, viven procesos de aprendizaje utilizando un computador y conectados a la red. Sumado a esto, el inglés se ha constituido en el idioma global por excelencia que facilita las tareas de comunicación y de negocios. Por lo tanto, el proyecto propone analizar los efectos del uso de las páginas web en el aprendizaje del inglés, como lengua extranjera, enfocándose en un componente del lenguaje como lo es el vocabulario y en nuestro contexto colombiano. Finalmente, se presentará una muestra de esl websites y de cómo se podrían aplicar dentro de los salones de clase por parte de los docentes del área y su aporte a la enseñanza y aprendizaje del vocabulario de la segunda lengua.

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ABSTRACT

This research project presents important ideas about technological tools such as websites and how their influence in the global contexts. Subsequently, it stands as a powerful instrument that affects the current education system that faces significant changes in individual and social behavior. In addition, we know that new generation of students can learn using a computer and connected to the web. Added to this, english has become the global language par excellence that facilitates the communication and business. Therefore, the project proposes to analyze the effects of the use of websites on learning english as a foreign language, focusing on a component of language, as it is the vocabulary and our colombian context. Finally, it is important to show a sample of how this websites could be applied in classrooms by teachers. Moreover, how to bring it teaching and learning vocabulary in the second language.

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The Effects of the Use of ESL Websites on the Vocabulary Learning of Sixth Grade Students at “I.E.M La Ciudadela”

One of the characteristics of the current world is the growth of technological advances and their great impact on specific fields in everyday life. All these changes have affected not only the economy, science and the culture of countries, but also the educational context worldwide, generating challenges in transforming teaching practices in line with the demands of this globalized society.

In English as a foreign/second language (EFL/ESL) teaching, the Information and Communications Technologies (ICT) offer a vast variety of websites that can be used by teachers to make students feel drawn to learning a foreign language, and enjoy the classes instead of being mere spectators. In this sense, the role of students can change from the traditional classroom. They will take advantage of engaging ESL material available on the World Wide Web in order to achieve their language learning goals. Without any doubt, they will become more motivated by doing than by just listening extensive lectures. Besides, the role of the teacher can also be transformed from the owner of knowledge to a guide who promotes an interesting and dynamic learning experience.

Following the earlier ideas, the purpose of this study is to point out the importance of involving the use of ESL websites in a Colombian EFL context, with a focus on vocabulary learning, considering this component of language as one of the main challenges that teachers face when teaching English.

With this in mind, some literature related to the issue mentioned will be presented in order to provide teachers with a clear overview of the effects of ESL Websites on the vocabulary

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learning so that they can articulate these ideas with the classroom practices. Finally, some reliable and appropriate ESL Websites will be suggested as a useful guide for teachers interested in integrating them into a Colombian EFL environment.

Chapter I: The Research Problem

This chapter will fully address the criteria used to identify the problem, determine its characteristics, analyze it and finally present the objectives of this project.

Problem description

After working with Sixth Grade students at “I.E.M La Ciudadela” in Pasto, it was possible to realize that many students thought of English as one of the hardest school subjects. This situation does not seem to be different from other Colombian educational contexts. Based on the results of the tests administered by Ministry of Education of Colombia, it is possible to evidence that some students do not have the standardized level in English. This situation can lead to significant students’ frustration and discouragement in language learning. Aside from this, some Institutions, both public and private, include English as a simple complementary subject in the scholarly process, which can make students have lack of interest to learn the foreign language.

Another evident problem regarding English language learning is the traditional educational system that has been taken for granted in our country for a long time. In this type of education, teachers are in charge of controlling the learning environment, focusing mainly on the cognitive development of the class, and avoiding the implementation of innovative strategies that can be a good solution to these ineffective traditional methods of teaching. For instance, some teachers dismiss the use of websites as a useful and effective tool for English Language Teaching (ELT), ignoring its advantages over the development of the four language skills (listening, speaking, reading and writing) and the components of the language (grammar and vocabulary). Instead of that, some of those teachers keep using their conventional teaching strategies and materials.

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In addition, the observations made at the beginning of this study at “I.E.M La Ciudadela” showed some shortcomings related to the English vocabulary development by Sixth Grade students, which affects both oral and written communication in the foreign language.

