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TEMA:

**“USE OF DIGITAL RESOURCES TO EXPAND L2 VOCABULARY AT CENTRO
EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE PATRICIO ESPINOZA
BERMEO”**

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DEDICATION

I dedicate this research to God for guiding me in the right direction, to my partner for his unconditional support, pushing me to reach new goals. To my daughters who are my greatest inspiration and reason for my daily efforts. To my parents for their love and patience, who taught me values and perseverance. Finally, to my siblings, and my life partners, for every word of encouragement and gesture of solidarity that has strengthened my determination to achieve this achievement.

Erika Pupiales

I dedicate this thesis to my beloved God, who has given me the strength, wisdom and peace to move forward in each stage of this process. To my parents, for their unconditional love and for being the example of sacrifice and perseverance that they have always given me. And to my siblings, for their affection, for being a constant source of encouragement and for inspiring me to be better every day.

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RESUMEN

Esta investigación se centró en el uso de recursos digitales como una herramienta clave para ampliar el vocabulario en segunda lengua (L2) en el Centro Educativo Comunitario Intercultural Bilingüe (CECIB) “Patricio Espinoza Bermeo”. El objetivo principal fue analizar el rol de estos recursos en la facilitación del aprendizaje del vocabulario en L2, así como su impacto en los estudiantes de la institución. Se buscó determinar en qué medida el uso de herramientas digitales puede contribuir a un aprendizaje más dinámico, interactivo y efectivo en el contexto de una comunidad rural.

La metodología empleada fue de enfoque mixto, combinando técnicas cualitativas y cuantitativas. Se llevaron a cabo entrevistas a las autoridades de la institución para conocer su perspectiva sobre la implementación de recursos digitales en la enseñanza de una segunda lengua. Además, se aplicaron cuestionarios a todos los estudiantes de la institución, que abarcan desde el 2do nivel hasta el 7mo año de Educación General Básica (EGB).

Los resultados obtenidos evidenciaron un impacto positivo en el aprendizaje del vocabulario en L2. Un 97% de los estudiantes reconocieron la importancia de aprender un nuevo idioma para su futuro, lo que refleja una alta motivación. Asimismo, se observó que el uso de recursos digitales no solo facilita la adquisición de vocabulario, sino que también motiva a los estudiantes a continuar aprendiendo de manera autónoma y entretenida.

En resumen, el uso de recursos digitales en la enseñanza de una segunda lengua en entornos rurales representa una estrategia efectiva e innovadora que promueve el aprendizaje significativo y el desarrollo de habilidades lingüísticas en los estudiantes, preparándolos para un mundo cada vez más globalizado.

Palabras claves: Recursos digitales, aprendizaje de vocabulario, segunda lengua L2, educación, motivación y adquisición.

ABSTRACT

This research focused on the use of digital resources as a key tool to expand second language (L2) vocabulary at the Centro Educativo Comunitario Intercultural Bilingüe (CECIB) ‘Patricio Espinoza Bermeo’. The main objective was to analyse the role of these resources in facilitating the learning of L2 vocabulary, as well as their impact on the students of the institution. The aim was to determine to what extent the use of digital tools can contribute to more dynamic, interactive, and effective learning in the context of a rural community.

The methodology employed was a mixed approach, combining qualitative and quantitative techniques. Interviews were conducted with the authorities of the institution to find out their perspective on the implementation of digital resources in second language teaching. In addition, questionnaires were administered to all students of the institution, ranging from the 2nd to the 7th year of General Basic Education (EGB).

The results showed a positive impact on the learning of L2 vocabulary. 97% of the students recognized the importance of learning a new language for their future, reflecting a high level of motivation. Furthermore, it was observed that the use of digital resources not only facilitates vocabulary acquisition but also motivates students to continue learning autonomously and entertainingly.

In summary, the use of digital resources in second language teaching in rural settings represents an effective and innovative strategy that promotes meaningful learning and the development of language skills in students, preparing them for an increasingly globalized world.

Keywords: Digital resources, Vocabulary learning, Second language L2, Education. Motivation, Acquisition.

ACRONIMYS

L2: Second Language

EFL: English Foreign Language

EVERA: Entornos Virtuales Emergentes Para Reforzar el Aprendizaje

MINEDUC: Ministerio de Educación

CERFR: Common European Framework of Reference for Language

PLATO: Programmed Logic for Automatic Teaching Operations

TPR: Total Physical Response

ICT: Information and Communication Technologies

ELLS: English Language Learning Standards

BNC: British National Corpus

EVP: English Vocabulary Profile

COCA: Corpus of Contemporary American English

LSCH: Chilean Sign Language

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INTRODUCTION

In recent years, the incorporation of digital resources into education has significantly transformed the way students learn and interact with knowledge, especially in the field of language acquisition. In rural schools, where access to updated materials and technological tools is limited, the integration of digital resources becomes not only an innovation but a necessity to promote equity and improve academic outcomes.

This research explores the role of digital tools in the acquisition of English vocabulary (L2) among students at CECIB “Patricio Espinoza Bermeo,” located in the rural area of Ibarra, Ecuador. Vocabulary is a fundamental component of language proficiency, and its acquisition is crucial for effective communication in a second language. The lack of sufficient exposure to English and engaging learning materials often hinders students’ ability to develop this essential skill. Through the implementation of interactive and multimedia resources such as educational applications, online platforms, and gamified activities, students can experience more dynamic, personalized, and meaningful learning processes.

The objective of this thesis is to analyze the role of digital resources on vocabulary learning in English as a second language, identifying effective tools and proposing activities that enhance student participation and retention. The research combines qualitative and quantitative methods, including surveys and interviews with students, teachers, and school authorities, in order to understand the current challenges and opportunities in this area.

This study also seeks to generate significant linguistic, academic, and technological impacts by designing digital activities that not only improve vocabulary acquisition but also increase student motivation, support digital inclusion, and contribute to the development of communicative skills in English. This approach is aligned with the Qingdao Declaration by

UNESCO (2015), which emphasizes the need to "harness the potential of ICT to strengthen education systems, knowledge dissemination, information access, quality and effective learning" to achieve inclusive and quality education by 2030.

Ultimately, this study aims to contribute to the development of more inclusive and technologically enriched educational practices, offering a practical proposal that responds to the needs of rural educational environments while fostering students' linguistic and communicative abilities.

PROBLEM

1.1 Research Problem

The incorporation of digital resources characterizes today's educational environment. The difficulties faced by students at the institution are significant in the process of learning a foreign language due to limited access to digital teaching resources and limited contact with the language outside the classroom.

1.2. Description of the problem

Learning vocabulary in English as a second language is essential for combining the communicative and linguistic skills that students have (Nation, I.S.P, 2020). However, access to resources and practices for vocabulary learning can be scarce in rural institutions. This school faces significant challenges due to a shortage of educational resources, difficulties in acquiring technology, and a lack of specific teacher training in the use of digital resources for teaching English Zhu et al. (2023)

According to UNESCO (2020), the lack of technological and academic access in institutions impedes the development of linguistic competencies, specifically vocabulary retention, which is essential for effective communication in L2. In addition, when traditional and not very dynamic methods, such as non-gamified methods, are used, learners tend to show less interest in interacting with the language in a meaningful way.

On the other hand, Haleem et al. (2022) emphasize that the use of technological resources can be very influential in vocabulary learning, thanks to resources with free access to interactive and multimedia materials that facilitate not only comprehension but also the acquisition of new words.

In this sense, it is essential to investigate how the implementation of digital resources can expand students' English vocabulary. This study seeks to identify the most effective digital strategies and how these can be implemented.

1.3 Delimitation of the Problem

This study focuses on students' CECIB "Patricio Espinoza Bermeo", during the school year 2024-2025. Located in the city of Ibarra, La Esperanza, San Clemente, where up-to-date educational opportunities and materials are limited, affecting the development of language skills in the foreign language. Therefore, the implementation of virtual tools could favor vocabulary retention and motivate student participation, favoring diverse learning styles. The research is limited to this specific context, seeking to explore how technologies can enable lexical learning in English.

1.4 Problem Formulation

How can digital resources contribute to the more effective acquisition of English as a foreign language vocabulary in this school?

What types of digital resources exist for L2 vocabulary acquisition?

What impact would the integration of digital resources have on English vocabulary acquisition?

JUSTIFICATION

Today, in Ecuador, the implementation of technological resources in English language teaching is vital to reducing educational inequalities and promoting equity in access to knowledge. On this point, Warschauer & Matuchniak (2010) state that the appropriate use of technological educational systems in the classroom does not improve teaching performance in any way but rather promotes learners' enthusiasm for studying.

Based on INEC (2023), 39.9% of households in urban areas have a desktop computer, laptop, or tablet, which is much higher than in rural areas, where the access rate is only 16.8%. In addition, the percentage of Ecuadorian households with Internet access is 69.7% in urban areas and 44.4% in rural areas. Furthermore, the population with an active mobile phone in the urban sector is 66.6%, while in the rural sector it is 44.3%. Significant inequalities exist in equipment availability and internet access, which limit opportunities for equitable learning.

The implementation of this research is essential because of its direct impact on the quality of education and the linguistic development of the students. This innovative project will reinforce the ability to expand and retain vocabulary, which will foster a broad knowledge environment.

Acquiring vocabulary in English as a second language is a fundamental factor for the development of the learner from a linguistic and communicative point of view, Nation (2020). Using digital resources, more interesting and innovative understanding experiences can be created, facilitating greater retention and consideration of vocabulary, as mentioned by Haleem et al. (2022).

The effects of this project will be felt at the local level, directly benefiting all students and, possibly, other educational institutions in similar situations in the province of Imbabura.

Improving students' language skills helps strengthen society and increases opportunities for personal and professional development.

The direct beneficiaries of this project are all students at the school, who will have access to new resources to improve their English language learning. In turn, teachers will also receive training in new skills and knowledge for the use of digital resources in the classroom, which will enable them to improve their teaching performance. By improving their language skills, students indirectly benefit the school and the community, as new doors to education and job skills are opened. This project generates high interest and expectations both in the educational community and in society in general. The integration of digital tools in the English teaching process not only represents a pedagogical innovation but also a concrete response to the current challenges in education in rural environments. Furthermore, if this research is successful, it could serve as a model for other schools, leading to a widespread change in how English is taught and learned.

BACKGROUND

Teachers have found that using digital media in language classes can be a fun and effective way to help students learn new words.

In a quasi-experimental study, Castillo & Quinonez (2022) involved 262 students. The aim of the research was to examine how the use of digital comics influenced vocabulary learning in English as a Foreign Language during the pandemic. To achieve this, two groups were formed: the control group, which worked with materials such as textbooks, and the experimental group, which used digital comics as a support tool. The findings showed that students exposed to digital comics demonstrated an improvement in vocabulary acquisition and a positive attitude toward this methodology. In particular, the opportunity to create personalized content was highlighted as a factor that fostered creativity and motivation.

On the other hand, López (2015) developed and implemented virtual materials to reinforce English language interaction among primary school students at I. E. Colombia. The strategy based on virtual materials proved to be appropriate for overcoming challenges in the educational process and improving language development.

As mentioned by Llanos and Criollo (2022), the research project focused on verifying the impact of the use of technological tools on improving English language skills among primary school students in a rural public school in Ecuador. The study used a mixed approach, combining quantitative and qualitative methods. A plan was carried out with eighth-grade students, beginning with an assessment and subsequently examining the development of English language skills through the use of technological systems. The results indicated a significant improvement in student performance, with grades between 7 and 10, demonstrating the positive impact of the use of educational technology tools in the learning process.

According to the Universidad Politécnica Salesiana, Paute & Vásquez (2022) have created the EVERA platform (Entorno Virtual Emergente para Reforzar el Aprendizaje) with the objective of generating digital educational resources that promote self-learning and enhance higher skills. Data have been obtained through diagnostic tests and questionnaires, which have pointed out deficiencies in the subject of English and have prompted the development of digital resources. The creation of these resources in EVERA has proven to be effective in reinforcing students' knowledge and improving their motivation and autonomous learning by allowing them to access enriched information and participate in activities outside school hours.

IV OBJECTIVES

4.1 General Objective

To analyze the role of digital resources in enabling vocabulary acquisition in students at the Institution.

4.2 Specific Objectives

To explain the role of digital resources in enhancing the comprehension and retention of L2 vocabulary.

Identify the different types of digital resources available for reinforcing new words in English.

To apply digital resources already identified, to promote word practice.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Evolution of Educational Digital Resources

1.1.1 The 1960s

Since the 1960s, interest in integrating technology in education began, As Reiser (2001) states, this period laid the fundamental foundations for using technology in teaching. One of the most relevant projects of this period was the development of the PLATO (Programmed Logic for Automatic Teaching Operations) system, promoted by the University of Illinois. This system allowed the application of programmed instruction and provided automatic feedback to the learner, making it an advanced platform for its time. According to Woolley (1994), PLATO was notable for introducing key concepts such as computer-assisted learning and real-time assessment, elements that remain fundamental in today's digital education.

This sponsored by the Collins Foundation began in this decade. According to Galaura (2023), these were the first attempts to implement closed-circuit television systems. With these systems, recorded or live lessons were broadcast to students so that they got exposed to ‘live’ models of the English language. This was a large step in increasing exposure to authentic language inputs and practicing listening comprehension.

Suppes (1966) states that computers support education through interactive systems, from practical exercises to tutoring functions, which can be adapted to the needs of learners.

1.1.2 The 1980s

The advent of personal computers in the 1980s marked a turning point in the development of E-learning materials. Warschauer & Healey (1998) point out that “the proliferation of affordable personal equipment transformed the educational landscape, allowing more institutions and educators to have access to online tools for teaching” (p. 57).

During this time, more sophisticated Curriculum-based programs were developed, including simple simulations and academic games. Pedagogic software began to incorporate graphics and sound, although still in a limited way (Levy, 1997).

In addition, in the 1980s, Computer Hope, documenting the history of computing, notes that in 1984, Apple launched the "Kids Can't Wait" program, donating apple II computers to thousands of California schools. This initiative was followed by many other companies, leading to a rapid adoption of virtual knowledge resources (Computer Hope, 2019).

1.1.3 The XXI Century: 2000-2010

In this century, educational environments have been transformed due to the rise of Digital systems. Alzamora, A. (2023) highlights that the Web 2.0 tool represents an innovation since the beginning of the 21st century, particularly in educational institutions, where there was a transformation thanks to integrating these electronic platforms, among which are myspace, facebook, and youtube. Therefore, in this decade, online educational tools went from being complementary to becoming essential resources, facilitating the creation of content quickly and easily, transforming the way we relate and share the information we perceive.

One of the most outstanding phenomena of this decade was the incorporation of Information and Communication Technologies (ICT) into the classroom. According to Prensky (2001), the use of computers, projectors, the Internet, and educational software became increasingly common, offering new possibilities for teaching and learning. However, this integration was not always effective, as many schools faced challenges related to a lack of resources, teacher training, and adequate pedagogical models, but this decade laid the foundations for a profound transformation of education.

1.1.4 Currently: 2010-2024

In recent years, digital advances have radically transformed, influencing the academic field driven by many pieces of training that create new learning environments.

On the other hand, a very important point is the health crisis caused by COVID-19 which significantly accelerated the implementation of e-learning in various types of activities, such as education. According to Navarro (2024) COVID-19 forced schools around the world to quickly incorporate new online learning modalities, which facilitated the use of various educational platforms and tools for collaborative work and radically transformed teaching and work activities.

In addition, nowadays educational inclusion is fundamental in education. UNESCO (2008) emphasized that inclusive education is a fundamental human right; therefore, all students, regardless of their characteristics, should have the right to education.

In this sense, virtual resources allow students to create learning experiences that suit their style. According to Abiyu (2024), conducted a study on the use of the WordWall application along with Chromebooks in the classroom, where the results indicate that resource increases student engagement and facilitates an interactive learning environment, highlighting improvements in vocabulary comprehension and motivation in the classroom. Despite some challenges such as slow internet connections.

In addition, digital resources have proven to be valuable tools for people who face different barriers to learning. In this context, the Chilean Ministry of Education made available a series of digital educational resources for the different needs of students; among them are the curricular videos narrated in Chilean Sign Language (LSCH) covering various subjects and levels, TICO an application that generates communication boards for people with reduced

mobility, video stories narrated for deaf people and cantaletras a software for reading and writing for blind children (Ministerio de Educación, 2016).

Currently, artificial intelligence has had significant technological advances, transforming the workplace and education. According to TecnoDigital (2024), to face these changes, it is essential that people are trained and acquire digital skills since this type of technology is already present in many areas, changing the way we work, live and access information.

1.2 Digital resources in education

1.2.1 Definition

Digital resources in education are materials, tools, or media that use any type of technology to present learning because they allow a more dynamic interrelationship between the student and the educational content, thus enabling more personalized learning.

Conversely, Díaz & Hurtado (2024) define digital educational resources as representatives of a wide range of didactic materials that exist on multiple variants of digital supports stored in electronic devices or available in the cloud. Designating orientation is targeted at developing the acquisition of objectives regarding educational matters and is characterized because they easily adapt to both the needs of students and teaching. In turn, in a Ministerio de Educación guideline dated 2012, digital educational resources mean all materials in a digital format that have been created for certain educational purposes. Definition insists on pedagogic intentionality, an aspect so fundamental during the elaboration, in the design by a Webmaster, and the implementation itself.

The teaching materials in classrooms have gradually reflected technological advancement in education. Traditionally, teachers have used blackboards, books, and manuals to improve the communication and attractiveness of classes while making it easier to understand the contents;

nowadays, all these have turned digital: audio, video, e-books, educational video games, augmented reality, and virtual simulations. These digital educational resources, if technology is used for their reproduction, have the same basic function: to maximize the process of teaching. They exploit the advantages given by the digital era to make education more attractive and efficient, Peirats et al. (2018)

1.2.2 Types of educational digital resources

Interactive Media Resources

Nowadays, educational materials can be presented in written, auditory, and visual forms, and their combination is called multimedia. In addition, developing resources that allow students to interact and dialogue with the elements is called interactive. Next, it presents tools that will make it easier for you to digitize your content, transforming the class into an innovative learning experience: Genially, Ed Puzzle, Flippity, and Flipgrid (López, 2022).

Digital Educational Games

According to Nadeem et al. (2023), learning online educational games is stated to contribute to the teaching-learning process through motivation, increased acquisition of cognitive ability, and interaction within each learning. Kahoot, Quizizz, or similar tool-related online teaching methodologies introduce the presence of gamification, where competition between students motivates learners to learn dynamically with fun. This opens a window to an exciting new possibility within online teaching combined with educational technology as a teaching model.

E-learning platforms

Learning Management Systems, which by abbreviation we call "platforms" such as Moodle, Blackboard, Sakai, Canvas, etc., are useful in providing a system integrating these digital resources and thus enabling their better use (Jain et al., 2024).

1.2.3 Importance of Digital Resources in L2

Today, students are born into technology; hence, they have familiarity with it from their tender years. This helps the teachers and educators incorporate digital tools into the class. Students can now access oodles of materials that otherwise would not be possible (Prensky 2001).

Digital resources in foreign language teaching have brought a complete revolution. According to Jain et al. (2024), technological tools in L2 teaching have opened various possibilities: the teacher can implement innovative methods, and students can practice autonomously while empowering the four language skills inside and outside the classroom.

Digital platforms, like Duolingo, let the students go at their own pace and perform interactive, gamified exercises, making it easier for them to learn vocabulary.

Information technology and English language learning has vast educational opportunities, with digital innovation ranging from interactive applications to online tutorials and multimedia resources that have transformed language teaching into a dynamic experience. By embracing these technologies, both teachers and students can overcome traditional barriers and leverage digital tools to achieve higher levels of language proficiency.

1.2.4 Digital application in rural educational environments

Digital applications have emerged as a powerful tool for bridging the digital divide in rural areas and transforming education. Santos (2024) points out that rural communities are at a

disadvantage due to the scarcity of infrastructure and educational resources; however, despite the limitations the same author suggests developing and adapting a variety of digital educational resources that can be used without an internet connection. These materials, such as videos, e-books, educational applications, and simulators, can significantly enrich the teaching-learning process in these areas.

Carrete & Domingo (2023), point out that the implementation of technology and digital media in rural areas has changed teaching practices, making education more accessible and flexible. This has been key for students in these areas to have more learning facilities.

A study conducted at the San Francisco de Asís Educational Institution in Linares, Nariño, during the COVID-19 pandemic, evaluated the use of WhatsApp as an educational resource. The results, obtained through surveys, showed that WhatsApp significantly facilitated the teaching-learning process in rural areas by allowing flexibility in content delivery and interaction between students and teachers (Acosta-Acosta et al., 2022).

Ochoa (2022, p. 85), on the other hand, highlights the relevance of virtual environments, noting that it is possible to work with tools such as “Learning, a free license resource that, once installed, can work without the Internet, benefiting rural areas with problems of Internet accessibility or scarce technological equipment.”

1.3. English Learning Theories and Approaches

1.3.1 Constructivism theories

Regarder (2015) mentions that Jean Piaget was the one who implied that the children's stage can perceive and interpret reality. Constructivism is a current of pedagogy and psychology, influenced by Piaget, arguing that learning is not a simple acquisition of information, but a dynamic and participatory activity in which children construct knowledge based on their

experiences and cognitive structures. According to Piaget (as cited in Regader, 2015), human beings understand reality through mental schemas that are constantly reorganized through assimilation processes. In this sense, the role of the educator is not that of a direct transmitter of knowledge, but rather that of a guide who accompanies children in their construction of learning.

1.3.2 Connectivism theories

According to Kurt (2023), the theory of connectivism was developed by George Siemens in 2004, which addresses the educational needs of technological advances. This theory proposes a new perspective for learning to acquire and develop knowledge, learning based on resources created through the use of digital technologies.

The key principles of the theory are that the act of learning is a process that changes continuously and is carried out through interaction with digital educational resources. The ability to identify and access enabling information is essential for learning in the present. The determination of resolutions plays an essential role in the acquisition and management of knowledge Kurt (2023).

1.3.3 Communicative approach

Based on Zakime (2018), the communicative approach is defined as authentic communication and interaction, which are not only the goal of learning but also the channel through which it is achieved. This method originated in the 1970s and gained importance by suggesting an alternative to the system-centred approaches that were common at the time, such as the audiolingual approach. This means that, instead of focusing on learning grammar and vocabulary, the communicative approach sought to strengthen the student's ability to express themselves in the target language, giving more priority to everyday environments.

1.3.4 Lexical approach

As pointed out by Lewis (1993), this approach is based on the fact that language is composed of lexical terms that integrate not only individual words but also fixed expressions and lexical combinations. The lexical approach proposes a change of model in language teaching, giving more importance in the learning of lexical units over the study of isolated grammatical rules. Not only does this approach facilitate fluency in speech, but it also helps students develop more natural and appropriate language.

1.4 Lexical competence in the CEFR and MINEDUC

1.4.1 Description of difficulty level

Figure 1
Estándares de Inglés.



Note. De *Estándares de Inglés*, por Ministerio de Educación. (n.d.).

According to MINEDUC, the Standards for In-Service Teachers of English in Ecuador, based on TESOL's Standards for Teachers of English as a Second Language K-12 (2009), include five domains: Language, Cultural Knowledge, Curriculum, Assessment Strategies, and Professional Development. These domains address language proficiency, multicultural relevance, best teaching practices, assessment tools, and professional growth. The English Language Learning Standards (ELLS) are aligned with the CEFR levels (A1, A2, B1), and

define the learning and skills that students must achieve to become proficient in English, ensuring fluency in Ecuador's intercultural environment.

It is important to highlight that the Pre-A1 level is not stipulated in the CEFR, although MINEDUC has integrated it into EGB.

Level A1

At level A1, students have a basic vocabulary that includes words and phrases for everyday situations such as introductions, greetings and shopping. Their level of communicative competence is limited to the most basic aspects of familiar situations, allowing them to understand and express themselves in simple messages. Although their expression is basic and sometimes not very fluent, A1 students can communicate simple information and engage in very basic conversations related to their immediate environment.

Level A2

The speaker at level A2 has a vocabulary suitable for daily performance transactions in familiar situations and topics. They can communicate effectively in the expression of basic communicative needs and can cope with simple requirements to survive in everyday contexts, such as shopping in a store or asking for information. Its language is functional and allows the exchange of ideas in common situations, although it may still have limitations in using more complex structures.

1.4.2 Definition and Importance in L2

Lexical competence in the CEFR defines the word as the fundamental lexical unit, which links a phonological form with a concept. Although dictionaries and corpora focus on words, fixed constructions, such as collocations and idiomatic phrases, are also recognized, which do not allow their meaning to be deduced from the individual components. The knowledge of a

word is complex and encompasses both automatic and conscious cognitive aspects. This learning process is gradual and includes not only form and meaning but also its semantic relationships with other words and morphemes.

According to Rodríguez (2023), the vocabulary is a very important part of students' writing, as demonstrated by tools such as text Inspector, which are based on things like the English Vocabulary Profile (EVP), the British National Corpus (BNC) and the Contemporary American English Corpus (COCA). There are several articles that show a clear relationship between language knowledge (vocabulary) and writing skills, highlighting the importance of a broad vocabulary for effective language learning.

On the other hand, Ahmadjonovna (2024, p. 258) points out that lexical competence is necessary for language learning, as it improves students' communication and expression skills; it allows them to understand the meaning of words and their relationships, learn new forms of expression, and use language effectively. This skill is fundamental for future progress in reading, writing, vocabulary, and oral communication in their own language, helping students increase their language proficiency and express themselves with confidence. Teaching lexical competence involves using dictionaries, reference books, electronic databases, word games, or glossaries in an interactive and engaging way, improving learning and facilitating the expression of clear ideas.

1.4.3 Levels of lexical competence

Lexical competence is a fundamental component of second language proficiency, referring to a person's ability to recognize, understand, and use vocabulary in communicative contexts. Lexical competence involves a dynamic process of meaning construction: each time an innovative word is added to the vocabulary, a connection is established with previous

knowledge, therefore enriching the understanding of already existing concepts. Lexical learning is not an isolated process, but an interconnected network where new knowledge integrates and transforms previous knowledge Choudhury (2015). In this sense, prior knowledge acts as a scaffolding that facilitates the transition between distinct levels of proficiency.

The Common European Framework of Reference for Languages (CEFR), establishes a scale of six common levels for the gradation of vocabulary knowledge and for the ability to control that knowledge, divided as follows:

Figure 2

Riqueza de vocabulario

	RIQUEZA DE VOCABULARIO
C2	Tiene un buen dominio de un repertorio léxico muy amplio, que incluye expresiones idiomáticas y coloquiales; muestra que es capaz de apreciar los niveles connotativos del significado.
C1	Tiene un buen dominio de un amplio repertorio léxico que le permite superar con soltura sus deficiencias mediante circunloquios; apenas se le nota que busca expresiones o que utiliza estrategias de evitación. Buen dominio de expresiones idiomáticas y coloquiales.
B2	Dispone de un amplio vocabulario sobre asuntos relativos a su especialidad y sobre temas más generales. Varía la formulación para evitar la frecuente repetición, pero las deficiencias léxicas todavía pueden provocar vacilación y circunloquios.
B1	Tiene suficiente vocabulario para expresarse con algún circunloquio sobre la mayoría de los temas pertinentes para su vida diaria, como, por ejemplo, familia, aficiones e intereses, trabajo, viajes y hechos de actualidad.
A2	Tiene suficiente vocabulario para desenvolverse en actividades habituales y en transacciones cotidianas que comprenden situaciones y temas conocidos.
	Tiene suficiente vocabulario para expresar necesidades comunicativas básicas. Tiene suficiente vocabulario para satisfacer necesidades sencillas de supervivencia.
A1	Tiene un repertorio básico de palabras y frases aisladas relativas a situaciones concretas.

Fuente: *Vocabulary knowledge according to the CEFR (2001, p. 109).*

1.4.4 Lexical elements

The CEFR mentions that lexical competence is composed of lexical and grammatical items, specifying the following:

a) Expressions, which are composed of words that are used and learned as a whole.

Expressions include Fixed formulas, idioms, fixed structures and semantic regimes.

b) Polysemy: Refers to a word that can have different senses. These expressions can be members of open word classes, e.g. noun, verb, adverb and include closed lexical sets, such as days, months, measures and weights.

As for grammatical elements, the following classes can be highlighted: articles, quantifiers, demonstratives, pronouns, and possessives, among others.

CHAPTER II: METHODOLOGY

2.1 MATERIALS AND METHODS

2.1.1 Type of Research

For the development of this study, a mixed method approach will be used, combining quantitative and qualitative methods. On one hand, the quantitative method allows for measuring and analyzing the impact of digital resources on English vocabulary expansion, following the approach of Creswell & Creswell (2018). On the other hand, the qualitative method focused on gathering and understanding the experiences, knowledge, and challenges faced by both students and teachers throughout this process. This methodological combination, supported by Denzin & Lincoln (2018), provides a more comprehensive understanding of the phenomenon under study.

2.2 Methods

Descriptive Methods

According to Guevara et al (2020), this method is responsible for pinpointing the characteristics of the population under study. The descriptive method will allow for obtaining a detailed representation of the current use of digital resources to increase vocabulary.

Analytical method

The analytical approach makes it possible to decompose the process of learning English vocabulary through digital tools, addressing aspects such as the kinds of tools employed and learning strategies used in the classroom. Therefore, it is possible to understand how these factors influence the effectiveness of digital resources in vocabulary development.

