



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
**SCHOOL OF EDUCATION AND LANGUAGES**  
**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“Blended Learning to enhance vocabulary learning  
in very young learners”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL  
AND FOREIGN LANGUAGES**

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**ADVISOR'S APPROVAL**

In my role as Advisor of the research paper and title **BLENDING LEARNING TO ENHANCE VOCABULARY IN VERY YOURNG LEARNERS** prepared by **ALEJANDRO BAZAN DANEXA MAXIMILIAN** an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely,**



.....  
**Sandra Caamaño López**  
**ADVISOR**

## STATEMENT OF AUTHORSHIP

Me, DANEXA MAXIMILIANA ALEJANDRO BAZÁN with ID number 2400085839 undergraduate student from Universidad Estatal Península de Santa Elena, School of Education and Languages, as a prerequisite to obtain a bachelor's degree in English, in my role as author of the research project "BLENDED LEARNING TO ENHANCE VOCABULARY LEARNING IN VERY YOUNG LEARNERS" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

A handwritten signature in blue ink that reads "Danexa". The signature is written in a cursive style and is positioned above a horizontal line.

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Alejandro Bazan Danexa Maximiliana

AUTHOR

**DECLARATION**

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY;  
THE INTELLECTUAL PROPERTY BELONG TO UNIVERSIDAD ESTATAL PENÍNSULA  
DE SANTA ELENA

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Alejandro Bazán Danexa Maximiliana

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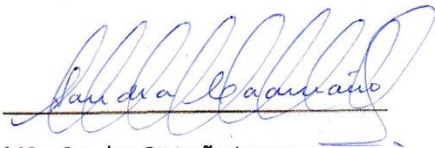
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## **ACKNOWLEDGMENT**

First, I would like thanks to God for all blesses and allowing to complete my goal also my advisor Lic. Sandra Camaño. MSc for supporting during the process of this research and her patient, To Universidad Estatal Península de Santa Elena for having opened their doors in my education and all my professors for sharing their knowledge.

## **DEDICATION.**

I want to dedicate this research to my father taught me the value of hard work. My mother supported me and motivated all time with their love and patient. They taught me the purpose of life who have never failed to give me financial and moral support. My daughter, who inspire me to continue with my major and think that I should be strengthen because she needs an excellent future and also be a good example for her.

To my sister, who understand and inspire to be a teacher with relevant methodology, to teach with love. On the other hand, I would like dedicate this research to my brother, who is an excellent example, who taught me to work hard for things which I aspire to achieve all my goals.

To my husband, who stands by me when things look bleak, he has been a constant source of support and encouragement during the challenges that I had in university.

With love

Danexa Maximiliana Alejandro Bazan

## **ABSTRACT**

This project was created by enhance vocabulary in young learners using blended learning. It is a mixed method where students learn in classroom and practice their prior knowledge in different digital platforms. The objective of this research is analyzing the teacher role in blended learning and the strategies to enhance vocabulary learning of very young learners identifying advantages of blended learning apply for teachers in the third grade of Unidad Educativa Juan Dagoberto Montenegro. The main problem is the lack of use of blended learning to improve their knowledges to obtain data collection, the researcher used qualitative method with a phenomenological study with a data collection of focus group with opened ended questions to students to analyze blended learning and how they enhance vocabulary. The result showed a positive change in which practice in classroom with the teacher and using different digital resources apply blended learning learners can improve the vocabulary skill.

**KEY WORDS: Blended Learning, Enhance Vocabulary**



## **Resumen**

Este proyecto fue creado para mejorar el vocabulario de los estudiantes mediante el aprendizaje combinado (blended learning). Es un método mixto donde los estudiantes aprenden en el aula y practican sus conocimientos previos en diferentes plataformas digitales. El objetivo de esta investigación es analizar el rol del docente en el aprendizaje semipresencial y las estrategias para potenciar el aprendizaje de vocabulario de los estudiantes de tercer grado de educación básica identificando las ventajas del aprendizaje semipresencial aplicado por los docentes de la Unidad Educativa Juan Dagoberto Montenegro.

