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Theme:

EDUCATIONAL CARTOONS AND VOCABULARY LEARNING

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I, Lcda. Mg. Parra Gavilanez Lorena Fernanda, holder of the I.D No. 1803103520, in my capacity as supervisor of the Research dissertation on the topic: **“EDUCATIONAL CARTOONS AND VOCABULARY LEARNING”** investigated by Ms. Ruiz Calle Janneth Michelle with I.D No. 1722856802, confirming that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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Comments expressed in this report are the author’s responsibility.

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DEDICATION

TO:

my grandfather José Antonio whom I always have in my thoughts and my heart, I know that he always takes care of me from heaven and has given me the strength to follow all this way.

I want him to be very proud of me. and see how far I've come.

Michelle.

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To my parents Janneth and Carlos who have always supported me emotionally and economically, have taught me not to give up and have shown me all their love, trust, patience. I owe them all.

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To Leonardo my accomplice, my love and best friend who was always supporting me, helping me and giving me advice at any time and at any hour.

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To my teachers for teaching me everything I know and being a source of inspiration.

Michelle.

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ABSTRACT

TITLE: Educational Cartoons and Vocabulary Learning

AUTHOR: Ruiz Calle Janneth Michelle

A cartoon is a simple, funny drawing of the things people see in everyday life, with lots of bright colors. They are usually printed in newspapers, comic books, or on television. However, cartoons are used as a teaching aid. The poor vocabulary development of the English language was the problem of this research. The main objective was to describe how Educational Cartoons enhance the English Vocabulary Learning of the sixth grade of basic education at the Escuela Particular Los Sauces which is composed of 27 students and 3 English teachers as the total population. A quantitative-qualitative approach (mixed approach) was carried out since it was necessary to investigate the subject, variables, and show the results that were found in the research. As a result, it was evident that the use of educational cartoons when teaching vocabulary allowed students to be more focused, attentive, and retain more of what was taught in class, thus increasing the number of words learned. It can be concluded that the use of educational cartoons as a strategy improved the students' vocabulary skills since the use of bright images and flashy sounds helped the students learn. On the other hand, it was shown that teachers did not use educational cartoons for vocabulary teaching.

Key words: Educational Cartoons, Vocabulary learning, strategy, teaching aid, students.

RESUMEN

TÍTULO: Dibujos animados educativos y aprendizaje de vocabulario

AUTOR: Ruiz Calle Janneth Michelle

Una caricatura es un dibujo simple y divertido de las cosas que la gente ve en la vida cotidiana, con muchos colores brillantes. Por lo general, se imprimen en periódicos, cómics o en la televisión. Sin embargo, los dibujos animados se utilizan como material didáctico. El escaso desarrollo del vocabulario del idioma inglés fue el problema de esta investigación. El objetivo principal fue describir cómo las Caricaturas Educativas potencian el Aprendizaje del Vocabulario en Inglés del sexto grado de educación básica de la Escuela Particular Los Sauces la cual está compuesta por 27 estudiantes y 3 docentes de inglés como población total. Se realizó un enfoque cuantitativo-cualitativo (enfoque mixto) ya que fue necesario indagar sobre el tema, variables y mostrar los resultados que se encontraron en la investigación. Como resultado, se evidenció que el uso de caricaturas educativas al momento de enseñar vocabulario permitió a los estudiantes estar más enfocados, atentos y retener más de lo enseñado en clase, aumentando así la cantidad de palabras aprendidas. Se puede concluir que el uso de dibujos animados educativos como estrategia mejoró las habilidades de vocabulario de los estudiantes ya que con el uso de imágenes brillantes y sonidos llamativos ayudó a los estudiantes a aprender. Por otro lado, se demostró que los docentes no utilizaban caricaturas educativas para la enseñanza del vocabulario.

Palabras clave: Dibujos animados educativos, Aprendizaje de vocabulario, estrategia, material didáctico, estudiantes

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

For this research, a mixed approach (qualitative-quantitative) was applied in Escuela Particular Los Sauces located in Ambato, Ecuador (2021-2022). The following research was based in online scientific articles and magazines wrote by professionals in the field whom show the influence of educational cartoons into the students' vocabulary skills due to these show an improvement of it in the learning.

1.1.1 Problem

The English language is important worldwide, as it is one of the most widely used languages in the world. According to Enamul (2015), the English language can be harmed by a lack of vocabulary knowledge, which is one of the foundations for communicating an idea. According to Ferris (2018) with little grammar knowledge, people can still convey something, but if there is no vocabulary knowledge, people cannot convey anything. Currently, Ecuador is facing the poor vocabulary development of the English language through the learning of it, which means the learner can use knowing words to hold ideas and thoughts (Ministerio de Educación, 2016). This problem was identified after a critical analysis and is exposed in the problem tree of this research (*See Annex 1*).

In schools, the limited use of devices in activities in English makes students feel demotivated, so vocabulary learning is poor, and also all the skills that this language has. The use of vocabulary is really necessary to learn a language, not only to improve understanding but also to help in language areas like listening, speaking, reading, and writing (Bahrani & Soltani, 2011 as cited by Fitzgerald, 2017).

Nowadays, there are innovative methods that are not used during classes. Those resources can contribute to the teaching process (Contreras & Peña, 2020). Teachers have difficulty adapting and innovating teaching processes. They usually use their traditional teaching methods, which means students do traditional classroom

activities. That is why the teachers must choose the tools and suitable materials with the use of technology in the institution.

Students can often have a low level in the acquisition of vocabulary, which is why they can become disinterested in learning English. According to Beare (2018), the excess of vocabulary in the students can have an effect contrary to the desired one, because when they feel frustrated or stressed, the students lose interest in learning.

In this way, it seeks to implement, improve, and reinforce vocabulary learning through the use of educational cartoons. Therefore, the purpose of this research is to analyze if the educational cartoon strategy helps to improve vocabulary learning.

1.1.2 Theoretical background

Some investigation mentioned before as scientific articles and, magazines were considered in this part to show the influence of educational cartoons in the students' vocabulary learning. It is important to emphasize that the following authors are professionals in the field of education and they made recent scientific articles focused and related with the principal topic of the present research.

The study, titled "Animated Cartoons to Develop Listening Skill and Vocabulary" (Gouri, 2019). The problem was the ability to develop listening skills and vocabulary among low-proficient students. The objective was to show the benefits of the use of "Energized Cartoons" to build listening skills and expand vocabulary during the language acquisition process. An experimental methodology to measure the results of both variables in the selected group, selecting a pre-test and post-test on listening skills and knowing the range of vocabulary mastered by students. The study population was made up of 10 low-proficiency students. The results of this research showed an improvement of 60% to 80% as an average from pre-test to post-test, which clearly demonstrates that cartoons have a good impact on students' developing language listening skills. As a conclusion, the use of "Cartoons" as an authentic material affects the students in a positive way, increases their vocabulary, and increases their capacity for listening skills.

Furthermore, in the title "Effects of Multimedia Vocabulary Annotations and Learning Styles on Vocabulary Learning" carried out by Faez (2019), the problem for this research was the inadequate knowledge of vocabulary and the difficulty students have in learning it. The objective is to determine whether learners with certain perceptual learning styles benefit more from a particular type of vocabulary annotation. An experimental methodology was applied in Taiwan with 50 students. The results of the study showed that the version with text and pictures was the most effective type of vocabulary annotation. As a conclusion, students in Taiwan learn more vocabulary by not only reading it or searching for it in dictionaries. Learning vocabulary can be enhanced by watching a picture with the correct word underneath it, which facilitates remembering those images.

Alternatively, in the research titled "Application of Multimedia Technology in Vocabulary Learning for Engineering Students," Shi (2017) pointed out as a main objective the use of diverse technological aids and tools at the moment to teach English vocabulary, helping teachers and students to construct their own knowledge. The problem of this research was that the use of traditional methods to teach a foreign language allows students to learn just what a teacher wants. This descriptive research work with a constructivist methodology was applied to a population of 35 students in an engineering school in China. The conclusion was that using this methodology, the learning process is faster and more significant for students. As a result, students could learn a greater amount of vocabulary and keep it in their long-term memory.

