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FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

USING THE CANVA PLATFORM FOR ENGLISH VOCABULARY REINFORCEMENT

ARMIJOS VILLAVICENCIO DENISSE BRIGETH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

CORNEJO BORBOR DANIELA STEPHANIE
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SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O INTERVENCIÓN

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I dedicate this thesis in a special way to my parents **Cecilia Villavicencio** and **Efraín Armijos** who have supported me arduously at every stage of my life, to my best friend **Daniela Cornejo**, who supported me unconditionally from the first semester and, finally to my friends, who helped and advised in every difficult situation that arose in my university life.

Armijos Villavicencio Denisse Brigeth

My thesis is dedicated to my mother, **Cecilia Borbor**, who has remained by my side taking care of me and supporting me unconditionally, giving me her love, advice, and courage to achieve my goals, being my example of struggle and dedication, to my soul sister, **Denisse Armijos**, for her trust and friendship provided during the course of this great stage in our lives, for being present in good times and bad, being a fundamental pillar of my life and my support at all times, and to all the people who along the way, they have encouraged me to fulfill my dreams, being an essential part of my personal development.

Cornejo Borbor Daniela Stephanie

GRATITUDE

RESUMEN

La presente investigación tiene como objetivo es reforzar el vocabulario de inglés a través un sistema de actividades didácticas implementando la plataforma Canva como un recurso didáctico en los estudiantes de tercer año de Educación General Básica Elemental "A" de la Escuela de Educación Básica Manuel Encalada Zúñiga. Esta investigación responde a un paradigma cualitativo, con un diseño de carácter no experimental, desde una investigación-acción participativa. Para desarrollar de manera efectiva la investigación, se utilizó dos métodos esenciales, los cuales son: Métodos teóricos, en estos se encuentran el histórico-lógico, inductivo-deductivo, analítico-sintético y sistémico, los que permiten fundamentar y evidenciar de manera teórica cada aspecto de la investigación, los métodos empíricos, donde se utilizó la observación participante, entrevista semiestructurada y test diagnóstico, las cuales ayudaron a identificar las falencias que presentaba la población. Una vez evidenciada la problemática, se ejecutó la propuesta pedagógica, en donde se implementó un sistema de actividades didácticas por medio de tutorías, permitiendo que los estudiantes interactúen de manera más activa durante el proceso de enseñanza-aprendizaje del vocabulario de inglés. Finalmente se obtuvo resultados favorables de esta propuesta a través de la valorización de efectividad entre el test diagnóstico inicial y la prueba de conocimiento final.

Palabras clave: vocabulario, recursos didácticos, Canva.

ABSTRACT

The present research aims to reinforce English vocabulary through a didactic activities system implementing the Canva platform as a didactic resource in third-year students of Elementary Basic General Education "A" of the School of Basic Education Manuel Encalada Zúñiga. This research responds to a paradigm qualitative, with a non-experimental design, from an action research participatory. To effectively develop the research, two methods were used essential, which are: Theoretical methods, in these are the historical-logical, inductive-deductive, analytical-synthetic and systemic, which enable to substantiate and demonstrate theoretically each aspect of the research, the empirical methods, where the participant observation, semi-structured interview and diagnostic test, which helped to identify the shortcomings that the population presented. Once the problem has been highlighted, executed the pedagogical proposal, where a system of didactic activities was implemented through tutorials, allowing students to interact more actively during the teaching-learning process of English vocabulary. Results were finally obtained favorable of this proposal through the assessment of effectiveness between the diagnostic test initial and final knowledge test.

Keywords: vocabulary, teaching resources, Canva.

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INTRODUCTION

English learning as a second language has become an essential part of life for the majority of people because it is considered a universal language, which enables people to communicate without impediments, due to a large extent to globalization, cultural consumerism, and political environments. Referring to Rajathurai (2018):

> Knowledge of English is necessary if one wants to come up in life. It is the major window of the modern world. This is all the more true where the advanced countries have opened their doors for recruiting technically qualified persons. Only those who have a command of the English language are given a job. (pp. 871-874).

Related to Rajathurai's idea, it is understood that English opens a line of international communication, which enables knowing new cultures and people and a variety of opportunities in the labor field and increases prospects at the personal level with great access to information resources. That is why dominating another language has been a very significant tool, thus, it must consider that there exist several factors influencing foreign language learning, Vocabulary is one of the most essential factors in English language because "Es uno de los pilares para mejorar el desarrollo de las habilidades de comprensión y producción, establecidas por los estándares básicos de competencias en lengua extranjera." (Castillo y Moya, 2013).

Getting vocabulary is considered a critical part in a new language learning and development of communicative skills, due to the lack of lexis complicate the express ideas or become aware of what other people want to mean, Therefore, learning lexis items is a vital factor for the development of fluency, in other words, that with the management of the same one could be possible make a way to conversations of whatever nature and demonstrate a large variety of circumstances and situations, indistinctly of the topics.

For the reasons given above, English needed to become an essential part of the educational process. Peña (2019) affirms: "Es indispensable que los estudiantes aprendan esta

lengua y lleguen a desarrollar competencias lingüísticas satisfactorias para desenvolverse de buena forma en su trayectoria estudiantil" (pp. 1-89). Nonetheless, teaching a new language is a complex topic, because of that the teacher have to find the easiest way to convey the area making use of a range of resources, which act as an assistant to make it possible their job, according to Vargas (2017):

> Los recursos educativos didácticos son el apoyo pedagógico que refuerzan la actuación del docente, optimizando el proceso de enseñanza aprendizaje", ya que influyen en el interés de los estudiantes y se adaptan a cualquier tipo de contenido, por lo que facilitan la actividad docente. (pp. 68-74).

However, the education has been affected due to the covid-19 pandemic, giving rise to the educational institutions going on with the pedagogical activities in a virtual way while the sanitary emergency declared in the country lasts. That is why a Prioritized Curriculum was performed. "Este currículo se caracteriza por promover un proceso de enseñanza aprendizaje autónomo, que se desarrolle de manera presencial, semipresencial o remota y que sea aplicable a las diversas ofertas educativas y necesidades de aprendizajes, según los contextos" (Ministerio de Educación, 2020-2021, pp. 1-252). Consequently, many teachers needed to adapt to changes and make use of technological tools to continue with the educational process, because of this, difficulties have presented the time to online classes.

Concerning all mentioned before, the lack of knowledge about how to use these resources has proven that several students don't feel attracted or show interest, so this can affect their comprehension about the topic shown in classes, so completed learning is not secure.

In addition to the stated before, the English classes have been affected, which resulting in obstacles in the English level of many students, the main ones being the challenge at the moment to learn vocabulary, therefore difficulties when it is used, such as reading comprehension problems, lack of expressive fluency, few capacities to integrate new word,

communication skills performance problems. In consequence, the following investigation question was proposed: How to strengthen the English vocabulary in the third-graders of Elementary Basic General Education, room "A" from the Manuel Encalada Zuñiga Basic General Education School?

Having as the object of study the teaching-learning process in the third-graders of Basic General Education, room "A".

The general objective of the research is to strengthen the English vocabulary through a system of didactic activities by implementing the Canva platform as a didactic resource for the third-grades of Elementary Basic General Education "A" from the Manuel Encalada Zuñiga Basic General Education School, in the academic year 2021-2022.

This objective is delimited in the didactic resources action area.

The specific goals of this research project are:

1. To justify theoretically the object and the investigation area.

2. To identify the vocabulary level of the students through an observation sheet and a diagnostic test.

3. To implement a system of didactic activities using Canva as a didactic resource for the reinforcement of vocabulary within the class.

4. To determine if using an activity system through Canva as a teaching resource reinforces vocabulary learning.

According to the aforementioned, the researchers propose to carry out qualitative research, the type of research is explanatory. The research uses methods of the theoretical and empirical level, with the use of techniques such as: participant observation, interviews, among others.

The present project is directed to third-graders, room A, from the Manuel Encalada Zuñiga Basic General Education School, who have an age range of 6-8 years.

The importance of this present research is that every time we use Canva as a didactic resource in the development of vocabulary for online classes can promote active student participation during English sessions; consequently, this will enable students to put into practice the learned vocabulary creatively and dynamically for language skills development.

The practical contribution of the research is the vocabulary strengthened based on the use of the virtual resource that sustains the English teaching-learning process. This change consists of using the Canva platform as a didactic resource, which enables teachers to apply different tools in the lesson, such as videos, pictures, templates, audio, among other multimedia elements.

Consequently, the present research is divided into the introduction, where is shown short ideas about the research, the theoretical framework, wherein it enables a literature search to justify the concepts, next, the methodological framework, where is displayed the research type and design, techniques and instruments to harvest data, ending with the results, conclusions, and recommendations of this research work.

Theoretical Framework

Chapter 1: Theoretical Foundation of Teaching Resources in the English Teaching-

Learning Process

1.1 Historical Antecedents of the Implementation of Didactic Resources within the

Teaching-Learning Process of English

Talking about didactic resources throughout history, it must be kept in mind that they are usually used by educators in pedagogical or training institutions, as a way to complement or make their work more efficient, for this reason, it is considered "el significado de recursos educativo didáctico se le ha llamado de diversos modos, como se: apoyos didácticos, recursos didácticos, medios educativos." (Vargas, 2017, pp. 68-74). In this context, the principle of these resources appears according to the author López (2014):

> Desde el surgimiento del hombre siempre buscó el modo de comunicarse y de hacer llegar a sus descendientes los elementos necesarios para vivir y actuar sobre el mundo circundante. Primero fueron los gestos, las acciones, luego los sonidos y finalmente las palabras, todo mediante un proceso de aprendizaje espontáneo y por imitación.

> Concerning the aforementioned, the criteria of Vidal and Pozo (2006) indicate that:

> Desde épocas inmemoriales el hombre ha sentido la necesidad de conocer y trasladar los conocimientos adquiridos y para ello se auxilia de diferentes medios que le permitan lograr y facilitar la comprensión de lo que desea trasmitir o enseñar. De esta manera, [...] (p. 1).

Additionally, it is evident that throughout history, didactic resources or teaching aids seem to have evolved to transmit knowledge through images, books, stories, among others. Therefore, it is said that "La labor pedagógica se ha preocupado por encontrar medios o recursos para mejorar la enseñanza" (Bartolomei et al., 2015, p. 106), this is where it can be

seen how these didactic resources have been integrated into education. Consequently, they have greatly helped students to facilitate their learning.

Starting with the printing press, which appeared:

Durante los siglos de la Edad Media, junto con la invención del papel, los chinos dieron los primeros avances para la creación de la imprenta. La necesidad de hacer accesible el conocimiento no solo a los monjes, sacerdotes o gente de la nobleza, sino también al resto de la población llevó a buscar una manera de agilizar la reproducción de textos a menor costo. (Devia et al., 2015)

However, this advance had not reached Europe due to the difference in language, this invention, "se realizó con independencia de Oriente y se le atribuye a alemán Johann Gutenberg." (Velduque, 2011, p. 224). Due to this, the implementation of a didactic resource such as books was created within the educational field, which made it much easier for all students to store long-term information.

Then the cinema and audiovisual culture appeared, which it stands out:

El primer invento cinematográfico propiamente dicho lo encontramos en el Kinetógrafo (con lo que se rueda) y Kinetoscopio (con lo que se ve lo que se rueda) de Tomás Alba Edison en 1891. Pero el inicio del cine se considera con el cinematógrafo de los hermanos Lumière que realizan su primera proyección en 1895. (Caldevilla, 2009, pp. 7-0).

Due to the Lumiere brothers' great contribution, technology has improved considerably, leading to audiovisual education. The authors Barros and Barros (2015) state that:

En la década de 1920. Debido a los avances de la cinematografía, los catedráticos y pedagogos comenzaron a utilizar materiales audiovisuales como apoyo para hacer llegar a los educandos, de una forma más directa, las enseñanzas más complejas y abstractas (pp. 26-31).

