

## **Analysis of didactic materials for teaching English vocabulary to Kichwa Cañari EFL students**

*Análisis de los materiales didácticos para la enseñanza del vocabulario inglés del área de Lengua Extranjera en los estudiantes Kichwa Cañaris*

Walter Geovanny Cazho Acero, Martha Magdalena Guamán Luna

### **ABSTRACT**

The quality of the English teacher's daily work undoubtedly depends on the teaching materials, which facilitate the acquisition teaching of concepts, skills and abilities through the stimulation of the senses; therefore, it is important to adjust them to the specific learning requirements of the students. The teacher's choice, preparation and application of teaching materials require adequate planning to achieve the purposes for the course. The objective of this research is to analyze didactic materials in teaching English vocabulary and how this can be applied with Kichwa Cañari EFL students. Using a mixed method research, the study evaluates the impact of the material through the collection and analysis of quantitative and qualitative data. The qualitative part corresponds to the application of the checklist in two learning scenarios: with and without the teaching material. The quantitative part corresponds to the application of the surveys to students and teachers, data that were subjected to a percentage analysis. The findings conclude on the importance of using didactic materials for teaching English vocabulary because it provides teachers and students with the necessary tools to create a dynamic, motivating and interesting learning environment, which represents an opportunity to develop positive learning experiences.

**Keywords:** Didactic materials; Teaching; Learning., Vocabulary.

---

### **Walter Geovanny Cazho Acero**

Universidad Católica de Cuenca | Cuenca | Ecuador. walter.cazho.48@est.ucacue.edu.ec

<https://orcid.org/0009-0009-7042-8014>

### **Martha Magdalena Guamán Luna**

Universidad Católica de Cuenca | Cuenca | Ecuador. mguamanl@ucacue.edu.ec

<https://orcid.org/0000-0002-7385-2154>

<http://doi.org/10.46652/pacha.v5i14.269>

ISSN 2697-3677

Vol. 5 No. 14 May-August 2024, e240269

Quito, Ecuador

Submitted: March 11, 2024

Accepted: May 14, 2024

Published: May 29, 2024

Continuous Publication

## RESUMEN

La calidad del trabajo diario del profesor de idioma inglés depende sin duda de los materiales didácticos, que faciliten la adquisición de conceptos, destrezas y habilidades a través de la estimulación de los sentidos; por lo tanto, es importante que se ajuste a las necesidades específicas de aprendizaje de los estudiantes. La elección, preparación y aplicación de los materiales didácticos por parte del docente requieren de una planificación adecuada para lograr los propósitos del curso. El objetivo de esta investigación es analizar materiales didácticos en la enseñanza de vocabulario en inglés y cómo este puede ser aplicado con estudiantes de inglés como lengua extranjera kichwa cañari. Utilizando un método de investigación mixto, el estudio evalúa el impacto del material mediante la recopilación y análisis de datos cuantitativos y cualitativos. La parte cualitativa corresponde a la aplicación del checklist a dos escenarios de aprendizaje: con y sin material didáctico. La parte cuantitativa corresponde a la aplicación de las encuestas a estudiantes y docentes, datos que fueron expuestos a un análisis porcentual. Los hallazgos concluyen sobre la importancia del uso de materiales didácticos para la enseñanza de vocabulario en inglés porque brinda a docentes y estudiantes las herramientas necesarias para establecer un ambiente de aprendizaje dinámico, motivador e interesante, que representa una oportunidad para desarrollar experiencias de aprendizaje positivas.

**Palabras clave:** Materiales didácticos; Estrategias; Enseñando; Aprendiendo vocabulario.

## Introduction

Education contemplates an orderly and intentional process that aims at the comprehensive formation of human beings, that is to say, it promotes the development of the physical, cognitive and psycho-affective dimension through different activities that are executed in a logical and sequential manner. This action, as Mora (2020), points out, results in countless knowledge, skills, aptitudes and values that allow them to meet their basic needs and improve their ability to adapt and interact in a given context and/or situation.

Considering to Azua et al. (2020), the education is a right recognized by the Constitution of the Republic of Ecuador and the State has the obligation to promote relevant actions, so that all citizens residing within the national territory can access quality schooling. integrative and inclusive. Currently, the Ecuadorian Educational System governed by the Ministry of Education, establishes that Basic General Education and the Unified General Baccalaureate are mandatory academic levels for all children and adolescents, whose approach contributes directly to the training of critical, reflective, cooperative individuals, with the capacity to reason and other qualities that favor the progress of society in general (MEE, 2023).

According to Aguilar (2019), the Curriculum established by the Educational System of Ecuador to address formal or compulsory education, considers the approach of certain scientific disciplines, with the aim that learners are able to strengthen a number of cognitive schemes and skills, in accordance with the intended exit profile for the level of Basic General Education and the Unified General Baccalaureate. Among these areas of study is precisely the foreign language, which refers to a language other than the mother tongue and which is not used as a means of communication in the teaching-learning process, as is the case with English.

Learning English as a foreign language strengthens the critical reflective thinking and autonomy of learners, key mental processes to become builders of knowledge and not simple repeaters of information; furthermore, it improves the ability to establish interpersonal relationships, live harmoniously and discover new realities or experiences that facilitate the acquisition of future knowledge (Rodas & Brosam, 2021). Now, one of the key pillars in the development of the skills of this area of study is the vocabulary, since it is a tool that allows students to express their own ideas and engage in understandable communicative acts, in accordance with what they understand. It is intended to inform and the recipient to whom it is directed (Bravo & Palmira, 2020).

Given this reality, the English teacher must place emphasis on promoting the necessary actions to create a dynamic and motivating learning environment, where students are the active protagonists of their academic training and increase their vocabulary gradually. According to Ponce et al. (2019), it is essential to carry out planning in accordance with the needs of the student, the contextual reality in which he or she develops and the intended objectives in a given period of time, which must be complemented with teaching materials that strengthen the autonomy of the individual and awaken interest, curiosity and/or predisposition.

In this sense, according to Almeida & Zambrano (2020), the teaching-learning process of the foreign language within the Ecuadorian educational system is directly associated with the use of different teaching materials that allows students to develop their vocabulary, get closer to the culture of this new language and put into practice communicative competence when interacting with their immediate environment; however, in many rural contexts of the country, this reality is seriously conditioned by the linguistic interference of their mother tongue, teachers who do not have the required profile for this area of study, limited access to methodological resources, the deficient methodology of the teacher and the lack of support from parents or legal representatives.