El principal problema es la falta de uso del aprendizaje combinado para mejorar sus conocimientos para obtener la recopilación de datos, el investigador utilizó el método cualitativo con un estudio fenomenológico con una recopilación de datos de grupo focal con preguntas abiertas a los estudiantes para analizar el aprendizaje combinado y cómo mejoran el vocabulario. El resultado mostró un cambio positivo en el que la práctica en el aula con el maestro y el uso de diferentes recursos digitales aplican el aprendizaje combinado a los alumnos para mejorar la habilidad de vocabulario.

**PALABRAS CLAVES: Aprendizaje Mixto, Vocabulario.**

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## Introduction

Education is constantly changing. Teachers use new resources to teach English as a foreign language by students and motivate them using different strategies and methodologies. Nowadays, a good mix between traditional class and modern methods is blended learning which students can listen class in a traditional classroom and reinforce their knowledge on different digital platforms. Nevertheless, the main problem is the limited vocabulary knowledge. These limitations are some problems like: students do not understand English conversation, and they cannot establish English conversation.

Study on Blended Learning in English as a foreign language has been done in different countries and also different levels like school, University, and graduate levels, with excellent results from the research in this mixed method.

One study of blended learning was do in Indonesia (Djiwandono, 2013) “A Blended Learning Approach to Enhance College Students Vocabulary Learning” this study combined traditional classes with autonomous work in Blogs where students taught vocabulary for around one hour and forty for 16 weeks. They used blog where there was vocabulary that students memorized the word, they taught some techniques. The results were students could learn more vocabulary skills and remember that. However, this vocabulary didn't acquire from the text.

In China, (H. Zhang, W. Song & J. Burston,2011) made a comparative vocabulary effectiveness with two groups SMS group and the Paper group. They were members of Chinese University who examined about their knowledge of the vocabulary. SMS studied a vocabulary

list by SMS cellphone. The second group worked on the same vocabulary list but also, in paper material, the study concluded that learning vocabulary in both ways had good results. Blended learning may be better help the increased vocabulary skill and change the perspective.

The research objective is to analyze the teacher role in blended learning, and the strategies to enhance vocabulary learning of very young learners. In this mixed model, students can enhance not just vocabulary they also improve other skills like reading, writing, and using English as a language in different activities. Blended learning can motivate students to be autonomous in their learning process.

Blended Learning has multiple benefits for students and teachers with different kinds of the model which can be useful for them. On the other hand, to analyze what are these advantages the researcher made interviewed about six open-ended questions to students in ‘La Unidad Educativa Dagoberto Montenegro’ where they can answer about their experiences in English classes and the researcher could notice if the teacher uses blended learning.

The researcher to gather all information, applied a focus group technique to students, applying a qualitative method with a phenomenological study about the experiences. The researcher identified the benefits provide blended learning at the moment when they mixed traditional classroom and practice autonomous work with other resources like Edmodo, Klan Academy, and classroom.

In an interview, the researcher could notice how relevant is blended learning method to learn English as a foreign language taking into consideration that it is a language that is more practical to understand and learn, but teachers do not apply this method. They used in the COVID-

19 pandemic using only one platform to send homework. Currently, students just going to assistance to traditional classes where teachers use technology but not combine platforms to reinforce learner's knowledge.

## **Chapter I**

### **The Problem**

#### **Research Topic (General/Category)**

Didactic Resources and Vocabulary Learning

#### **Write the title of your project. (Specific/Centered on your research)**

“Blended Learning to enhance vocabulary learning in very young learners”

#### **Problem Statement**

In Ecuador the vocabulary skills learning the process is the hardest part of English learning. Nevertheless, vocabulary is just using words naturally, so a lot of these words that very young learners are necessarily using in their routines and daily conversations. However, the limitation of strategies and vocabulary learning where they can apply, upload or practice their knowledge causes a low English level, and demotivation in students especially, in very young learners also, they have a great level with technology and they could understand this potential applying in the classroom.

COVID 19 is one of the great pandemics in the world with a lot of changes in the education with some advantages and disadvantages however, thanks to these changes learning system uses a method “Blended learning ” it is a good way where the teacher can use data and classroom technology

personalizing instructions and process learning which students take control when, how and where they can practice English as a foreign language especially vocabulary learning.