In response to the problem described before, this study aims to highlight the importance of using ESL websites for English Language Teaching and Learning, particularly focusing on the vocabulary learning, which is necessary for diverse language purposes such as understanding a text, writing a paper or holding a conversation in various contexts. In this way, students who usually have problems when they are asked to complete a language task because of their lack of adequate vocabulary will be enabled to deal with this situation. By getting involved in interactive online activities, they will improve progressively their knowledge of new words and expressions as well as their effective use in real communicative situations. At this point, they will improve their vocabulary in the foreign language meanwhile they enjoy their learning process.

Problem Formulation

Main Question

What are the effects of the use of ESL websites on the vocabulary learning of Sixth Grade students at “I.E.M La Ciudadela”?

Guide Questions

What is the level of English Vocabulary of sixth grade students at “I.E.M La Ciudadela”?

What are the strategies used by the teacher of English at “I.E.M La Ciudadela” to engage sixth grade students in Vocabulary learning?

What are the changes in sixth grade students' vocabulary development after using ESL websites with this purpose?

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Significance of the Study

In an increasingly globalized society, learning a second language has become one of the main tools in order to facilitate communication across international borders. According to Crystal (2003) English is spoken by about 1.5 billion people all over the world, and due to this trend its acquisition has been promoted in some educational contexts, becoming the language most widely taught as a foreign language in over 100 countries.

In this sense, English is a worldwide language that helps people to interact with each other and access to many opportunities offered by the today's knowledge society. That is why many countries as ours, have implemented English as an important subject in their educational process. In 2004, the Ministry of National Education in Colombia designed the "National Bilingualism Program" whose goal is bilingualism for high school and university students by 2019 in order to promote national competitiveness in a globalizing world.

Following the earlier ideas, it is important that EFL/ESL educators are equipped with the appropriate tools to help learners become proficient in English. In this regard, the present study has high value to the educational environment because it provides teachers with some ideas and resources in accordance with the digital era where students are involved, that can generate impact within Colombian EFL settings. It is essential to mention specifically the idea of implementing the use of ESL websites with a focus on the vocabulary learning process. It can be a good choice to help students improve their performance in one of the most relevant aspects when it comes to learning a language.

Finally, the result of this project is offered to people who want to carry out studies related to the issues mentioned. Likewise, it is a step to help the researchers to deepen understanding of the problem that has been addressed.

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Objectives

General Objective: To analyze the effects of use of ESL websites on the vocabulary learning of sixth Grade students at “I.E.M La Ciudadela”

Specific Objectives:

To diagnose the sixth grade students’ level of English Vocabulary.

To identify the strategies used by the teacher of English to teach vocabulary to sixth grade students at “I.E.M La Ciudadela”.

To determine the changes in sixth grade students' vocabulary development after using ESL websites with this purpose.

Chapter II: Literature Review

In this chapter, literature related to the purposes of this research will be presented, in order to provide teachers with clear ideas about the relevance of the use of websites as useful tools to improve English vocabulary, that represent a challenge for EFL/ESL teaching and learning.

Related Research

It is well known the importance of websites in learning English vocabulary and the integration of these elements in the learning and teaching process at the classroom. There are several investigations related to these topics. It is very important to review these research studies in order to explain the outcomes of each one of them to expand the information and significance of this study. Some of these studies are cited below.

Peñuela (2012) conducted a study whose purpose was to improve the teaching and learning process of English vocabulary by using a webpage that was created by the author. The idea of using her website as a teaching tool in teaching and learning vocabulary had two purposes. First,

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the study was intended to activate and increase vocabulary learning in students through the development of different activities developed on the website in order to facilitate the acquisition and appropriation of vocabulary. Second, it sought to familiarize students through using these pages motivating and generating them greater interest in learning.

The findings suggest that the use of the website contributed in a positive way. The level of vocabulary in the students increased and it was evidenced in the data analysis chapter. The class had a different orientation in which the students changed their daily routine of their classes and enjoyed developing the exercises, which allowed them to use actively the knowledge they learned. The website allowed the interaction among teachers and students as well as promoting autonomous learning. Moreover, using that tool people could see a real change in methodology. In addition, the author suggested teachers to explore different technological resources in their teaching process to foster a true educational revolution in the Colombian context.