A large part of the students who are part of the Kichwa Cañari culture, settled in different territorial districts of Azuay and Cañar, belonging to the southern zone of the inter-Andean region of Ecuador, perceive the approach to the foreign language as a tiring, tedious process, and to a certain extent, forced to endure within their academic training. This reality, as stated by Bonilla et al. (2019), derives largely due to the lack of predisposition of the students and the teacher's methodology, mainly characterized by using only the text provided by the Ministry of Education, which, in some educational institutions, does not even cover the entirety of the enrolled children.

This premise suggests the importance and favorable implications of the use of teaching materials in the approach of the foreign language by Kichwa Cañaris students, since they improve the motivation of the students, awaken their interest, stimulate the senses and activate the prior knowledge to strengthen their vocabulary and develop communicative competence in English.

Considering all of the above, the present investigation arose, the development of which was based on the following question: What is the importance of using didactic materials in teaching the vocabulary of the foreign language, in the Kichwa Cañaris students of the Daniel Bilingual Intercultural Community Educational Center Clavijo Iglesias?

Therefore, the general objective of the research is: to analyze the importance of teaching materials in teaching the vocabulary of the foreign language in Kichwa Cañaris students. On the other hand, the specific objectives are as follows: to analyze the challenges that Kichwa Cañaris students have when learning vocabulary in English; and identify the teaching materials used to teach English vocabulary to Kichwa Cañaris students. These aspects will be addressed by applying a survey to the institution's teaching staff, students from 5th to 10th grade of basic education, and a checklist applied in two learning scenarios: with and without teaching material.

## **State of art**

Torres & Asqui (2023), affirm that teaching of the foreign language as part of the current curriculum of the Educational System of Ecuador requires positive action on the part of the teacher, who will have the responsibility of promoting the necessary actions to guarantee an enriching learning environment, dynamic and motivating aspects that increase the interest and predisposition of the students, facilitating the achievement of the planned objectives in a given period of time.

In this sense, according to the study by González et al. (2023), teacher development could be based on the theory of sociocultural learning proposed by Lev Vygotsky, since it considers that human beings learn from an early age through continuous social interaction, it is essential to promote spaces and inputs that allow them to discover new experiences. and use them to solve future problems.

Consequently, in foreign language teaching, the use of teaching material in accordance with the needs of the students, the objectives and the characteristics of the socio-cultural context must be prioritized, with the aim of establishing a dynamic and motivating environment in which the student becomes an active protagonist in the process of gradually constructing new knowledge that will strengthen his vocabulary and communicative competence.

This premise is corroborated by the study carried out by Salas (2019), entitled "Audiovisual materials and their impact on the teaching of English, in high school students at the Adventist School, Juliaca – Peru", whose objective was: to analyze the importance of audiovisual resources in the English language learning process. To this end, the research was descriptive, non-experimental and was carried out under a quantitative approach, with a non-probabilistic sample made up of 30 students, to whom a survey of 48 questions was applied. Among the results, the positive relationship between the use of audiovisual resources and the achievement of good academic performance of students in English stands out. It is concluded that these materials increase the interest and motivation of students, which creates an ideal environment for them to participate and develop significant experiences that contribute to the learning of said language.

Similarly, in the systematic review proposed by Bolarín & Porto (2023), under the title “Individual materials in foreign language teaching”, carried out with the purpose of analyzing the repercussions of the use of songs and videos in teaching of the foreign language in adolescent students of the formal education system. The study included the analysis of 19 articles obtained from scientific sources, which agree that student motivation increases significantly after the use of materials that encourage their individual and collective participation. It is concluded that audiovisual resources are a reliable alternative when increasing vocabulary, deciphering the meaning of words, promoting communicative competence and developing communicative dialogues.

The degree work “Use of teaching materials and the strengthening of linguistic skills of the foreign language, in the students of the Agua Buena Experimental School – Costa Rica”, proposed by González & Peña (2020), of a descriptive, naturalistic type and addressed under a qualitative approach, with a sample made up of 36 tenth grade students, the English teacher and the educational advisor, to whom an observation, a checklist and a structured interview were applied, with the objective of determining the potential of teaching resources in approaching the English language. The results indicate that the frequent and varied use of teaching material promotes an approach to real contexts, which results in better student performance. It is concluded that the use of teaching material is essential as they generate significant learning experiences that contribute to the development of communication skills.

Additionally, the degree work published by Calderón (2021), entitled “Authentic teaching resources in the teaching of English to secondary school students”, is descriptive and approached under a mixed approach with the aim of analyzing the repercussions of the teaching materials and the ability of students to work with them. The population sample was made up of 16 third-year high school students from the ESO Bilingüe Institute, to whom a structured survey and a checklist were applied. The results indicate that the texts and reading sheets are favorable elements for students to increase their vocabulary and develop their understanding of reading and writing. It is concluded that authentic materials improve the predisposition of students and promote significant learning experiences that contribute to the achievement of the intended objectives in the foreign language.

Nimbriotis (2020), in his research on “The use of flashcards in strengthening the vocabulary of the foreign language–English”, addressed with 22 students from the Real Campestre Educational Unit, in the Department of Tolima–Colombia, who were applied an interview and a checklist, with the objective of analyzing the effectiveness of the cards in improving the students’ vocabulary. The results showed that the cards are a reliable alternative for students to become familiar with new terms and to differentiate the way they are used in communicative processes. It is concluded that these teaching resources promote autonomy and cooperative learning, and represent an opportunity to improve English vocabulary and language skills.

These data are corroborated by Wulandari & Chadafi (2022), who, in their pre-experimental research, titled “Effectiveness of flashcards in teaching vocabulary in English”, approached under a quantitative approach, with a probabilistic sample of 38 students of the fifth year, to whom a group test is applied before and after applying the cards. The average score obtained as a result at an initial moment was 55.33. After application, a value of 78.33 was obtained, suggesting the favorable impact of these cards in approaching the foreign language. The conclusion implies that flashcards should be used with other complementary materials such as videos, texts or songs, since they increase students’ interest and contribute favorably to the teaching of vocabulary and linguistic competence.

