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FACULTAD DE CIENCIAS SOCIALES

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LA METODOLOGÍA B-LEARNING Y EL USO DE LOS RECURSOS DIDACTICOS VIRTUALES PARA EL PROCESO DE ENSEÑANZA

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Dedication

I dedicate this thesis first to my heavenly father, for his infinite love and care, to achieve this long-awaited goal.

To my dear parents, for their sacrifice and dedication for having supported me in spite of the circumstances, it has been a blessing to be their daughter.

To my son who is the architect to continue fighting and give me a reason to fight.

To my husband, my partner in struggle and sacrifice, without his support I would not have been able to reach this goal.

Yamileth Jeannine Santana Mina

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To my family members who are not with me, but always trusted in my abilities until the last moment that accompanied me.

To my lovely parents who give me confidence and support during the time of my student career.

Jorge Aurelio Aguilar Vera

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Resumen

La presente investigación**,** tuvo como objetivo mejorar el desarrollo de la subskill vocabulario en inglés de los estudiantes de la Escuela de educación básica "Rodrigo Ugarte Córdova" mediante la implementación de la metodología B-learning y el uso de recursos didácticos virtuales. El proyecto sirvió para identificar si los estudiantes comprendieron los temas propuestos con la aplicación de la metodología y los recursos. La población estuvo conformada por 14 estudiantes entre los paralelos A y B que cursan 6to año de educación básica. La investigación se desarrolló bajo un paradigma cualitativo, mediante un diseño metodológico investigación acción participativa. Para la recolección de datos se utilizaron métodos teóricos y empíricos como la observación y dos pruebas de diagnósticos lo cual sus resultados fueron mediante una rubrica. Se realizo una propuesta didáctica con un sistema de actividades para aplicar en una clase de manera que se implemente la metodología b-learning y el uso de los recursos didácticos que cumpla con el objetivo de la investigación. Con la aplicación de esta metodología y recursos se pudo evidenciar una mejora con respecto al vocabulario de los estudiantes en las clases de inglés.

Palabras clave: Metodología, recursos didácticos, b-learning, TICs, proceso de enseñanza aprendizaje.

Abstract

The objective of this research was to improve the development of the English vocabulary subskill of the students of the "Rodrigo Ugarte Córdova" Primary School through the implementation of the B-learning methodology and the use of virtual didactic resources. The project served to identify whether the students understood the proposed topics with the application of the methodology and resources. The population consisted of 14 students between parallel A and B who are in the 6th year of basic education. The research was developed under a qualitative paradigm, using a participatory action research methodological design. Theoretical and empirical methods were used for data collection, such as observation and two diagnostic tests, the results of which were obtained by means of a rubric. A didactic proposal was made with a system of activities to be applied in a class in order to implement the b-learning methodology and the use of didactic resources that fulfills the objective of the research. With the application of this methodology and resources, an improvement in the students' vocabulary in English classes was evidenced.

Key words: Methodology, didactic resources, b-learning, ICTs, teaching and learning process.

GENERAL INDEX

Introduction

Since the beginning of education, the English language has gone through unfavorable changes in teaching, however, since a few years ago it has taken an important place in education; becoming fundamental for the formation of students and thus obtaining better expectations for the future and complementing it for the stimulation of learning other languages.

By learning English or several languages, which can create stimuli in the brain that will help improve skills in different cognitive areas. (Chávez et al., 2017)

The use of a foreign language as a second language at a global level, enhances both work and personal expectations, which has become one of the primary needs to communicate and additionally has been a total discovery to find the way towards the assimilation of other ways of life.

Education during the time of confinement, the pandemic caused by SARS-CoV-2 has a severe impact on the Ecuadorian educational model, which had to adapt to a virtual modality implementing new teaching-learning methods for students to understand in the same way as when they had face-to-face classes.

The learning methodology has had several modifications due to the constant introduction of different platforms, technological means of communication, interactive applications, etc. Therefore, many of these aids have been advantageous within the teaching-learning process for the "pandemic" time.

The Blended Learning environment offers a different setting with multiple media for teaching, communication, discussion and evaluation. The evidence from the existing literature highlights the importance of self-monitored learning behaviours and technology readiness in the online learning environment. The balance between online learning and in-class learning is relatively hard to achieve and one of the challenges for BL course design.(Geng et al., 2019, p.6)

This methodology is relatively new and is linked with two additional methodologies, such as E-learning and M-Learning, coupling its pedagogical approaches with the other two and creating new learning techniques. This union creates a better performance in students and institutions, improving virtual learning, reinforcing the ease of access and thus improving the use of didactic techniques and contents.

Classes are not currently very interactive and even more so in the virtual modality, the same activities, materials and even procedures are used, creating boring classes and tense environments, this causes disinterest in the students, absence in the classes, etc., all of this being reflected in the student's participation.

Amid the factors that affect the low participation of the students, it can be mentioned that the students are not able to decodify the messages that the teacher codes in the foreign language, likewise, when the time comes to cooperating in class, it is very awkward. All this is because of the act that teachers do not apply new interactive strategies, this is why the following research question arises: How to improve the development of the vocabulary sub-skill in the English language of students in the 6th year of Basic Education Class A and B of "Rodrigo Ugarte Córdova" Primary School?

The object of study is the teaching-learning process in the 6th grade of general basic education, class A and B.

The general objective of the research is to improve the development of the English vocabulary subskill of the sixth-grade students of "Rodrigo Ugarte Córdova" Primary School through the B-Learning methodology and the use of virtual didactic resources.

This objective is delimited in the field of action, the B-Learning methodology and the use of virtual didactic resources.

In this way, the specific objectives of this research project are as follows:

1. Theoretical foundation of the object and the field of the research.
2. To diagnose the actual state of the vocabulary in the English language of the students of the 6th grade of Basic Education parallel A and B of the "Rodrigo Ugarte Córdova" Primary School.
3. To implement the B-Learning methodology.
4. To apply the virtual didactic resources.
5. To evaluate the development of the English vocabulary sub-skill achieved by the students after the implementation of student interaction through the use of the B-Learning methodology and the use of virtual didactic resources.

This research is focused on the students of the 6th grade of Basic Education parallel A and B of "Rodrigo Ugarte Córdova" Primary School, who are aged from 9 to 10 years old.

As a result of the previous considerations and the needs presented by the work, the researcher proposes to carry out qualitative research, with a descriptive research design. The research uses theoretical and empirical methods, with the use of techniques such as participant observation and tests that allow measuring the scope of the process.

The importance of the research submitted here is that by using virtual teaching resources as a didactic strategy linked to the collaborative teaching and learning process, it will increase the child's interaction in a fun and creative way so that he/she can understand the vocabulary of the subject that is important for the development of the language.

The practical contribution of the research is the use of the B-Learning methodology applied in the virtual teaching and learning mode of the English language.

The present research work is organized as follows: the introduction where the particularities of the research are presented in a general way, followed by a chapter where the fundamental bases for the development of the topic are specified. Simultaneously, the methodological framework is introduced, which establishes the type of research, its purposes, the methods and techniques applied for the collection of the necessary information, which will be very useful at the time of presenting the results obtained.

The final part of the work includes the pertinent conclusions and recommendations, in addition to the bibliographic section where the opportune inquiry for the development of this research is evidenced.

CHAPTER 1: Theoretical Foundation of the Use of B-Learning Methodology as a Teaching and Learning Process through Interactive Didactic Resources in Basic English Language Education.

The aim of this chapter is to provide a theoretical foundation for the field and object of study of this research. In the process, we seek to obtain information about the conceptual and referential background and the contextual characterization of the research.

The historical background includes bibliographic content that focuses on the use of the B-Learning methodology in the English language, detailing the origin, transformation processes, characteristics and advantages it has had in education, so that the importance it has had can be understood.

In the Conceptual and referential background module, the progress of the B-Learning methodology as a process of teaching and learning English language in basic education is presented, for which information was acquired from several authors that establish theories on the subject of the research.

On the other hand, in the same epigraph is subdivided in the use of virtual didactic resources in the development of the English vocabulary sub-skill in basic education in the English language, therefore, information is obtained regarding virtual resources and their introduction in education.

Finally, in the section on Contextual Characterization, a precise explanation is given on the use of the B-Learning methodology as a teaching-learning process and the use of virtual didactic resources for the development of the English vocabulary sub-skill, both of which are focused on the English language in Ecuador. The current state of education and the use of these tools in basic education are diagnosed.

1.1. Historical Background of the Use of B-Learning Methodology in the English Language.

A most relevant report of the English language is that it began as a jargon of invading people, the contribution of diverse cultures was founding it to become today the most significant language in the world.

Chávez et al. (2017) the number of people learning to speak this language has increased over time thanks to globalization, as English has become essential to obtain a job or to progress in it.

Nowadays, English is extremely important since it has been introduced in fields such as education, politics, economy, commerce, etc. In other words, the English language is indispensable to learn since it opens doors to work and personal life.

Education has been visualized as the advancement of several generations to perfect the future of a third world country. Therefore, English is the bridge language to be able to establish a better working relationship with underdeveloped countries, and to be able to obtain better financial, labor, education, etc. processes.

Teachers have to organize the teaching-learning process in such a way that students can participate and communicate as they go about their activities because today it is all about capturing the vision of language and language learning. (Durand et al., 2012)

For education to obtain better results, a few methodologies, techniques and resources have been developed to increase the cognitive development of the student, but even so, when it comes to English language education, more learning resources are required.

Blended learning has currently become an attractive methodology where several technological resources are used, where it is the combination of online and face-to-face teaching, where teachers and students can interact with each other.(Durand et al., 2012)

For the term b-Learning there are many definitions, as some authors such as: Bartolomé, (2002); Pascual, (2003); Salinas, (1999) cited in Romero Sandí & Rojas Ramírez, (2013) that have suggestions that are not so close to the original, "Además de las definiciones existen varias denominaciones para el término b-Learning tales como "educación flexible", "enseñanza semipresencial", "formación mixta" y "aprendizaje mixto o mezclado". Therefore, it is not stipulated how to name it specifically" (p.5).

It is essential to make known the concept of e-learning methodology (electronic Learning) in order to know where the B-Learning methodology comes from, in agreement with Sataloff et al., (2011) "We define e-learning as instruction delivered on a digital device such as a computer or mobile device that is intended to support learning". In other words, the E-learning

methodology refers to distance learning, which uses computer technology tools through various types of platforms. (p.28).

As the authors state: Lozano 2004 citado en García Peñalvo (2005)

El triángulo del e-learning, formado por la tecnología (plataformas, campus virtuales…), los contenidos (calidad y estructuración de los mismos se toman como elementos capitales para el éxito de una iniciativa de e-formación) y los servicios (siendo el elemento más variopinto que engloba la acción de los profesores, elementos de gestión, elementos de comunicación, elementos de evaluación…) (p.3).

It is possible to make a variation with the elements of the e-learning triangle and obtain different models of the same methodology, since authors are simply making a differentiation in the relevance of each one of them.

Finally, it can be concluded that the E-learning methodology based on Ratheeswari, (2018), "E–learning encompasses learning at all levels both formal and non-formal that uses an information network–the Internet, an intranet (LAN) or extranet (WAN)" (p. 2).

Starting from the E-learning methodology, the M-Learning methodology appears, which are very similar since both share technology as their best ally. As pointed out by Kumar, (2013), "Mobile learning refers to the use of mobile or wireless devices for the purpose of learning while on the move" (p.75).

The Mobile Learning, Mobile Learning or m-Learning, Traxler (2005 quoted in Lagos, 2018), se refiere al uso de pequeños dispositivos digitales portátiles tales como smartphones y tablets, estos aparatos permiten establecer la comunicación de datos e información de modo inalámbrico con rapidez y versatilidad. Mobile learning has benefits such as accessibility, connectivity, ubiquity, i.e., access at any time and place, thus breaking down the barriers of time and space. (p.2).

It encourages the use of mobile devices as a benefit for education, having demonstrative, transformative and adequate activities, one of the relevant characteristics is that they are more economically solvent than a desktop or laptop computer, and they are more so because of the versatility in their use, and include educational content that facilitates learning.

Based on this article written by Rodríguez Núñez, (2015)

M-Learning stimulates learning in a flexible and dynamic way, creating new possibilities for students to learn from other environments and contexts.

In this context, the M-Learning methodology provides interesting and simple materials that facilitate the learning of this new language.

Rodríguez et al., (2017) states "la Metodología de Aprendizaje Móvil del inglés pretende que se incremente el contacto de los estudiantes con el idioma inglés aprovechando las potencialidades de la tecnología móvil, específicamente los teléfonos celulares, para comunicarse en situaciones reales" (p.3).

The most concrete definition of the M-Learning methodology is mobile learning, which uses technology to achieve an optimized learning style and can be used not only in education, but also in other related activities.

The E-Learning and M-Learning methodology has been the fundamental basis for the beginning of B-Learning, since it obtains the combination of these two variables. That is why B-Learning is usually translated as blended learning, and other names already mentioned above. According to Morán, (2012) who restates that "A finales de los 90, surge el concepto de B-Learning, y con él comienza a configurarse un nuevo modo de diseñar la enseñanza y pensar los procesos de aprendizaje". (p.2)

The role that communication and interaction plays in the learning process becomes a critical success factor. It is within this context that e-learning (electronic learning) and m-learning (mobile learning) can and should contribute to the quality of education because of the rich communication and interaction environment it provides. (Brown, 2003, p.4)

The exact definition of the B-learning methodology in the view of Teach, (2020) is "integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner." In that it is the union of synchronous and asynchronous education and therefore requires face-to-face and distance activities. (p. 1)

The central adaptation of this approach is to find the equality of the two modalities, traditional and online, and one of the ways of acquiring them is according to the subject of study. (Calatrava, 2019)

Several authors say that this methodology is a mixture of distance and face-to-face teaching, therefore, it contains technological resources and traditional activities. That is to say, it intervenes with the support of technology and thus a better result since there is a better communication with the teacher.