In the same fashion, Koivuniemi (2012) demonstrated the great impact of integrating some Web-based language learning activities into the classroom. This research was carried out with a group of first-year upper secondary students. In the quantitative study, the author wondered how much pupils use English websites, and how they spent time on English websites. In addition how Internet affects the pupils' knowledge.

In the conclusion, the author found that there was a correlation between the use of English websites and the score of the vocabulary test. Moreover, the result showed that boys were starting to acquire their English skills outside the classroom with the help of both English websites and video games. With the last result, the author refused the traditional belief that girls are better in language than boys are.

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Similarly, Mahsoub (2008) stated that there are many websites on the Internet, which are very useful for learning and teaching English, but in his country teachers and students use a few of those websites. The textbook is the most used material to develop a language learning and teaching process. Then, in the study, the author wondered about what the websites available are online for learning and teaching English as a foreign language and what are the points of strength and weakness of some of these sites.

The study aimed to evaluate six English language learning/teaching websites and their contribution to the development of English language skills. In addition, he mentioned what is important to study a website: the content of the website, the way in which the website is delivered and its usability. From this evidence, it can be inferred that the use of websites in EFL settings can yield positive results as tools for vocabulary learning because of the set of activities that they offer according to students' needs.

In agreement with these studies, Montes and Pinedo (2014) conducted the study whose purpose was to emphasize that teaching English to secondary school students implies many changes such as the implementation of innovative teaching methods. In this sense, it is necessary to consider the impact of new technologies on quality of people's life. Their main objective was to implement the use of new technologies such as the educative software, virtual environment software, and virtual platform, video conferences among others in English learning processes, especially, in the development of four language skills.

In the conclusions of the project, the results obtained were highly positive because the students were those who told them that the ICTs are very effective in their learning process to interact with others in and outside the classes. Also, each student had the opportunity to use real tools to learn in a real context to improve their learning in the language.

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From these research projects, it can be inferred that the use of websites in EFL settings can yield positive results as tools for learning vocabulary. They can contribute to face different educational situations in our country and countries around the world. With this in mind, it is important to mention that this work could also be very important in Colombian context.

Theoretical Framework

Vocabulary plays an important role for learners in learning a language. It affords them the opportunity to develop oral and written communication skills. According to Schmitt (2000) when language learners have a limited vocabulary, they will not be able to communicate successfully. The author also emphasizes on the variety of dynamic and interactive strategies available on the World Wide Web that benefit the vocabulary learning process.

The following theoretical framework is organized around concepts that are relevant to the research problem, such as vocabulary learning, websites and English language teaching and learning.

Vocabulary Definition

Some experts have broadly defined the term vocabulary; Hatch and Brown (1995) state that vocabulary is a group of words that speakers of a language can use in different contexts. According to Linse (2005), vocabulary is a selection of words that a particular person knows. In words of Newman and Dwyer (2009), vocabulary is defined as a list of words that people know to achieve a successful communicative act. These groups of words are used to transmit the information from the emitter to receptor and produce a feedback. Among those contemporary perceptions, Gardener (2009, as cited in Adger, 2002) not only confine vocabulary to a set of words and their meanings, but he also takes into account the structure of words in a language as well as how people use and store them. Similarly, Richards and Renandya (2004) considers

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vocabulary as the core component of language that provide much of the basis for how well learners develop their listening, speaking, reading and writing.

From the definitions above, it can be concluded that vocabulary is about more than knowledge of isolated words. It also refers to the relationship between them in a specific context in order to express meaning. At this point, learning vocabulary is one of the biggest challenges when people learn a second language, and it plays an important role in building language proficiency.

The Process of Acquiring Vocabulary

When it comes to analyzing the process of acquiring a mother tongue, it can be defined as the biggest cognitive challenge an individual goes through. This point is supported by Schmitt (2000). Who says that the grammar of language is internalized earlier than vocabulary due to the first element is the result of a limited group of rules; in contrast, the vocabulary is a component of language that continues to be learned throughout the person's lifetime, because there will always be new words and expressions to be explored.

Furthermore, the author considers that the process of acquainting a word includes some stages that do not necessarily occur in any specific or: a) the meaning(s) of the word; b) the written form of the word; c) the spoken form of the word; d) the grammatical behavior of the word; e) the collocations of the word; f) the register of the word; g) the associations of the word; h) the frequency of the word (Schmitt, 2000).

