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**Mención: Inglés**

***THEME:***

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**"EDUCATING WITH RESPONSIBILITY: DIDACTIC APPLICATION ABOUT  
THE KNOWLEDGE OF GASTRONOMY ON ECUADOR"**

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**AUTHOR:** Gabriela Patricia Tapia Marca

**TUTOR:** PhD. Verónica Elizabeth Chicaiza Rendín.

**Ambato-Ecuador 2019**

## **A. PRELIMINARY PAGES**

### **SUPERVISOR APPROVAL**

CERTIFY I, PhD. Verónica Elizabeth Chicaiza Redín, with I.D number 1715106322, in my capacity as tutor of the Research Project with the name "**EDUCATING WITH RESPONSIBILITY: DIDACTIC APPLICATION ABOUT THE KNOWLEDGE OF GASTRONOMY ON ECUADOR**" investigated by the student Gabriela Patricia Tapia Marca with I.D. number 180405866-5, I confirm that this research accomplishes with all the requirements that the career asks. The presentation of this work is authorized so the student can continue with the following steps to obtain her degree.



.....  
PhD. Verónica Elizabeth Chicaiza Redín

**SUPERVISOR**

**DECLARATION PAGE**

I declare that this investigation "EDUCATING WITH RESPONSIBILITY: DIDACTIC APPLICATION ABOUT THE KNOWLEDGE OF GASTRONOMY ON ECUADOR" is completely made by the author and it contains all the requirements needed to be accepted. This investigation contents are the author's responsibility.

A handwritten signature in blue ink, reading "Gabriela Tapia", written over a horizontal dotted line.

Gabriela Patricia Tapia Marca

I.D. Number: 180405866-5


**AUTHOR**

**TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES  
AND EDUCATION**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "EDUCATING WITH RESPONSIBILITY: DIDACTIC APPLICATION ABOUT THE KNOWLEDGE OF GASTRONOMY ON ECUADOR" which is held by Gabriela Patricia Tapia Marca undergraduate student from Carrera de Idiomas academic and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles. Therefore, the presentation before the pertinent organisms is authorized.

Ambato, February 2020

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## DEDICATION

I would like to dedicate this research work mainly to God, for having given me life and curing my illness so that I can complete my university studies, because without Him I am nothing.

Next, I dedicate with great love and affection to my beloved husband **Dario**, who is my life partner and helped me selflessly to complete my career successfully.

I also dedicate to my little love who is my daughter “**Mily**” for been my source of inspiration in the adverse moments of my life and give me strength to finish this important stage.

Thank you very much my dear parents, **Papá Pato** and **Mimia** for being my fundamental pillar, for their support and their unconditional love, their understanding, their sacrifice and their example during this long trajectory of my life.

**GABY T.**

## ACKNOWLEDGEMENT

I want to thank **GOD** for allowing me to complete my goals by giving me health and wisdom.

I thank my daughter and my husband for their patience, understanding and especially for their companionship in my long nights of study. I love **DARIO** and **MILY** very much.

I also want to thank my parents for their support to conclude this thesis, thanks for their advice that helped me to be braver, so my infinite gratitude goes to **PATRICIO** and **NORMA**.

The authorities and the professors of the Technical University of Ambato, who were able to transmit their knowledge with dedication and effort, to all the professors who from the beginning of my university studies were able to contribute a grain of sand in my professional and especially in my personal development.

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**GABY T.**

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**ABSTRACT**

Today's technology has a big impact in the field of education because it allows improving teaching process. Some teachers use technological tools and strategies because they considered those tools and devices facilitate teaching process. Also, students are familiar with technology, so that they do not have problems to handle innovative devices to improve their learning process. Therefore, the research project aim is to identify which didactic application is used to provide the knowledge of gastronomy on Ecuador. At first it was necessary to analyze some didactic applications in order to select the best one for teaching vocabulary of gastronomy. The second part was to design a didactic application using the program Dreamweaver. Finally, students had the opportunity of practicing the vocabulary of gastronomy using the didactic application to evaluate the effectiveness of it. Moreover, this investigation had a qualitative-quantitative approach and it used a descriptive and experimental methodologies. The collected data was through applying surveys to 30 students from seventh grade at Unidad Educativa "Sergio Quirola" in order to get information for analyzing, interpreting, and explaining the problem in the investigation process. After, the data was tabulated and represented in graphics. Before, it was analyzed. Consequently, the obtained results in this research showed that didactic applications influence not only in the acquirement and development of vocabulary but also improve in their learning process.

**KEYWORDS:** Didactic application, vocabulary, gastronomy, technology.

## **B. CONTENT**

### **CHAPTER I**

#### **1. THEORETICAL FRAMEWORK**

##### **1.1 Investigative background**

Researching similar studies made by different authors is significant because it permits to have a depth analysis the various results and conclusions in order to compare them with the proposed research work. For this reason, the following dissertations, articles and magazines are taken as a reference to support it.

##### **Didactic application**

In the study carried out in Mexico by (Bastida, 2019) titled as “**Adaptation of the 5E model with the use of digital tools for education: proposal for the science teacher**” *the purpose was to design and implement strategies and didactic resources that enable the integration of the model and Information and Communication Technologies that allows the science teacher to innovate in the classroom.* The group of study was 14 teachers from University of Guadalajara. The results of the study were teachers could reflect on the use of technology as a didactic material for significant learning and the implementation of new strategies to innovate in the classroom. This study concludes that teachers must be open to change, with an expectation of new possibilities, with a concern to know more ways of teaching and learning.

The following research “**The Role of Didactic and Authentic Pedagogy toward Student’s Achievement**” carried out in Nigeria by (Muhammad, 2019) had the main objective to use didactic and pedagogy methods to develop students’ abilities, ideas and knowledge. With the implementation of the didactic in the education field teachers need to check the curricular’ planification in order to know the new approaches and demands of the social, cultural and historical for an effective learning. The results of this research were the deficient use of didactic strategies causes demotivation in students at the moment that they learn. Teachers need to change the teaching-learning process to achieve the expected outcomes.

Furthermore, (Agrawal & Mittal, 2018) in their research article **“The role of ICT in higher education for the 21st century: ICT as a change agent for education. Multidisciplinary Higher Education”**. The use of Information and Communication Technologies (ICT) in the classroom facilitate the teaching and learning process for that reason is essential the integration of the it as part of the curriculum because it allow to improve the quality of education. The authors in the article said that the role of the ICT is to modify the learning environment to improve the quality and standards of education. It was concluded that the majority of students has opportunities to use technology and devices in the classroom to learn in an innovative way. It happens because students use and live with technology and they know how to use it.

Furthermore, in the PNBV (National Plan of the Good Life) of Ecuador in the Art. 347; Literal, 8 establish that: Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales. (Senplades, 2017). It means that students have opportunities to acquire the knowledge using technologies to develop their learning. The incorporation of the use of ICT in the classroom helps students to develop their critical thinking to solve their problems in their daily life.

There is also a research carried out by (Martins, 2018) named **“Mobile Technology to Support Didactic Strategies”** which was focused in the use of mobile technology to improve the educational environment. The implementation of technology with new methodologies allows integrating the theory and practicing in the classes for building on students their own learning process. During this process the teachers’ role is as a guide because when students use technology of something new tend to have some concerns. The conclusions of this research determined that the role of mobile technology in education allows the acquisition of knowledge, skills and attitudes by using mobile device, such as a smartphone, tablet or computer. Teachers use mobile applications to have interactive classes especially for developing the four skills when students are acquiring a new language.

## **The knowledge of gastronomy on Ecuador**

In regards to Ecuadorian gastronomy, food is an integral part of the culture. No matter where you are in Ecuador, the food is always delicious and full of flavor. There are many traditional dishes to taste. Ecuador is a of the popular tourist destination in South America. But why is that? Ecuador is a special country in culture, food, traditions and others. What many do not realize is just how diverse of a country Ecuador truly is. (Latintrails, 2001). The gastronomy in Ecuador is very variable since most of the typical dishes are based on the products that are cultivated in each zone. The gastronomy for the inhabitants is a cultural representation and an attribute of identity such as local culture, traditional cuisine, and hospitality of a tow.

Ecuadorian gastronomy is unique and distinctive because it is characterized by a combination of products from our four regions which are Coast, Highlands, Amazon and Insular. The following research article made by (López & Florez, 2018) called “**Sobre la composición nutrimental de la gastronomía típica Ecuatoriana**” support that the variety of the typical dishes that characterize each province represents the unique wealth of its land and the culture of its people. The purpose of this research was to improve the Ecuadorian typical gastronomy and to change cooked methods and some ingredients in order to have a good lifestyles and nutrition.

Another research project made by (Moncayo, 2003) with the topic “**Análisis de la identidad gastronómica Ecuatoriana para potenciarla y difundirla en internet**”. The main objective of this research is to *analyze the gastronomic identity of the country to revolutionize it through the use of autochthonous products and culinary techniques and their diffusion in a web page*. The author supported in his study that Ecuador is pluricultural country because there are diverse cultures each one with different features, customs and traditions. The pluricultural of the indigenous heritage enriches the Ecuadorian cuisine, which has cemented a syncretism that focuses on the flavor and creativity constantly renewed through the new generations.

Ecuador is well-known country for its food and culture. The gastronomy is interconnected between food and culture of a locality. The food allows you to know and taste the local cuisine and the culture determines and shapes the culinary history of a town. The following research article made by (Oñate, Fierro , & Viterí, 2018) “**Gastronomic diversity and its contribution to cultural identity**” has the main objective of this article

is to *analyze gastronomy and its diversity as a motivation and contribution to cultural identity*. This study took place in Ecuador, who worked with two instruments: observations and surveys. The methodology focus was qualitative and quantitative. Finally, the results indicated that the local gastronomy and culture are a sensorial and cultural experience because both of them include food customs, traditions, processes, people and lifestyles each of these opinions full of cultural and historical content. Thus, through the gastronomy a person can know the culture, the habits, customs and the way of living of one community.

Finally, **“Identificación de la gastronomía ancestral en la mejora del turismo sostenible: caso Cantón San Vicente”** is a doctoral dissertation made by (Saltos, 2018) in which the purpose is to *identify the ancestral and traditional gastronomy of San Vicente as a contribution of the development of sustainable tourism*. This study concluded that Ecuadorian gastronomy has tradition of centuries and in which substances have been cooked, condiments and experiences of own and distant continents. It is because gastronomy is directly related to the natural environment, but also to sociological, historical, philosophical and anthropological aspects of each region. The alimentary culture is the practice and knowledge in the production of food of a territory and the consumption of the same ones in which consumers value their culture and traditions.

## 1.2 Objectives

### General objective

- To identify which didactic application is used to provide knowledge of gastronomy on Ecuador.

### Specific objectives

- To analyze didactic applications used to promote the knowledge of gastronomy.
- To determine the didactic application that facilitates the knowledge of vocabulary of gastronomy.
- To design a didactic application to contribute the knowledge of gastronomy on Ecuador

**General objective:** To identify which didactic application is used to provide knowledge of gastronomy on Ecuador.

The aim of this investigation allowed identifying the correct didactic application for teaching vocabulary related gastronomy of Ecuador. The students selected were those in the seventh year of Basic Education in the “Sergio Quirola Educational Unit” in Ambato city. For this investigation the author wrote three specifies objectives which helped to achieve the general objective.

**Specific objective 1:** To analyze didactic applications used to promote the knowledge of gastronomy.

First, to accomplish this objective, it required to analyze the parameters or characteristics of five didactic applications which are Mobincube, App Inventor, Android Creator, Dreamweaver and Ibuild App. Next, a double-entry table was created in order to compare information. Then, a scale from 0 to 5 was used where 0 is considered as not useful at all and 5 as completely useful to determine them. Finally, the table was analyzed in order to know the results.