2.3 Techniques and Instruments

Mixed research techniques will be employed to conduct this study. A survey will be used to collect quantitative data from students on the use of digital resources. In addition, interviews

will be conducted with the vice-rector of the Institution and the coordinator of the foreign language area to obtain qualitative perspectives. The instruments that will be applied are questionnaires and interview questions.

2.4 Research Questions

How can digital resources contribute to more effective acquisition of English as a foreign language vocabulary in this school?

What types of digital resources are available for L2 vocabulary acquisition?

What impact would the integration of digital resources have on English vocabulary acquisition?

2.5 Participants

We will proceed to survey all the students of the Centro Educativo Comunitario Intercultural Bilingüe Patricio Espinoza Bermeo, from levels 2nd EGB to 7th EGB.

2.6 Data Analysis Procedure

A descriptive statistical analysis will be used to analyze the data collected on the use of digital resources that increase vocabulary in English. The results will help identify which digital tools will be most effective in enabling language learning.

CHAPTER III: ANALYSIS OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results obtained from the analysis of the data collected and the discussion of the final findings. In this research, 3 interviews and a questionnaire were used to obtain relevant information. The first interview was conducted with the vice-rector of the institution to explore the institutional policies and the general approach to language learning of the CEFR. The second interview was applied to the coordinator of the English area, who is also the English teacher of the students.

Due to this duality of functions, only one interview was conducted with this person, whose purpose was to identify how teachers use vocabulary activities in class, if they integrate them in context or teach them in isolation, and if they incorporate digital tools for teaching vocabulary in English.

In addition, a questionnaire was applied to students from second to seventh grade of Basic General Education to find out their perception of digital tools for the acquisition of vocabulary in English.

Interview Vice chancellor of the institution.

Questions taken from Erazo (2022).

Pregunta 1

Yo creo que alcanzar los estándares es un desafío pero eso no significa que no sea posible, ya que los estudiantes enfrentan diferentes dificultades que afectan el rendimiento académico. Mmm Además, los estudiantes no tienen una base sólida en su lengua materna y en habilidades cognitivas fundamentales, lo que dificulta el aprendizaje en el idioma. Ehhh Sin embargo, como líder institucional, se ha pedido al docente del área que se enfoque a las

necesidades de los estudiantes, usando métodos pedagógicos inclusivos y creativos, para que los estudiantes puedan avanzar en su aprendizaje, incluso si no alcanzan todos los estándares, los estudiantes pueden lograr avances significativos mediante un enfoque flexible, adaptado a las realidades en este sector rural.

Analysis: This response indicates that, due to socioeconomic and resource limitations, students are not able to fully comply with the established standards. This reflects the importance of adapting pedagogical methods to the realities of the environment, indicating that the integration of digital resources could offer flexible and accessible solutions. Digital resources could compensate for the lack of traditional infrastructure and provide access to more dynamic materials and activities that favor autonomous and personalized learning, which would contribute to moving closer to standards. The use of digital technologies can therefore be an effective means of overcoming some of these obstacles.

Pregunta 2

Bueno puedo decir que la institución no cuenta con todos los recursos necesarios para implementar de manera óptima el currículo de inglés, porque se utilizan materiales tradicionales como los libros de texto, pero recursos más innovadores como recursos tecnológicos son escasos e inexistentes, esto se debe a la falta de infraestructura tecnológica, pues limita la posibilidad de implementar métodos de enseñanza más interactivos o basados en tecnología, que hoy en día son fundamentales en el aprendizaje del inglés. En otros casos, materiales didácticos como juegos educativos, videos o aplicaciones para el aprendizaje de inglés son difíciles de acceder en estos entornos rurales. Así que, en conclusión, aunque la institución no cuente con todos los recursos innovadores requeridos para cumplir a cabalidad con el currículo de inglés, como docente se

trata de adaptar métodos y estrategias para que el aprendizaje sea lo más efectivo posible dentro de las limitaciones del entorno.

Analysis: The scarcity of digital resources in the institution reinforces the need to incorporate digital tools in the teaching process. Lack of access to interactive technologies limits opportunities for more dynamic and participatory learning. According to the research question on the "types of digital resources available", this answer indicates that, although there are not many digital resources in the institution, the implementation of these could be key to enriching the process of acquiring vocabulary in English. Integrating these resources into the classroom could improve interaction and access to educational content, overcoming physical and time constraints.

Pregunta 3

Bueno, creo que el vocabulario es una pieza clave para desarrollar la competencia lingüística en cualquier idioma, ya que aprender nuevas palabras no solo ayuda a entender mejor lo que se escucha o se lee, sino que también facilita expresarse con mayor claridad tanto de forma oral como de forma escrita. En el caso de este idioma que es el inglés, el vocabulario resulta fundamental para que los estudiantes puedan cumplir con los estándares establecidos por el Ministerio de Educación. Mmm Además, puedo decir que aprender vocabulario facilita la comprensión y la comunicación, mejora la producción escrita y oral, apoya la integración de otras habilidades, promueve la confianza y la motivación y ofrece herramientas para el aprendizaje autónomo.

Analysis: This answer shows that vocabulary learning is an essential pillar to achieve the established standards, since it is the basis for complete mastery of the language. With regard to the research question of how digital resources can contribute to more effective vocabulary acquisition, the use of digital tools can be an important catalyst for improving vocabulary

acquisition. Digital platforms offer immersive and personalized learning experiences, allowing students to acquire and practice vocabulary more effectively, facilitating both oral and written comprehension and production.

Pregunta 4

En los 10 años que trabajo en la institución no se ha implementado procesos de investigación relacionados con el uso de herramientas digitales para ampliar el vocabulario en inglés

Analysis: The lack of previous research at the institution on the use of digital tools to expand English vocabulary highlights a major gap in the use of technologies in language teaching. This point highlights the opportunity to explore how the incorporation of digital resources could innovate the teaching of English vocabulary and have a positive impact on the acquisition of this skill. This opens the door to investigate how digital resources can contribute to the improvement of English vocabulary learning, given the lack of previous explorations.

Pregunta 5

En mi opinión, las herramientas digitales hoy en día se han vuelto indispensables en el ámbito educativo, no solo ayudan a reducir la dependencia de materiales impresos, sino que también permiten aprovechar mejor el tiempo en las aulas, porque gracias a estas tecnologías, los docentes tenemos acceso a una gran variedad de recursos para apoyar las clases, haciendo que el proceso de enseñanza sea más dinámico y accesible. También puedo mencionar que el uso de herramientas digitales nos brinda una gran flexibilidad en este proceso de enseñanza y aprendizaje, ya que se adapta al ritmo y a las necesidades de cada estudiante, mediante el uso de recursos visuales, auditivos y multimedia, los alumnos pueden comprender y ampliar su vocabulario en inglés de formas más atractivas y accesibles, algo que a veces resulta difícil de

lograr únicamente con libros o materiales impresos. Mmm Por eso, yo creo que su integración en el aula tiene un impacto muy positivo en los estudiantes.

Analysis: This response exposes the positive impact of the use of digital tools in the process of teaching English, also mentioning that these resources allow reducing the use of printed materials, which contributes to the efficient organization of time in the classroom. He also points out that technology facilitates access to a variety of didactic resources adapted to the types of learning, allowing the teaching-learning process to be more dynamic and accessible. This finding highlight how digital resources could significantly improve the quality of teaching, even in rural contexts.

Pregunta 6

Claro que sí, estaría completamente dispuesta a apoyar la implementación de una guía con actividades orientadas al aprendizaje del vocabulario en inglés, porque este tipo de recursos son muy útiles para facilitar nuestra labor docente, sobre todo cuando se trata de enseñar un aspecto tan clave como el vocabulario, pues es la base para que los estudiantes puedan desenvolverse en un idioma extranjero. Así que, una guía bien estructurada ayudaría a los profesores a contar con una planificación clara y organizada, permitiéndoles enseñar el vocabulario de forma efectiva.

Analysis: There is a positive attitude towards the use of a didactic guide to teach English vocabulary, and it is also mentioned that it can make teaching more organized and practical, especially because the guide includes activities that can be adjusted according to the needs of students. This idea fits well with current methods that focus on real interaction and the development of communicative skills.

Interview with the English area coordinator.

Questions taken from Erazo (2022).

Question 1

I think students do not acquire the level when they leave the institution until their seventh year. The ministry in their curriculum asks us to finish with an A2 level, so they don't meet that requirement, that standard.

Analysis: According to the coordinator of the area, it is clear that students are not reaching the A2 level established by the Ministry of Education at the end of seventh grade. This could be due to several factors that hinder the learning process, such as the lack of adequate materials and methods that are not always adapted to all students or even the differences in the pace of learning among them. Even though the work is done by teachers, it seems that the results do not reflect what is expected in the curriculum.

Question 2.

Teachers use all strategies for teaching a new language. They use it in context; they also use it individually when they want to teach new vocabulary. It is coordinated to use not only these methods, we use other methods that make students learn new vocabulary.

Analysis: Based on what the coordinator shared, it's clear that teachers don't stick to just one method when teaching vocabulary. Sometimes they introduce words in context, and other times they teach them separately, depending on what they want students to learn. This shows that there's some flexibility in their approach, as they adjust their strategies according to the lesson plans and the specific needs of each group.

Question 3.

I believe that one of the main reasons why English vocabulary acquisition can be difficult for learners is the lack of gamification methods in the teaching process. Because without the use of gamification, learning becomes monotonous and unmotivating and traditional methods limit active participation in learners, also reduce word retention and decrease learner interest.

Analysis: According to the English teacher's experience, he emphasizes that when classes focus on traditional methods, learning becomes unattractive, so it is necessary to incorporate more dynamic strategies that awaken the students' interest to facilitate a connection with the language, especially with the vocabulary.

Question 4

Digital resources will help us reduce the use of old materials better. Paper and pencil will always be necessary, but nowadays, we need digital resources to help us improve students' results in English.

Analysis: This answer is very relevant because it shows the positive impact of digital tools in education. On one hand, they can help to reduce the use of physical materials, and on the other hand, although paper and pencils are still the way to go, digital resources provide faster feedback, which helps both teachers and students to improve the learning process. Therefore, using digital resources to learn English vocabulary makes the learning experience more modern and effective.

Question 5

Teachers rarely use technological tools due to the conditions and resources they have in the institution. The conditions of connections, laboratory conditions, this does not allow students to acquire vocabulary more effectively.

Analysis: This response shows an important limitation in the use of digital tools because teachers rarely use technology due to the inadequate conditions of the institution. These problems hinder the application of digital strategies in class and as a consequence, students miss the opportunity to explore interactive and visual tools that could enhance their vocabulary learning.

Question 6

It would be interesting to have in the institution's archives, in all the resources, especially for the area of English, it would be very important to have a guide with activities that indicate the applications that we should use to improve language acquisition. The institution has old material and posters, but it does not have a guide to help us apply activities from the internet or from digital resources. We don't have a guide, everything is ancient. And it would be interesting to have these documents in the archives of the institution's coordination.

Analysis: The response indicates a need for the modernization of teaching materials, and that the guide suggests applications or pages where the material is ready to be used, which would be an excellent idea as it would allow teachers to provide it reliably.

Interview with the English teacher.

Questions taken from Erazo (2022).

Answer to question 1

I would rate the students' level of English vocabulary as bad. I consider this bad rate by context of the school, the access to English resources and exposure to the English language are very limited, the vocabulary level does not reach the expected goals, students struggle with basic English words and phrases.

Analysis: The teacher described the students' vocabulary level as bad, due to their limited access to English resources and their actual exposure to the language. In his experience, many students continue to struggle with basic words and expressions, demonstrating that learning objectives are not being fully achieved. Thus, it is important to improve the school environment with more attractive and accessible materials in English so that students have more opportunities to acquire English.

Answer to question 2

I have identified some problems related to vocabulary in students; they often struggle with basic vocabulary. Students forget words easily because there is not enough consistent practice or reinforcement, both inside and outside the classroom. Moreover, students often struggle to understand the meaning of words in context. They consider on translation to Spanish, which can limit their skill to think in English and connect words naturally.

Analysis: The data collected reflects some important difficulties related to vocabulary learning. It is evident that many students still rely on direct translation and have problems retaining new words, which means that the vocabulary has not been fully internalized. In view of this, it is necessary to reinforce vocabulary teaching strategies, prioritizing methods that present vocabulary in real contexts, which favor comprehension and practical use of the words.

Answer to question 3 I think the greatest approach is to application on interactive and context-rich learning experiences that make English relevant and engaging for them. For example, using visual aids and real objects, songs, chants, tongue twisters, and using the TPR method as well. So we have the Role-playing creating simple stories, Games, and outdoor activities, I consider all of these to make vocabulary more meaningful.

Analysis: The English teacher emphasizes the importance of creating interactive learning experiences to improve students' vocabulary, mentioning that when various resources are used, the teacher makes learning more dynamic and engaging. Thus, this approach takes into account different learning styles and helps make vocabulary more relevant and meaningful to them.

Answer to question 4

I have Incorporated simple and accessible technological tools to promote vocabulary development. Using offline Apps, games, audio resources, videos, PowerPoint presentations, and digital flashcards are very important to enhance vocabulary learning through engaging, multimodal methods while being mindful of the student's context and available resources.

Analysis: The answer to this question is clear. The implementation of innovative digital resources within the institution would favour vocabulary learning. The digital diversity would allow students to become more motivated and interested in English, making the learning process more engaging, interactive, and adapted to the new generations.

Answer to question 5

I would like to use all of the technological tools to expand their English vocabulary. Sometimes I have been able to use Kahoot, Offline Mode, and Duolingo because it is very practical. It is introduced for self-paced learning of basic vocabulary. In the same way, I have to use the Worldwall page to learn vocabulary.

Analysis: The teacher expresses interest in incorporating various technological tools to support English vocabulary development, although he recognizes that their use has been limited due to contextual factors. Despite these limitations, he mentions having worked with some resources. These allow students to learn in a more dynamic way, so the inclusion of these

technologies represents an opportunity to motivate students and reinforce vocabulary in a different way than traditional teaching.

Answer to question 6

I use technological tools in my vocabulary classes approximately once or twice a week, depending on the availability of devices and resources. Sometimes I combine traditional strategies with technology such as flashcards, storytelling, and total physical response activities.

Analysis: According to the teacher's experience, the use of digital tools depends on the availability of resources, which reflects a limitation, but also shows that the teacher moderately integrates digital resources in the classroom. A varied approach is maintained, addressing different learning needs. This demonstrates how technology can be complemented with different teaching methods.

Answer to question 7

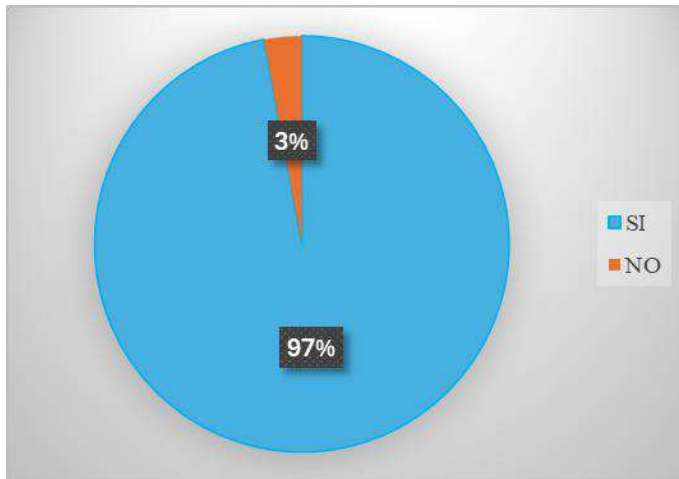
I believe that the use of technological tools facilitates the improvement of my students' English vocabulary, it is particularly effective for young learners because Technological tools

Analysis: According to the interview, the teacher states that the use of digital tools can improve vocabulary learning, especially when these resources are designed to be interactive, engaging and appropriate to the level of the students as it keeps students motivated, which is crucial in learning a second language as students can practice in their own time and reinforce what they have learned.

3.1 Survey results.

3.1.1 Question 1

Figure 3: Participants' perception of the relevance of English in the future.



Taken from: Survey results

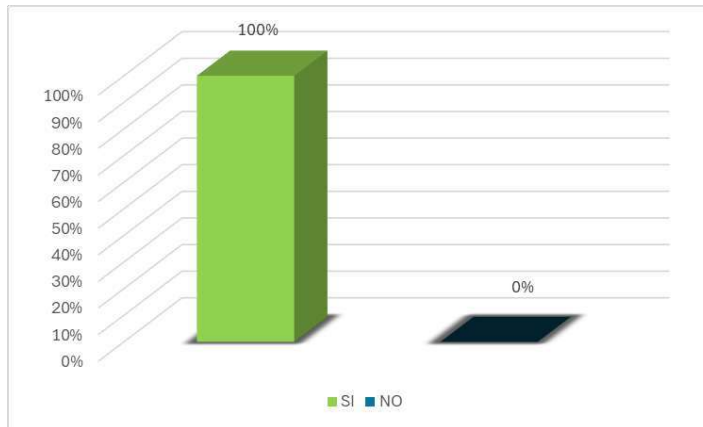
Analysis

The results show that 97% of the respondents believe that English is important for their future, while only 3% believe the opposite. According to (Del Estado De Hidalgo, n.d.), learning English is essential for the future, since it is the language of international communication. Mastering it facilitates access to updated information, improves job opportunities and allows establishing relationships in a wider network. In addition, studying a new language stimulates the brain, improving skills such as creativity and problem solving.

3.1.2 Question 2

Figure 4

Perception of the importance of vocabulary in English proficiency.



Taken from: Survey results

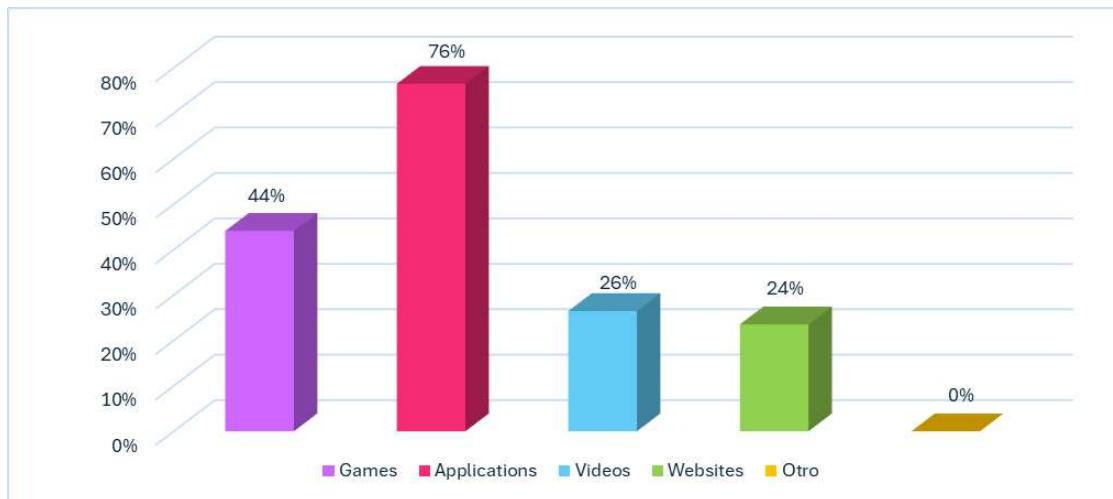
Analysis

The pie chart of this question is unambiguous since 100% of the students answered affirmatively. All participants recognize the importance of learning vocabulary to achieve an advanced level of English; vocabulary learning is a fundamental component in language acquisition. This result also echoes the theories of constructivism, which underline the importance of active experience in learning. According to Piaget (1976), knowledge is built through interaction with the environment, and in this case, digital tools can provide rich and meaningful experiences that favor this process.

3.1.3 Question 3

Figure 5

English vocabulary learning preferences.



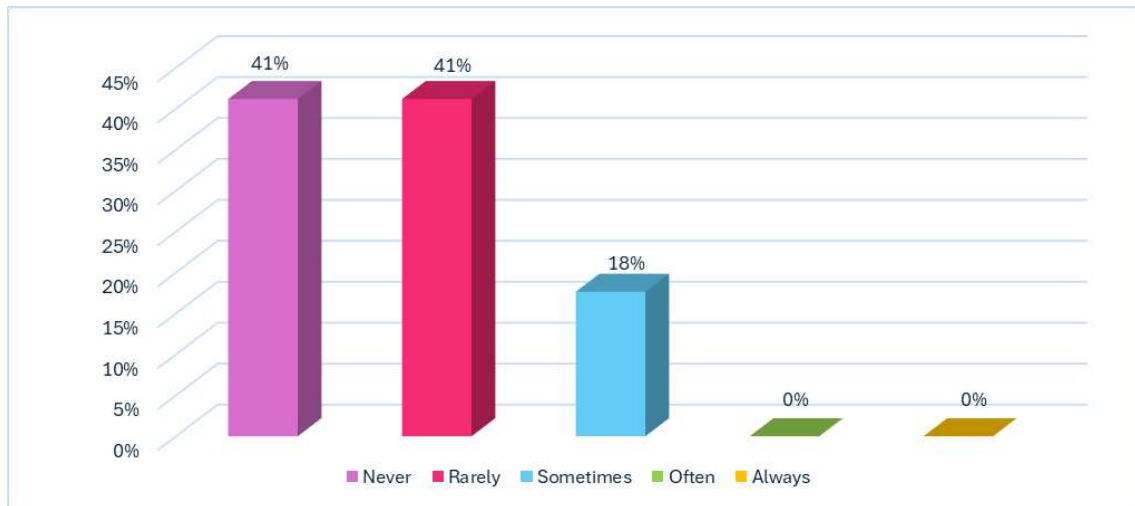
Taken from: Survey results

Analysis

76% of the respondents indicated a preference for using applications, which suggests a level of familiarity with technology. In second place, 44% expressed a preference for games as a learning tool, followed by 26% who opted for videos, and 24% who preferred websites. These results show that students are open to learning with tools that combine interactivity and mobile accessibility. In this regard, the integration of such resources into language teaching practices becomes increasingly relevant..

3.1.4 Question 4

Figure 6
Use of digital tools in the learning of English vocabulary.



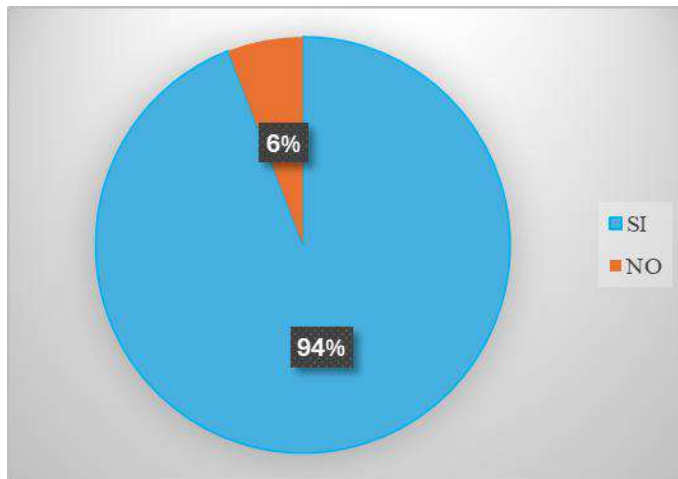
Taken from: Survey results

Analysis

The results indicate that 41% of students responded that they never use online tools in their English classes, while another 41% rarely use them. Only 18% of students use them occasionally, and no answer leaned toward "often" or "always." These results highlight a low integration of digital tools in English classes; therefore, it is a significant opportunity for the incorporation of these technologies in the educational process. An essential component of E-Learning.

3.1.5 Question 5

Figure 7
Valuation of the use of online tools for vocabulary acquisition.



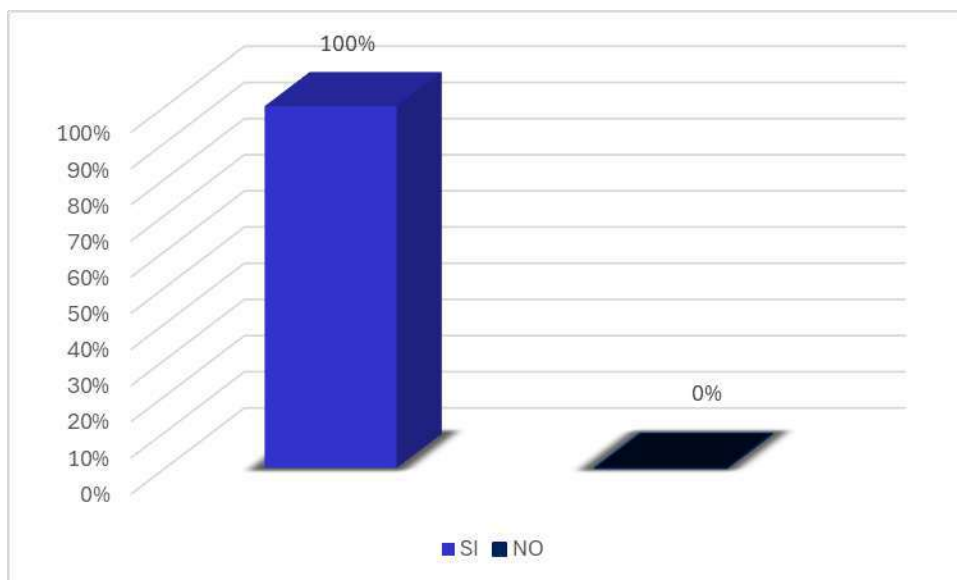
Taken from: Survey results

Analysis

According to the results, 94% of students believe that the use of online tools can be useful to improve their English vocabulary, while only 6% do not. This result reflects a positive attitude towards technology as a complementary tool in vocabulary learning, in which digital resources can be an effective tool for vocabulary acquisition in a foreign language.

3.1.6 Question 6

Figure 8
Willingness of students to use online resources to strengthen English vocabulary acquisition.



Source: Own elaboration (2025)

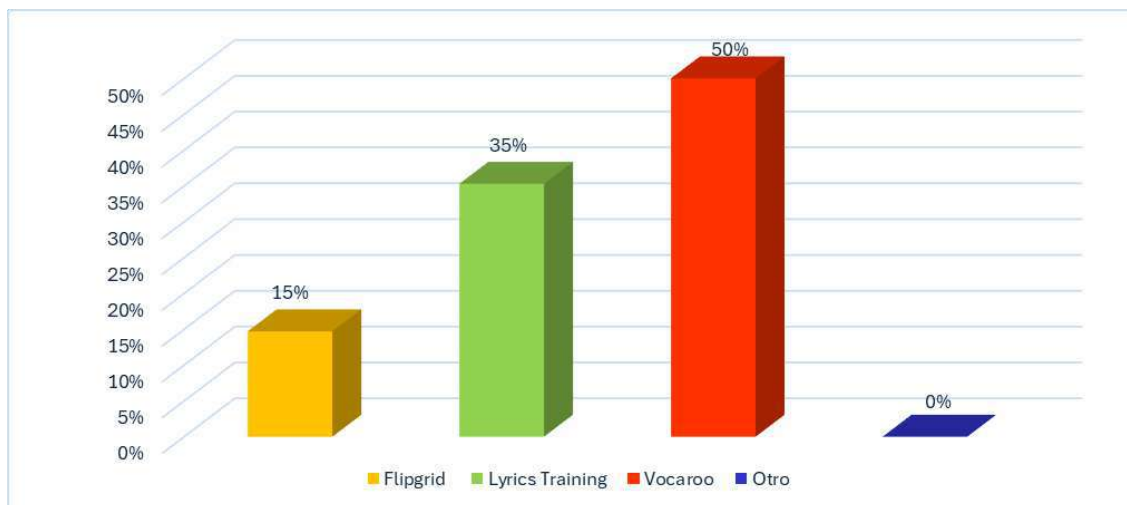
Analysis

All of the students surveyed expressed their willingness to use digital tools that include activities aimed at strengthening vocabulary learning in English. This result demonstrates a strong level of interest from the students in this type of proposal, showing a positive attitude toward the use of technology in the educational process.

3.1.7 Question 7

Figure 9

Preferred digital tools for vocabulary building through listening and speaking activities.



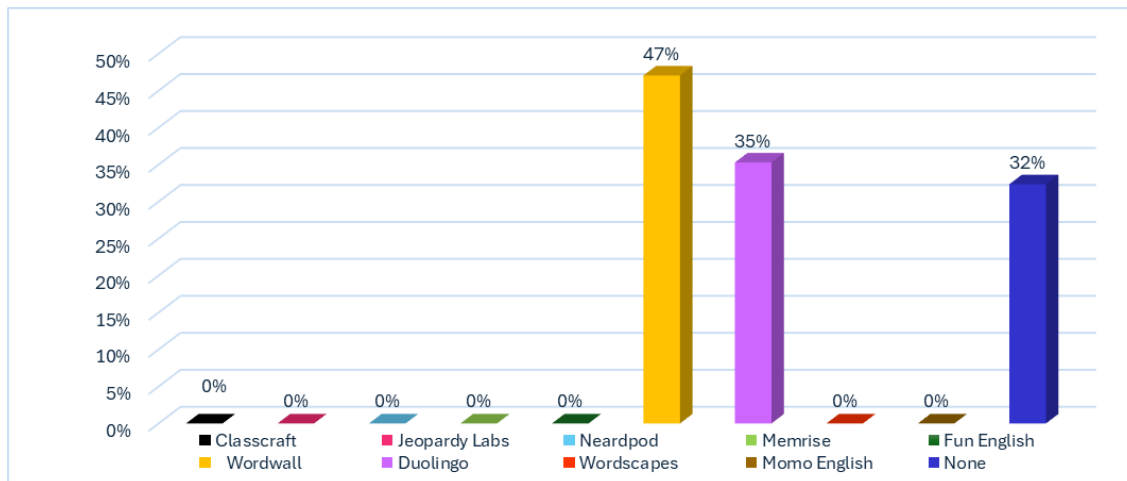
Source: Own elaboration (2025)

Analysis

The results indicate that 50% of respondents expressed a preference for Vocaroo, probably because it is a simple tool that allows you to record. The other 35% chose Lyrics Training, as many like to learn through music. Finally, 15% indicated a preference for Flipgrid, a tool designed for video interaction. Therefore, students prefer to do this through different activities that involve listening and speaking the language.