From the article published by Valiathan (2002)

El B-Learning categorizes blended Learning into three models:

- Skill-driven learning, which combines self-paced learning with instructor or facilitator support to develop specific knowledge and skills.

- Attitude-driven learning, which mixes various events and delivery media to develop specific behaviors.

- Competency-driven learning, which blends performance support tools with knowledge management resources and mentoring to develop workplace competencies. (p.1)

In the skills-based model, it focuses on autonomous learning and provides motivational support in the learning process; the attitude-based model is based on collaborative activities through technology, obtaining either personal or group interaction; and the competency-based model is oriented to tutorials, as this allows for feedback and strengthening of implicit knowledge.

1.2. Conceptual and Referential Background of the Use of the B-Learning Methodology as a Teaching and Learning Process in the English Language in Basic Education.

The teaching and learning process is made up of two important perceptions: Teaching is that which transmits knowledge and learning is part of the structure of education, its most basic concept is that the teaching learning process is the way in which specific or general knowledge is transferred on a specific topic or subject either voluntary or a conditioned reflex.

The teaching-learning process is produced by the student's own learning in which he/she creates his/her knowledge through individual reflections while the teacher is the facilitator of this teaching-learning process. (Abreu Alvarado et al., 2018)

It can be inferred as the main idea for the instruction of the student's personality, that is to say, the teaching-learning process compacts the educational activities with the student's personal attitudes, this leads to a better performance in both fields, the teaching-learning process is the mixture of the pedagogical and the educational.

Blended learning revealed that one of the significant benefits of using this teaching approach in the ESL/EFL context is enhancing the language learning environment, which plays a vital role in the learning and teaching process (Albiladi & Alshareef, 2019, p.4).

Emphasizes Castro & Lara, (2018):

El blended Learning (b-Learning) es un enfoque educativo para mejorar un programa de enseñanza-aprendizaje. Con la ayuda de la metodología B-Learning el proceso de enseñanza aprendizaje puede adquirir nuevos conocimientos y habilidades, más aún si se trata de aprender otro idioma como el inglés (p.2).

On the other hand (Area Moreira et al., 2010)

Blended learning or b-Learning needs a planning with activities where the student develops autonomously and by the teacher that goes beyond a traditional class so that there is no obstruction in the physical and virtual classroom.

Blended learning depends not only on the quality of the course and the virtual environment but also on the grade to which the students are prepared to work in their virtual study environment(Hubackova & Semradova, 2016, p.2).

The teacher is part of the teaching-learning process, but when implementing the B-Learning methodology he becomes a facilitator with a traditional role, that is, a virtual tutor, since he is the only source of knowledge, his job is to develop activities that facilitate the appropriate course content for the student to perform autonomously either in virtual or face-to-face mode.

Blended learning is about the learner taking action, developing fundamental skills for learning, one of these could be information gathering, autonomous learning and others. (Romero Sandí & Rojas Ramírez, 2013)

The role of the student in the b-Learning methodology becomes the center of his own teaching and learning process, so he applies contents and is the active protagonist of building his knowledge, in face-to-face classes he associates contents available in the teaching and learning environment and in the virtual modality he carries out collaborative activities through forums, chats, wikis, etc.

The English language teaching and learning process linked to the B-Learning methodology tends to be a consequence of effective changes for student learning, the use of new implementations such as technology and the type of hybrid modality acquires more aptitude in autonomous learning.

The theories on which the b-Learning methodology is based in order to have a balanced teaching-learning process is quite contradictory, it is obtained from several theories in which they are different and when joined together they form a quite relevant teaching-learning process.

B-Learning is supported by different theories such as behaviorism for the feedback to the learner, constructivism emphasizes collaborative activities, cognitivism is visible in the understanding of the environment and humanism is reflected in the values of the teacher such as motivation and self-discipline. (Calderón Rojas & Córdova Esparza, 2020)

Learning theories refer to pedagogical models and improvements that tend to be a fundamental part when creating a pedagogical habit and with the implementation of the b-

Learning methodology, it improves the adaptation of new technologies in the field of education and completes the teaching-learning process.

Blended-Learning and its teaching-learning process is an innovative pedagogical alternative, since it dynamizes the role of the actors and the processes involved in school learning environments, thanks to the efficient combination of different methods, teaching models and learning styles, whose interrelationships imply a fluid and optimal communication between the learning areas.

1.2.1. *Characteristics of the Use of the B-Learning Methodology as a Teaching and Learning Process in the English Language.*

For Belmonte et al., (2019), b-Learning is an interpretation of the union of several elements that are supported by online technology, different resources, devices and learning events of group and autonomous work among others.

According to Gómez Reyes, (2017) the main characteristics of this methods are as follows:

- Formación flexible a la vez que personal y cálida. El alumno gana mayor libertad en cuanto a la hora y la forma que estudia, por lo tanto, un curso se hace más flexible, y a la vez es personal y cálida pues se incluyen clases presenciales en las que el docente puede tratar a sus alumnos de una forma más cercana.

- Asistencia a clases presenciales. Permite que el docente interactúe con el alumno de manera personal.

- Discusión de casos prácticos en grupo. La interacción entre los alumnos en las clases presenciales permite que tenga la oportunidad de debatir acerca de la opinión que cada uno tiene acerca de los temas que se tratan.

- Tutorías personales. Mediante este método de formación se puede atender de manera personalizada a los alumnos y apoyar a los que lo requieran mediante tutorías que pueden ser en línea.

- Optimización del tiempo presencial. El b-Learning reduce el tiempo que el profesor tiene que interactuar cara a cara con los alumnos, debido a que muchos de los conceptos que antes tenía que exponerlos en persona, ahora se encuentran en algún medio digital (p.2).

The B-Learning methodology has an extensive list of characteristics in which all are beneficial to the student and his learning, one of them is the personalized flexibility that adjusts to the student's needs, autonomous learning, among others already mentioned above; with this methodology also acquires insight, speed and diversity.

1.2.2. Advantages of Using B-Learning Methodology as a Teaching and Learning Process in the English Language.

The report of Gómez Reyes, (2017) refers to some main advantages of using B-Learning:

- El b-learning hace que el alumno sea capaz de buscar nuevas herramientas y recursos para la captación de conocimiento, esto es posible dado a que el alumno tiene que interactuar de manera distinta a los métodos tradicionales de educación.
- Reducción de costos en comparación a otras estrategias de aprendizaje.
- La formación mixta facilita las tutorías al permitir que los alumnos contacten con los profesores sin tener que ir al centro educativo, en un momento determinado.
- Otro de los beneficios más importantes de esta estrategia, es que facilita a los discentes el aprendizaje significativo puesto que al ser ellos los que elaboran, seleccionan y reflexionan sobre la información, es más eficaz la asimilación.
- El aprendizaje combinado nos facilita el acceso a los apuntes, ejercicios y exámenes a cualquier momento, además permite descargar material de estudio sin salir de casa.
- Los materiales de aprendizaje se actualizan rápidamente.
- Flexibilidad en la programación del curso. (p.6).

The B-Learning methodology promotes the change of a traditional methodology, which means that it will result in an effective communication between the agents involved, equity of opportunities, an excellent follow-up of the process, an improvement of critical and reflective thinking, autonomous learning, responsibility of tasks, etc.

1.2.3. Application of Virtual Didactic Resources in Basic Education in the English Language.

A pedagogical virtual platform covers some important aspects for student learning such as providing interaction since there is no face-to-face contact and collaborative simultaneous learning is more difficult.. (Superior, 2020)

The existence of technology in the world enables the acquisition of new teaching and learning techniques, new scenarios in hybrid times and spaces that discard the typical school areas whereby the student chooses his own development, but above all to improve his learning process.

A finales del siglo XX la educación evolucionó con grandes avances cuando se comenzó a introducir las nuevas tecnologías de la información y la comunicación (TIC) en los procesos de enseñanza-aprendizaje de las lenguas extranjeras; de aquí parte los nuevos modelos y enfoques de la educación, implementando con el pasar de los días, cuando

de estrategias que brinda la modernidad y el proceso tecnológico se habla. (García, 2018, 2018, p. 12)

English language teaching has always been involved in the use of technological materials, in accordance with the Roby, (2004 citado en Barriopedro et al., 2018) considers: la incorporación del video y las nuevas tecnologías como la computadora dieron una nueva perspectiva a la enseñanza y aprendizaje de los idiomas (p.2).

In the sixties, the computer was discovered and with them came the implementation of language laboratories and little by little tools such as the cassette, headphones, etc. emerged. After several discoveries, these materials fit perfectly in the educational field.

As pointed out by (Peña, 2019) "Con la llegada de la tecnología, una gran cantidad de recursos que antes eran de difícil acceso ahora se encuentran a la mano de todos, especialmente para promover la enseñanza del idioma inglés" this refers to electronic devices that are used for interactive platforms. (p.35).

These days, education has had several innovations and more if we talk about the teaching of the English language, this is due to the new era of the Internet as it has revolutionized all learning techniques because it is loaded with innovative resources and platforms that facilitate the learning of other languages such as English.

Torres Chávez & García Martínez, (2019) proposes: Los materiales didácticos son aquellos que reúnen medios y recursos que facilitan la enseñanza y el aprendizaje. Suelen utilizarse dentro del ambiente educativo para facilitar la adquisición de conceptos, habilidades, actitudes y destrezas.

That is the reason why other resources that are used virtually nowadays instruct the student more because, at the moment of learning, there is more motivation and their interaction is emphasized in the class, they are platforms that provide learning at the student's pace and that can be used synchronously and asynchronously.

To foster meaningful learning using virtual platforms are used for teaching students in some educational institutions (Maliza & Elena, 2011).

It describes briefly some of the most relevant interactive platforms on the Internet to date:

- ESL Games plus: this platform is excellent for organizing team games, it has learning levels (beginner - intermediate - advanced) as well as activities such as online games, power point presentations, printable activities, etc. Finally, it also has the classic word search games, sudoku to learn more advanced topics such as phrasal verbs.

- Lyrics Training: It is effective for teaching English language; it helps to perfect the skills through songs. It consists of choosing some music to listen to and filling in the blanks at the other end of the screen, according to the lines of the song.
- Flashcards: Word and picture association is the learning approach. You get a range of printable color flashcards, as well as power point presentations, bingo cards, etc.

At the present time there are countless interactive platforms that improve the teaching of the English language and provide the teacher with interesting tools and techniques to teach classes in a hybrid modality and thus better transmit new knowledge (grammar, vocabulary, pronunciation, etc.) to the student.

1.2.4. Pedagogical and Developmental Foundations of the English Vocabulary Subskill through Virtual Didactic Resources in Elementary Education.

When a student begins to learn English, they automatically learn skills and these begin to develop with practice, it is believed that they begin by listening, then try to imitate speaking, followed by beginning to recognize words by reading and finally writing.

As English serves the purpose of international communication, most of the foreign language learners try to learn it. In this process, they have to acquire all the four basic skills of the language, viz. listening, speaking, reading and writing. Listening and reading are passive skills or receptive skills, whereas, speaking and writing are active skills or productive skills. (Rao, 2019, p. 7)

Within the main skills are sub-skills such as vocabulary, grammar and pronunciation, which are equally important for student learning.

In the vocabulary sub-skill, based on Hoshino (2010 citado en Katawazai et al., 2019) "stated that vocabulary is the basis of language" i.e., without vocabulary you cannot produce the other skills, because all of them need a basic lexicon to keep progressing in learning English. (p. 17).

To E. H. Hiebert and M. L. Kamil (2004, citado en Lisans Tezi, 2006) define vocabulary as "the knowledge of words and word meanings". So simple and complicated at the same time because, like the main skills, the vocabulary subskill is both passive or receptive and productive or active at the same time. (p. 13).

The passive or receptive vocabulary, as follows Mora Ramos, (2014) es quien transmite la idea de una entrada de lenguaje que se recibe desde otros individuos a través de la lectura o la escucha, es decir, el hablante percibe la forma de la palabra e intenta comprenderla (p.7).

Making a difference between active and passive vocabulary, the first is the one that is acquired colloquially and the passive vocabulary is a more extensive vocabulary that if they know where it comes from and its writing but the students do not use. (Sancho, 2015)

In a couple of words, the active vocabulary has the purpose the student to understands in its totality and is used when required; for the student to have an active vocabulary the teacher will have to define the word with its cognates so that the student can understand all the derivations of this word.

For the acquisition of a varied vocabulary is needed of the following types: receptive and productive, as it is usually transitory, it starts with the receptive vocabulary acquired in the process of childhood and early school years, while the productive is a more active way in each word and its derivatives.

One of the easiest ways to learn English is through the environment, the student recognizes the word or has some idea of what it means and follows the thread of the conversation or reading by the plot, but it does not mean that he is correct, this, in pedagogy, is called vocabulary in context.

As stated by Stahl, Fairbanks, (1986 citado en Medellín Gómez, 2008) sostienen que cuando los estudiantes son expuestos a las mismas palabas en varias ocasiones dentro de diferentes contextos, obtienen un mayor grado de conocimiento de la lengua, a la vez que incrementan su habilidad para recordar las palabras a largo plazo. (p.7)

In addition, (Lisans Tezi, 2006) argues that "Learning in rich contexts is valuable for vocabulary learning. Vocabulary words should be those that the learner will find useful in many contexts. When vocabulary items are derived from content learning materials, the learner will be better equipped to deal with specific reading matter in content areas. (p.22)

The main purpose of vocabulary in context is to help the teacher to obtain a rich lexicon of words in which the student will always be familiar since they are all around him, such as things to wear, part of the human body, things in the kitchen, etc., which he rarely uses in conversation.