Designing didactic applications through educational software requires special attention in the part of interactivity because students are engaged in activities that encourage and facilitate learning. This didactic app can provide a number of tools such as interfaces, text, graphics, animation, sound, videos, images and slides to involve students in active learning.

In the app store of the educational field there are many didactic applications that are very effective and useful for leaning.

### **Didactic applications**

- **Mobincube:** is a software to help users to create and design apps according their needs. The accessibility of it is easy because it has free payment with different graphical interfaces, user guide and many tools. Additionally, in this software users can add videos, photos, audios files, etc.
- **App inventor:** is a creative software because it has drawing and animation components that allow to catch the attention of the creator at the moment to build the app. It has free payment and the operators can use it in any language. The problem with this software is that it has only basic tools to work.



- **Android creator:** is a free software to create and design apps with a simple accessibility and variety of graphical interfaces. In this software users can find many tools to add videos, photos, files, tables, etc.
- **Dreamweaver:** is a professional software for designing applications and web pages. It allows working quickly and to makes apps easily because it has useful tools and functions. The most important part of it is that the user guide explains step by step how to create, publish, and promote the app.
- **I-build up:** is a dynamic software because it allows makers to design apps in few minutes with using templates of graphic interfaces. It is available in different languages in order to facilitate the management of the app. This software is free with certain templates and tools.

**Parameters to evaluate are following:**

- Accessibility
- Available tools
- User guide
- Payment
- Language (Guerrero, 2017)

**Table 1** Double-entry table for the evaluation of App development providers

<b>Providers / Parameters</b>	<b>Mobincube</b>	<b>App inventor</b>	<b>Android creator</b>	<b>Dreamweaver</b>	<b>I-build up</b>
<b>Accessibility</b>	3	4	3	5	4
<b>Available tools</b>	4	3	1	5	3
<b>User guide</b>	2	3	3	5	4
<b>Payment</b>	4	5	5	5	3
<b>Language</b>	5	5	5	5	5
<b>Total</b>	18	20	17	25	19

\*scale from 0 to 5 (0 is considered as not useful at all and 5 as completely useful)

Source: (Guerrero, 2017)

Elaborated by: Tapia, G (2019)

According to the information reviewed and studied on the double-entry table showed that Dreamweaver software fulfills all the parameters in the analysis for developing the new app. The users can use all the tools to design and edit their apps with easy accessibility in their interfaces in the language that they want.

**Specific objective 2:** To determine the didactic application that facilitates the knowledge of vocabulary of gastronomy.

To achieve this objective, it was important to review the analysis carried out previously in the description of objective one in order to determine which of the five didactic applications was useful to design the application for teaching and learning vocabulary. In the results of this analysis showed that Dreamweaver was effective and useful software for the development of it in this investigation.

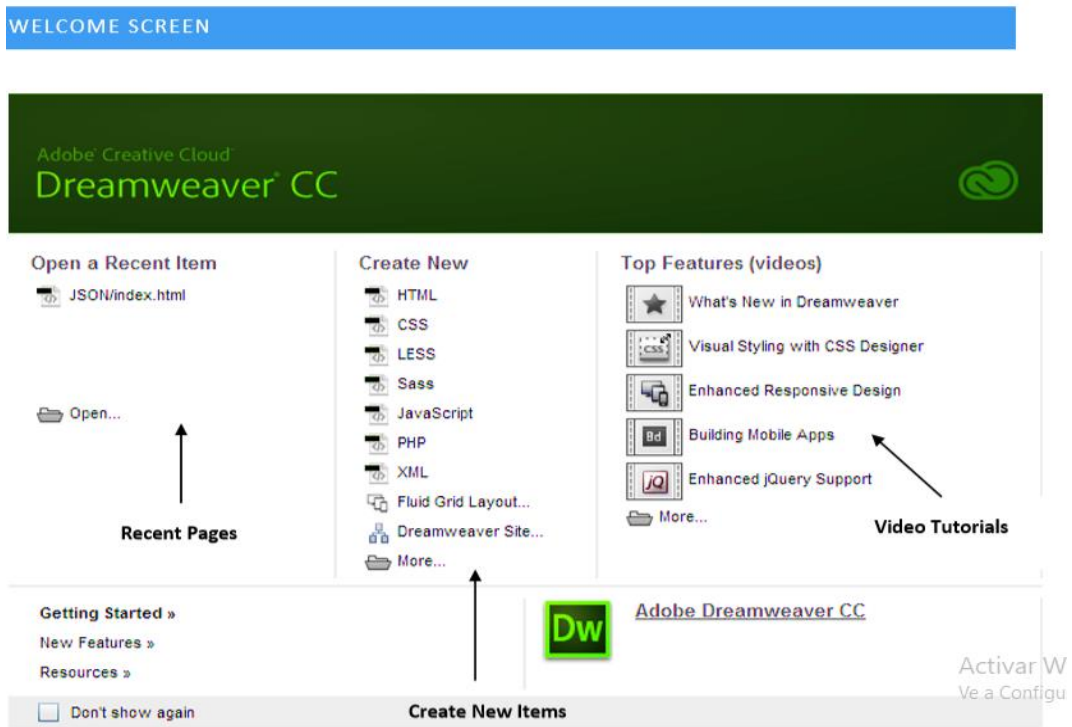
Dreamweaver is a professional software for creating applications with simple and easy tools. It was developed and published by Macromedia in 1997. This software presents different versions; the last version update was made in August 27<sup>th</sup>, 2019. The users can work with text, sound, interactivity links, files, panes, menus, toolbars and templates in many formats: HTML, XHTML, XML, CSS and JavaScript to organize and manage at the moment to build the app (Tutoriales Hostinger, 20019).

#### **The characteristics that define Dreamweaver are**

- **Versatility:** allows performing many more operations than other editors on the market.
- **Power:** allows the integration of elements made with other tools, such as images from Adobe Photoshop, animated sequences from Adobe Flash, databases, spreadsheets, etc.
- **Usefulness:** it has a good help tool and different options that make it even easier to use.

The following figure will present the welcome screen of the Dreamweaver in which can found many tools. This software is designed for a user who does not have previous knowledge about it.

Figure 1 Dreamweaver welcome screen



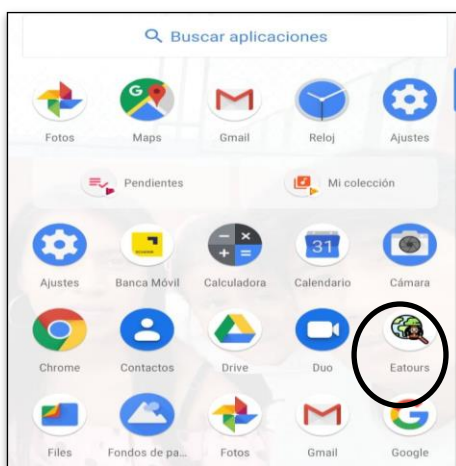
Source: [https://www.wcupa.edu/infoservices/training/documents/courses/Adobe/Introduction to Dreamweaver CC.pdf](https://www.wcupa.edu/infoservices/training/documents/courses/Adobe/Introduction%20to%20Dreamweaver%20CC.pdf)

**Specific objective 3:** to design a didactic application to contribute the knowledge of gastronomy on Ecuador.

As a result of this research, an innovative and dynamic didactic application was designed to help strengthen the knowledge of vocabulary related to Ecuadorian gastronomy. The main beneficiaries were 30 seventh grade students from the "Sergio Quirola" Educational Unit. This application was accessible for the use of students and teachers before, during and after school hours.

The Dreamweaver software was used to create the application and it was programmed in an Android system, its interface is presented in the following figure 2:

**Figure 2** Didactic Application icon



**Elaborated by:** Tapia, G (2019)

With a click on the icon of the didactic application we will get the **HOME PAGE** with a drop-down menu that allows navigating between contents: welcome, vocabulary, learning activities, games, practices test and about the author as you can see in the figure 3.

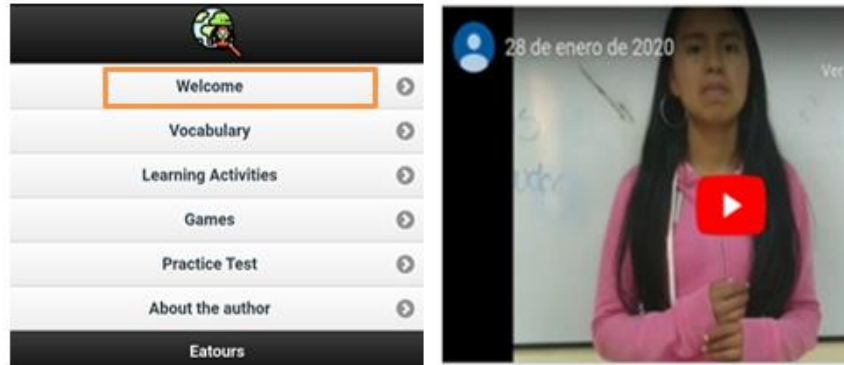
**Figure 3** Home page of the didactic application



**Elaborated by:** Tapia, G (2019)

To continue knowing the options that the didactic application has, the user clicks on the option **"WELCOME"** and the following screen is displayed: in which you will find a video of greeting like the one shown in figure 4.

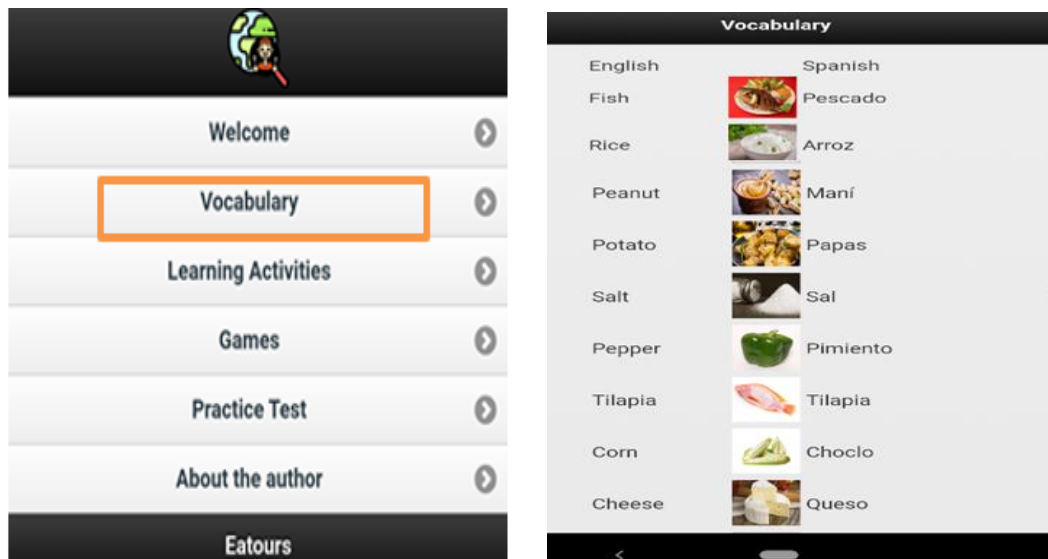
**Figure 4** The "Welcome" option of the didactic application



**Elaborated by:** Tapia, G (2019)

In the **"VOCABULARY"** option, the user will be able to see a list of vocabulary words of different Ecuadorian products as shown in the figure 5.