The great advantage of this method is that it is a mixed system in which the student or student carries out their learning and attendance at face-to-face classes with monitoring of the syllabus telematic ally and online. To use digital tools available to their to learn in a totally personalized way and adapted to your individual, social and even economic needs.

The researcher found that at La Unidad Educativa “Juan Dagoberto Montenegro Rodriguez” in COVID-19 pandemic teacher, just used a single platform “ Classroom ” ,” it allows access to course materials anytime, anywhere, for teachers, students, and parents. Also, access Classroom or Schoology means students and teachers have access to course material anytime and anywhere where they have an internet connection” (RODEL,2016). There is a disadvantage as they only have access to material, which teachers upload to students.

Nowadays, the researcher observed in La Unidad Educativa “Juan Dagoberto Montenegro Rodriguez” doesn’t applying blended learning to enhance vocabulary learning because of it doesn’t exist a platform teacher only used a traditional method for their classes using a resource like: postcards, books, papers with worksheets consequently, students don’t motivate to learn more and look for a new word and enhance their vocabulary. On the other hand, according to very young learners’ difficulties are notables, as a result, of this process they don’t have good grades in their schools.

**Problem question**

How does the teacher applying blended learning focus in vocabulary learning in very young learners?

**Specific questions**

What are advantages and disadvantages applying blended learning for teachers in the third grade?

What are difficulties students have in vocabulary learning in Unidad Educativa Juan Dagoberto Montenegro?

What are the strategies using blended learning in Unidad Educativa Juan Dagoberto Montenegro?

**General Objective**

To analyze the teacher role in blended learning and the strategies enhance vocabulary learning of very young learners.

**Specific objectives**

Identify advantages of blended learning applying for teachers in the third grade of Unidad Educativa Juan Dagoberto Montenegro

Analyze student's difficulties that they have in vocabulary learning in Unidad Educativa Juan Dagoberto Montenegro

Detail strategies used by the teachers using blended learning in Unidad Educativa Juan Dagoberto Montenegro



**Justification:**

In Ecuador's schools, very young learners have a delimited knowledge about vocabulary and teachers don't apply strategies to teach it. Hence, very young learners do not like learn more about the foreign language.

Taking in consideration the pandemic, using blended learning how a method to teach vocabulary where teachers can apply it in face-to-face classes and virtual classes with platforms helping students practicing and learning in the same time.

Currently, all teachers in school applying blended learning helping very young learners learning a different way where they can learn while enjoy in this process. "It is crucial that children have explicit and robust instruction in vocabulary, to support their verbal and written communication. The explicit teaching of vocabulary allows students to access academic language and discourse, and facilitates their comprehension of increasingly complex texts." (Government,2019)

The present research is viable to resources and information to convey. The favorable population is the students of the third grade of La Unidad Educativa Juan Dagoberto Montenegro, this investigation look for improving their education with a different strategies and didactic resources adapting in different way to understand the importance of the second language as a foreign language.

## **Chapter II**

### **Theoretical Framework**

Currently, Ecuador and other countries faced a pandemic generated by the Covid 19 virus with a lot of advantages and disadvantages to the educational process most schools as Unidad Educativa Dagoberto Montenegro and universities, they looked for other resources or options to continue with the education one of them is blended learning using platforms like zoom, google meeting obtaining the opportunity to teach English as a foreign language and complete this process using the synchronic job.

### **Blended Learning**

Blended Learning surged in 90 decades in the business field with a purpose with cheaper than the presential currently, schools use that method intending to look for student's responsibility and their autonomous job, giving new skills and different ways to learn a second language, that method doesn't search create new resources, blended learning's objective is using all material that exists. (Garcete,2014)

In 2018, Grupo Santillan entered this education method as a methodology according to Soledad Jarrin director of Editorial Santillana, a pioneer of the correct use in Ecuador, points out it, is to maintain this methodology in the post-pandemic expansion and use it for more educational institutions as schools, universities, and students. "It is an educational solution that seeks not to stop learning," she explained. (Jarrin,2020)

Blended Learning is an educational approach that combines online and faces to face education where teacher and students use the materials and opportunities for a good interaction

online with the traditional classroom sharing a physical space where the teacher makes activities self-study using their English knowledge that they obtaining practicing in platforms or websites on the independent form. Tutor activities where the teacher makes it step by step with the student include activities in the classroom and activities online, all of them teacher needs to make a lesson plan and analyze what activity demands more control. (Salgado,2021)