He also mentions that the spoken form of a word in English is not directly connected to its written form. In this sense, when EFL/ESL learners listen to a word, they can believe to know it because of a certain level of association with other similar words that they have heard. However, they can confuse the term with a different one, because of the difficulty distinguishing

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between the spelling of a word and its pronunciation. Therefore, Schmitt (2000) suggests the importance of learning both aspects when the learner knows a new word in order to find the connection between them.

The Strategies of Vocabulary Learning

Academics and researchers have proposed several classifications for vocabulary learning strategies. However, Oxford (1990) developed one of the most established systems that organized the wide variety of strategies identified. The author considered Social, Memory, Cognitive, and Metacognitive Strategies.

Social Strategies use interaction with other people to improve the vocabulary development. This type of strategy gives learners the opportunity to immerse themselves in English as a living language and give evidence of what they have learnt. These strategies can benefit students' achievement because many of them prefer fulfilling tasks with others and are more likely to accomplish the language goals within this cooperative atmosphere.

The memory strategy is a mechanic mental process to learn something. Memory-based strategies include repetition, association, the use of word lists, flashcards, oral and written verbal rehearsal, and mnemonics. Although this strategy is useful to learn new words and expressions, it can be tedious for students.

Cognitive Strategies refers to the function of "manipulation or transformation of the target language by the learner" (Oxford, 1990, p.43). In other words, these strategies are about mental processes that enable learners to retain new information by using some other strategies, such as: reading, writing and interaction with the environment. Cognitive strategies could benefit learners' long-term learning.

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Finally, metacognitive strategies involve a conscious overview of the learning process that empowers learners to make decisions about planning, monitoring, or evaluating the best ways to study. This type of strategies can enhance students' intrinsic motivation so that they think about what they really want to achieve and how they can do it. In this way, metacognitive strategies will provide students with the chance to assess how they believe they are progressing related to the learning targets, and motivate themselves to build or improve their vocabulary in the foreign language without being pushed for success by the educational system.

The Importance of Vocabulary in English as a Foreign Language Learning

Although vocabulary has been neglected in the field of English language teaching and learning for a long time (Richards & Renandya, 2004), a number of researchers (Laufer & Nation, 1999; Rodriguez, 2000; Read, 2000; Gu, 2003) have increasingly turned their attention to this component of language in the last decades, considering that it is essential for successful foreign/second language use and plays an important role in all language skills (listening, speaking, reading and writing).

Some researchers argue that vocabulary is the most important component in learning a foreign language, even more important than grammar. With respect to this matter, Krashen (1989), states that "First, a large vocabulary is of course essential for mastery of a language. Second, language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem" (p.440). Learners can have the grammar rules clear, but if they do not have an extensive vocabulary, they will be unable to use those structures and functions for communicative purposes.

Additionally, it is also important to mention the importance of the context in vocabulary learning of a foreign/second language due to the same word can have different meanings

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depending on the context where they are used. In this sense, the word lists can be useful when new words are introduced to students, but this process need to be enriched with additional information. Words should be used in sentences and specific contexts so that learners can find their appropriate meaning.

In brief, vocabulary teaching and learning is a constant challenge for both teachers and learners. Therefore, an increased emphasis on this area is essential in the process of language learning. EFL/ESL teachers should consider that teaching vocabulary requires the preparation of suitable material as well as the integration of innovative and interactive strategies in order to engage actively students in vocabulary learning.

The Website: Definition and Characteristics

A website is the name of a document or electronic information adapted to the World Wide Web that includes diverse web pages, text, images, and all types of multimedia files that can be easily accessed for different purposes by Internet users.

Nowadays, it is essential for every company to have a website since the network is the most used way by all users to find information, buy a product or hire a service. Similarly, many teachers are using websites in class in order to provide their students with the opportunity to have a dynamic learning experience through the use of various aids, interactive activities, visual and multimedia materials among others.

However, the Web is a vast repository of information and resources, and not all of them have been created by experts. Therefore, it is important to evaluate if that information comes from a reliable and appropriate source. At this point, identifying who is the author of the website and his experience in the subject matter is necessary. Another thing to bear in mind is the currency of the website that means to establish if the information has been updated over time.