Barros and Barros (2015, pp. 26-31) posit "Que el alumno asimile una cantidad de información mayor al percibir de forma simultánea a través de dos sentidos: la vista y el oído." Which allows the student to have a closer and more enjoyable interaction in the teaching-learning process.

To wrap up, information and communication technologies (ICT) were created, which caused:

Una explosión sin precedentes de forma de comunicarse al comienzo de los años '90. A partir de ahí, Internet pasó de ser un instrumento especializado de la comunidad científica, a ser una red de fácil uso, que modificó las pautas de interacción social. (Calandra et al., 2009).

In addition to this, the implementation of teaching resources was brought into existence, namely, "Imagen, internet, sistemas telemáticos, plataformas virtuales y software específico de la asignatura" (Uquillas, 2018, pp. 115-123).

Therefore, each medium or resource has been implemented in education in search of developing significant knowledge on learners. Also, these are also used for the acquisition of a second language. Finally, it is necessary "seleccionar los recursos didácticos y/o de apoyo que se van a ofrecer a los alumnos para facilitar su aprendizaje autónomo (bibliografías, visitas, talleres, internet, grupos de estudio, etc.)." (Carvajal, 2018) and work together to acquire a new language such as English.

Moreover, the latent need of students to find a purpose for learning the language and a good means to do so trigger teachers to rethink their practices, make them more appealing, and bridge that generational gap between them and their students. (Guaqueta & Castro-Garces, 2018, pp. 61-71).

Therefore, when it comes to learning a foreign language and how to acquire it, it is necessary to use didactic resources focused on vocabulary, "as the meanings of new words are very often emphasized, whether in books or classrooms." (Mofareh, 2015, pp. 21-34).

1.2 Conceptual Background of Teaching Resources in the Teaching-Learning Process of English Vocabulary

1.2.1 Pedagogical Basis for the Use of Didactic Resources

Didactic resources in education are "any instruments that help us to achieve any goal; that is, extra material with which the pupils develop the learning process." (Marchena, 1996). Due to this, the English teaching and learning is made less boring and it is important to emphasize that learning vocabulary has greatly produced an impact on "las cuatro destrezas básicas de la comunicación: hablar,oír,leer y escribir, las cuales se presentan como el principal objetivo de la Enseñanza del inglés en las distintas etapas." (Ramírez, 2008, pp. 1-13).

Additionally, Diaz et al., (2013) highlight that:

Dentro de los tipos de recursos didácticos mayormente utilizados por los profesores de inglés en la dependencia administrativa pública, se destaca la voz, seguida por el lenguaje corporal y el texto de estudio. Estos recursos son esenciales para el aprendizaje de una segunda lengua, pero también se debe considerar que existen otros recursos que complementan este aprendizaje. (pp. 8-19).

Therefore, "los recursos didácticos pueden ser clasificados en función de diferentes elementos. Se dividen en: material impreso, materiales audiovisuales y los materiales informáticos." (Chancusig et al., 2017, pp. 112-134).

Printed materials

Printed material in the classroom is essential since it is used mostly by teachers. Therefore, these resources bring several benefits during the class, as it facilitates and provides information on a particular topic, among these materials we can find:

Desde los libros de texto hasta los posters con vocabulario e imágenes, pasando por fichas de trabajo o los múltiples tipos de flashcards que permiten actividades variadas con palabras, sílabas, sonidos y letras todas ellas unidas a imágenes o historias breves. (Fonseca & Pulido, s.f.).

Audiovisual Materials

These are technological devices that are immersed in education. They allow each student to see the contents more creatively and attractively. As a result, there is a greater interest in learning and improving the teaching-learning process of whatever subject is being studied through them.

Existen varias clasificaciones de estos materiales, quizás la distinción más útil, desde el punto de vista pedagógico, sería la correspondiente a materiales de carácter auxiliar (pizarra, proyector de diapositivas, ordenadores, retroproyectores, tv, video, maqueta, globos, herramientas, útiles de laboratorio, etc.). (Bustos et al., 2012).

Computer Materials

"En este mundo actual la informática ha hecho que la forma de impartir las clases en las instituciones educativas tenga otra visión de cómo mejorar el aprendizaje del estudiante." (Mayorga et al., 2012). This enables the use of elements slightly in education such as video games where Chancusig et al., (2017) mentions that:

Son buenos para que los niños puedan despejar la mente, también hay juegos con pedagogía, eso le va a servir de mucha ayuda como son las enciclopedias, manuales digitales para así con esto relacionar con el proceso de aprendizaje, hoy se puede obtener múltiples juegos didácticos que les llama la atención y para ayudar al razonamiento de la persona. (pp. 112-134).

To wrap up, all the didactic resources mentioned above help students express their ideas and understand the information they receive with fluency and spontaneity, especially when learning a new language.

1.2.2 The Basis for Virtual Teaching Resources in Education

Nowadays, virtual teaching resources in education are widely used because they allow learners "to provide a proactive, easy access and comprehensive teaching and learning environment" (Ghavifekr & Rosdy, 2015, pp. 175-191). When we refer to these resources, we are talking about the well-known ICT (information and communication technology).

Therefore, "el uso de las TIC en la educación se ha convertido, cada vez más, en un elemento imprescindible en el entorno educativo." (Hernandez, 2017, pp. 325-347). Which, within the educational process, "implica una revolución en las metodologías de la enseñanza con el uso de nuevos sistemas que impacten de manera significativa la cultura en el quehacer educativo" (Arias, 2012).

According to the authors Heinze et al., (2017, pp. 150-153). "Las TIC se pueden utilizar de diversas maneras en los procesos educativos de enseñanza-aprendizaje". Therefore, they classify them as follows:

- Means of expression: In this section, you can see the resources that enable us to transmit the desired content, which are:
    - PowerPoint
    - Padlet
    - Prezi
    - SlideShare, etc.
- Sources of information and resources: Tools that enable us to collect the information we need for a student-student more agile and simple vocabulary. In which they stand out:

- In the collection and search of information: Google Chrome, Mozilla Firefox, Internet Explorer, etc.
- Storage of research: Google Drive, iCloud, Microsoft OneDrive, etc.

- Communication channel: This enables the interaction of users, in this case, students with students or students with teachers, which will allow interactive work between both parties. Among these communication channels we can find:
  - Use of e-mails.
  - Use of Apps for communication purposes such as Whatsapp, Facebook, Twitter, etc.

- Cognitive Instrument: You can find platforms specifically dedicated to the educational field such as:
  - Moodle
  - Edu 2.0
  - Edmodo, etc.

- Assessment tool: Applications that help to assess the knowledge of the student more quickly and efficiently, such as:
  - Kahoot!
  - Quizizz
  - ExamTime, etc.

- Instruments for processing information: These instruments help you write up and calculate any important data or knowledge. These are:
  - Writing: Word, Kingsoft Writer, Google Documents, etc.
  - Calculation: Excel, Gnumeric, Calc, etc.

As a result of these classifications presented by ICTs in education, we can highlight the means of expression, because these are the "creación de diversas formas para transmitir

información" (Heinze et al., 2017, pp. 150-153). Because of this, the use of the Canva Platform will be applied to increase English vocabulary.

However, it should also be noted that it is necessary to cover its different contents for better reinforcement of vocabulary, which will enable the learning process to develop satisfactorily. The different components that make it up are:

Phonetic Component: As Ledesma states, this component "se desarrolla en el niño a través de un proceso de percepción e imitación de los sonidos y sus combinaciones en las palabras" (Ledesma 2018, p. 7). Whereby, it is necessary that children, young people, adults are exposed to a social activity, which will allow them to learn and use words that they have been learning during their daily life.

Morphological Component: It enables the researcher to have a certain control and knowledge about word formation. Consequently, students will easily remember and use the previously taught vocabulary. Therefore, the author Jiang (2020) states that "if the rules of word-formation can be used by learners, it will certainly change or accelerate the process of learner's second language vocabulary learning" (pp. 120 - 123).

Syntactic Component: it is responsible for the word combination with the purpose to form sentences. Allowing students to understand and make easy or complex statements depending on their age.

Semantic Component: According to the author Sentis et al. (2009):

El desarrollo semántico ha sido descrito, principalmente, como la adquisición del significado léxico y el significado proposicional, el significado de las palabras y de las oraciones, teniendo en cuenta la relación entre la significación de estas unidades lingüísticas y la referencia (las entidades designadas que rodean al sujeto). (pp. 147-191).

Adaptation to the communicative situation: Adaptation to the communicative situation: It enables students to encourage their communication skills with the purpose to develop in different walks of life. Therefore, the author Sepúlveda (2018) states that the students "reconocerá múltiples estilos, registros y variedades lingüísticas para establecer en qué contexto comunicativo ha de emplear una u otra variedad o cómo adaptarlos según su objetivo comunicativo" (p. 6).

Accordingly, "Canva es una herramienta relacionada con la transmisión, procesamiento y almacenamiento digitalizado de la información." (Sanchez, 2020). Therefore, the use of it enables the teaching not to be monotonous, because if we want to improve the English vocabulary, as suggested by Ramírez (2008) we have to keep in mind that: "la enseñanza del vocabulario puede ser aburrido, por lo que tendremos que partir de los centros de intereses de los alumno/as". (pp. 1-13).

Agreeing with the author Ramirez Toledano, if you want to improve the students' English vocabulary, you can use an innovative tool or platform in the classroom. In this way, it will capture the attention of the students and they will be able to preserve the knowledge transmitted during the class.

For this reason, the use of the Canva platform in the educational environment enables "a los profesores crear una innumerable cantidad de materiales y recursos educativos que se adapten a nuestras necesidades y gustos" (Romero, 2019, pp. 2-7). Also, this platform enables the use of different formats to teach the topics that are being dealt with in the classroom in a more creative way.

Romero (2019) points out that the formats provided by the Canva Platform allow us to adapt to the different needs of the classroom, which are:

- Educational Games
- Infographics

- Information and worksheets

- Summary-sheets

- Specific designs for social networks such as Instagram or Facebook.

Finally, each of these formats offers a variety of benefits when used in the classroom. Therefore, they enable implementing new teaching perspectives during a class, being attractive and motivating for students.

1.3 Contextual Background: The Teaching-Learning Process Of English In Basic General Education.

1.3.1 Contextual Background Of The Teaching-Learning Process Of English In The Basic General Education In Ecuador In Terms Of Vocabulary Development.

First of all, it is necessary to know the teaching-learning process for English vocabulary development that the Basic general education of Ecuador must incorporate. Therefore, it is necessary to consider the published data on the level of English that the country presents, which were obtained by EF EPI where it is reported that in the year 2020. "Ecuador se colocó en el puesto número 81 de un total de 100 países evaluados, considerado como un nivel de inglés "Muy Bajo", obtiene una calificación de 46.57 que equivale a un nivel A1 según el Marco Común Europeo." (Verbrachte, 2020).

Keeping in mind this data, we proceed to the different levels that the students of the Basic general education should have, where the Ministry of Education indicates that the approximate estimated English level is A1.2, as we can see in the following image:

Source:

Illustration 1. Levels of Knowledge: Branch Approach

As a result of all mentioned, the EFL learners' proficiency should achieve the Basic User Level (A1.2). Then, it can be inferred that the students ask for Basic English commands mainly established by the Common European Framework of Reference for Language. This is shown as following:

Illustration 2. Vocabulary Range

	VOCABULARY RANGE
C2	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.
C1	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.
B2	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
B1	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.
A2	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.
A1	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.

Therefore, these data give us a general idea of the level that students should achieve at high school according to their command of English along with their level of vocabulary.

However, research on the teaching of English vocabulary has shown to be inconsistent due to the results obtained by different authors:

Firstly, the research of Grados and Pinta (2016) was reviewed, which was based on the use of visual material for vocabulary learning, in which it is recommended to teachers that:

Deben incluir la utilización del material visual como objetos reales, retroproyector carteles etc., para mejorar el aprendizaje del vocabulario en el idioma en los estudiantes, ya que estos recursos son los más efectivo para aprender vocabulario y por ende desarrollar el léxico del inglés. (p. 96).