### **Blended Learning characteristics**

Besides, The Blended Learning's characteristics can be flexible with a low-cost benefits including time saving creating new method to learn English as a foreign language. Students can learn according to their time including the combination of digital and face to face resources, according to (Jarrin,2020 ) digitized classrooms had good result by children because they are digital native, they have enough privilege of the learning process and time to time to make e feedback is given by the teachers. It is considerate the best form of interaction between teachers and students.

On the other hand, Blended Learning applying traditional classrooms and technologies using a personalized learning process make certain that all students have the opportunity to learn new vocabulary an interesting, enjoyable and interactive way. This method can produce those students keep animated and involved in vocabulary process. However, not just to students have advantages with blended learning, it can provide to teacher's lesson's results and feedback using the data to analyze all process of all students. (Parikh,2020)

### **Teacher Role**

The teacher has multiple and important roles in blended learning method to enhance the vocabulary learning in students as a facilitator of the material and making feedback about the topic

on face to face classroom taking into consideration that they must learn about technology and all resources that their students need. According to (Espino,2015) the teacher is not the only one responsible to be the source's knowledge also they need to be a guide.

Even though the teacher's role is to be a guide and instructor to facilitate students' vocabulary, the teacher understands all contexts of it and makes sure they understand and apply in context (Hoggard,2015) taking into consideration that vocabulary is all words that we acquire and communicate using to described one situation, vocabulary learning could be oral and reading. Learning vocabulary is essential to learning English as a foreign language also it is a challenge because most of the students get a low level about it. (Djiwandono,2013)

Students and Teachers need to know about TICs, it is all technology group with hardware y software that brings great process in the education being to a change to learning, thinking, acquiring new knowledge sharing one by one student new information, it's an obligation for all teacher know about the TICs they must to know the strategic and the methodology to attract all students and transform it a good instrument in the learning and teaching process. (Universidades,2021)

### **Blended Learning Model**

Blended learning brings a lot of modalities that result from an excellent resource to continue with this methodology like: The Face to Face Driver Model this method works with different which the students are divided for levels of abilities taking into consideration that just students will participate in online parts.

Students have more knowledge than others may proceed quickly this prevents that students will be boring providing some challenges while students get low level given some corrections and skills helping with the platforms and improving their knowledge and skills. (Thompson,2016).

The Rotation Model was used for years with a specific schedule in which students have an specific time to face to face classes with their teachers then they practice to websites this model is most popular in the elementary classroom and the teachers feel conformable with this tradicional classroom so, in this model, students can be divided into groups according to their skills, in this case, teachers help student's difficulties

in a face to face classes then students go practicing in websites or another kind of resources that teacher give them. (Thompson,2016).

The Flex Model is using online instruction, the teacher's role is to be a facilitator of instructions this method is the most popular in alternatives schools where students didn't feel comfortable in traditional classrooms or they had problems with attendance however, the principal rule of the flex model is to be just secondary. (Thompson,2016)

Online Lab School Model has the objective of attending online classes for reasons like secondary students who need a flexible schedule for other obligations and responsibilities for them this model is quicker than traditional classes could be other reasons like don't exist enough space in a face to face classroom. (Thompson,2016)

Self-Blended Model students attend to tradicional classes then they inscribe in different kind of courses online to complet the vocabulary learning, this kinds of courses are not offerts to schools, students motivated and independ. (Thompson,2016)

The Online Driver Model, students work in different places and teachers provide some instructions in online platforms, students have the opportunities to check in a different platforms and send messages and interactive between teacher and student, this increase for years, this model is useful for students chronic illness who have some difficulties to attend to traditional classrooms. (Thompson,2016).

### **Blended Learning Websites**

There are some websites or platforms which teachers and learners can continue with the learning and teaching learning to a foreign language like a second language using the method blended learning to enhance the vocabulary learning specially in very young learners.