Sometimes this can be bad for the student because it is usually based on the context of the subject and not the meaning of the words, and this causes some confusion when reading because there are words that are spelled the same as in Spanish, these words are called cognates.

As expressed by David, (2017) "Un cognado es aquella palabra que existe en dos idiomas, compartiendo una misma raíz morfológica y un mismo significado" that is to say,

cognates are two words from different languages that have a certain similarity in their pronunciation and spelling. From this definition, the so-called false cognates are those words that are spelled and pronounced the same but do not have the same meaning in the other language. (p. 1).

Los falsos cognados o falsos amigos reconocen un origen común el latín, pero evolucionaron con significado determinado en inglés y con otro parcial o totalmente diferente en castellano (Gómez Mejía, 2014, p. 1).

When referring to false cognates, most students tend not to be interested in them and they tend to decline with the activities in class since they are related to the language of origin and students consider that it is the same meaning as in Spanish, which leads teachers to try to emphasize this topic with new resources such as platforms, online games, etc.

The implementation of virtual didactic resources for English language teaching in the classroom attracts the students' attention and makes it more entertaining for them. For vocabulary teaching it is very useful since there are virtual resources that can explain topics using crossword puzzles, connect with lines, label the drawings with their names, etc.

Virtual resources have been an important contribution to didactics since they are specifically for the user to carry out his own knowledge formation in which the autonomous teaching-learning process is improve. (Vargas, 2017)

In general, an interactive didactic resource can be an auditory or visual element that stimulates the student's interest in learning. Thus obtaining a meaningful learning process, helps the teacher to reach the student in a motivating way and thus also helps to achieve the objectives during the teaching-learning process.

Teachers who integrate didactic resources in the classroom could obtain a better result in the teaching of vocabulary, this would be very useful to make the classes more dynamic and participative, however it would be a perfect help to improve the abilities, skills and creativity during each activity carried out during the class.

1.2.5. *Contextual Characterization of the Use of the B-Learning Methodology as a Teaching and Learning Process of the English Language in Ecuador.*

Learning English in Ecuador was a hobby that had no significant value in education, it was developed autonomously by people who truly had an affinity for learning English, other people had the privilege of traveling to North America and return with a slightly more developed level, but none had to do with an education provided by an Ecuadorian educational institution.

The introduction of the teaching of a second language in the country took place until the twentieth century, said Durand et al., (2012) supports the fact that, "En 1912, se introdujo la enseñanza del inglés en Ecuador. Sin embargo, no fue hasta la década de 1950 que la materia se convirtió oficialmente en parte del programa de la malla curricular en las escuelas" (p.12).

The implementation of English language teaching in Ecuador was not an obligation for institutions to teach English, in accordance with Peña (2019) afirma que, "En Ecuador, el inglés era considerado como una materia optativa; es decir, cada institución tenía la potestad de incluirla o no en su currículo de enseñanza" (p.17).

Generally, at these times, private institutions taught the language as a compulsory subject, but for a public institution it was disparaged and was not even taken with interest by the Ministry of Education, however, this was changing with the passage of time and the development of the country.

Less than a decade ago, the teaching of English was officially integrated in Ecuador, under the Misterio de Educación (2014) says that "A partir del año lectivo 2016-2017, en el ciclo Sierra y, del año lectivo 2017-2018, en el ciclo Costa, será obligatoria la enseñanza del idioma inglés desde 2º grado de Educación General Básica hasta 3º curso de Bachillerato para todas los instituciones públicas, privadas, fiscomisionales y municipales" (p.1).

As a result, English language teaching methodologies, resources, academic curricula, English pedagogical areas, etc. were implemented. Which would significantly improve the teaching.

The academic curriculum is one of the most important for the teaching of the English language in Ecuador, so that it is taught in a correct way, it is made up of several subdivisions that cover basic, high school and higher education, the Ministry of Education, Science and Technology and the Educación (2016) sustains that "This curriculo is "Branching Approach, illustrates the English levels that are expected for learners in both EGB and BGU" (p.251).

Figure 1. The following is the academic curriculum for teaching English (as a foreign language) in Ecuador.
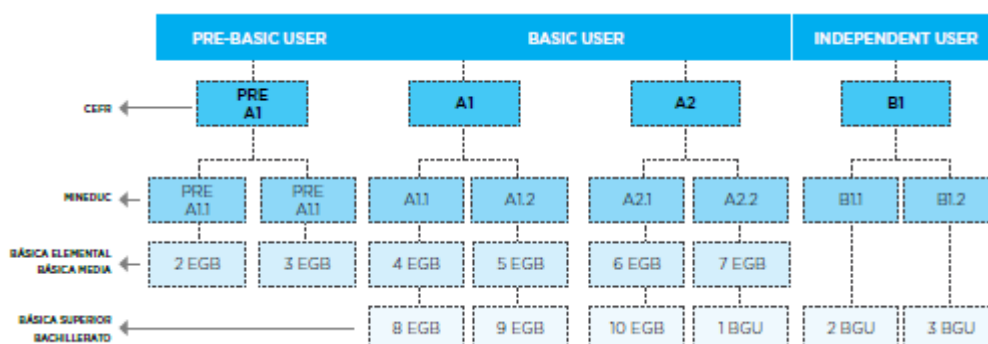
One of the methodologies attached in the academic curriculum is the "CLIL" approach as defined by Educación (2016) considers "Content and Language Integrated Learning (CLIL). It supports the overall curriculum, developing cognitive and social skills needed for other subjects, and reinforcing content covered in other areas" (p. 245).

From the point of view of Wolff (2012) CLIL, It accentuates the dual focus of the approach, i.e. both content and language are to be promoted. It also makes clear that the CLIL approach is expected to promote pre-defined competences in the two school subjects, the language and the content subject (p. 107).

CLIL is a methodology supported by the integrated learning of content and foreign language, it is based on carrying out in a natural way, motivating students and creating new contexts in which they can enjoy learning the content to be learned and in turn give practice and improvement of English language skills.

"Content and Language Integrated Learning" has a point to highlight, the use of new technologies is of utmost importance to teach the methodology correctly, videos, music, audios, creation of own interactive exercises, interactive platforms, blogs, wikis, social networks, internet, etc.

In Ecuador, at the beginning of a new millennium brought needs in education, the emergence of technological resources must be implemented in teaching-learning, so they must be applied in each class using the b-learning methodology that involves the use of TIC. (Zambrano Mero et al., 2018)

One of the methodologies that covers almost all the contents of CLIL is the B-Learning methodology with a plus that includes ICTs, in Ecuador it is mostly used in higher education so it integrates synchronous and asynchronous modalities, and technology provides better performance for the teacher and facilitates the teaching and learning process of the student.

In Ecuador, The b-Learning is applied in higher education due to its high acceptance by teachers and students, however, it must be planned to integrate new technologies in learning. (Reinoso et al., 2020)

The B-Learning methodology in Ecuador is mostly used in higher education, since the academic curriculum indicates that there are three modalities, face-to-face, blended and distance, in addition to that, it is confirmed that to teach an adult is more complex to obtain an effective teaching-learning process. The use of B-Learning methodology in higher education develops a better level of academic performance to strengthen knowledge.

With regards to basic and high school education in the country, the use of b-Learning methodology for teaching English has not been found in previous years, however, since 2020 when the SARS-CoV-2 pandemic began, by presidential decree, the country started virtual classes in all instruction (primary, secondary, high school and higher education).

Education in Ecuador was affected from the beginning of the pandemic, the Ministry of Education created an educational project of hybrid modality due to the pandemic which interrupted classes at the classroom level, this helped the implementation of the B-Learning methodology with strategies that require the use of platforms to teach classes virtually.

The Ministry of Education has created the educational plan "Let's learn together at home", which supports it for emergency cases such as the pandemic, as a change in the study modality by making the classes virtual. (Educación, 2021)

1.3 Contextual Characterization of the Use of Virtual Didactic Resources in Basic English Language Education in Ecuador.

In Ecuador, one of the tuff difficulties faced by teachers is the lack of knowledge in the use of didactic resources, especially those that are virtual, which has led to a limit of teacher-student and student-teacher interaction, since only the teacher interacts and the students listen.

The guidelines of Ministerio de Educación, (2020) states that el aprendizaje mediante una plataforma educativa virtual ofrece ventajas en cuanto al entorno de la flexibilidad de horarios, mayor diversidad de recursos y la posibilidad de colaborar e intercambiar experiencias en el desarrollo de competencias digitales, por lo que se puede decir que el uso de estos recursos hace la enseñanza mucho más dinámica y diversa tanto para el docente y el estudiante.

Therefore, virtual didactic resources are a more useful way to teach, they provide better learning and motivation for the student, therefore, handling this type of resources attracts the student's attention and acquires more results at the time of learning.

Los docentes del Ecuador son pocos los que utilizan estos recursos innovadores en el proceso de la enseñanza aprendizaje, por ende, la tecnología últimamente está ocupando un lugar muy importante dentro del sistema de Educación de nuestro país con ello estamos tratando de buscar el aprendizaje un aprendizaje significativo. (Chancusig et al., 2017, p.4)

During the health emergency, the government of Ecuador proposed to maintain contact with the educational community by providing tools that are useful for student learning, in which workshops, questionnaires, surveys, feedback and development of activities can be conducted; however, this has not improved due to the influence of all factors such as internet connectivity.

1.3.1 Diagnosis of the Current State of the Development of the Subskill Vocabulary in Basic Education in the English Language.

Levels	Values
High	3
Medium	2
Low	1

with

14

The research was conducted a focus on the participation of students in activities related to the development of oral expression of the English language, specifically with students of the sixth grade, parallel "A" and "B" of "Rodrigo Ugarte Córdova" school, This was followed by a participatory observation using a structured form (ANNEXES 1), followed by a diagnostic test oriented to the knowledge of the vocabulary of the topics to be covered (ANNEXES 2), and finally, the knowledge acquired was evaluated by means of a didactic strategy (ANNEXES 3).

1.3.2 Analysis of the Results of the Application of the Instruments

Observation Card.

Table 1.   Values assigned in the observation guide rating.

In order to obtain empirical information on the basis of the framed problem, an observation sheet was prepared and applied during the classes held. They are represented in the following evaluations:

Table 2.   Values assigned in the scoring of diagnostic tests.

Levels	Values
High Knowledge	10 - 9
Medium Knowledge	8 - 7
Knowledge Low	Less than seven

In assessing their knowledge of vocabulary and problems, a diagnostic test was conducted which consisted of an activity using didactic resources and which was evaluated by means of a rubric (ANNEXES 4). The results shown that the students are at a medium level of knowledge, since they have problems when identifying and writing about the applied topics, but the use of these tools showed interest in learning.

After the diagnostic test values have been obtained, the results obtained are projected graphically:

Table 3.   Represents diagnostic test results N.-1
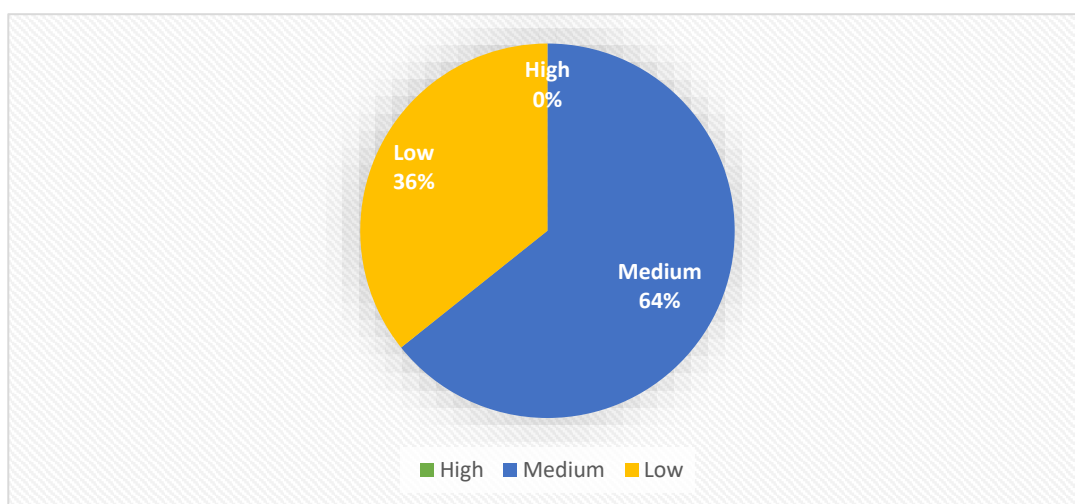
The graph shows that the students have an average knowledge in the vocabulary subskill regarding the topics covered in the class, since the teachers pronounced the words and the students were not able to easily relate and work on the activities used.