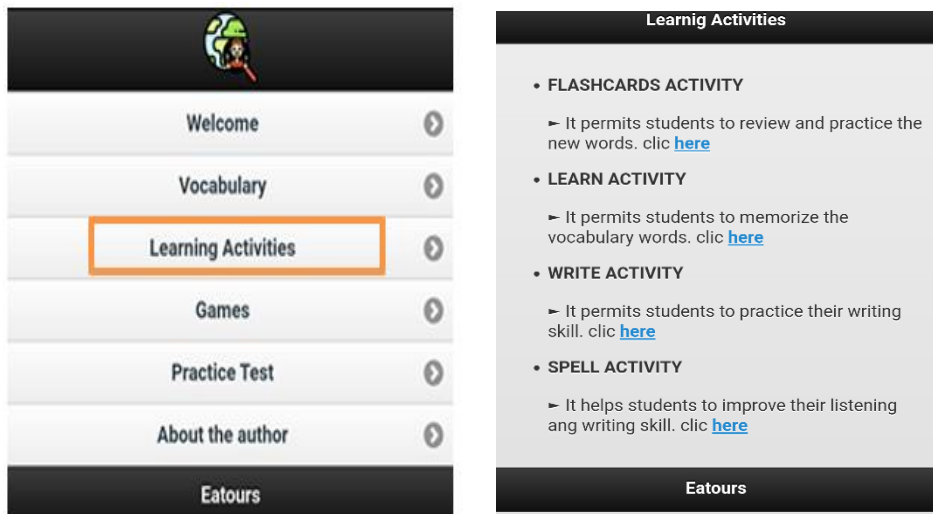
**Figure 5** Vocabulary option



**Elaborated by:** Tapia, G (2019)

Another option in the home page of the didactic application is **"LEARNING ACTIVITIES"** in it the user will find a menu with four alternatives each one of these are linked to other page as shown in figure 6.

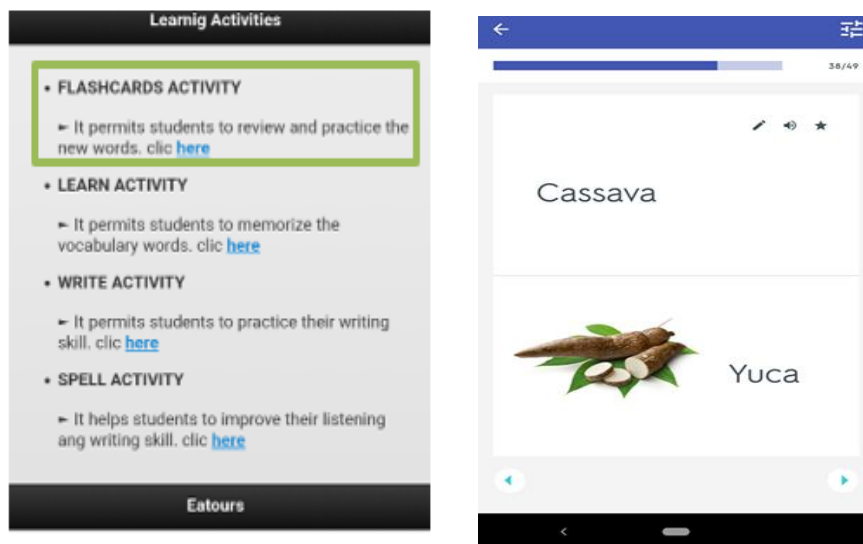
**Figure 6** Learning Activities of the didactic application



**Elaborated by:** Tapia, G (2019)

The next figure presents the “**FLASHCARDS ACTIVITY**” that is located in the part of Learning Activities. In this exercise students review the vocabulary through flashcards.

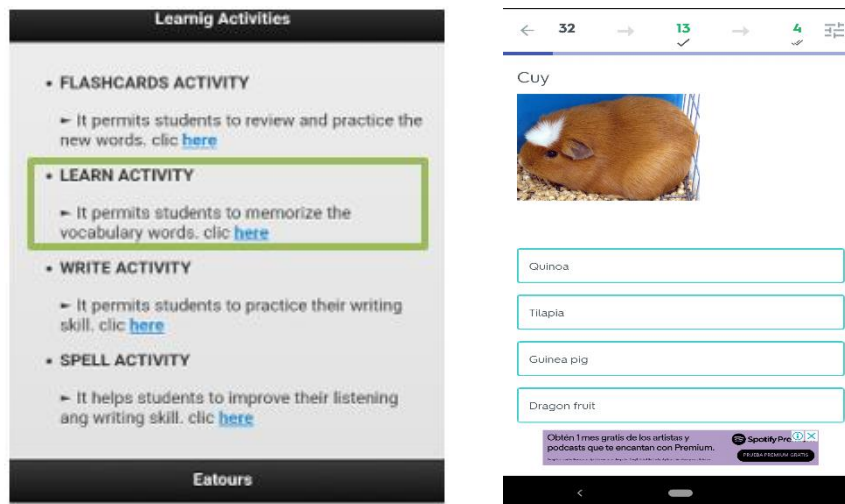
**Figure 7** Flashcards activity of the didactic application



**Elaborated by:** Tapia, G (2019)

The “**LEARN ACTIVITY**” option is part of the Learning Activities. This exercise helps students to memorize the new vocabulary words. Here students see the picture and choose the correct meaning according to the vocabulary word as illustrated in figure 8.

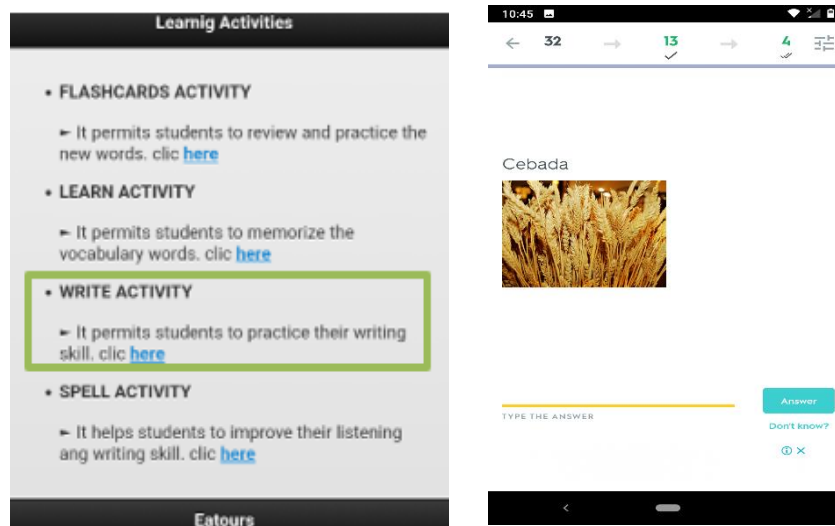
**Figure 8** Learn activity of the didactic application



Elaborated by: Tapia, G (2019)

The following option in the menu Learning Activities is “**WRITE ACTIVITY**”. This activity help students to practice their writing skill. In it students see the picture and read the meaning to write the correct answer. It is presented in the next figure:

**Figure 9** Write activity of the didactic application

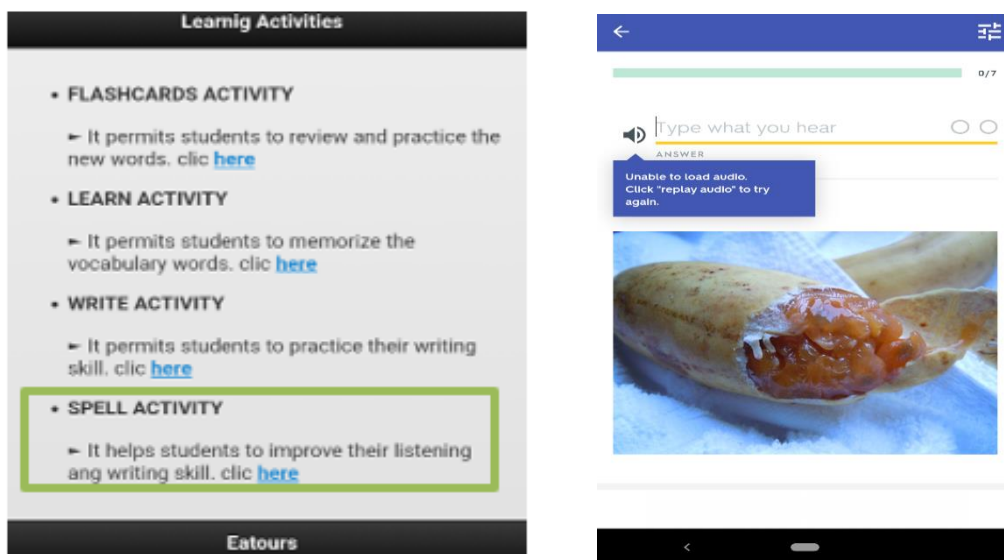


Elaborated by: Tapia, G (2019)

The last activity in this menu of Learning Activity is “**SPELL ACTIVITY**”. It helps students to improve their listening and writing skill at the same time. It is a little bit

more complex activity because students listen to a word and they have to write it down the given word, as shown in figure 10.

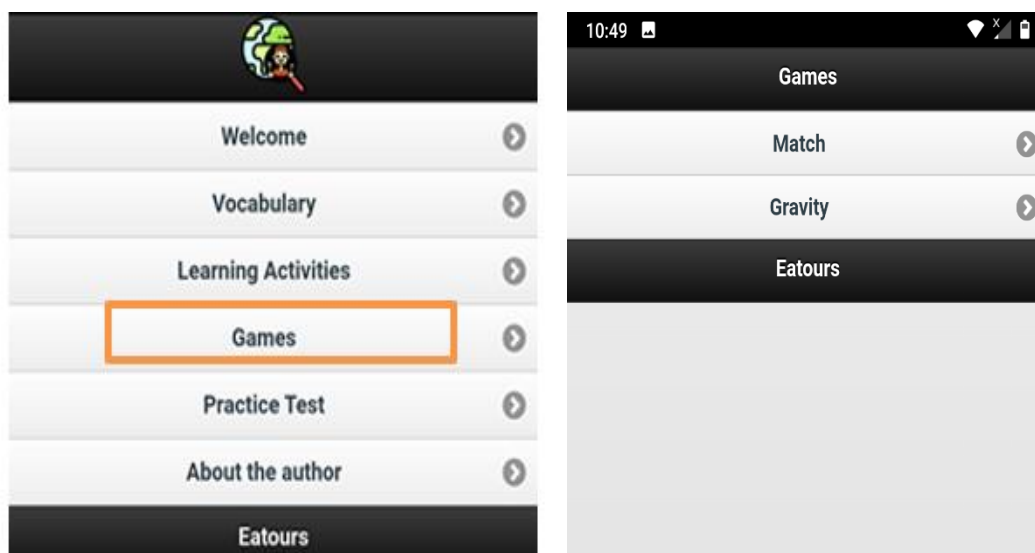
**Figure 10** Spell activity of the didactic application



Elaborated by: Tapia, G (2019)

To click on the option “GAMES” appears a menu with two games which are matching and gravity in which students can practice the vocabulary in a funny way. As presented in the next figure:

**Figure 11** Games option of the didactic application



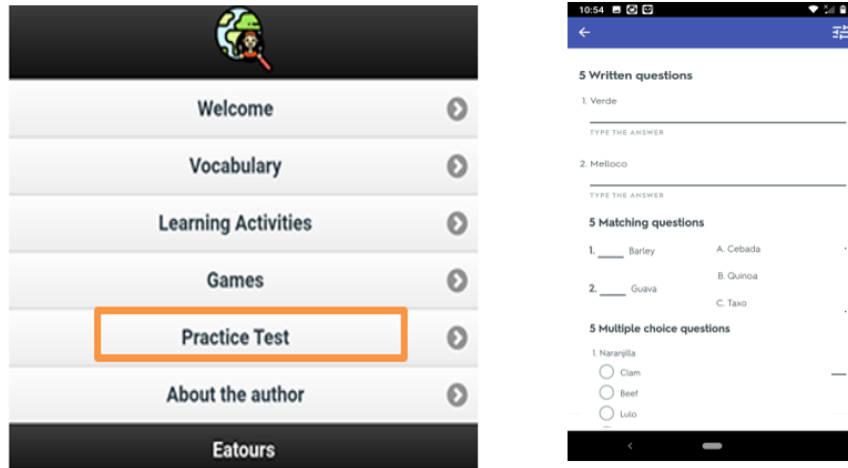
Elaborated by: Tapia, G (2019)