3.1.8 Question 8

Figure 10
Online tools known or used for L2 vocabulary learning.



Taken from: Survey results

Analysis

The figure presented in this question indicates that 47% of students have used or are familiar with Wordwall, a platform for creating educational activities and games. 31% mentioned Duolingo, one of the most popular apps for language learning. On the other hand, 28% have not used any of the tools mentioned. This graph reveals that, although tools such as Duolingo and Wordwall are known and used, there is a significant portion of students who are not aware of other options available to learn English vocabulary.

CHAPTER IV PROPOSAL

4.1 Proposal title

The magic vocabulary through digital tools.

4.2 Introduction

Currently, acquiring the English language involves various opportunities, especially because technological evolution facilitates access to digital applications, online resources and interactive content that enhance language learning. However, discipline and consistent practice will enable students to achieve the set standards. On the other hand, a large and precise vocabulary is essential to develop the 4 main skills (writing, reading, speaking, and listening). The acquisition of vocabulary, regardless of its importance, seems challenging to me given the different learning styles and lack of resources. The proposal is for students to use different digital tools to improve their vocabulary in an interactive and dynamic way.

4.3 Justification

The use of digital resources allows both teachers and students to develop activities dynamically. The incorporation of digital tools updates education, adjusting it with current trends and encouraging students. Not only does it improve vocabulary memorization, but it also decreases inequalities in English learning. Therefore, this proposal supports the incorporation of technological resources in the CECIB Patricio Espinoza Bermeo to achieve more effective and relevant learning.

4.4 General Objective

To use digital resources to acquire L2 vocabulary

4.5 Specific objectives

To identify some digital applications that help to improve L2 vocabulary.

To apply activities to broaden the lexicon through digital apps.

4.6 Beneficiaries

This project presents digital tools with interactive activities designed to facilitate the learning of English vocabulary. Therefore, the students of CECIB “PATRICIO ESPINOZA BERMEO” will be the main beneficiaries, since they will be able to access digital resources to strengthen their language skills.

Likewise, teachers and educational authorities are secondary beneficiaries, since they will be able to use these resources as an effective alternative to promote vocabulary expansion and improve teaching-learning processes.

Links Proposal

Ministerio de Educación Pre A1

https://www.canva.com/design/DAGZlvgyGOQ/u-PiPeh9MCt0xI20uhBZjg/edit?utm_content=DAGZlvgyGOQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

A1 level

https://www.canva.com/design/DAGc-c_i2L4/dyB1T_2KkI7NNwxiX-QqAA/edit?utm_content=DAGc-c_i2L4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

A2 level

https://www.canva.com/design/DAGbXs5bxQY/K7z7Ud9rAyAWEkkKLVM6g/edit?utm_content=DAGbXs5bxQY&utm_campaign=designshare&utm_medium=link2&utm_source=s harebutton

**2nd
EGB**

The magic Vocabulary

**trought Digital
resources**

***MINEDUC
Pre A1.1***


By:

- ***Pupiales Erika***
- ***Quishpe Erika***

1

Canva (2025)

INTRODUCTION



In today's world, digital resources play a fundamental role in education, both for educators and students. This guide, designed as part of the research proposal entitled "Using digital resources to expand vocabulary", aims to offer a didactic and engaging approach to teaching vocabulary through interactive and multimedia tools.

Each lesson in this guide offers a progressive theme, covering essential topics such as greetings, numbers, colors, and shapes, as well as specialized content such as weather, animals, and the alphabet. All lessons are designed to take advantage of digital tools that encourage engagement, creativity and retention, ensuring that students can effectively expand and enhance their vocabulary.

This guide focuses specifically on 2nd EGB learners, consistent with the research objective of analyzing how digital resources can meet linguistic and educational needs. By incorporating modern technology, this initiative aims to make learning more inclusive and impactful.



INDEX

UNIT 1.

Lesson A: Greetings

Lesson B: Boy and girl

Lesson C: School supplies

Lesson D: Alphabet (Aa Bb Cc Dd Ee Ff)

UNIT 2.

Lesson A: Numbers

Lesson B: What color is it?

Lesson C: What shape is it?

Lesson D: Alphabet (Gg Hh Ii Jj Kk Ll)

UNIT 3.

Lesson A: My favorite fruit is?

Lesson B: Feelings

Lesson C: Little and big

Lesson D: Alphabet (Mm Nn Oo Pp Qq Rr)

UNIT 4.

Lesson A: The weather

Lesson B: What day is today?

Lesson C: Animals

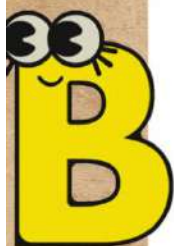
Lesson D: Alphabet (Ss Tt Uu Vv Ww Xx Yy Zz)



Bing Image Creator. (n.d.)

New Words in my school

UNIT 1



Contents

- Lesson A: Greetings
- Lesson B: Boy and girl.
- Lesson C: School supplies
- Lesson D: Alphabet



(Canva, 2025)



Bing Image Creator. (n.d.)

Lesson A

VOCABULARY “GREETINGS AND FAREWELLS”

T.T

3
B

Objective:

To teach basic English greetings and farewells through a combination of interactive digital resources and hands-on activities.

Introduction

- Welcome to students in English class
- Begin the class with a brief presentation of English greetings. Explain their correct use and pronunciation.
- Show the cards that contain images with different congratulatory and farewell phrases.

Development

- Introduce the song that includes the greetings in English.
- Play the song two or three times. Then, ask students to sing along to internalize the greetings and practice pronunciation.

Closing

- Explain to students how the Puzzle application works to complete a puzzle with the images previously presented on the cards.
- Students must solve the puzzle individually.



Canva (2025)



Bing Image Creator. (n.d.)

5

- Objective: To learn new words related to greetings and farewells by stimulating concentration and visual perception through a digital puzzle.

Activity description

- Listen the song about greetings and farewells:
<https://youtu.be/tVlcKp3bWH8?si=Ilf6633MGPNh6N3e>
- Recognizing words through of song.
- Making the puzzle About greeting.

Url Activity



Crossword Puzzle Maker and Jigsaw Puzzle
Maker Online

- <https://puzzlel.org/es/jigsaw/play?p=-OEMDjE6q8I3QbRn01Bd>





GREETINGS

B



Bing Image Creator. (n.d.)

Hello!



Bing Image Creator. (n.d.)

Good morning



Bing Image Creator. (n.d.)

Good Afternoon



Bing Image Creator. (n.d.)

Good Evening



Bing Image Creator. (n.d.)

GREETINGS AND FAREWELLS

FAREWELLS



Bing Image Creator. (n.d.)

Good Bye!



Bing Image Creator. (n.d.)

Take care!



Bing Image Creator. (n.d.)

See you soon!



Bing Image Creator. (n.d.)

Have a good day!

Canva (2025)



Bing Image Creator. (n.d.)

Lesson A

GREETINGS AND FAREWELLS



ACTIVITY GREETINGS AND FAREWELLS



Crossword Puzzle maker and jigsaw puzzle maker online. (n.d.)



Rompecabezas - puzzel.org. (n.d.)



Bing Image Creator. (n.d.)

9

Canva (2025)

Lesson B

VOCABULARY “BOY AND GIRL”

T.T

Objective:

To identify the meaning of the words boy and girl, through an interactive dynamic with a roulette wheel.

Introduction

- Welcome to students in English class
- Begin with a brief explanation of the key vocabulary: boy and girl.
- Show pictures that represent a boy and a girl.
- Ask students to repeat the phrases aloud, all together and then individually.

Development

- Click on the link and explain to the students that when the teacher spins the roulette wheel and when it stops, they must identify whether it is a boy or a girl.
- <https://wordwall.net/resource/84099/3>

Closing

- Repeat the sentences with students to reinforce the vocabulary learned.
- Ask students to each introduce themselves using the phrases I am a boy or I am a girl.
- One student will come forward and students must identify whether they are a boy or a girl.



Canva (2025)



Bing Image Creator. (n.d.)

Lesson B

VOCABULARY "BOY AND GIRL"

SS

Objective

B Through digital activities, the goal is to develop recognition and basic use of the words "girl" "boy" to facilitate gender identification in everyday contexts and promote language learning in a fun and meaningful way.

Activity description

- We are going to play the roulette wheel and you are going to guess if it will come out girl or boy.
- Then we start to play and spin the roulette.
- Once the roulette has stopped you will have to recognize if it is boy or girl.

Url Activity



<https://wordwall.net/resource/84099788>



Bing Image Creator. (n.d.)



Lesson B

BOY AND GIRL

I AM BOY

B



(Canva, 2025)

Bing Image Creator. (n.d.)

I AM GIRL

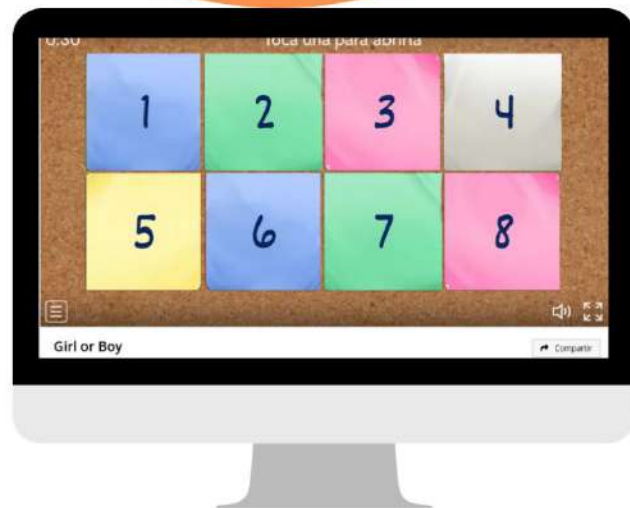


(Canva, 2025)

Bing Image Creator. (n.d.)

ROULETTE

B



Epupialesj. (2024, December 19)



(Canva, 2025)



Lesson C

VOCABULARY "SCHOOL SUPPLIES"

T.T

Objective:

To learn vocabulary related to school supplies in English through flashcards and an interactive matching activity on learning.app.

Introduction

- Welcome to students in English class
- Begin with an introduction to the alphabet A through F. Show flashcards that include pictures of common objects that begin with the letters.
- Show a picture and practice the phrase "This is an apple."
- Have students repeat the words and phrases aloud.

Development

- Provide the link and instructions for the activity.
 - On the screen they will see images of school supplies, next to each image the names of the objects will be written. The student must choose the name to match it with the corresponding image
- <https://learningapps.org/watch?v=par2o1nra25>.

Closing

At the end of the activity in the app, ask students to name some of the school materials they have learned. You can show them the flashcards again and ask them to say the name in English.



Canva (2025)



Bing Image Creator. (n.d.)

VOCABULARY "SCHOOL SUPPLIES"

SS

Objective

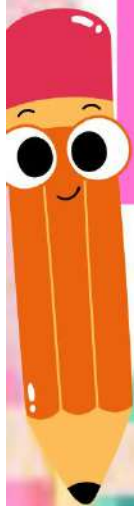
Learn to identify and name school supplies in English through interactive activities.

Activity description

- Click on the link provided.
- You will then see some images with school supplies.
- You must choose the correct name of the image.
- The student who completes it in the shortest time will be the winner.

Url Activity

<https://learningapps.org/watch?v=par201nra25>



Canva (2025)



Bing Image Creator (n.d.)

Lesson C

SCHOOL SUPPLIES



pen



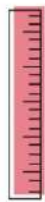
pencil



book



eraser



ruler



Colors



glue



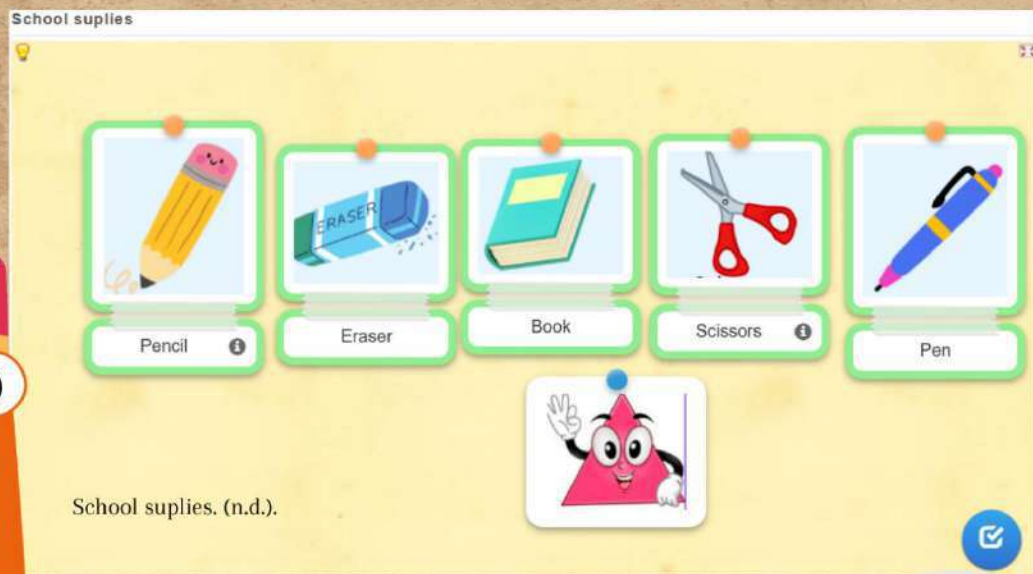
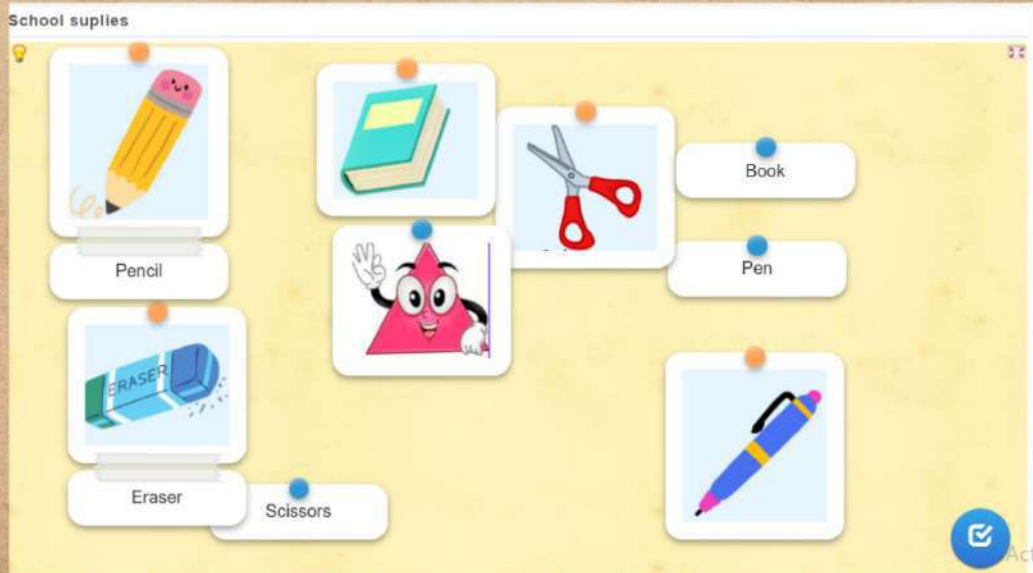
Scissors



Bing Image Creator. (n.d.)

Lesson C

ACTIVITY



(Canva, 2025)



Bing Image Creator. (n.d.)

Lesson D

VOCABULARY "ALPHABETH"

T.T

Objective: To learn and memorize words beginning with the letters A to F in English using a digital memorization application.

Introduction

- Welcome to students in English class
- Begin with an introduction to the alphabet from A through F. Show flashcards that include pictures of common objects that begin with the letters.
- Show a picture and practice the phrase "This is an apple."
- Have students repeat the words and phrases aloud.

Development

- Give instructions for the activity.
- Use the Interactive digital app to reinforce the alphabet.
- Pictures of objects related to the letters A through F will appear on the screen.
- Goal of the Game: Students must correctly match the images to the name (e.g., match A to Apple in the shortest amount of time possible).

Closing

- Repeat the sentences with students to reinforce the vocabulary learned.
- At the end of the activity, ask students to name some of the words they have learned.
- You can show them the cards again and ask them to say the words.



Canva (2025)

Bing Image Creator. (n.d.)

VOCABULARY "ALPHABETH (A-F)"

SS

Objective

Become familiar with the letters of the English alphabet (Aa to Ff) through matching activities.

Activity description

- Click on the link provided.
- This is a memory game
- you have to click on a letter and look for the word that begins with the alphabet.
- For example if the letter has Dd then you have to look for dog.
- This is the way to finish the game.



Url Activity

<https://interacty.me/projects/e88daa727f0e7eef>



20

Lesson D

ALPHABET (A-B-C-D-E-F)

A

a



APPLE

B

b



BOLL

C

c



CAT

D

d



DOG

E

e



ELEPHANT

F

f



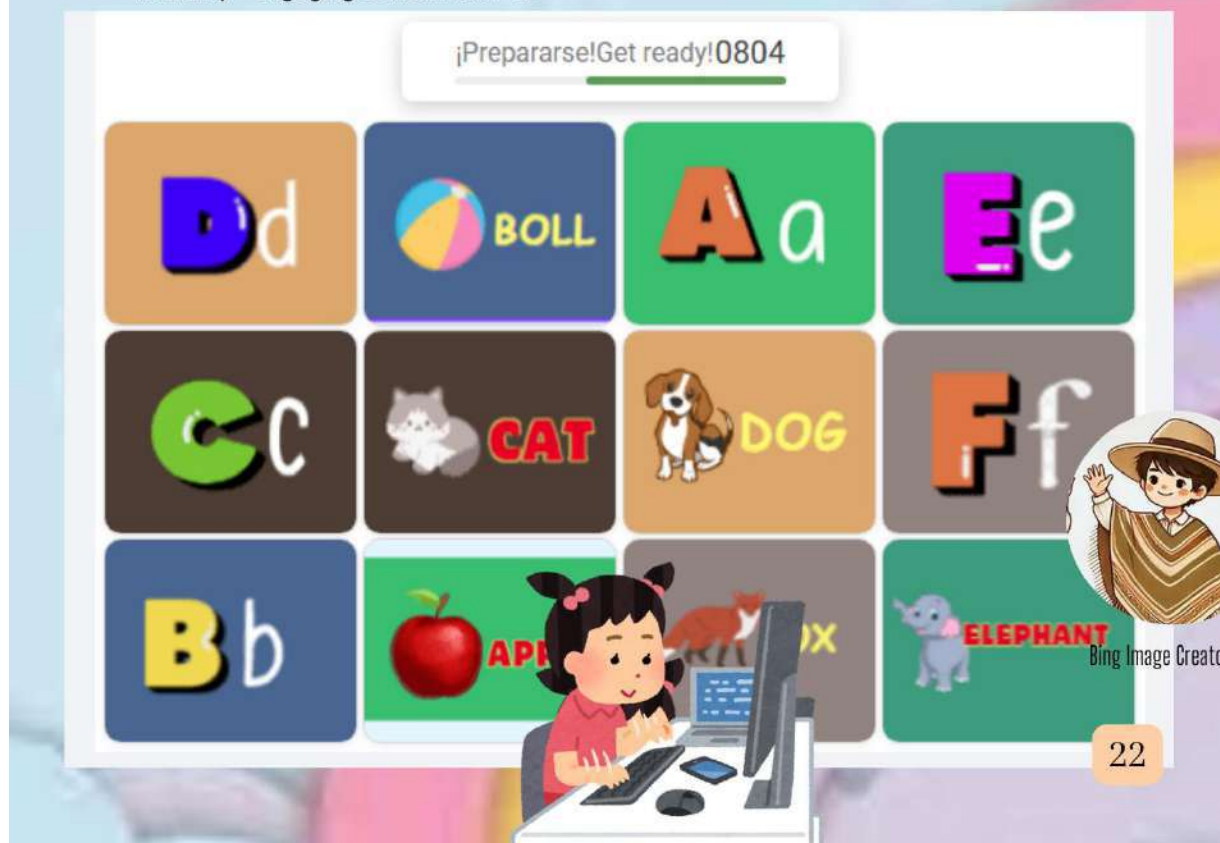
FOX



Bing Image Creator. (n.d.)



Interacty - engaging content. (n.d.-b)





identify, name and associate vocabulary of numbers, colors and shapes through the use of digital tools, promoting their learning through visual activities, educational games and multimedia resources

- Lesson A: Numbers
- Lesson B: What color is it?.
- Lesson C: What shape is it?.
- Lesson D: Alphabet (Gg Hh Ii Jj Kk Ll).



Lesson A

VOCABULARY "NUMBERS"

T.T

Objective: To learn vocabulary related to numbers in English through interactive digital resources.

Introduction

- Welcome to students in English class
- Sing the song called Five little finger
<https://youtu.be/aKcba1fclWs?si=4ErAk2AqtwvVK8oM>
- Show the cards with the numbers in figures and words. Make sure students repeat each number after you.
- Show a picture of a number and say: This is the number three. Students should repeat: This is the number three.
-

Development

- Give instructions for the activity.
- Use the Interacty digital app.
- Explain that pictures of objects will appear on the screen and that the students will have to count how many there are. They will then have to match the correct number with the objects they have seen.

Closing

At the end of the activity, ask students to name some of the numbers they learned and how they are written. You can show the flashcards again and ask them to say the number in English in both figures and words. You could do the other number competition activity by clicking on the other link.



Lesson A

SS

VOCABULARY "NUMBERS"

Objective

Recognize and count numbers 1-10 in English through counting games and activities.

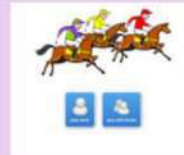
Activity description

- Click on the link provided.
- Students must count the objects in the picture and match Activity description

Activity 2

- This game can be done in a group and each of the horses will have a competition.
- On the screen will indicate a picture.
- They will have to count and recognize the number but in letters.
- them with the correct number.

Url Activity



Lesson A

Numbers Lesson A

1

ONE



6

SIX



2

TWO



7

SEVEN



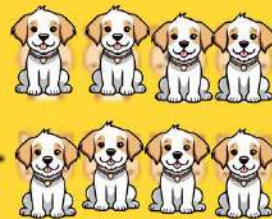
3

THREE



8

EIGHT



4

FOUR



9

NINE



5

FIVE



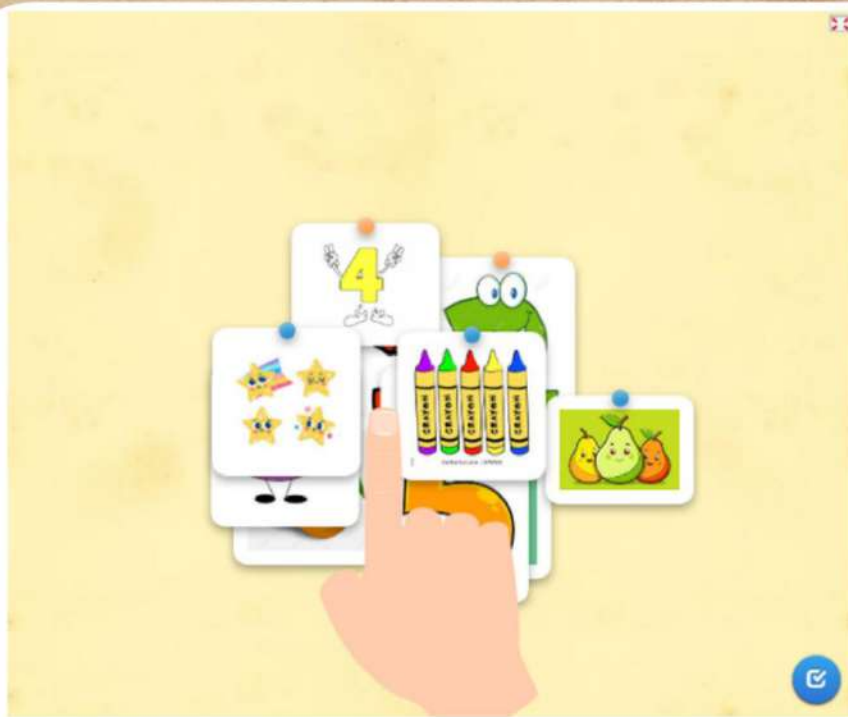
10

TEN



Lesson A

ACTIVITY



Numbers 1-5. (n.d.). LearningApps.



Numbers 6-10. (n.d.). LearningApps.

Canva (2025)



Lesson B

VOCABULARY "WHAT COLORS IS IT?"

T.T

Objective: To identify color vocabulary in English through the use of digital resources, in which they will be presented with activities to order colored letters and paint as directed to reinforce their learning.

Introduction

- Welcome to students in English class
- Show flashcards with the colors and make sure students repeat after you the names of the colors.
- Use the question What color is this? and each student should respond with This is

Development

- Give the instructions for Activity 1
- Anagram: Students will see a set of jumbled letters representing the names of colors. Students must rearrange the letters to form the correct color word. The teacher will be the guide to develop the activity.

Closing

- Provide the worksheet and give instructions
- The teacher will indicate which color to use on each part of the digital image and the student should choose the color and paint the image. You can show them the cards again and ask them to say the names in English.



VOCABULARY “COLORS”

SS

Objective

Identify and name colors in English using visual examples and association activities.

Activity description

- Click on the link provided.
- Anagram
- Put the letters of the colors in order.

Activity 2

- This activity is related to numbers.
- They have to paint the colors indicated in the worksheet.

Url Activity

[https://www.educandy.com/site/html5/bin/main.php?](https://www.educandy.com/site/html5/bin/main.php?activity=anagrams&qquizid=232)

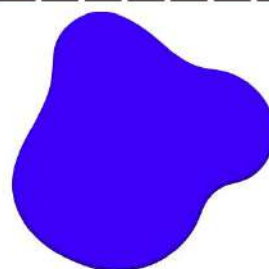
[activity=anagrams&qquizid=232](https://www.educandy.com/site/html5/bin/main.php?activity=anagrams&qquizid=232)

<https://sketch.metademolab.com/canvas>



Lesson B

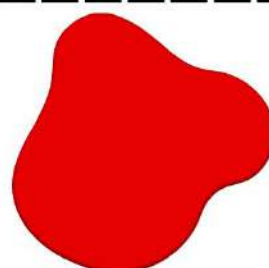
Colors



Blue



Green



Red



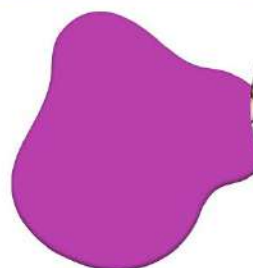
Yellow



Pink



Orange



Purple



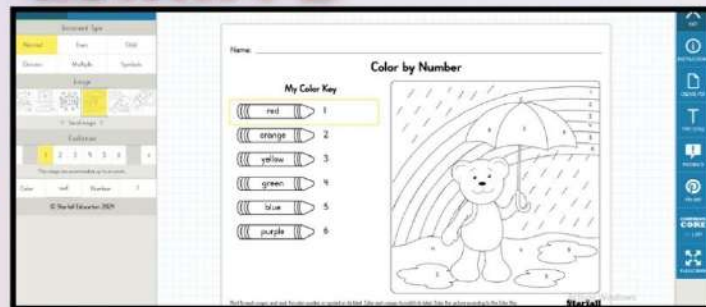
Bing Image Creator. (n.d.)

ACTIVITY 1



Educandy | User Activity | Anagrams. (n.d.).

ACTIVITY 2



Animated Drawings | Meta FAIR. (n.d.)



Lesson C

VOCABULARY "SHAPES"

T.T

Objective: To identify and name basic geometric shapes (circle, square, triangle, rectangle) in objects in their environment.

Introduction

- Welcome to students in English class
- Play the video and do a color review and ask what figures you see in the video.
- Show a picture and practice the phrase I see a square
- Have students repeat the words and phrases aloud.

Development

- Welcome to students in English class
- Play the video and do a color review and ask what figures you see in the video.
- Show a picture and practice the phrase I see a square
- Have students repeat the words and phrases aloud.

Closing

- Repeat the sentences with students to reinforce the vocabulary learned.
- At the end of the activity, ask students to name some of the words they have learned. To reinforce the last digital activity, the teacher will open the link and in groups will play a guessing game related to shapes.



Lesson C

VOCABULARY "SHAPES"

SS

Objective

Recognize and name basic geometric shapes through multimedia activities.

Activity description

- Click on the link provided.
- Watch the video
- Relate each shape to the colors.
- Match each shape with the colors.
- Tell the teacher "I SEE A RED CIRCLE".

Activity 2

- To reinforce the shapes, a game where they have to listen and select the word, or look at the shapes and match.