As conclusion, all researches in the theoretical framework indicated that the cartoons have a lot of benefits when there is a low level of English vocabulary, since the cartoon has the advantage of having less cognitive processing. It can also be used as a didactic tool to introduce the language and motivate students to learn it. In addition, it is used as a technological tool due to cartoons are generally showed in technological devices such as TV or computers which is more attractive to the learners for the diversity of content that can cover according to the age and level of learners.

1.1.3 Problem formulation

What educational strategies can be applied to improve vocabulary knowledge of the curriculum?

1.1.4 Research questions

1. What types of strategies do teachers use to increase student vocabulary through educational cartoons?
2. What range of vocabulary knowledge do student have?
3. How do educational cartoons improve vocabulary learning?

1.1.5 Literature review

An in-depth analysis of books and scientific articles was carried out in order to obtain the main dependent and independent variables (educational cartoons-vocabulary learning) verifying if there is sufficient background on the subject and identifying the general variables of each one, going from the micro to the macro. Getting the key categories (*See Annex 2*).

1.1.6 Independent variable

1.1.6.1 Teaching strategies through technology

At present, technology is being welcomed in more fields in society, such as education. This is why teachers must create strategies like educational cartoons so that technology is used to the maximum and, in this way, educational opportunities are created (Live, 2016).

It is said that games are something innate in children, and they have always been in classrooms. Topa (2019) affirmed that in recent years, educational games have increased in popularity. Nowadays, there are a great number of educational and entertaining games that have been successful in the educational process. Furthermore, serious games can be video games or interactive applications whose

main purpose is to provide not only entertainment but also training in areas such as health, marketing, and education (Bozkurt, 2017).

Methodology is the use of all methods and techniques to perform an activity with the purpose of teaching or learning something (Parson, 2017). One of the techniques to be used in this research would be interactive games, the purpose of which is to achieve better learning of English vocabulary. At the same time, technology for teaching English language vocabulary benefits both teachers and students at the same time. For students, it would be better to acquire new vocabulary, while teachers use technology as a resource to teach and reinforce the content in a fun way (as cited in Shi, 2017).

1.1.6.2 Educational resources

Educational resources are didactic learning materials designed to assist teachers and students in facilitating teaching and reinforcing the content learned in classes (Live, 2016). In his book, Shi (2017) argued that the group of graphics, videos, texts, animations, and different sounds are part of educational resources that transmit information. Encouraging students to use the media to give oral presentations promotes their language production development (Salehi, 2018).

Salehi (2018) claimed that Web quests are technology applications that use the internet and where the students create a final project on a specific subject by following specific instructions. The use of these is very useful to develop the students' language learning while they enjoy using technology. Teachers can search on the internet to find the most adequate WebQuest for accomplishing their teaching and learning objectives (Sentürk and Simsek, 2021). Current technology enables students and teachers to find resources to use for different activities like projects, presentations, and examinations. As Bozkurt (2017) argued that technology resources like videos, graphics with text, and sounds allow the acquisition of new knowledge without so much effort and without the need to repeat the same thing again and again.

Learning platforms, as another educational resource, help teachers organize their classes in a better way. They also provide teachers with a great number of activities, which makes the results very attractive and motivating for students. Thanks to these fun activities, students do not consider learning a language or any subject difficult or even impossible anymore (McGraw Hill Education, 2017). Today, there are lots of educational resources available. Teachers are the ones who check which types of resources are best for teaching their students, according to what they are learning in the class.

1.1.6.3 Educational cartoons

A cartoon is a simple funny drawing of the things people see of everyday life with lots of bright colors in it. A cartoon is a film, movie, or small video with animation in it. These are usually printed in newspapers, comic books, or magazines or they are broadcast on television. Cartoons are mainly meant for kids. Cartoons were previously meant for entertainment only. But these days' cartoons are extensively used for other purposes, such as education and spreading awareness amongst people (Heaton, 1974 as cited by Schmitt, 2020).

Teaching needs a lot of new strategies, technologies, and ideas that can make teaching easier. Sentürk and Simsek (2021) claimed that for a very long time, cartoons have been used as a teaching aid. They have made learning easier and better for the students, and they have made humdrum subjects fascinating for them. Cartoons bring life into the dull pages of books and reveal the hidden secrets of the subject. Those are very eye-catching. One single cartoon drawn on a page can replace a page full of text. The books meant for toddlers are flooded with cartoon images because they are very pleasing to children's eyes (Yaman, 2010 as cited by Kurnaz 2017).

The cartoon images seen by children leave an impression on their minds. They tend to remember what they saw in the form of cartoons and what actions were performed by the cartoons. Cartoons are one of the most widely distributed television formats in the world and are seen by all kinds of audiences, but mainly children, who

spend hours behind the screen, where these children often see experiences lived at school reflected in the house, the street, etc. That is why it is worth asking how these programs impact children's language and behavior in front of people (TargetStudy, 2020).

These cartoons are aimed primarily at an audience; they attract their attention. This is why, in terms of time (duration and content development), it is short. Thus, due to the exaggeration of its characters and the fantastic world in which they live, it does not give a program of months as in novels or series. The game is understood as the set of images, words, movements, and excesses in the composition of these cartoons; the characters are exaggerated in almost everything (Live, 2016).

Cartoons catch attention: People want to sense fun and humor all the time. Therefore, the first entity around them that will seek students' interest will be cartoons or comic strips. Not only children, but even adults do the same. When people open a book, they first look at the images printed on it and then at the text. Similarly, the students will first read the comic strip and then the text. To gain a student's attention toward a subject, the use of cartoons by the teacher improves the relationship with the students, maintaining interest in what is taught and reinforcing the student-teacher bond (Heaton, 1974 as cited by Schmitt 2020).

Cartoons lead to a better understanding: A comic strip can be easily used to narrate a story. With the use of cartoon characters and callouts, a story can be easily cooked up and the students will be able to understand the burdensome subjects very comfortably (Heaton, 1974). Instead of just writing an example, it would be great if it were expressed in the form of a comic strip, which would attract the attention of the student and lead to a better understanding (Heaton, 1974 as cited by Schmitt 2020).

Cartoons will enhance thinking skills: Cartoons are not just in the form of comic strips. There are simple cartoon images too, which have no text printed on them. They require a critical thinking level to interpret what the cartoon is saying. There may be many possible outcomes, but choosing the right one requires higher-order thinking skills (Salehi, 2018).

Cartoons can improve vocabulary: While watching short cartoon videos, children can learn a lot of new words. They can learn their meaning and how to use them in sentences. The voice tones or gestures can change the meaning of the whole sentence and how to use words on different occasions (Salehi, 2018).

Currently, there are lots of cartoons, focusing on the education of a second language. The educational cartoons have benefits to teach with them, students get motivated when they understand the class, it is authentic material by the way students would learn more about that language. Using cartoons as a strategy to facilitate teachers' work, cartoons can explain a topic without the need to use a lot of text, which makes it very understandable by the images that they also contain. This is why cartoons are a good tool to teach vocabulary to learners. As Salehi (2018) mentioned that teaching with cartoons makes children learn vocabulary and its meaning without effort. There are lots of topics for different occasions, and they are eye-catching. Cartoons use real-life experiences, and learners apply and learn this to apply in their real life. Students, especially children, think of having fun. It is for this reason that using cartoons makes learning more bearable, since cartoons use a sense of humor to teach (Heaton, 1974 as cited by Schmitt, 2020)

1.1.7 Dependent variable

1.1.7.1 Language levels

Cambridge Assessment English (2018) pointed out that the language ability is measured on a six-point scale based on the CEFR (Common European Framework of Reference for Languages) and are the following: A1-A2 (basic level), B1-B2 (independent level), and C1-C2 (proficient level). There are some standards that learners need to complete to communicate using English as a foreign language. Some kinds of scales measure the students' proficiency and level.

In the book "Teaching and Learning Vocabulary", teaching vocabulary is directly related to some other language activities. If learners need to cover the whole range of language skills, a productive vocabulary of around 3000 base words and a large receptive vocabulary are needed (Nunan, 1998 as cited by Jing, 2018). There are six

levels of vocabulary, such as easy start (200 words), level 1 beginner (300 words), level 2 elementary (600 words), level 3 pre-intermediate (1200 words), level 4 intermediate (1700 words), level 5 upper-intermediate (2300 words), and level 6 advanced (3000 words) (Heaton, 1974 as cited by Schmitt, 2020).