Table 4.   Results of the diagnostic test (evaluation) about the topics taught in
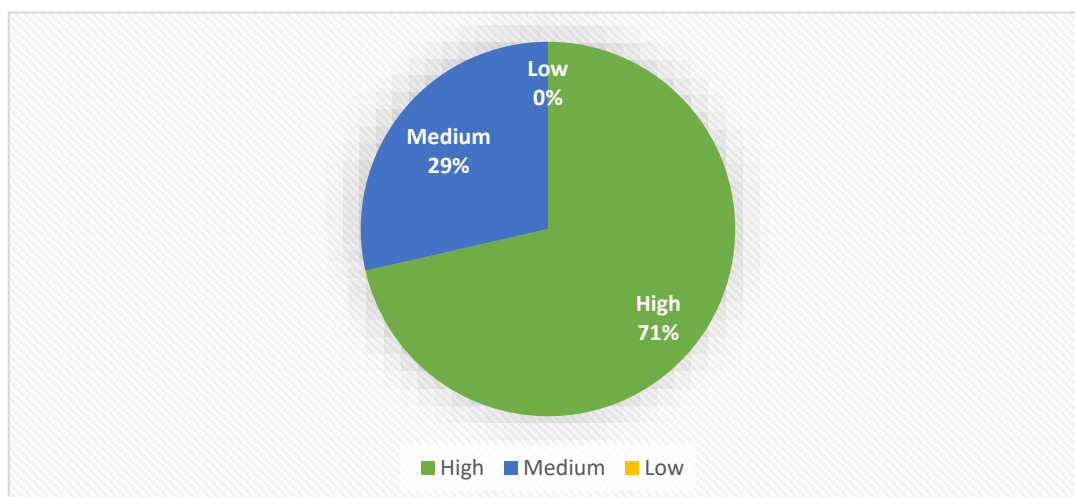
class.

The graph shows that students improved their knowledge, since 75% of students have a high level, because the class used tools in class to guide and evaluate the synchronous in class, the remaining issue was left as a task to evaluate the asynchronous since this type of hybrid methodology requires this type of learning, the rubric was applied (ANNEXES 4) to obtain the results.

CHAPTER 2: Methodological Framewok.

The chapter presents the different methodological aspects that frame the research, such as the type of research, the methodological paradigm and the design applied in the study, in addition to determining the population and how the information is collected and analyzed during the research process.

2.1. Paradigm and Type of Research.

This research is based on the qualitative paradigm. According to (Sampieri et al., 2014) "El enfoque cualitativo se define a través de las interpretaciones de los participantes en la investigación respecto de sus propias realidades".

Supported by Sánchez Flores (2019) states that the qualitative approach is based on evidence that is more oriented towards description with the aim of understanding through methods and strategies.

From the preceding precedents, this paradigm was chosen to support research because it is based on a logic and an inductive process in which the theoretical perspectives are firstly explored, described and then generated, and provides several data collection techniques such as open interviews, focus groups, direct interaction with groups, etc.

2.2. Research Design

As stated by Monje Álvarez (2011) El diseño tiene como finalidad determinar la forma en el que el problema habrá de ser verificado, estableciendo el criterio general de comprobación, el sistema de aproximación, a la realidad especifica considerada y la estrategia general a utilizar. Esto indica que el diseño de investigación es necesario para poder obtener un buen resultado de una investigación (p.25).

Ragin (1994, p.191, quoted in Tolentino Toro, 2016) defines it as:

El diseño de investigación es un plan para recoger y analizar los datos que harán posible que el investigador responda cualquier pregunta que haya planteado (p. 60).

Figure 2. Research designs.

Note: Qualitative research design (p.62), by Krisna Tolentino Toro, 2016.

The purpose of this research is to change and confront the problem of the selected population through the active participation of the researcher and what is researched.

From the point of view of Colmenares & Piñero (2008), la investigación acción constituye una opción metodológica de mucha riqueza ya que por una parte permite la expansión del conocimiento y por la otra va dando respuestas concretas a problemáticas que se van planteando los participantes de la investigación, que a su vez se convierten en coinvestigadores que participan activamente en todo el proceso investigativo y en cada etapa o eslabón del ciclo que se origina producto de las reflexiones constantes que se propician en dicho proceso (p.11).

2.3. Population and Sample or Object of Study.

"Rodrigo Ugarte Cordova" primary school is a public institution located in the city of Pasaje, province of El Oro, Ecuador. The population selected for this research is the group of students of grade 6 of basic general education, class A and B, two courses with a total of 38 and 35 students, of which 40 are girls and 33 are boys, with an age range between 9 and 10 years old.

2.4. Research methods.

The research methods of the qualitative paradigm are extremely diverse, making it difficult to establish a typology; however, what is best known is that it guides and instructs the search process and, therefore, the selection of the types of methods.

As stated by Monje Álvarez (2011) en la investigación cualitativa la cientificidad del método se logra mediante la transparencia del investigador, es decir, llevando sistemáticamente y de la manera más completa e imparcial sus notas de campo. (p. 16)

The methods carried out for the execution of the present research lead to improve the English vocabulary subskill are presented below.

2.4.1. Theoretical level methods.

Some authors define theoretical methods as:

Based on the analysis of the scientific problem and the interpretation of the data, they are used repeatedly for the elaboration of the design.(Ortíz, 2012)

Los métodos teóricos permiten revelar las relaciones esenciales del objeto de investigación no observables directamente, cumpliendo así una función gnoseológica importante al posibilitar la interpretación conceptual de los datos empíricos encontrados. (Del Sol Fabregat et al., 2017, p. 3)

Theoretical methods facilitate research data based on actions and facts of a general nature, and that is why these types of methods were chosen for this research, which will facilitate the research process:

- **Analytical-Synthetic Method.**

Analytic and synthetic activity plays an important role in the process of cognition and is carried out at all its levels; therefore at school, pupils should definitely receive experience of its application (Bezusova et al., 2017).

- **The Grammar-Translation Method.**

It is based on learning grammar rules and vocabulary of the language. One of its main objectives is that students become able to translate from one language to another(Alejo, 2014, p.10).

- **Systematic Method**

The focus is on ensuring that its requirements are met throughout the research process, validating that the theoretical conception is fulfilled (Ortíz, 2012).

2.4.2. Empirical level method.

Los métodos de investigación empírica, representan un nivel en el proceso de investigación cuyo contenido procede fundamentalmente de la experiencia, el cual es sometido a cierta elaboración racional y expresado en un lenguaje determinado.(Ferrer, 2010, p. 1)

Empirical research is defined as any research where conclusions of the study is strictly drawn from concretely empirical evidence, and therefore "verifiable" evidence(QuestionPro, 2021).

For the progress of this research, three empirical methods were chosen: The observation guide (ANNEXES 1) this method will help to analyze the problem to be investigated, it is based on a card that will examine in detail the behavior of students in the demonstration classes- The diagnostic test (ANNEXES 2) has the purpose of perceiving the academic level in the subject of English, to then implement the B-Learning methodology and apply the interactive platform. By means of another diagnostic test, but with the same structure as the previous one (ANNEXES 3), it will be verified if the methodology and the application of the platform have improved their skills.

- **Observation guide:**

La observación es la forma más sistematizada y lógica para el registro visual y verificable de lo que se pretende conocer; es decir, es captar de la manera más objetiva posible, lo que ocurre en el mundo real, ya sea para describirlo, analizarlo o explicarlo desde una perspectiva científica.(Campos y Covarrubias & Lule Martí-nez, 2013, p. 5)

The observation carried out is participant observation in which the observer is part of the group being observed and participates in it for the duration of the observation. "An observation guide is an important tool regardless of the observer's role" (Roller & Lavrakas, 2015).

- **Diagnostic test:**

The application of the diagnostic test aims to determine the current state of the subskill of English vocabulary, with clear and precise items that help with the understanding of them. The test will also help to reinforce the topics that are not clear with the students, and to implement the B-Learning methodology with an interactive platform according to their needs. The other diagnostic test will verify the knowledge acquired in the students' skills after the implementation of the B-Learning methodology and the interactive platform. The two tests implemented will be graded subjectively.

2.5. Data Processing Techniques.

2.5.1. *Content Analysis.*

Research inquiry is important, which requires the use of content analysis techniques, according to (Oliver, 2008) "los objetivos del análisis de contenido consisten, esencialmente, en identificar los códigos utilizados por el emisor del discurso, su contenido manifiesto, el contexto en el que surge y se desarrolla el mensaje, y descubrir y evidenciar sus contenidos latentes" (p. 2).

The empirical methods previously detailed will help the data collection process that will be the pillar for the realization of variables. As for the verification of the content analysis, a

rubric (ANNEXES 3) will be applied to the two diagnostic tests in order to obtain the results of the analysis.

2.6. Working with the Variables in the Research Study.

One variable is important for the correct development of an investigation, according to (Carballo Barcos & Guelmes Valdés, 2016, p. 3) la variable es una representación de la realidad creada por el investigador y la aporta el investigador de acuerdo con sus necesidades. Necesidades que incluyen no solo la realidad objeto de investigación, sino también la intención que persigue el estudio reflejado en los objetivos (p. 3).

In the current research the b-Learning methodology and the use of interactive platforms have the objective of developing vocabulary in the English language. These variables are defined as:

Blended Learning (b-Learning) es un enfoque educativo para mejorar un programa de enseñanza-aprendizaje. Integra Las fortalezas del aprendizaje sincrónico tradicional con actividades asincrónicas en línea para favorecer el compromiso del alumno con el aprendizaje y la interacción.(Castro & Lara, 2018, p. 2)

Based on the research problem, it is desired to improve the development of vocabulary in the English language, and the development of vocabulary in the English language is understood as:

Total Inglés, (2014) "El vocabulario en inglés es fundamental para el aprendizaje y enseñanza del idioma inglés, ya que sin el suficiente conocimiento de vocabulario las personas no pueden entender a los demás o expresar sus propias ideas" (p.1)

Table 5.   Working with the variable English language vocabulary development.

Analysis Unit	Category
Active use of English vocabulary	• Presents aural comprehension of vocabulary. • Manages procedures for reading comprehension of vocabulary. • Uses oral expression of the vocabulary learned. • Uses the vocabulary learned in written communication situations.

Construction of reading comprehension using the English language.	• Exposes phonetic and graphic compression. • Shows morphological compression. • Shows syntactic compression. • Use of semantic compression. • Use of appropriateness to the communicative situation.

Source: own elaboration

Representation of the categories in the questions of the instruments.

Table 6.   Representation of the categories in the instruments used.

Categories	Participant observation	Diagnostic test before application	Diagnostic test before application	Analysis
Presents aural comprehension of vocabulary.	**Statement 1 / Unit of Analysis 1**			- Student always demonstrates listening comprehension when recognizing correct English vocabulary. - Student sometimes demonstrates listening comprehension when recognizing correct English vocabulary. - Student rarely demonstrates listening

		comprehension when recognizing correct English vocabulary.
Manages procedures for reading comprehension of vocabulary.	**Statement 1 / Unit of Analysis 1**	- Student always demonstrates knowledge in comprehending reading English vocabulary. - Student sometimes demonstrates knowledge when comprehending reading English vocabulary. - Student rarely demonstrates knowledge in comprehending reading English vocabulary.
Uses the vocabulary learned in oral expression.	**Statement 1 / Unit of Analysis 1**	- Student always demonstrates the use of oral expression of

		- the vocabulary learned.
		- Student sometimes demonstrates use of oral expression of learned vocabulary.
		- Student rarely demonstrates use of oral expression of learned vocabulary.
Uses the vocabulary learned in written communication situations.	**Statement 1 / Unit of Analysis 1**	- The student always uses the vocabulary learned in written communication situations.
		- The student sometimes uses the vocabulary learned in written communication situations.
		- The student rarely uses the vocabulary learned in

		written communication situations.
Exposes phonetic and graphic compression.	**Statement 2 / Unit of Analysis 2**	- Student always demonstrates knowledge in recognizing the phonetic and graphic comprehension of English vocabulary. - - Student sometimes demonstrates knowledge in recognizing the phonetic and graphic comprehension of English vocabulary. - The student sometimes demonstrates knowledge in recognizing phonetic and graphic comprehension of English vocabulary.
		- Student always understands the

It presents morphological compression.	**Statement 2 / Unit of Analysis 2**	meaning of vocabulary through the skill of reading. - Student sometimes comprehends the meaning of vocabulary through the skill of reading. - Student rarely comprehends the meaning of vocabulary through the skill of reading.
Shows syntactic compression.	**Statement 2 / Unit of Analysis 2**	- The student always demonstrates knowledge in establishing the relationship between the structure of English vocabulary (Commands). - Student sometimes demonstrates knowledge of establishing the relationship between the structure of English

		vocabulary (Commands).
		- Student rarely demonstrates knowledge of establishing the relationship between the structure of English vocabulary (Commands).
Use of semantic compression.	**Statement 2 / Unit of Analysis 2**	- Student always demonstrates knowledge of identifying a word by inferring its meaning in English.
		- Student sometimes demonstrates knowledge of identifying a word by inferring its meaning in English.
		- Student rarely demonstrates knowledge of identifying a

		word by inferring its meaning in English.
Use of appropriateness to the communicative situation.	**Statement 2 / Unit of Analysis 2**	- Student always writes English vocabulary appropriately (no spelling errors). - Student sometimes writes English vocabulary adequately (no spelling errors). - Student rarely writes English vocabulary adequately (no spelling errors).

Source: Own elaboration

CHAPTER 3. System of Sustained Activities to Improve English Vocabulary Subskill Development.

The following chapter is focused on the representation of the system of activities used for the solution of the research problem, where a theoretical, pedagogical and technological foundation is shown for the application of the b-Learning methodology through the use of virtual did"Rodrigo Ugarte Córdova", Basic Education Schoolactic resources for the development of the vocabulary subskill in English in the Primary , in the same way in this chapter the effectiveness of the application of the system of activities was verified, for this reason the answer to the problem framed is given.

3.1. Pedagogical Proposal

The main purpose of this research is to promote a didactic strategy as a proposal to improve the development of the English vocabulary subskill of the students of 6th grade of basic education class A and B of "Rodrigo Ugarte Córdova", Basic Education School of the city of Pasaje.