These websites are useful for blended learning and assess learners in real time such as : Answer Pad it is a free platform it can create dialogues and conversations using new vocabulary with canvas and templates that are free to student with internet, so there are two tools in the platform in of them is interactive where learners it's a system where students provide comments about the vocabulary that teachers already learnt. Answer sheets, it's a solutions for test that teachers provided. ( Karlin,2015).

On the other hand Edmodo is compound as a collaborative, sharing different didactic resources for teacher, students and parents. It's a useful platform to create groups administer quizzes, taking into consideration that Edmodo is not considered a learning management system. (Lynch,2017).

Klan Academy is a good resource to study for a specific topic, there are many videos about a lot topic you can search videos about the vocabulary and practice to improve their skills,

it's a free platform in addition to that there are exercises to apply your knowledges.  
(Lynch,2017).

Go Formative is a formative assessment where you can analyze students's progress is a critical piece of the puzzle in blended learning enviroment, it's useful for teachers to create evaluations and be sure that students already had learning about a specific topic in this case vocabulary. (Lynch,2017).

### **Pedagogical basis**

Blended Learning is a combination of various pedagogical approaches like constructivism based in a blended learning environment to improve students' critical thinking and help in problem-solving increasing their collaborative working using learning strategies like information and Communications Technology (ICT) and its impact on the process. One of the main objectives for designing constructivism based on blended learning is to involve students in constructing and sharing new pieces of knowledge (MAL,2020).

Cognitive Presence in a Blended Learning is the learner's ability to project their mental presence using blended learning has the opportunity to achieve cognitive outcomes, it helps teachers to use the technology resources applying the cognitive process have the objective to promote the construction, confirmation, and understanding the result of the learning process

### **Theoretical basis**

According to (Friesen,2012), Blended Learning is a combination of web-based technology using a live virtual classroom to accomplish an educational goal and, combining all form of instructional technology like web-based or training films with a face-to-face instructor. Blended

learning is an actual job task in order to create a comfortable and harmonious of the learning process

### **Legal basis**

The legal basis of this research is based on The Constitution of Ecuador (2008) (INOCAR, 2008) and the Organic Law of Intercultural Education (LOEI) that express: The Constitution of Ecuador emphasizes important articles: According to Article 26 “The Government of Ecuador must promote Education as a fundamental right of Ecuadorians. Education in Ecuador is an important area in public policy and government investment, to have good living conditions. (official register,2008 )

‘All Ecuadorians have the right and responsibility to take part in the process of education’, society’s members have a relevant role in Education. Education is a right for people based on the Constitution of Ecuador, to develop life conditions for Ecuadorian people, improving the future through the education that the government provides them.

(official register,2008 )

In Article 27 of the Ecuadorian Constitution, Education in Ecuador will focus on human beings and assure their equity development rights and democracy. “Education will be participatory, compulsory, intercultural, democratic, nondiscriminatory, and varied however. Education will promote values; improving critical thinking, art, and physical, to develop

students’ skills and their abilities.” Education is necessary for increasing knowledge and constructing a sovereign country taking into consideration that it is a strategic area for national development. (Official register,2008)

“According to article 27 of the Ecuadorian Constitution, the actors of the education



are people, point out in their rights and focus on values and democratic participation of each one to accomplish with the education goal that is to promote and increase their abilities and capabilities of the society's member '' (Official register,2008)

The Organic Law of Intercultural Education (LOEI) emphasizes important articles: According to Article 2.u., "Establish research, construction and permanent development of knowledge as a guarantee of promoting in creativity and knowledge production, developer of research and experimentation for educational innovation and scientific training".

According to Article 6.j., "Ensure digital literacy and the use of technology of information and communication in the educational process, and facilitate the binding of teaching with productive or social activities." And in literal m., "Promote science, technology and research innovation, artistic creation, the practice of sport, protection, and conservation of cultural heritage, nature, and environment, and cultural diversity and linguistic"

### **Variables of the study**

#### **Blended Learning**

Blended Learning is a term that applied to providing instructions and learning at the same time using experiences with a combination of face-to-face classes and technology to improve their skills nevertheless, using technology resources learners needn't stay in the same classroom, they may be connected in digital resources, it's learning mixed both toward the same goals with the same content and objectives.