Having a good level of vocabulary is essential for oral or written communication and also to be able to understand the speaker and the environment. As Karadeniz (2018) mentioned that vocabulary is important in all languages since it is possible to express ideas, feelings, and improve the way of thinking in this language to apply it in a real context.

1.1.7.2 Language components

According to linguistics, language has five components, each of which has an important role in enabling language to be expressed. Lass (1998, as cited by Plaut et al., 2020) pointed out that the first component, called phonology, refers broadly to the subdiscipline of linguistics concerned with the sounds of language. In the second place, Delahunty and Garery (2010, as cited by Tang, 2018) stated that morphology is used in linguistics to refer to the study of the internal structure of words and their derivational relationships. In the same way, Enamul (2015) affirmed that the study of how individual words and their most basic meaningful units are combined to create sentences is known as syntax. In addition, Saed (1987 as cited by Kitishat et al., 2020) argued that semantics is the study of meaning communicated through language. Finally, pragmatics refers to the different ways members of the speech community achieve their goals using language (Fromking & Rodman, 1974 as cited by Levy et al., 2021).

Beare (2018) stated that language components have as a complement the language function that is the reason for the use of a certain language. For example, if a teacher is teaching a class, teacher will have to give instructions with the use of imperatives. "Giving instructions" is the language function. Language functions then require certain grammar. Taking this in mind, people unconsciously use very different kinds of language functions every day. There are a great variety of language functions,

such as guessing, expressing wishes, persuading, giving opinions, asking for information, giving warnings, and more

Schmitt (2010 as cited by Ferris, 2018) argued that learning a new language takes certain steps, starting by recognizing and using the sounds of that language, passing on to knowing words and then joining them with others, and having meaningful sentences that both the learner and other people who know this language can understand without any problem, giving a way to communicate with all the components of the language. As Silva (2019) mentioned that with language functions, people can express feelings, thoughts, express doubts, and communicate with others.

1.1.7.3 Vocabulary learning

Nowadays, language teaching has different goals than before. Also, through time the vocabulary acquisition has assumed an important role in teaching of a foreign language. For this reason, teachers want students acquire the language naturally and in a good way, to introduce the language using Communicative Language Teachings (CLT) since lays emphasis on learning target language through communicative activities allowing the use of new word learned during classes. CLT makes learners acquire vocabulary knowledge naturally, rather than learning intentionally (Silva, 2019).

Vocabulary is the most important element in learning a new language. It constitutes the basis of language learning (Kardeniz, 2018). Without vocabulary, it is not possible to either receive or produce any information. Vocabulary is very important to learn and is one of the language components that have an important role in learning English. As a result, having a large vocabulary is critical for success in this second language, since the structures and functions learned for understandable communication cannot be used without it (Nunan, 1998 as cited by Jing 2018).

Schmitt (2010, as cited by Ferris 2018) mentioned that with little grammar knowledge, people can still convey something, but if there is no vocabulary

knowledge, people cannot convey anything. This shows the importance of vocabulary learning for students of the English language and other languages.

Kinds of vocabulary

Sherman (2012) pointed out that there are two kinds of vocabulary, such as grammatical words and content words.

Grammatical words (Function words)

Grammatical words (function words) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence or specify the attitude or mood of the speaker (Karadeniz, 2018).

- **Prepositions:** are words that connect one thing with another, showing how they are related. Some prepositions talk about a position or place. Examples of prepositions: in, of, on, under, into, behind, near, besides, between, at, from, and others.
- **Conjunctions:** are words or phrases that join parts of a sentence together. Examples of conjunctions: and, but, and or.
- **Determiners:** are definite articles, indefinite articles, possessives, demonstratives, and quantifiers. Examples of determiners: this, those, my, their, which, a, an, the.
- **Pronouns:** refer to people, places, things, and ideas. I, me, you, your, they, us, and it are personal pronouns. Reflexive pronouns are formed by adding (-self) or (-selves) to certain personal pronouns. They reflect the person or thing mentioned in the sentence. For example, myself, himself, herself, herself, yourself, yourselves, and themselves are reflexive pronouns.

Content words (Lexical words)

Content words meanings with semantic content. Those can be: nouns, verbs, adjectives, and adverbs that give sense to the sentences and use grammatical words to connect the ideas (Stobbe, 2008 as cited by Nokas, 2017).

- **Noun:** is a word used to name a person, place, thing, or idea. It can be classified by group nouns into the following categories: Proper nouns label specific people, places, or things.
- **Verb:** a verb is a word that shows action (runs, hits, and slides) or a state of being (is, are, was, were, and am).
- **Adjectives:** describe nouns and pronouns. Adjectives tell what things or people look like, what kind they are. Examples of adjectives: size (large), color (yellow), shape (round), appearance (pretty).
- **Adverbs:** adverbs are words that modify verbs, adjectives, and other adverbs.
Adverbial example:
Adjective Adverb
Beautiful Beautifully
Quick Quickly

As Schmitt (2010, as cited by Ferris 2018) mentioned that a person with at least a little knowledge of grammar can be made to understand, while if they do not know anything about vocabulary either, verbs, adjectives, and adverbs would not be able to communicate, and neither would they understand anything.

1.2 Objectives

1.2.1 General objective

To describe how educational cartoons enhances the English vocabulary learning.

1.2.2 Specific objectives

- To determine if teachers use educational cartoons as a strategy to increase students vocabulary
- To identify the range of vocabulary knowledge that students have.
- To analyze if educational cartoons improve vocabulary learning

CHAPTER II

METHODOLOGY

2.1 Materials

2.1.1 Population

In this research, it was important to consider different aspects, like the types of resources available in this case: technological resources, human resources, and the research. The 100% of the population, composed of 30 people between teachers and students, was divided into 90% or 27 students (15 girls and 12 boys) with the age of 10 to 11 years old, from the sixth grade of "Escuela de Educación Básica Los Sauces", where a standardized test from Cambridge English Assessment was taken to know the English level that students already had before the treatment (*See Annex 5*). Also, a survey was applied to 3 English teachers, or 10% of the population, to determine if they use educational cartoons as a strategy (*See Annex 4*).

Table 1 Population

Description	Number	Percentage
Students from sixth grade	27	90%
Teachers	3	10%
TOTAL	30	100%

Source: Direct research

Prepared by: Ruiz, M. (2021).

2.1.2 Instruments

Survey

Firstly, a survey was applied to collect information to justify the first objective, which was to know if teachers use educational cartoons as a strategy to increase students' vocabulary. This survey was conformed by 7 questions in total, 4 closed questions for the independent variable (Educational Cartoons) and 3 questions for the dependent variable (Vocabulary learning) from the operationalization of variables

that was based on the theoretical framework, from which were taken the concepts of each variable and its keywords (*See annex 3*). With the use of the Likert scale (totally disagree, disagree, neither agree nor disagree, and totally agree) to collect all the answers (*See annex 4*). A survey is one of the most widely used procedures to collect real information from a group of individuals through a questionnaire on various research topics (Sylvan, 2021).

Standardized test

A standardized test for schools from Cambridge Assessment English was applied to justify the second objective, which was to know the range of students' vocabulary. This tool was taken for 27 students and has 15 questions about vocabulary, reading, and listening. This location test for young learners reveals the levels of 5 students (19%) at which they obtained in pre-A1 starters or pre-A1 CEFR, 19 students (70%) obtained A1 equivalent to A1 CEFR, and 3 students (11%) obtained A2 Flyers or A2 CEFR. The majority obtained an A1 CEFR or an A1 Movers Test showing an A1 CEFR level for the pre-test and post-test (*See annex 5*). A standardized test is a test that is administered and scored in a consistent, or "standard," manner. Standardized tests are designed in such a way that the questions, conditions for administering them, scoring procedures, and interpretations are consistent (Sylvan, 2021).