Parallel to the above, the study proposed by Vargas & Carrero (2022), entitled “Images as teaching material to strengthen the basic English vocabulary in second-year students of the Jerillo School, Tarapoto–Peru”, with the objective of determining the importance of the images in the approach of the foreign language, for this, a population of 32 students was shown, to whom a test was applied that would allow them to evaluate the level of vocabulary they have before and after applying the didactic resources. The results obtained indicate that initially, 63% of students showed regular vocabulary development, with the application of the images this performance was considerably reversed, with a score that ranged between 17–20. It is concluded that the images are resources easy to adapt to different realities, they strengthen students’ critical reflective capacity and significantly improve the retention of new words in their vocabulary.

On the other hand, according to the study addressed by Esteves et al. (2019), teaching material is an indispensable resource that the teacher must use to energize the educational process and configure learning environments where the interest of the students and their active role prevail. These elements are designed to capture the curiosity of the learner, however, they must be designed or selected according to the needs of the group of students, the intended objectives and the characteristics of the context where their educational training takes place.

In this regard, according to the publication by Urbano et al. (2020), teaching materials are favorable elements to configure a dynamic and interesting learning environment for learning a foreign language such as English. These resources are reliable tools that the teacher can use in order to simulate real events, promote the capacity to analyze and reflect, stimulate memorization and relate previous knowledge with new linguistic skills. All of these cognitive schemes significantly improve students’ vocabulary and their ability to engage timely dialogues.

All the background information presented above highlights the importance and favorable impact of the use of educational materials in foreign language teaching and the strengthening of students’ vocabulary, as part of the formal educational process addressed within the Ecuadorian educational system.



## Theoretical support

### The foreign language in the Ecuadorian curriculum and the learning vocabulary in English

The curriculum established by the educational system of Ecuador considers different areas of study that provide favorable experiences for the comprehensive training of students, allowing them to develop and/or strengthen different skills, abilities or aptitudes necessary when adapting, interacting and solving their basic needs (Ortega & Minchala, 2019). This proposal has a flexible design aimed at students of Basic General Education (2<sup>nd</sup> to 10<sup>th</sup> grade) and Unified General Baccalaureate (1<sup>st</sup> to 3<sup>rd</sup> grade), considering that the mother tongue of the Ecuadorian population is not English and not all of them are English. Spanish speakers, as there are countless people with different cultural and linguistic origins (MEE, 2023).

According to Torres & Asqui (2023), the foreign language approach aims at developing the students' ability to communicate their ideas or thoughts through the English language. Likewise, it places emphasis on strengthening personal, social and intellectual skills, contributing significantly to the achievement of the exit profile intended by the Educational System of Ecuador, both for the basic level and the unified general high school.

With the development of skills in mind, vocabulary contemplates an orderly, sequential and systematic construction process, in which the student develops his autonomy and promotes the development of habits that influence his comprehensive training. It is important to mention that the words that are incorporated into the student's psyche must foster his critical-reflective capacity and relate to elements of his immediate environment. This will allow them to retain the words and use them more frequently in their communicative act (Pérez & Alvira, 2019).

Until now, vocabulary has been an aspect little attended of foreign language teaching, limited only to the search for meanings in the dictionary and the structural mastery of the language, permanently relegating the lexical aspect. This situation hinders the development of linguistic skills and turns students into simple repeaters of information, which is why, in many contexts; the approach to this language is perceived as tiring, boring and uninspiring (Chiriboga & Vega, 2022).

Over the years, the continuous changes in the field of foreign language teaching have allowed us to understand the true importance and implications of using vocabulary. This tool, as stated by Chicaiza (2023), fosters a better learning environment, where the interest, motivation and protagonist of the students prevail, who put into practice the analysis, reflection and synthesis of ideas, key mental processes to understand new terms, identify grammatical structures and establish interpersonal relationships through the English language.

## Learning the foreign language from an early age

The theory proposed by Lenneberg in the sixties states that the first years of human life are the key moment for an individual to achieve effective mastery of a language other than their mother tongue, as they are in a period called critical, where children show greater disposition, interest and cognitive capacity that allows them to strengthen a vocabulary and develop the linguistic-communicative skills necessary to interact with their immediate environment; On the contrary, from adolescence onwards, the brain loses elasticity and the challenge of learning a foreign language such as English becomes a tedious and seriously conditioned process (Casas & Montoya, 2019).

According to Arellano et al. (2021), the critical period theory is based on the premise of brain lateralization, which states that the brain is divided into two hemispheres and each one fulfills certain specific functions in learning a language. Language processing occurs in the left hemisphere, while pronunciation and intonation are processes that are carried out in the right hemisphere. As the chronological age of an individual advances from birth, the cognitive potential to process the linguistic stimuli and sounds received at a given moment is seriously reduced, which conditions the learning of a foreign language (Civila et al., 2020).

Parallel to what was mentioned, Arellano et al. (2021), affirm that children have a greater advantage over the adult population, when facing the teaching-learning process of English, since they have certain individual and/or collective characteristics that allow them to reach a phonetic level that is close to or identical to that of the native speaker. Given this reality, formal education must promote the necessary actions and spaces that contribute to the acquisition of relevant linguistic skills, with emphasis on the active participation of learners.

Another aspect that favors the learning of a foreign language in children is related to the ability to interact, express emotions and establish interpersonal relationships. According to López et al. (2023), during the learning of a new communication system, especially at the phonetic level, a series of prejudices arise related to the fear of making a fool of oneself or making a mistake related to its pronunciation, unleashing a serious mental block. In the case of the child population, this reality is almost non-existent, and they are characterized by a less negative attitude, associated with a greater predisposition to participate, depending on the learning environment and the actions promoted by the teacher (Casas & Montoya, 2019).

In short, learning the foreign language – English–from an early age, is a fact of utmost importance within the formal academic training of human beings, since it improves the ability to learn and use the language in their daily social interaction; strengthens the development of the cognitive dimension, which implies flexibility, agility and greater mental speed. Likewise, it promotes better academic development and strengthens mental processes such as attention, memory and concentration, key aspects in the development of critical reflective capacity obtaining critical citizens who contribute to the progress of society (Arellano et al. 2021).



## **Main difficulties in learning the foreign language**

Taking into account what was stated by Romero et al. (2021), the difficulties that arise in the teaching-learning process of the foreign language derive mainly due to the teacher's methodology and the didactic resources that he uses in his actions, since an environment that lacks interest or motivation generates the students' rejection towards English classes, perceiving it as something boring, tiring and to some extent obligatory.