The didactic strategy presented in this chapter was designed based on a unit of study set out in the study plan and therefore taking into account the curricular standards of the institution that results in fostering meaningful learning for students, in which they will be able to develop their vocabulary subskill to a maximum level.

The system of activities that has been chosen serves as a guide for the construction of the set of interrelated activities and in the process manage in parallel several points of view, from different disciplines, in which they allow the elaboration of coherent and rigorous knowledge.

3.2. Theoretical foundation of the Didactic Activities System.

This section is addressed to the background of the pedagogical proposal and the learning theories that support the B-Learning methodology combined with the technological theoretical foundation that supports the use of virtual didactic resources as an option to improve the development of the English vocabulary subskill.

3.2.1. Pedagogical foundation of the system of sustained didactic activities to improve the development of the English vocabulary subskill.

Pedagogy advances every day, therefore, it is mandatory to implement new resources, methodologies and techniques that suit the needs of students, so it is important to know which of these requirements is best suited for the student to understand and reinforce their learning skills.

One of these implementations is the b-Learning methodology, which fits perfectly with today's needs for both, the teacher and the student, because it reinforces and motivates different types of learning, making a welcoming and emotional journey for the student.

Based on the definition of the b-Learning methodology, a pedagogical proposal was developed to implement a didactic learning strategy for 21st century students.

Blended Learning, conocido como aprendizaje semi - presencial es un modelo flexible que posibilita adaptarlo de acuerdo a las necesidades de los estudiantes y del propio contenido a impartir junto con el modelo tradicional, es capaz de integrar la innovación educativa con los avances en las TIC.(Juca Maldonado et al., 2020)

The b-Learning methodology is simply the combination of face-to-face and online teaching, i.e. this modality is hybrid, thanks to the theories that support its development, In accordance with: (González Guerrero et al., 2011) has several theories that as:

- Conductismo: Se refleja en la estimulación y el feed-back presentado en el desarrollo de las actividades y en asistencia tutorial que se brinda en modos virtuales.

- Constructivismo: Se observa a través de los desarrollos cooperativos e individuales que se dan en el momento de indagar y construir conocimiento por medio de casos particulares y ejercicios de exploración.

- Cognitivismo: Comprende las estrategias y medios por los cuales se aprende de forma casual e indagando los fenómenos circundantes.

- Humanismo: Se refiere a la motivación ejercida por el tutor en los medios virtuales y a la observación subjetiva del grupo en formación desde los medios presenciales: así mismo tiene en cuenta la incidencia de los estilos y ritmos de aprendizaje (p. 3).

All the aforementioned theories are related to the b-learning methodology, that is, by extracting important characteristics of each one and combining them, the result is a new and innovative methodology based on the feedback process, learning in a synchronous and asynchronous way in which the student will create knowledge inside and outside the classroom and finally get the support of virtual teaching resources that are a motivating plus for training.

On the other hand, in the b-learning methodology, there are pedagogical models that favor the previous knowledge of the students, in the same way these models need resources so that everything fits perfectly to the learning process, most of them are virtual resources and by making use of these they have a higher quality of information and in turn of teaching.

The most appropriate model for this proposal is the skills-based model, in which from the point of view of (VARGAS, 2018):

Este modelo tiene como propósito el aprendizaje del estudiante a su propio paso combinado con el apoyo del facilitador (p. 18).

In the same way it is also restated (Morales, 2017):

The interaction between students and teachers through web resources, such as web pages where you can work in class or self-learning.

In agreement with the authors, it is affirmed that the skills-based pedagogy model of the b-Learning methodology is congruent with the pedagogical proposal since it allows the acquisition of knowledge, skills and values through virtual resources, thus improving student learning.

3.2.2 *Technological Foundations of the System of Sustained Didactic Activities to Enhance English Vocabulary Subskill Development.*

One of the most important resources for education is technology, considering that it facilitates the teaching and learning process in a dynamic, motivating and facilitating way. For this reason, educational methods have changed to such an extent that nowadays it has become one of the most important resources for education.

One of the main purposes of educational technology is to optimize the understanding of education, either for the student or for the teacher, from the point of view of (Gros Salvat & Noguera Fructuoso, 2013) la tecnología tiene un papel muy importante como mediador de aprendizaje a partir del uso de recursos de aprendizaje, repositorios, contenidos estimulantes usando programas de realidad aumentada, videojuegos, etc. (p. 4).

One of the theories that supports educational technology is socio-constructivism, which is similar to active learning and therefore the use of technological resources facilitates this process.

As noted by Requena, (2008 citado en Yoza Zambrano & Moya, 2019):

La combinación del modelo constructivista con la tecnología produce gran impacto en la enseñanza aprendizaje, el uso del ordenador de manera consciente, propone una gran biblioteca conocida como internet, es necesario conocer que debe influir en la enseñanza por este medio la disciplina por la cantidad de contenido y de material inapropiado que se puede encontrar.

On the other hand Yoza Zambrano &) mentions that:

El Socio constructivismo, por su parte, resulta muy beneficioso para entender y potenciar el aprendizaje virtual-online ya que parte de la premisa que la educación debe ser un proceso que muestre a los estudiantes cómo construir sus conocimientos.

Coinciding with the authors, it is believed that the presence of educational technology with the socio-constructivist model increases student participation and therefore there is greater learning, since, by making use of virtual didactic resources, there is emphasis on the student's interest with interactive activities.

As stated by Zapata (2012):

The didactic materials are adequate if they help with the learning of theoretical contents and also facilitate the practice of skills through didactic resources.

Virtual teaching resources tend to adapt to the student's situation, so that a resource can be used for several activities or just for one, in this case, it is believed that an interactive platform is perfectly suited to all situations and topics.

Las plataformas tecnológicas ayudan a la organización de actividades no presenciales integradas al desarrollo de asignaturas o cursos presenciales. Se puede ofrecer información y seguimiento de forma restringida al grupo de alumnos, así como evaluar el trabajo realizado. (VÁSQUEZ, 2016, p 5)

There are a variety of virtual didactic resources to promote the teaching and learning process, which is why in this educational proposal we focused on the use of interactive platforms that are nowadays mostly used for teaching and learning.

3.3 Objective of the proposal.

To improve the development of the vocabulary subskill in the subject of English of the students of the 6th year of basic education of the primary School of Basic Education "Rodrigo Ugarte Córdova" through the implementation of a system of activities based on the B-Learning methodology and the use of virtual didactic resources.

3.4 Elements that make up the system of activities.

The elements that make up the activity system of this research are subdivided into two groups: personal and non-personal elements.

3.4.1 *Personal elements.*

The personal elements are fundamentally based on the participants of the system of activities and their roles in order to achieve full effectiveness, being these:

- **Teachers**

The role of the teacher in the b-Learning methodology has changed to focus more on student learning, motivation and knowledge transfer, in accordance with Cataldi et al., (2005) el ejercicio del rol del tutor y su reflexión sobre la enseñanza se centran en el aprendizaje, por esto su figura a diferencia de las propuestas presenciales, ya no es la del experto transmisor de

contenidos, sino la de animador y vehiculizador del aprendizaje autónomo que realizan los alumnos. (p. 3).

Regarding the use of didactic resources, the teacher's main task is to share with the students the different platforms in which they will carry out activities autonomously outside of class (asynchronous mode) and also in class with the teacher's accompaniment (synchronous mode), because according to the teacher, the only fundamental task is to share with the students the different platforms in which they will carry out activities autonomously outside of class (asynchronous mode) and also in class with the teacher's accompaniment (synchronous mode), since according to Hernández et al., (2018) los docentes necesitan utilizar las TIC en muchas de sus actividades profesionales habituales para mejorar el que hacer educativo (p. 7).

- **Students.**

The role of the student, on the other hand, is only to receive all the teacher's knowledge, and attributes this knowledge by applying it through the virtual didactic resources, as well as Santillan, Campos (2006) explains este sistema de aprendizaje inteligente, se centra en el estudiante, la coherencia y compatibilidad de los conocimientos para con el alumno (p. 5).

3.4.2 Non-personal elements.

In order to develop a pedagogical proposal, the following elements must be included, as detailed below:

- **Objective of the class**:

The objective of the class will be set in according with the development of each activity that is specifically focused on subskill vocabulary.

- **Content**:

The content is the means by which knowledge is acquired in the teaching-learning process, this is why the pedagogical proposal procedural contents will be used, including steps, a methodology, and rules that must be known and followed.

The system of activities presented in this pedagogical proposal is derived from thematic vocabulary, spelling and pronunciation exercises.

- **Methodology:**

It emphasizes the teaching and pedagogical methods of the teacher in which the use of different resources is needed.

- **Resource:**

The instruments with which the activities will be carried out, in this case, would be the interactive platforms. Groovetoenglish, arbolabc, quizizz, cerebriti.

The selection of the interactive platforms was randomized so that the only analysis that was taken into consideration was that these platforms comply with the curricular topics previously exposed and that they are sufficiently interactive to attract the student's attention due to the fact that it is being done with students from 9 to 10 years old who are in basic education.

Figure 3. Groove

In this interactive platform the teacher has the option to see which skill he/she wants to reinforce, in this case it would be vocabulary.

Figure 4. Arbolabc

Consistent with the previous platform, the only difference in this one is that you get more games that complement the learning of the subject.

Figure 5. Quizziz
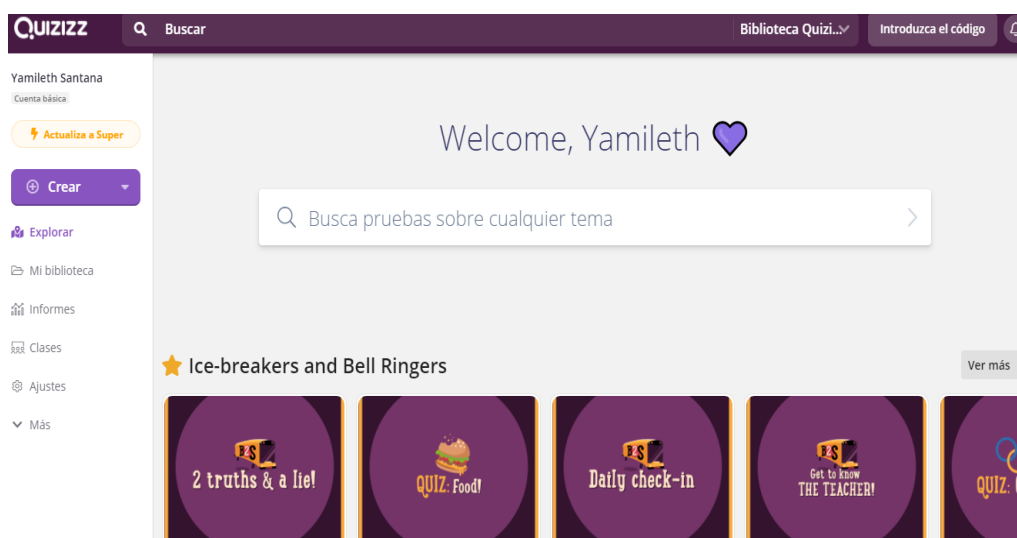
On the other hand, this platform is used for quizzes, tests or live games where students respond in different ways.

Figure 6. Cerebriti
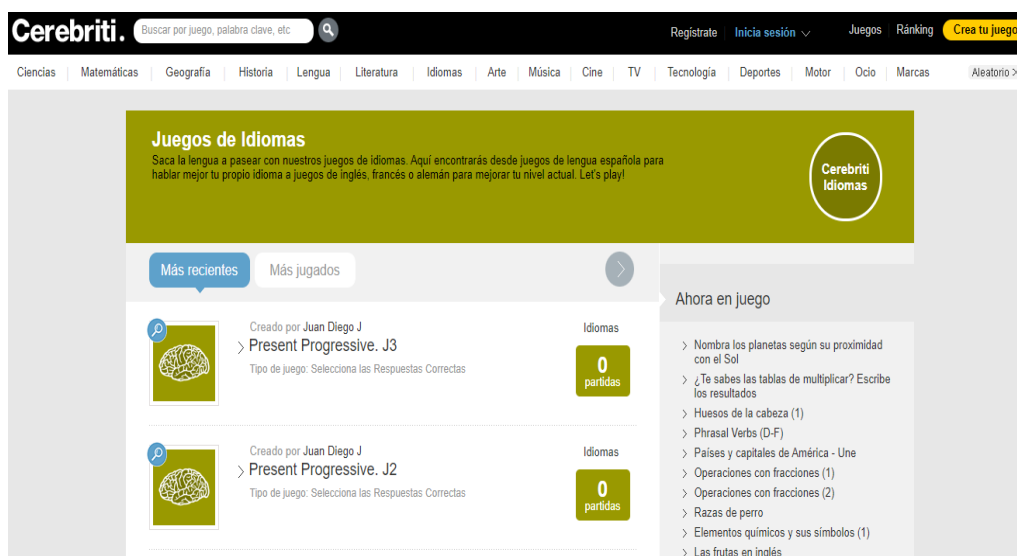
Cerebritis, similar to the first two platforms mentioned above, provides content spaces in which student learning can be enhanced.

Evaluation:

For the evaluation of the students' knowledge, a diagnostic test was applied at the beginning and at the end of the class, after the use of the virtual didactic resources, so that a rubric for the use of both tests was applied in order to compare the results.

3.5   Ways of Implementing the Activity System.

The system of activities was applied to 6th grade students class A and B of the "Rodrigo Ugarte Córdova" basic education school, the purpose of the research work was taken into consideration, applying an internal study plan consist of curricular topics such as: the subject in charge, the unit to be focused on, the level of education, the ways in which the classes will be carried out, the activities to be performed, among others.