Activity 3

- With the help of your teacher, make the guessing games related to shapes.

Url Activity

<https://www.mundopri maria.com/juegos-educativos/jueg-ing-voc-04>



(Canva, 2024)



Bing Image Creator. (n.d.)

Lesson C

Shapes Lesson C



SQUARE

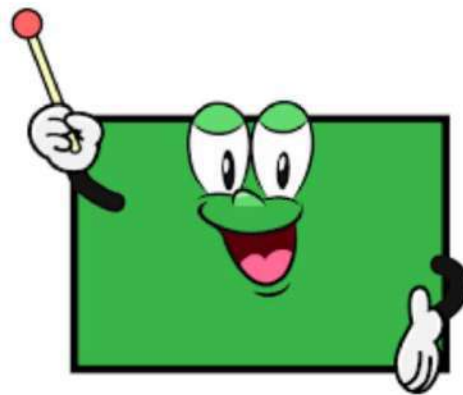


©DESIGNALINE

CIRCLE



TRIANGLE



RECTANGLE



Bing Image Creator. (n.d.)



(Canva, 2024)

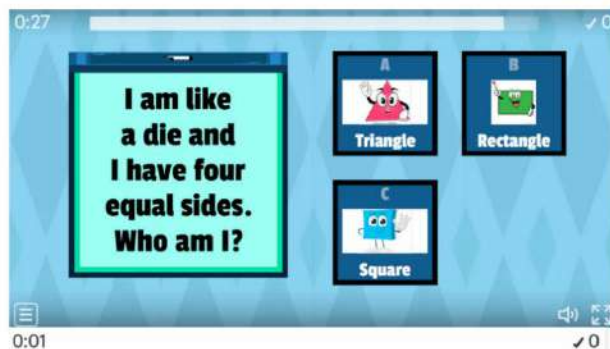
Lesson C

ACTIVITY SHAPES

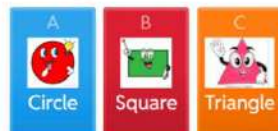
<https://www.mundoprimaria.com/juegos-educativos/jueg-ing-voc-04>



Primaria, M. (2023, March 1). Shapes



I look like the shining sun, or the moon at night. Who am I?



Pameandreaq. (2024, December 25). Shapes.



Bing Image Creator. (n.d.)

(Canva, 2025)



Lesson D

VOCABULARY ALPHABET (G-H-I-J-K-L)"

T.T

Objective: To learn and memorize words beginning with the letters G to L in English using a digital memorization application.

Introduction

- Welcome to students in English class
- Begin with an introduction to the alphabet. Open the link, choose the alphabet and show flashcards that include pictures and audio of common objects that begin with the letters
- Show a picture and practice the phrase This is a

Development

- Give instructions to open the activity
- Use the Wordwall digital application and develop the Open de box activity.
- Pictures of objects related to the letters G through L will appear on the screen.
- Goal of the game: Students must correctly choose the images with the names (e.g., choose K with Kite in the shortest time possible)

Closing

- Repeat the vocabulary with the students reinforce the vocabulary learned.
- To reinforce, perform the last digital activity where the teacher will open the link and spin the roulette wheel and in chorus the students will choose the correct answer.



Canva (2025)



Bing Image Creator (n.d.)

36

VOCABULARY “ALPHABETH”

SS

Objective

Learn and memorize words beginning with the letters G to L in English using a digital memorization application

Activity description

- Click on the corresponding link.
- Listen to each alphabet (Gg -Ll).
- Repeat after each alphabet.
- Speaking cards will change and you must remember the correct pronunciation.
- In the Spinn the Wheel, a letter will appear, and then two options will appear.
- You must choose the word that begins with the corresponding letter.

Url Activity

<https://www.starfall.com/h/abcs/letter-g/>
<https://wordwall.net/resource/84479368>

<https://wordwall.net/resource/84479368>

(Canva, 2024)



Bing Image Creator. (n.d.)

Alphabet (Gg Hh Ii Jj Kk Ll)



(Canva, 2025)

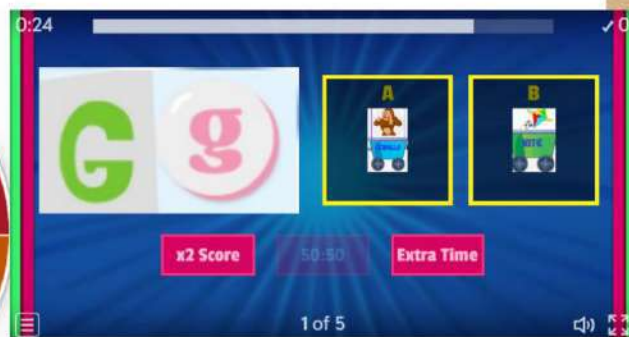
Bing Image Creator. (n



ACTIVITY



ABCs – learn the alphabet. (s/f).



Epupialesj. (2025, January 3).

(Canva, 2025)





Exploring New Things

UNIT 3



Identify, name and associate vocabulary related to fruits, feelings, size and the alphabet (letters M to R) through the use of digital tools, improving their comprehension and retention of vocabulary.



Contents

- Lesson A: My favorite fruit is?
- Lesson B: Feelings
- Lesson C: Little and big
- Lesson D: Alphabet (M)

(Canva, 2025)



Lesson A

MY FAVORITE FRUIT IS?

T.T

Objective

To identify and name favorite fruits through multimedia activities, promoting the use of basic vocabulary and simple expressions.

Introduction

- Welcome to students in English class
- Teaching and singing the fruit song
- Show a picture and practice the phrase This is an apple.

Development

- Show flashcards with pictures of fruits such as apple, banana, grape, orange, and make sure students repeat the fruit names after you.
- The teacher will give the following instructions: Students will draw their favorite fruit in their notebooks. The drawing should include hands and feet.

Closing

- Students should introduce themselves and describe their favorite fruit by saying the following sentence: I like grapes and it is purple.
- At the end the teacher will take a picture and enter the link and upload the picture to the application and show the students that it becomes 3D with animation.

(Canva, 2024)

VOCABULARY "FRUIT"

SS

Objective

To identify and name favorite fruits through multimedia activities, promoting the use of basic vocabulary and simple expressions.

Activity description

- In their notebooks they will draw the fruit with hands and feet that they like the most "I like grapes and it is purple".
- The teacher will make his drawing in 3D.
- The teacher will make his drawing in 3D with animated drawings.

Url Activity

<https://sketch.metademolab.com/>

(Canva, 2025)



Lesson A

My favorite fruit is?

Lesson a



Bing Image Creator. (n.d.)

(Canva, 2025)



Activity



Animated Drawings | Meta FAIR

Transform static sketches into fun animations.

metademolab.com

Animated Drawings | Meta FAIR. (n.d.-b)



Bing Image Creator. (n.d.)

Lesson B

VOCABULARY "FEELINGS"

T.T

Objective: To recognize and express different emotions through images and digital activities.

Introduction

- Show flashcards with pictures of characters that represent emotions and students must repeat the pronunciation.
- Ask students to imitate the facial expressions corresponding to each emotion.

Development

- The teacher will project the movie "Inside Out 2". During the video, identify which characters are showing which emotions. After the video, ask students to share the emotions they saw.

Closing

- Teacher will open the hangman game link and students will participate by guessing the letter and when someone guesses the word students must act out the emotion.



Canva (2025)



Bing Image Creator (n.d.)

45

Lesson B

VOCABURALLY "FEELINGS"

SS

Objective

To recognize and express different emotions through images, games and association activities.

Activity description

- Hagman in this game all the students will participate.
- Each one will say a letter and when someone already knows the correct word, he or she will have to raise his or her hand
- He/she will have to raise his/her hand, act and the other students will have to say which felling it is.

Url Activity

<https://sketch.metademolab.com/>



Lesson B

Feelings Lesson b



Happy



Angry



Sad



Scared



Bing Image Creator. (i



ACTIVITY

[https://flippity.net/sm.php?
x=FPVVd,CPI,v57od,C9PoUI&t
=Feelings&g=B](https://flippity.net/sm.php?x=FPVVd,CPI,v57od,C9PoUI&t=Feelings&g=B)

flippity

Feelings

H A N F R J S G K L I U



0

1

A

N

G

R

Y

Flippity.net: flashcards and other resources for educators and learners. (n.d.).



Bing Image Creator. (n.d.)

Canva (2025)

48

Lesson C

VOCABULARY "I LIKE BANANA"

T.T

Objective:

To differentiate and correctly use the concepts of big and small in visual contexts.

Introduction

- Explain the meaning of big and little.
- Show pictures of big and little objects and say aloud: This is big. This is little. Students should repeat the sentences.

Development

- Provide worksheets and give instructions.
- Students will be given a set of pictures of large and small objects. They should cut out the images and glue them in the corresponding circles.

Closing

- Reinforce the meaning through a game application.
- The teacher opens the link provided to participate in an interactive digital activity. The activity consists of choosing the correct object according to the instructions given, either large or small.
- Link:
<https://www.tinytap.com/activities/g3nps/play/big-and-little>.



VOCABULARY “LITTLE AND BIG”

SS

Objective

Differentiate and correctly use the concepts of “big” and “small” in visual contexts and relate them to fruit, shapes, etc. previously learned.

Activity description

Activity 1

- In this activity students should recognize the big and little pictures.
- Cut out each of them and paste them in the corresponding circle.

Activity 2

- Click on the link provided.
- Choose the correct object according to what you are asking for.
- Pay attention if it asks for big or little.

Url Activity

Activity

Activity 2

<https://www.tinytap.com/activities/g3nps/play/big-and-little>



Bing Image Creator. (n.d.)

Little and big

Big



Little



Bing Image Creator. (n.d.)

51



Little and big

Big



Little

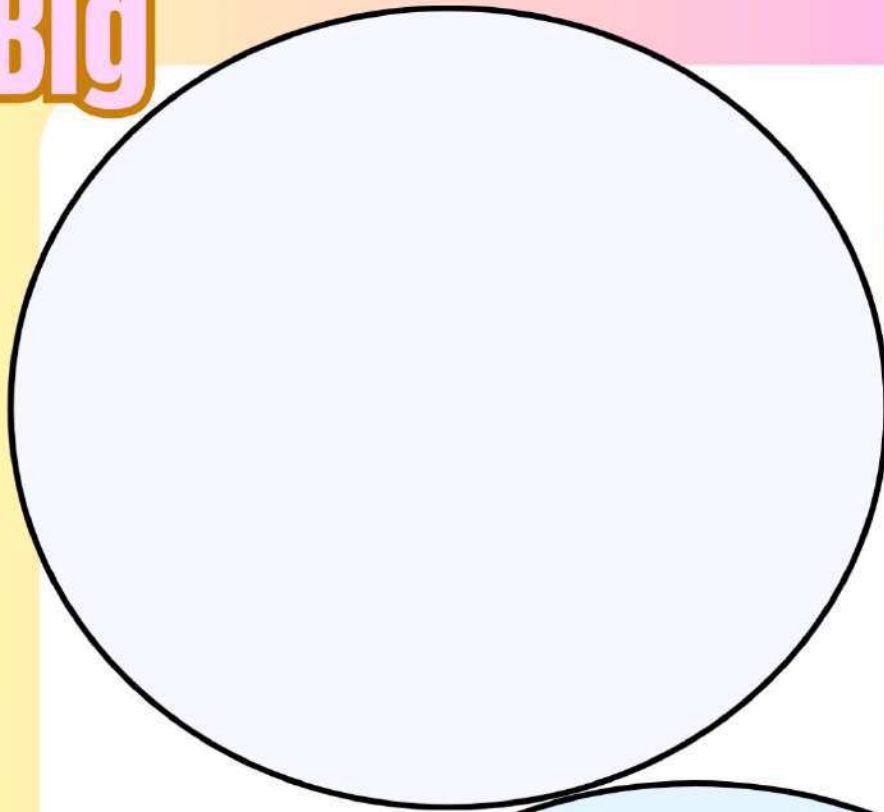


Bing Image Creator. (n.d)

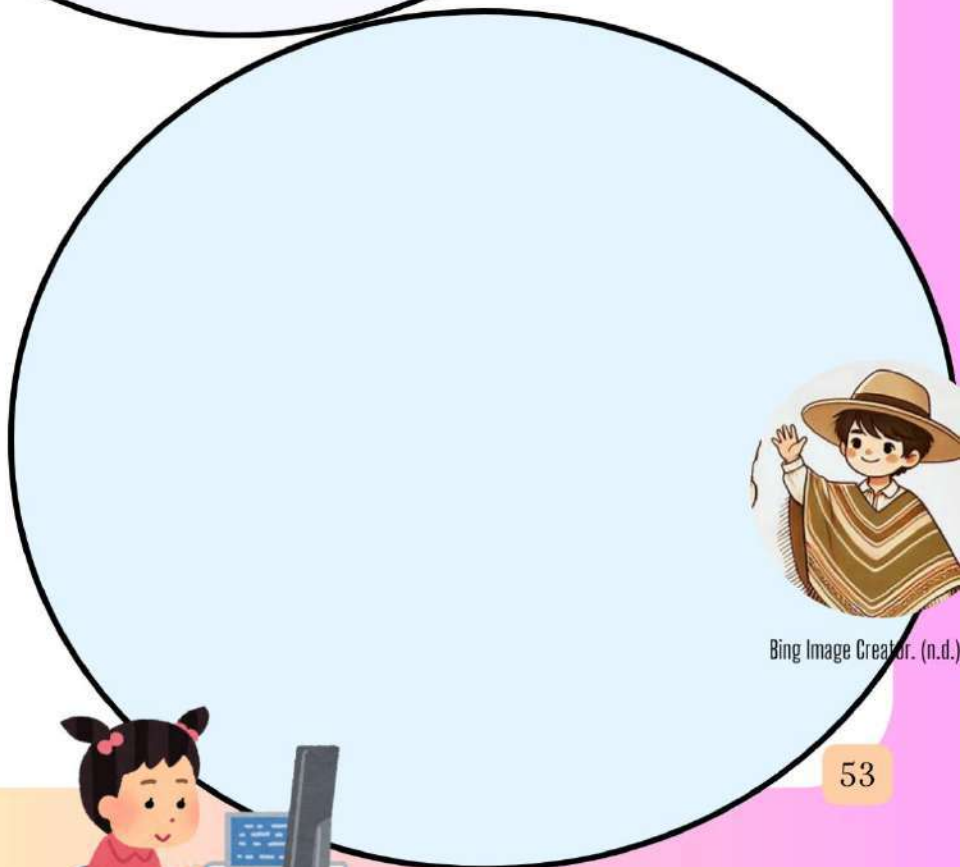
Canva (2025)



Big



Little



Bing Image Creator. (n.d.)

Canva (2025)



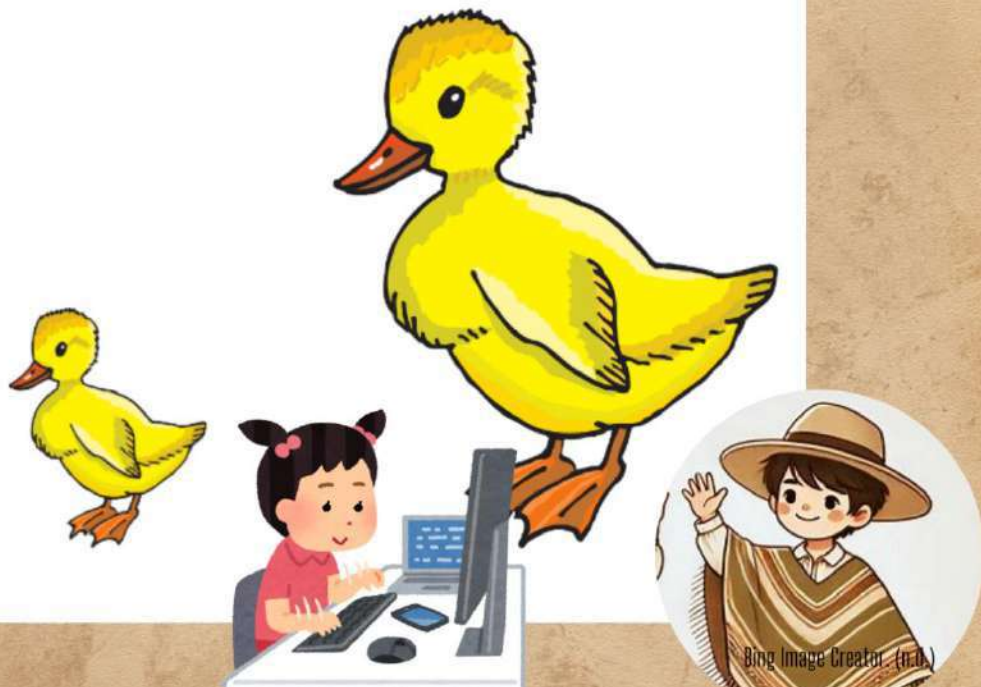
53

Activity 2

Touch the big ball.



Touch the little duck.



Lesson D

VOCABULARY “ALPHABET (M-N-O-P-Q-R)” T.T

Objective:

To learn to identify, pronounce and write the letters of the alphabet (Mm to Rr), including key words for each letter.

Introduction

- Begin the class by introducing the letters M, N, O, P, Q and R. Show each letter with the word and picture and pronounce them aloud, asking students to repeat after you.
- Teach the pronunciation and ask students to repeat after you.

Development

- Begin the class by introducing the letters M, N, O, P, Q and R. Show each letter with the word and picture and pronounce them aloud, asking students to repeat after you.
- Teach the pronunciation and ask students to repeat after you.
-

Closing

- Open the tinytap app using ing and show it to the students.
- The image will be observed and the students will participate by saying what letter it begins with.
- Ask students to name things that begin with the letters they have learned. For example: What starts with M?



Lesson D

VOCABULARY “ALPHABET (M-R)”

SS

Objective

Learn to identify, pronounce and write the letters of the alphabet (Mm to Rr), including key words for each letter.

Activity description

Activity 1

- Click on the link provided
- practice with the monkey the alphabet
- Click on the link provided.
- Choose the correct letter according to the picture.

Url Activity

Activity 1

<https://arbolabc.com/abecedario-en-ingles/tienda-mono-japi>
<https://www.tinytap.com/activities/g5r73/play/alphabet>



(Canva, 2025)

Lesson D

Alphabet Lesson D



Mm

Monkey



Nn

nose



Oo

Orange



Pp

pear



Rr

rabbit



Qq

queen

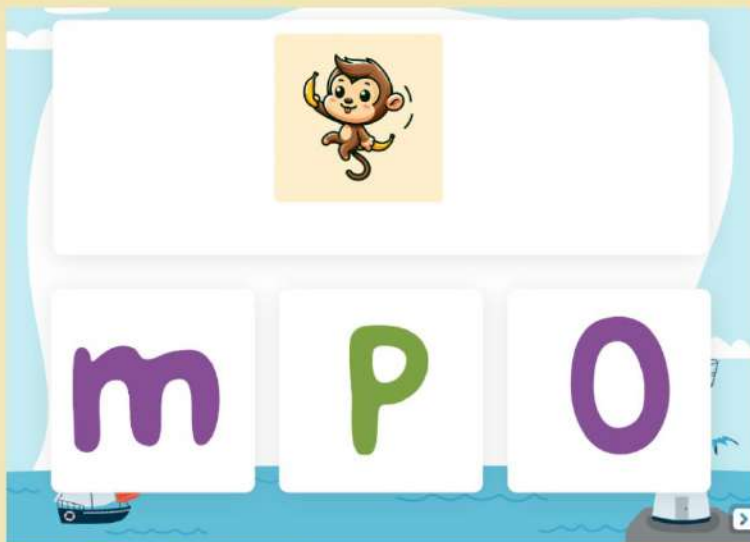


57

(Canva, 2025)

Lesson D

Activity Alphabet



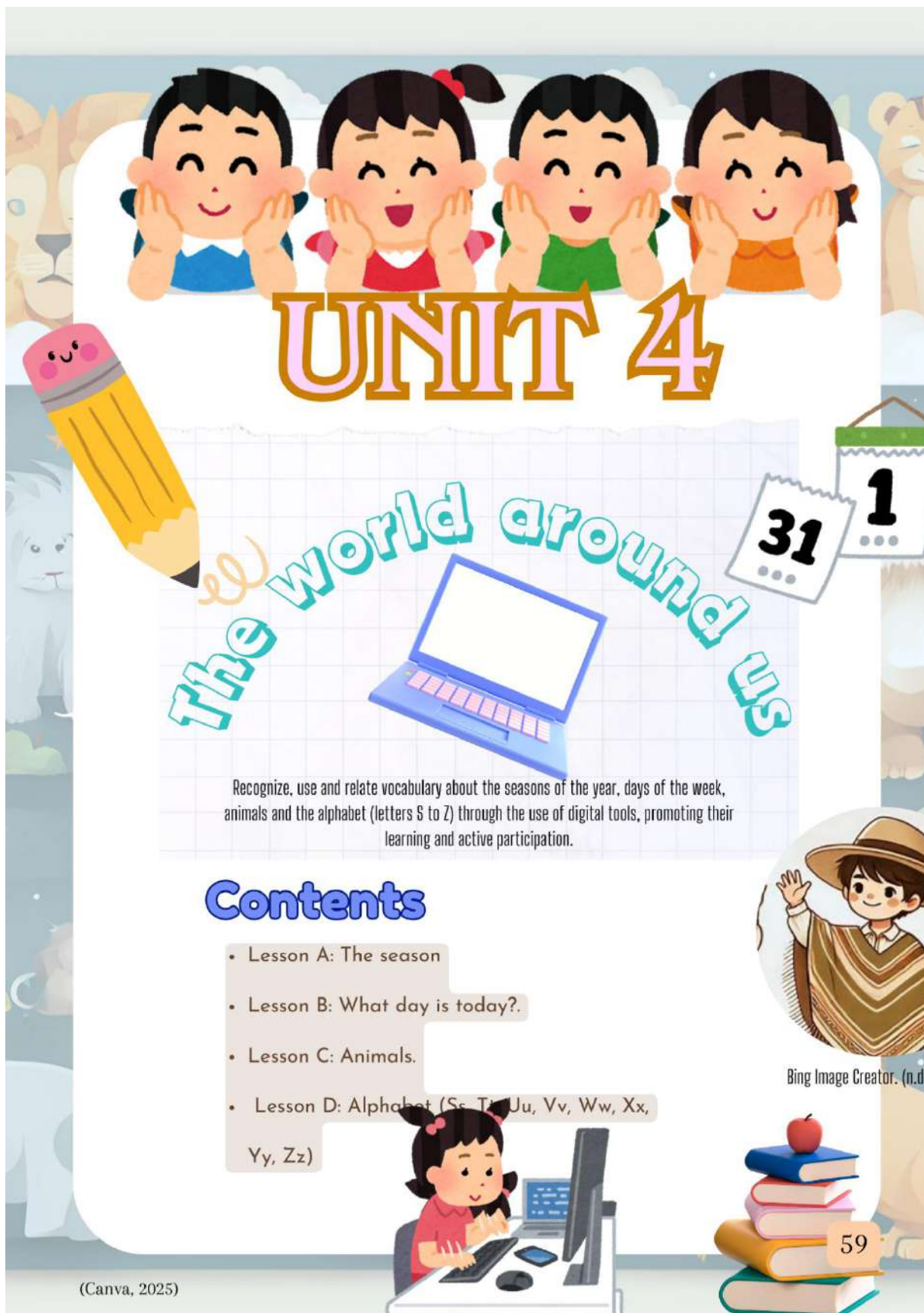
Alphabet. (2025, January 3).



Bing Image Creator. (n.d.)

(Canva, 2025)





Lesson A

THE SEASON

T.T

Objective

Develop the ability to identify and describe different climatic conditions through the use of essential vocabulary, illustrative activities.

Introduction

- Welcome to students in English class
- Start with an introduction to the season. Show cards that include images of the seasons and ask students to describe each image.
- Practice pronunciation

Development

- Abre y utiliza la aplicación digital mundoprimary.
- Dar instrucciones para la actividad y desarrollarla con la participación de cada estudiante.

Closing

- At the end of the activity, ask students to name the seasons they have learned.
- You can show them the cards again and ask them to say the names in English.

(Canva, 2025)

Bing Image Creator. (n.d.)

VOCABULARY "THE WEATHER"

SS

Objective

Develop the ability to identify and describe different climatic conditions through the use of essential vocabulary, illustrative activities.

Activity description

Activity 1

- Click on the link provided
- Listen drag, and drop the astronaut into the correct word.

Activity 2

- Drag and drop these words into the correct gaps

Activity 3

- Listen and click on the correct word.

Activity 4

- Look at the picture and click on the correct word.

Activity 5

- Look and complete.

Url Activity

Activity 1

<https://www.mundoprimaria.com/juegos-educativos/jueg-ing-voc-25>

(Canva, 2025)



The weather

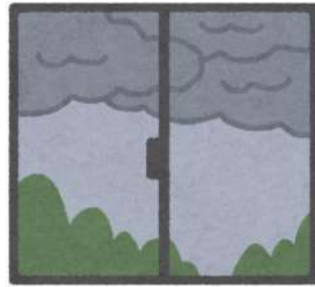
Lesson a



IT'S SUNNY



IT'S CLOUDY



IT'S WINDY



IT'S FOGGY



IT'S RAINING



(Canva, 2025)

Activity



<https://www.mundoprimeria.com/juegos-educativos/jueg-ing-voc-25>



Primaria, M. (2023b, March 1)

(Canva, 2025)

Lesson B

WHAT DAY IS TODAY?

T.T

Objective:

To recognize the days of the week, through digital activities.

Introduction

- Welcome to students in English class
- Begin with an introduction to the alphabet A through F. Show flashcards that include pictures of common objects that begin with the letters.
- Show a picture and practice the phrase This is an apple.
- Have students repeat the words and phrases aloud.

Development

- The teacher will give instructions for each activity.
- Click on the link provided
- Select the days of the week that are spelled correctly.
- If necessary, repeat the activity until there are no mistakes.
- Listen, drag and drop these words into the gaps.

Closing

- At the end of the activity, ask students to name the days of the week they learned.
- Farewell



Bing Image Creator. (n.d.)

Lesson B



VOCABULARY “DAYS OF THE WEEK”

SS

Objective

Recognize the days of the week, through games and multimedia.

Activity description

Activity 1

- Click on the link provided
- Select the days of the week that are spelled correctly.
- If necessary, repeat the activity until there are no mistakes.

Url Activity

Activity 1



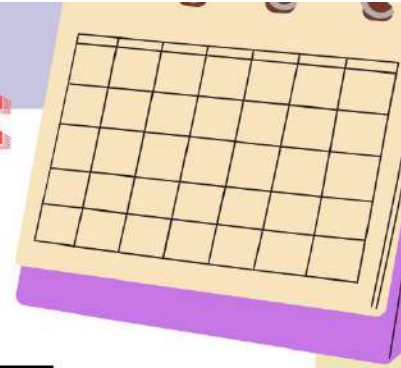
(Canva, 2025)



Bing Image Creator. (n.d.)

ACTIVITY DAYS OF THE WEEK

FRIDAY



Mica. (2020, June 26)



(Canva, 2024)



Lesson C

ANIMALS

T.T

Objective:

To recognize and name common animals through digital activities.

Introduction

- Welcome to students in English class
- Begin with an introduction to the alphabet A through F. Show flashcards that include pictures of common objects that begin with the letters.
- Show a picture and practice the phrase This is an apple.
- Have students repeat the words and phrases aloud.

Development

- The teacher will give instructions for each activity.
- Activity 1
- Click the link provided or scan the QR
- Find the animal behind the Labyrinth
- Activity 2: The activity consists of connecting the dots and each dot is associated with a number, letter or symbol that indicates the correct classification order.
- Once you have connected all the dots, the image of the animal will be revealed.

Closing

- At the end of the activity, ask students to name the animals learned.
- Farewell



(Canva, 2024)



VOCABULARY "DAYS OF THE WEEK"

SS

Objective

Recognize and name common animals through interactive games and activities.

Activity description

Activity 1

- Click on the link provided or scan the QR
- Find the animal behind the Labyrinth

Activity 2

How to Play

Connect-the-dots games are fun puzzles for kids and adults that help them learn to count and keep their minds sharp. The object of the game is to draw a picture by connecting the dots. Each dot is associated with a number, letter, or symbol that indicates the correct sort order.

To connect the dots, simply click on the dots in the correct order. You can also click and hold on a point and drag to the next points in the correct order to draw the lines.

If your mouse has a wheel, you can zoom in and out by turning the wheel while holding down the [Ctrl] key. When you are in zoom mode, click anywhere and drag the board to scroll.

Once you have connected all the dots, the image will be revealed.

Url Activity

Activity 1:

[https://es.ohmydots.com/play/nnn3qmo9?](https://es.ohmydots.com/play/nnn3qmo9?utm_source=qr&utm_medium=qr&utm_campaign=qr)
utm_s |rcode



Activity 2

<https://es.ohmydots.com/play/lhc4syo4>

(Canva, 2025)





Lesson D

ALPHABET

T.T

Objective:

To become familiar with the letters of the alphabet (Ss to Zz) using pronunciation, and associated vocabulary activities.

Introduction

- Welcome to students in English class
- Begin with an introduction to the alphabet S through Z. Show flashcards that include pictures of common objects that begin with the letters.
- Show a picture and practice the phrase I see a violin
- Have students repeat the words and phrases aloud.