Secondly, the authors Paz and Palma (2017) have made a recommendation to the use of the books granted by the Ministry of Education, where they indicated "la posibilidad de cambiar o adaptar el texto ya que se ha evidenciado que no está aportando significativamente al desarrollo del vocabulario". Consequently, they stated that the student's vocabulary level does not improve because the books do not sufficiently support the teaching of vocabulary.

In addition, Díaz and Simbaña (2017) highlighted in their research that "al tratarse muy poco las expresiones idiomáticas que existen en el vocabulario estudiado, se reduce la exposición de los estudiantes a un importante componente del vocabulario en inglés que sirve como canal de enlace hacia la cultura meta" (p-157).

However, the authors Díaz and Vásquez (2018) who focused on the use of Realia for teaching vocabulary, obtained positive results on the level demonstrated by students. For this reason, they suggested to teachers "utilizar las estrategias de aprendizaje de vocabulario con la finalidad de incrementar el interés del estudiante por aprender y su vez sea una ayuda para incrementar su vocabulario tanto activo/productivo y pasivo/receptivo." (p. 113).

Finally, the few investigations that were found enabled us to know how English vocabulary was taught in the country during three consecutive years. In conclusion, the different authors of these investigations agreed that the use of didactic resources, materials, and

strategies for the teaching-learning process of vocabulary is necessary for the educational environment. Because it helps students to learn more creatively and innovatively, allowing the knowledge obtained by them to be mastered and implemented effectively.

1.3.2 Foundation of the Instruments Used In the English Teaching-Learning Process In Basic General Education "Manuel Encalada Zuñiga" Based On The Domain Of Vocabulary

This research was carried out at the Manuel Encalada Zúñiga Basic Education School, in the third year of EGB, made up of 34 students. The first approach was made through a participant observation (ANNEX 1) where information was collected regarding the volume and semantics of the vocabulary the mentioned results can be seen in the table of values below:

Table 1. *Participant observation values*

Assigned Values	Mark
High	3
Medium	2
Low	1

Note. Elaboration of own authorship

By assigning values, it proceeded to the graphical demonstration of the results obtained of the volume and semantics that students handle about the English vocabulary.

Illustration 3. Results of Participant Observation
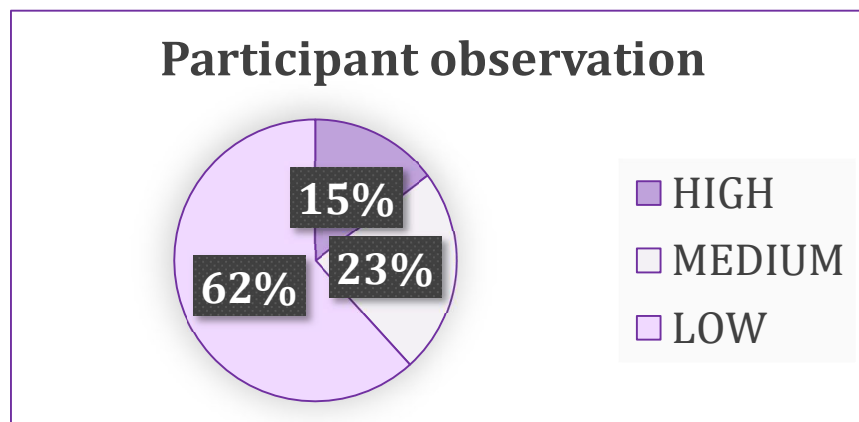
Note. Own Elaboration

According to the graph shown, it can be seen that, of the 34 students, 15% demonstrate a high command in the volume and syntactic of the vocabulary, which means that the number of words they master is enough to recognize and use the vocabulary during class, in addition to demonstrating good use of vocabulary in the phonetic and graphic, morphological, syntactic with excellent communicative adequacy.

On the other hand, 23% showed medium mastery as a result, indicating that the number of words they handle is moderately good, which allows them to recognize and use vocabulary during class, in addition to demonstrating regular use of vocabulary in what phonetic and graphic, morphological, syntactic, occasionally showing good communicative adequacy.

Finally, the remaining 62% present a low domain, indicating that the number of words that students handle is zero, being detrimental when recognizing and using vocabulary during class, in addition, they do not have good use of vocabulary in what phonetic and graphic, morphological, syntactic and with poor communicative adequacy.

Continuing with the instruments used in the research, a diagnostic test (ANNEX 2) was carried out on the domain of vocabulary regarding its components, such as Phonological, semantic, morphological, syntactic, and communicative adequacy.

The results obtained from the diagnostic test, the following table of values was elaborated:

Table 2. *Values assigned in the Diagnostic Test*

Assigned Values	Mark
HIGH	20 - 16. 01
MEDIUM	16.0 – 12.01
LOW	Less than 12

Note. Elaboration of own authorship

By assigning values, we proceed to the graphical demonstration of the results obtained.

Illustration 4. *Diagnostic test results*
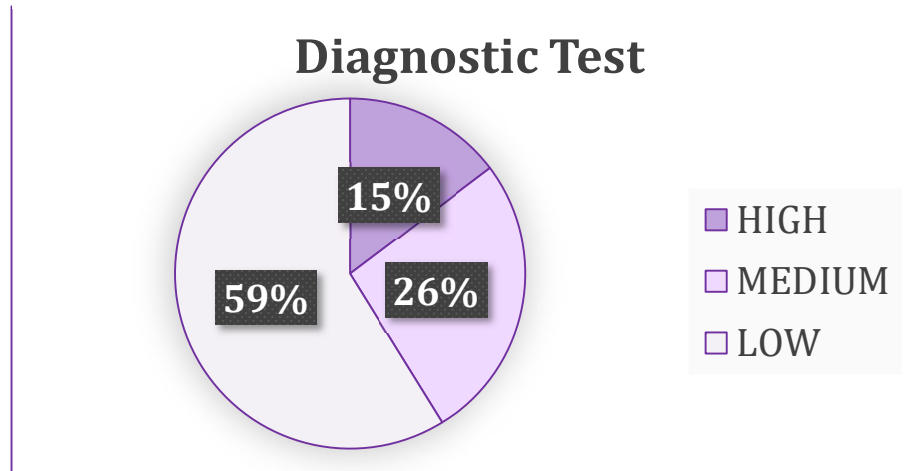
Note. Own Elaboration

According to the graph, the information on the components referring to the vocabulary domain is obtained, it has helped to know that of the 34 students, 15% have a high vocabulary domain, that is, they know and relate the sound of Words, like, use appropriately to the situation, and understand their meaning.

26% present a medium command of vocabulary, that is, students regularly have little adequate use of vocabulary, so there is difficulty in forming sentences and paragraphs.

59% of the students show problems recognizing the vocabulary corresponding to their level, in addition to not understanding the meaning of words and other units of meaning, as well as problems forming sentences and paragraphs.

On the other hand, a semi-structured interview was conducted with the teacher (ANNEX 3) about the application of vocabulary within the class. To know how the teacher has carried out his work regarding this.

Among the elements necessary for the introduction of vocabulary, the use of resources within the class can be highlighted, such as videos, audio, and images. Regarding this, the

teacher was able to tell us that "Ruletas realizadas en PowerPoint, diapositivas (Imágenes interactivas)" the resources that he has used during the class, he also indicated that these were not enough because "en el campo educativo nada está culminado, nada está dicho, siempre hay cosas nuevas, siempre hay cosas por aprender, no solamente porque estemos en época virtual debemos trabajar de forma virtual".

As mentioned above, the realization of activities during class was also emphasized, the teacher mentioned about the amount necessary for the use of activities, where she emphasizes that "la frecuencia creo que sería en cada actividad, tenemos que activar diferentes recursos o estrategias metodológicas, pues tenemos que apuntar que al estudiante o que todas las personas aprendemos de forma diferente".

However, as mentioned by the teacher, the activities should always be used, but it indicates that "el tiempo que se administra que está máximo una hora, planificamos excelente, pero a veces el ruido en casa nos, como que nos desmotiva, no nos salen las cosas como son". From the professional perspective on the part of the teacher, she mentions that "me faltaría a mí como docente que soy consciente, que, dentro de mis clases, yo debo continuar al menos con las palabras sencillas o con el vocabulario sencillo".

Within the application of vocabulary, the use of innovative platforms for vocabulary learning and practice is taken into account, for which the teacher mentioned that she used in her classes "la plataforma Live work una plataforma donde los estudiantes han hecho actividades y van uniéndose, por ejemplo: la imagen con la palabra y la plataforma Zoom". These platforms facilitate the development of the class for the teacher, having more time in the classroom for other types of actions that he considers appropriate.

It is concluded that thanks to the interview, the students present an application of moderately sufficient vocabulary, which means that they sometimes use resources such as

videos, audios and images during class in order to carry out the proposed activities with the regular use of innovative platforms that allow them to practice and use vocabulary.

Finally, through applied instruments, it is considered that the domain of vocabulary referring to its different components is not optimal in terms of what is established by the Common European Framework of Reference for Languages (CEFR), causing limitations in the teaching-learning process of vocabulary in students, which can cause frustration and disinterest when learning a second language.

Chapter 2. Methodological Framework

The following chapter explains the methods, techniques, and procedures that are applied in the present investigation, within them the type of investigation, the paradigm used, and the selection of the population. In the same way, the techniques used for the collection and analysis of information are based throughout the investigative process.

2.1 Paradigm and Type of Research

The research is developed from a qualitative methodological paradigm, which focuses on the study of reality, in order to interpret the studied phenomena subjectively. Moreover, "utiliza la recolección y análisis de los datos para afinar las preguntas de investigación o revelar nuevas interrogantes en el proceso de interpretación." (Sampieri et al., 2014, p. 736).

The type of research according to its scope is explanatory, because "averigua las causas de las cosas, hechos o fenómenos de la realidad. La explicación es un proceso que va mucho más allá de la simple descripción de un objeto" (Niño, 2011, pág. 156.) Thus, Sabido (1998) mention that:

> Este es el tipo de investigación que más profundiza nuestro conocimiento de la realidad, porque explica la razón, el porqué de las cosas, y es por lo tanto más complejo y delicado, pues el riesgo de cometer errores aumenta considerablemente. (p. 216).

As explained by Sabido, the explanatory research must be carried out thoroughly to obtain feasible results on what is being investigated.

2.2 Research Design

Carrying out an investigation, a design must be used, which is a guide, to conclude and respond to the problem. Therefore, it is understood that, "se puede esquematizar en etapas que coinciden con los pasos lógicos del proceso de investigación y permiten visualizar la tarea en su conjunto" (Martínez, 2013, pp. 37- 63).

Due to the aforementioned, the design used in this research is non-experimental, from a participatory action research, this "permite la expansión del conocimiento, y por la otra, genera respuestas concretas a problemáticas que se plantean los investigadores y coinvestigadores" (Colmenares, 2012, p. 103). In order to generate a change within the educational field regarding the learning of English vocabulary through a virtual platform.

2.3. Population and Sample or Object of Study.

It is understood that the population of an investigation "es un conjunto de casos, definido, limitado y accesible, que formará el referente para la elección de la muestra, y que cumple con Una Serie De Criterios Predeterminados" (Arias Et Al., 2016, Pp. 201-206).

2.4. Research Methods

They support the development of a study of any kind, because "el método es la organización interna del proceso investigativo. Es una sucesiva reconfiguración de procedimientos que involucran dentro de él diversas técnicas e instrumentos que finalmente le otorgan validez." (Naranjo, 2014).

2.4.1. Methods of the theoretical level.

They have been used by researchers to substantiate the research object, Del Sol Fabregat, et al., (2017) defined it as:

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, la construcción y desarrollo de teorías, creando las condiciones para la caracterización de los fenómenos. (pp. 250-253).