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The Use of the Websites in English Language Teaching and Learning

The society has witnessed the advances in ICT. Certainly, these new technologies have affected the education especially in language education. Language teaching and learning need the use of technology. It brings certain benefits such as motivation, variety of interactive activities, real materials that encourage the interaction among teachers and learners and foster the collaborative and autonomous learning.

The use of Internet as a means to reinforce the learning and teaching process of English as a foreign language offers many possibilities, which can be adapted to the specific needs of students. Blake (2007) mentions the relevant existence of a collection of diverse web to practice English as a foreign language that provide students with opportunities to improve the four language skills online from the classroom or another place where students have access to the Internet.

The websites in English language teaching are useful educational resources that offer a variety of tools effectively address the diversity of students as well as their personal learning needs. Moreover, websites provide diversity of exercises, activities and tasks that support the teaching and learning process.

When addressing the Colombian educational context, similar advantages as the discussed above can be found. The use of websites in English language teaching and learning can bring some other benefits for teachers and students such as:

- A big change in methodologies to teach and learn. The new era of education gives priority to students, especially, when working alone or in groups.
- A great change regarding the organization of the institution. Virtual learning centers change the concept of the class in different academic contexts.

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- Significant changes in the way that students learn. Seek new experiences and methodologies for problem solving.

It is also worth mentioning that the use of websites in EFL/ESL classrooms promotes the interaction between teachers. Because of the new technological applications, they can work together in learning groups for sharing resources online. Teachers share images, videos, and different activities online meanwhile students can make their own projects using those aids. Daniels (2008) states that the set of materials created and provided by teachers will become a bank of valuable resources for the whole educational community.

This space is ideal for analyzing and studying the student's feelings in relation with the new language because there is a genuine feedback among teacher and learners. In addition, teachers can subscribe to many web pages related to English Language Teaching (ELT) and find authentic material that can be very useful for this area of knowledge. However, it is important to look for useful information on the web and it is not simple. There is a lot of information that can affect the researching process. That is why Colombian EFL teachers are called to evaluate the online materials critically and select them according to the language learning goals of the course.

The Role of Websites in Vocabulary Teaching and Learning

The Internet as a useful tool to improve vocabulary has an important role in the learning and teaching of this component of language. The World Wide Web offers a large number of strategies and exercises, which include graphical presentations, audios and video files to help students improve their development of the vocabulary.

These diverse multimedia resources offer diversity of learning styles and can make the students get a better understanding of the language. Given that in the context of Colombia, where students' indifference to learn a foreign language is observed, the use of Internet can be one

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possible way to enhance their attitudes and motivate them to be “actively involved in their own learning process” (Nunan & Lamb, 1996, p. 9). As a result, when students are makers of their own knowledge they are driven to immerse themselves in the foreign language, not only to complete academic goals, but to use it effectively in real life situations.

Next, some websites with which students can learn new words through funny activities, based on the enjoyment of playing, will be proposed to help teachers choose which they consider appropriate for the sake of helping students to improve their vocabulary in the foreign language.

Vocabulary.co.il is an educational website dedicated to helping to build English language skills. It offers free online interactive activities like games that are specifically designed to build vocabulary skills and to motivate users to learn English. Target users are teachers and students of English as a second or foreign language. The content and vocabulary activities are accurate. The website is organized in multiple categories of vocabulary lists making connections between words and ideas, and between words and pictures, users build vocabulary skills.

The process of building vocabulary skills is faster and more efficient through the process of association words and images. Vocabulary activities are organized according to users’ levels. In this website, vocabulary is part of homeschool curriculum and for afterschool enrichment. Jacob Richman is the creator of a series of web pages dedicated to learning a foreign language and educational purposes.

Vocabulary.co.il was created in 2006 and it is updated every day with new vocabulary activities. The site is completely arranged. Navigation among vocabulary exercises is easy, as it is possible to surf throughout to the contents of the different activities and to do the exercises repeatedly. The website has friendly pages that offer a complement in the process of learning the

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target language. The site was designed as a tool and resource for learning with the aim of helping users to take the Test of English as a Foreign Language or TOEFL test.