Development

- Give instructions for the activity.
- Click on the link provided
- Listen and repeat the alphabet after the song.
- Game with vocabulary relation with alphabet

Closing

- At the end of the activity, ask students to name some of the words they have learned.
- You can show them the cards again and ask them to say the names in English.
- Farewell



(Canva, 2025)



Bing Image Creator. (n.d.)

VOCABURALLY “ALPHABET (S-Z)”

S S

Objective

To become familiar with the letters of the alphabet (Ss to Zz) using pronunciation and associated vocabulary activities.

Activity description

Activity 1

- Click on the link provided
- Listen and repeat the alphabet after the song.

Activity 2

- Game with vocabulary relation with alphabet

Url Activity

<https://wordwall.net/resource/84484981>

(Canva, 2025)



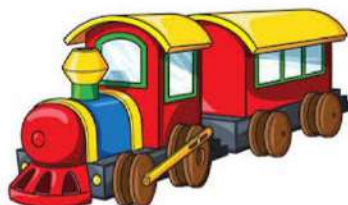
Lesson D



Alpabeth



Ss
Soup



Tt
train



Uu
umbrella

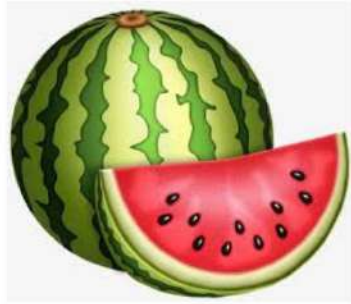


Vv
violin



Lesson D

Alpabeth
Lesson d



Ww
watermelon



Xx
xilophone

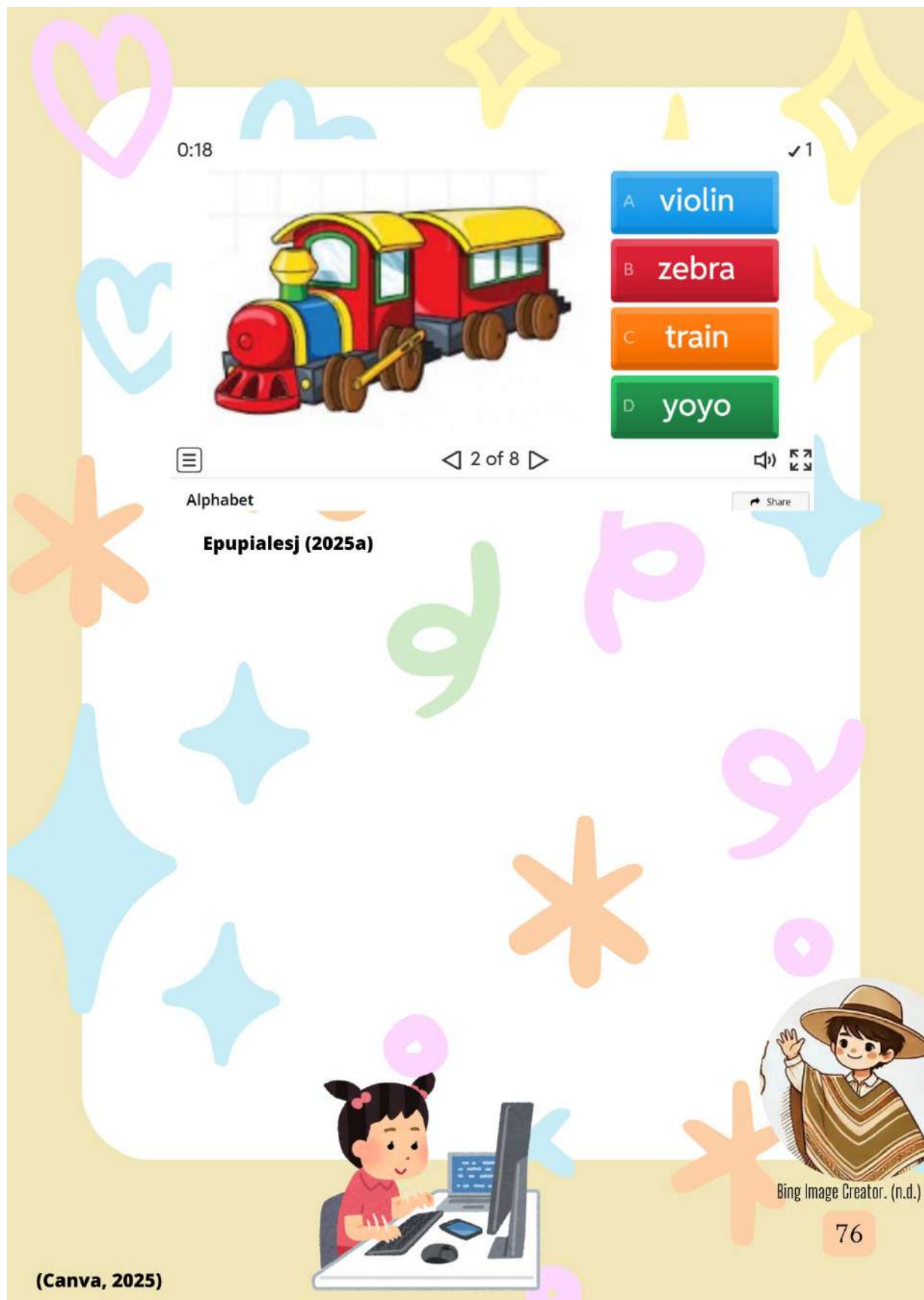


Yy
yoyo



Zz
ze





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**4th
EGB**

The magic Vocabulary

**trought Digital
resources**


**CEFR
A1
MINEDUC
A1.1**

By:

- **Pupiales Erika**
- **Quishpe Erika**

Canva (2024)

INTRODUCTION



In today's world, digital resources play a fundamental role in education, both for educators and students. This guide, designed as part of the research proposal entitled "Using digital resources to expand vocabulary", aims to offer a didactic and engaging approach to teaching vocabulary through interactive and multimedia tools.

Each lesson in this guide offers a progressive theme, covering essential topics such as greetings, numbers, colors, and shapes, as well as specialized content such as weather, animals, and the alphabet. All lessons are designed to use digital tools that encourage engagement, creativity, and retention, ensuring that students can effectively expand and enhance their vocabulary.

This guide focuses specifically on 4th EGB learners, consistent with the research objective of analyzing how digital resources can meet linguistic and educational needs. By incorporating modern technology, this initiative aims to make learning more inclusive and impactful.



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UNIT 1

The world in numbers

Lesson A: Famous Country

Lesson B: Nationalities.....

Lesson C: Big Numbers

UNIT 2

Daily routines

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Lesson C: Eat breakfast

UNIT 3.

Let's go shopping and rooms

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Lesson B: Personal care object

Lesson C: The shopping list

UNIT 4 .

A time space ship and camping trip

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Lesson B: What were you doing?

Lesson C: Camping things



Bing Image Creator. (n.d.)

The World in numbers UNIT 1



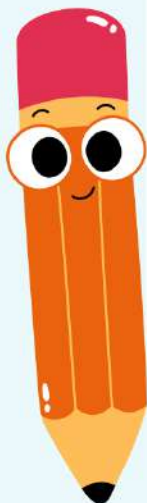
I can do bjective CEFR
Reading

I can understand information about people (place of residence,
age etc.) in newspapers.



Contents

- Lesson A: Famous Country
- Lesson B: Nationalities
- Lesson C: Big Numbers



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Bing Image Creator. (n.d.)

4

Lesson A

VOCABULARY "FAMOUS COUNTRIES"

T.T

Objective: Develop geographic location skills and strengthen country recognition through interactive digital activities.

Introduction

- Dear teacher, the purpose of this guide is to provide tools to teach geography in an interactive and motivating way using digital resources. Through the proposed activities, students will explore the world virtually, improving their ability to identify countries and associate their location on the map.

Development

Activity 1:

- Activity 1:
- Students should log into Google Earth, explore the map, familiarize themselves with the tools and locate all the countries, taking notes or screenshots as evidence.
- Activity 2:

Access a link to a digital puzzle, where they must find the names of countries hidden among the letters. They are encouraged to complete the activity quickly to encourage healthy competition.

Closing

- Conduct a feedback session with the students:
- Ask them what they found most interesting or what they learned from the activities.
- Reinforce the concepts learned during the session.
- Encourage them to explore Google Earth at home with their families to continue discovering the world.

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Lesson A

Vocabulary "The famous countries"

SS

Objective

To develop skills to identify countries on a world map, understand the geographic location of different nations, and reinforce their knowledge of country names through interactive activities and digital games.

Activity description

Activity 1

- Do the alphabet soup in the activity link

Url Activity

Actividad 1

<https://es.ohmydots.com/play/h6j5chtb/the-famous-countries>



Lesson A



Famous Country

Italy	 Bing Image Creator. (n.d.)	Brazil	 Bing Image Creator. (n.d.)
Japan	 Bing Image Creator. (n.d.)	China	 Bing Image Creator. (n.d.)
Colombia	 Bing Image Creator. (n.d.)	Germany	 Bing Image Creator. (n.d.)
France	 Bing Image Creator. (n.d.)	England	 Bing Image Creator. (n.d.)
Australia	 Bing Image Creator. (n.d.)	Brazil	 Bing Image Creator. (n.d.)



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Lesson A



Activity 1

Oh, My Dots!

G I A I B M O L O C U R E H O
N G R A A I L A R T S U A I T
E G E R M A N Y G P A I S C N
W H T E S N O A I L T E G L M
O R P A L N C O F M A R I I P
J C N O Y R I H S U E O D Z P
A T R I C E D T I S U A L A M
I E G R C L F N A N N A S R F
R O L A N J R H A L A M R B S
O E H T N F A P K L Y I S A F
N R C L I O N P T P G R E M C
A L G B Y T C A A D R N E M L
A S C E I T E O D N G P E A B
L N R I H D S L A P I W X U E
H O A T S Y Z M O I R N E G C

Australia
Brazil
China
Colombia
England
France
Germany
Italy
Japan

Activar \

Oh, My Dots!

G I A I B M O L O C U R E H O
N G R A A I L A R T S U A I T
E G E R M A N Y G P A I S C N
W H T E S N O A I L T E G L M
O R P A L N C O F M A R I I P
J C N O Y R I H S U E O D Z P
A T R I C E D T I S U A L A M
I E G R C L F N A N N A S R F
R O L A N J R H A L A M R B S
O E H T N F A P K L Y I S A F
N R C L I O N P T P G R E M C
A L G B Y T C A A D R N E M L
A S C E I T E O D N G P E A B
L N R I H D S L A P I W X U E
H O A T S Y Z M O I R N E G C

Australia ✓
Brazil ✓
China ✓
Colombia ✓
England ✓
France ✓
Germany ✓
Italy ✓
Japan ✓

Activar \ Win

Generador gratuito de sopa de letras | con IA. (n.d.).



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8

Lesson B

VOCABULARY “NATIONALITIES”

T.T

Objective: To develop geographic location skills and strengthen country recognition through interactive digital activities.



Introduction

- Dear Teacher: This activity aims to help students learn to communicate effectively in English while learning about an assigned country. Recording their conversation will allow them to reflect on their pronunciation and fluency, while group comments will facilitate collaborative learning.

Development

Activity 1:

- Explain to students that they will be grouped into pairs, and that each will research a country to conduct a conversation in English.
- Draw lots to assign countries to each student. Make sure everyone receives a different country.
- Distribute the guides that will help students structure their conversation.

Closing

- Provide time for them to organize, research and practice the conversation.
- After practice, students should record their conversation using the Vocaroo page. Make sure each pair submits their recording.
- After listening to all the recordings in class, open a group discussion on the strengths and areas of improvement observed in the students' recordings.

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Lesson B

SS

Vocabulary “Nationalities”

Objective

To develop students' speaking and listening skills through a paired project, where they will discuss their assigned nationality and country language, reinforce their ability to converse in English, and practice recording and actively listening to their conversations.

Activity description

Activity 1

- We are going to work in pairs to research a country. The teacher will draw lots and assign a country to each of you. Once you receive your assigned country, each student will have a guide to help you reinforce your speaking skills.
- Together, you will prepare a conversation in English about your assigned country, using the guide to structure your ideas. They will then record the conversation on the Vocaroo website and share the link with the teacher.
- Afterwards, we will listen to all the recordings in the classroom and give feedback on strengths and areas for improvement - remember to practice and have fun while learning!

Url Activity

Activity 1

- <https://vocaroo.com/>



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Lesson B

Nationality



Nationalities and language		
Countries	Nationalities	Language
Brazil  Bing Image Creator. (n.d.)	Brazilian	Portuguese
China  Bing Image Creator. (n.d.)	Chinese	Chinese
Germany  Bing Image Creator. (n.d.)	German	German
England  Bing Image Creator. (n.d.)	English	English



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Lesson B

Nationalities



Nationalities and language

Countries	Nationalities	Language
Italy 	Italian	Italian
Japan 	Japanese	Japanese
Colombia 	Colombian	Spanish
France 	French	French
Australia 	Australian	English

Bing Image Creator. (n.d.).



Canva (2024)



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Lesson B

Nationalities



Nationalities and language		
Countries	Nationalities	Language
Italy 	Italian	Italian
Japan 	Japanese	Japanese
Colombia 	Colombian	Spanish
France 	French	French
Australia 	Australian	English

Bing Image Creator. (n.d.).



Canva (2024)



13

Lesson B

Activity 1

Hello, my name
is Oscar.

Hi, I am
Jhon.

Where do you
live?

I live in
Colombia. I
am
Colombian
And you?

I live in Italy. I
am Italian.
Do you speak
English?

No, I don't
I speak
Spanish.

I speak Italian.
Bye see you.

Bye.

Conversation

S
t
u
d
e
n
t
A

S
t
u
d
e
n
t
B

Bing Image Creator. (n.d.).

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14

Lesson C

VOCABULARY “BIG NUMBERS”

T.T

Objective: To understand the use of large numbers, specifically in the context of the population of various countries, and to practice converting them from numbers to words.

Introduction

In this lesson, they will learn to identify, read, and write large numbers in words. Students will also learn how to apply these concepts when analyzing real data about the population of different countries. This topic is crucial to better understand how large numbers are expressed and used in broader contexts.

Development

Activity 1:

- Explores with students how numbers are grouped into thousands, millions, billions, billions, etc.
- Provides hands-on exercises for students to convert numbers to words.
- Show some facts about the population of different countries and discuss them with students. For example, the population of Ecuador (18,000,000).
- Conduct a short activity in which students read large numbers and choose the correct one in words.

Closing

- Conduct a brief review of what they have learned.
- Make sure students understand how large numbers are formed and read. Repeat key points and allow students to ask questions or clarify doubts.

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Bing Image Creator (n.d.)

15

Lesson C

VOCABULARY “BIG NUMBERS”

SS

Objective

To practice understanding and writing large numbers in English, specifically in the context of the populations of different countries. Students will learn to read, write and compare large numerals in English, thus improving their ability to use numbers in everyday and academic situations.

Activities Description

- Access the activity link provided by your teacher.
- Read carefully each question about the population of the countries indicated.
- Select the correct answer from the four available options. The answers will be in words (numbers written in letters).
- Mark the corresponding letter (A, B, C) that you think is correct. Be sure to read each option thoroughly before making your choice.
- Check all your answers before submitting the activity. Make sure all answers are correct.
- Click “Submit” once you have completed all the questions.

Activity 2

- Access the activity link provided by your teacher.
- Read the numbers and drag the correct number.

Url Activities

- Activity 1
- https://es.educaplay.com/recursos-educativos/21882224-big_numbers.html
- Activity 2
- <https://wordwall.net/resource/4041203>

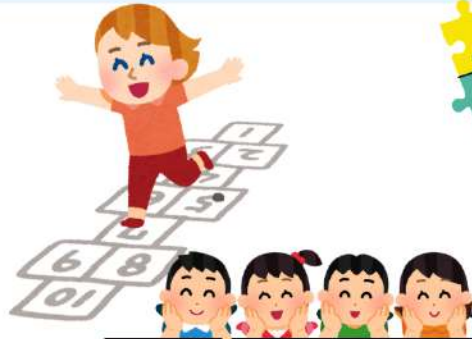
Lesson C

Big Numbers

100	One hundred
200	Two hundred
300	Three hundred
500	Five hundred
700	Seven hundred
800	Eight hundred
900	Nine hundred

1000	One thousand
2000	Two thousand
3000	Three thousand
5000	Five thousand
7000	Seven thousand
8000	Eight thousand
9000	Nine thousand

10,000	Ten thousand
25,000	Twenty-five thousand
99,000	Ninety-nine thousand
1'000,000	One million



Lesson C



Activity Big Numbers



Juegos educativos de Erika Pupiales. (n.d.).



Canva (2024)





Bing Image Creator. (n.d.)



Daily routines

UNIT 2

I can do objective:

Spoken Interaction

I can indicate time by such phrases as "next week", "last Friday", "in November", "three o'clock".

Talk about Daily routines



Contents

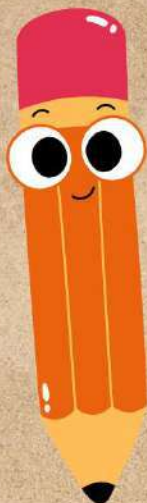
- Lesson A: Time expresion
- Lesson B: A day in my life
- Lesson C: Very special dates



DAILY ROUTINE



Bing Image Creator. (n.d.)



Canva (2024)



Lesson A

VOCABULARY "TIME EXPRESION"

T.T

Objective: To encourage the learning and use of time-related vocabulary by helping students identify the time in English through multiple-choice activities and an interactive crossword puzzle.

Introduction

Introduce the topic "Time Expressions" by showing examples on an analog or digital clock. Explain key terms such as:

- "o'clock" (o'clock)
- "half past" (and a half)
- "quarter to" (minus quarter)
- "quarter past" (and quarter)

Ask simple questions to check prior knowledge, such as:

What time is it?

Can you tell the time in English?

- Learn: <https://toytheater.com/clock/>

Development

Explain that students will see pictures of clocks on the app and should select the option that best describes the time in English.

Provide the link to the app and guide students to access the activity.

Monitor progress, helping to clarify doubts about time expressions.

Introduce the interactive crossword available in the application. Explain that the clues are related to timetables and expressions of time.

Encourage students to complete the crossword individually or in small groups.

Closing

- Repeat the key points of the lesson and congratulate students for their effort. Invite them to practice at home using clocks or similar online activities.

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Lesson A

VOCABULARY "TIME EXPRESION"

SS

To acquire and use vocabulary related to time expressions through interactive multiple-choice activities to identify the time on a clock and complete a crossword puzzle.

Activities Description

Enter the link provided to start the interactive activities.
Observe the clocks that appear on the screen.

- Select the correct option that indicates the time using time expressions such as "o'clock," "half past," "quarter to," or "quarter past."
- Complete an interactive crossword puzzle using vocabulary related to time expressions.
- Enjoy learning English time expressions while solving these fun and interactive activities!

Url Activities

Activity 1

- <https://wordwall.net/resource/35733856/time-oclock>



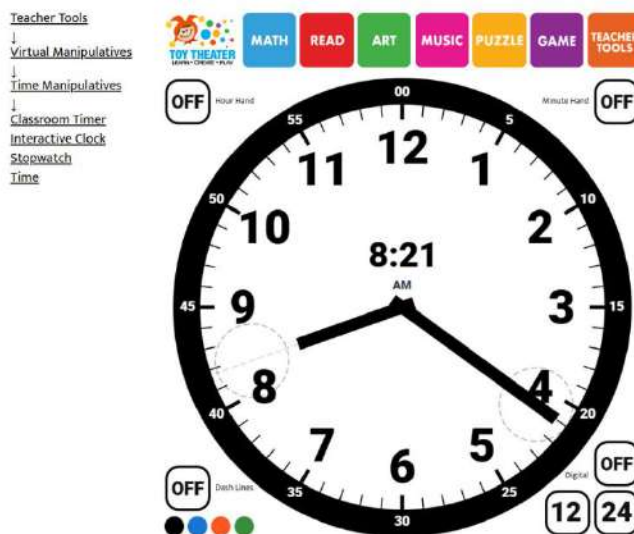
Canva (2024)



21

Lesson A

VOCABULARY "TIME EXPRESION"



Word Press Writer2. (2022, November 30)



Canva (2024)

22

Lesson A

ACTIVITY "TIME EXPRESION"

0:07

Tap the matching tile

♥♥♥✓0



TEN O'CLOCK	TWELVE O'CLOCK	ONE O'CLOCK	THREE O'CLOCK	NINE O'CLOCK	EIGHT O'CLOCK
SEVEN O'CLOCK	SIX O'CLOCK	FIVE O'CLOCK	FOUR O'CLOCK	TWO O'CLOCK	ELEVEN O'CLOCK



0:12

Type the letters

✓0



11



Time - O'clock

Share

Time - O'clock. (n.d.). Wordwall

Canva (2024)

23

Lesson A

VOCABULARY "TIME EXPRESION"

T.T

Objective: Students recognize and use vocabulary related to daily routines. In addition, it seeks to develop skills in matching words and phrases with images, as well as to practice oral expression by describing daily activities.

Introduction

- Pronounce each phrase with students, emphasizing correct pronunciation.
- Practice associating pictures with the sentences: show picture cards with images of daily routines and ask students to say or write the corresponding sentence.

Development

Activity 1: Match daily routines through the interactive tool LearningApps.org.

Explain that in this activity they must match pictures with the correct sentences.

- Guide them in using the platform, making sure they know how to submit their answers.

Activity 2: Describe daily routines using Voki.com.

- Shows how to use the platform to dress up an avatar and how to record a description.
- Provides an example: "Hi! My name is Anna. I wake up at 7 o'clock. Then, I get up and take a shower. I get dressed and have breakfast. After that, I take my bag and go to school."
- Let students create their avatars and record their daily routines.

Closing

- Reinforce learning by congratulating them for their participation and highlighting their progress in vocabulary and pronunciation.

Canva (2024)



Bing Image Creator. (n.d.)

24

Lesson B

VOCABULARY "A DAY IN MY LIFE"

SS

To learn and practice vocabulary related to daily routines in English. In addition, they will develop skills in matching pictures with words and phrases, as well as expressing their own daily routines orally in creative ways.

Activities Description

Url Activities

Activity 1

Enter the platform through the link provided by the teacher.

- You will see boxes and should click on the image or text and look for the partner of each habitus.
- Be sure to read each phrase aloud to practice your pronunciation as you complete the activity.

- Activity 1
- <https://learningapps.org/watch?v=payi9kg7225>



Lesson B

VOCABULARY "DAILY ROUTINE"



IN THE MORNING

I wake up



I get up



I take a shower



I get dressed



I brush my hair



I have breakfast



I take my bag



I go to school



B



Canva (2024)

A



Bing Image Creator: (n.d.)







26

Lesson B

ACTIVITY

B

	I take a shower		
			
I take my bag			
	I brush hair		I wake up



(n.d.). LearningApps.



27

Lesson C

VOCABULARY “VERY SPECIAL DATES ”

T.T

Objective: To recognize, practice and memorize the days of the week and the months of the year. In addition, it seeks to strengthen listening comprehension and writing skills through digital resources and interactive games

Introduction

- This guide is designed to help teachers teach the days of the week and months of the year in English through dynamic digital activities. Using interactive tools such as LearningApps and crossword puzzles, it seeks to motivate students and improve their learning.

Development

- Students will complete two digital activities: a LearningApps game on the days of the week created by Hagman and an interactive crossword puzzle for the months of the year. These activities will encourage independent learning and practice in a dynamic and engaging environment.

Closing

- A group discussion will be held where students will share their answers and reflect on what they have learned. The teacher will reinforce key concepts and provide feedback, ensuring that the learning objectives have been satisfactorily achieved.



Canva (2024)



Bing Image Creator. (n.d.)

28

Lesson C

VOCABULARY "VERY SPECIAL DATES"

SS

Students learn and practice vocabulary related to daily routines in English. In addition, they will develop skills in matching pictures with words and phrases, as well as expressing their own daily routines orally in creative ways.

Activities Description

Activity 1

Enter the platform through the link provided by the teacher.

- You will see boxes and should click on the image or text and look for the partner of each habitus.
- Be sure to read each phrase aloud to practice your pronunciation as you complete the activity.
- When you finish, check your answers and correct any mistakes before submitting.

Activity 2

- Access the platform and create a customizable avatar. Dress your avatar the way you prefer.
- Write the routines for the avatar to speak.

Url Activities

- Activity 1 Days of the week
- <https://learningapps.org/watch?e4c4272d27>
- Activity 2
- <https://interactym.e/projects/540900e4c4272d27>



Canva (2024)

Lesson C

B

VOCABULARY "VERY SPECIAL DATES"

JANUARY						
Monday	Tuesday	Wenesday	Thrusday	Friday	Saturday	Sunday
1st - First	2nd - Second	3rd - Third	4th - Fourth	5th - Fifth	6th - Sixth	7th - Seventh
8th - Eighth	9th - Ninth	10th - Tenth	11th	12th	13th	14th
15th	16th	17th	18th	19th	20th	21st
22nd	23rd	24th	25th	26th	27th	28th
29th	30th					



Canva (2024)



30

Lesson C

B

VOCABULARY "DAYS OF THE WEEK"

Days of the week



Days of the week



Days of the week



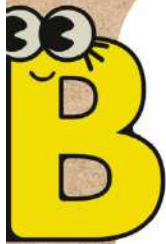
Canva (2024)

A



31

Lesson C



VOCABULARY "MONTHS OF THE YEAR"

1. The month when summer holidays start in many countries.

2. The month celebrating "Killa Raymi"

3. The first month of the year.

4. The month with Valentine's Day.

5. The month Christmas.

Down

Across

Powered by Interacty

Interacty – engaging content. (n.d.)

Canva (2024)



32



Bing Image Creator. (n.d.)



Let's go shopping

UNIT 3



I can do objective:

Spoken interaction

I can make simple purchases where pointing or other gestures can support what I say.



Contents : Let's go shopping

- Lesson A: Bigger broom
- Lesson B: Personal care object.
- Lesson C: The shopping list.



Bing Image Creator. (n.d.)

Lesson A

VOCABULARY "A BIGGER BROOM"

T.T

Objective:

To teach and reinforce vocabulary related to cleaning and household objects (such as "broom", "bucket", "laundry", among others) through an interactive drag-and-drop activity, helping students to identify and correctly associate words with the corresponding images.

Introduction

- Initiate the class by showing some of the cleaning and household objects that students will learn about in the activity (broom, bucket, laundry, etc.).
- Explain the meaning of the key words: broom, bucket, laundry, mop, etc., and provide examples of their use in simple sentences.
- Ask open-ended questions to activate prior knowledge, such as:
 - What objects did we use to clean the house?
 - What tools were used in the laundry room?

Development

- Provides the link to the application and guides students in accessing it.
- Students must identify the images and select the appropriate word from the available options by dragging it to the correct position.
- Monitor students' progress, making sure they understand the instructions and resolve doubts if necessary.

Closing

- Review the answers with the students. Ask them to explain why a word corresponds to a particular image.
- Ask additional questions to consolidate learning, such as:
 - What objects do we use to sweep?
 - What is the purpose of a bucket in cleaning?



Canva (2024)



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Lesson A

VOCABULARY "BIGGER BROOM"

SS

Objective:

To learn and use vocabulary related to cleaning and household items such as "broom", " bucket", "laundry" and other similar terms through an interactive drag-and-drop activity to find the correct answers.

Activities Description

- Click on the link provided to begin the interactive activity.
- The screen will display images of objects related to cleaning and household, such as a broom (broom), bucket (bucket), laundry (laundry), among others.
- Read the words that appear above the images and drag the word corresponding to each object.

Url Activities

Link activity
<https://interacty.me/projects/d71154b946951424>



Canva (2024)

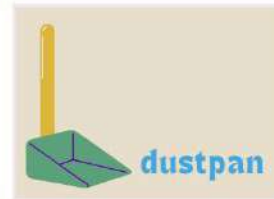


35

Lesson A

B

BIGGER BROOM



Bing Image Creator. (n.d.)



Canva (2024)

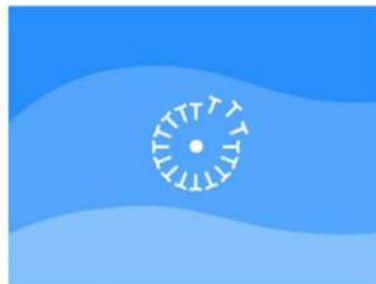
A

Lesson A

Activity BIGGER BROOM



bucket	clothespins	laundry	ironing board	broom	clothes hanger
iron	vacuum cleaner	laundry basket	laundry detergent	washing machine	dustpan



engaging content
"try it yourself!"
Interacty me

Interacty – engaging content. (n.d.).



Bing Image Creator. (n.d.)

37

Canva (2024)

Lesson B

VOCABULARY "PERSONAL CARE OBJECTS"

T.T

Objective: To teach and reinforce vocabulary related to personal care objects through a multiple-choice activity, helping students identify and correctly use these terms in English.

Introduction

- Introduce the topic "Personal Care Objects" by showing pictures or real examples (if possible) of personal care objects such as toothbrush, shampoo, soap, towel, etc.
- Briefly explain the usefulness of these objects in daily life and highlight their importance in the context of English language learning.
- Brainstorm with students, asking them what personal care items they know in English or Spanish.

Development

- Share the link to the application and guide students on how to access the activity.
- Students will look at images of personal care items and select the correct option in multiple choice format.
- Follow the students during the activity to clarify doubts and verify that they understand the instructions.