The lesson plan designed for the implementation of the activity system, activities are taught based on subskill vocabulary such as pronunciation and spelling and based on the types of learning such as:

For this research, the system of activities is applied in the subject of English in basic education in which an A2 level of English can be seen, which is equivalent to a beginner level, it should be noted that this subject is part of the curriculum of the Ministry of Education of Ecuador from the first year of basic education.

In the lesson plan designed for the implementation of the activity system, there are activities based on subskill of vocabulary such as pronunciation, spelling and based on the types of learning such as behaviorism, behaviorism, cognitivism and humanism that are the basis of the b-learning methodology are used.

Figure 7. Classroom design.
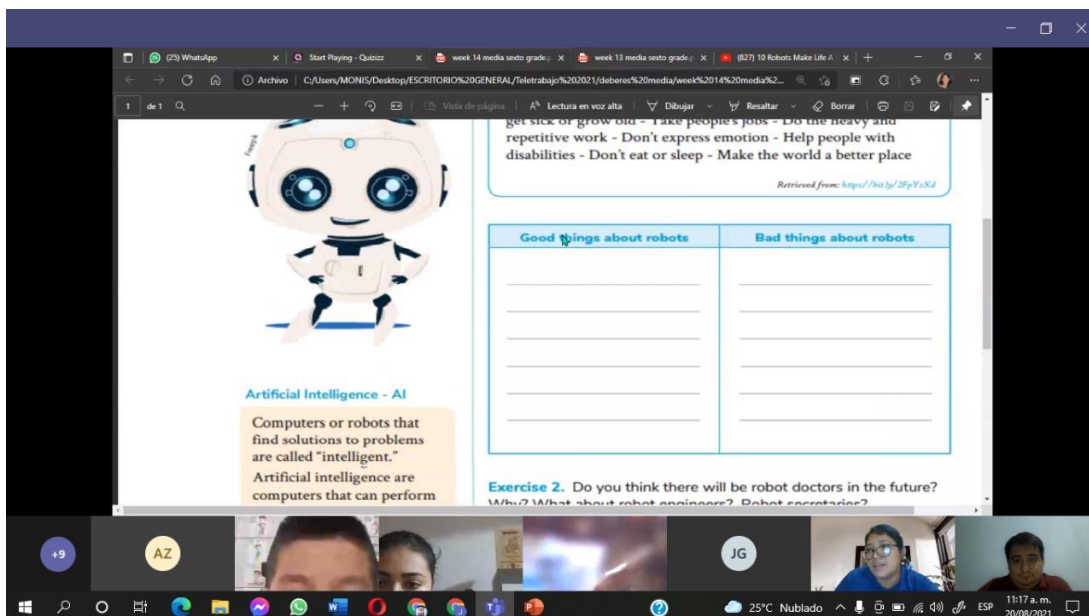
The b-learning methodology increases participation because it is based on the completion of tasks, online presentations, on the other hand, it generates flexibility with tasks

that can be delivered in a more pleasant time for the student, it also encourages collaboration and learning is in a more personalized way.

3.6   Activity System Planning.

The observation guide (ANNEXES 1), which was previously carried out according to variables and categories already established, was used to carry out a subjective analysis of the students.

The main objective of the observation guide is to know if the students have a subskill development in vocabulary in which it could be observed that the students have an average level, in chapter 1 the results are better represented.

Figure 8.   Application of the observation guide by the researchers.

Based on the results of the observation, the teacher was asked if a system of activities could be applied using the b-Learning methodology and the use of virtual didactic resources and in which the execution of the other instruments would be carried out, which is a pre-test before starting the class and another one at the end.

With the teacher's approval, the class was carried out with the system of activities of the pedagogical proposal, in which only 14 students from the two parallel classes were present due to the fact that some of them do not have the necessary materials to comply with the connectivity.

For the first activity, the teacher began with the opening of the class by integrating the students and introducing the researchers, The teacher began to implement the system of activities in the class, first through a diagnostic activity using the platform Cerebriti that helped to measure the level of knowledge that the students have about the topic.
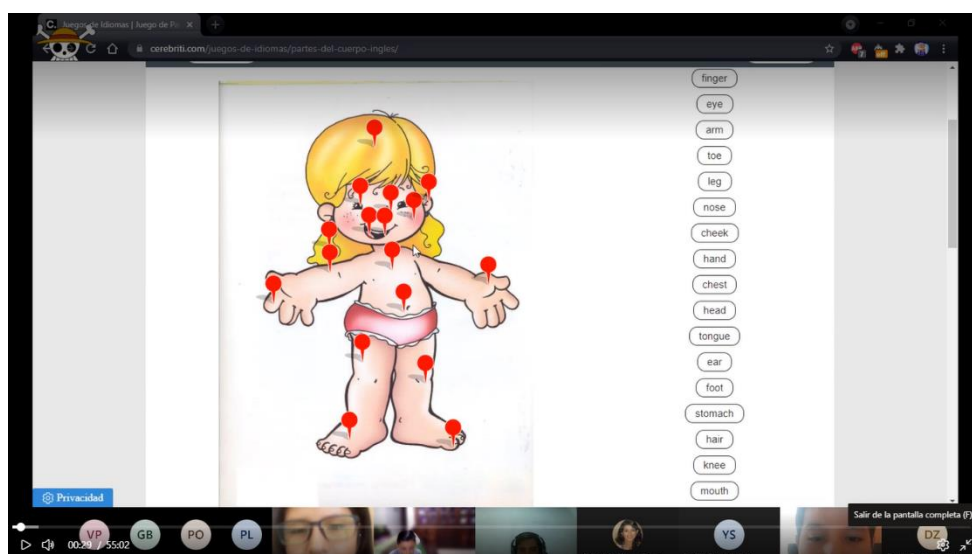
Figure 9.   Diagnostic test using the virtual didactic resource cerebriti.

Subsequently, the vocabulary of the topic was explained in more detail with the help of a power point slide.

Figure 10. Applying the B-Learning Methodology using power point slides.
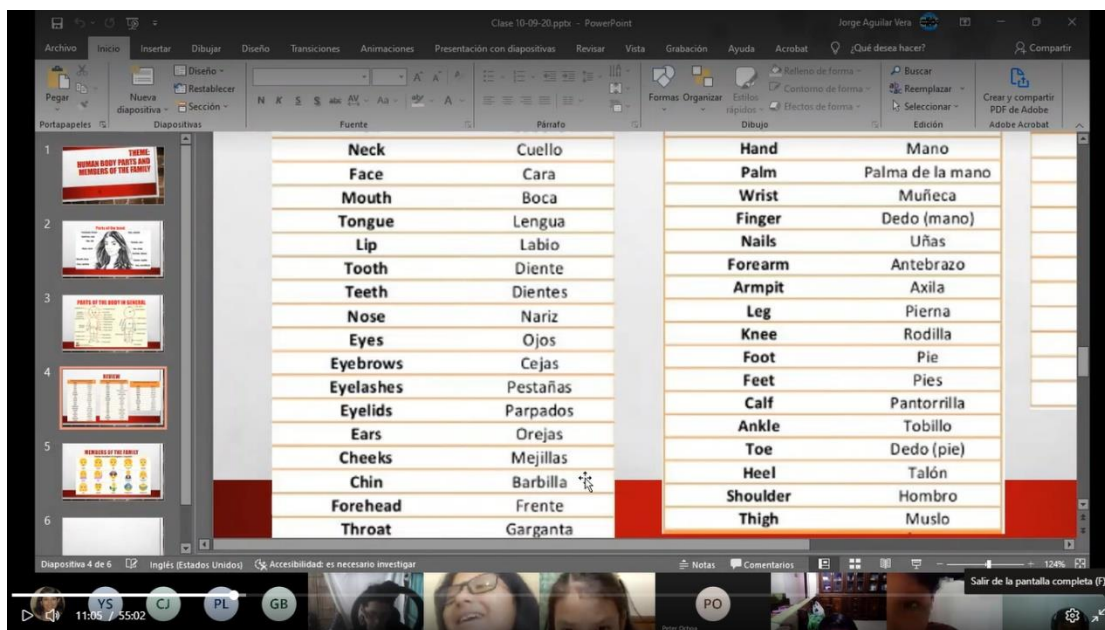
Finally, another activity was applied with the help of the interactive didactic resources to interact with the students and thus assess the learning of the topic; half was done and the other half was sent as an asynchronous activity.

Figure 11. Asynchronous activity through the groovetoenglish and arbolabc platform.
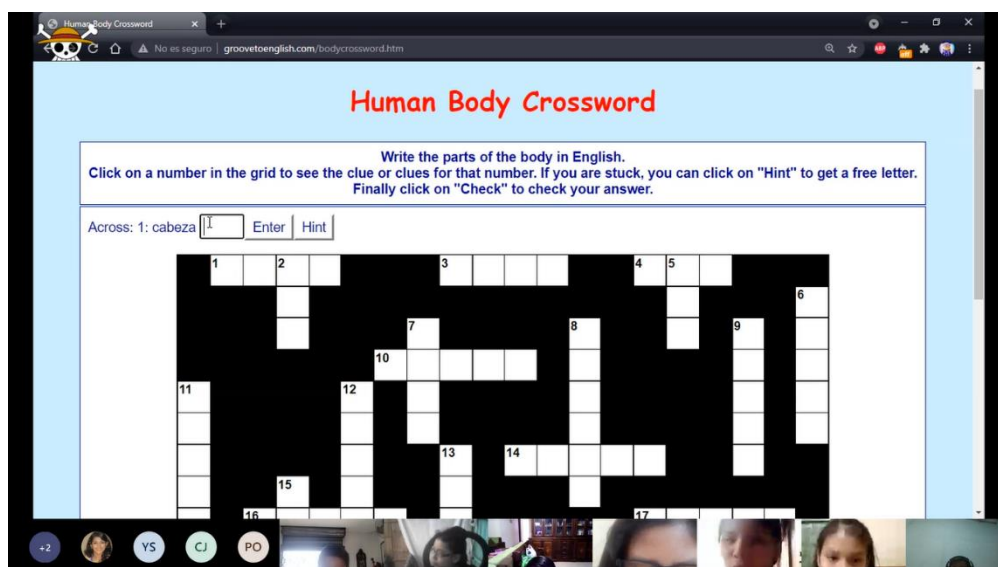
The second activity began with a cordial greeting to the students and the tutor teacher, followed by the presentation of the researchers, and then the topic "This is my family" was shared. Before starting, we wanted to diagnose in an entertaining way if the students had previous knowledge of this topic, so we worked together with the platform https://quizizz.com about the family members.
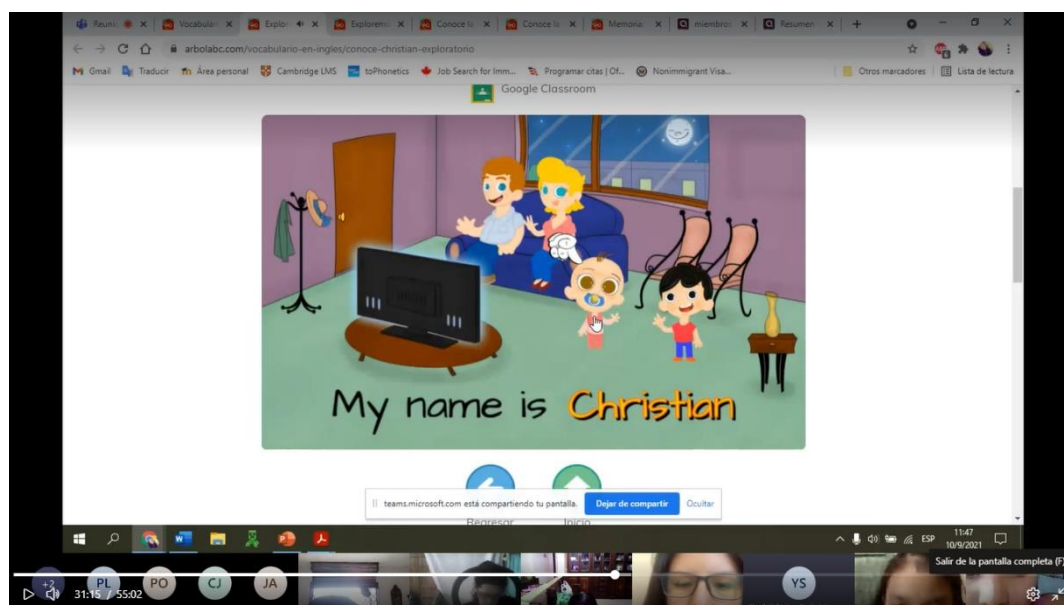
Figure 12. Diagnostic test using the virtual didactic resource quizziz

Subsequently, reinforcement was given to those students who were not yet clear on the b-Learning methodology, in which the application of virtual teaching resources was presented with the help of the arbolabc platform.

53

Figure 13. Applying the B-Learning Methodology through the didactic arbolabc platform.