The option “PRACTICE TEST” has a test in which students can evaluate about the vocabulary learned before. The test has different questions such as write questions,



matching questions, multiple choice questions, true and false question as illustrated in the next figure:

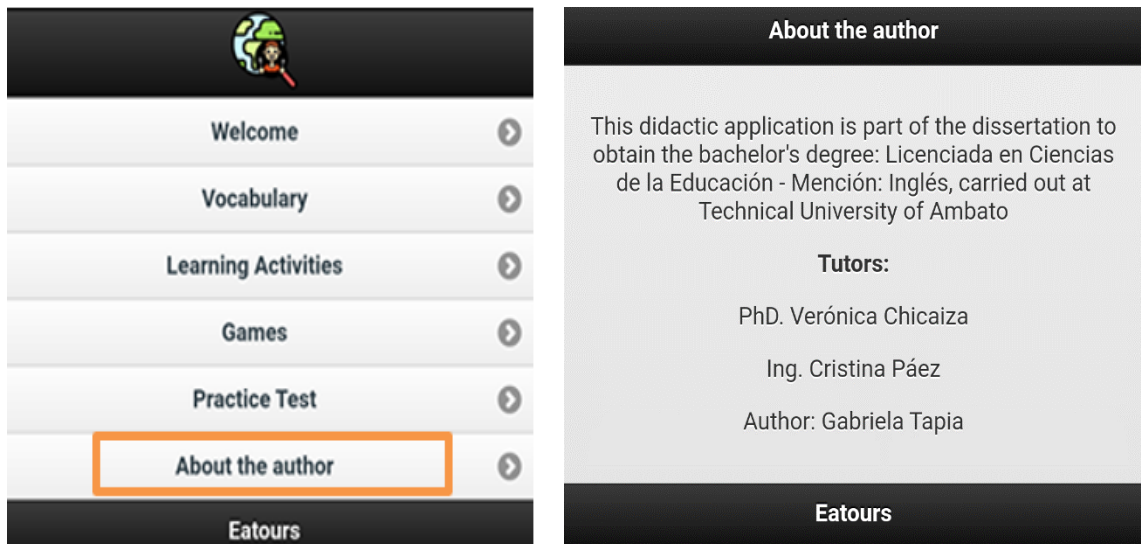
**Figure 12** Practice Test option of the didactic application



Elaborated by: Tapia, G (2019)

The last option in the Home page is “**ABOUT THE AUTHOR**” in which you will read the reason why this didactic application was created.

**Figure 13** About the author option of the didactic application



Elaborated by: Tapia, G (2019)

## CHAPTER II

### METHODOLOGY

#### 2. Resources

Table 2 Resources

Institutional	Human	Material	Economic
- <b>Universidad Técnica de Ambato</b>	- Researcher - Research tutors	<b>Office supplies</b> - sheets - pens - markers	- Transportation - Printed material - The design of didactic application
- <b>Facultad de Ciencias Humanas y de la Educación</b>	- Authorities - Professors	<b>Technological material</b> - Laptop - smartphones - overhead projector - flash memory - didactic application	
- <b>Unidad Educativa Sergio Quirola</b>	- Authorities - Professors - Students		

Source: General Information

Elaborated by: Tapia, G (2019)

#### 2.2. Methods

##### 2.2.1. Quali-Quantitative Approach

This research is focused on a qualitative and quantitative approach. First, the qualitative approach was applied because the seventh-year students of the Sergio Quirola Educational Unit were studied in their natural context, which allowed observing and analyzing their reality in order to see how both variables operate. Secondly, the quantitative approach was based on a real database with realistic quantities in order to verify the viability of the hypothesis and to explain in depth the relationship between the didactic application and the knowledge of gastronomy. Furthermore, a survey was used at the beginning to know the opinion about the study.

The final results were interpreted through the use of tables and figures with corresponding values, formulas and percentages.

### **2.2.2 Basic mode of investigation**

This research project was used two approaches:

#### **Field Research**

This work was a field research because it described the information of the real condition and situation. It allowed the investigator to analyze the problem in the real conditions in which the data were collected. The research project was carried out in the Sergio Quirola Educational Unit, with seventh year students to obtain accurate information about the contribution of a didactic application in the development of the vocabulary of Ecuadorian gastronomy.

#### **Experimental Research**

The experimental research as its name implies, involves using groups of people in an experiment. It was an experimental research because the experimental group was seventh-year students of the Sergio Quirola Educational Unit; they exposed to use a "didactic application" to develop the knowledge of the vocabulary of gastronomy. This shown that the research worked out with a group of students in an experiment with an app.

### **2.2.3 Level or type of investigation**

This project was explorative and descriptive investigation.

#### **2.2.3.1 Exploratory Investigation**

The research was exploratory because it was needed to have a general idea about the reality of the students and a basic understanding of the subject. This allowed the formulation of the hypothesis and then continued with more detailed research.

#### **2.2.3.2 Descriptive Research**

The research was descriptive because a survey was used to obtain information about situations and attitudes through the accurately description of the activities, processes and people at the problem scene.

## **2.4 Population and sample**

The research project takes place in Tungurahua province, in the city of Ambato, with 30 students from seventh year at Sergio Quirola Educational Unit.

## **CHAPTER III**

### **RESULTS AND DISCUSSION**

#### **3.1 Analysis and discussion of the results**

This chapter shows the results gained from the execution of this project. All of the data below was collected by seventh grade students from "Sergio Quirola Educational Unit". This information is represented through tables and figures in which the frequency and percentages show a better insight.

First, the elaboration of the survey questionnaire to be applied to 30 students of seventh year at "Sergio Quirola Educational Unit". Then, the application of this survey to the population involved. After that, the tabulation of the data is represented in percentage in tables and illustrated with graphics. Finally, the results lead the analysis and interpretation phase of the information set up previously in each table and graph, in order to conclude about the problem being studied.

In summary, the following pages provide numerical data to explain how this project was carried out at each stage. For the same reason, it helps to accomplish all the objectives previously established.

### 3.2 Interpretation of results

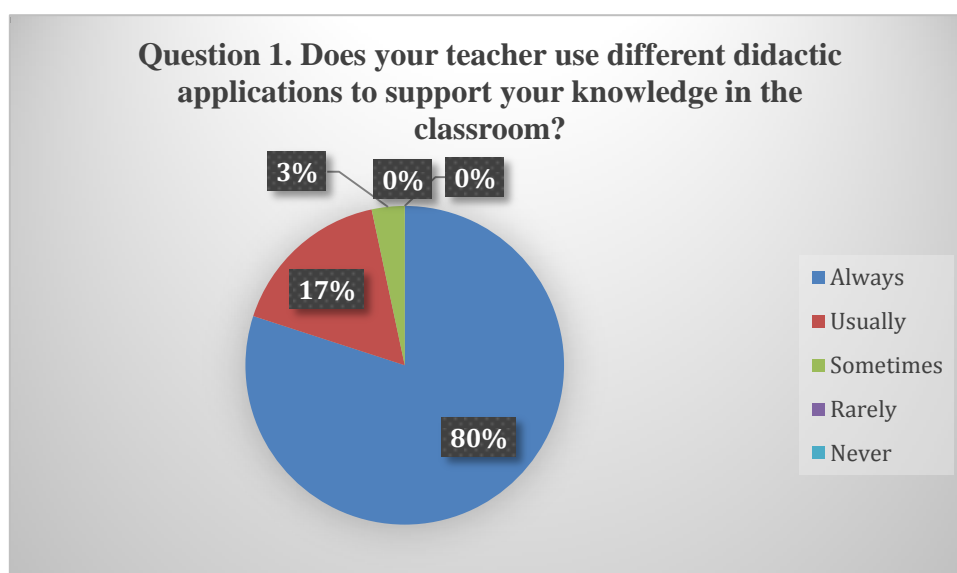
**Question1.** Does your teacher use different didactic applications to support your knowledge in the classroom?

**Table 3** Teacher uses different didactic applications to support your knowledge

ALTERNATIVE	FREQUENCY	PERCENT
Always	24	80%
Usually	5	17%
Sometimes	1	3%
Rarely	0	0%
Never	0	0%
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

Elaborated by: Tapia, G (2019)

**Figure 14** Teacher uses different didactic applications to support your knowledge



Elaborated by: Tapia, G (2019)

Source: Student Survey

### Analysis and interpretation

According to the results obtained, 24 students representing 80 % answered, teacher always uses different didactic applications to support their knowledge in the classroom, while 3% who are 1 student reveal that teacher sometimes uses those tools. As a result, most students like to learn through didactic applications continuously in the classroom. It shows that teacher uses technological tools in the learning process to help student's development.

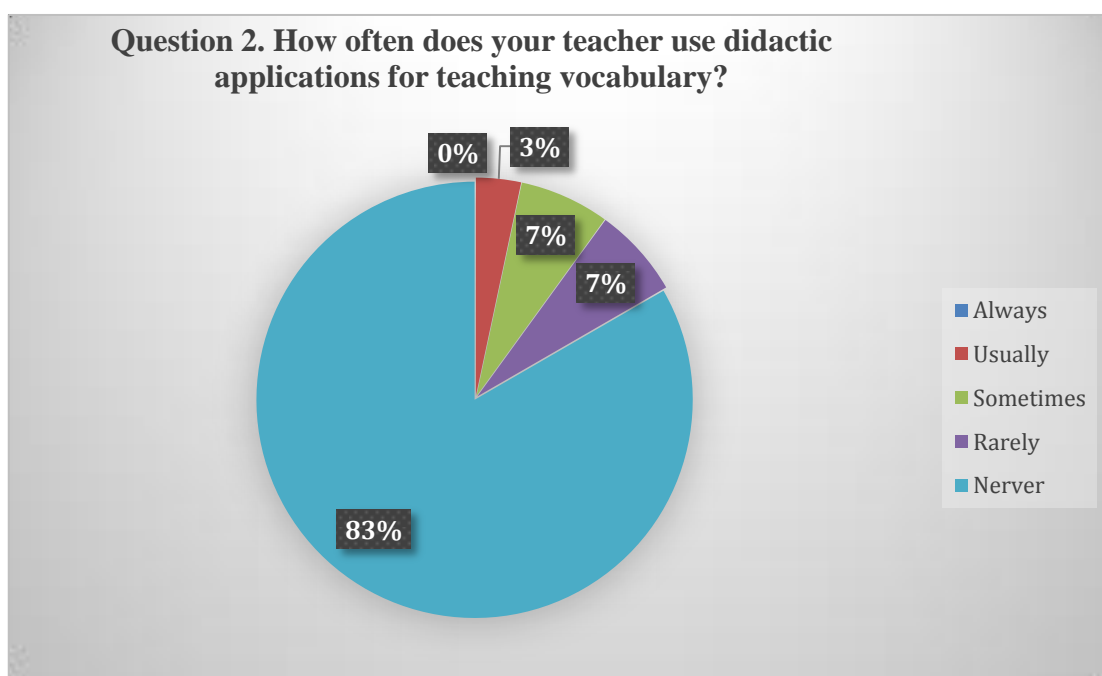
**Question2.** How often does your teacher use didactic applications for teaching vocabulary?