#### **Enhance Vocabulary**

Vocabulary learning is important for development the of communication in English as a foreign language like listening, reading, and writing. Vocabulary is critical to a child's favorable

outcome growing related to school achievement. Enhancing vocabulary promote critical thinking skill and learning about the world expanding their knowledge and helping to access new information according to Meredith Rowe's study an Associate Professor of Education in the Graduate School of Education at Harvard. (MILLER,2022)

### **Chapter III**

#### **Methodological Framework**

##### **Methods**

Qualitative research is a method of collecting and analyzing information not numerical data for instance, texts, videos, or audio to understand experiences and knowledge about a specific topic using this information to college and solve problems or generate new ideas to understand the research. (Bhandari,2020).

On the other hand, Qualitative research is based on the disciplines of sociology, and psychology however, it allows for extensively where the interviewer and researcher understand their problems and motivation using this method to conclude with a problem solution.

##### **Type of Research**

###### **Phenomenological Studies**

Phenomenology studies help to understand all people's experiences that people already lived, however, this study explores what and how people experience the focus of a phenomenon.

According to Husserl, Heidegger, Sartre, and Merleau Ponty recommended this study to explore the writing keys before embarking on research. (UNIVERSITY,2022)

Researchers use phenomenological research to make a universal structure about their experience to explicate all feelings perceptions, and beliefs to be clarified in the research expanding the researcher's knowledge about the phenomenon that must experiment. (Delve,2022)

Phenomenological Studies are some advantages such as: Understanding the study and people's experiences, using to contribute new ideas and adjust that. On the other hand, phenomenological studies develop new theories with their experiences, and opinions and make them as informative as possible.

### **Data Collection Techniques:**

#### **Focus group**

According to Kreuger in 1998 focus groups were used to explore stages of one research, even though Race in 1994 during the research to evaluate or develop a good particular study usually in a qualitative method.

A Focus group is qualitative research about a small group that answers the researcher's questions that were designed about a specific topic. Focus groups are designed for qualitative research for gathering relevant information between research and participants Even though, participants answer the question according to their experiences, opinions, beliefs, and attitudes.

There are some advantages like:

- Clarify the information
- Understand necessities
- Hear students' opinions with their words
- Uncover the problems
- Discover the solutions

- Have the flexibility to analyze the solutions

### **Describe the type of questions:**

. The questions are six open-ended questions which have done in person with students in the third grade in “Unidad Educativa Dagoberto Montenegro” where students were interested to answer whole questions.

The questions were focus groups to know how teachers work with the students taking into consideration technology and blended learning the purpose of their answer to the research is to analyze better all answer also the effectiveness of using blended learning to enhance vocabulary in young learners to third grade in “Unidad Educativa Dagoberto Montenegro”

### **Data Collection Processing and Resources**

#### **Basic Questions and explanation**

##### **What for?**

Enhance vocabulary in young learners

##### **Where?**

At Unidad Educativa “Juan Dagoberto Montenegro”

##### **When?**

Academic Period 2022-2023

##### **How?**

Questionnaire, opened-ended questions

##### **What for did you collect information?**

To analyze how teachers use blended learning to enhance vocabulary learning

## **Population**

A population is individual groups in a country, city, town or region where people have some characteristic in common like culture also ethnic. However, Population usually using data collection with a questionnaire to analyze population's member.

At Unidad Educativa " Juan Dagoberto Montenegro" in third grade there are eight students.

## **Sample**

A sample is a small group that the researcher chose to do an interview and collect data, the sample is less than the population total who helping analyze gather the information the research using their answer and their perception.

## **Chapter IV**

### **Analysis of Findings**

#### **Brief explanation of the findings.**

As an objective is identify how teachers applying blended learning, the population and sample is the third grade of Unidad Educativa Juan Dagoberto Montenegro that answer effectiveness whole opened-ended and closed-ended questions according their experiences in English classes, the questions were in Spanish because it is their native language and students can understand all questions. The qualitative data collect in person with all students, the researcher does a short explanation about the topic and students answer honestly and enthusiasm.