VocabAhead.com is a website and an iPhone app designed to exponentially increase vocabulary and word recall for students from six to eleven grade. It combines words and their meanings with visual cues and contextual sentences. Each word is supplemented with pictures, sounds and stories.

The website is organized in multiple sections of vocabulary such as videos, a study room, a word list, a teacher and a download link. The content and the exercises are accurate.

Vocabulary activities are arranged according to school levels. Users learn faster through vocabulary building method where they can take quizzes, play, create word list and share information among teachers and other users.

Lafazi, Inc. and Faiza Khan are creators of this website a mobile app. The author states that the key to learn vocabulary is to use true contextual elements. Each word is presented in a context with graphics and accurate American pronunciation. The website is being updated all the time. Creators and users share new lists and information related to English vocabulary.

VocabAhead.com is a good resource to for teachers and students of English vocabulary to learn because of it promotes the collaborative and autonomous learning. Students can learn and remember new words and vocabulary and they can use them in real situations. The website offers the advantage of downloading the application in mobile phones and working from home or office through a dynamic and attractive interface.

Chapter III: Methodological Aspects

After researching positive concepts and theoretical elements about the use of web pages as useful tools in vocabulary learning of English as a foreign language, the procedure to be used

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for this investigation will be described, based on the informational aspects such as paradigm, design, type, population, sample and place that will help with the developing of data collection.

Research Design

Research Paradigm. According to the purpose of this study, its nature and its characteristics, it will be developed based on the qualitative paradigm.

A qualitative research focuses on the social subject, in terms of its characteristics, facts and properties that enclose it. This type of research is based on human nature and it is interested in what people think, say, feel or do; their cultural patterns and the process of interpersonal relationships with the environment. Likewise, it has a theory with a considerable importance to the practice with which people try to understand the phenomena from the point of view of the investigators.

In the study of a qualitative research, Denzin and Lincoln (2005) describe it as an interpretive naturalistic approach that has a great importance to the world of the investigation. In that sense, qualitative researchers make their studies in their natural contexts, attempting to make sense of or interpret several phenomena in terms of the different meanings that people bring to them. Similarly, a qualitative research focuses on the places where people interact and communicate each other, sharing their experiences to understand the reality.

In the same way, according to Creswell (1998) a qualitative research is characterized for being an examination process of understanding a social or human problem, focused on constructing a complex and holistic picture that is composed with words which reports detailed point of views of many informants and it is developed in a natural setting . For this reason, the mentioned research makes people feel free to express their opinions and positions according to what they want to study.

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It is significant the qualitative research for this study because its main purpose is to allow researchers to establish a contact with the social subjects. Then, they can play an active role to the investigative process in a natural way. Besides, it is possible to make studies about the daily life of groups of people and to handle primary information through surveys, interviews and observations. Based on this information, it is also possible to create a theory with the results that were obtained.

Type of research. From the qualitative paradigm, Action Research has been selected in order to carry out this study. The mentioned research is very important because it focuses on a wide range of strategies to improve the educational and social system. Additionally, this type of research is based on turning what happens in everyday teaching activity and it is used to discover which aspects can be implemented or changed to achieve a better performance. Munn and Winter (2013) state that action research could be defined as the research that studies a social situation and it helps to improve the quality of action in it. In the same document, they mention that action research is based on assumptions that improve the knowledge to find practical and useful changes.

Action research, in education, can be used to describe a number of activities that are carried out by teachers in the classrooms. Those activities are used for several purposes such as curriculum development, professional self-development, improvement of educational programs and planning systems. Also, the activities concentrate on identifying some action strategies that are implemented and subjected to observation, reflection and change. In that way, it generates social change and educational knowledge and it provides autonomy and gives power to those who perform it.

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In this study, this type of research allows improving language education through making changes and learning from the same. Also, the researchers are not considered experts but people interested in the practical problems and the improvement of reality. In addition, the involved participants establish a relationship of equality in the contribution of the same research project and the validity of the investigation is achieved through qualitative strategies.

Setting and Population.

This research project will take place at “La Ciudadela” in Pasto. It is a public institution located in the east of the city. It serves around four thousand students: children, teenagers and adults in the levels of kinder, elementary and high school. The school has six locations: Villa Flor, el Tejar, Niña Maria, el Carmen, Puerres and Santa Mónica.