Therefore, the theoretical methods used within this research are:

- **Logical history**

The logical historical method enables researchers to investigate historical data of the object of study in-depth presented in the project, as it is expressed (Torres, 2020) "su aplicación conduce a conocer la lógica de su desarrollo, es decir, los elementos de esencia que incidieron en los cambios operados en cada etapa correspondiente al objeto de estudio."

- **Inductive-deductive**

This method was applied at the time of analyzing the whole class, allowing to detect of the existing shortcomings with respect to the domain of vocabulary. The use of this method contributes to the best obtaining of information. Because, "el empleo del método inductivo deductivo tiene muchas potencialidades como método de construcción de conocimientos en un primer nivel, relacionado con regularidades externas del objeto de investigación." (Rodríguez and Pérez, 2017, pp. 179-195).

- **Synthetic analytical**

It was applied to identify and determine the activities developed within the teaching-learning process, allowing us to know how they influence vocabulary development. The method enables the study of the different elements that make up the research object and the effects, causes, nature of the problem, etc.

Accordingly, "el análisis se produce mediante la síntesis de las propiedades y características de cada parte del todo, mientras que la síntesis se realiza sobre la base de los resultados del análisis" (Rodríguez and Pérez, 2017, pp. .179-195).

- **Systematic**

The systematic approach is the guideline for us to support this research plan on improving vocabulary in English, characterizing the problems encountered. It enables the best stabilization and organization of the investigation, therefore, Rodríguez and Pérez (2017) "este método proporciona una orientación general para la investigación del objeto de estudio como una realidad que es a la vez única y compuesta." (pp. 179-195).

2.4.2 Empirical Level Methods

The Empirical methods (Rodriguez and Pérez, 2017, pp. 175-195) "responden a la finalidad de la búsqueda de información y por tanto se asocian al momento de la red de indagaciones." That is why these will allow collecting information in an efficient and precise way. Therefore, in the present investigation, 4 methods were selected that will gather significant information from the investigation.

Among the methods used: participant observation enables us to identify the problem and specify its dimensions to study the teaching-learning process in detail. The semi-structured interview was directed to the teacher, to obtain more detailed information about the mastery of the language by the students. A diagnostic test will help identify the vocabulary domain that students present. Finally, the implementation of focus groups to determine if what was put into practice works. Each of the aforementioned methods is specified below:

Participant observation:

Participant observation permits the researchers collecting information from the implicated source, which "proporciona descripciones de los acontecimientos, las personas y las interacciones que se observan, pero también, la vivienda, la experiencia y la sensación de la propia persona que observa." (Díaz, 2011).

Semi-structured interview:

The interview is a very useful technique to collect data in qualitative research. As stated by Folgueiras (2016), "el principal objetivo de una entrevista es obtener información de forma oral y personalizada sobre acontecimientos, experiencias, opiniones de personas." (pp. 2-11).

"Es una entrevista con relativo grado de flexibilidad tanto en el formato como en el orden y los términos de realización de la misma para las diferentes personas a quienes está dirigida." (Narváez, 2011, pp. 62-63). What allows obtaining results, validating other methods and delving into the reasons for people's response.

Diagnostic test

It aids in processing the information obtained and determining the problems that students present, that is, verifying the state of knowledge that they possess about different capacities and contents. "Durante el diagnóstico, se trata de identificar "alertas" con el propósito de atenderlas específicamente por medio de procedimientos y materiales adecuados." (Ministerio de Educación, 2020-2021).

2.5 Data Processing Techniques

2.5.1 Content Analysis

Once the results of the field work have been obtained, the content analysis is carried out, which "supone estudiar los contenidos de un material previamente seleccionado." (Tinto, 2013, pp. 135-173).

Contributing to the idea of the author Tinto, who highlights that, el análisis de contenido permite indagar más a profundidad los resultados que se obtienen por medio del método empírico. Con la finalidad de dar paso al trabajo de variables y apoyar las bases de la plataforma Canva como recurso didáctico.

2.6 Work With The Variables Under The Study Of The Research.

The variable constitutes a broad and complex concept, which at a given moment, the researcher assumes in correspondence with his research interests and the research objectives. As it expresses by Carballo and Guelmes (2016) :

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 reflejada en los objetivos. (pp. 140-150).

For this reason, this research has variable 1, which is constituted by the use of the Canva platform as a didactic resource, on the other hand, variable 2, which refers to the strengthening of vocabulary.

Accordingly, the Canva platform is defined as an intervening variable, which allows teachers to present their classes more innovatively, using tools such as cards, infographics, presentations, games, among others. Furthermore, the author Sanchez (2020) states that: "Canva se ha vuelto un instrumento importante dentro del ambiente educativo, puesto que esta herramienta convierte presentaciones llamativas que motiven a los estudiantes a desarrollar su pensamiento creativo". Therefore, using the Canva platform as a teaching resource makes learning more entertaining and innovative.

On the other hand, the modifiable variable is defined as the Strengthening of English vocabulary, which indicates the amplitude of the number of words that students know and the mastery with which they handle the vocabulary used during English classes.

Operationalization of the variable: Strengthening of English vocabulary

Unit of analysis: Volume of vocabulary

Category 1: Formal vocabulary structure

- Number of words used
- Establishment of relationships sense of image and word
- Recognition of words studied in class.
- Use of vocabulary taught in class.

Unit of analysis: Semantics of vocabulary

Category 2: Use of vocabulary

· (Phonetic): Know the sound of words.

· (Morphological): Know and use the forms of words appropriately.

· (Syntactic): Relationship of words when forming sentences and paragraphs.

· (Semantic): Understand the meaning of words and other units of meaning.

· Adaptation to the communicative situation.

Unit of analysis: Application of vocabulary

Category 3: Elements for the introduction of vocabulary

- Use of resources such as videos, audio, and images.

- Carrying out activities during class.

- Makes use of innovative platforms by practicing and using vocabulary

In this chapter, the applied methodology is detailed, using the research question and the objectives set out above as a starting point. In the same way, the types of methods (empirical and theoretical) are presented, together with the techniques used to obtain and analyze data. Finally, through the operationalization of the variables, the information was expanded for the development of the topic addressed.

UNIT OF ANALYSIS 1: VOCABULARY VOLUME

- **HIGH:** Students have a high volume of vocabulary if the number of words they master is sufficient to recognize and use vocabulary during class.

- **MEDIUM:** Students present a regular vocabulary volume if the amount of words they master is moderately good, allowing them to recognize and use vocabulary during class.

- **LOW:** Students have a low volume of vocabulary if the number of words they master is zero to recognize and use vocabulary during class.

UNIT OF ANALYSIS 2: VOCABULARY SEMANTIC

- **HIGH:** Semantics is considered outstanding if students present a good use of vocabulary in the phonetic, morphological, syntactic and semantic as well as presenting communicative adequacy.

- **MEDIUM:** Semantics is considered good if students present a regular use of vocabulary in the phonetic, morphological, syntactic and semantic, in addition to occasionally presenting communicative adequacy.

- **LOW: S**emantics is considered insufficient if students do not have good use of vocabulary in the phonetic, morphological, syntactic and semantic, in addition to not presenting communicative adequacy.

UNIT OF ANALYSIS 3: VOCABULARY APPLICATION

- **HIGH:** The vocabulary application presented by students is considered good, if resources such as videos, audio, and images are always used during class, to carry out the proposed activities with the continuous use of innovative platforms that enable them to practice and use vocabulary.

- **MEDIUM:** The application of vocabulary that students present is considered regular, if resources such as videos, audio, and images are sometimes used during class, to carry out the proposed activities with the regular use of innovative platforms that enable them to practice and use the vocabulary.

- **LOW:** The application of vocabulary presented by the students is considered insufficient, if the use of resources such as videos, audios, and images is null during the class, making it difficult to carry out the proposed activities, not counting on the use of innovative platforms that enable them to practice and use vocabulary.

  In this chapter, the applied methodology is detailed, using the research question and the objectives set out above as a starting point. In the same way, the types of methods (empirical and theoretical) are disclosed, together with the techniques used to obtain and analyze data. Finally, through the

operationalization of the variables, the information was expanded for the development of the topic addressed.

Chapter 3. Analysis and Presentation of Results

3.1 Pedagogical Proposal

This chapter is focused on the demonstration of the practical contribution used in the educational community. Therefore, the application of a system of activities based on the use of the Canva platform is indicated as a didactic resource for the reinforcement of vocabulary to third-graders, room A, from the "Manuel Encalada Zuñiga" Basic General Education School.

3.1.1 Theoretical Foundations of the system of didactic activities.

The main objective of this system of didactic activities is to reinforce vocabulary learning in the English subject of third-graders EGB students from the "Manuel Encalada Zuñiga" school.

For this reason, a system of didactic activities corresponding to (ANNEX 4) is elaborated, where it is theoretically detailed about how it is elaborated, from the pedagogical and technological criteria, as well as the components that are part of its structure to achieve the proposed objective.

3.1.2 Pedagogical Foundations

The teaching-learning process of the vocabulary of the English language is of utmost importance, because it helps the student to understand and develop their communication skills. Therefore, students make use of the English language as "una herramienta para desenvolverse en situaciones comunicativas simples de variada índole y, principalmente, para acceder a nuevos conocimientos, aprendizajes y responder a las demandas de comunicación global a través de los medios y las tecnologías actuales." (Anabalón, et al., 2018).

For this reason, the activity system is based on the pedagogical through the use of the E-learning methodology "refers to the use of information and communication technologies to enable the access to online learning/teaching resources" (Arkorful and Abaidoo, 2014, p. 12). Which, it needs "de un alumno crítico, participativo, capaz de esforzarse para usar su voluntad

creativa mediante la motivación que obtendrá de sus pares y profesores" (Vergara, 2014, pp. 115-125).

This methodology is related to the Connectivist theory promoted by George Siemens, which states that:

(...) el conectivismo reside en la idea de que el potencial de las TIC está alterando nuestros cerebros, puesto que estas herramientas interactivas que utilizamos, en contraste con herramientas digitales más antiguas y más pasivas en penetración, definen y moldean la forma en que gestionamos la información generando un pensamiento más activo y más rápido. (Recio, et al., 2017)

3.1.3 Psychological foundations of the didactic activities system.

Through the passing of years, human beings have demonstrated a great capacity to learn and acquire knowledge from an early age, which is obtained through experiences lived throughout their life.

 Learning like the individual has envolved in order to develop different ways of obtaining knowledge, "en los que juega un papel preponderante, la motivación, la disposición para aprender, el autoconocimiento, las expectativas, los valores, creencias y el interés." (Navarro, et al., 2011, pp. 0001-8).

Accordingly, it is known that there are several psychological theories that influence the teaching-learning process, one of the most important, constructivism, whose objective is "concebir y desarrollar los procesos de enseñanza y de aprendizaje desde los conocimientos previos del individuo, sus experiencias de vida y la posible aplicabilidad de los contenidos aprendidos en el contexto real de las personas" (Vargas and Jimenez, 2013, pp. 157-167).

For this reason, constructivism has also been a participant in the learning of a foreign language, where it stands out that:

Para ayudar a interpretar la avalancha de información textual en Lengua extranjera, el profesor puede proporcionar estrategias y técnicas constructivistas como peldaños que le faciliten al estudiante descubrir y construir el conocimiento y significados e intercambiar ideas y experiencias del aprendizaje. (Chiluiza, et al., 2017).

Also, within this theory we can highlight the Swiss epistemologist and biologist Jean Piaget, who highlighted that constructivism:

Concibe al ser humano como un ente autogestor que es capaz de procesar la información obtenida del entorno, interpretarla de acuerdo a lo que ya conoce convirtiéndola en un nuevo conocimiento, es decir que las experiencias previas del sujeto le permiten en el marco de otros contextos realizar nuevas construcciones mentales. (Saldarriaga, et al., 2016, pp. 127-137).