Table 2: Test your English

ALTERNATIVE	NUMBER	%
PRE A1 Starters	5	19%
A1 movers	19	70 %
A2 flyers	3	11 %
TOTAL	27	100 %

Prepared by: Ruiz, M. 2021

Source: direct research

Pre-test and Post-test

For the last objective, to analyze educational cartoons to improve vocabulary learning, a pre-test and a post-test were obtained from Cambridge Assessment English for the A1 Movers level (A1 CEF), which is a standardized test that does not need a rubric (*See annex 6 for the pre-test and 7 for the post-test*). The time for the

pre-test was 10 to 15 minutes, with a total of 2 parts of reading and writing. Both parts have a total of 5 gap-fill questions having word choices with their corresponding pictures, students write the correct answer in the blank. After the treatment that lasted 6 days the post-test was taken. This post-test was also an A1 Mover test from Cambridge Assessment English, with the same format as the pre-test but different gap-fill questions for the two parts for reading and writing. The time was the same as the pre-test, 10 to 15 minutes. The pre-test and post-test were elaborated in Google Forms, with different topics taught during the treatment using educational cartoons. A pre-test and post-test are designed to evaluate a group of individuals that in the field of research serve to see the level at which they are and the progress that has been made after applying various treatments and thus compare these results (López, 2017).

2.1.3 Validation of data collection instruments

The standardized test to know the level at which the students were before applying the treatment of this research, as well as the pre-test and post-test were taken from Cambridge Assessment English. These three instruments are standardized tests, which means that it is not necessary to carry out a rubric for an expert to validate them. López (2017) argues that standardized tests are instruments that have been created and tested previously on students, taking into account their age, geographical area, and gender, to observe with the answers obtained what their shortcomings or educational processes are with respect to a subject or a topic.

The validation of an instrument serves to give truth to it and to know that it is reliable. Rodriguez (2016) claims that an instrument that is validated must demonstrate truthfulness, reliability, for scientific research and teach the reality of the population with the results obtained, facilitating the collection of their data. Validating a quantitative instrument can be done by creating a rubric for experts on the subject to approve it or give some recommendations. Or, as is the case in this research, the pilot proposal was applied to a population similar to the real one and then the Cronbach alpha was applied to validate it.

To measure reliability, to know that the results are true and to validate this survey, Cronbach's alpha was used with the SPSS program, where 0 means that reliability is very low and 1 means high reliability. Therefore, in this survey with a total of 7 questions, the result was **0,87**, which means that it is within the acceptable range, therefore it was suitable to apply it to the proposed population.

CRONBACH'S ALPHA COEFFICIENT

Formula

$$\alpha = \frac{K}{K-1} \left[1 - \frac{\sum S_i^2}{S_T^2} \right]$$

K: El número de ítems

SSi²: Sumatoria de Varianzas de los Ítems

S_T²: Varianza de la suma de los Items

a Coeficiente de Alfa de Cronbach

K: El número de ítems

S Si²: Sumatoria de las Varianzas de los Items

S_T²: La Varianza de la suma de los Items

a Coeficiente de Alfa de Cronbach

7
3,36
15,40

a = **0,87**

2.2 Methods

2.2.1 Research approach

The approach of this research was mixed, due to, it is qualitative-quantitative. This research is qualitative in that it was necessary to investigate the subject and know which variables to study, so a bibliographic search was conducted. This research then studies these same variables using quantitative research, as can be seen in the analysis and interpretation of the results. In addition, all the information that

was collected was analyzed and interpreted. This helped to relate the information about how educational cartoons can help to learn vocabulary. Hernández, Fernández & Baptista (2017) argued that all research work is based on two main approaches: the quantitative approach and the qualitative approach, which together form a third approach: the mixed approach. For the research work, different instruments were applied, such as a survey for teachers to know what they think about educational cartoons measured with a six-point Likert scale. Also, a standardized test was administered to test the English proficiency of students to know which test is better. With this, a pre-test was adapted to analyze if educational cartoons improve vocabulary learning, and then the treatment was applied for some days. The post-test was used to contrast the first result of the pre-test and observe an improvement in the students' vocabulary.

2.2.2 Research modality

Field research

Jáñez (2018) pointed out that field research was operational. The field modality in this research was a systematic and coordinated analysis of problems that arise in a reality to describe and understand them to explain their causes and effects, as in the case of a low range of vocabulary knowledge in students of the sixth year of basic education at "Escuela de Educación Básica Los Sauces", having contact with this reality and applying educational cartoons in classes to check their development.

Bibliographic research

Bibliographic research contributes to building the theoretical framework and gathering information about the problem under study based on the information that exists in books, theses, manuals, and even on the internet. Thus, this helps to support the information about the two variables, "Educational Cartoons" and "Vocabulary Learning". López (2017) stated that bibliographic research refers to the fact that the researcher acquires the information needed mainly through documents. In other words, these documents already exist and are books, newspapers, magazines, statistics, theses, published research, among others.

2.2.3 Level of research

Exploratory research

Finally, this research was exploratory because of the continuous virtual meetings from the institution's facilities to gather information that allowed knowing, analyzing, and diagnosing the current situation in which the procedures and activities were carried out. Explanatory research works as preliminary research in which having first contact with the investigated subject is important to have a clear idea about the problem that started this research (Merino, 2015).

2.2.4 Data collection plan

This research uses a survey, a standardized test, a pre-test, and a post-test as instruments to collect all the data. Firstly, the survey was applied to some teachers to know if they use educational cartoons during classes to increase the students' vocabulary and what they think about this strategy. It was validated with a Cronbach's Alpha Coefficient of 0.87.

Secondly, a standardized test from Cambridge Assessment English, which was taken by 27 students, showed the level of English that the students already had at that moment. The standardized test differentiated the level of English into 3 (PreA1 Starters, A1 Movers, and A2 Flyers), and the majority of the students were in an A1 Movers level or the A1 CEFR.

Finally, with the correct level of English (A1 Movers), the pre-test about vocabulary was applied to students in Google Forms with a total of 10 points and 10 questions. This showed the shortcomings of the students with respect to the vocabulary that they should know at that level. So, after 6 days of classes applying educational cartoons with a set of lesson plans (*See annex 8*), the post-test was applied in the same way as the pre-test, in which an improvement in the students' vocabulary could be seen.

Table 2 Information collection plan

Basic questions	Explanation
Why?	To reach the research objectives
Whom?	learners of sixth year of basic education and English teachers
What aspects?	Educational Cartoons and Vocabulary learning.
Who?	Ruiz Calle Janneth Michelle (researcher)
When?	Period: October 2021-March 2022
Where?	Escuela Particular “Los Sauces”
What type of instruments?	Survey, standardized test, pre-test, and post-test
How often?	One time
Which situation?	Virtual classes modality

Source: Researcher

Prepared: Ruiz, M (2022).

2.3 Hypothesis statement

Alternative hypothesis

Educational Cartoons does describe the vocabulary learning of students from sixth grade of Escuela Particular “Los Sauces”

Null hypothesis

Educational Cartoons do not describe the vocabulary learning of students from sixth grade of Escuela Particular “Los Sauces”

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

In this part, it can be seen that all the data collected from the survey was applied to 3 English teachers with the objective of determining if they use educational cartoons as a strategy to increase students' vocabulary. The survey was based on 7 close questions with a Likert scale of five points, where they gave their opinion about it (*See table 3*). Then, a standardized test was administered to 27 students aged 10 to 11 years old to identify the range of vocabulary knowledge that they had. The standardized test called "Test you English" was recovered from Cambridge Assessment English, in which the following levels can be seen: PreA1 Starters, A1 Movers, and A2 Flyers (*See Table 4*). In addition, the students were given a pre- test and post-test explained with the objective of analyzing if educational cartoons improved vocabulary learning. Both with the same instructions and the same time (10 to 15 minutes) were taken on Google Forms. After that, the information was tabulated in the SPSS software and analyzed with the t-test technique. The results were contrasted from both tests, demonstrating progress in the post-test (*See Tables 5 and 6*).

