



IMPACT OF RICHMOND LEARNING PLATFORM ON THE ADQUISITION OF ENGLISH VOCABULARY

IMPACTO DE LA PLATAFORMA DE APRENDIZAJE DE RICHMOND EN LA ADQUISICIÓN DE VOCABULARIO DE INGLÉS

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Abstract

The current work was designed to analyze the impact of the digital platform, especially Richmond, the use of vocabulary in English as foreign language students in Guayaquil seventh grade. It used a high-quality approach a descriptive method based on a literature review and an analyze of official education reports. It started from the assumption that educational technology offering continuous access, personalization of learning paces, and a more interactive environment could significantly improve students' language performance. The study was based on previous studies highlighting the relationship between digital platforms and increased vocabulary storage, as well as data showing a low level of English proficiency among high school students in Guayaquil. The results indicated that the use of digital tools contributes to a more dynamic, motivating and efficient learning, especially in vocabulary development, which is one of the biggest



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challenges in language learning. It is concluded that the use of digital platforms in English language teaching is an effective educational strategy because it promotes student autonomy, promotes language comprehension and promotes the improvement of academic activity.

Keywords: English language teaching; educational technology; digital platforms; vocabulary acquisition; education

Resumen

El trabajo actual fue diseñado para analizar el impacto de la plataforma digital, especialmente Richmond, el uso del vocabulario en inglés como estudiantes de idiomas extranjeros en Guayaquil de séptimo grado. Se utilizó un enfoque de alta calidad un método descriptivo basado en una revisión bibliográfica y un análisis de informes de educación oficial. Comenzó a partir de la suposición de que la tecnología educativa que ofrece acceso continuo, personalización de los ritmos de aprendizaje y un entorno más interactivo podría mejorar significativamente el rendimiento lingüístico de los estudiantes. El estudio se basó en estudios previos que destacan la relación entre las plataformas digitales y el mayor almacenamiento de vocabulario, así como datos que muestran un bajo nivel de dominio inglés entre los estudiantes de secundaria de Guayaquil. Los resultados indicaron que el uso de herramientas digitales contribuye a un aprendizaje más dinámico, motivador y eficiente, especialmente en el desarrollo del vocabulario, que es uno de los mayores desafíos en el aprendizaje de idiomas. Se concluye que el uso de plataformas digitales en la enseñanza del idioma inglés es una estrategia educativa efectiva porque promueve la autonomía de los estudiantes, promueve la comprensión del idioma y promueve la mejora de la actividad académica.

Palabras clave: enseñanza del inglés; tecnología educativa; plataformas digitales; adquisición de vocabulario; educación

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Introduction

Learning a foreign language, particularly English, presents significant challenges for students in Basic General Education. Previous studies have highlighted the general benefits of digital platforms for language learning; however, there is a lack of research that examines the specific impact of tools like the Richmond Learning Platform on vocabulary acquisition. This gap underscores the need for further investigation into how such platforms can address these challenges and improve learning outcomes (Hidalgo & Villán, 2023).

The Richmond Learning Platform is a digital educational tool designed to support language learning through interactive and personalized activities. It incorporates features such as systematic repetition, positive reinforcement, and gamified elements to engage students and enhance their learning experience. By focusing



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on vocabulary acquisition, this platform aims to provide a dynamic and effective approach to teaching English, particularly in public education contexts where resources may be limited (Gonzalez, 2023).

Additionally, there is limited evidence on how these tools perform in real classroom settings with younger learners. Addressing this gap is crucial to understanding the potential of educational technologies to create more inclusive and effective pedagogical strategies that improve language learning outcomes (Unesco, 2024). This study seeks to answer the following research question: How does the Richmond Learning Platform impact vocabulary acquisition and student motivation among seventh-grade learners? By exploring this question, the research aims to contribute valuable insights into the effectiveness of digital tools in English language education and provide recommendations for their implementation in public schools.

Materials and methods

Research approach

This study adopts a quantitative and qualitative approach to analyze the impact of the Richmond Learning Platform on English vocabulary acquisition. A descriptive and exploratory research design is employed, as the aim is to understand how this digital tool influences the learning process of seventh-grade students in Basic General Education.

Population and sample

The study population consists of seventh-grade students from Unidad Educativa Almirante Nelson. The sample was intentionally selected and consists of 18 students.

Data analysis

The collected data were analyzed using descriptive and comparative statistics. Means and percentages were calculated to identify patterns in students' responses. Additionally, a qualitative analysis of observations was conducted to identify subjective aspects of the platform's impact on vocabulary learning.

Ethical considerations

The confidentiality of participants and the information obtained was ensured. Students and their legal guardians provided consent to participate in the study. Furthermore, participation was voluntary and carried no negative academic consequences.

Results and discussion

This study explored students' perceptions of the impact of the Richmond Learning Platform on their English vocabulary acquisition. Through a combination of quantitative and qualitative methods, the study sought to understand how this digital tool influences the vocabulary acquisition and motivation of seventh-grade students in a specific educational community. The results, obtained from a purposive sample of 18 students, generally reflect a positive perception of the platform's usefulness and motivation, although some critical opinions were also identified, which contribute to a more complete view of the digital resource's impact on the learning process.