Concluding with the aforementioned, the system of didactic activities of the research has a focus on constructivism, as explained by Piaget, it is understood that constructivism focuses on the teacher giving necessary tools to the student, in order to build and preserve your own knowledge on various topics to be discussed during class time.

3.1.4 Technological foundations of the system of didactic activities.

It is noteworthy to mention the use of ICT, these allow people to store, develop and distribute information in a way that: "han permitido llevar la globalidad al mundo de la comunicación, facilitando la interconexión entre las personas e instituciones a nivel mundial, y eliminando barreras espaciales y temporales." (Rosario, 2016).

For this reason, the constant use of them has become something necessary not only in the social and economic but also in the educational aspect, which supports the student to innovate in their learning. Additionally, the virtual modality in which education is currently being put into practice makes essential the "uso continuo de diferentes recursos tecnológicos, que motiven al aprendizaje y a la interactividad." (Arcentales, et al., 2020, pp. 115-138.)

Consequently, within the virtual modality, various platforms have been used which enable the teaching-learning process to be easier to assimilate. One of the platforms to highlight is Canva, which "podemos crear materiales que se adapten a diferentes metodologías y que nos permitan fomentar una forma de trabajo dinámica dentro del aula." (Romero, 2019, pp. 2-7).

This platform has two versions that can be used, one free and one paid, the first being of great help, since it has a large number of options that assist the creation of materials that adapt to the tastes and requirements of the user, among the materials to be created, there are slides, infographics, worksheets, educational games, among others.

Therefore, the use of the Canva platform is necessary for the investigation, since it uses various materials, which promote the teacher to carry out the class in a more innovative way and focus on the needs that students may present, to develop their communicative skills in terms of the English language through a system of didactic activities.

3.2 Description of the Structure of the Educational Activities System Using the Canva Platform for English Vocabulary Development.

The system of didactic activities is made up of a set of elements, which are intended to fulfill an objective. For this reason, an outline of the system for the reinforcement of vocabulary in English was developed.

Next, the components and forms of implementation that are immersed within the following scheme are described:

Illustration 5. *Scheme of the system of didactic activities for the reinforcement of vocabulary*
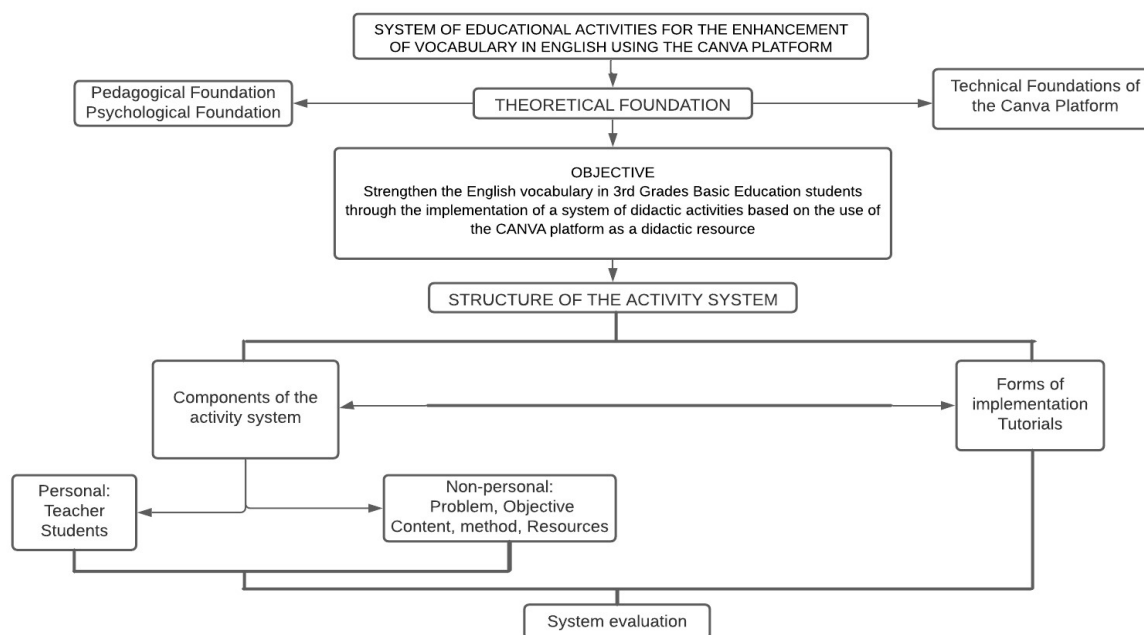
Note. Own Elaboration

3.2.1 Structure of the activity system

Components of the activity system

Personal Components

The personal components refer to the subjects involved within the educational field, the main protagonists to be highlighted in the teaching-learning process are:

- **Students**

The role of students within the educational field indicates that they are those who "construyen el conocimiento a partir de leer, de aportar sus experiencias y reflexionar sobre ellas, de intercambiar sus puntos de vista con sus compañeros y el profesor" (Abreu, et al., 2018, pp. 610-623).

However, as has been mentioned in the research, education is developed in a virtual environment, causing the role of the student to be more significant, because it "convierte en protagonista de su propio aprendizaje, presentando avances que son resultado de su

autodisciplina, en el que desarrolla capacidades para auto-dirigir su proceso de formación y alcanzar las metas trazadas." (Rugeles, et al., 2015, pp. 132-138).

The characteristics that should be highlighted in the students who are exposed to decide on what has different the virtual modality according to Rugeles, et al. (2015) are:

> (...) la capacidad de autogestión, expresada en la autodisciplina, el autoaprendizaje, el análisis crítico y reflexivo, así como en el trabajo colaborativo, fundamental para contribuir al desarrollo del ser en su interacción y aporte con y para otros desde una mirada ética que le permite tomar conciencia de las consecuencias que pueden generar sus acciones. (pp. 132-138).

- **Teachers**

One of the main personal components is the teaching staff, which fulfills its role as a transmitter of knowledge within the teaching-learning process.

However, according to Silva (2010) within the virtual modality the teacher "pasa de ser transmisor de conocimiento a facilitador del aprendizaje, promoviendo y orientado por medio de la construcción del producto, resultado del desarrollo individual y la interacción social." (pp. 13-23).

As Rizo states:

> (...) guiar, proporcionar ayuda e información complementaria: diseñar estrategias para que los alumnos aprendan por sí mismos, corregir sus trabajos y asesorar al estudiante en su proceso de aprendizaje, además evaluar los resultados obtenidos en relación a la materia objeto de estudio. (2020).

From the virtual modality, it is possible to highlight characteristics that a teacher must present, which according to Rizo (2020) these are "la vocación, el compromiso y la responsabilidad social para guiar el proceso de aprendizaje."

Therefore, the role of the teacher in the virtual mode must exist on the part of both the teacher and the students, so that teaching is developed in such a way that the goals set are achieved, thus enhancing the teaching-learning process, just as the students' attention is stimulated.

Non-personal components

(Seijo et al., 2010) argue "los métodos y a las formas de organización de suma importancia para lograr el cumplimiento de los objetivos." Non-personal components include the following:

- **Problem**

"Se asume como definición, la situación que presenta un objeto y que genera una necesidad social." (Herrera, 2004, p. 0). Supporting this definition, it is understood that the problem is present in the teaching-learning process, which enables identifying the difficulties that arise in the classroom, in such a way that it helps the teacher to decide on what is needed and what it is must be done.

- **Objective**

The objectives are considered as the goals set to achieve for the development of specific purposes during the teaching process, as Careaga stated:

(...) constituyen una herramienta fundamental para la planificación de un curso o una clase, puesto que permiten escoger de forma racional, las metodologías de enseñanza y las estrategias de aprendizaje, así como también las formas de evaluación (2005).

For this reason, the objectives are set, according to what is stated in the activity system, focused on the reinforcement of English vocabulary.

- **Content**

The content in classroom teaching are "los hechos, datos, conceptos, principios, generalizaciones, estrategias, normas, valores... que manejan los alumnos durante sus

actividades para conseguir los objetivos propuestos." (Mallart y Torre, 2002, pp. 219-240).

Which are embedded within the curriculum and serve as a guide for planning a class. For the

pedagogical proposal, procedural and attitudinal contents are used which facilitate the

reinforcement of vocabulary and help better development of the teaching-learning process.

- **Method**

To guarantee the fulfillment of the proposed objectives that promote the integral

formation of the students, the methods are executed, (Seijo et al., 2010) "los cuales responden

a las interrogantes: ¿Cómo desarrollar el proceso?, ¿cómo enseñar?, y ¿cómo aprender? Están

en estrecha relación con los restantes componentes del proceso y responden estrechamente a

los objetivos y al tipo de contenido". The content being taught and the level of the students

play an important role in choosing the method to use.

The teaching method used during the execution of the pedagogical proposal is the

tutorials, these help to personalize the classes so that the students can reinforce and deepen

their knowledge of topics seen in class. The academic tutorials used work in conjunction with

the Canva Platform, which makes it easier for the teacher to create didactic materials so that

the teaching-learning process is more meaningful.

- **Resources**

They are those means that optimize the teaching-learning process as suggested by

(Vargas, 2017, pp. 68-74) "son diseñados por los docentes respondiendo a los requerimientos,

motivando y despertando el interés de los estudiantes para fortalecer el proceso de enseñanza

aprendizaje, permitiendo la articulación de los contenidos teóricos de las materias con las clases

prácticas".

A great variety of resources are used to reinforce the teaching-learning process, as

expressed by Vargas (2017): "Entre los recursos educativos didácticos se encuentran material

audiovisual, medios didácticos informáticos, soportes físicos y otros, que van a proporcionar al formador ayuda para desarrollar su actuación en el aula" (pp. 68-74).

The virtual platform used as a didactic resource is Canva, which is an easy-to-use web 2.0 tool. In addition to this, it displays several tools that enable teachers to develop much more creative and attractive content presentations. For these reasons, it is considered suitable for use in the pedagogical proposal, being effective in reinforcing vocabulary.

The link for the Canva platform is the following: https://www.canva.com/ .

Upon entering, you can have photos and vectors, graphics, and fonts for free, which promote more dynamic and attractive content and activities designed for students.

Illustration 6. Canva home page
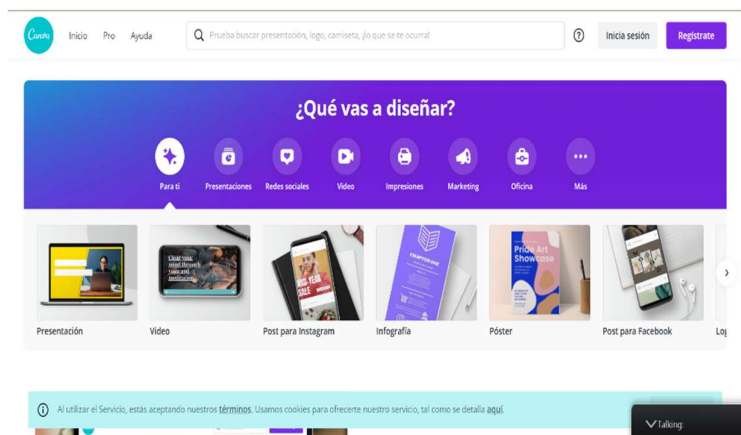
Note. Own Elaboration