3.1.1 Analysis and interpretation of result

3.1.1.1 Teachers' Survey

Table 3 Descriptive statistics

	N.-	Media	Standard Derivation (SD)
1. Do you think it is important use learning strategies during your classes?	3	4,3333	,57735
2. Do you think using magazine cartoons as learning method is effective?	3	4,6667	,57735
3. Do you consider that using cartoons on TV helps the learning process?	3	4,0000	,00000
4. Do bright colors help keep students focused?	3	3,6666	,57735
5. Do you think learning English is important?	3	5,0000	,00000
6. Do you think it is necessary to have an extensive vocabulary to communicate better?	3	4,6667	,57735
7. Do the use of cartoons helps to have better vocabulary?	3	4,3333	,57735
N válido (por lista)	3		

Prepared by: Ruiz, M. 2021

Source: direct research

In question 1. Do you think it is important to use learning strategies during your classes? A media of 4.33, which means that the majority of the teachers agreed in general in thinking that it is important to use learning strategies during class, and an SD of 0.57735, which means that the answers that teachers gave were agree and totally agree. For question 2. Do you think using magazine cartoons as a learning method is effective? The media was 4.66, which means that the majority of teachers

totally agree that the use of magazine cartoons as a learning method is effective, and the SD means that the answers that the teacher gave are between agree and totally agree. In question 3. Do you consider that using cartoons on TV helps the learning process? A media of 4.00, which means that all teachers agree, considering that using cartoons on TV helps the learning process, and a standard deviation of 0.0000 were obtained, which means that the only answer that the teachers gave was "agree." For number 4. Do bright colors help keep students focused? The media was 3.66, which means that, in general, the teachers agree, thinking that bright colors help keep students focused and the SD was 0.4444, which means that the answers that the teacher gave were neither agree nor disagree and agree. Followed by question 5. Do you think learning English is important? obtained a media of 5.0000, which means that the teachers totally agree that learning English is important and a SD of 0.0000 which means that the unique answer that they gave was totally agreed. Question 6. Do you think it is necessary to have an extensive vocabulary to communicate better? The media score was 4.6667, which means that the teachers in general totally agree, thinking that it is necessary to have an extensive vocabulary to communicate better, and the SD was 0.57735, which means that the two answers that they gave were agree and totally agree. Finally, question 7. Does the use of cartoons help to have better vocabulary? A media of 4.33 which means that the teachers agree, thinking that the use of cartoons helps to have better vocabulary, and a SD of 0.57735 were obtained, which means that the answers they gave were totally agree and agree.

As mentioned before in the theoretical framework, the use of educational cartoons as a strategy is important in vocabulary teaching due to, it keeps the interest of the students through the use of bright colors and they can be presented in a lot of resources such as television, magazines, comic books, or newspapers, which helps to extend and understand it better. As can be seen in the table referring to the survey, the answers given by the teachers show that learning strategies during class are important to keep students focused, like the use of magazine cartoons and watching cartoons on TV as strategies, due to their use of bright colors to attract attention. In the same way, teachers agree that it is necessary to have an extensive vocabulary to have better communication skills, and educational cartoons serve this purpose.

3.1.1.2 Test your English- Standardize test

Table 4: Test your English

ALTERNATIVE	NUMBER	%
PRE A1 Starters	5	19%
A1 movers	19	70 %
A2 flyers	3	11 %
TOTAL	27	100 %

Prepared by: Ruiz, M. 2021

Source: direct research

It can be observed in table 4 that the results where each student obtained their respective level of English and the data was acquired in the Statistical Package for the Social Sciences (SPSS). A total of 27 students (100%), the 70% which is represented by 19 students, were in the A1 mover's level, which is an intermediate level. Followed by the Pre-A1 Starters, which are represented by 5 students, representing 19% of the total in the data. Finally, the minority of the students was in the A2 flyers, in which there were only 3 students, representing 11% of the total data.

According to the results, the majority of students are at their respective levels of English, with an A1 CEFR (A1 Movers) for students of 10 to 11 years old in 6th grade. However, there are some students that have a low-level Pre-A1 (Pre-A1 Starters) in line with their age, which means that they have some possible problems in the skills of the language. On the other hand, a low percentage of students are in the A2 CEFR (A2 Flyers), which indicates they are advanced for their grade. Consequently, the A1 Movers test was selected to prepare the pre-test and post-test.

3.1.1.3 Pre-test and Post-test

Pre test

Table 5: Pre test

ALTERNATIVE	NUMBER	%
High	5	19%
Medium	12	44%
Low	10	37%
TOTAL	27	100%

Prepared by: Ruiz, M. 2021

Source: direct research

In Table 5, the pre-test was focused only on vocabulary knowledge, and it can be noticed that, from a total of 27 students, which represents 100%, most of the population corresponds to an intermediate level of vocabulary knowledge, which is represented by the 44% (12 students), followed by the low level, which is represented by the 37% (10 students), and the last 19% (5 students) is the equivalent to the high level. It can be seen that students are in an intermediate-low level that need to be improved.

As a result, it is evident that most students have a low and intermediate level of English vocabulary, and very few students have a high level of it. This suggests that students are not learning vocabulary, they are not using a strategy that calls for attention and keeps learning for the long term. As Heaton (1974, as cited by Schmitt, 2020) mentioned that to keep students' attention, the use of innovative strategies like cartoons helps in the teaching-learning process, improving the vocabulary learning.

Post test

Table 6: Post test

ALTERNATIVE	NUMBER	%
High	15	55%
Medium	8	30%
Low	4	15%
TOTAL	27	100%

Prepared by: Ruiz, M. 2021

Source: direct research

The post-test shows positive results due to students' making fewer mistakes during it, revealing an increase in the students' vocabulary knowledge. This is demonstrated in table 6, where 15 students, equivalent to 55%, now have a high level of vocabulary knowledge. Another 30% corresponds to 8 students at the medium level, and only 4 students that are represented by 15% continue at a low level of vocabulary.

After completing the study plan for six days, using educational cartoons to improve the vocabulary learning, it can be determined that using this strategy to receive English classes has a good catch since the improvements in the vocabulary

keep students focused and motivated to learn during these classes. It is evident due to the results that most students are at a high and intermediate level, which means that the mistakes made were fewer with this new strategy. Students can quickly learn vocabulary by understanding its meaning and using it in sentences while watching short educational cartoons (Salehi, 2018).

3.2 Hypothesis verification

3.2.1 Formulation of the hypothesis

Alternative hypothesis

Educational Cartoons does describe the vocabulary learning of students from sixth grade of Escuela Particular “Los Sauces”

Null hypothesis

Educational Cartoons do not describe the vocabulary learning of students from sixth grade of Escuela Particular “Los Sauces”

3.2.2 Significance level

To test the hypothesis, a significance level of 5% ($\alpha=0.05$) is selected.

3.2.3 Decision rule

H0= Educational Cartoons do not describe the vocabulary learning of students from sixth grade of Escuela Particular “Los Sauces”

H1= Educational Cartoons does describe the vocabulary learning of students from sixth grade of Escuela Particular “Los Sauces”

3.2.4 Decision making

As the value of the study test is less than 1, the null hypothesis (H0) is rejected and the alternate hypothesis (H1) is accepted. H1= Educational cartoons thus influence vocabulary learning the null hypothesis (H0).

When determining the alternative hypothesis, which means that the data influences the moment of learning vocabulary in the English language, the research is feasible due to it has been possible to verify that the problem is viable.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The conclusions of this research after the data collected are the following:

- The use of educational cartoons as a strategy improved the students' vocabulary skills for the use of the bright images and flashy sounds that help to the learning of the students. This strategy has a good support among teachers, who gave a good opinion in the survey on educational cartoons applied in class. As Salehi (2018) mentioned in the theoretical framework, the teaching with cartoons makes children learn vocabulary and its meaning without effort, they are eye-catching. Also in the methodology the post-test showed that 15 students acquired a high level in their vocabulary range as opposed to the pre-test in which only 5 students had this level
- It was possible to see in the results of the methodology that most of the students have a medium- low level and very few have a high level, especially in vocabulary. Through the information collected from the standardized test achieving the second objective. Nunan (1998 as cited by Jing, 2018) argued that if learners need to cover the whole range of language skills, a productive vocabulary of around 3000 base words and a large receptive vocabulary are needed.
- Educational cartoons improved vocabulary and kept students focused with the entertainment they provided, helping to understand and comprehend vocabulary in a better way, it uses real-life examples with a sense of humor. A pre-test was applied followed by a treatment to finally observe the advances with the post-test. Fulfilling the third objective. For this reason, Heaton (1974, as cited by Schmitt, 2020) mentions that students, especially children, always think of having fun, and the use of cartoons makes learning more fun due to they use a sense of humor to teach.