**Table 4** Teacher uses didactic applications for teaching

<b>ALTERNATIVE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
<b>Always</b>	0	0%
<b>Usually</b>	1	3%
<b>Sometimes</b>	2	7%
<b>Rarely</b>	2	7%
<b>Never</b>	25	83%
<b>TOTAL</b>	30	100%

Elaborated by: Tapia, G (2019)

**Figure 15** Teacher uses didactic applications for teaching



Elaborated by: Tapia, G (2019)

Source: Student Survey

### **Analysis and interpretation**

In this question the result obtained, 25 students representing 83% of them consider that teacher never uses didactic applications to teach vocabulary. The 7% who are 2 students think that teacher rarely uses didactic applications to teach vocabulary. According to these results, it means that teacher does not use apps for teaching vocabulary frequently.

**Question3.** Do you think that a didactic application helps you in the development of your knowledge?

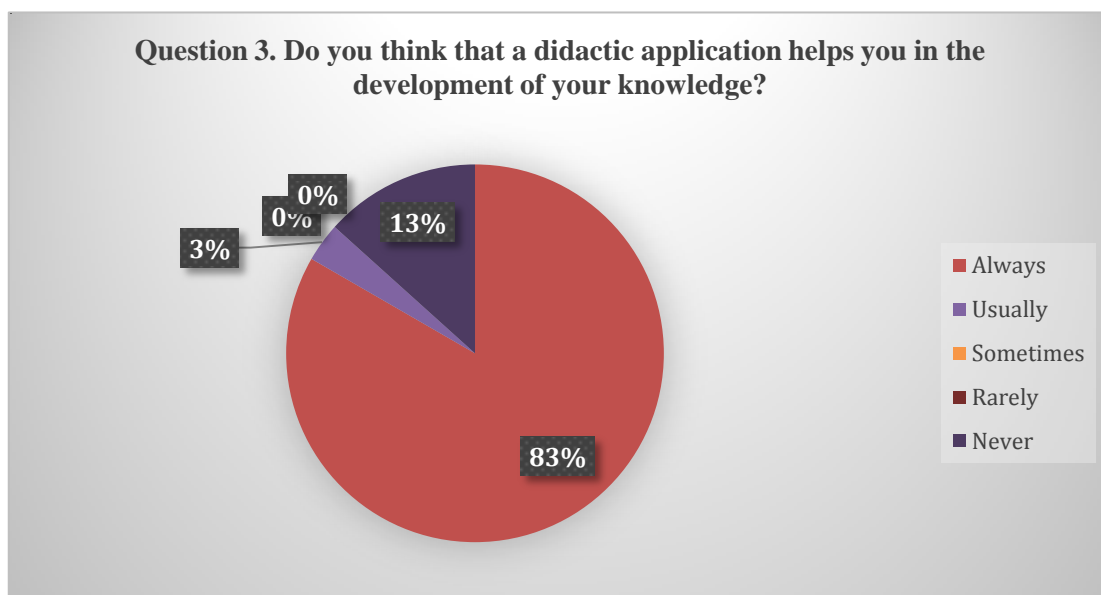
**Table 5** The development of students' knowledge

<b>ALTERNATIVE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
<b>Always</b>	25	83%
<b>Usually</b>	1	3%
<b>Sometimes</b>	0	0%
<b>Rarely</b>	0	0%
<b>Never</b>	4	13%
<b>TOTAL</b>	30	100%

Elaborated by: Tapia, G (2019)

Source: Student Survey

**Figure 16** The development of Students' knowledge



Elaborated by: Tapia, G (2019)

Source: Student Survey

### Analysis and interpretation

The 83% corresponded to 25 students mention that always didactic application helps you in the development of students' knowledge; the 13% who are 4 students consider that it never happens. It demonstrates that the use of a didactic application helps students in their learning development.

**Question4.** Which of the following didactic applications have you used?

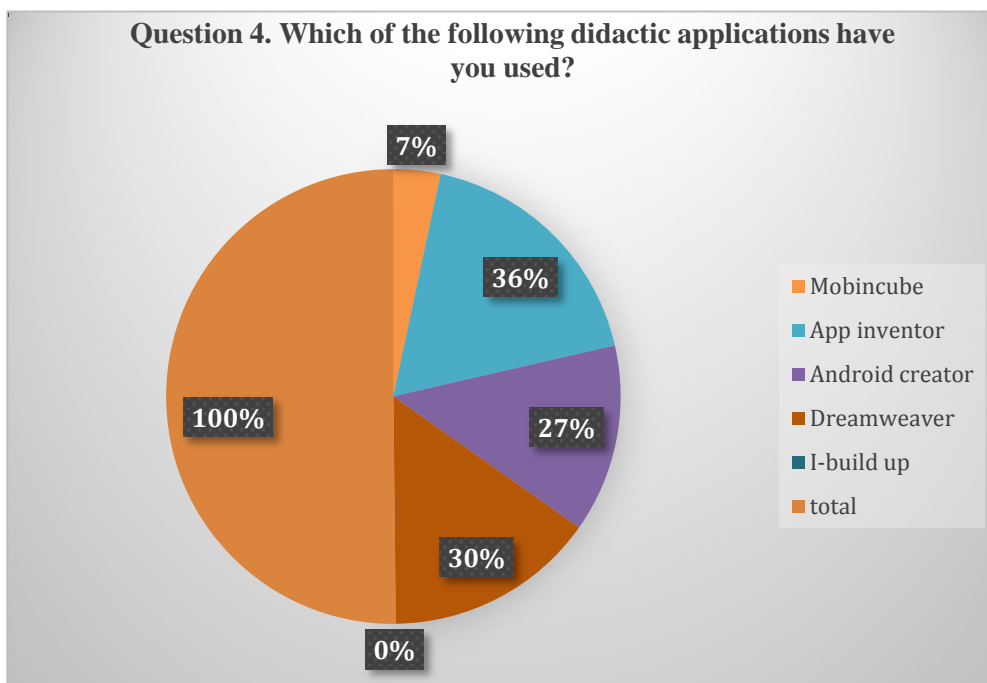
**Table 6** Which of the following didactic applications have you used

ALTERNATIVE	FREQUENCY	PERCENT
Mobincube	2	7%
App inventor	11	36%
Android creator	8	27%
Dream weaver	9	30%
I-build up	0	0%
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

Elaborated by: Tapia, G (2019)

Source: Student Survey

**Figure 17** Which of the following didactic applications have you used



Elaborated by: Tapia, G (2019)

Source: Student Survey

### Analysis and interpretation

According to these results, 11 students it means the 37% of them consider that they have used App inventor in the classroom. And 0% who are 0students mention that they have not used I-build app. In this question, the results show that students have used App inventor for learning vocabulary in the classroom.



**Question5.** In English classes should teachers implement more vocabulary activities related to gastronomy of our country to contribute students' knowledge?

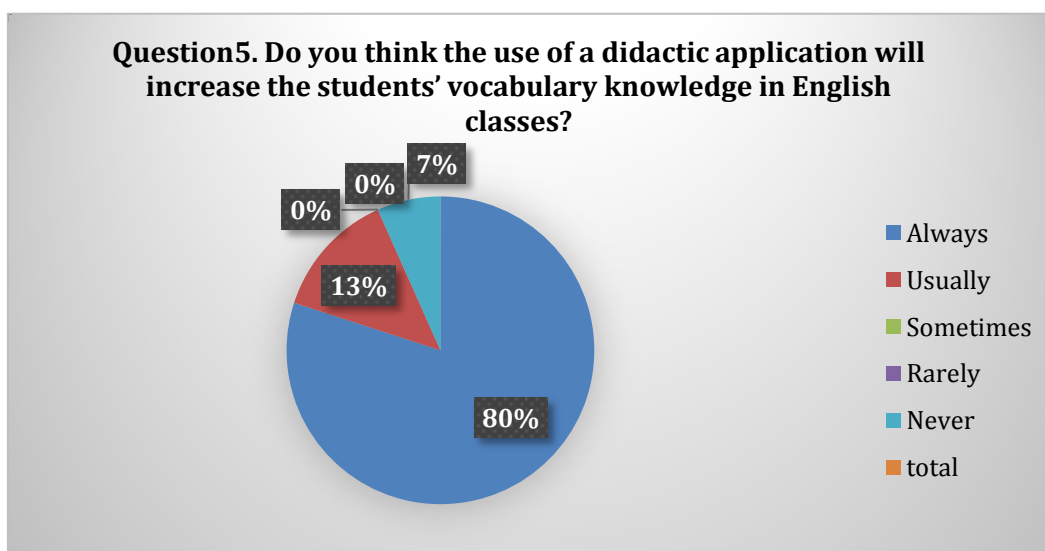
**Table 7** Teachers implement more vocabulary activities

<b>ALTERNATIVE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
<b>Always</b>	24	80%
<b>Usually</b>	4	13%
<b>Sometimes</b>	0	0%
<b>Rarely</b>	0	0%
<b>Never</b>	2	7%
<b>TOTAL</b>	30	100%

**Elaborated by:** Tapia, G (2019)

**Source:** Student Survey

**Figure 18** Teachers implement more vocabulary activities



**Elaborated by:** Tapia, G (2019)

**Source:** Student Survey

### **Analysis and interpretation**

According to the data obtained 80% which corresponds to 24 students pointed out that Teachers should implement more vocabulary activities related to gastronomy of their country to contribute their knowledge in English classes. On the other hand, 7% which corresponds to 2 students said that teachers should not implement more vocabulary activities related to gastronomy of their country to contribute their knowledge in English classes. In this question, the results show that teaches need to implement vocabulary activities about gastronomy of Ecuador in English classes.

**Question6.** Has your teacher taught you vocabulary related to the gastronomy of our country such as: fruits, grains, meats, vegetables and dairy products that are used in the preparation of different recipes?

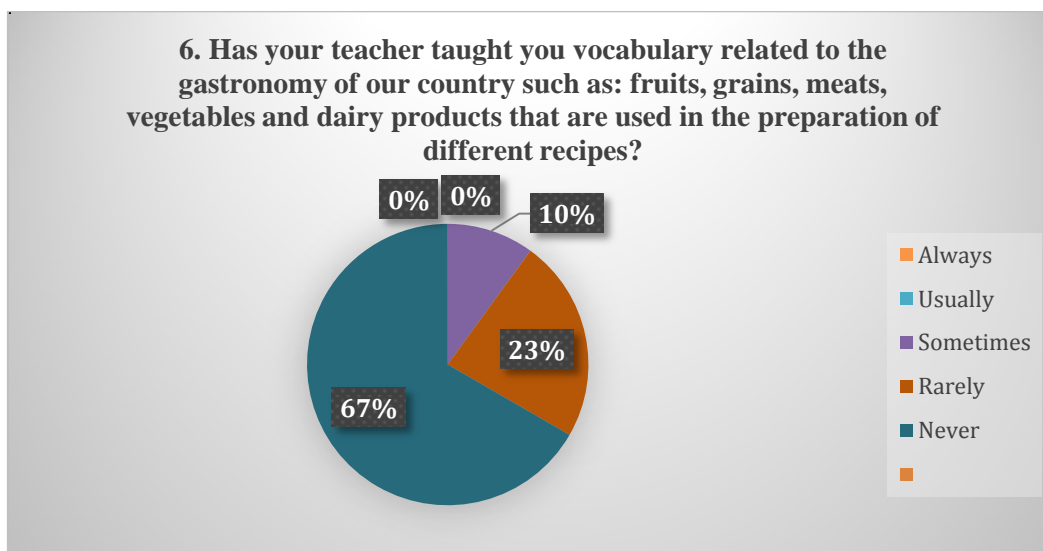
**Table 8** Teacher taught vocabulary related to gastronomy of our country

ALTERNATIVE	FREQUENCY	PERCENT
Always	0	0%
Usually	0	0%
Sometimes	3	10%
Rarely	7	23%
Never	20	67%
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

Elaborated by: Tapia, G (2019)

Source: Student Survey

**Figure 19** Teacher taught vocabulary related to gastronomy of our country



Elaborated by: Tapia, G (2019)

Source: Student Survey

### Analysis and interpretation

According to the results obtained, 7 students representing 23% answered, teacher has taught them vocabulary related to their country's cuisine such as: fruits, grains, meats, vegetables and dairy products that are used in the preparation of different recipes. And 20 students representing 67% answered, teacher has not taught them gastronomy vocabulary that is used in the preparation of different recipes of Ecuador. In this question, the results show that students do not study vocabulary that is used in the preparation of different recipes of their country.