When accessing the platform, options are offered for creating an account, which has different uses such as personal creations, for both small and large companies, as well as for students and teachers (as a teacher of a primary or secondary school, there is no cost to use Canva for education. The teacher just needs to record all details and institution data and wait for verification).
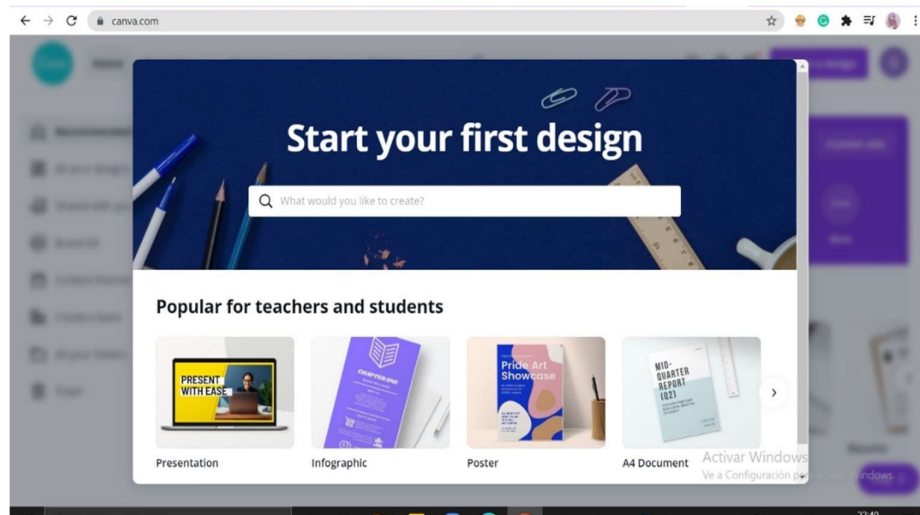
Illustration 7. *Canva account registration*
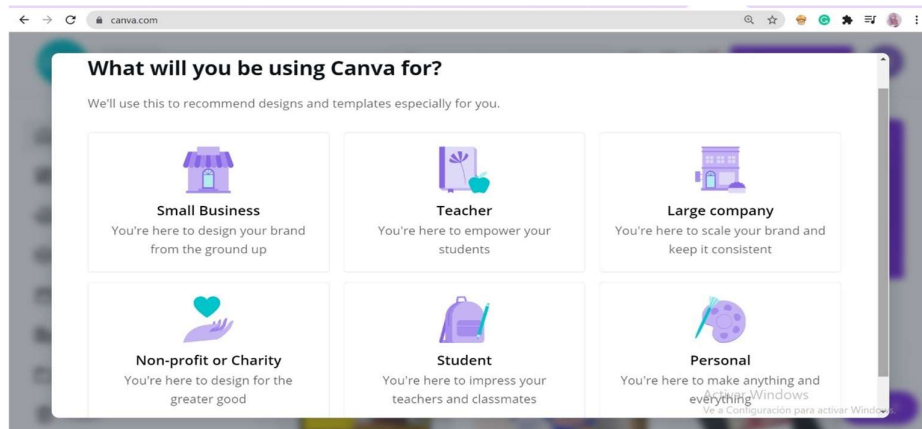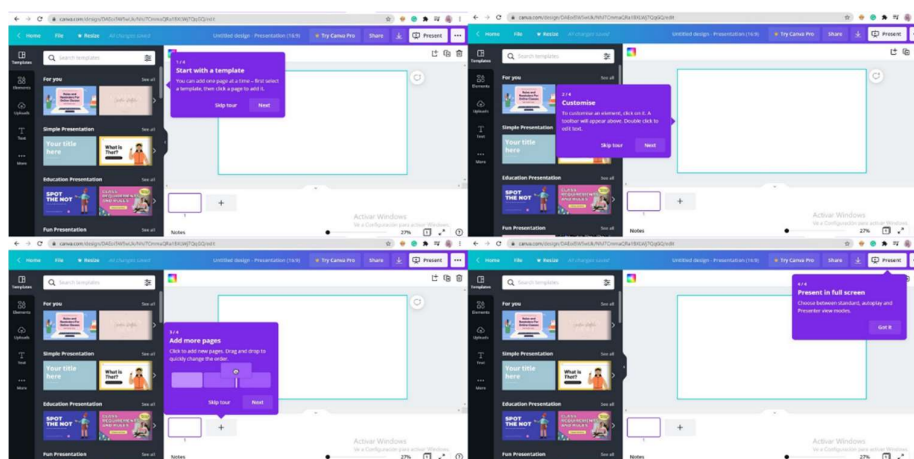

Note. Own Elaboration

Users can access the tools that Canva offers, and create various layouts to enhance the learning experience and encourage creative thinking in students.

Illustration 8. *Content creation in Canva*
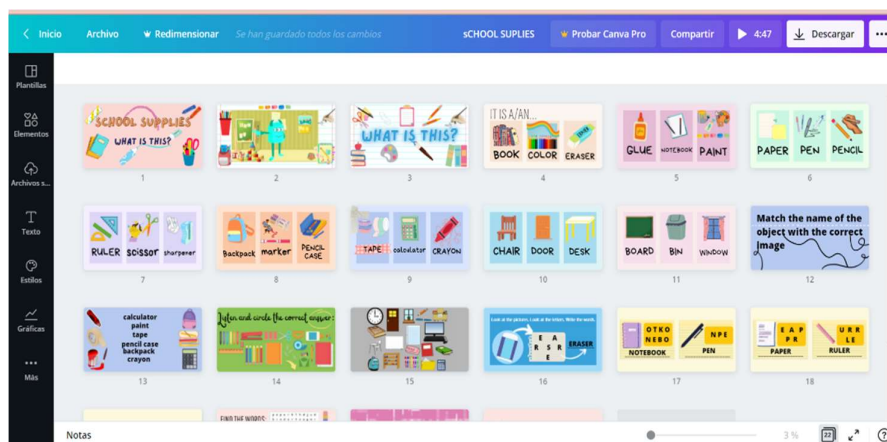

Note. Own Elaboration.

Illustration 9. *Key steps in creating a design*

Note. Own Elaboration

Canva is useful, since it is an easy-to-use, free tool with thousands of resources available to make the classes more didactic and attractive, because it has a great variety of templates to use, as well as the option to create your materials.

Illustration 10. *Material created by the researchers on the Canva platform*

Note. Own Elaboration

3.3 Forms of implementation of the activity system

Tutorials

The system of activities was carried out through tutorials (ANNEX 4) in the third year EGB of the school "Manuel Encalada Zúñiga" are held on Thursdays at 2:00 p.m. and last

approximately 60 minutes, in which reinforcement to overcome deficiencies shown by students.

"La Tutoría se concibe como un eje en la educación de los estudiantes, el cual enfatiza el aprendizaje autodirigido y la formación integral." (Molina, 2004, pp. 35-39).

In agreement with Molina, these are directed by the teacher to help students reinforce their knowledge in subjects that show shortcomings and also to "Attend and solve the demands of the students." (López and Medina, 2018, pp. 32-35).

The steps taken into account for the application of the exercise system using the Canva platform during the tutorials are detailed below.

- The activities designed are based on the topics covered during the class, focusing on the practice and mastery of the vocabulary taught during the class.

- The Canva platform enables a dynamic presentation of the content of the class, as well as assists engaging activities that encourage student participation.

- To achieve the objective of this proposal, the activities are developed according to the planning presented by the classroom teacher, following the provisions of the educational ministry, among others. The platform was used as a didactic resource, for the presentation of content and the carrying out of activities of interest that help the reinforcement of previously learned vocabulary. During the tutorials, the contents were exposed and practiced through different designs elaborated in Canva, to then carry out activities that enable its development.

3.4 Exemplification of the activity system for the reinforcement of vocabulary.

Tutoring 1

1. Level to which the tutoring is directed: the third year of basic general education

2. Objective: To know the vocabulary of terms related to domestic animals.

3. Content:

- ○ Theme; Domestic animals

4. Tasks to do:

    - ○ Video "Domestic Animals"

    - ○ Reinforcement of what was previously learned and answering questions from students

    - ○ Match the pictures to the English word

    - ○ Written and oral activities for vocabulary practice:

        - ■ pick the correct answer

        - ■ Say the word you find (word search)

        - ■ Link with lines

5. Resources used:

    - ○ CANVA

    - ○ Various materials

6. Time: 1 hour

Tutoring 2

1. Level to which the tutoring is directed: the third year of basic general education

2. Objective: Students will be able to understand and identify vocabulary related to family members in English.

3. Content:

    - ○ Theme: Family Members

4. Tasks to do:

    - ○ Video "Family Members"

    - ○ Reinforcement of what was previously learned and answering questions from students

    - ○ Written and oral activities for vocabulary practice:

- Complete with the corresponding letter

- Contains the correct answer

- Activity with the teacher, draw faces on your fingers, listen to your teacher and follow his instructions.

5. Resources used:

  ○ CANVA

  ○ Various materials

6. Time: 1 hour

Tutoring 3

1. Level to which the tutoring is directed: the third year of basic general education

2. Objective: Students will be able to distinguish school supplies through entertaining, playful, and eye-catching learning.

3. Content:

  ○ Theme: School Supplies

4. Tasks to do:

  ○ Video "I have a pencil"

  ○ Reinforcement of what was previously learned and answering questions from students

  ○ Written and oral activities for vocabulary practice

    - Match the image to the sound of the word

    - Join the images with the corresponding name with lines

    - Listen and choose the correct answer

    - Identify and write the corresponding word

- Listen to your teacher and follow the instructions "I want you to show me a / an ..."

5. Resources used:
   ○ CANVA
   ○ Various materials

6. Time: 1 hour

Tutoring 4

1. Level to which the tutoring is directed: the third year of basic general education

2. Objective: Students will be able to relate to the different professions in English and pronounce them correctly.

3. Content:
   ○ Theme: Professions

4. Tasks to do:
   ○ Video "What do you do?"
   ○ Reinforcement of what was previously learned and answering questions from students
   ○ Differentiate the different professions and relate them to their equivalent in English
   ○ Written and oral activities for vocabulary practice
     - Look carefully and find the same images following the teacher's instructions
     - Match the halves of each word
     - Guess the word according to its first letter
     - Draw the profession according to the teacher's instructions

5. Resources used:

- ○ Canva
  - ○ Various materials
6. Time: 1 hour

Tutoring 5

1. Level to which the tutoring is directed: the third year of basic general education
2. Objective: The students will be able to differentiate and use the subject pronouns in an appropriate way.
3. Content:
   - ○ Subject: Subject Pronouns
4. Tasks to do:
   - ○ Reinforcement of what was previously learned and answering questions from the students. What are subject pronouns? When do we use subject pronouns? How are subject pronouns used?
   - ○ Join with lines as appropriate
   - ○ Activities to practice vocabulary with the teacher.
5. Resources used:
   - ○ Canva
   - ○ Various materials
6. Time: 1 hour

3.5 Evaluation of the System of Didactic Activities.

Evaluation is understood as the "proceso que, partiendo de unos criterios de valor dados, pretende la obtención de la información necesaria que nos permita emitir, juicios de valor y tomar las decisiones oportunas." (Lavilla, 2011, pp. 303-310).

Therefore, the evaluation carried out in the pedagogical proposal consists of comparing the results obtained in the initial diagnostic test with the final knowledge test, allowing us to

know the effectiveness of the system of activities proposed for the reinforcement of English vocabulary using the Canva platform as a teaching resource.

3.6 Assessment of the effectiveness of the didactic activities system in reinforcing English vocabulary.

In the present work, to verify the effectiveness of the application of the system of didactic activities in the reinforcement of English vocabulary, the initial diagnosis made through pre-professional practices as students of the Pedagogy career of the students was taken into account. National and Foreign Languages. The information provided enabled us to know about the mastery of the students in the English vocabulary.

After the result obtained by the initial diagnosis, an activity system was run from July 8, 2021, to August 12 of the same year, where detailed information was obtained about the learning of vocabulary by the students.

It is highlighted that through the application of didactic resources used in the activity system, there is an improvement within the teaching-learning process of vocabulary in students, corroborating what was mentioned by the authors Grados and Pinta (2016) that to obtain more learning cash is necessary:

Deben incluir la utilización del material visual como objetos reales, retroproyector, carteles etc., para mejorar el aprendizaje del vocabulario en el idioma en los estudiantes, ya que estos recursos son los más efectivos para aprender vocabulario y por ende desarrollar el léxico del inglés. (p. 96)

Also, it is important to emphasize that the use of the Canva Platform as a didactic resource during the reinforcement classes was essential since it allows the planned classes to be more interactive, dynamic and encourage student participation. This is reaffirmed by the author Romero (2019) where she mentions that, as teachers "podemos crear materiales que se

adapten a diferentes metodologías y que nos permitan fomentar una forma de trabajo dinámica dentro del aula." (pp. 2-7).