4.2 Recommendations

- It is recommended the use of educational cartoons in English classes, which serve as a strategy to improve vocabulary, due to this, a large part of the students improved their level of knowledge, and the average of the entire course was better. Adding to this, students do not get easily distracted as cartoons are fun, do not use a lot of text, and are easier to understand.
- In the second place, due to the lack of use of innovative strategies during classes, the use of educational cartoons is recommended to improve the vocabulary level of students, since there is a wide variety of topics, especially for children.
- Finally, when teaching new vocabulary, especially to children in basic education, educational cartoons can be used, so the learning is enjoyable and easier to remember, considering that images can be associated with real-life objects, helping to retain these words in the long-term memory.

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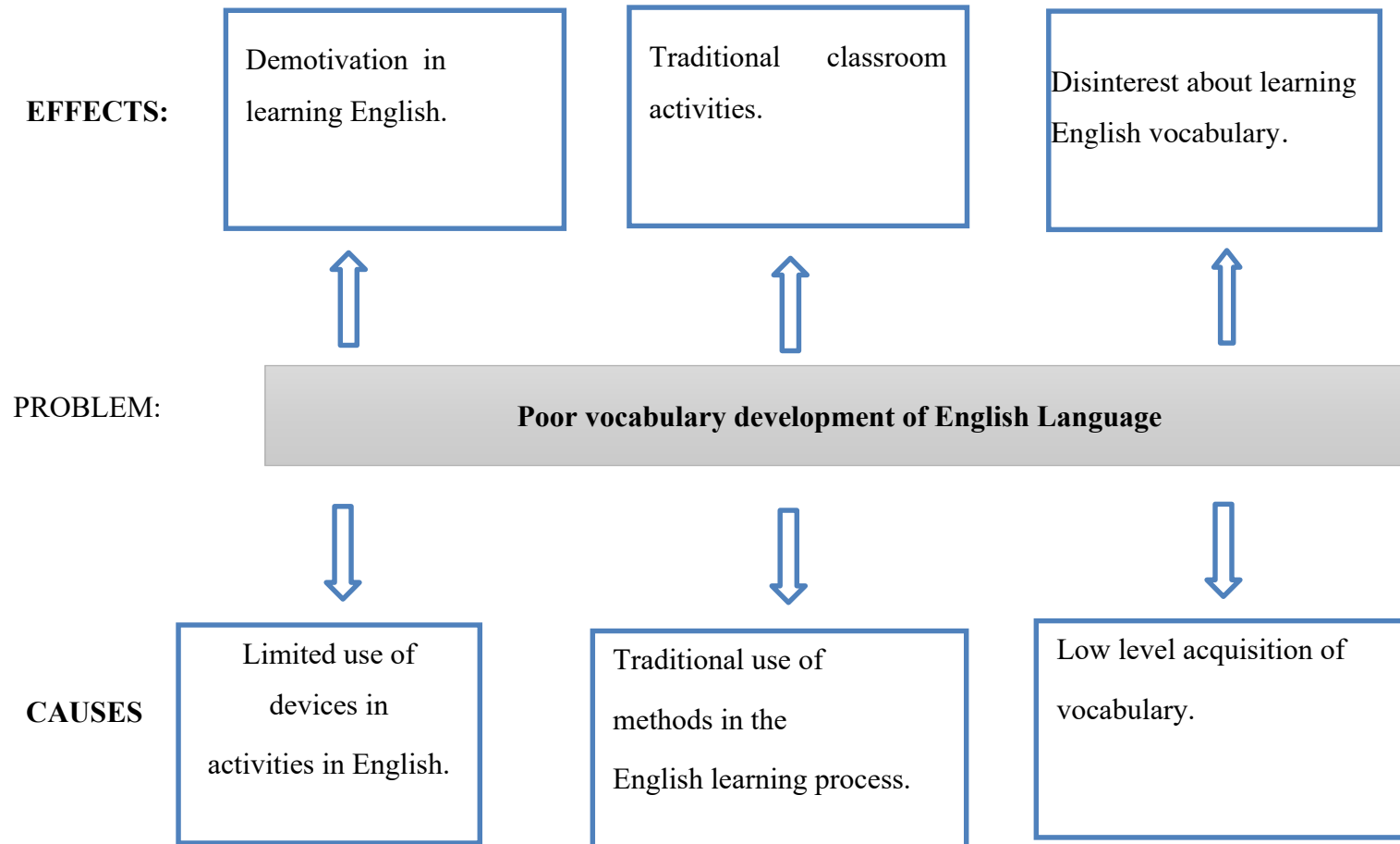
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ANNEXES

ANNEX 1: Problem Tree (Critical analysis)



ANNEX 2: key categories

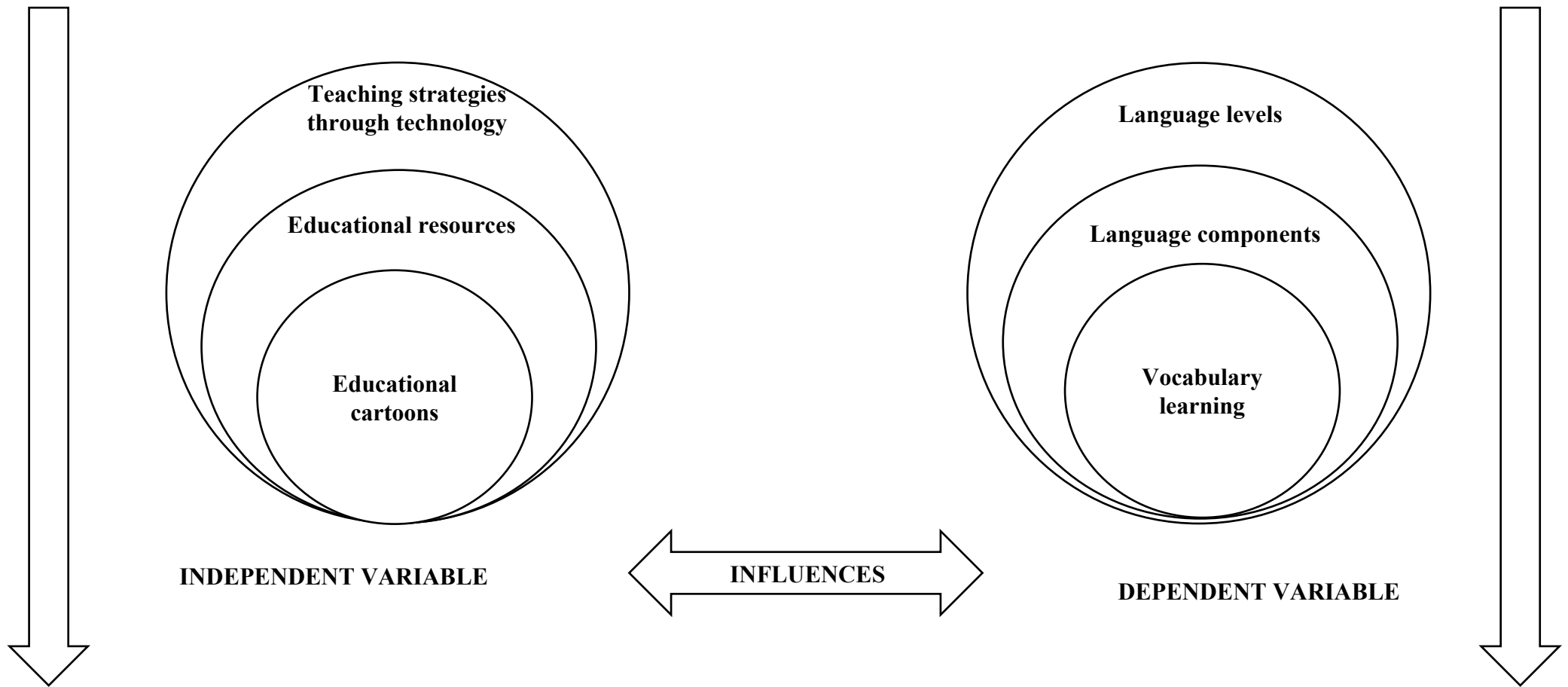


Figure 2: Key categories
Prepared by: Michelle R. (2020)