**Question7.** Does your teacher help you develop your knowledge about gastronomy?

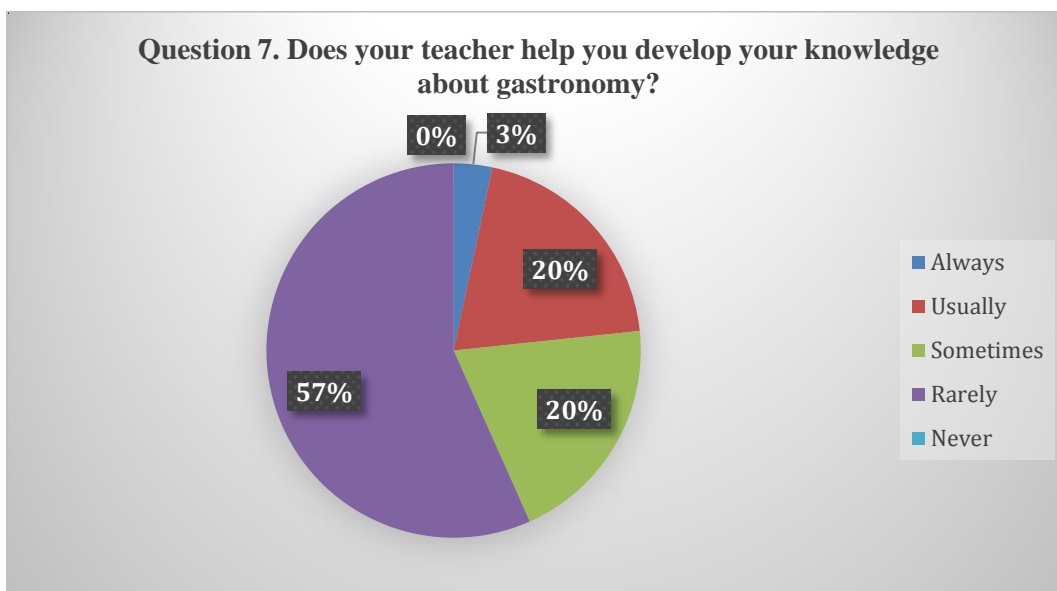
**Table 9** Teacher helps you develop your knowledge about gastronomy

<b>ALTERNATIVE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
<b>Always</b>	1	3%
<b>Usually</b>	6	20%
<b>Sometimes</b>	6	20%
<b>Rarely</b>	17	57%
<b>Never</b>	0	0%
<b>TOTAL</b>	30	100%

**Elaborated by:** Tapia, G (2019)

**Source:** Student Survey

**Figure 20** Teacher helps you develop your knowledge about gastronomy



**Elaborated by:** Tapia, G (2019)

**Source:** Student Survey

### **Analysis and interpretation**

According to the results obtained, 1 student representing 3% answered, teacher always helps them to develop their knowledge about gastronomy through vocabulary. And 0 students representing 0% answered, teacher never helps them develop their knowledge about gastronomy. In this question, the results show that teacher does not help them in their development of gastronomy.

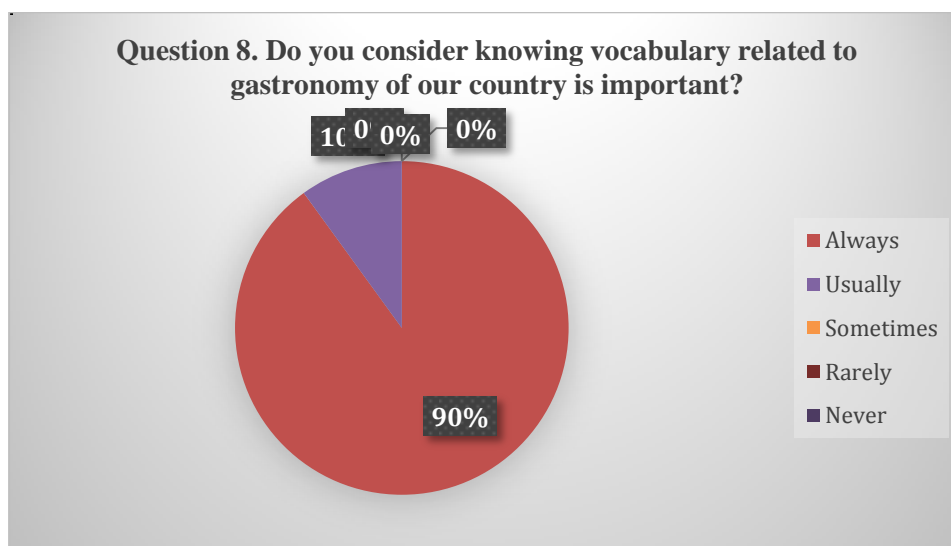
**Question8.** Do you consider knowing vocabulary related to gastronomy of our country is important?

**Table 10** The importance of vocabulary

<b>ALTERNATIVE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
<b>Always</b>	27	90%
<b>Usually</b>	3	10%
<b>Sometimes</b>	0	0%
<b>Rarely</b>	0	0%
<b>Never</b>	0	0%
<b>TOTAL</b>	30	100%

**Elaborated by:** Tapia, G (2019)  
**Source:** Student Survey

**Figure 21** The importance of vocabulary



**Elaborated by:** Tapia, G (2019)  
**Source:** Student Survey

### **Analysis and interpretation**

According to the results obtained, 27 students representing 80 % answered, it is important to know vocabulary related to gastronomy of their country, while 0% who are 0 students reveal that it is not necessary to know gastronomy vocabulary of their country. As a result, most students consider knowing vocabulary of Ecuadorian gastronomy is very important in order to suggest other people.

**Question9.** Have you practice vocabulary about gastronomy with the use of didactic application?

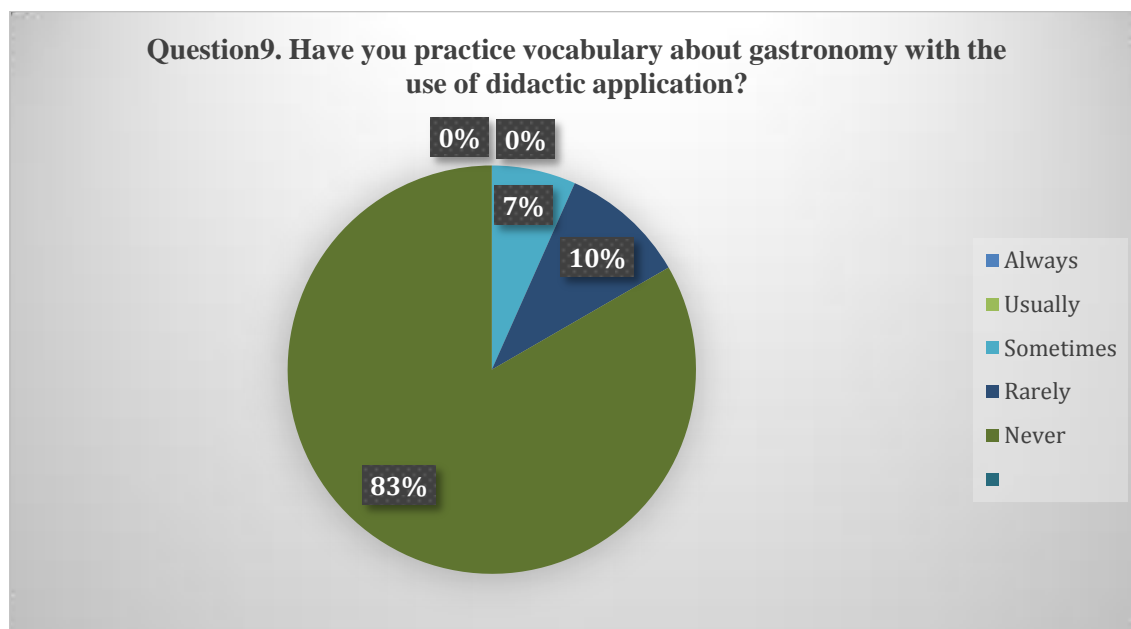
**Table 11** The use of didactic application to practice vocabulary

<b>ALTERNATIVE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
<b>Always</b>	0	0%
<b>Usually</b>	0	0%
<b>Sometimes</b>	2	7%
<b>Rarely</b>	3	10%
<b>Never</b>	25	83%
<b>TOTAL</b>	30	100%

Elaborated by: Tapia, G (2019)

Source: Student Survey

**Figure 22** The use of didactic application to practice vocabulary



Elaborated by: Tapia, G (2019)

Source: Student Survey

### Analysis and interpretation

In this question, 25 students it means the 83% of them consider that they have not practiced vocabulary about gastronomy with the use of didactic application. In contrast, the 7% belongs to 2 students consider that they sometimes practice vocabulary about their gastronomy through an app. According to these results, students do not practice vocabulary of gastronomy in English with an educational application.

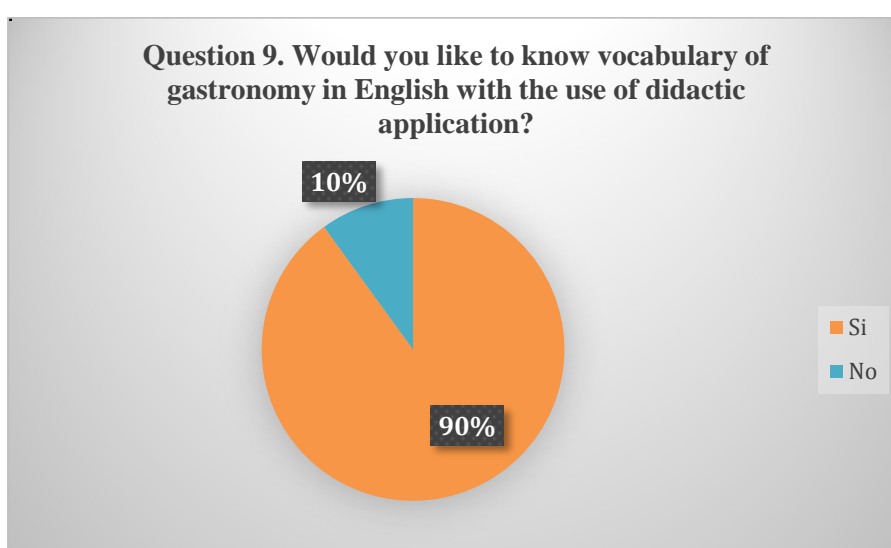
**Question10.** Would you like to know vocabulary of gastronomy in English with the use of didactic application?

**Table 12** To learn vocabulary of gastronomy using a didactic application

<b>ALTERNATIVE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
<b>Si</b>	27	90%
<b>No</b>	3	10%
<b>TOTAL</b>	30	100%

**Elaborated by:** Tapia, G (2019)  
**Source:** Student Survey

**Figure 23** To learn vocabulary of gastronomy using a didactic application



**Elaborated by:** Tapia, G (2019)  
**Source:** Student Survey

### **Analysis and interpretation**

From the group of 30 students, it is set up that just 90% which corresponds to 27 students said yes, they would like to know vocabulary of gastronomy in English with the use of didactic application in classes, while 10% who are 3 students answered no, they would not like to use an app for learning vocabulary related gastronomy. It can be concluded that the majority of students like to know the vocabulary of gastronomy of Ecuador using a didactic application in the classroom. It allows us to know that the creation of new app would be successful for students, because it will help to practice the vocabulary on it.