In addition, taking into account what Ramírez (2008) mentioned that "la enseñanza del vocabulario puede ser aburrido, por lo que tendremos que partir de los centros de intereses de los alumno/as" (pp. 1-13). It is stated that by making use of the Canva Platform as a didactic resource it is possible to run classes more dynamically, helping the teaching-learning process of vocabulary to be attractive and interesting for students.

Everything mentioned above is corroborated employing a knowledge test (ANNEX 5), in which the same indicators and values given in Table 2 corresponding to the initial diagnostic test were used Figure 4. To verify improving the teaching-learning process of vocabulary, by making use of the system of didactic activities.

The results of the knowledge test are presented below, referring to the contents of the English vocabulary:

**Illustration 11.** Knowledge test in vocabulary content
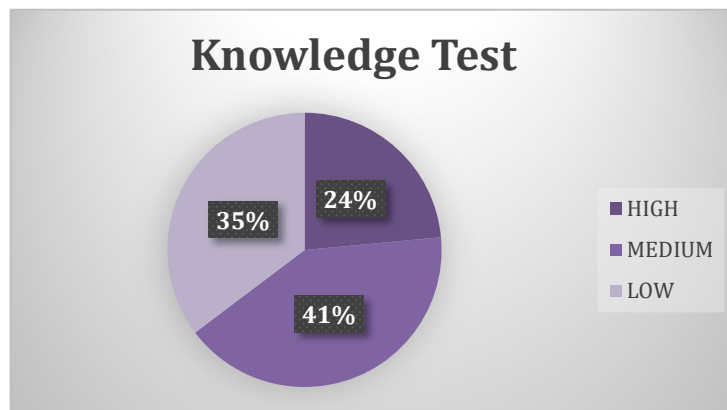
Note. Knowledge test used after completing the system of didactic activities. Source: Own Elaboration

By knowing the results obtained in the initial diagnostic test and the knowledge test, it is determined that there is a significant change before and after the application of the didactic

activities system since there is an improvement in the information obtained from the test of knowledge, as shown in the following figure:

Illustration 12. Results comparison chart

	HIGH	MEDIUM	LOW
Participant observation	15%	26%	59%
Knowledge Test	24%	41%	35%
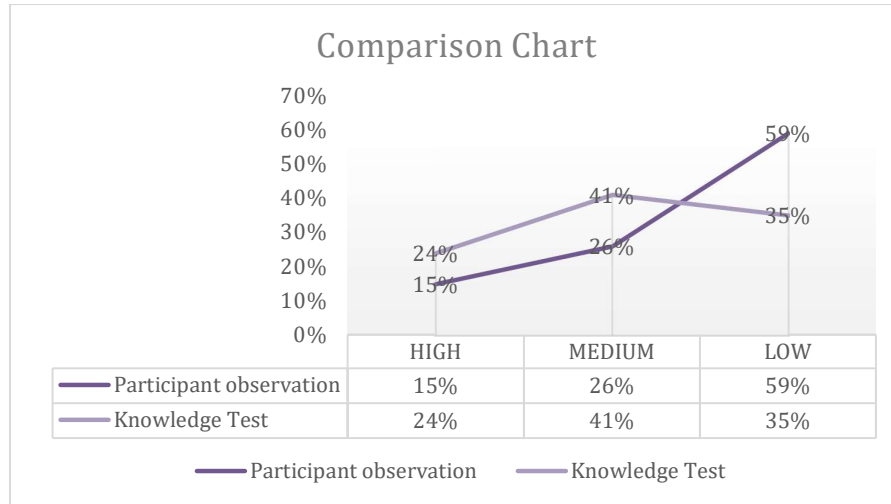
Note. Verification of the effectiveness of the didactic activities system, through the initial diagnosis in comparison with the final knowledge test, referring to the English vocabulary.
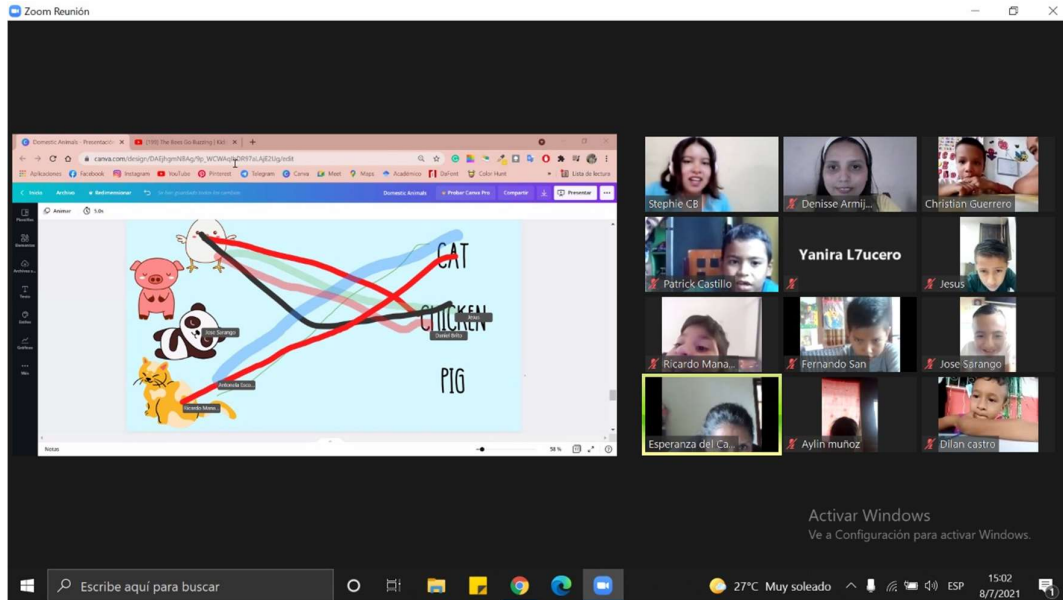
Source: Own Elaboration

After the application of didactic activities using the Canva platform as a didactic resource, it is determined that 9% more of the students showed a high level of vocabulary management, while 15% more of the student body presented a moderately acceptable level of mastery for their level. On the other hand, 24% of the students who initially presented a low level in the diagnostic test, showed better results in terms of vocabulary skills in the knowledge test.

It can be added that, through continuous participant observations, it was determined that students feel more comfortable during the teaching-learning process because they show more active participation and carry out activities with favorable results, in conjunction with the

results obtained in the knowledge test and the experiences in class affirm that the system of

didactic activities carried out was helpful for the reinforcement of vocabulary.

Illustration 13. *Tutoring 1*

Note. Active participation of students during the implementation of the system of didactic

activities. Source: Own Elaboration.

Conclusions

- The present research was carried out based on the initial diagnosis made to the students of the third year of basic general education of the Manuel Encalada Zuñiga school, it showed that they do not have a level of vocabulary development according to the grade they are studying, an aspect on which it must intervene with a view to its transformation.

- In Ecuador, the teaching, development, and reinforcement of vocabulary are historically characterized by the use of traditional elements such as books, blackboard, and tape recorder, generating a lack of dynamism in classes and an uneven development of skills in students.

- The review in the preceding theory on the development of vocabulary in English showed that the use of didactic resources enables students to understand and put into practice a second language more easily.

- Regarding the bases provided by the theoretical foundations for constructivism and connectivism, a system of contextualized, flexible, and integrative reinforcement activities was developed that is applied through tutorials, aimed at developing vocabulary in English in the virtual mode, supported by the Canva platform.

- The effectiveness of the system of didactic activities for the reinforcement of vocabulary was demonstrated through the criteria set by an initial diagnostic test, a final knowledge test follows, and the execution of a continuous participant observation, which demonstrated acceptance and satisfaction as experiences associated with the development of competencies.

Recommendations

- It is important for the teaching of vocabulary to apply innovative didactic resources that allow the student to actively integrate into the teaching-learning process and to stimulate the understanding of the contents.

- It is suggested to address in future research issues related to the integration of different virtual platforms as didactic resources for the development of the teaching-learning process.

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Annexes

ANNEXED 1:

PARTICIPANT OBSERVATION FORM

OBSERVER: _____

TEACHER: _____

COURSE: _____

DATE: _____

Unit of analysis	HIGH (3 points)	MEDIUM (2 points)	LOW (1 point)
Volume of vocabulary			
• Number of words used			
• Establishment of relationships sense of image and word			
• Recognition of words studied in class.			
• Use of vocabulary taught in class.			
Semantics of vocabulary			
• (Phonetic): Know the sound of words.			
• (Morphological): Know and use the forms of words appropriately.			

• (Syntactic): Relationship of words when forming sentences and paragraphs.			
• (Semantic): Understand the meaning of words and other units of meaning.			
• Adaptation to the communicative situation.			

ANNEXED 2

DIAGNOSTIC TEST

Procure contestar todas las preguntas de manera honesta, evitando el uso de herramientas y/o ayuda externa que faciliten las respuestas del mismo.

Este test no tiene Note, ni influirá en sus calificaciones.

1.- Son las 8 pm, y llegas a casa, ¿Qué expresión deberías usar para saludar a tus padres?

- Good night
- Good day
- Good morning
- Good afternoon

2.- Te regalan un juguete por tu cumpleaños, ¿Qué palabras usas para expresar agradecimiento?

- Thanks
- Please
- Right
- That's fine

3.- ¿Qué palabras usas para saludar a un amigo?

- See you later
- Bye
- I'm out of here
- Hi there!

4.- ¿Qué palabras usas para formular una petición de forma educada?

- Fun
- Pardon
- Please

- Too

5.- Escuche y complete: The food is already on the _____.

- cable

- Windows

- Books

- Table

6.- Escuche y complete: I see __ ____

- caw

- a cat

- an caw

- a cow

7.-Escuche y complete: She is my _____.

- grandma

- grandfather

- granmother

- grandmother

8.- Escuche y complete: Where is my ____ _____?

- pink backpack

- pencil case

- pencil

- agenda space

9.- Seleccione la correcta ortografía para completar el siguiente enunciado: I see a _____.

- ROOSTER

- ROOSTAR

- RUUSTER

- ROSTER

10.- Seleccione la correcta ortografía para completar el siguiente enunciado: I see a _____.

- TURKI

- TURKEI

- TURKEY

- TURKIE
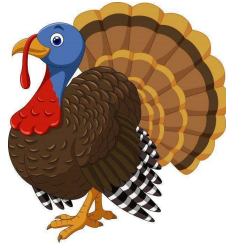
11.- Seleccione la correcta ortografía para completar el siguiente enunciado: My _____ loves

me.

- mohter

- matter

- mother

- mather

12.-Seleccione la correcta ortografía para completar el siguiente enunciado: I _____ a bee.

- see

- sii

- sei

- sew

13.- Selecciona la imagen correspondiente: BUTTER *

Opción 1

Opción 2

Opción 3

Opción 4

14.- Seleccione la imagen correspondiente: ONION

Opción 1

Opción 2

Opción 3

Opción 4

15: Selecciona la imagen correspondiente: DESK

Opción 1   Opción 2

Opción 3   Opción 4

16. Seleccione la imagen correspondiente: jellyfish

Opción 1

Opción 2

Opción 3

Opción 4

17.- Seleccione las palabras según el grupo correspondiente (puede haber más de una

respuesta): FRUIT

- alien

- pear

- apple

- ant

- banana

- paper

- ruler

- coconut

18.- Seleccione las palabras según el grupo correspondiente (puede haber más de una respuesta): FAMILY MEMBERS

- father

- grape

- sister

- day

- mom

- egg

- grandmother

- fish

19.- Seleccione las palabras según el grupo correspondiente (puede haber más de una respuesta): ANIMALS

- Crab

- Bat

- Bear

- bark

- Caw

- Paw

- Cat

- Dogg

20.- Seleccione las palabras según el grupo correspondiente (puede haber más de una respuesta): SCHOOL SUPPLIES

- notebook

- pig

- bin

- brother

- board

- donkey

- pen

ANNEX 3

TEACHER INTERVIEW

Objetivo: Conocer cómo se da la aplicación de vocabulario en el aula.