## Interpretation of data from the interview or focus group

### 1.- ¿Cuando recibe las clases de inglés la profesora usa la tecnología? ¿Cuáles?

*Figure 1*



*Note: The picture represents the data collected by the first question of the interview showing the words that are repeated with greatest precision.*

All students answered ‘‘ Si, la profesora de ingles usa su laptop donde completamos actividades en la plataforma liveworshets, tambien vemos videos y escuchamos como se pronuncian las palabras usando su grabadora’’ which means ‘‘ Yes, the teacher uses her laptop where we can do some activities in liveworshet platforms, we can see videos and listen the pronuntiation using her tape recorder.

### 2.- ¿Su profesora usa plataformas digitales para enviar tareas usando el nuevo vocabulario? ¿Qué clase de plataforma digital usa?

*Figure 2*



*Note: The picture represents the data collected by the first question of the interview showing the words that are repeated with greatest precision.*

All students answered “ Si usabamos una Plataforma para poder hacer y enviar tareas la usabamos mas cuando estuvimos en clases virtuales, usabamos classroom, ahora las traemos en el cuaderno o en la carpeta” which means Yes, we used one platform where we send homeworks , we use in virtual classes it is classroom, nowadays we do our homeworks in our notebooks or folder.

### 3.- ¿Qué Plataforma usa su profesora para reforzar el vocabulario aprendido en clases?

*Figure 3*

profesora  
pizarra  
Youtube  
juegos  
clases  
YouTube  
videos

*Note: The picture represents the data collected by the first question of the interview showing the words that are repeated with greatest precision.*

Learners answered “ Para reforzar el vocabulario de ingles que aprendemos en clases nos envia a ver videos en YouTube y en clases volvemos a ver las palabras que nos enseñó a veces jugamos con esas palabras en la pizarra” which means We step up watching vocabulary videos in YouTube and sometimes we play with this vocabulary in the board.

#### 4.- ¿Con que frecuencia practica usted vocabulario en inglés?

*Figure 4*



Note: The picture represents the data collected by the first question of the interview showing the words that are repeated with greatest precision.

All students answered ‘‘ practicamos con la profesora de ingles en clases cuando jugamos con las palabras en la pizarra’’ which means we practicing with the English teacher at classroom when we play with the word in the board.

#### 5.- ¿Qué Plataforma digital usa para aprender más vocabulario en inglés?

*Figure 5*



Note: The picture represents the data collected by the first question of the interview showing the words that are repeated with greatest precision.

Five students answered ‘‘ Uso Duolingo para poder aprender nuevo vocabulario’’ while other students answered ‘‘ Me gusta ver videos en youtube y jugar en wordwall’’ which



means five of them using Duolingo to learn new vocabulary while 4 like watching videos in YouTube and playing in wordwall.

**6.- ¿Consideran que han aprendido nuevo vocabulario de ingles a través de esas plataformas? ¿Por qué?**

*Figure 6*

juegos  
envían  
ingles  
nuevo

*Note: The picture represents the data collected by the first question of the interview showing the words that are repeated with greatest precision.*

Learners answered “ Si, en las clases de ingles que hemos tenido con la profesora hemos aprendido nuevas palabras y en los juegos con las plataformas hemos practicado palabras nuevas con los temas que nos gusta a nosotros” which means: Yes, in English’s classes with our teacher we learned new words and with the games in the platforms we learn according our likes.

### **Interpretation of bibliographic review**

According to the results, learners are interested in learning new vocabulary with blended learning using the technology and practicing in classroom. However, most of learners use different platforms where they can practice and enhance vocabulary. Teachers used blended learning in virtual classes with classroom. Currently, if the teacher applied blended learning, learners would enhance their knowledge, practicing not just in the classroom but also on different platforms which reinforce their knowledge.

## Chapter V

### Reflections of the study

There are some theories about the acquisition of English as a foreign language including different kinds of methods and their implementation to understand and improve your skills as a second language with good results and more effectiveness in learners.

Blended learning is a method that helps the teachers to complement their work with resources not just in the classroom this method is useful to complement with resources via online

Where students can practice and learn more about the second language, the teacher facilities material on paper and digital. On the other hand, the main objective of this research is to analyze the advantages of blended learning focus in vocabulary learning in very young learners by applying the text question ‘‘How does the teacher apply blended learning focus in vocabulary learning in very young learners? In Unidad Educativa Juan Dagoberto Montenegro where the research had been interviewed a focus group of students in third grade.