### 3.2 Hypothesis verification

#### Null hypothesis

**H<sub>0</sub>:** The didactic application does not influence in the knowledge of gastronomy on Ecuador in the seventh-grade students from “Sergio Quirola Educational Unit”.

#### Alternative hypothesis

**H<sub>1</sub>:** The didactic application influences in the knowledge of gastronomy on Ecuador in the seventh-grade students from “Sergio Quirola Educational Unit”.

#### Significance level selection

The value  $\alpha = 0.05$  which corresponds to 95% reliability of the results attained.

#### Population Description

This research was done with a total number of 30 students surveyed.

#### Statistical model specification

To calculate the chi-square, we will use Wilcoxon statistic, the results obtained will be the rejection or acceptance of one of the two hypotheses can be identified in the following table below shows the information regarding the Wilcoxon calculation:

**Table 13 Wilcoxon's Summary of case processing**

		<b>N° students</b>	<b>Percentage</b>
<b>Cases</b>	<b>Valid</b>	30	100,0
	<b>Excluded <sup>a</sup></b>	0	,0
	<b>Total</b>	30	100,0

<sup>a</sup> Removed from the list based on all the variables in the procedure.

**Elaborated by:** Tapia, G (2019)

**Source:** Hypothesis verification

According to Wilcoxon's analysis, the validation of the instrument can identify (10) items in the structured questionnaire that was 100% validated to a total of (30) students of the Sergio Quirola Educational Unit.

**Table 14** Reliability statistics

<b>Cronbach Alpha</b>	<b>N° of elements</b>
0.836	10

**Elaborated by:** Tapia, G (2019)

**Source:** Hypothesis verification

In the statistics table it can be seen that the calculated value of reliability of the instrument is 0.836 concluding that the items of the instrument are reliable.

**Table 15** Contrast statistics <sup>a</sup>

<b>Number of students</b>	30
<b>Chi-square</b>	187,224
<b>Degrees of freedom</b>	9
<b>Sig. Asymptotic</b>	,000

a. Friedman test

**Elaborated by:** Tapia, G (2019)

**Source:** Hypothesis verification

By Friedman's contrast statistic it can be evidenced that the significance value is 0.000, which is less than 0.05. It means that Null hypothesis is rejected  $H_0$ , while the Alternative Hypothesis  $H_1$  is accepted. So, as set out in  $H_1$ ; the didactic application influences in the knowledge of gastronomy on Ecuador



## CHAPTER IV

### 4. CONCLUSIONS AND RECOMMENDATIONS

After analyzing and interpreting the results obtained from the execution of the didactic application on the knowledge of the Ecuadorian gastronomy in the students of seventh level of the "Sergio Quirola Educational Unit", there are some conclusions and recommendations to share for future investigations.

#### 4.1 CONCLUSIONS

- The results showed that, the didactic application used to build-up the knowledge of gastronomy offers a variety of interactive and educational activities that allow students to learn in a playful way using today's devices. It contains reliable and authentic information to be taught in the classroom, most of the students in the seventh year of basic education showed a strong acceptance of it.
- After identifying that Dreamweaver was the correct didactic application that helped students in their knowledge of vocabulary of gastronomy, it was demonstrated that it provides them a dynamic environment due to its design, methodology, tools, and resources. In this way, the classes are more memorable, meaningful and students learn.
- It was observed that the Dreamweaver didactic application had positive results in the development of vocabulary related to the gastronomy on Ecuador, students felt motivated, comfortable at the moment that they used and practiced the vocabulary activities. Since it allowed them to master and memorize a great number of words through different learning activities not only as a common activities but also entertainment activities, so students can enrich their vocabulary.
- Finally, it was concluded that there is a close relationship between didactic application and the knowledge of the vocabulary related to gastronomy. Since didactic applications are teaching tools that enhance students' knowledge through autonomous learning to acquire a higher level of vocabulary and to have an effective development.

## 4.2 RECOMMENDATIONS

- The teacher should look for innovative didactic applications that please to students in the vocabulary teaching in the English classes in order to motivate them to engage in their learning process to have good interaction between teacher to students at the moment to use the didactic application.
- This research suggests that teachers use a didactic application for the development of English vocabulary. These applications have many great benefits for students because of their innovation, contents, and methodology, interest and interactivity tools.
- Teachers should spend more time on improving vocabulary teaching through the use of didactic applications. These long-term applications will help the acquisition of English language to improve speech and other skills. It is important to have student satisfaction when learning, as this would enable the learning to become meaningful to the students.
- Teachers should give importance to vocabulary enrichment, especially if students do not master the language and lack lexicon, so it will be difficult for them to express their ideas and communicate with others. Vocabulary should be as important as grammar and other aspects in teaching English.

## C. REFERENCE MATERIALS

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## ANEXES

### Annex 1. Commitment Letter (High School)

## CARTA DE COMPROMISO

Ambato, 13 de Septiembre del 2019

Doctor  
Marcelo Hernández  
Presidente  
Unidad de Titulación  
Carrera de Idiomas  
Facultad de Ciencias Humanas y de la Educación

Mg. Cecilia Yojana Montero Solano, en mi calidad de Directora de la Escuela de Educación Básica "Sergio Quirola", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"EDUCATING WITH RESPONSIBILITY: DIDATIC APPLICATION ABOUT THE KNOWLEDGE OF GASTRONOMY ON ECUADOR"** propuesto por la estudiante Tapia Marca Gabriela Patricia, portadora de la Cédula de Ciudadanía No 180405866-5, estudiante de la Carrera de Idiomas Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Mg. Cecilia Yojana Montero Solano  
110288419-2  
032822151  
0992538246  
[Sergioquirola1960@gmail.com](mailto:Sergioquirola1960@gmail.com)



**Annex 2. Survey for collecting information.**

**SURVEY VALIDATION DOCUMENT**

Ambato 25 de Noviembre, 2019.

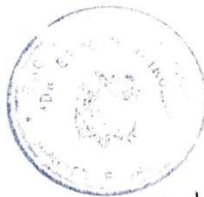
Directora  
Licda. Cecilia Montero

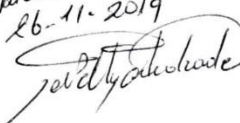
Yo, **Gabriela Patricia Tapia Marca** con célula de identidad N° 180405866-5 estudiante de la Universidad Técnica De Ambato de la Facultad De Ciencias Humanas y de la Educación de la Carrera De Idiomas, me dirijo a usted muy comedidamente me permita realizar las encuestas a las estudiantes de séptimo grado ya que me encuentro realizando mi tesis con el tema educating with responsibility: Didactic application about the knowledge of gastronomy on Ecuador en la escuela "Sergio Quirola".

Por la favorable atención que se dé al presente, agradezco y suscribo

Atentamente

  
**Gabriela Patricia Tapia Marca**  
180405866-5



Recibido  
26-11-2019  


## SURVEY



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA**  
**EDUCACIÓN**  
**CARRERA DE IDIOMAS**  
**SURVEY**



**OBJECTIVE:** To identify which didactic application is used to provide knowledge of gastronomy on Ecuador at “Sergio Quirola Educational Unit” with students of seventh level.

**Date:** \_\_\_/\_\_\_/\_\_\_ **Gender:** Male\_\_\_ Female\_\_\_ **Age:** \_\_\_\_

**INSTRUCTION:** Please read each question carefully, and mark with an “X” the answer that most closely fits your opinion.

**1. Does your teacher use different didactic applications to support your knowledge in the classroom?**

Always  Usually  Sometimes  Rarely  Never

**2. How often does your teacher use didactic applications for teaching vocabulary?**

Always  Usually  Sometimes  Rarely  Never

**3. Do you think that a didactic application helps you in the development of your knowledge?**

Always  Usually  Sometimes  Rarely  Never

**4. Which of the following didactic applications have you used?**

Mobincube   
App inventor   
Android creator   
Dreamweave   
I-build up

**5. In English classes should teachers implement more vocabulary activities related to gastronomy of our country to contribute students' knowledge?**

Always  Usually  Sometimes  Rarely  Never

**6. Has your teacher taught you vocabulary related to the gastronomy of our country such as: fruits, grains, meats, vegetables and dairy products that are used in the preparation of different recipes?**

Always  Usually  Sometimes  Rarely  Never

**7. Does your teacher help you develop your knowledge about gastronomy?**

Always  Usually  Sometimes  Rarely  Never

**8. Do you consider knowing vocabulary related to gastronomy of our country is important?**

Always  Usually  Sometimes  Rarely  Never

**9. Have you practice vocabulary about gastronomy with the use of didactic application?**

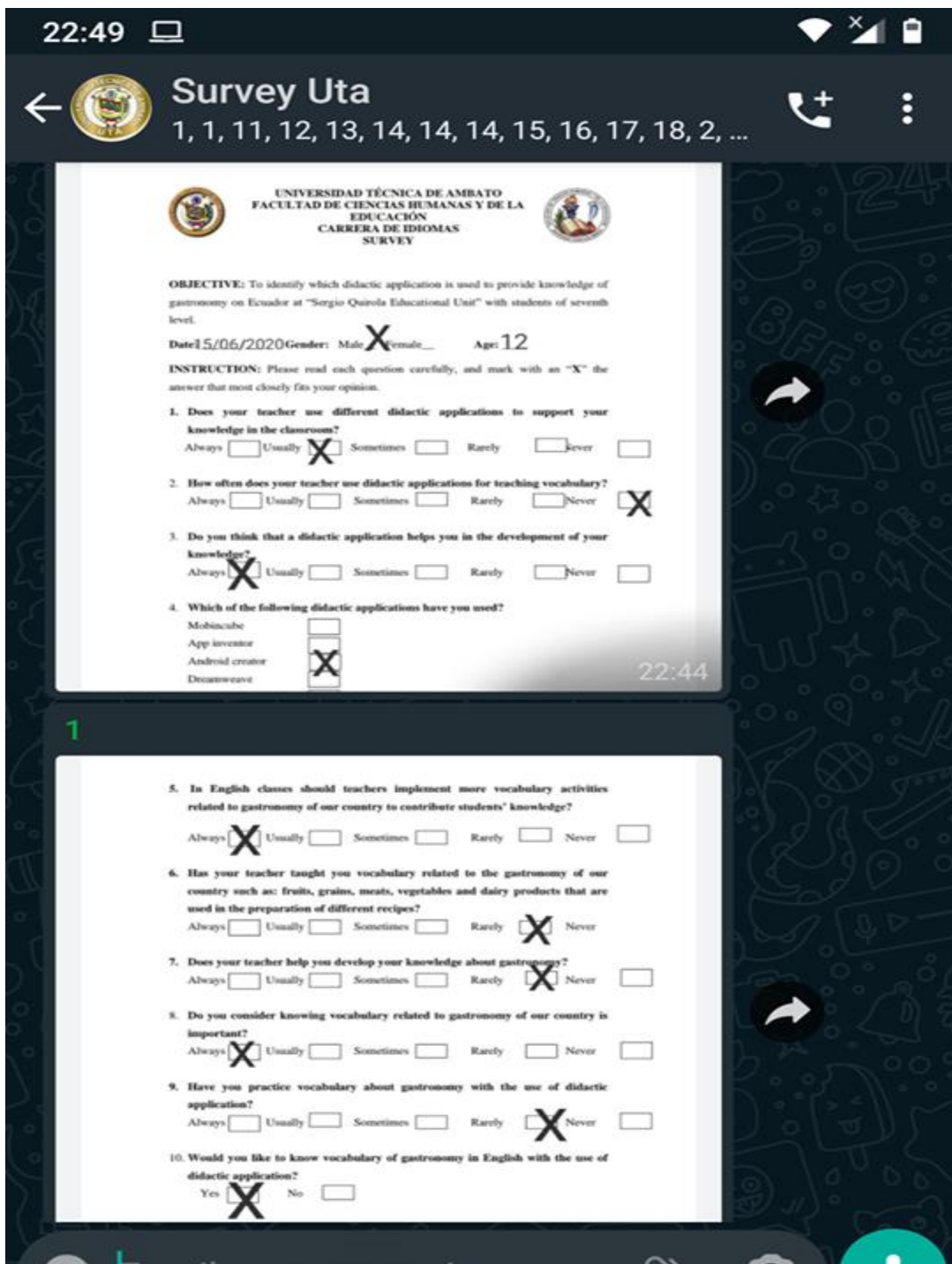
Always  Usually  Sometimes  Rarely  Never