Closing

- Review the answers as a group, clarifying any errors or confusion and making sure students understand the use of each item.



Canva (2024)



Bing Image Creator. (n.d.)

38

Lesson B

VOCABULARY "PERSONAL CARE OBJECTS"

SS

Objective:

To learn, recognize, and practice vocabulary related to personal care objects through an interactive multiple-choice activity, reinforcing the identification and correct use of these terms.

Activities Description

- Look at each question and image shown on the screen.
- Read the available options carefully and choose the correct answer that corresponds to the personal care item shown in the image.
- Vocabulary examples: toothbrush, shampoo, soap, towel, comb, razor, etc.
- Check your answers and correct any mistakes to improve your learning.
- You can repeat the activity if you consider it necessary to reinforce your knowledge.

Url Activities

Link activity

<https://play.blooket.com/play?hwId=679064fecf28509693de9d62>



Canva (2024)



Bing Image Creator. (n.d.)

39

Lesson B

Personal care object.



toothpaste



toothbrush



dental floss



shampoo



soap



sponge



hairbrush



comb



nailbrush



towel



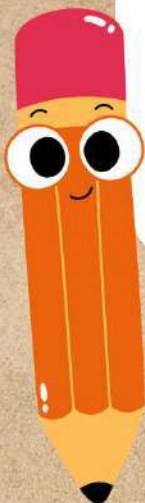
toilet paper



nailclippers



B



Bing Image Creator. (n.d.)

Canva (2024)

A

40

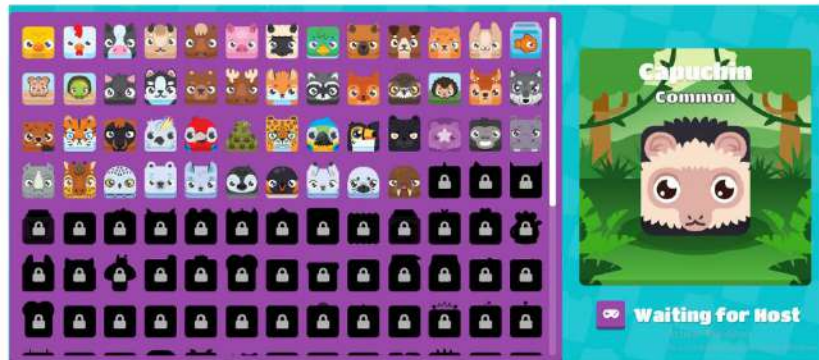
Lesson B

Activity: Personal care object.



Go to play.blooket.com
and enter Game ID:

8166843



This is...



This is...



Bing Image Creator. (n.d.)

Canva (2024)

41

Lesson C

VOCABULARY “THE SHOPING LIST”

T.T

Objective: To develop students' ability to identify and use vocabulary related to purchases of everyday objects, through an interactive activity based on a video.

Introduction

- Introduce the topic “The Shopping List” by asking questions such as:
- What do they usually include on a shopping list?
- What words do they know in English related to food or household items?
- Write on the board some key words related to the topic (e.g., toothpaste, towels, soap) and explain their meaning.
- Mention that they will watch a video where they will help a character named Daniela organize her shopping list.

Development

- Explain to students that they should watch the video carefully to identify the items Daniela needs for her shopping list.
- Provide the activity link in the app and guide students to access the interactive video.
- During the video, students will select the correct items that appear, helping to complete Daniela's shopping list.
- Accompany students as they complete the activity, resolving doubts about vocabulary or instructions.

Closing

- Review the answers as a group and discuss what items were needed for Daniela's list.



Canva (2024)



Bino Image Creator. (n.d.)

42

Lesson C

VOCABULARY "THE SHOPPING LIST"

SS

This interactive video activity helps Daniela to learn and practice vocabulary related to personal care objects by helping her create her shopping list.

Activities Description

- Click on the video link to start the interactive activity.
- Watch the video in which Daniela needs help organizing her grocery list.
- Pay attention to the vocabulary and items mentioned.
- During the video, choose the correct items to complete the shopping list.
- At the end of the video, check your answers and repeat the activity if necessary to reinforce your learning.

Url Activities

Link video
<https://app.animaker.com/animo/gQ8mDIq9QYtPICKJ/>



Canva (2024)



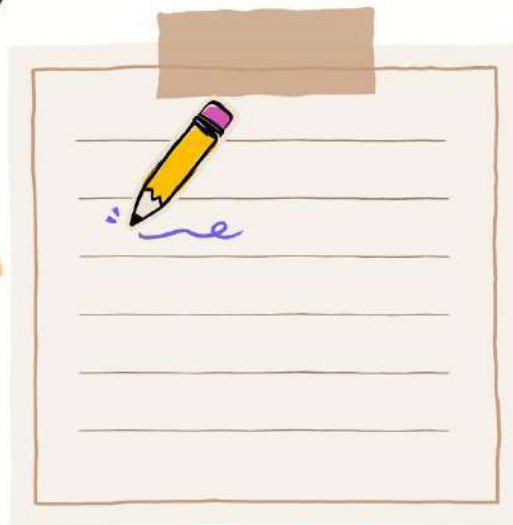
Bing Image Creator. (n.d.)

43

Lesson C

The shopping list.

HELLO, I AM DANIELA.
I NEED A TOOTHBRUSH.



Bing Image Creator. (n.d.)

Canva (2024)



44

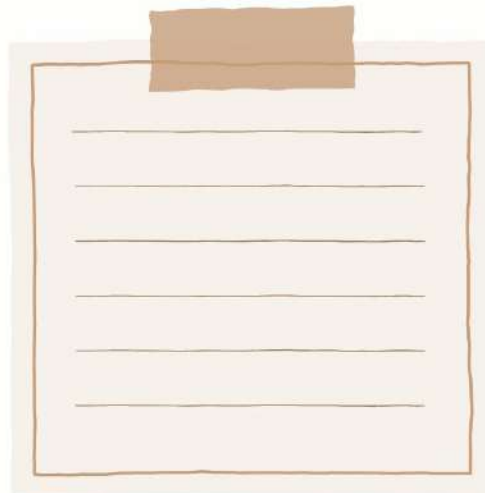
Lesson C

The shopping list.



<https://app.animaker.com/animo/gQ8mDlq9QYtPICKJ/>

1. LISTEN CAREFULLY AND WRITE THE LIST.



Bing Image Creator. (n.d.)

Canva (2024)



45



Bing Image Creator. (n.d.)



Camping trip

UNIT 4

I can do objective:

I can write sentences and simple phrases about myself, for example where I live and what I do.



Contents

A time space ship and camping trip

Lesson A: Where were you?

Lesson B: Camping things

Lesson C: Last vacation



Canva (2024)



Bing Image Creator. (n.d.)

46

Lesson A

VOCABULARY "WHERE ARE YOU?"

T.T

Objective: To facilitate the learning and practice of vocabulary related to places such as "on an island, on the moon, in the forest, in the desert, in the jungle, in the ocean, on the beach, at school, on a hill" through an interactive activity of puzzles and image recognition, encouraging visual and linguistic association.

Introduction

- Introduce the topic "Where were you?" with a map or pictures of the places mentioned.
- Explore the meaning of each place in English and ask students if they know or have visited any of them.
- Do a brief review of key vocabulary to familiarize students with the terms before beginning the activity.

Development

- In this activity, they will have to complete a puzzle to form an image and then identify the corresponding place.
- Share the link to the app and guide students on how to access the activity.
- Supervise as they complete the puzzles and select answers, helping with any questions or difficulties.
- Encourage students to pay attention to both the details of the images and the spelling of the words related to the places.

Closing

- Review the answers with the students. Discuss as a group why each place corresponds to its image.
- Reinforce learning by asking students to use one or more of the vocabulary words learned in sentences.



Canva (2024)



Bing Image Creator. (n.d.)

Lesson B

VOCABULARY "WHERE WERE YOU?"

SS

To learn, recognize, and use vocabulary related to places such as "on an island, on the moon, in the forest, in the desert, in the jungle, in the ocean, on the beach, at school, on a hill" by building a picture puzzle and identifying images in an interactive activity.

Activities Description

- Click on the link provided to access the interactive application.
- Complete the digital puzzle by arranging the pieces correctly to form images related to the places mentioned.
- Once the puzzle is completed, carefully observe the image formed and select the place corresponding to the options provided in the application.
- Repeat the process with different puzzles to reinforce your vocabulary knowledge and improve your pronunciation.

Url Activities

<https://www.jigsawplanet.com/?rc=play&pid=135ebca092c2>

<https://www.jigsawplanet.com/?rc=play&pid=125f6401f15d>

<https://www.jigsawplanet.com/?rc=play&pid=125f6401f15d>

<https://www.jigsawplanet.com/?rc=play&pid=0caa6713551c>

<https://www.jigsawplanet.com/?rc=play&pid=135ebca092c2>



Bing Image Creator. (n.d.)

Canva (2024)

Lesson A

B

VOCABULARY "WHERE WERE YOU?"



on an island



on the moon



in the forest



in the desert



in the jungle



Bing Image Creator. (n.d.)

Lesson B

B

VOCABULARY "WHERE WERE YOU?"



in the ocean



at the beach



at school



on a hill

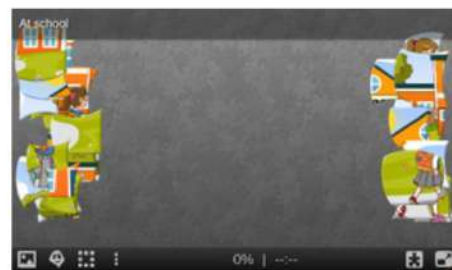


Bing Image Creator. (n.d.)



Lesson B

VOCABULARY "CAMPING THINGS"



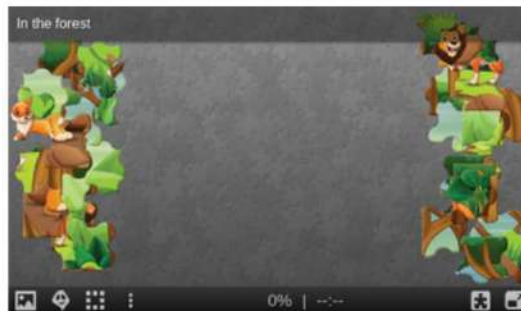
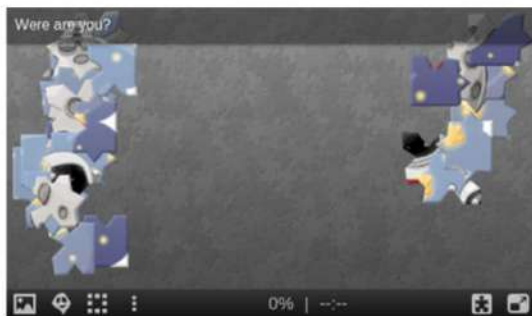
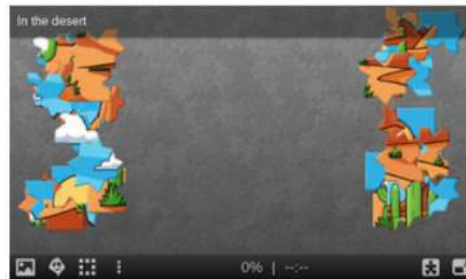
Bing Image Creator. (n.d.)



Lesson A

VOCABULARY "WHAT WERE YOU?"

B



Bing Image Creator. (n.d.)

Canva (2024)

A



52

Lesson B

VOCABULARY “CAMPING THINGS”

T.T

Objective: To develop students' ability to listen to, identify and relate vocabulary about “Camping Things” with corresponding images, improving their listening and visual skills in English through an interactive activity.



Introduction

- Initiate the class by introducing the topic “Camping Things.”
- Show pictures related to camping, such as a tent, a lantern, or a backpack.
- Ask students if they know the names of some objects and share key vocabulary to be used in the activity.

Development

- Students will listen to audios on the application, look at related images and select the image that best relates to the audio.
- Provide the link to the activity in the app and guide them to access.
- Supervise as you do the activity, making sure everyone understands the instructions and can correctly identify the elements.
- If necessary, pause the activity and review the words as a group.

Closing

- Gather students together to review answers and resolve questions.
- Conduct a brief reinforcement activity, such as asking students to create a sentence using one of the words learned.



Bing Image Creator. (n.d.)

Lesson B

VOCABULARY "CAMPING THINGS"

SS

To learn and practice vocabulary related to "Camping Things" through listening activities, identifying images and selecting the correct audio, improving listening comprehension and visual recognition.

Activities Description

Url Activities

Activity 1

- Enter the link provided to access the interactive activity in the application. Listen carefully to each audio describing objects related to camping.
- Observe the images that appear on the screen. Match the audio you hear with the corresponding image.
- Click on the audio that best represents the image. Be sure to pay attention to make the right choice.

<https://learningapps.org/watch?v=pp400ezxj25>

Lesson B

B

VOCABULARY "CAMPING THINGS"



tent



lantern



water bottle



rope



air mattress



sleeping bag



camp stove



folding chair



Bing Image Creator. (n.d.)

Lesson C

B

VOCABULARY "CAMPING THINGS"



flash light



thermos



cooler



hiking boots



Bing Image Creator. (n.d.)



Lesson B

B

ACTIVITY VOCABULARY "DID YOU GO CAMPING?"

Tarea
Listen and choose the correct answer

OK

water bottle

rope

air mattress

sleeping bag

Volver a la imagen principal

Audio A

Audio B

Audio C

Audio D

Audio E

Audio F

Audio G

Audio H

Bing Image Creator. (n.d.)

Lesson C

VOCABULARY “MY LAST VACATION”

T.T

Objective: To encourage the learning and practice of vocabulary related to “My Last Vacation” through the association of images with words, improving spelling and understanding of the topic.

Introduction

- Start the class by introducing the topic “My last vacation”. Project or show images related to the topic and ask open-ended questions to activate students' prior knowledge. Encourage students to share brief experiences from their own vacations.

Development

- Enter the following link:
<https://learningapps.org/display?v=p4minrsjj25>
- Explain that students should look at each image and write the corresponding word in the box, using the vocabulary learned in class.
- Review the key vocabulary with the class before beginning the activity.
- As they work, monitor and resolve doubts about the meaning or spelling of the words.

Closing

- Review answers as a group, correcting and clarifying errors collaboratively. Reinforce learning by congratulating them for their effort.



Canva (2024)



Bing Image Creator. (n.d.)

58

Lesson C

VOCABULARY "MY LAST VACATION"

SS

Students acquire and practice vocabulary related to "My last vacation" by developing a writing activity created in the website learning app.

Activities Description

Activity 1

Enter the platform through the link provided by the teacher.

- Look carefully at each picture related to the topic "My last vacation".
- Write verbs in past, in the boxes the corresponding that describes what you see.
- Be sure to use the correct spelling and review the vocabulary you have learned – have fun while practicing your English!

Url Activities

<https://learningapps.org/display?v=p4minrsjj25>



Canva (2024)



Lesson C

B

VOCABULARY "MY LAST VACATION"



build

built



do

did



buy

bought



eat

ate



have

had



take

took



Bing Image Creator. (n.d.)

Lesson C

B

VOCABULARY "MY LAST VACATION"



go

went



ride

rode



see

saw



speek

spoke



swim

swam



wear

wore



Bing Image Creator. (n.d.)

Canva (2024)

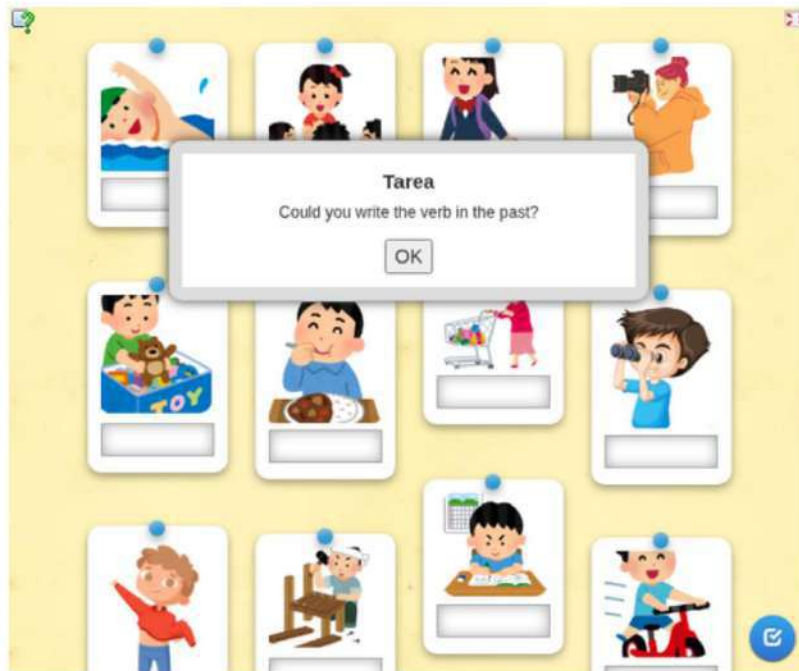


61

Lesson C

VOCABULARY "MY LAST VACATION"

B



Bing Image Creator. (n.d.)

Canva (2024)



62

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INTRODUCTION

In today's educational landscape, digital resources have become a vital tool for both teachers and students. This guide, developed as part of the research project "Using Digital Resources to Expand Vocabulary," presents a dynamic and engaging approach to vocabulary acquisition through interactive and multimedia platforms.

Each lesson in this guide is structured around key themes, starting with fundamental topics such as countries, favorite sports, and household chores, and progressing to more specialized content such as cooking utensils, ingredients, and words related to cooking. These lessons are specifically designed to take advantage of digital tools that encourage active participation, creativity and long-term retention, helping learners to effectively expand and reinforce their vocabulary.

This guide focuses specifically on 6th EGB learners, consistent with the research objective of analyzing how digital resources can meet linguistic and educational needs. By incorporating modern technology, this initiative aims to make learning more inclusive and impactful.



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UNIT 1.

Lesson A: Countries

Lesson B: Favorite sport

Lesson C: Household Chores.....

UNIT 2.

Lesson A: Kitchen Utensils

Lesson B: Ingredients.....

Lesson C: Cooking Words.....



UNIT 3.

Lesson A: Diseases and injuries

Lesson B: Transportation.....

Lesson C: This is the airport



UNIT 4.

Lesson A: Acción Words in present.....

Lesson B: Action Words in past.....

Lesson C: Daily routines.....



My World

UNIT 1



I can identify important information in simple summaries of news or newspaper articles in which numbers and names play an important role, and which are clearly structured and illustrated, for example reading vocabulary about countries, nationalities, sports and household chores.

Contents

- Lesson A: Country and nationality
- Lesson B: Favorite sport
- Lesson C: Household Chores



(Canva, 2025)



Lesson A

COUNTRY AND NATIONALITY

T.T

Objective

To Recognize and correctly understand the names of countries and nationalities by developing the ability to identify these terms in descriptions.

Introduction

- Welcome to students in English class
- Begin the class with a brief presentation of countries and nationalities in English.
- Show the pictures of the countries and read the name of the country and nationality.

Development

- Open the activity in Educima.com (www.educima.com/crosswords/countries_and_nationalities-76c0e88de74ccc8e6f2232650c2c78c2)
- Give the instructions to develop the crossword puzzle.

Closing

- Choral reading of the answers.
- Practice of the pronunciation of the vocabulary learned
- Students must solve the activity individually



(Canva, 2025)

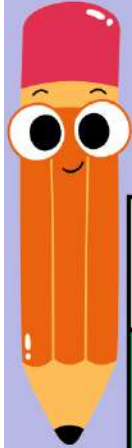
- Objective: To recognize and correctly understand the names of countries and nationalities by developing the ability to identify these terms in descriptions.

Activity description

- Open the activity link.
- Read each sentence that corresponds to the horizontal and vertical.
- Identify the vocabulary and write in the crossword puzzle the word

Url Activity

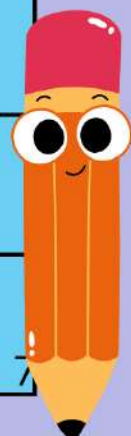
- www.educima.com/crosswords/countries_and_nationalities-76c0e88de74ccc8e6f2232650c2c78c2



COUNTRY AND NATIONALITY

Country		Nationality
Ireland		Irish
Poland		Polish
United Kingdom		British
Spain		Spanish

Country		Nationality
Portugal		Portuguese
Lebanon		Lebanese
Japan		Japanese
China		Chinese

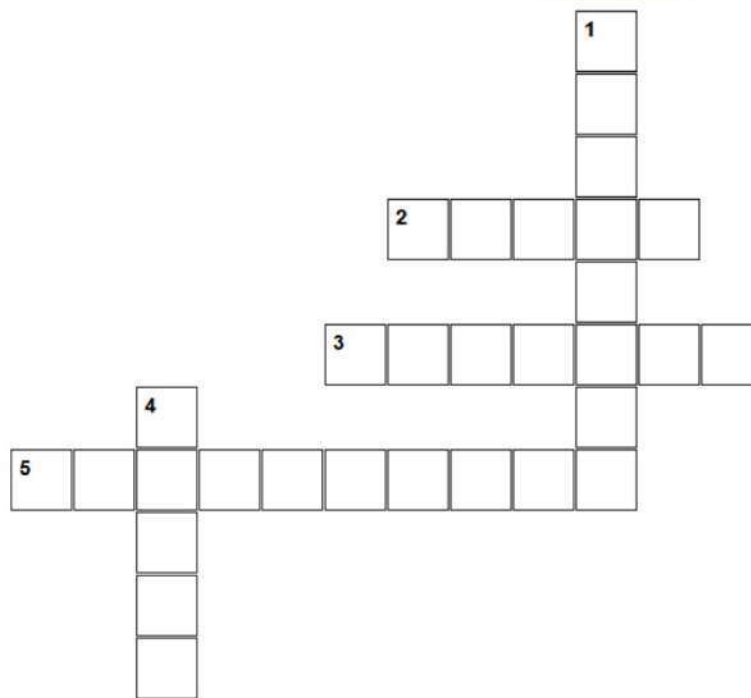


(Canva, 2025)

ACTIVITY

Read the definitions to find the correct words.

www.educima.com/crosswords/countries_and_nationalities-76c0e88de74ccc8e6f2232650c2c78c2



Horizontales

2. Country famous for its samurai and sushi
3. Nationality of people from China
5. Nationality of people from Portugal

Verticales

1. Nationality of people from Lebanon
4. Nationality of people from Ireland

(Canva, 2025)

Lesson B

FAVORITE SPORT

T.T

Objective

To identify and recognize sports-related vocabulary through an interactive online alphabet soup

Introduction

- Welcome to students in English class
- Begin with a brief explanation of the key vocabulary: boy and girl.
- Show pictures that represent a boy and a girl.
- Ask students to repeat the phrases aloud, all together and then individually.

Development

- Click on the link and explain to the students that when the teacher spins the roulette wheel and when it stops, they must identify whether it is a boy or a girl.
- <https://wordwall.net/resource/84099788>

Closing

- Repeat the sentences with students to reinforce the vocabulary learned.
- Ask students to each introduce themselves using the phrases I am a boy or I am a girl.
- One student will come forward and students must identify whether they are a boy or a girl.

(Canva, 2025)



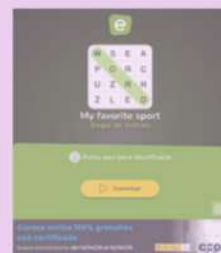
Objective

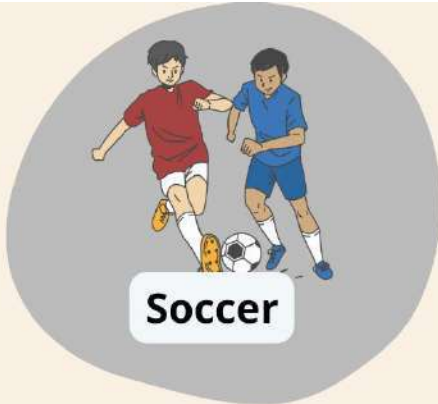
To find and recognize the names of different sports in an online alphabet soup

Activity description

- Open the link provided
- Click on home
- Read the word, look at the image and identify the meaning.
- Solve the word search

Url Activity






11

(Canva, 2025)

ACTIVITY




My favorite sport

SPORTS: SOCCER, CYCLING, GYMNASTICS, SWIMMING, TENNIS, SKIING, VOLLEYBALL, BASKETBALL

G	U	A	M	U	E	I	O	A	S	V
I	Y	S	E	C	I	G	G	A	O	O
S	W	M	W	U	N	G	H	L	C	L
Z	K	E	N	I	I	I	Q	F	C	L
O	A	I	L	A	M	A	O	H	E	E
U	K	C	I	O	S	M	D	T	R	Y
O	Y	W	U	N	S	T	I	V	O	B
C	N	B	B	U	G	X	I	N	D	A
O	U	O	O	Y	A	M	X	C	G	L
E	F	D	T	E	N	N	I	S	S	L
E	B	A	S	K	E	T	B	A	L	L

00:22



SPORTS: SOCCER, CYCLING, GYMNASTICS, SWIMMING, TENNIS, SKIING, VOLLEYBALL, BASKETBALL

G	U	A	M	U	E	I	O	A	S	V
I	Y	S	E	C	I	G	G	A	O	O
S	W	M	W	U	N	G	H	L	C	L
Z	K	E	N	I	I	I	Q	F	C	L
O	A	I	L	A	M	A	O	H	E	E
U	K	C	I	O	S	M	D	T	R	Y
O	Y	W	U	N	S	T	I	V	O	B
C	N	B	B	U	G	X	I	N	D	A
O	U	O	O	Y	A	M	X	C	G	L
E	F	D	T	E	N	N	I	S	S	L
E	B	A	S	K	E	T	B	A	L	L

02:20

(Canva, 2025)

Lesson C

HOUSEHOLD CHORES

T.T

Objective

To read and understand sentences related to household objects and activities in English. with an interactive matching activity

Introduction

- Welcome to students in English class
- Begin with a brief explanation of the key vocabulary:
- Show images and describe each image
- Ask students to repeat the phrases aloud all together

Development

- Provide the link and instructions for the activity.
- Explain that on the screen they will see images that have to do with household chores and at the top is written the name, therefore the student will choose the image that corresponds to the phrase.

Closing

- At the end of the activity in the app, ask them questions about the vocabulary they have learned. You can show them the flashcards again and ask them to say the name in English.

VOCABULARY HOUSEHOLD

SS

Objective

To read and recognize vocabulary related to household activities through interactive activities.

Activity description

- Click on the link provided.
- Students access the online activity, where they are presented with a written sentence about a household action, for example: Clean the room.
- Several images will appear in the application and students must select the one that corresponds to the sentence read.