In order for the students to gain better understand the topic, power point slides were made in which the vocabulary of the topic was explained in detail.
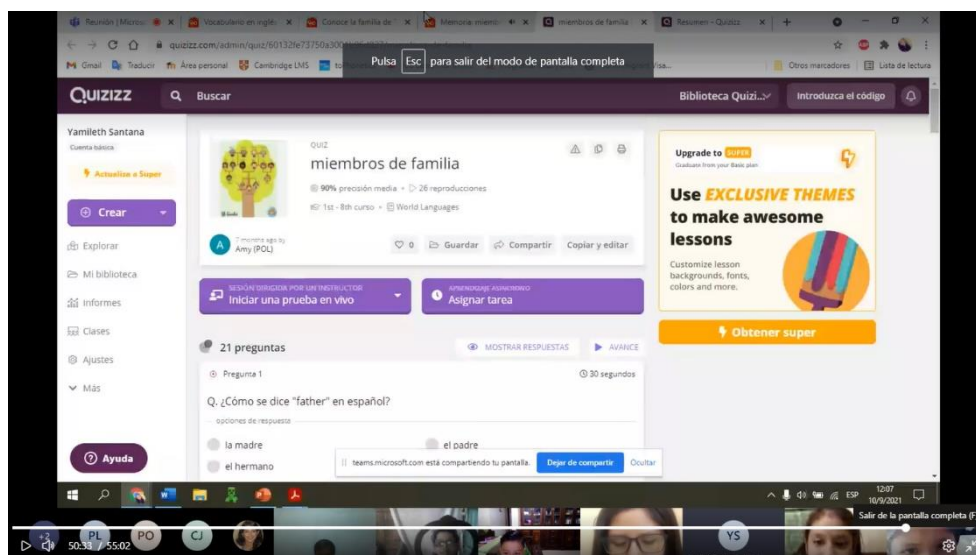
Figure 14. Applying the B-Learning Methodology using power point slides.

Finally, to culminate the b-Learning methodology class, an asynchronous activity was applied on the quizziz platform.

Figure 15. Asynchronous activity through the quizziz platform.

For a better presentation of the activities carried out, the researchers intend to disseminate the results obtained in this research project through this link: https://educacionec.sharepoint.com/sites/DocentesU.E.E.H/Documentos%20compartidos/For

ms/AllItems.aspx?id=%2Fsites%2FDocentesU%2EE%2EE%2EH%2FDocumentos%20comp
artidos%2FGeneral%2FRecordings%2FReuni%C3%B3n%20en%20%5FGeneral%5F%2D20
210910%5F111644%2DGrabaci%C3%B3n%20de%20la%20reuni%C3%B3n%2Emp4&pare
nt=%2Fsites%2FDocentesU%2EE%2EE%2EH%2FDocumentos%20compartidos%2FGenera
l%2FRecordings&p=true&originalPath=aHR0cHM6Ly9lZHVjYWNpb25lYy5zaGFyZXBva
W50LmNvbS86djovcy9Eb2NlbnRlc1UuRS5FLkgvRVdQR2txMHRhQjVLa3NleFZPUWtuZ
mNCX2FGZmMxVy1RdUJvSE1TWTd1VWdhUT9ydGltZT05TW1EaS14MjJVZw   where
the class is recorded with the system of activities presented in this pedagogical proposal.

3.7   Description of the Structure of the System of Sustained Didactic Activities to Improve the Development of the English Vocabulary Subskill.

The system of activities is structured as follows: its theoretical basis, general and specific objectives, the elements that make it up, and the forms of implementation, which is why it has been represented in a scheme for better understanding.

System of activities based on the B-Learning methodology and the use of virtual didactic resources.

Aim: To improve the development of the vocabulary subskill in the subject of English of the 6th grade students of the Basic Education School "Rodrigo Ugarte Córdova" through the implementation of a system of activities based on the B-Learning methodology and the use of virtual didactic resources.

Theoretical Foundation

Pedagogical foundation

Pedagogy is a set of knowledge applied to education as a typically social and specifically human phenomenon.

Technological Foundation

ICTs in education constitute a pedagogical paradigm in continuous recreation. They are based on an open curricular design that also generates meaningful learning.

Elements of the system of activities

Personal elements

- Teacher
- Student

Non-personal elements

- Objectives of the didactic activities
- Content of didactic activities
- Methodology
- Resources
- Evaluation

Forms of implementation

Didactic activities developed with the B-Learning methodology and the use of virtual teaching resources.

Figure 16. Diagram of the system of ludic activities focused on the development of oral expression in the English language.

3.8 Application results

At this point some fragments are stated regarding the application of the practice, which should be detailed as class objectives, activities, virtual didactic resources, participants, contents and evaluation indicators, the corroboration of the proposal is characterized through the use of a rubric.

3.8.1 *Practice Planning*

Class 1

- **Group:** 6th EGB

- **Participants:** Researchers and students

- **Time:** 35 min

- **Diagnostic evaluation:** Application through virtual interactive resources.

- **Methodology:** B-learning

- **Resources:** Virtual interactive resources

- **Content of the activity:** Parts of the human body

- **Objective of the activity:** To recognize the vocabulary about "parts of the human body" applying the b-learning methodology and virtual teaching resources.

- **Diagnostic evaluation:** Application through virtual interactive resources.

Class 2

- **Group**: 6th EGB

- **Participants:** Researchers and students

- **Time:** 35 min

- **Diagnostic evaluation:** Application through virtual interactive resources.

- **Methodology:** B-learning

- **Resources:** Virtual interactive resources

- **Content of the activity:** Family members

- **Objective of the activity:** To recognize the vocabulary about "family members" applying the b-learning methodology and virtual teaching resources.

- **Diagnostic evaluation:** Application through virtual interactive resources.

3.9   Evaluation of the system of activities

3.9.1   *Corroboration of the proposal*

In this research, it was possible to confirm the data obtained in the implementation of the proposal, to summarize how the students adapted to the implementation of activities based on the implementation of virtual didactic resources. To validate the research, a rubric was applied to measure the scope of the proposal for the improvement of the English vocabulary subskill.

3.9.2   *Corroboration through the use of a rubric*

In order to test the pedagogical proposal, 14 students from the sixth grade of "Rodrigo Ugarte Córdova" School were selected. Therefore, the students used a rubric to find out how effective the application of the virtual didactic strategies was for the improvement of the English vocabulary subskill. The rubric is divided into 3 evaluation criteria that are focused on the student's knowledge of the subskill vocabulary in the English language, of the system of activities based on the virtual didactic resources. These are detailed below:

Criteria 1:

This criterion assesses knowledge of the vocabulary of the subject matter to be covered and learned.

Criteria 2:

This criterion assesses whether students have listening comprehension on the vocabulary learned.

Criteria 3:

This criterion evaluates whether they recognize how words should be written in English. According to the results demonstrated by the rubric made to evaluate the diagnostic tests, it shows that the pedagogical proposal was effective, in the following table it can be seen that in the first diagnostic test there were 5 students, which is equivalent to 36% of the class that has a low score (green color) and after the application of the proposal no student is obtained at this level. On the other hand, it is observed that in the medium level (yellow color) corresponds to 64% which are 9 students and after the application there were 29% corresponding to 4 students, finally the high level (orange color) in the first test there were 0% equivalent to no students and after the application the performance of the students went up significantly since there were 71% which are 10 students in which they improved their development of the subskill vocabulary in English.

Figure 17. Comparison of the results obtained from the two tests.
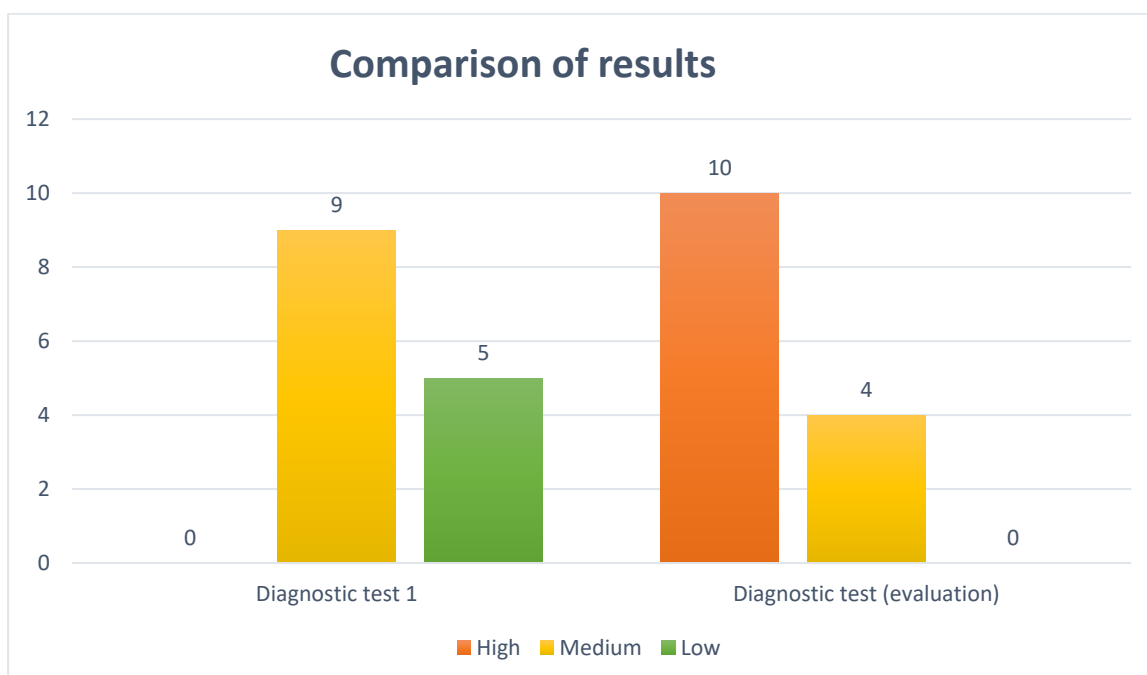
3.9.3   Analysis and presentation of results

Once the implementation of the pedagogical proposal, which consisted of the implementation of a system of didactic activities, was completed. An analysis was made to verify that the pedagogical proposal improved the development of the English vocabulary subskill.

It was decided to measure the extent of students' knowledge by means of a rubric. As stated by (Rodríguez Gallego, 2014, p.3) "la rúbrica es una herramienta versátil que provee al alumno, por un parte, de un referente que proporciona un feedback relativo a cómo mejorar su trabajo y, por otra, proporciona al profesor la posibilidad de manifestar sus expectativas sobre los objetivos de aprendizaje fijados".

Focused on the objective of improving the development of the English vocabulary subskill, giving validity to the proposal. The results obtained in the initial diagnostic test (APPENDIX 2) were corroborated in the range of 10 to 9 as high, from 8 to 7 as medium and finally less than 6 as low, which was executed before the application of the b-learning methodology and the use of virtual didactic resources and finally the application of a diagnostic test (ANNEXES 3) that was applied in class and leaving a part for them to work asynchronously at home, where the knowledge developed through the use of the virtual didactic resources of the class was measured, considering essential aspects such as interaction, and disposition of the proposed methodology, and how these aspects were developed in the classroom, which was verified through the applied instruments such as observation, (annex 1) diagnostic tests and asynchronous activities that were executed by the students. For a better perspective, it is shown in ANNEXES 3 where the asynchronous activities and the students' scores are visualized.

Table 7.   The following graph was used to corroborate the objective:

Criteria	Rank
Knowledge of the vocabulary of the topic	• High Level 10 - 9 • Medium 8 - 7 • Low Less than 7
Presents listening comprehension on vocabulary	• High Level 10 - 9 • Medium

	8 - 7
	• Low
	Less than 7
Recognize how words should be written in English	• High Level
	10 - 9
	• Medium
	8 - 7
	• Low
	Less than 7

Note: Source: Own elaboration by authors.

Demonstrating that the proposal has great validity in the present research on the improvement of subskill development through the use of virtual didactic resources in the activities because it is something innovative and practical in teaching. Annex 5 shows the record of the rubric evaluations.

3.10 Partial conclusions of the chapter

In this chapter, we have described everything related to the instruments for the application of the system of activities in the pedagogical proposal and how the results of each one of them were obtained, as well as determining the effectiveness of the proposal and confirming whether the objective was achieved. The results obtained showed that there was an improvement in the students' English vocabulary subskills. The proposal presented in this chapter meets all the indicators, as well as clarity, coherence and relevance.

Conclusions

- The search for a theoretical foundation based on the b-learning methodology and the use of didactic resources allowed a wide range of information related to education, the teaching-learning process, learning theories, etc. in which it can be concluded that the implementation of new methodologies that go hand in hand with new resources is of great importance in education.

- In diagnosing the current state of the students, it can be observed that the student's express dissatisfaction with respect to the new mode of study that has been imparted due to the pandemic caused by covid-19 for reasons that the teacher has very traditional teaching methods.

- Based on the current state of the students and the theoretical foundations on the subject of the research, a pedagogical proposal was implemented in order to apply the B-Learning methodology and the use of virtual didactic resources with the students, allowing the classes to be developed in a more interactive and functional way.

- The b-Learning methodology and the use of interactive platforms is a relatively new methodology that is being used nowadays and when implemented in a demonstration class, its effectiveness was corroborated because it demonstrated a high level of efficiency according to the established rubric.

-

Recommendations

- It is recommended to continue with the research by implementing the b-Learning methodology and the use of virtual didactic resources for the teaching-learning process in the other skills such as listening, reading, writing and speaking.

- Suggest to the English teacher to implement the b-learning methodology and the use of virtual didactic resources in his teaching method.

- It is recommended that the institution train teachers in new methodologies and the appropriate use of technology in order to obtain new knowledge and enhance the teaching and learning process of students.

- Teachers should keep the digital lectures within the lessons, moreover they have all the information available on the internet, students are always keen to learn since they are more updated with technology. All the tasks and activities will be safe on online files that will be held on the direction of school.

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ANNEXES 1

Annexes 1. Participant observation guide.