In many contexts, foreign language teaching continues to be approached under a traditional way, where the repetition of audios, the use of books, the translation of some terms and the mechanical memorization of semantic structures prevail. In this educational paradigm, as Gómez et al. (2021), the student plays a passive role, that is, he is limited to receiving information and repeating it as the teacher indicates, conditioning the development of his ability to analyze, interpret, relate, generalize and build new cognitive schemes in an orderly and sequential manner. based on his previous experiences.

Among the difficulties that condition the learning of the foreign language, as part of the educational curriculum for formal education in Ecuador, are the following: problems remembering the meaning of certain words or terms, disagreement with grammatical rules, lack of confidence to engage in dialogue or express ideas, not being able to pronounce words correctly and poor vocabulary that limits their communication skills (Casas & Montoya, 2019).

## **Didactic materials in learning the foreign language**

According to the study addressed by Párraga et al. (2022), teaching materials contemplate a series of concrete or abstract resources that can be presented physically, printed and/or digitally, with the purpose of promoting a dynamic or motivating learning environment for students, which influences their development. and the achievement of the intended educational objectives in each period of time.

In this regard, according to Hernández et al. (2021), teaching resources are fundamental tools in the foreign language teaching-learning process and include any object, technological equipment, place of cultural interest, environmental itinerary and even forms of symbolic representation that facilitate the development and/or strengthening of new cognitive schemes, skills, aptitudes and other linguistic abilities – communicative of the language.

Cruz et al. (2021), states that the use of teaching materials entails a thorough analysis by the teacher, who must select the one that best suits the needs of the student, the characteristics of the sociocultural context in which the teaching process is carried out–learning and the objectives that are intended to be achieved in each period. Moreover, this set resources allows the new cognitive schemes to be related to the students' previous experiences, that is, they favor the permanent and sequential construction of the knowledge, or skills contemplated in the curriculum of each field of study.

In this sense, teaching materials are varied tools that facilitate the teacher's development and allow the implementation of an active methodology that would be reflected in the learning environment and the academic performance of the students. The design and development of these resources must consider the following recommendations: determine the intended objectives; analyze the characteristics and needs of the students; select the format or media that will be used to present them; organize the information according to the topic and the space where the teaching process takes place; include practical activities and try to make them attractive to the students, and implement feedback actions (Oalacios & Bravo, 2022).

Finally, according to the study of Cruz et al. (2021), within the approach to the foreign language – English, teaching materials are classified based on their characteristics and the purpose of their use, being able to differentiate the following: those resources that serve only to deal with abstract concepts, which are usually closed, that is, they are already prepared to be used or open, which must be prepared by the students themselves; construction tools that have the purpose of building grammatical structures; games or recreational activities; the technological tools and problem situations that contribute to the development of the student's critical reflective thinking.

### **Advantages of using didactic materials in learning the foreign language**

The Ecuadorian educational system considers that the teaching of the foreign language should occur in a motivating learning environment, where there are significant experiences and positive interpersonal relationships that contribute to the development of the intended skills or abilities. Given this reality, the current curriculum that regulates formal or school education recommends using teaching materials in accordance with the needs and objectives set in the process that involves the academic training of students (Andrade et al. 2019).

Loor et al. (2019), indicates that students from a very early age can manipulate objectives, move around their environment, make sounds and propose solutions to everyday problematic situations based on previous experiences, revealing the continuous development of the ability to reason and analyze. reflective critic. In this sense, teaching materials constitute a fundamental pillar to achieve quality, integrative and inclusive academic development since they foster a motivating learning environment, where the student shows interest or willingness to participate in the activities planned by the teacher.

In addition, according to Párraga et al. (2022), the use of teaching materials in approaching the foreign language fosters the interest and motivation in students, allowing different topics to be addressed and at different levels of depth. In addition, it facilitates the design of methodological strategies and planning that support their actions inside or outside the classroom.

On the other hand, according to the publication by Loor et al. (2019), educational materials directly contribute to the personal, intellectual and social development of students; their academic performance significantly improves, as a result of a change in attitude, fosters favorable scenarios for greater student participation, strengthens autonomy and reasoning skills. They are easy to adapt to any educational level and turn the educational process into something entertaining and dynamic.

Finally, the teaching materials are effective in getting students to interact with each other with different objectives, which favors the development of the communicative-linguistic skills necessary for dialogue, debate and active collaboration between the teacher and the student.

## **Methodology**

The present study has a descriptive scope because it proceeds to describe in a brief and concise manner the different aspects that support the importance of the use of didactic materials for teaching English vocabulary around foreign language among Kichwa-Cañari students, as a result of a thorough analysis of the data obtained through the application of the respective collection instruments and the relevant theoretical foundations.

Likewise, the research was carried out with a mixed approach, since quantifiable and non-quantifiable data were determined, obtaining results that were compared with other studies focused on the same topic addressed, with the purpose of establishing reliable arguments that allow specifying the established goals.

The qualitative part corresponds to the application of the checklist to two learning scenarios: with and without teaching material. The quantitative part, on the other hand, contemplates the application of surveys to students and teachers, data that are subjected to a percentage analysis.

The data collection process is carried out through a survey and direct observation. These techniques used as instruments: a questionnaire structured by closed questions and a checklist focused on different aspects related to the topic raised in the context where the Kichwa Cañaris students operate.

The application of these data collection techniques made it possible to determine the importance and effectiveness of the teaching materials for teaching English vocabulary around Foreign Language in Kichwa Cañaris students.

The population that participated in this study was made up of 60 Kichwa Cañaris students and three English teachers from CECIB Daniel Clavijo Iglesias, to whom the survey and the previously structured checklist were applied. Likewise, the participation of three teachers from the foreign language or English area, who work within the institution, was demonstrated to know their perspective on the topic addressed.

The population was made up of students from the fifth grade to the tenth grade of general education; with an age ranging from 8 to 16 years; that is, children and adolescents of Kichwa Cañari origin, living in the rural sector of the province of Cañar, therefore, their mother tongue is Kichwa.

The quantifiable results obtained after the application of the respective instruments were exposed to a percentage statistical analysis using Microsoft Excel 2016 Office Automation. In the case of non-quantifiable data, a general synthesis was carried out, in order to have a general perspective of the topic addressed and to be able to support the intended objectives.

## Results

### Survey applied to Kichwa Cañari students

Table 1. Assessment of English classes within the institution.

Alternatives	#	%
Bored / Tired	9	15%
Complicated – Tedious	25	42%
Too much theory	11	18%
Participatory / Interesting	15	25%
Total	60	100%

Source: Survey applied to Kichwa Cañaris students.