ANNEX 3: Operationalization of variables

Independent variable: Educational Cartoons

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNICAL AND INSTRUMENTS
<p>A cartoon is a simple funny drawing of the things people see of everyday life with lots of bright colors in it, or a cartoon is a film, movie, or small video with animation in it. Cartoons are mainly meant for kids. These are usually printed in newspapers, comic books, and magazines, or they are broadcast on television. Cartoons were previously meant for the purpose of entertainment only</p>	<p>Drawing Entertaining small video</p>	<p>newspapers, comic books magazines Tv Films lively colors</p>	<p>What learning strategies do you use? . Do you think using magazine cartoons as a learning method is effective? Do you consider that using cartoons on TV helps the learning process? Do bright colors help keep students focused?</p>	<p>Survey</p>

Source: Theoretical framework

Prepared by: Ruiz, M. (2022)

Dependent variable: Vocabulary

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNICAL AND INSTRUMENTS
<p>Vocabulary is very important to learn and is one of the language components that have an important role in learning English. As a result, having a large vocabulary is critical for success in this second language, since the structures and functions learned for understandable communication cannot be used without it</p>	<p>learning English large vocabulary communication</p>	<p>second language structures functions</p>	<p>Do you think learning English is important? Do you think it is necessary to have an extensive vocabulary to communicate better? Do you think that the use of cartoons helps to have better vocabulary?</p>	<p>Survey</p>

Source: Theoretical framework

Prepared by: Ruiz, M. (2022)

ANNEX 4: Survey



**TECHNICAL UNIVERSITY OF AMBATO
FACULTY OF HUMAN SCIENCES AND
EDUCATION**



SURVEY FOR TEACHERS

Objective: to determine if teachers use educational cartoons as a strategy to increase students vocabulary.

Instructions”

- Read carefully all the questions
- Choose the best option for you

QUESTIONS	ANSWER OPTIONS				
	<i>Totally disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Totally Agree</i>
1. Do you think it is important use learning strategies during your classes?					
2. Do you think using magazine cartoons as a learning method is effective?					
3. Do you consider that using cartoons on TV helps the learning process?					
4. Do bright colors help keep students focused?					
5. Do you think					

learning English is important?					
6. Do you think it is necessary to have an extensive vocabulary to communicate better?					
7. Do the use of cartoons helps to have better vocabulary?					

Table 1: Survey for teachers

Resource: Survey directed to teachers

Prepared by: Ruiz, M. (2022)

Link Surveys for teachers: <https://forms.gle/A2ft8Rok48Zxhgru6>

ANNEX 5: Standardized test

Test Your English (Young Learners)

<https://www.cambridgeenglish.org/latinamerica/test-your-english/young-learners/>

Young Learners

Test your English

There are 15 questions in this test. You will need to use speakers or headphones for some of the questions.
Look at each picture and choose the best answer.

Page 1 of 4

★ Choose your answer



This is blue.

This is yellow.

This is red.

★ Choose your answer



These are bees.

These are bears.

These are birds.

★ Choose your answer



It's a sunny day.

It's a rainy day.

It's a windy day.

Test your English

Read the text and choose the best answer.

Page 2 of 4

4 Did you enjoy the party, Clare?

Yes, me too.

Yes, you did.

Yes, very much.

5 What's your new teacher like, Carla?

She teaches us English and music.

She likes playing table tennis.

She's very nice and friendly.

6 I love this photo of your family, David!

Yes, please!

If you like!

So do I!

Test your English

Read the text and choose the best word for each gap.

Page 3 of 4



Look up at the sky when it's dark. If there 7 no clouds, you will see the moon. There is no sound, air, wind or other kinds 8 weather on the moon. Tourists can't visit the moon yet, but rockets have 9 astronauts there. The first person 10 walked on the moon was Neil Armstrong in 1969.

Test your English

Listen and choose the best answer.
You will hear each recording twice.

Page 4 of 4

★ Where's Dad now?

▶ 0:00 / 0:50 ◀ ⋮



★ What will Natalie wear to the party?

▶ 0:00 / 0:54 ◀ ⋮



★ What's Ellie doing now?

▶ 0:00 / 0:57 ◀ ⋮



★ 14 What's the girl's favourite birthday present?

▶ 0:00 / 0:57 ◀ ⋮



★ 15 What time is the football match?

▶ 0:00 / 0:56 ◀ ⋮



LINK STUDENTS' ANSWERS:

https://docs.google.com/document/d/1UHdYXtYQ_utiz-nqB76M5cM7Tw6dUWNJ/edit?usp=sharing&ouid=10270516376111569281&rtpof=true&sd=true

ANNEX 6: Pre-test

ENGLISH VOCABULARY TEST

OBJECTIVE: Evaluate students' vocabulary

TIME: 10-15 minutes

CEF: A1 TEST

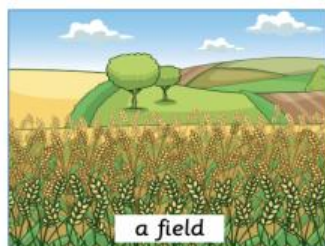
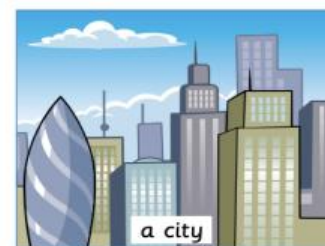
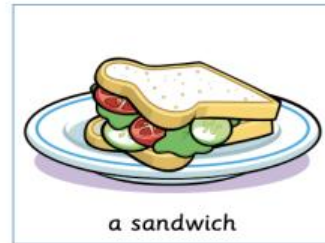
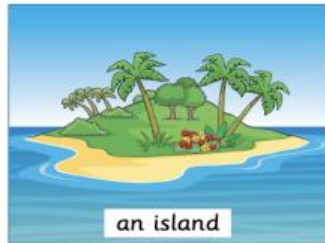
LEVEL:

6th

AVERAGE AGE: 10

Part 1: READING AND WRITING

- **Examiner:** Explain to students there are eight pictures with the correspondent word under them.
- **Candidate:** copy the correct word next to the definitions, following the example.



Adapted from: Cambridge Assessment English
Prepared by: Ruiz Calle Janneth Michelle

Example

The people in this sometimes sing or play guitars.

a band
.....

Questions

- 1 This person helps people who aren't well in hospital.
- 2 Some people put milk or lemon in this drink.
- 3 There are lots of cars, buses and people in this busy place.
- 4 You can put cheese or meat between bread to make this.
- 5 This is part of a farm where you often see vegetable plants.

Adapted from: Cambridge Assessment English
Prepared by: Ruiz Calle Janneth Michelle

Part 2: READING AND WRITING

- **Candidate:** read a text with some gaps.
- **Candidate:** fills the gaps with the nine words and pictures of the box.
- **Examiner:** Explain to the students there are four extra words which should not use.

Jane loves reading about different animals in her school library

Last Friday, Jane's teacher told the class to find pictures of animals.

'Look on the (1) I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (2) first.'

Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (3) of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.'

'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (4) ! Their back legs are the strongest, too.'

Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5) girl in the class!'

Adapted from: Cambridge Assessment English
Prepared by: Ruiz Calle Janneth Michelle

Example



library



website



frightened



hopping



address



surprised



cleverest



bounce



ideas

Adapted from: Cambridge Assessment English
Prepared by: Ruiz Calle Janneth Michelle

- **Link pre-test:** <https://forms.gle/6F66vAsBfnqPxz3X9>

ANNEX 7: post-test

ENGLISH VOCABULARY TEST

OBJECTIVE: Evaluate students' vocabulary

TIME: 10 – 15 minutes

CEF: A1 TEST CEF

LEVEL:

6th

AVERAGE AGE: 10

Part 1: Reading and Writing

- **Examiner:** Explain to students there are six questions about a text with some options and pictures.
- **Candidate:** copy the correct word in the sentence according to the text, following the example.

Daisy at the farm



Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm.

In the car, last Saturday, the family talked about the farm.

'It's so quiet there!' Daisy's mum said.

'I like working outside!' her father said.

'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

Examples

Daisy's home was in the city

Daisy's family went to the countryside by car every weekend.

Questions

1 Daisy's mother liked the farm because it was a place.

2 Daisy enjoyed working with on the farm.

Adapted from: Cambridge Assessment English

Prepared by: Ruiz Calle Janneth Michelle



They were surprised when they saw six noisy trucks on the farm. And when they got out of the car, it started to rain. It was cold, too.

‘Oh dear!’ Daisy’s mum said. ‘It’s very noisy here today.’

‘And I can’t work outside in this rain,’ Daisy’s father said.