Url Activity

<https://wordwall.net/resource/85055345>

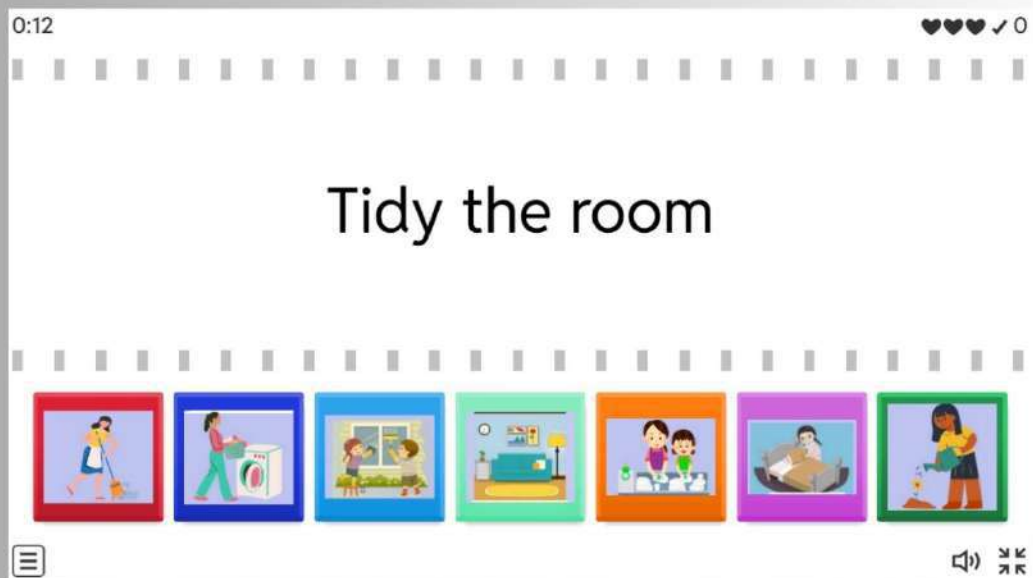


(Canva, 2025)

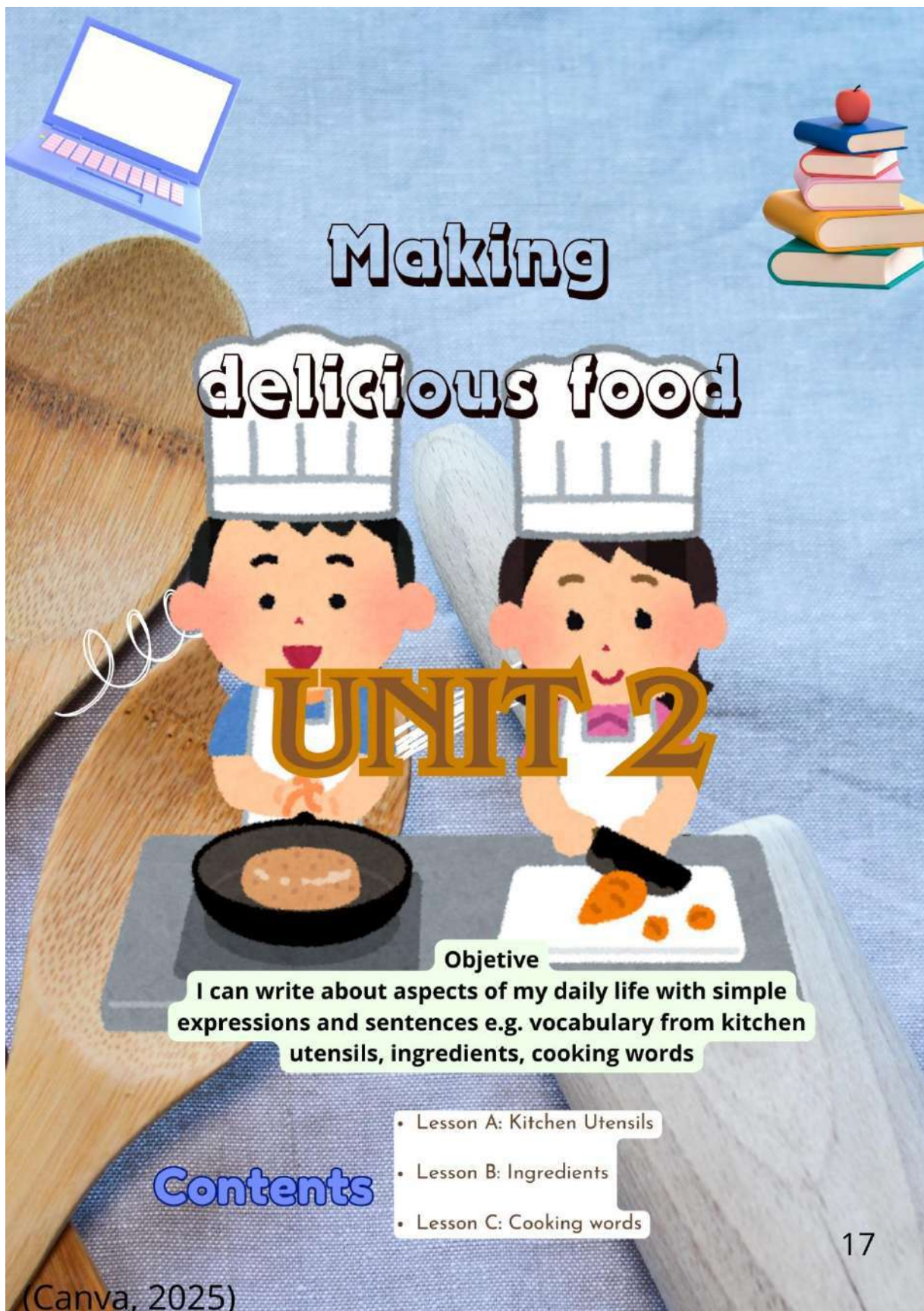


(Canva, 2025)

ACTIVITY



(Canva, 2025)



Making

delicious food

UNIT 2

Objective

I can write about aspects of my daily life with simple expressions and sentences e.g. vocabulary from kitchen utensils, ingredients, cooking words

Contents

- Lesson A: Kitchen Utensils
- Lesson B: Ingredients
- Lesson C: Cooking words

Lesson A

KITCHEN UTENSILS

T.T

Objective

To identify the correct kitchen utensil from a given description.

Introduction

- Welcome students to the English class.
- Ask students what utensils they use when they cook.
- Show them the pictures of the utensils and then practice pronunciation.
- Practice the phrase I use a in the kitchen with the students..

Development

- Explain to the students that when they open the application, an image and a description of the vocabulary will appear on the screen.
- The teacher will read the vocabulary description.
- Finally explain that the words that appear are in disorder so the student will have to order the correct spelling.

Closing

- Repeat in chorus the words they ordered.
- At the end of the activity, ask students to name some of the words they have learned.
- Show the pictures and ask them to say the names in English.



(Canva, 2025)

VOCABULARY

SS

Objective

To identify and correctly write the name of a utensil from a jumbled word.

Activity description

- Click on the link provided.
- Listen carefully to the teacher's explanation.
- Look at the image in the application.
- Observe the unordered word and then sort it correctly.

Url Activity

<https://es.educaplay.com/recursos-educativos/22038636-anagramas.html>

(Canva, 2025)





knife



mixer



pot



pan



grater



strainer



measuring cup



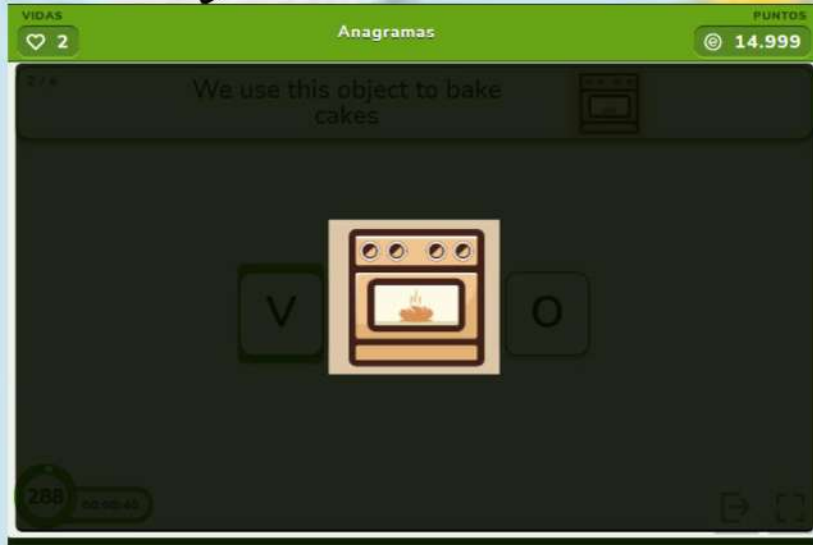
cutting board



oven



ANAGRAMA



(Canva, 2025)

Lesson B

INGREDIENTS

T.T

Objective

Identifies and names vocabulary related to the ingredients for a recipe.

Introduction

- Greetings
- Ask students what ingredients we need to make cakes.
- Show cards with names of various ingredients.

Development

Give instructions for the activity.

- Explain that a worksheet will appear on the screen with pictures of ingredients to make banana paste and that students will have to write the correct name under the picture.

Closing

- At the end of the activity, ask students to name the vocabulary. You can show them the flashcards again and ask them to say the names of the ingredients.



Objective

Identify and write vocabulary related to the ingredients of a recipe.

Activity description

- Listen to the teacher's instructions to develop the activity.
- Read the list of ingredients.
- Identify the names of the ingredients
- Choose and correctly write the name in English under the image.

Url Activity

https://www.canva.com/design/DAGctMM8Gk8/RzuHWp2J9yM25hBCLsTVYQ/edit?utm_content=DAGctMM8Gk8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



jelly



marmalade



mustard



flour



cake



sugar



butter



salt



oil



mayonnaise



vinegar



ketchup

(Canva, 2025)

Activity

To write the names of the ingredients below the images as appropriate in the blanks to make a banana cake.

- Butter
- Egg
- Milk
- Oil
- Salt
- Sugar
- Banana
- Flour
- jelly
- Vinegar



(Canva, 2025)

Lesson B

COOKING WORDS

T.T

Objective

Identify color vocabulary in English through the use of digital resources, in which they will be presented with activities to order colored letters and paint as directed to reinforce their learning.

Introduction

- Welcome to students in English class
- Show flashcards with the colors and make sure students repeat after you the names of the colors.
- Use the question What color is this? and each student should respond with This is

Development

- Give the instructions for Activity 1
- Anagram: Students will see a set of jumbled letters representing the names of colors. Students must rearrange the letters to form the correct color word. The teacher will be the guide to develop the activity.

Closing

- Provide the worksheet and give instructions.
- The teacher will indicate which color to use in each part of the digital image and the student should choose the color and paint the image.
- You can show them the cards again and ask them to say the names in English.



Objective

Identify and name colors in English using visual examples and association activities.

Activity description

- Click on the link provided.
- Put the letters of the colors in order.

Activity 2

- This activity is related to numbers.
- They have to paint the colors indicated in the worksheet.

Url Activity

<https://padlet.com/danielaerika1/recipes-f8ptm7606rk50w8y>



(Canva, 2025)



Peel



Cut



chop



Stir



Boil



Fry



Bake



Pour



Slice



Mix



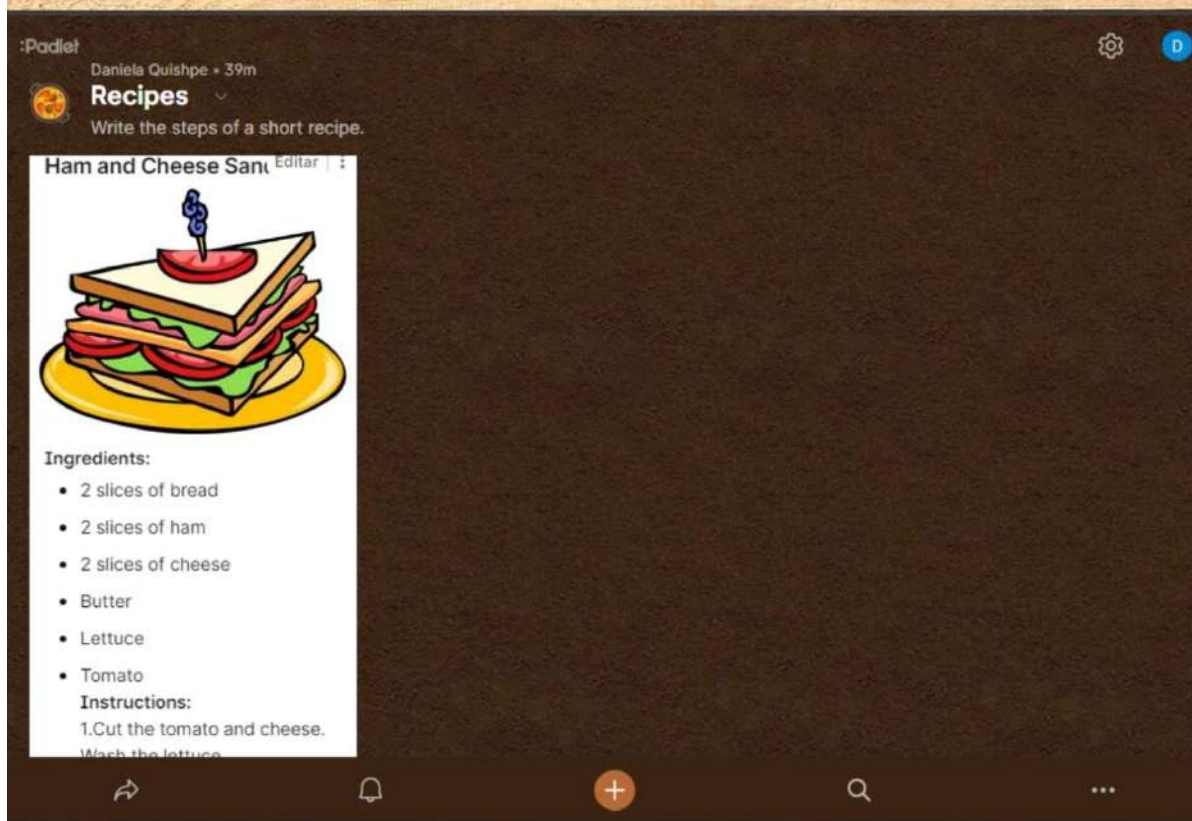
add



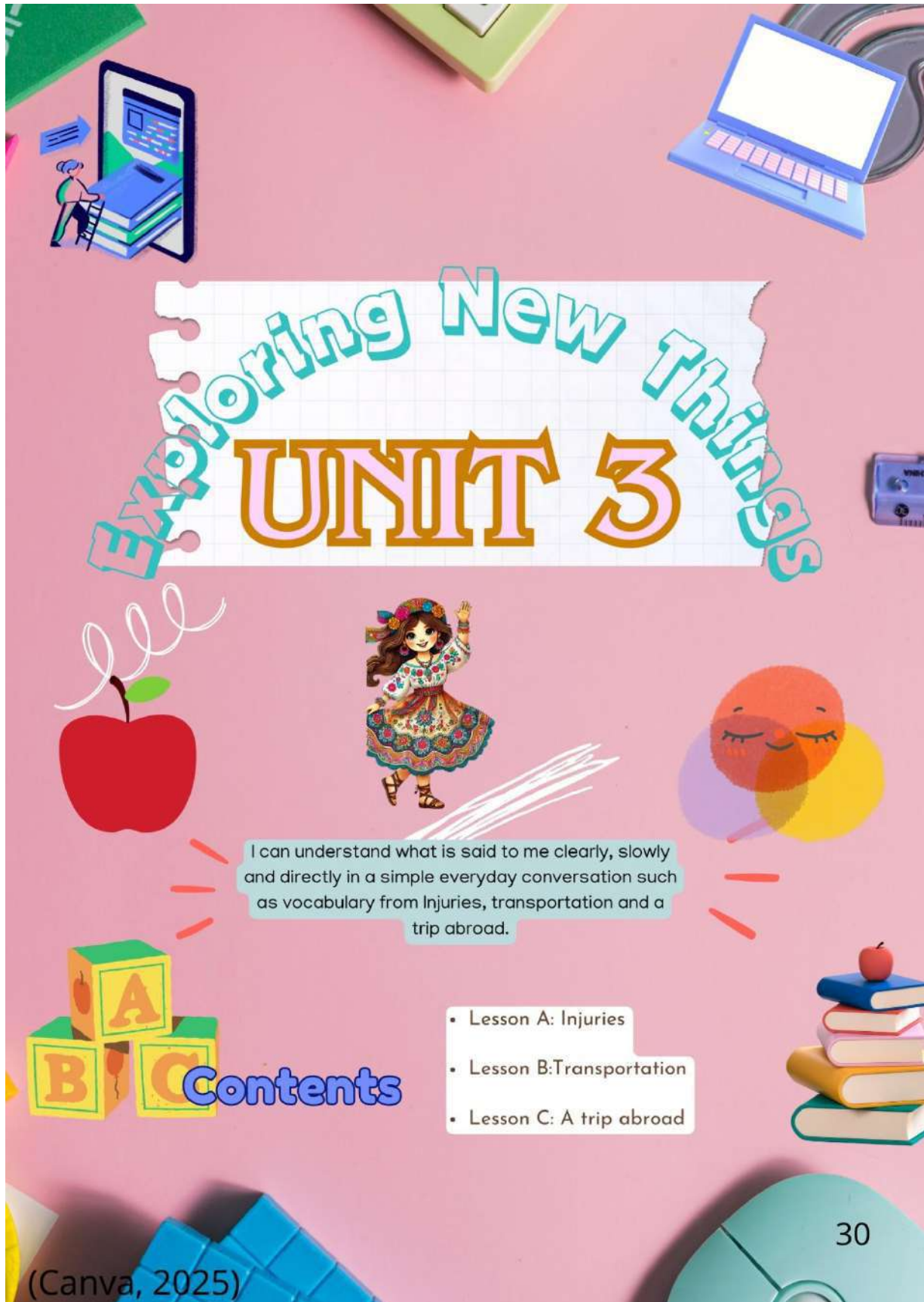
grate₂₈

(Canva, 2025)

ACTIVITY



(Canva,2025)



(Canva, 2025)

- Lesson A: Injuries
- Lesson B: Transportation
- Lesson C: A trip abroad

Lesson A

INJURIES

T.T

Objective

Identify and name basic geometric shapes (circle, square, triangle, rectangle) in objects in their environment.

Introduction

- Welcome to students in English class
- Play the video and do a color review and ask what figures you see in the video.
- Show a picture and practice the phrase I see a square
- Have students repeat the words and phrases aloud.

Development

- The teacher will give the instructions to enter the digital application and the students will participate in a game in which they will have to listen and select the correct word.
- <https://es.educaplay.com/recursos-educativos/22082094-injuries.html>

Closing

- Repeat the sentences with students to reinforce the vocabulary learned.
- At the end of the activity, ask students to name some of the words they have learned. To reinforce the last digital activity, the teacher will open the link and in groups will play a guessing game related to shapes.



(Canva, 2025)

Objective

Recognize and name basic geometric shapes through multimedia activities.

Activity description

- Click on the link provided.
- Watch the video
- Relate each shape to the colors.
- Match each shape with the colors.
- Tell the teacher "I SEE A RED CIRCLE".

Activity 2

- To reinforce the shapes, a game where they have to listen and select the word, or look at the shapes and match.

Activity 3

- With the help of your teacher, make the guessing games related to shapes.

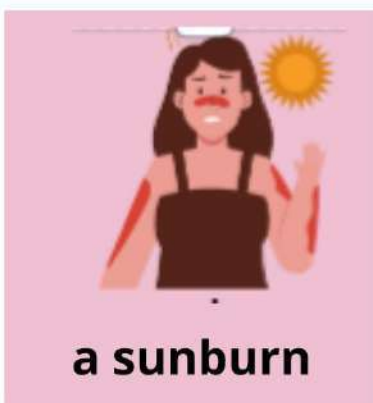
Url Activity

<https://es.educaplay.com/recursos-educativos/22082094-injuries.html>





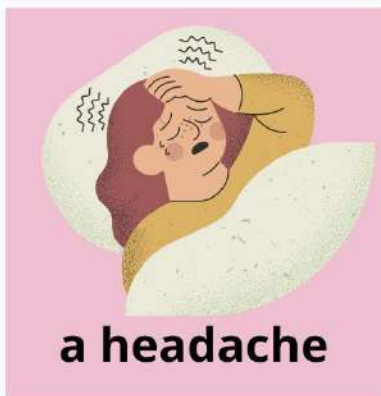
a cut



a sunburn



a bruise



a headache



an earache



a toothache



an insect bite



an infection



a cough

(Canva, 2025)

ACTIVITY

One day, Tom went to the beach and got a sunburn because he didn't wear sunscreen. The next morning, he noticed he had a on his foot from walking on rocks.

That afternoon, Tom had a terrible , and his sister complained about an . Later, he found a on his arm from the day before.

Tom also had a , and his friend showed him a bug bite on his leg. At home, Tom's mom said he had a .

Relatores: 0/7 Página: 1/1

headache bruise cut toothache

infection cough earache

01:35

✓ Comprobar

(Educaplay, 2025)

(Canva, 2025)

Lesson B

TRANSPORTATION

T.T

Objective

To promote listening comprehension by identifying transportation words in English.

Introduction

- Welcome to students
- Describe and identify the different transports by means of images
- Understand the pronunciation

Development

- Guide the student to enter the canva application.
- Students should create their bingo box with six transportation vocabulary words.
- The teacher will spin a spinner and mention a transportation word.

Closing

- Students should listen carefully and cross out the word if they have it on their chart.
- The game continues until a student completes their chart and shouts "Bingo".



(Canva,2025)

Objective

To practice word recognition actively during the game.

Activity description

- Open Canva and create your bingo box with six words about transportation.
- Listen carefully when the teacher spins the wheel and calls out a word.
- If that word appears in your bingo box, check it off or cross it out.
- The first person to complete his or her box must say "Bingo."

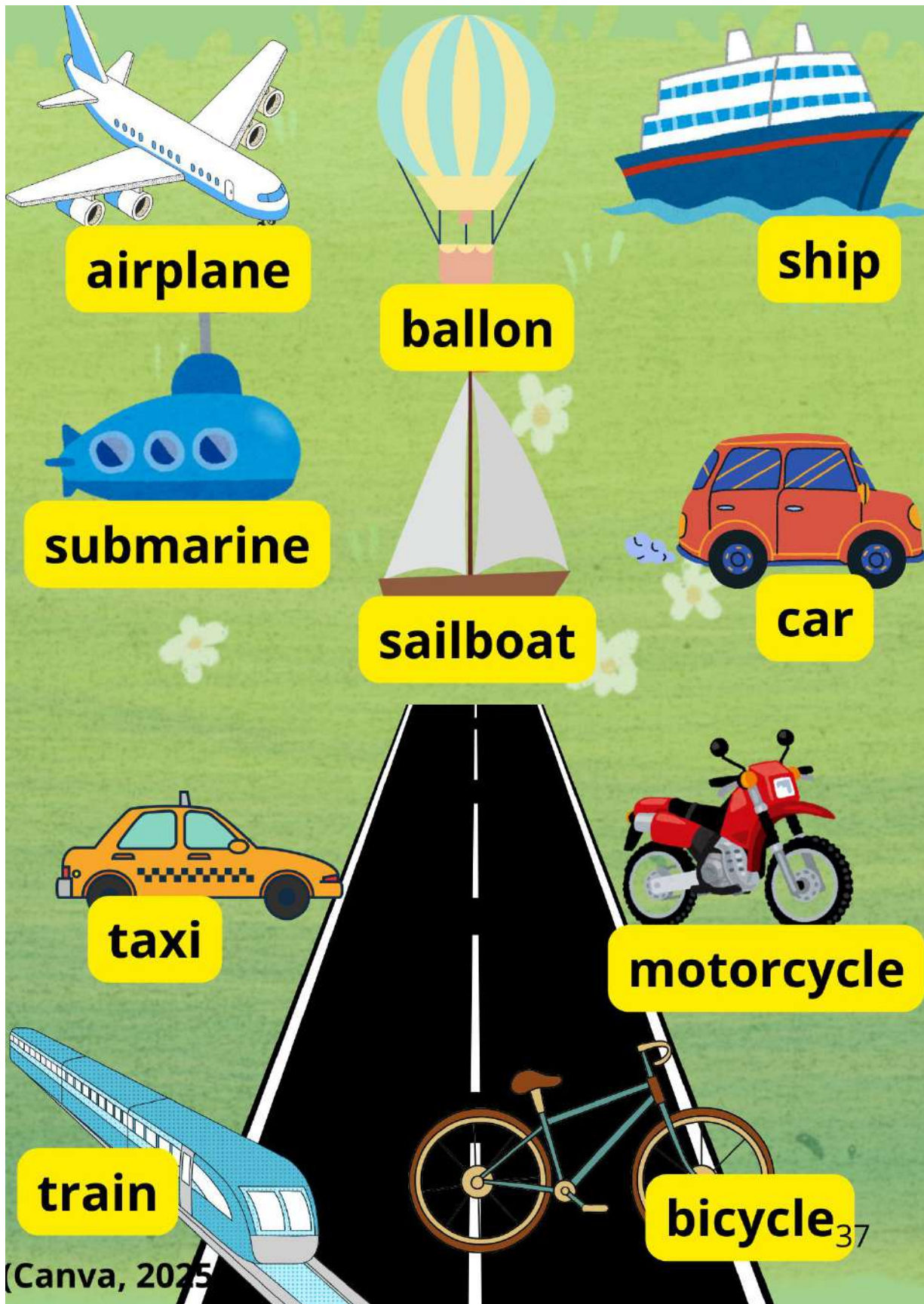
Url Activity

Activity 1

https://www.canva.com/design/DAGcxIfV50U/E7RfIS5odBRtL_gPXRxzKg/edit?utm_content=DAGcxIfV50U&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



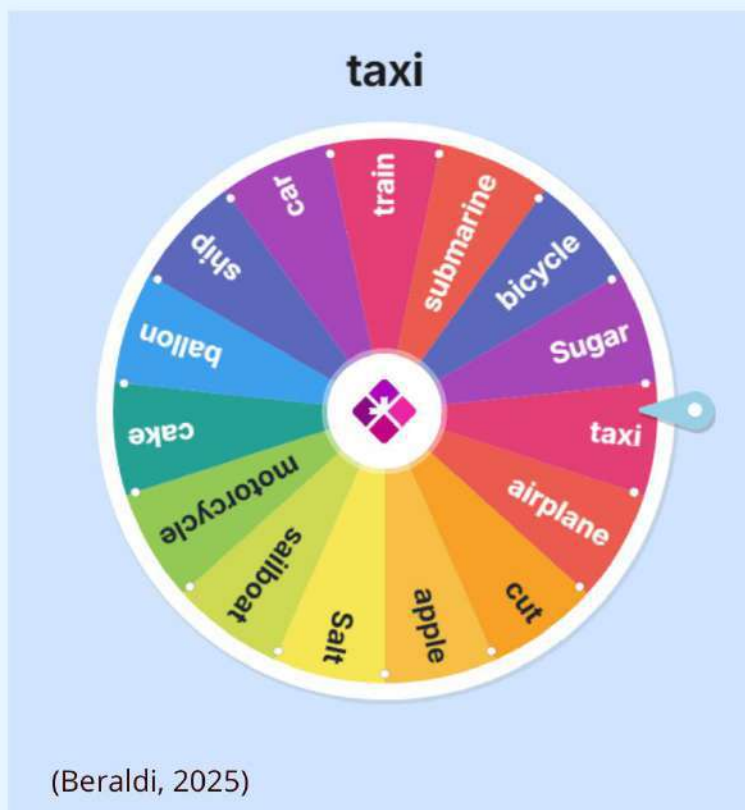
(Canva,2025)



(Canva, 2025)

ACTIVITY

Taxi		



(Canva,2025)

Lesson c

A TRIP ABROAD

T.T

Objective

To develop students' ability to identify and associate words with images through listening.

Introduction

- Welcome to students
- Describe and identify the different words by means of images
- Internalize the pronunciation

Development

- Steps to follow:
- The teacher will say audio word number 1 on the app.
- say in the following order:
- 1. Security guard
- 2. Check in área
- 3. Ticket agente
- 4. Passenger
- 5. Ticket
- Students will listen and must match each word heard with the corresponding image on the screen.

Closing

- The teacher will give feedback on correct and incorrect answers, reinforcing vocabulary learning.



(Canva,2025)

Objective

Practicing active listening to identify English words

Activity description

Steps to follow:

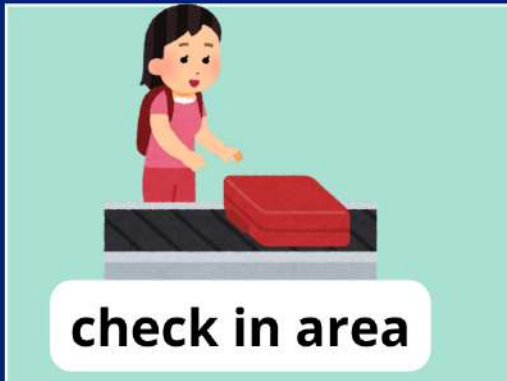
- Open the app and listen to the word your teacher pronounces.
- Choose the image that matches the word you have heard.
- Continue matching the rest of the words and images that the teacher indicates in the audios.

Url Activity

https://es.educaplay.com/recursos-educativos/22066594-a_trip_abroad.html

(Canva,2025)





ACTIVITY

A trip abroad

0

Page 1 of 1

	ticket agent	
	passenger	
	Check in area	
	ticket	
	security guard	

00:05

(Educaplay, 2025)

UNIT 4

Daily routines



I can describe myself, my family and other people e.g. I can talk about action words in present, action words in past and my day.

Contents

- Lesson A: Action words in present
- Lesson B: Action words in past
- Lesson C: My day

Lesson A

VERBS IN PRESENT

T.T

Objective

The objective of this activity is for students to practice and improve their speaking skills by using present tense verbs through the online Hangman game.

Introduction

- Start the class by briefly welcoming the students. Explain that the activity they are going to do today is an online Hangman game in which they will have to guess verbs in the present tense.
- Explain how the Hangman game works on the Learning App platform.
- Tell them that they will have to guess letters to complete the word in the present tense. Be sure to mention that, as they discover the words, they should say them out loud

Development

- Students access the Hangman game on the Learning App platform.
- As they play, they must guess the letters of the words. Each time they guess a word correctly, they must pronounce it out loud.
- As students participate, monitor the activity to listen and observe their pronunciation.

Closing

- After everyone has played, bring students together for a small group discussion. Ask:
- Which verbs in the present tense did they discover?
- Which ones were the easiest to guess?
- Encourage them to share sentences with the verbs they guessed.

(Canva,2025)

GUIDE STUDENT

55

Objective

To guess the correct word in the present tense that represents a verb in English. By participating, you will improve your pronunciation, comprehension and use of present tense verbs.

Activity description

Access the game: Enter the link provided to play the hangman game online in the Learning App.

Read the clues: The game will show you the number of letters in the word (present tense verb).

Guess the letters: Use your knowledge of the vocabulary of present tense verbs to suggest letters. Each time you guess a letter correctly, the word will be completed. If the letter is incorrect, the picture of the hanged man will begin to form.

Pronounce the words: As you play, be sure to say out loud the word you are guessing. This will help you improve your pronunciation and help you remember the verbs in the correct form.

Url Activity

Activity

<https://learningapps.org/38805660>

(Canva, 2025)





travel



visit



make



live



dance



drink



enjoy



leave



sing



spend

(Canva, 2025)

ACTIVITY

Action words

gastar



s p e n



vivir



(Canva,2025)

Lesson B

ACTION WORDS IN PAST

T.T

Objective

To identify and pronounce past tense verbs while playing a memory game.

Introduction

- Begin the class by briefly welcoming the students. Encourage everyone to actively participate in the activity.
- Explain to the students that they are going to play a memory game in which they will see cards with verbs in the past tense and must match them with the corresponding pictures. In addition, they should read the words aloud to practice their pronunciation.