Table 2. Frequency of use of teaching material by the teacher.

Alternatives	#	%
Always	10	17%
Sometimes	35	58%
Never	0	0%
When requested	15	25%
Total	60	100%

Source: Survey applied to Kichwa Cañaris students.

Table 3. Teaching material preferred by students.

Alternatives	#	%
Flashcards	3	5%
Songs	4	7%
Videos	13	21%
Online applications	7	12%
Texts / Triptychs / posters	27	45%
Games	6	10%
Others	0	0%
Total	60	100%

Source: Survey applied to Kichwa Cañaris students.

Table 4. Knowledge of digital applications that help enrich vocabulary in English.

<b>Alternatives</b>	<b>#</b>	<b>%</b>
Yes	43	72%
Not	17	28%
<b>Total</b>	<b>60</b>	<b>100%</b>

Source: Survey applied to Kichwa Cañaris students.

Table 5. Personal challenges that stand out when approaching the foreign language.

<b>Alternatives</b>	<b>#</b>	<b>%</b>
Listen	5	8%
Talk	13	22%
Read	9	15%
Write	14	23%
Vocabulary	19	32%
<b>Total</b>	<b>60</b>	<b>100%</b>

Source: Survey applied to Kichwa Cañaris students.

Table 6. Perception of the change in teacher methodology.

<b>Alternatives</b>	<b>#</b>	<b>%</b>
<b>Yes</b>	<b>13</b>	<b>22%</b>
<b>Not</b>	<b>47</b>	<b>78%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

Source: Survey applied to Kichwa Cañaris students.

## Synthesis of the checklist

Table 7. Checklist applied to learning sessions.

Indicators	WITHOUT DIDACTIC MATERIAL			WITH DIDACTIC MATERIAL		
	A lot	Bit	Nothing	A lot	Bit	Nothing
There is student interest in the classes taught	11	21	28	45	12	3
Students' willingness to participate in the proposed activities is observed	8	15	37	42	15	3
It is observed that students have difficulty understanding the content taught in classes	32	18	10	10	15	35
There is ease in handling new words or terms in English	7	21	32	31	27	2
There is permanent interaction between students and teachers	12	37	11	49	9	2
The actions proposed by teachers strengthen the interest and motivation of students	18	35	7	42	13	5
There is openness on the part of the teacher so that the student can ask questions.	38	22	0	47	9	4
The teacher promotes a dynamic and participatory environment	12	43	5	52	7	1
The teacher awakens confidence in the students	16	32	12	55	5	0
The activities and/or materials used encourage collaborative or group work	21	28	11	57	3	0
The teacher is open to questions or personal reflections from the students	15	19	26	51	7	2
The student consolidates new terms in his vocabulary and uses them in sentences or other communication skills	14	21	25	35	23	2

Source: Checklist applied to Kichwa Cañaris students.



## Surveys applied to teachers of English

Table 8. Beneficial teaching material to strengthen English vocabulary.

<b>Alternatives</b>	<b>#</b>	<b>%</b>
Flashcards	1	33%
Videos – Songs – Online applications	1	33%
Texts / Triptychs / posters	1	34%
Games	0	0%
Others	0	0%
Total	3	100%

Source: Survey applied to teachers.

Table 9. Problems that influence the learning of English vocabulary of Kichwa Cañaris students.

<b>Alternatives</b>	<b>#</b>	<b>%</b>
Little or no interest	1	33%
No parental interference	1	33%
Failure to complete tasks	1	34%
Total	3	100%

Source: Survey applied to teachers.

Table 10. Didactic material and reinforcement of vocabulary in English.

<b>Alternatives</b>	<b>#</b>	<b>%</b>
A lot	3	100%
Bit	0	0%
Nothing	0	0%
It is indistinct	0	0%
Total	3	100%

Source: Survey applied to teachers.

Table 11. The mother tongue of Kichwa Cañaris students hinders the development of linguistic skills.

<b>Alternatives</b>	<b>#</b>	<b>%</b>
A lot	3	100%
Bit	0	0%
Nothing	0	0%
Total	3	100%

Source: Survey applied to teachers.

## Summary of results

In this sense, the role of the teacher must focus on promoting the actions and spaces necessary to guarantee a dynamic and motivating learning environment, where students are active protagonists of their academic training and manage to consolidate a vocabulary in accordance with the academic level, allowing the construction of new ones. cognitive schemes and strengthen the linguistic skills of the English language, based on the previous experiences that they have developed in their daily life.

In this regard, the use of didactic materials in teaching vocabulary takes on significant importance in the development of the learners and the achievement of the intended objectives in each period of time. According to the study addressed by Rojas (2019), the teacher has the obligation to implement the actions and resources that he deems appropriate, to establish a motivating environment for students, which would be reflected in their active participation.

In the present study, with the application of the checklist (Table 7), it was determined that the English classes that were addressed with teaching material presented the following positive implications that support their importance: the students' predisposition to participate prevailed in the activities proposed by the teacher. Likewise, there is greater interaction between students and the teacher. The motivation and interest of the students is evident, and cooperative or group work is a valid option to promote the development of autonomy and criticality.

Additionally, as stated by Cruz (2021), another aspect that supports the importance of the use of didactic material in teaching the foreign language is its easy adaptation to different educational contexts and/or topics addressed. Similarly, it is a reliable alternative to enrich students' personal vocabulary and promote spaces for dialogue where they can put into practice the new terms or phrases learned. According to Bonilla et al. (2022), 86% of students who worked with printed or audio/visual resources managed to consolidate new terms or phrases in their classes.

This premise is related to what was stated in the present study; according to Table 1, 25% of the students rated the English classes as interesting and participatory; 58% mentioned that the teacher uses the material very frequently, as shown in Table 2; which is why, according to table 6, 78% of the students stated that the teacher should not change their methodology as it helps strengthen their vocabulary and the acquisition of other language skills. In the case of the teachers who participated in the study, according to table 10, 100% mentioned that the teaching materials are very useful in reinforcing vocabulary and that they must be related to the intended objectives and the needs of the students.