- ¿Qué recursos didácticos se han utilizado para la enseñanza de vocabulario en los estudiantes?

- Considera que se utilizan suficientes recursos didácticos para impartir las clases de inglés, explique ¿por qué?

- ¿Con qué frecuencia utiliza recursos didácticos dentro de la clase, para el aprendizaje del vocabulario de inglés?

- ¿Cómo usted administra el tiempo referente a las actividades que involucran la enseñanza del vocabulario de inglés?

- Para la enseñanza de vocabulario de inglés ¿Con que frecuencia aplica actividades dentro de la clase?

- ¿En qué plataformas los niños aprenden y practican el vocabulario de inglés durante la clase?

ANNEX 4

TUTORIAL ACTION PLAN AND ORIENTATION

Tutorial action plan and orientation						
Institution **Date** **Area**	Carmen Mora de Encalada School of Basic Education 8/7/2021 – 12/8/2021 English					
Courso **Number of students** **Modality** **Action field**	Third grade of Basic Education 34 Online Tutorials aimed at accompanying the Student.					
Tutorship 1 – Domestic Animals						
Objective	**Activities**	**Resources**	**Responsible**	**Date**	**Time**	**Expected results**

Students will be able to know and expand the vocabulary of terms related to pets	- Welcome and organization of students.
	 - Video "Domestic Animals"
	 - Reinforcement of what was previously learned and answering questions from students
	 - Match the pictures with the word in English
	 - Written and oral activities for vocabulary practice
	    o Match the pictures with the word in English
	    o Put the words in order
	    o Choose the correct answer
	    o Say the word you find (alphabet soup)
	    o Join with lines
		- Canva
		 - Different materials
			- Classroom teacher
			 - Researchers: Denisse Armijos Daniela Cornejo
				15/07/2021	1 hour	Most students distinguish pets in English fluently, showing interest in increasing vocabulary and having correct pronunciation.

Tutorship 2 – Family Members						

Students will be able to understand and identify vocabulary related to family members in English.	- Welcome and organization of students.
	 - Video "Family Members"
	 - Reinforcement of what was previously learned and answering questions from students
	 - Written and oral activities for vocabulary practiceCompletar con la letra que corresponda
	    o Circle the correct answer
	    o Activity with the teacher, draw faces on your fingers, listen to your teacher and follow his instructions
		- Canva
		 - Different materials
			- Classroom teacher
			 - Researchers: Denisse Armijos Daniela Cornejo
				22/07/2021	1 hour	Most students differentiate in written and oral way the members of the family and their equivalents in English, showing interest in increasing vocabulary and having a correct pronunciation.

Tutorship 3 – School Supplies						

Students will be able to distinguish school supplies through entertaining, playful and eye-catching learning.	- Welcome and organization of students.
	 - Video "I have a pencil"
	 - Reinforcement of what was previously learned and answering questions from students
	 - Written and oral activities for vocabulary practice
	    o Match the image to the sound of the word
	    o Join the images with the corresponding name with lines
	    o Listen and choose the correct answer
	    o Identify and write the corresponding word
	    o Listen to your teacher and follow the instructions "I want you to show me a / an ..."
		- Canva
		 - Different materials
			- Classroom teacher
			 - Researchers: Denisse Armijos Daniela Cornejo
				29/07/2021	1 hour	Most students identify in written and oral way the different school supplies in English, showing interest in increasing vocabulary and having a correct pronunciation.

Tutorship 4 – Professions						

Students will be able to relate the different professions in English and pronounce them correctly	- Welcome and organization of students.
	 - Video "What do you do?"
	 - Reinforcement of what was previously learned and answering questions from students
	 - Differentiate the different professions and relate them to their equivalent in English
	 - Written and oral activities for vocabulary practice
	    o Look carefully and find the same images following the teacher's instructions
	    o Match the halves of each word
	    o Guess the word according to its first letter
	    o Draw the profession according to the teacher's instructions
		- Canva
		 - Different materials
			- Classroom teacher
			 - Researchers: Denisse Armijos Daniela Cornejo
				5/8/2021	1 hour	Most of the students relate in written and oral way the different professions taught in class with real life, showing interest in increasing vocabulary and having correct pronunciation.

Tutorship 5 - Subject Pronouns						
Students will be able to differentiate and use subject pronouns appropriately	- Welcome and organization of students. - Reinforcing what was previously learned and answering questions from the students. What are subject pronouns? When do we use subject pronouns? How are subject pronouns used? - Join with lines as appropriate - Activities to practice vocabulary with the teacher.	- Canva - Different materials	- Classroom teacher - Researchers: Denisse Armijos Daniela Cornejo	12/8/2021	1 hour	Most students use subject pronouns correctly and are able to relate them in real situations, showing interest in increasing vocabulary and having correct pronunciation.

ANNEX 5

KNOWLEDGE TEST (Vocabulary Contents)

1.- ¿Qué palabra usas para expresar una petición de forma cortés?

- Thanks

- Right

- That's fine

- Please

2.- Son las 5 pm, y llegas a casa, ¿Qué expresión deberías usar para saludar a tus padres?

- Good night

- Good day

- Good morning

- Good afternoon

3.- ¿Qué palabras usas para despedirte de un familiar?

- See you later

- Hello

- I'm out of here

- Hi there!

4.- ¿Qué palabras usas para formular agradecer por un regalo?

- Fun

- Pardon

- Thank you

- Too

5.-Escuche y complete: The food is already on the _____.

- Table

- Stable

- Tabel

- Cable

6.-Escuche y complete: I see __ ____

- a straw

- a caw

- an paw

- a cow
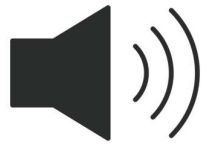
7.- Escuche y complete: She is my _____.

- granmother

- grandmother

- stepmother

- another

8.- Escuche y complete: Where is my ____ _____?

- stencil space

- pencil case

- pencil pace

- agenda paste

9.- Seleccione la correcta ortografía para completar el siguiente enunciado: I see a _____.

- big

- pigg

- pig

- prig

10.- Seleccione la correcta ortografía para completar el siguiente enunciado: I see a _____.

- ROASTER

- ROUSTER

- ROOSTER

- BOOSTER

11.- Seleccione la correcta ortografía para completar el siguiente enunciado: My _____ loves

me.

- poliice

- polisemen

- policeman

- palisman

12.- Seleccione la correcta ortografía para completar el siguiente enunciado: I see a eraser.

- eraser
- ereirser
- iraser
- racer

13.- Selecciona la imagen correspondiente: BOTTLE

Opción 1   Opción 2

Opción 3   Opción 4

14.- Selecciona la imagen correspondiente: CANDY

Opción 1

Opción 2

Opción 3

Opción 4

15.-Selecciona la imagen correspondiente: WINDOW

Opción 1

Opción 2

Opción 3

Opción 4

16.-Seleccione la imagen correspondiente: Jelly

Opción 1

Opción 2

Opción 3

Opción 4

17.- Seleccione las palabras según el grupo correspondiente (puede haber más de una respuesta): PROFESSIONS

- bin
- teacher
- artist
- ant
- nurse
- paper
- ruler
- baker

18.- Seleccione las palabras según el grupo correspondiente (puede haber más de una respuesta): FAMILY MEMBERS

- grandfather
- grape
- baby
- day
- dad
- egg
- mother
- fish

19.- Seleccione las palabras según el grupo correspondiente (puede haber más de una respuesta): SUBJECT PRONOUNS

- SHE
- THEY
- Caw
- WE
- AM
- ARE
- IT
- BARK
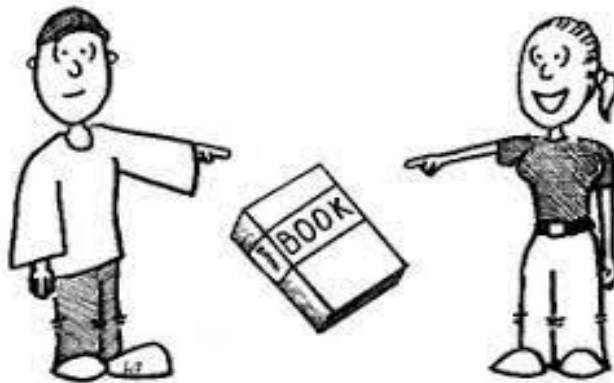
20.- Seleccione las palabras según el grupo correspondiente (puede haber más de una respuesta): SCHOOL SUPPLIES

- SHARPENER
- PIG
- SCISSORS
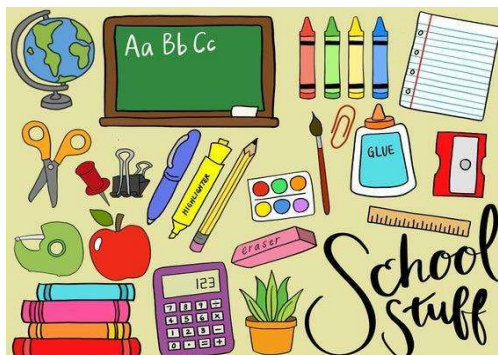
- PAPER

- TAPE

- RULLER

- PENCIL

- BORD

ANNEX 6

CLASS (TUTORIALS)

TUTORSHIP 1: *DOMESTIC ANIMALS*

TUTORSHIP 2: *FAMILY MEMBERS*

TUTORSHIP 3: *SCHOOL SUPPLIES*
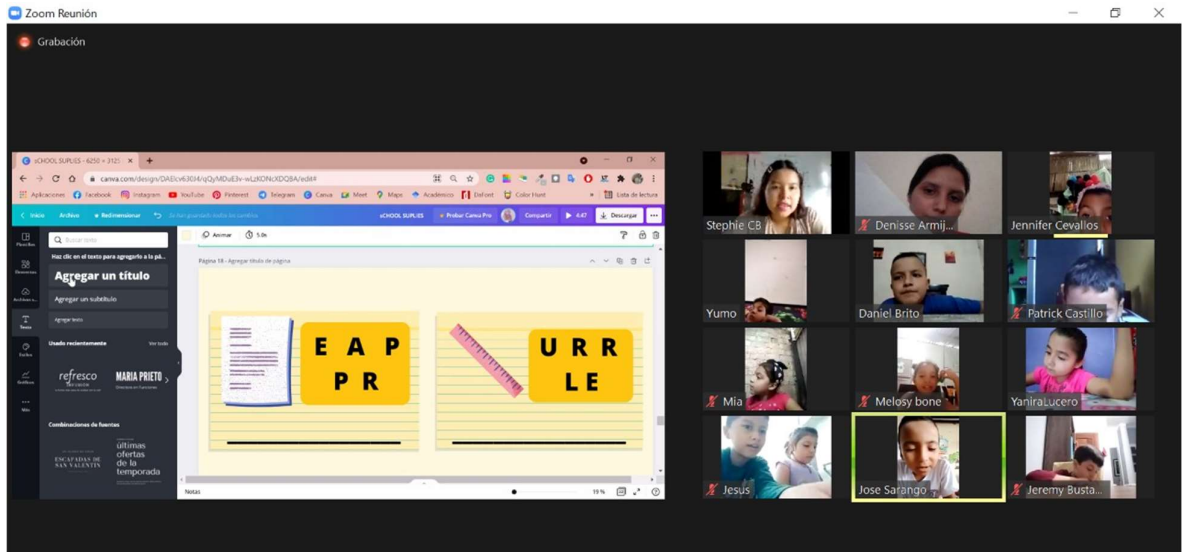
TUTORSHIP 4*: PROFESSIONS*

TUTORSHIP 5: *SUBJECT PRONOUNS*