The researcher made interviewed a specific group of students who can answer with enthusiasm and taking their opinions and experiences for that reason the research used phenomenological studies to know about their experiences in their English classes which were useful to know if the teacher is applying this method in her class.

Nevertheless, the results were they like use different platforms to learn English like Duolingo and other like Word wall because they like to play with this platforms but in classes, the teacher only use the technology to make activities in live worksheets or she only provides a

paper with the activity, however, in COVID-19 pandemic they answered that they practiced in platform “classroom” where teacher provide material.

In pandemic they could practice, watched the videos that the platform had to learn more and remember the words, combine their classes via zoom with classroom platforms to be easy to children to be more autonomous.

Currently, In the classroom teacher provide material like videos looked for YouTube, activities to practice, homework, and other resources. Nowadays, they enhance their vocabulary in autonomous work on different platforms and talk about this vocabulary for themselves because they want to understand the second language.

This study concludes that blended learning is an excellent method with a lot of advantages for students and teachers. It was effective in other research that was done in India and China enhancing vocabulary skills. The teachers must use this method as a strategy to help in the learning process.

The researcher could found a possible solution for this problem, if the teacher used blended learning, students would have a good knowledge about vocabulary, one solution could be the teacher no only use the technology in classes using to do activities or provide a paper, postcard to helping to understand the words, perhaps she could continue with classroom platform to upload material and other resources to continue enhancing vocabulary in young learners of third grade using different models of blended learning.

To continue with blended learning will be a great challenges not only in students' grades because for young learners it could be difficult understand the second language, it will be difficult

enhance their vocabulary, the majority of students likes English and play in different platforms make an autonomous work.

The researcher felt so enthusiasm to carried out this research, it was a life lesson because the researcher learned more about different strategies that helping in the English teaching process and learning process, the researcher could notice possible solutions. Blended learning is a good method that the researcher will be applying in my professional life with her future students.

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## ANNEXES

*Figure 7*

*Note: Interview for young learners*

## Figure 8

### Interview

- 1.- ¿Cuándo recibe las clases de inglés la profesora usa la tecnología? ¿Cuáles?  
 8 niños respondieron: Si, la profesora de inglés usa su laptop donde completamos actividades en la plataforma "liverworksheets"
- 2.- ¿Su profesora usa plataformas digitales para enviar tareas usando el nuevo vocabulario? ¿Qué clase de plataforma digital usa?  
 8 niños respondieron: Si, todas usábamos una plataforma para hacer y enviar tareas la usábamos más cuando estuvimos en clases virtuales, usábamos "classroom" ahora las traemos en el cuaderno o en la carpeta
- 3.- ¿Qué Plataforma usa su profesora para reforzar el vocabulario aprendido en clases?  
 8 niños respondieron: Para reforzar todo el vocabulario de inglés que aprendemos en clases nos envía a ver videos en YouTube y en clases. Volvemos a ver las palabras que nos enseñó a veces jugamos con esas palabras en la pizarra
- 4.- ¿Con que frecuencia practica usted vocabulario en inglés?  
 8 niños respondieron: - Practicamos con la profesora de inglés en clase  
 - Jugamos en la pizarra
- 5.- ¿Qué Plataforma digital usa para aprender más vocabulario en inglés?  
 5 niños respondieron: Uso Duolingo para aprender palabras.  
 3 niños respondieron: Me gusta ver videos en YouTube y jugamos en Wordwall
- 6.- ¿Consideran que han aprendido nuevo vocabulario de inglés a través de esas plataformas? ¿Por qué?  
 8 niños respondieron; Si, en las clases con la profesora hemos aprendido palabras nuevas con los temas que nos dan y también con los juegos en las plataformas hemos aprendido nuevas palabras con los temas que nos gusta a nosotros.

### Certificado Sistema Anti Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “**BLENDING LEARNING TO ENHANCE VOCABULARY IN VERY YOUNG LEARNERS** elaborado por la estudiante **ALEJANDRO BAZAN DANEXA MAXIMILIAN** la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0% de la valoración permitida, por consiguiente se

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---

SANDRA CAAMAÑO MSc.

TUTORA

## Figure 9



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