Regarding the challenges that Kichwa-speaking students have when learning vocabulary in English, the research proposed by Macias (2020), indicates that 91% of schoolchildren show a notable supremacy of the mother tongue, which makes it difficult their development inside and outside the classroom; 87% of teachers mention that it is necessary to have professionals who meet an adequate profile; 89% indicate that teachers must be in continuous professionalization and 91%

of students affirm that their personal challenge is to enrich their vocabulary. These aspects agree with the results obtained with the present study, since according to table 5, 32% of the students mention that a personal challenge in approaching the foreign language is strengthening their vocabulary. In the case of teachers, according to table 9, 33% point out that there is a lack of parental interference, another 33% affirm that there is little interest in students, and 100% mentioned that it will be essential to implement digital tools, so their continued professional training should be a personal obligation.

Regarding the teaching materials that help in teaching the vocabulary of the foreign language, the proposed study Palacios & Bravo (2022), report that recreational activities and audio-visual resources such as movies, songs and sounds of nature, are key to awakening the interest of school-children, improving their grammar and strengthening their personal vocabulary. These data are related to the results obtained in this research, according to table 3, since 45% of students say they learn better with specific materials such as texts, brochures and posters, 22% point to videos, 12 to online applications and 10 to leisure games. According to the checklist applied (Table 7), the use of these resources must be done in a planned manner, in accordance with the planned objectives, the characteristics of the context and the needs of the students, because by themselves they do not guarantee that the student will learn.

Parallel to what was mentioned, according to the research by Meneses (2022), most students, report that their English classes are dynamic or interesting, a situation that largely alludes to the diversity of resources implemented. The main teaching material is the book, which is complemented with recreational activities and the use of technological tools. These data are corroborated in the present study, since according to table 3, 45% of students affirm that texts, brochures and posters are the materials they prefer for their English classes. Additionally, according to table 4, 72% of students have knowledge of digital applications that help enrich vocabulary in English, which should be taken advantage of by teachers. Similarly, according to table 11, 100% of teachers stated that mother tongue of Kichwa Cañaris students hinders the development of linguistic skills.

The same way, according to Sacoto (2022), it is necessary to use technological tools, since they provide significant experiences that contribute to the strengthening of vocabulary and the development of critical reflective capacity. It is essential to provide permanent support from the parent and raise awareness about the importance and implications of learning the foreign language in the social, educational, economic and political development within a specific territorial district. Based on the results obtained in this study, according to table 4, 72% of students indicated they have knowledge about digital applications that help enrich vocabulary in English. The use of these tools promotes cooperative learning and the development of students' autonomy; Furthermore, according to the checklist applied (Table 7), these activities proposed by the teacher facilitate the use of new words, strengthen the interaction between students and teachers, and foster a highly participatory environment. Likewise, according to table 8, teachers indicated that technological tools, games, and printed or audio-visual materials are the resources with the greatest relevance and positive impact in enriching personal vocabulary.

Finally, according to the study proposed by Palacios & Bravo (2022), it is necessary that the teacher in charge of the foreign language teaching process has a profile in accordance with the demands of said area of study and the demands of the Educational System since its actions must be based on certain didactic-pedagogical paradigms specific to English, guaranteeing quality academic training. In the present study, unfortunately this assertion is not fulfilled, since none of the teachers have personnel action around English, a fact that conditions their development and exposes them to possible decisions that affect the development of the student.

## **Conclusion**

Didactic materials are elements of utmost importance in teaching the vocabulary of the foreign language to Kichwa Cañaris students, since they allow the configuration of a dynamic and enriching learning environment, where students can participate actively or in a leading way, complying with the actions. proposals. by the teacher, autonomously and reflectively.

The use of teaching materials is a reliable alternative when it comes to promoting attention, concentration and memory, developing mental processes, concentration, memory and attention. These skills are crucial to functioning properly and promoting interpersonal relationships with peers.

The challenges that Kichwa Cañaris students must face in their process of learning vocabulary in English are the following: understand the importance of the foreign language in their personal development, improve their interest and motivation, master digital tools that strengthen vocabulary, strengthen autonomy and critical reflective capacity, encouraging group work, use of digital tools, printed sheets, texts and recreational activities.

The teaching materials used to teach English vocabulary to Kichwa Cañaris students are the following: printed material, brochures, photographs, songs, videos, recreational activities, songs, videos, flashcards, online games and consensual dialogues. These resources were effective in establishing a dynamic, motivating and interesting learning environment, which improved the students' willingness to participate in the activities planned by the teacher and develop their vocabulary sequentially, at an individual and/or collective level.

Finally, the use of the aforementioned teaching materials significantly improved the interest and predisposition of the Kichwa Cañaris students, representing a valid option for them to understand the contents taught; implement new words or terms into your vocabulary; establish better interpersonal relationships; raise doubts or corroborate the teacher's statements and strengthen bonds of friendship with their classmates when working in groups. These aspects are essential to achieve good academic performance and feel comfortable with the teacher's methodology.

Teaching materials such as texts, brochures, photographs, videos, flashcards and online games are selected because they are accessible, easy to adapt to the contents that are treated as part of their study plan and adjust to the needs of the students. Kichwa Cañaris students and promote better academic development.