Development

- Students start the memory game in the Learning App. As they play, they must read aloud each word they see, pronounce it correctly, and then match it with the corresponding picture.
- When listening to students, make sure they are pronouncing past tense verbs correctly.

Closing

- Once all students have finished the game, organize a short discussion. Ask students what past tense verbs they learned or reinforced during the game.



VOCABULARY ACTION WORDS

SS

Objective

Learning past tense verbs in a fun way while improving pronunciation

Activity description

When you click on a card, you will see a word (a past tense verb).

Read the word aloud, making sure you pronounce it correctly. This will help you practice your speaking and memorize the past tense form of the verb.

After reading the word, click on another card. If the card shows the picture that corresponds to the past tense verb, match both cards.

Keep playing until you match all the cards correctly. Remember, to practice your pronunciation, you must read the words each time you see them.

Url Activity

<https://learningapps.org/watch?v=phpbmrz525>

(Canva, 2025)



49



traveled



ate



made



bought



saw



drank



called



found



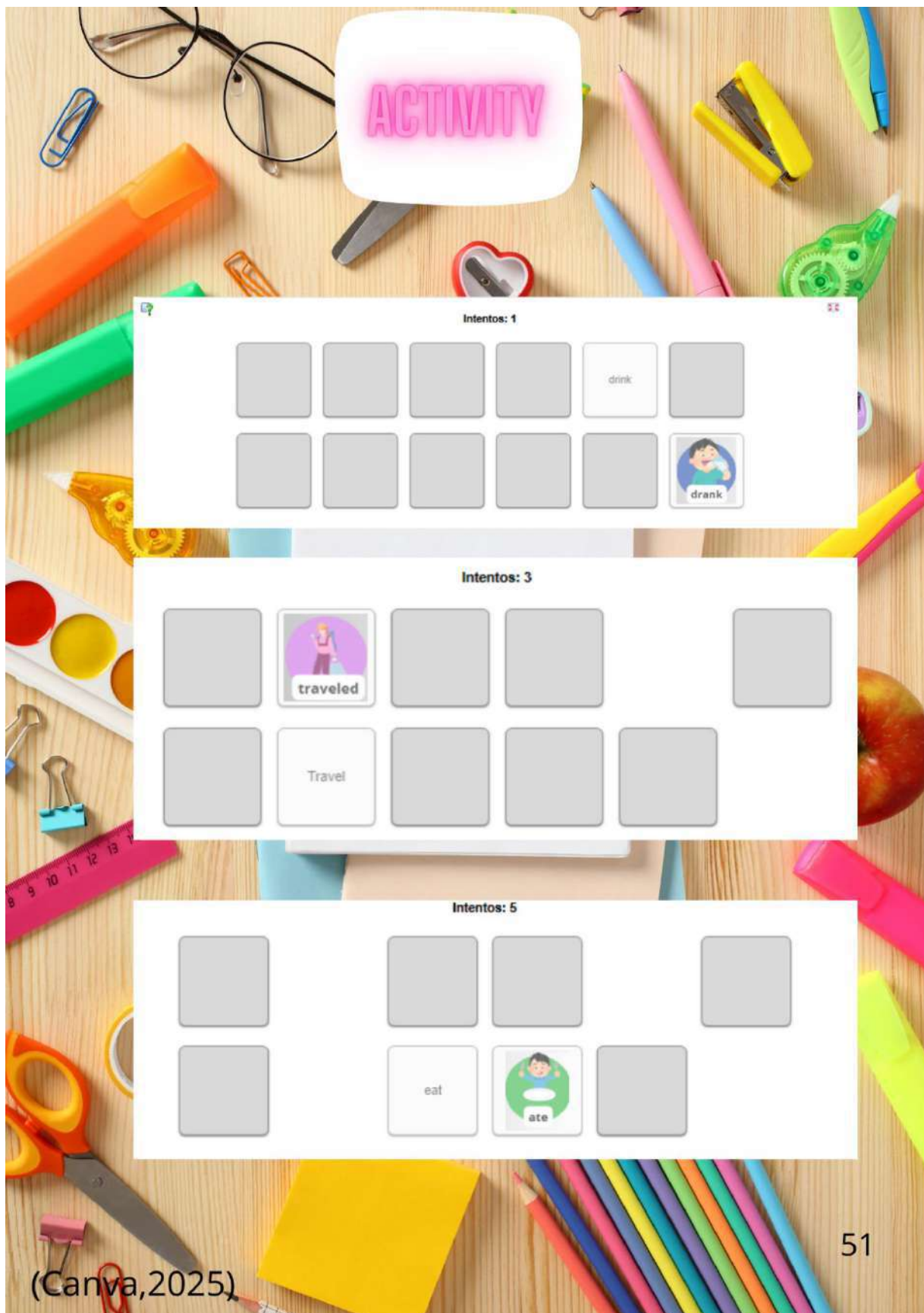
sang



spent

(Canva, 2025)

50



(Canva,2025)

Lesson C

DAILY ROUTINES

T.T

Objective

practice vocabulary about daily routines and improve their speaking skills by pronouncing the words.

Introduction

Welcome the students and introduce the activity that will help them practice daily routines in English in a fun way. Explain that they should match the words with the corresponding pictures of the daily routines, and that in doing so they should read aloud the words to practice their pronunciation.

Development

- Students access the game link in the Learning App. Here they will have to match the words related to daily routines with the correct pictures.
- After matching the words with the pictures, students must read aloud the words to practice their pronunciation.
- While students are doing the activity, monitor to make sure they are pronouncing the words correctly.

Closing

- Once students have finished playing the game, organize a short class reflection. Ask what daily routines they learned or reinforced during the game.

(Canva,2025)



52

VOCABULARY

SS

Objective

To practice vocabulary related to daily routines in English.
Through an interactive game

Activity description

Enter the activity link and you will see several images related to daily routines (such as wake up, brush teeth, eat breakfast, etc.).

Your task is to drag the words and match them with the correct pictures. Once you have matched them correctly, the corresponding word will appear next to the picture.

Once you have matched the word with the picture, read the word aloud. Repeat several times to improve your pronunciation.

Url Activity

<https://learningapps.org/display?v=pufm7ewij25>

(Canva, 2025)

53



(Canva, 2025)

Activity

Daily routines. Cubsule 4- PAIRS-2

The image displays two digital flashcard activities for daily routines, titled "Daily routines. Cubsule 4- PAIRS-2".

Top Activity: This activity shows 10 cards with illustrations and labels. The cards are arranged in a non-linear fashion, suggesting a matching exercise. The labels are: wash the dishes, brush your teeth, wake up, clean the house, get up, Study, get dressed, eat breakfast, eat lunch, and a card with a girl.

Bottom Activity: This activity shows the same 10 cards in a different arrangement, likely for a second matching exercise. The labels are: wash the dishes, brush your teeth, wake up, clean the house, Study, get up, get dressed, eat breakfast, eat lunch, and a card with a girl.

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Impacts

There are three impacts to explore.

- Linguistic impact
- Academic Impact
- The use of technology impact

The numerical impact levels are presented in the tables below.

Numerical impacts level

Tabla 1

Numerical level

Numerical level	Description of impact
-3	High negative impacts
-2	Medium negative impacts
-1	Low negative impacts
0	No impacts
1	Low impacts
2	Medium positive impacts
3	High positive impacts

Taken from: (Posso, 2011)

Linguistic impacts

Tabla 2
Linguistic Impact

Numerical level	-3	-2	-1	0	1	2	3
Indicators							
I can understand information about people (place of residence, age, etc.) in newspapers.							X
I can indicate time by such phrases as “next week”, “last Friday”, “in November”, and “three o’clock”.							X
Talk about Daily routines.							
I can make simple purchases where pointing or other gestures can support what I say.							X
I can write sentences and simple phrases about myself, for example, where I live and what I do.							X
I can say what I like and dislike.							X
Total							15

Taken from: (Own create)

$$\text{Linguistic impact level} = \frac{\sum}{\text{Number of items}} + \frac{15}{5} = 3$$

Linguistic impact level = High positive impact

Analysis

The linguistic statements have a high positive impact because they are directly aligned with the “I can” statements according to the Common European Framework (CERF), established for each proposal unit. The activities created allow us to achieve the proposed

objectives. Students should develop the activities according to their age and level stipulated in the MINEDUC curriculum.

Academic impacts

Tabla 3
Academic Impact

Numerical level	-3	-2	-1	0	1	2	3
Indicators							
Through interactive activities that focus on the acquisition and utility of new words, students increase their vocabulary.							X
They can access activities and exercises according to their vocabulary level, which promotes more individualized and effective learning.							X
Collaborative activities enable students to participate and learn new words, which will promote communication and the exchange of knowledge.							X
Immediate feedback increases motivation, as they see that they are making progress and improving their language.							X
They can describe events and situations in everyday life, which enhances their ability to understand, reflect on and effectively analyze problems in a variety of contexts.							
Total							15

Taken from: (Own create)

$$\text{Academic impact level} = \frac{\sum}{\text{Number of items}} + \frac{15}{5} = 3$$

Academic impact level= High positive impact

Analysis

This proposal high positive academic impact of interactive, collaborative, and personalized strategies for vocabulary development. By tailoring activities to students' vocabulary levels, learning becomes more effective and individualized. Collaborative activities foster interaction and knowledge, while immediate feedback enhances motivation by allowing them to track their progress. Promoting dynamic, meaningful, and sustained language acquisition.

The use of technology Impacts

Tabla 4
The Use of Technology

Numerical level	-3	-2	-1	0	1	2	3
Indicators							
Promote collaborative learning through virtual platforms that allow students to participate in projects in real time.							X
Develop critical thinking and problem-solving skills by incorporating technology-driven tasks such as interactive quizzes.							X
To achieve a prominent role of technological resources on teaching by integrating them into classroom activities.							X
The use of resources such as games, applications, and interactive platforms motivate							X

students to actively participate in the learning

process.

Total

Taken from: (Own create)

$$\text{The use of technology Impacts} = \frac{\sum}{\text{Number of items}} + \frac{15}{5} = 3$$

The use of technology Impacts = High positive impact

Analysis

The use of technology has a high positive impact on student motivation and learning. Digital tools are available to them because they help them expand their vocabulary, improve their interactive learning, and facilitate their active participation, they are also more creative thanks to multimedia resources, while activities derived from digital tools should facilitate cooperation. Technology is key to this learning, provided it is used correctly.

They put aside paper and pencils and immerse themselves in a digital environment.

CHAPTER V: CONCLUSION AND RECOMMENDATIONS

CONCLUSIONS

- Digital resources play an essential role in L2 vocabulary learning, as they promote learners' comprehension and retention of new words.
- The various existing digital resources, such as applications, interactive platforms and multimedia content, offer numerous possibilities to enhance vocabulary learning.
- Students showed interest and enthusiasm for the use of digital resources, which increased their interest in learning the second language.
- Digital resources have the ability to adjust to different learning methods, which helps students to strengthen their language skills.
- Integrating digital content reflects interculturality.
- Gamification, through educational activities, has proven to be an effective strategy to enhance memorization and the use of learned vocabulary.

RECOMMENDATIONS

- Updated training for teachers on technological resources.
- Manage the equipping of the computer laboratory and improve Internet connectivity in the institution to ensure equitable access to digital resources.
- Promote the use of gamification through educational applications so that students remain eager to learn and do not lose motivation in learning L2.

- It is recommended to use a variety of digital resources adapted to the different learning styles of students to improve their active participation and facilitate the development of language skills.
- Develop and select digital resources that represent diverse cultural perspectives.
- Encourage collaboration between learners through digital activities that promote cooperative learning and active use of L2 vocabulary.

GLOSSARY

Autonomous learning: The student's ability to learn independently, taking responsibility and control over their own learning process.

Constructivism: A theory stating that learners build knowledge actively through experience and reflection, rather than just absorbing information.

Contextualized practice: Vocabulary learning that occurs in real or simulated situations, rather than in isolation, making learning more meaningful.

Didactic guide: An instructional document that helps teachers plan and carry out educational activities effectively.

Digital device: An electronic tool such as a tablet, laptop, or smartphone used for educational purposes.

Digital flashcards: Interactive cards used to review and memorize vocabulary visually and dynamically.

Digital resources: Technological materials such as videos, applications, games, or platforms used to support the learning process.

E-learning platforms: Online systems like Moodle or Canvas that provide digital spaces for teaching and learning.

Educational applications: Mobile or desktop apps designed to support learning, such as Duolingo or Kahoot.

Learning styles: The preferred ways in which individuals learn, such as visual, auditory, or kinesthetic methods.

Lexical approach: A teaching method that focuses on teaching vocabulary chunks or fixed expressions rather than isolated grammar rules.

Lexical competence: The ability to recognize, understand, and use vocabulary appropriately in different contexts.

Pedagogical strategies: Methods and techniques used by teachers to facilitate and improve student learning.

Rural area: A geographic area with low population density and limited access to educational and technological resources.

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ANNEXES

Annex 1: Presentation letter of the Institution.



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA



Oficio Nro. UTN-FECYT-D-2024-0142-O
Ibarra, 14 de junio de 2024

PARA: Lic. Clara Elizabeth Soto Cando
DIRECTORA DEL CECIB "PATRICIO ESPINOZA BERMEO"

ASUNTO: Trabajo de integración curricular Srts: Pupiales Pupiales Erika
Janeth y Quishpe Imbaquingo Erika Daniela

Reciba un afectuoso y cordial saludo en nombre de la Universidad Técnica del Norte, y auguro éxitos en tan delicadas funciones.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a las Señoritas: PUPIALES PUPIALES ERIKA JANETH y QUISHPE IMBAQUINGO ERIKA DANIELA, estudiantes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtengan información y apliquen los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "USE OF DIGITAL RESOURCES TO EXPAND L2 VOCABULARY AT CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE PATRICIO ESPINOSA BERMEO"

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ
Firmado digitalmente por
JOSE LUCIANO REVELO
RUIZ
Fecha: 2024.06.14
11:27:45 -05'00'

MSc. José Revelo
DECANO DE LA FECYT

JLRR/M. Báez



Annex 2. Instruments Validated



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

Ibarra, 30 de octubre de 2024

Magister

Marcia Mantilla

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de investigación del Proyecto "USE OF DIGITAL RESOURCES TO EXPAND L2 VOCABULARY AT CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE PATRICIO ESPINOZA". Previo a la obtención del título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés – En línea. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Erika Jarieth Pupiales Pupiales

CI. 1004477343

Erika Daniela Quishpe Imbaquingo

CI. 1004514040

Estudiantes de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – En línea



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS – INGLÉS EN LINEA

**“USE OF DIGITAL RESOURCES TO EXPAND L2 VOCABULARY AT
CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE
PATRICIO ESPINOZA”**

Entrevistado:

Cargo: Vicerrector/a

Objetivo: La presente tiene como finalidad la recolección de datos para analizar el uso de los recursos digitales para expandir el vocabulario L2 en el CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE PATRICIO ESPINOZA, por parte de los estudiantes de la carrera de licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés.

Fuente tomada de Erazo M (2022).

P1. ¿Considera usted que los estudiantes de la institución alcanzan los estándares establecidos por el Ministerio de Educación cumpliendo con las normativas?

P2. Desde su perspectiva, ¿la institución cuenta con los recursos y materiales innovadores necesarios para la implementación y desarrollo del currículo del inglés establecido por el Ministerio de Educación?

P3. ¿Cómo cree usted que el aprendizaje de vocabulario en inglés pueda contribuir para alcanzar los estándares establecidos por el Ministerio de Educación?

P4. ¿Conoce usted si se han implementado anteriormente en la CECIB “Patricio Espinoza Bermeo” procesos de investigación relacionados con el uso de herramientas en línea para evaluar el vocabulario en inglés?

P5. Desde su perspectiva, ¿cree que las herramientas en línea pueden facilitar a los docentes la evaluación y reducción de recursos como papel y del tiempo al momento de calificar el vocabulario en inglés? ¿Por qué?

P6. ¿Usted estaría dispuesto a permitir y motivar que los docentes del área de inglés de la institución a la que usted representa puedan implementar una guía que incluya actividades de evaluación en línea para el vocabulario de Inglés en su institución?

THANK YOU FOR YOUR COOPERATION



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS – INGLÉS EN LÍNEA

**"USE OF DIGITAL RESOURCES TO EXPAND L2 VOCABULARY AT
CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE
PATRICIO ESPINOZA"**

Entrevistado:

Cargo: Coordinador/a

Objective: The purpose of this interview is to collect data to analyze the use of digital resources to expand the L2 vocabulary at CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE PATRICIO ESPINOZA by students of the bachelor's degree in Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés.

Fuente tomada de Erazo M (2022).

Q1. Do you consider that the institution's students reach the standards established by the Ministry of Education and comply with the regulations?

Q2. In the English area within this institution, how do teachers agree to carry out the teaching process of Vocabulary: in context or isolatedly?

Q3. What are the possible causes why English vocabulary acquisition may be difficult for students?

Q4. Can online tools to assess students' English vocabulary acquisition help reduce materials, resources, and grading time?

Q5. Do teachers use online tools to teach students English vocabulary acquisition?

Q6. Would you be willing to use a guide that includes different activities to teach your students acquisition of English vocabulary acquisition through online tools?

THANK YOU FOR YOUR COOPERATION



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS – INGLÉS EN LINEA

"USE OF DIGITAL RESOURCES TO EXPAND L2 VOCABULARY AT
CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE
PATRICIO ESPINOZA"

Entrevistado:

Cargo: Docente del área de Inglés

Objective: The purpose of this interview is to collect data to analyze the use of digital resources to expand the L2 vocabulary at CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE PATRICIO ESPINOZA by students of the bachelor's degree in Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés.

Fuente tomada de Erazo M (2022).

Q1. Do you consider that the institution's students reach the standards established by the Ministry of Education and comply with the regulations?

Q2. In the English area within this institution, how do teachers agree to carry out the teaching process of Vocabulary: in context or isolatedly?

Q3. What are the possible causes why English vocabulary acquisition may be difficult for students?

Q4. Do you think using online tools to teach students English vocabulary acquisition can help reduce materials, resources, and grading time?

Q5. Do teachers use any online tools to teach students English vocabulary acquisition?

Q6. Would you be willing to use a guide that includes different activities to teach your students acquisition of English vocabulary acquisition through online tools?

THANK YOU FOR YOUR COOPERATION



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS EN LINEA

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

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FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS-
INGLÉS EN LINEA

**FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DEL
CENTRO EDUCATIVO INTERCULTURAL BILINGÜE PRATRICIO
ESPINOZA BERMEO.**

Objetivo: La presente encuesta tiene como finalidad la recolección de datos para analizar el uso de los recursos digitales para expandir el vocabulario L2 en el CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE PATRICIO ESPINOZA, por parte de los estudiantes de la carrera de licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros-Ingles.

Instrucciones: Estimados alumnos del CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE PATRICIO ESPINOZA BERMEO, la siguiente encuesta tiene por objeto recabar información con fines estrictamente académicos. Por ese motivo, pedimos que responda al siguiente cuestionario, pintando o marcando con una X la opción que más se aproxime a tu opinión.

Las encuestas son anónimas y confidenciales, por lo que no dude en contestar.

Fuente tomada de Erazo M (2022).

QUESTIONNAIRE

1. ¿Considera que el inglés es importante para su vida futura? **Do you consider English is important for your future life?**

SI ☐ NO ☐

2. Cree que aprender vocabulario es relevante para conseguir un buen nivel de inglés? **Do you think learning vocabulary is relevant to get a good level of English?**

SI ☐ NO ☐

3. ¿Cómo prefiere aprender el vocabulario inglés? **How would you prefer to learn in the English vocabulary?**

- ☐ Juegos (games)
 - ☐ Aplicaciones (applications)
 - ☐ Videos (videos)
 - ☐ Páginas web (websites)
 - ☐ Otro
4. En su clase de inglés, ¿utiliza alguna herramienta en línea que contribuya a la adquisición de vocabulario? **In your English class, do you use any online tools that contribute to your vocabulary acquisition?**
- ☐ Nunca (never)
 - ☐ Rara vez (rarely)
 - ☐ A veces (sometimes)
 - ☐ A menudo (often)
 - ☐ Siempre (always)
5. ¿Considera usted que el uso de herramientas en línea puede ser útil para tu adquisición de vocabulario en inglés? **Do you consider the use of online tools can be helpful to your English vocabulary acquisition?**
- SI ☐ NO ☐
6. ¿Estaría dispuesto a utilizar herramientas en línea que brinden actividades para fortalecer su adquisición de vocabulario en inglés como parte de sus clases? **Would you be willing to use online tools that provide activities to strengthen your English vocabulary acquisition as part of your classes?**
- SI ☐ NO ☐
7. ¿Cuál de estas herramientas en línea le gustaría usar para mejorar el vocabulario con actividades de comprensión auditiva y expresión oral? **Which of these online tools would you like to use to improve vocabulary with listening and speaking activities?**
- ☐ Flipgrid
 - ☐ Lyrics Training
 - ☐ Vocaroo
 - ☐ Otro
8. ¿De las siguientes herramientas en línea usted conoce o ha usado para aprender vocabulario Inglés? **Of the following online tools do you know of or have you used to learn English vocabulary?**
- ☐ Classcraft
 - ☐ Jeopardy Labs
 - ☐ Nearpod
 - ☐ Memrise
 - ☐ Fun English
 - ☐ Wordwall
 - ☐ Duolingo
 - ☐ Wordscapes
 - ☐ Momo English
 - ☐ Otro

THANK YOU FOR YOUR COOPERATION



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FECYT



PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS EN LINEA

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente Instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			Se ha realizado varias correcciones de forma al documento, por lo que se sugiere emplearlo para la recogida de datos.
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			

Firma del Evaluador
 C.C.: 1711539690

Firmado digitalmente por
 Marcia Mantilla
 Fecha:
 2024.11.05
 00:45:52 -05'00'

Apellidos y nombres completos	Mantilla Guerra Marcia Lucia
Título académico	Mgs Docencia Superior e Investigación Mgs Lingüística Aplicada a la Enseñanza Bilingüe
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	mlmantilla@utn.edu.ec
Teléfono	0983014909
Fecha de envío para la evaluación del experto:	30/10/24
Fecha de revisión del experto:	05/11/24



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

Ibarra, 16 de noviembre de 2024

Magister

Lisbeth Bracho

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevistas y encuestas de Investigación del Proyecto "USE OF DIGITAL RESOURCES TO EXPAND L2 VOCABULARY AT CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE PATRICIO ESPINOZA". Previo a la obtención del título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés – En línea. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Erika Janeth Pupiales Pupiales

CI. 1004477343

Erika Daniela Quishpe Imbaquingo

CI. 1004814040

Estudiantes de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – En línea



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS – INGLÉS EN LINEA

**“USE OF DIGITAL RESOURCES TO EXPAND L2 VOCABULARY AT
CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE
PATRICIO ESPINOZA”**

Entrevistado:

Cargo: Vicerrector/a

Objetivo: La presente tiene como finalidad la recolección de datos para analizar el uso de los recursos digitales para expandir el vocabulario L2 en el CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE PATRICIO ESPINOZA, por parte de los estudiantes de la carrera de licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés.

Fuente tomada de Erazo M (2022).

P1. ¿Considera usted que los estudiantes de la institución alcanzan los estándares establecidos por el Ministerio de Educación cumpliendo con las normativas?

P2. Desde su perspectiva, ¿la institución cuenta con los recursos y materiales innovadores necesarios para la implementación y desarrollo del currículo del inglés establecido por el Ministerio de Educación?

P3. ¿Qué recursos puede contribuir para el aprendizaje del vocabulario en inglés y alcancen los estándares establecidos por el Ministerio de Educación?

P4. ¿Conoce usted si en la CECIB “Patricio Espinoza Bermeo” se han implementado anteriormente procesos de investigación relacionados con el uso de herramientas digitales para ampliar el vocabulario en inglés?

P5. Desde su perspectiva, ¿Cree que las herramientas digitales pueden facilitar a los docentes la reducción de recursos como papel y del tiempo al momento de enseñar el vocabulario en inglés? ¿Por qué?

P6. ¿Usted estaría dispuesto a permitir y motivar que los docentes del área de inglés de la institución a la que usted representa puedan implementar y aplicar una guía que incluya actividades basadas en recursos digitales para adquirir el vocabulario de inglés?

THANK YOU FOR YOUR COOPERATION



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS EN LINEA

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

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UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS – INGLÉS EN LÍNEA

**“USE OF DIGITAL RESOURCES TO EXPAND L2 VOCABULARY AT
CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE
PATRICIO ESPINOZA”**

Entrevistado:

Cargo: Coordinador/a

Objective: The purpose of this interview is to collect data to analyze the use of digital resources to expand the L2 vocabulary at CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE PATRICIO ESPINOZA, by students of the bachelor's degree in Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés.

Fuente tomada de Erazo M (2022).

Q1. Do you consider that the institution's students reach the standards established by the Ministry of Education complying with the regulations?

Q2. In the English area within this institution, how do teachers agree to carry out the teaching process of Vocabulary: in context or isolatedly?

Q3. What are the possible causes why English vocabulary acquisition may be difficult for students?

Q4. From your perspective, do you think the use of digital tools for English vocabulary acquisition can help reduce the need for materials, resources and time?

Q5. Do teachers use online tools to teach students English vocabulary acquisition?

Q6. Would you be willing to use a guide that includes different activities to teach your students acquisition of English vocabulary acquisition through online tools?

THANK YOU FOR YOUR COOPERATION



UNIVERSIDAD TÉCNICA DEL NORTE
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FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS EN LINEA

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....

.....

.....



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FECYT



PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS EN LINEA

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			



GIPSSY LISBETH
BRACHO GONZÁLEZ

Firma del Evaluador

C.C.: 0400937496

Apellidos y nombres completos	Bracho González Gipsy Lisbeth
Título académico	Magister en Docencia Universitaria e Investigación Educativa
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	glbracho@utn.edu.ec
Teléfono	0999663619
Fecha de envío para la evaluación del experto:	16 de noviembre de 2024 después de solicitar hacer unos cambios en el documento presentado anteriormente
Fecha de revisión del experto:	17 de noviembre de 2024



Universidad
Virtual
educación en línea

Ibarra, 27 de enero de 2025

Lic. Elizabeth Soto

LÍDER INSTITUCIONAL DEL CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL
BILINGÜE "PATRICIO ESPINOZA BERMEO"

De mis consideraciones:

Por medio de la presente, solicito respetuosamente que se nos dé la apertura para la socialización de nuestra propuesta con el Tema: "USE OF DIGITAL RESOURCES TO EXPAND L2 VOCABULARY AT CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE PATRICIO ESPINOZA BERMEO". Este trabajo, forma parte de los requisitos para optar por el título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, mención Inglés, cabe mencionar que esta propuesta fue elaborada de acuerdo con las pautas y criterios establecidos por la UTN.

Agradecemos de antemano su valiosa colaboración.

Erika Janeth Pupiales

ESTUDIANTE UTN

Erika Daniela Quishpe

ESTUDIANTE UTN





UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA –FECYT

**“USE OF DIGITAL RESOURCES TO EXPAND L2 VOCABULARY AT CENTRO
EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE PATRICIO ESPINOZA
BERMEO”**

CUESTIONARIO

1. ¿Aprendiste nuevas palabras en inglés gracias a las actividades digitales?

 Sí  Algunas  Casi ninguna

2. ¿Fue fácil usar las actividades en la computadora para aprender vocabulario en inglés?

 Muy fácil  Un poco difícil  Muy difícil




3. ¿Te divertiste mientras aprendías con los recursos digitales?

 Mucho  Un poco  Nada

4. ¿Te gustaría seguir aprendiendo inglés con estas actividades digitales?

 Sí  No estoy seguro  No

5. ¿Cómo te sentiste al usar estas herramientas digitales en la clase de inglés?

 Feliz y motivado  Normal  Aburrido o confundido

Ibarra, 5 de febrero del 2025

CERTIFICADO

Se certifica que las estudiantes **PUPIALES PUPIALLES ERIKA JANETH** con el número de cédula 1004477343 y **QUISHPE IMBAQUINGO ERIKA DANIELA** con el número de cédula 1004814040, estudiantes de la Universidad Técnica del Norte, realizaron la socialización de la guía " Magic vocabulary through digital resources" que forma parte del proyecto de investigación denominado "**USE OF DIGITAL RESOURCES TO EXPAND L2 VOCABULARY AT CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE PATRICIO ESPINOZA BERMEO**".

Certifica el docente:



MSc. Pablo Andrés Carlosama
No 1002175717



CENTRO COMUNITARIO INTERCULTURAL BILINGÜE
"PATRICIO ESPINOZA BERMEO"

San Clemente – La Esperanza – Ibarra

Ibarra, 20 de enero de 2025.

Quien suscribe Lic. Clara Elizabeth Soto, Líder Institucional CECIB "Patricio Espinoza Bermeo":

CERTIFICA

QUE, en nuestro **CENTRO EDUCATIVO COMUNITARIO INTERCULTURAL BILINGÜE PATRICIO ESPINOZA** contamos con **34** estudiantes matriculados legalmente pertenecientes del **2do** año al **7mo** año de Educación General Básica.

Es todo cuanto puedo certificar en honor a la verdad, los interesados pueden hacer uso del presente documento como estimen conveniente.

Atentamente,

Lic. Elizabeth Soto



LÍDER INSTITUCIONAL CECIB "PATRICIO ESPINOZA BERMEO"

Annexes Photographs