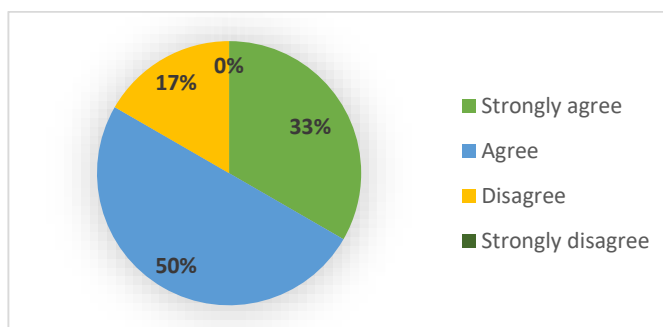


Figure 1. Do you consider that the Richmond Learning Platform has improved your English vocabulary learning?

Table 1. Do you consider that the Richmond Learning Platform has improved your English vocabulary learning?

Options	Frequency	Percentage
Strongly agree	6	33%
Agree	9	50%
Disagree	3	17%
Stongly disagree	0	0%
Total	18	100%

Note: Percentages are rounded to the nearest whole number.

The majority of students (83%) perceived that the Richmond platform improved their English vocabulary learning, suggesting a positive assessment of its usefulness. Only 17% expressed the opposite, indicating that, although to a lesser extent, some students did not find significant benefits. These results support the use of digital tools as a complement to language instruction.

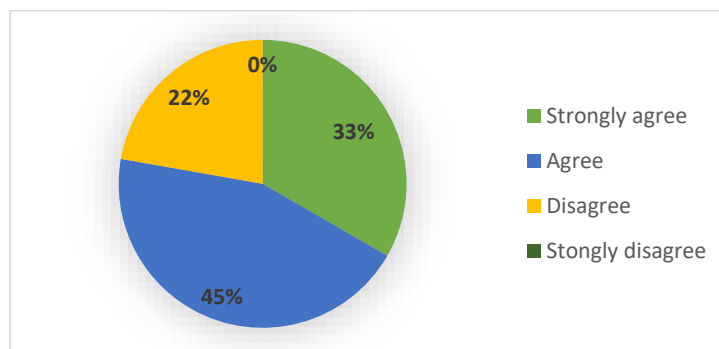


Figure 2. Do you feel more motivated to learn English vocabulary thanks to the platform?

Table 2. Do you feel more motivated to learn English vocabulary thanks to the platform?

Options	Frequency	Percentage
Strongly agree	6	33%
Agree	8	45%
Disagree	4	22%
Stongly disagree	0	0%
Total	18	100%

Note: Percentages are rounded to the nearest whole number. Most feel more motivated with the platform.

45% of the respondents indicated that they agree to feel motivated to learn English thanks to the platform, followed by 33% who stated that they strongly agree. Then, 22% of the respondents disagreed, and finally, none of the respondents reported strongly disagreeing

Discussion of results

The collected data clearly indicate a predominantly positive perception of the impact of the Richmond Learning Platform on English vocabulary acquisition. In the first survey question, 83% of respondents agreed or strongly agreed that the platform has contributed to improving their vocabulary (). This finding is in line with the theoretical framework of the project, which emphasizes that digital tools and personalized learning approaches facilitate the assimilation of new vocabulary and reinforce retention through interactive and gamified methods ().

Regarding motivation, 78% of the students reported feeling more motivated to learn vocabulary thanks to the platform. Although 22% expressed disagreement, this suggests that while the majority respond positively, there is room for improvement in the design of activities to cater to a broader range of learning styles.

The impact of interactive games and activities is particularly clear in the third question, where 100% of the participants agreed that these elements help them remember new words better. This result confirms the effectiveness of gamification as an instructional strategy a notion that is well supported by previous research in digital education.

Similarly, when comparing the platform to traditional methods (such as textbooks and face-to-face classes), 89% of respondents indicated that the platform facilitates their learning. This response reinforces the idea that educational technologies can offer more dynamic and individualized experiences than conventional methods, even though a small minority disagree, pointing to the need for further investigation into contextual or implementation factors.

Conclusions

The findings of this study demonstrate the positive impact of the Richmond Learning Platform on English vocabulary acquisition among seventh-grade students at the Almirante Nelson Educational Unit. The data collected supports the idea that interactive and gamified features significantly improve student motivation, engagement, and overall vocabulary retention.

One of the most remarkable results is that 83% of students recognized an improvement in their vocabulary thanks to the platform. This is in line with previous research that emphasizes the role of digital tools in



bolstering vocabulary learning through personalized and engaging methods. In addition, the 100% positive response to the effectiveness of gamified activities confirms that interactive learning strategies play a crucial role in vocabulary retention.

In addition, 89% of respondents felt that the platform was more effective than traditional methods, highlighting the importance of incorporating educational technology into language teaching. The platform also encourages autonomous learning, as 83% of students feel able to study independently using available resources. This reinforces the idea that digital learning tools not only improve academic performance, but also develop students' self-directed learning skills.

However, the study also reveals that a small percentage of students (22%) did not feel as motivated, suggesting the need for further improvements in the design and personalisation of activities to suit different learning styles. This indicates that while the Richmond Learning Platform is highly effective, ongoing updates and pedagogical adjustments are necessary to maximize its benefits for all students.

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