## References

- Aguilar, F. (2019). Fundamento, evolución, nodos críticos y desafíos de la educación ecuatoriana actual. *Actualidades Investigativas en Educación*, 19(1), 1-32. <https://www.scielo.sa.cr/pdf/aie/v19n1/1409-4703-aie-19-01-720.pdf>
- Almeida, P., & Zambrano, C. (2020). Fundamentos para potenciar el proceso de aprendizaje del idioma inglés a través de la música. *Revista de Ciencias Humanísticas y Sociales (ReHuSo)*, 5(1), 37-45. <http://scielo.senescyt.gob.ec/pdf/rehuso/v5n1/2550-6587-rehuso-5-01-00037.pdf>
- Andrade, M., Cano, Y., Cortés, J., & Romero, L. (2019). Aplicación de materiales didácticos para desarrollar la lectoescritura. *Revista Cognosis*, 4(3), 11-32. <https://revistas.utm.edu.ec/index.php/Cognosis/article/view/1508>
- Arellano, F., Moreno, G., Culqui, C., & Tamayo, R. (2021). Procesamiento cerebral del lenguaje desde la perspectiva de la neurociencia y la psicolingüística. *Revista de Ciencias Sociales (Ve)*, 27(4), 292-308. <https://www.redalyc.org/journal/280/28069360021/html/>
- Azua, A., Vega, E., & Viela, W. (2020). El derecho a la educación en el código de la niñez y adolescencia. *Rev Conrado*, 16(72), 327-333. <http://scielo.sld.cu/pdf/rc/v16n72/1990-8644-rc-16-72-327.pdf>
- Bolarín, M., & Porto, M. (2023). Recursos audiovisuales para la didáctica de la lengua extranjera. *Revista de Educación a Distancia (RED)*, 23(76). <https://revistas.um.es/red/article/view/563481>
- Bonilla, J., Batista, I., & Jimenez, M. (2022). La enseñanza del inglés en contextos multi-interculturales en Ecuador con el sustento de la tecnología. *Rev Identidad Bolivariana*, 6(2), 93-110. <https://identidadbolivariana.itb.edu.ec/index.php/identidadbolivariana/article/view/188>
- Bravo, I., & Palmira, M. (2020). Adecuación Curricular para Incremento del Vocabulario del Idioma Inglés en los Estudiantes de Octavo Año de Guayaquil. *Revista Tecnológica ESPOL*, 32(2), 67-77. <http://www.rte.espol.edu.ec/index.php/tecnologica/article/view/781>
- Calderón, L. (2021). *Los materiales auténticos en el aula de Inglés en Educación Secundaria* [Master's thesis, Universidad de Cantabria]. Institutional Repository. <http://hdl.handle.net/10902/22539>
- Casas, R., & Montoya, J. (2019). Asedios a la gramática universal. *Rev Atenea (Concepción)*, 8(57), 105-122. <https://www.scielo.cl/pdf/atenea/n517/0718-0462-atenea-517-00105.pdf>
- Chicaiza, M. (2023). Modelo de Aula Invertida para el aprendizaje del vocabulario en Inglés. *Mendive. Revista de Educación*, 21(1), 1-10. <http://scielo.sld.cu/pdf/men/v21n1/1815-7696-men-21-01-e2997.pdf>

- Chiriboga, V., & Vega, M. (2022). Uso de los marcos CELTA para fomentar las habilidades del habla en el aula de inglés. *Episteme Koinonía. Revista Electrónica de Ciencias de la Educación, Humanidades, Artes y Bellas Artes*, 5(9), 4-29. [http://ve.scielo.org/scielo.php?pid=S2665-02822022000100004&script=sci\\_abstract](http://ve.scielo.org/scielo.php?pid=S2665-02822022000100004&script=sci_abstract)
- Civila, S., Romero, L., & Aguaded, I. (2020). El lenguaje como creador de realidades y opinión pública: análisis crítico a la luz del actual ecosistema mediático. *Íconos. Revista de Ciencias Sociales*, 8(57), 139-157. <http://scielo.senescyt.gob.ec/pdf/iconosfl/n67/1390-8065-iconosfl-67-139.pdf>
- Cruz, L., Matos, E., & Marriott, H. (2021). La metaenseñanza-aprendizaje del idioma inglés con fines didácticos. *Dilemas contemporáneos: educación, política y valores*, 8(3). [https://www.scielo.org.mx/scielo.php?script=sci\\_arttext&pid=S2007-78902021000200020](https://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S2007-78902021000200020)
- Cruz, Y. (2021). *Actividades lúdicas para el fortalecimiento del vocabulario del idioma inglés en los estudiantes del grado sexto de la IED Fray José Ledo* [Master's thesis, Fundación Universitaria Los Libertadores]. Institutional Repository. <http://hdl.handle.net/11371/4631>
- Esteves, Z., Garcés, N., Toala, V., & Poveda, E. (2019). La importancia del uso del material didáctico para la construcción de aprendizajes significativos en la educación inicial. *INNOVA Research Journal*, 3(6), 168-176. <https://revistas.uide.edu.ec/index.php/innova/article/download/897/1100?inline=1>
- Gómez, J., Díaz, C., & Gómez, W. (2021). Estrategias de aprendizaje y creencias sobre el idioma inglés: una aproximación correlacional en estudiantes universitarios. *Rev Praxis educativa*, 16(1), 116-123. <https://www.redalyc.org/journal/894/89468047016/html/>
- González, A., Lahera, F., & Pérez, V. (2023). Teoría sociocultural: potencialidades para motivar la clase de Historia de Cuba en las universidades. *Revista EduSol*, 23(83), 1-14. <http://scielo.sld.cu/pdf/eds/v23n83/1729-8091-eds-23-83-14.pdf>
- González, K., & Peña, E. (2020). *La implementación de materiales auténticos para el fortalecimiento de las habilidades lingüísticas en la Enseñanza del Inglés en estudiantes de la sección 11-3a del Liceo Experimental Bilingüe de Agua Buena Coto Brus, circuito 7, durante el I trimestre del 2019: Un estudio de caso* [Bachelor thesis, Universidad Nacional]. Institutional Repository. <http://hdl.handle.net/11056/20027>
- Hernández, P., Hernández, M., Valdez, J., & Valenzuela, M. (2021). Los materiales didácticos en la enseñanza y el aprendizaje de lenguas extranjeras: el uso del video y la multimedia. *Revista Estudios de Lingüística Aplicada*, 15(2), 185-202. <https://ela.enallt.unam.mx/index.php/ela/article/view/396>
- Iza, A., & Manresa, A. (2019). *Análisis de la metodología de enseñanza-aprendizaje de la lengua Kichwa en la carrera de Educación Intercultural Bilingüe de la Universidad Politécnica Salesiana* [Master's thesis, Universidad Andina Simón Bolívar]. Institutional Repository. <https://repositorio.uasb.edu.ec/bitstream/10644/6602/1/T2832-MIE-Iza-Analisis.pdf>
- Jiménez, P. (2019). La educación como derecho social, humano y fundamental: principios y perspectivas de la educación moderna. *Revista de Investigações Constitucionais*, 6(3), 669-689. <https://www.scielo.br/j/rinc/a/nkCWRxs4YDpvJzcXj8cQJdB/?format=pdf&lang=es>