‘Well, you two can sit and have tea with Grandma,’ said Daisy. ‘But I have to help Grandpa with the cows and sheep!’

3 There were some outside the house when they drove into the farm.

4 Daisy’s dad didn’t want to in the wet weather.

5 Daisy told to go and have tea with her grandmother.

Adapted from: Cambridge Assessment English

Prepared by: Ruiz Calle Janneth Michelle



Daisy worked all afternoon in the cold, wet weather. She gave the cows their dry grass, washed some sheep and carried vegetables.

After dinner, Daisy was tired but happy. 'The best farmer in your family isn't your dad or your mum. It's you, Daisy!' her grandfather said.

'That's good because I want to be a farmer like you one day, Grandpa,' Daisy answered!

6 Daisy was after all her work outside.

Adapted from: Cambridge Assessment English
 Prepared by: Ruiz Calle Janneth Michelle



ANIMALS



TRUCKS



TIRED



QUIET



WORK



PARENTS

Adapted from: Cambridge Assessment English
 Prepared by: Ruiz Calle Janneth Michelle

Part 2: Reading and Writing

- **Examiner:** Explain to students there are four pictures with the correspondent word under them.
- **Candidate:** copy the correct word next to the sentences or answer the questions, following the example.



Examples

The dog is playing in some

water

.....

What's the mother wearing?

a purple shirt

.....

Adapted from: Cambridge Assessment English
Prepared by: Ruiz Calle Janneth Michelle

Complete the sentences.

1 The boy on the bike is wearing grey

2 One dog is brown and one dog is

Answer the questions.

3 What's the girl in the black skirt doing?

.....

4 Where are the flowers?

.....

Adapted from: Cambridge Assessment English

Prepared by: Ruiz Calle Janneth Michelle



JEANS



BLACK AND WHITE



DOOR



HOUSE



WATER



DRINKS

Adapted from: Cambridge Assessment English

Prepared by: Ruiz Calle Janneth Michelle

Link post-test: <https://forms.gle/VbOJJLPxkf2hFpRa6>

ANNEX 8: Lesson plans

Lesson plan 1

Escuela Particular Los Sauces		
Grade: 6 th grade	Topic: Healthy food (Vegetables and legumes)	Duration: 30 minutes
Age: 10-11 years	Number of students: 27 students	
Objectives: To express likes about healthy food (vegetables and legumes) by recognizing their pictures and words. <ul style="list-style-type: none">• Ss will be able to name in class some vegetables and legumes using the vocabulary of the animated cartoons.• To recognize vegetables and legumes after watch educational cartoons.		
Materials: Power point presentation, Educational Cartoons video, Jamboard, educational website.		
PROCEDURE: Teacher will present some slices in power point presentation about healthy food to introduce the new vocabulary to students. Teacher will put cartoons about drinks with their respective categories three times, the first one just to watch and the second one to take notes and the las one with pauses to verify if students understand all the vocabulary. Teacher will ask students what was the new vocabulary word they learn, and randomly will name some students to say the word. Teacher will send a link of an educational website: https://wordwall.net/es/resource/26520194/vegetables Teacher will send a link where students can draw a vegetable with their name and then share through WhatsApp group by screenshots. Using: https://jamboard.google.com/d/1pYfBhRP679o0S444QnhZAUHW5rbcUMLY_jsWe4CCSv4/edit?usp=sharing		

Lesson plan 2

Escuela Particular Los Sauces		
Grade: 6 th grade	Topic: Healthy food (Fruits)	Duration: 30 minutes
Age: 10-11 years	Number of students: 27 students	
Objectives: To express likes about healthy food (fruits) by recognizing their pictures and words. <ul style="list-style-type: none">• Ss will be able to name in class some fruits using the vocabulary of the animated cartoons.• To recognize fruits after watch educational cartoons.		
Materials: Power point presentation, Educational Cartoons video, Jamboard, educational website		
PROCEDURE: Teacher will present some slices in power point presentation about healthy food to introduce the new vocabulary to students. Teacher will put cartoons about drinks with their respective categories three times, the first one just to watch and the second one to take notes and the las one with pauses to verify if students understand all the vocabulary. Teacher will ask students what was the new vocabulary word they learn, and randomly will name some students to say the word. Teacher will send a link of an educational website: https://wordwall.net/resource/26580117/fruits Teacher will send a link where students can draw a fruit with their name and then share through WhatsApp group by screenshots. Using https://jamboard.google.com/d/1pYfBhRP679o0S444QnhZAUHW5rbcUMLY_jsWe4CCSv4/edit?usp=sharing		

Lesson plan 3

Escuela Particular Los Sauces		
Grade: 6 th grade	Topic: Unhealthy food	Duration: 30 minutes
Age: 10-11 years	Number of students: 27 students	
Objectives: To express likes and dislikes about unhealthy food by recognizing their pictures and words. <ul style="list-style-type: none">• Ss will be able to name in class some unhealthy food using the vocabulary of the animated cartoons.• To recognize unhealthy food after watch educational cartoons.		
Materials: Power point presentation, Educational Cartoons video, Jamboard, educational website.		
PROCEDURE: Teacher will present some slices in power point presentation about unhealthy food to introduce the new vocabulary to students. Teacher will put cartoons about drinks with their respective categories three times, the first one just to watch and the second one to take notes and the las one with pauses to verify if students understand all the vocabulary. Teacher will ask students what was the new vocabulary word they learn, and randomly will name some students to say the word. Teacher will send a link of an educational website: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Healthy_-_unhealthy_food/Healthy_vs_Unhealthy_Food_xm2027909ck Teacher will send a link where students can draw some unhealthy food with their names and then share through WhatsApp group by screenshots. Using https://jamboard.google.com/d/1pYfBhRP679o0S444QnhZAUHW5rbcUMLY_jsWe4CCSv4/edit?usp=sharing		

Lesson plan 4

Escuela Particular Los Sauces		
Grade: 6 th grade	Topic: Drinks	Duration: 30 minutes
Age: 10-11 years	Number of students: 27 students	
Objectives: To express likes about some drinks by recognizing their pictures and words. <ul style="list-style-type: none">• Ss will be able to name in class different drinks with their categories using the vocabulary of the animated cartoons.• To recognize different drinks after watch educational cartoons.		
Materials: Power point presentation, Educational Cartoons video, Jamboard, educational website.		
PROCEDURE: Teacher will present some slices in power point presentation about drinks to introduce the new vocabulary to students. Teacher will put cartoons about drinks with their respective categories three times, the first one just to watch and the second one to take notes and the las one with pauses to verify if students understand all the vocabulary. Teacher will ask students what was the new vocabulary word they learn, and randomly will name some students to say the word. Teacher will send a link of an educational website: https://wordwall.net/es/resource/14165308/drinks-1 Teacher will send a link where students can draw some drinks with their names and then share through WhatsApp group by screenshots. Using https://jamboard.google.com/d/1pYfBhRP679o0S444QnhZAuHW5rbcUMLY_jsWe4CCSv4/edit?usp=sharing		

Lesson plan 5

Escuela Particular Los Sauces		
Grade: 6 th grade	Topic: Food Pyramid	Duration: 30 minutes
Age: 10-11 years	Number of students: 27 students	
Objectives: To describe in class the elements of the pyramid food by their pictures and words. <ul style="list-style-type: none">• Ss will be able to name in class the pyramid food with their categories by using the vocabulary of the animated cartoons.• To recognize the different categories of the pyramid food after watch educational cartoons.		
Materials: Power point presentation, Educational Cartoons video, Jamboard, educational website.		
PROCEDURE: Teacher will present some slices in power point presentation about pyramid food to introduce the new vocabulary to students. Teacher will put cartoons about drinks with their respective categories three times, the first one just to watch and the second one to take notes and the las one with pauses to verify if students understand all the vocabulary. Teacher will ask students what was the new vocabulary word they learn, and randomly will name some students to say the word. Teacher will send a link of an educational website: https://es.liveworksheets.com/worksheets/en/Science/Food/Food_pyramid_ct2249523mq Teacher will send a link where students can draw an element of the different categories in the pyramid food with their name and then share through WhatsApp group by screenshots. Using https://jamboard.google.com/d/1pYfBhRP679o0S444QnhZAUHW5rbcUMLY_jsWe4CCSv4/edit?usp=sharing		