PARTICIPANT OBSERVATION GUIDE

Data table of values:

Levels	Values
Always	3
Sometimes	2
Rarely	1

Units of Analysis: Active use of English language vocabulary corresponding to XX of the year of education.	
1. Category: *Presents aural comprehension of vocabulary.*	
The student *always* demonstrates listening comprehension when recognizing correct English vocabulary.	
The student *sometimes* demonstrates listening comprehension when recognizing correct English vocabulary.	
The student **rarely** demonstrates listening comprehension when recognizing correct English vocabulary.	
2. Category: *Manages procedures for reading comprehension of vocabulary.*	
Student *always* demonstrates knowledge in comprehending reading English vocabulary.	
Student *sometimes* demonstrates knowledge when comprehending reading English vocabulary.	
Student *rarely* demonstrates knowledge in comprehending reading English vocabulary.	
3. Category: *Uses oral expression of the vocabulary learned.*	
Student *always* demonstrates the use of oral expression of the vocabulary learned.	
Student *sometimes* demonstrates use of oral expression of learned vocabulary.	
Student *rarely* demonstrates use of oral expression of learned vocabulary.	

4. Category: *Uses the vocabulary learned in written communication situations.*	
The student ***always*** uses the vocabulary learned in written communication situations.	
The student ***sometimes*** uses the vocabulary learned in written communication situations.	
The student ***rarely*** uses the vocabulary learned in written communication situations.	
Units of Analysis: Construction of reading comprehension using the English language corresponding to the 6th grade of basic education.	
1. Category: *Exposes phonetic and graphic compression.*	
Student always demonstrates knowledge in recognizing the phonetic and graphic comprehension of English vocabulary.	
Student sometimes demonstrates knowledge in recognizing the phonetic and graphic comprehension of English vocabulary.	
The student sometimes demonstrates knowledge in recognizing phonetic and graphic comprehension of English vocabulary.	
2. Category: *Presents morphological compression.*	
The student ***always*** understands the meaning of the vocabulary through reading skills the skill of reading.	
The student ***sometimes*** comprehends the meaning of vocabulary through the skill of the skill of reading.	
Te student ***rarely*** comprehends the meaning of vocabulary through the skill of reading. the skill of reading.	
3. Category: *Shows syntactic compression.*	
The student always demonstrates knowledge in establishing the relationship between the structure of English vocabulary (Commands)	
Student ***sometimes*** demonstrates knowledge of establishing the relationship between the structure of English vocabulary (Commands).	
Student ***rarely*** demonstrates knowledge of establishing the relationship between the structure of English vocabulary (Commands).	
4. Category: *Use of semantic compression.*	
Student ***always*** demonstrates knowledge of identifying a word by inferring its meaning in English.	

Student *sometimes* demonstrates knowledge of identifying a word by inferring its meaning in English.	
Student *rarely* demonstrates knowledge of identifying a word by inferring its meaning in English.	
5. Category: *Use of appropriateness to the communicative situation.*	
The student *always* writes English vocabulary properly (no spelling errors). spelling errors).	
The student *sometimes* writes English vocabulary appropriately (no spelling errors). spelling errors).	
The student *rarely* writes English vocabulary properly (no spelling errors).	

ANNEXES 2. Diagnostic test
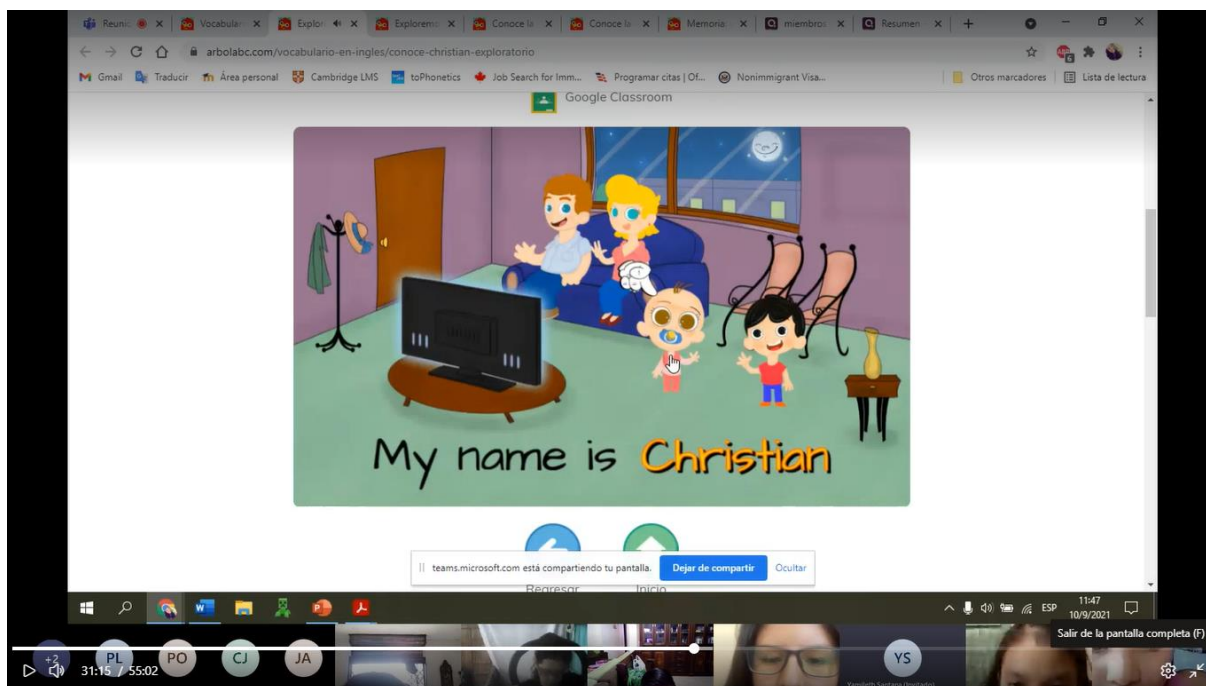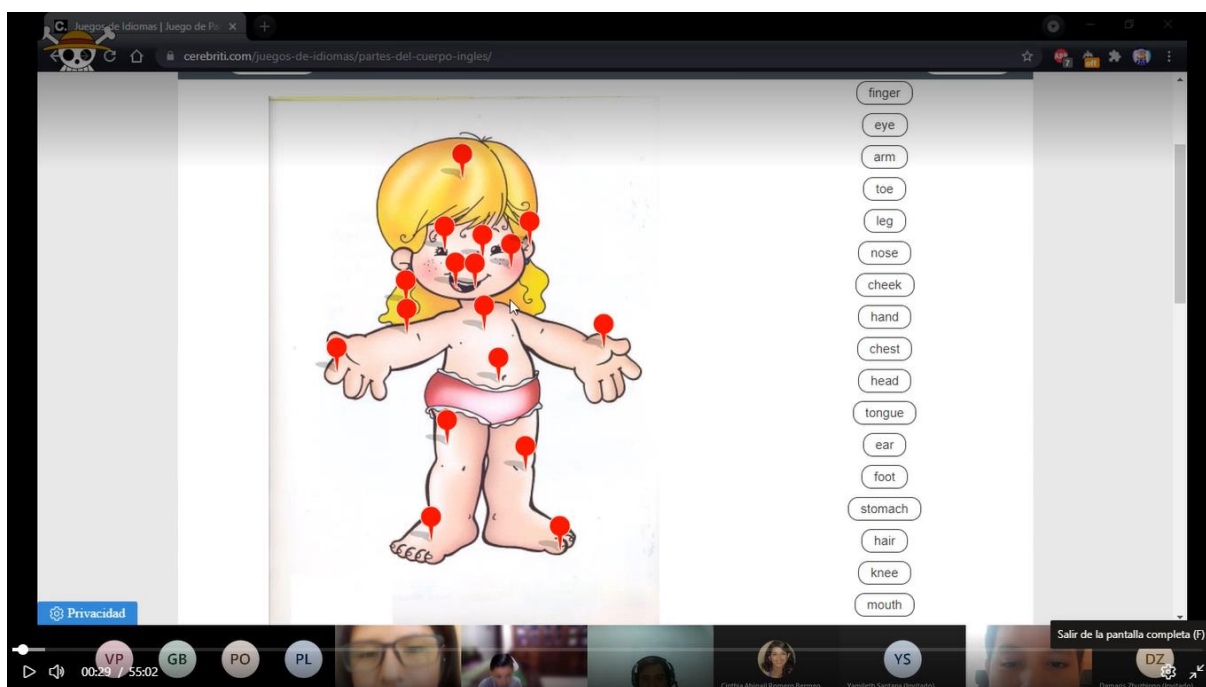
ANNEXES 3. Diagnostic test (evaluation)

Some of your answers are incorrect. Incorrect squares have been blanked out.

Across: 30: cejas | EYEBRO\ | Enter | Hint

Check

Back to the Groove

Resumen

Invitado (Iniciar sesión to save results)

👤 Solo review

Precisión   100%

Clasificación   🏆   Puntuación   🪙
1/25   21340

Volver a jugar

Encuentra un nuevo cuestionario

Estadísticas

✓ 21   ✗ 0   ⏱ 14.2 s   🔥 21
Correcto   Incorrecto   Tiempo/preg.   Racha
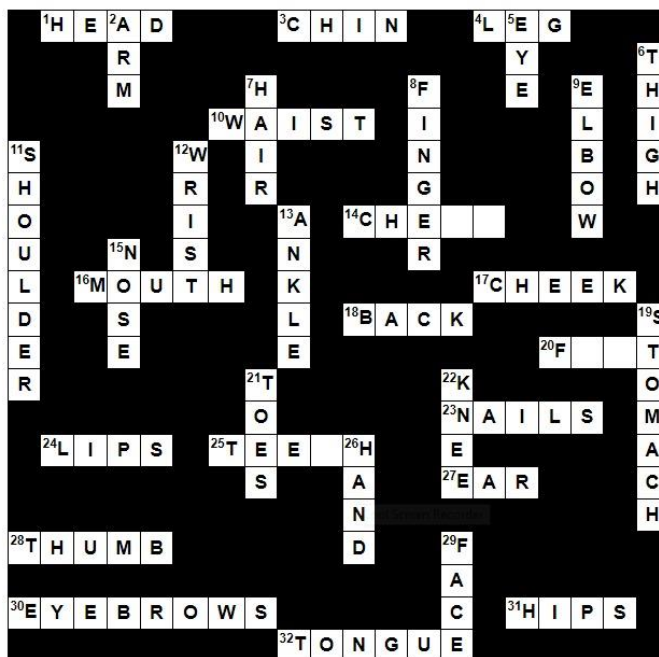
ANNEXES 4. Rubric to evaluate diagnosis.

Criteria	High performance (10-9 point)	Medium performance (8-7 point)	Low performance (Less than 7 point)
Knowledge of the vocabulary of the topic	To know the vocabulary in its entirety	Partially knows the vocabulary	Does not know the meaning of the vocabulary
Presents listening comprehension on vocabulary	To know the words in their entirety mentioned	Partially recognizes words	They don't know the words
Recognize how words should be written in English	To know in full how they should be written.	Partially knows how they should be written	They do not know how they should be written.

ANNEXES 5. Recording of valuation using the rubric

N.-	Students	Knowledge of the vocabulary of the topic.	Presents listening comprehension on vocabulary.	Recognize how words should be written in English.	TOTAL
	Diagnostic Test				
1	ARMIJOS ROBLES DYLAN ANDRES	6	7	8	7,0
2	BERMEO ARIAS ARIANA SHERYL	8	7	6	7,0
3	CHAVARRIA ORDOÑEZ IVANNA CAROLINA	6	4	5	5,0
4	CORREA SALINAS ARIEL VLADIMIR	6	6	6	6,0
5	CUENCA CAZARES BRUCE MATHEW	8	8	6	7,3
6	MARIN GUAMAN SHARVENITZA ANGELINE	7	7	7	7,0
7	OCHOA ESPINOZA PETER ISAAC	8	6	5	6,3
8	OCHOA NOBLECILLA SARA ABIGAIL	9	7	5	7,0
9	PEREZ ALDAZ JOSEPH JAHIR	8	8	8	8,0
10	PEREZ GRANDA KIMBERLY SABRINA	7,5	6	4	5,8
11	TENORIO ZAMORA MIREISY JACKELINE	8	7	7	7,3
12	TITUANA MACAS ANALIA DAYANA	8	6	7	7,0
13	VACA PERALTA SHIRLEY ELIZABETH	4	8	5	5,7
14	VALLEJO VALAREZO ANGEL GABRIEL	7	8	7	7,3

N.-	Students	Knowledge of the vocabulary of the topic.	Presents listening comprehension on vocabulary.	Recognize how words should be written in English.	TOTAL
	Diagnostic Test (evaluation)				
1	ARMIJOS ROBLES DYLAN ANDRES	9	9	9	9,0
2	BERMEO ARIAS ARIANA SHERYL	10	9	9	9,3
3	CHAVARRIA ORDOÑEZ IVANNA CAROLINA	10	8	9	9,0
4	CORREA SALINAS ARIEL VLADIMIR	8	8	8	8,0
5	CUENCA CAZARES BRUCE MATHEW	9	10	9	9,3
6	MARIN GUAMAN SHARVENITZA ANGELINE	7	7	7	7,0
7	OCHOA ESPINOZA PETER ISAAC	8	6	7	7,0
8	OCHOA NOBLECILLA SARA ABIGAIL	9	10	8	9,0
9	PEREZ ALDAZ JOSEPH JAHIR	10	9	8	9,0
10	PEREZ GRANDA KIMBERLY SABRINA	8	9	8	8,3
11	TENORIO ZAMORA MIREISY JACKELINE	9,5	8,5	9	9,0
12	TITUANA MACAS ANALIA DAYANA	9	8,5	9,5	9,0
13	VACA PERALTA SHIRLEY ELIZABETH	7,5	9,5	7	8,0
14	VALLEJO VALAREZO ANGEL GABRIEL	10	9,5	8,5	9,3