This study will take place at the one located in Villa Flor 2 neighborhood, which is the main headquarters of the whole institution. It belongs to commune 3 in the south east of Pasto, Department of Nariño. The institution has over 880 students in kinder, elementary and high school from 6th grade to 11th grade, 1 and 2 levels; male and female gender.

The institution has very nice facilities with large classrooms which are very comfortable to study and learn. Near that place, people can find restaurants, supermarkets, parks and small shops. In that Neighborhood, students are exposed to many dangers such as traffic, crime and gangs.

Sample. For this research study, 35 students and the teacher will participate. They are in 6^o grade of high school with an average age of twelve years old, boys and girls, 1 and 2 economic levels. The sixth grade of high school were chosen because they live a transition period from elementary to high school and many of them belong to different seats of the same institution where the English taught is minimal and in many cases null. When, they have to face a list of

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new words, unknown vocabulary and to use them in a specific context the difficulties and problems are evident in quizzes, exams and assigned tasks. However, the vast majority of students have a great connection with technology and they use the Internet, websites and social networks very easily.

Therefore, it is important to know the impact of the use of web pages in learning English vocabulary and to determine if after using technological tools their vocabulary learning improves, or remains the same. In that sense, information collected will be very important and valuable for this study.

Data Collection Techniques and Instruments

Action research offers several ways to obtain data and to develop the current study; it suggests using observations and interviews.

Direct observation. This technique will be important in this study because the researchers will be in the place where the research project will take place. The researchers will make a direct observation to find the results that this research project will achieve. In addition, direct observation allows the researchers realizing about the problems of the students in vocabulary learning. This type of technique is difficult to apply; however, the obtained information is reliable and accurate.

Focused interview. This technique will be also used with the interviewed group and the teacher to obtain the information that will be needed. Also, to know some aspects related to the objective that this study will respond. In addition, it helps the researchers think about the whole project and the activities that will be done with the group to find the results.

Interview Script. That instrument will be used in this investigation to write the steps to follow during the focused interview with the possible questions that will be asked during the

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conversation. Both, students and teacher will be asked some questions about what they think of websites in vocabulary learning.

Recording. It will be used to save the information in a technological device to be analyzed after doing the focused interview.

Procedure

At the time of execution of the project, these steps will be followed. First, the approach to the institution where the proposal will be applied and request the permits that support the link between the researchers and the school. Second, to make an interview with the teacher of the area and to apply a questionnaire to the students to make a diagnosis and to observe their feelings and thoughts regarding the learning and teaching of the English vocabulary knowing the strategies that the teacher uses and determine the level that students have in this aspect. Third, the webpages, Vocabulary.co.il and VocabAhead.com, will be presented to students to have their first contact with the ESL pages and begin to interact with them. Finally, in this part of the procedure is important to rethink activities and reflect about the work in order to get the first conclusions.

After the previous steps and the interaction of the students and the teacher with the ESL websites, it is possible to determine the changes in the learning of the vocabulary in English. At the same time, to find errors in the proposal in order to make the necessary adjustments to improve it. After two months, of this process it is important to make an analysis of the results and determine the effects of the use of ESL websites on the vocabulary learning and in this way to conclude the project and to do the final report.

Schedule and Budget

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The schedule and the budget are important aspects in the development of this project. The mentioned aspects help the researchers to have a clear idea of the general process development. It is important to mention that the suggested dates to finish this study are only a proposal that people can adapt to develop the final research development.

Schedule of the project

		2017																															
Months		January				February				March				April				May				June				July							
weeks		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
Activities																																	
1. Ask for permission to institution			✓	✓																													
2. Collect Information						✓	✓	✓																									
3. Time of the proposal										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
4. Data Analysis																						✓	✓	✓									
5. Writing the Final Report																										✓	✓	✓					
6. Presentation of the Final Report																																	😊

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Budget

Unit	Detail	Unit Value	Total Value
400	Photocopies	50	20.000,00
50	Transportation	1.400	70.000,00
2	Rent of equipment	30.000	60.000,00
1	Tape recorder	130.000	130.000,00
72	Presents for students	2.000	144.000,00
1	Computer	2.000.000	2.000.000,00
		Total Value	2.424.000,00

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