- Loor, K., Almeida, X., González, S., Jessica, T., & Cevallos, J. (2019). Análisis de los problemas institucionales que inciden en la enseñanza del idioma Inglés en las Unidades Educativas Península De Santa Elena y Colegio Militar Eugenio Espejo. *Revista Ciencias Pedagógicas e Innovación*, 19(2), 46-54. <https://incyt.upse.edu.ec/pedagogia/revistas/index.php/rcpi/article/download/248/362?inline=1>
- López, M., Moreno, E., Uyaguari, J., & Barrera, M. (2023). El desarrollo del periodo crítico en los infantes y la adquisición del lenguaje. *Areté, Revista Digital del Doctorado en Educación*, 8(15), 161-180. <http://ve.scielo.org/pdf/arete/v8n15/2443-4566-arete-8-15-161.pdf>
- Macías, A. (2020). "El material didáctico como alternativa de mejoramiento del proceso de enseñanza y de aprendizaje de la lectura en inglés". *Universidad Autónoma de Aguascalientes*, 2(28), 1-10. <https://www.repo-ciie.dfie.ipn.mx/pdf/c02ca028.pdf>
- MEE. (2023). *Educación General Básica*. Subniveles de Educación. [https://educacion.gob.ec/educacion\\_general\\_basica/](https://educacion.gob.ec/educacion_general_basica/)
- MEE. (2023). *Lengua Extranjera*. <https://educacion.gob.ec/curriculo-lengua-extranjera/>
- Meneses, S. (2022). La cuestión del libro didáctico de enseñanza de una lengua extranjera y el papel del profesor antes de adoptarlo. *Rev Lengua y Sociedad*, 21(2), 475-492. <http://www.scielo.org.pe/pdf/lys/v21n2/2413-2659-lys-21-475.pdf>
- Mora, M. (2020). Educación como disciplina y como objeto de estudio: aportes para un debate. *Rev Desde el Sur*, 12(1), 201-211. <http://www.scielo.org.pe/pdf/des/v12n1/2415-0959-des-12-01-201.pdf>
- Nimbriotis, M. (2019). *Uso de flashcards en primer año de Educación Básica como metodología para fortalecer el vocabulario de inglés*. [Research Work, Universidad Casa Grande]. Institutional Repository. <http://dspace.casagrande.edu.ec:8080/bitstream/ucasagrande/2019/1/Tesis2189NIMu.pdf>
- Oalacios, J., & Bravo, S. (2022). Materiales didácticos para la enseñanza del idioma inglés en los estudiantes decuarto de educación básica de la unidad educativa libertad 2021. *Polo del Conocimiento*, 7(5), 40-52. <https://dialnet.unirioja.es/servlet/articulo?codigo=8483061>
- Ortega, D., & Minchala, O. (2019). Explorando las Aulas de Clase de Inglés en Cañar: Currículo, instrucción y aprendizaje. *Revista Ciencia Unemi*, 12(30), 57-73. <https://www.redalyc.org/journal/5826/582661249006/html/>
- Párraga, R., Solórzano, E., Vargas, J., & Gómez, I. (2022). Recursos didácticos digitales en la enseñanza del idioma inglés. *Revista Universidad, Ciencia y Tecnología*, 26(116), 84-92. <https://doi.org/10.47460/uct.v26i116.647>
- Pérez, L., & Alvira, R. (2019). La adquisición de vocabulario a través de tres estrategias de memoria. *Colombian Applied Linguistics Journal*, 19(1), 103-116.
- Ponce, S., Parrales, M., Baque, S., & Parrales, M. (2019). Realidad actual de la enseñanza en inglés en la educación superior de Ecuador Current reality of teaching in English in higher education in Ecuador. *Ciencias de la educación Artículo de investigación*, 5(9). <https://dominiodelasciencias.com/ojs/index.php/es/article/view/918/html>

- Rodas, F., & Brosam, E. (2021). Lenguaje, aprendizaje de lenguas extranjeras, inglés e interculturalidad: una perspectiva ecuatoriana. *INNOVA Research Journal*, 6(3), 1-16. <https://revistas.uide.edu.ec/index.php/innova/article/view/1726/1888>
- Rojas, E. (2019). Las TIC como estrategia metodológica para desarrollar la. *Rev Cient Uisrael*, 7(1), 89-98. <https://doi.org/10.35290/rcui.v7n1.2020.110>
- Romero, B., Castillejos, W., & Reyes, Á. (2021). Intencionalidades y resistencias en el aprendizaje del inglés: referentes para diseñar estrategias didácticas efectivas. *Red de Investigadores Educativos Chihuahua A. C.*, 12(10), 10-17. <https://www.redalyc.org/journal/5216/521665144015/html/>
- Salas, A. (2019). *Uso de los recursos audiovisuales y su influencia en el aprendizaje del idioma inglés en los estudiantes del primer grado de educación secundaria del Colegio Adventista "Los Andes" Crucero, 2018* [Research Work, Universidad Peruana Unión UPU]. Institutional Repository. <https://repositorio.upeu.edu.pe/handle/20.500.12840/1737>
- Torres, T., & Asqui, J. (2023). Estudio de los métodos en la enseñanza del inglés en la educación superior: contexto ecuatoriano. *Rev Referencia Pedagógica*, 11(1), 90-102. <http://scielo.sld.cu/pdf/rp/v11n1/2308-3042-rp-11-01-90.pdf>
- Urbano, M., Rodriguez, P., & Villota, O. (2020). La importancia del diseño y utilización de materiales didácticos en el aprendizaje del Inglés. *Revista Udenar*, 1(2), 40-46.
- Vargas, L., & Carrero, M. (2022). *Los pictures como materiales didácticos para incrementar el vocabulario del inglés básico en estudiantes del segundo año, I.E. "J.E.H.T" – Jerillo* [Research Work, Universidad Nacional de San Martín]. Institutional Repository. <https://repositorio.unsm.edu.pe/handle/11458/4838>
- Wulandari, E., & Chadafi, M. (2022). The Effectiveness of Using Flashcards on Teaching English Vocabulary. *JEET, Journal of English Education and Technology*, 2(04), 522-531. <http://jeet.fkdp.or.id/index.php/jeet/article/view/58>

## Authors

**Walter Geovanny Cazho Acero.** Graphic designer by profession from the National University of Chimborazo. His professional career has been carried out in public and private institutions and GADS. Owner of Imagen Creativa Advertising Agency.

**Martha Magdalena Guamán Luna.** Mgs, English teacher and administrative coordinator at the Catholic University of Cuenca. She has a master's degree in pedagogy for teaching English as a foreign language. She also has a master's degree in Educational Management and Leadership, which reflects her interest in organizational development and leadership in educational institutions. She has a diploma in innovative pedagogies. She holds a Bachelor's degree in Educational Sciences with a specialization in English teaching. She is a professor and researcher for the Master in Teaching English as a Foreign Language since 2022.

## Statement

### Conflict of Interest

We have no conflicts of interest to declare.

### Funding

No financial support from parties outside this article.

### Notes

The article is original and has not been previously published.