**10. Would you like to know vocabulary of gastronomy in English with the use of didactic application?**

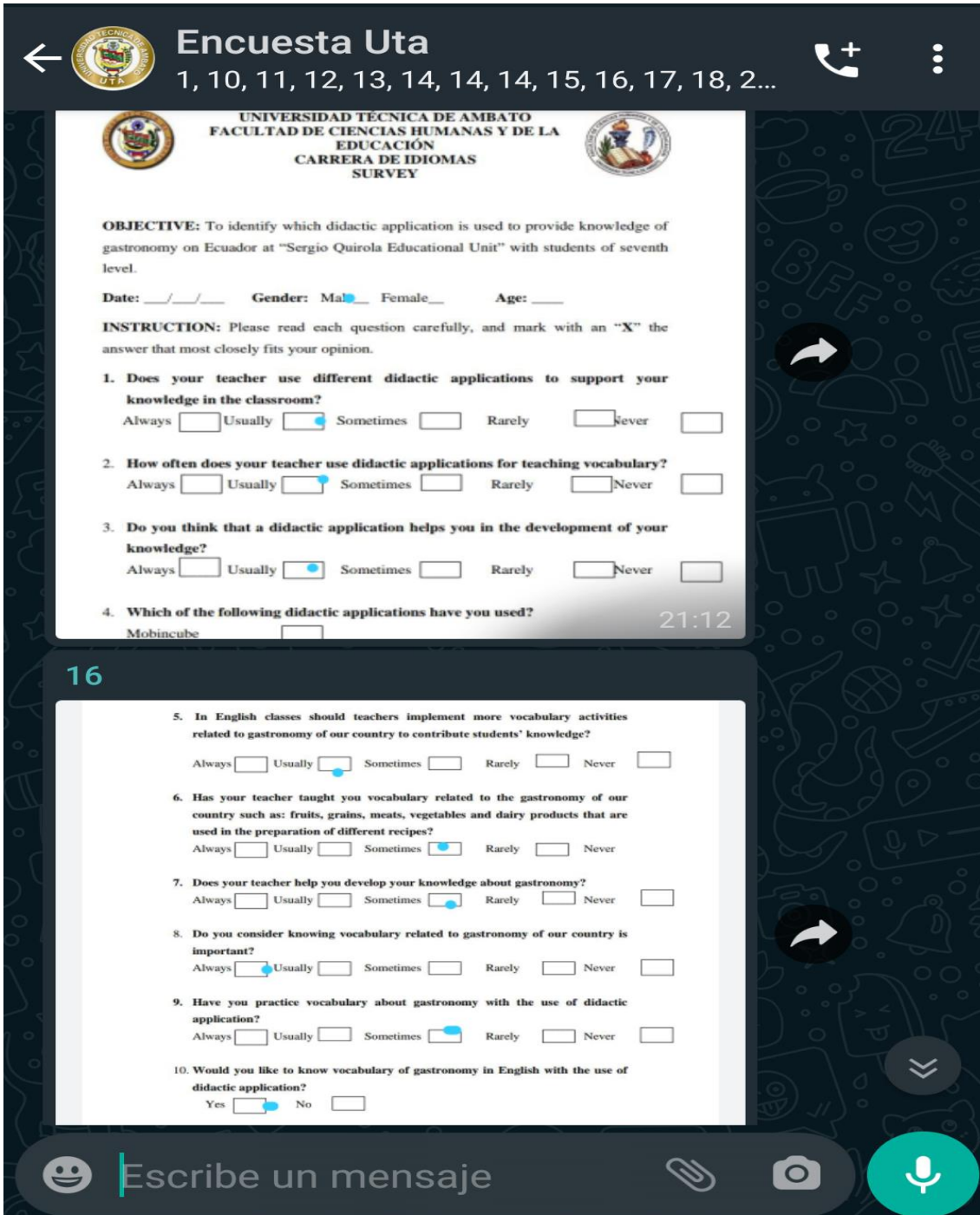
Yes  No

**Thank you for your cooperation!**

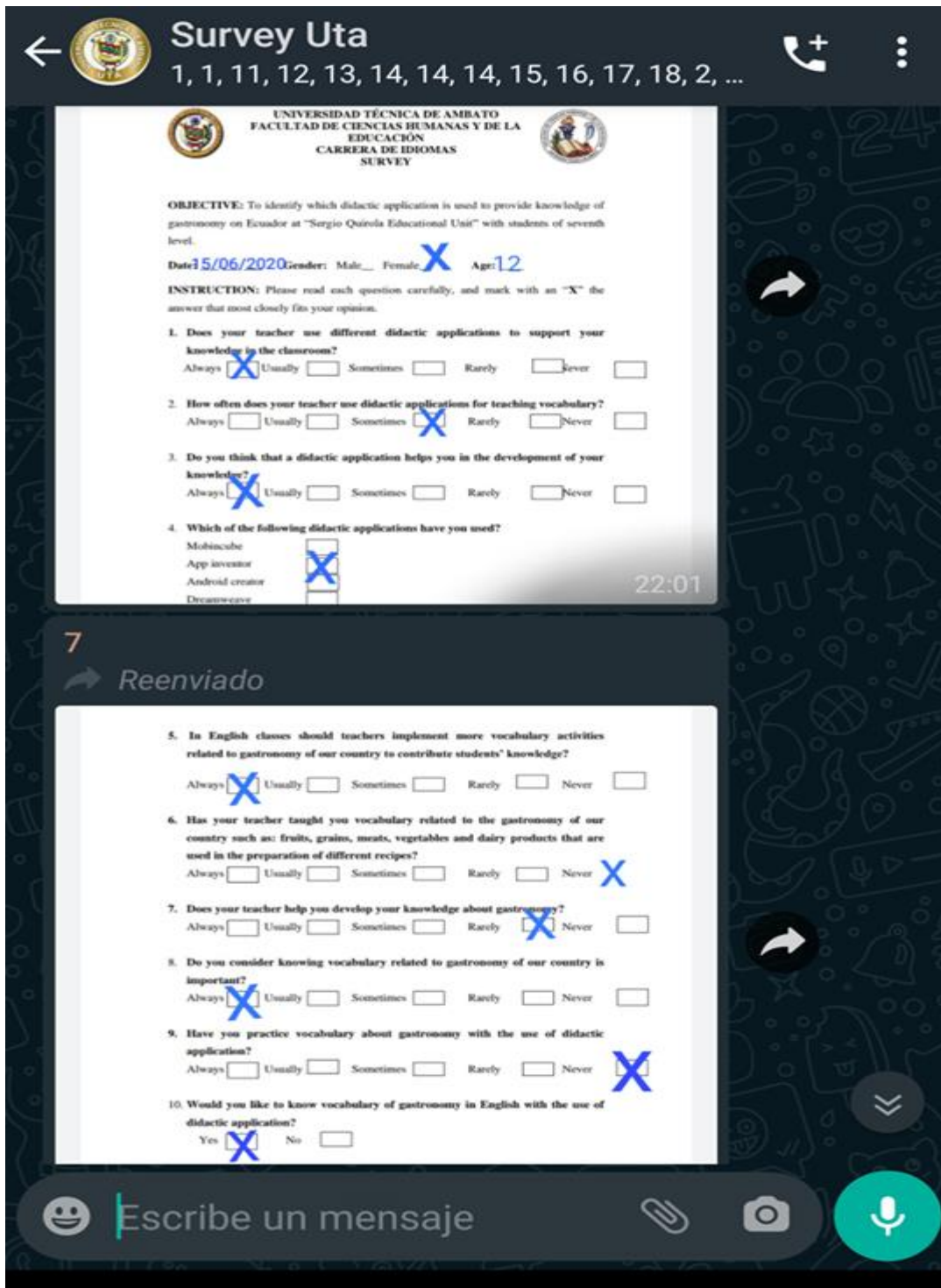





Elaborated by: Tapia, G (2020)  
Source: Online survey (2020)



**Elaborated by:** Tapia, G (2020)  
**Source:** Online survey (2020)



Elaborated by: Tapia, G (2020)  
Source: Online survey (2020)

←  **Encuesta Uta** 1, 10, 11, 12, 13, 14, 14, 15, 16, 17, 18, 2...

UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
CARRERA DE IDIOMAS  
SURVEY

**OBJECTIVE:** To identify which didactic application is used to provide knowledge of gastronomy on Ecuador at "Sergio Quirola Educational Unit" with students of seventh level.

Date: 15/06/20 Gender: Male\_\_ Female  Age: 12

**INSTRUCTION:** Please read each question carefully, and mark with an "X" the answer that most closely fits your opinion.

1. Does your teacher use different didactic applications to support your knowledge in the classroom?  
Always  Usually  Sometimes  Rarely  Never

2. How often does your teacher use didactic applications for teaching vocabulary?  
Always  Usually  Sometimes  Rarely  Never

3. Do you think that a didactic application helps you in the development of your knowledge?  
Always  Usually  Sometimes  Rarely  Never

4. Which of the following didactic applications have you used?  
Mobincube  20:16

13

5. In English classes should teachers implement more vocabulary activities related to gastronomy of our country to contribute students' knowledge?  
Always  Usually  Sometimes  Rarely  Never




6. Has your teacher taught you vocabulary related to the gastronomy of our country such as: fruits, grains, meats, vegetables and dairy products that are used in the preparation of different recipes?  
Always  Usually  Sometimes  Rarely  Never

7. Does your teacher help you develop your knowledge about gastronomy?  
Always  Usually  Sometimes  Rarely  Never

8. Do you consider knowing vocabulary related to gastronomy of our country is important?  
Always  Usually  Sometimes  Rarely  Never

9. Have you practice vocabulary about gastronomy with the use of didactic application?  
Always  Usually  Sometimes  Rarely  Never

10. Would you like to know vocabulary of gastronomy in English with the use of didactic application?  
Yes  No

Escribe un mensaje   

Elaborated by: Tapia, G (2020)  
Source: Online survey (2020)

### Annex 3. Lesson Planning

#### “SERGIO QUIROLA EDUCATIONAL UNIT”

#### LESSON PLAN 7<sup>TH</sup> YEAR OF EGB



<b>Group:</b> There are 30 Ss in this group, 10 men and 20 women. Most of them are between 11 and 12 years old	<b>Date:</b> January 29 <sup>th</sup> , 2020	<b>Time:</b> 45 minutes	<b>No. of students:</b> 30 students
<b>Aims:</b> At the end of the class, Ss will be able to know vocabulary related to the gastronomy of Ecuador.			
<b>Objectives</b> <ol style="list-style-type: none"> <li>1. Ss will be able to recognize vocabulary of gastronomy of each region of Ecuador.</li> <li>2. Ss will be able to use a didactic application to learn vocabulary of gastronomy.</li> <li>3. Ss will be able to learn new vocabulary from the application.</li> <li>4. Ss will be able to practice their knowledge using a didactic application through learning activities.</li> </ol>			
<b>Assessment:</b> informal, monitoring, giving feedback, homework.			
<b>Materials:</b> laptop, overhead projector, markers, board, smart cellphones, application			
<b>Anticipated problems</b> <b>Problem:</b> Ss might have difficulty identifying unfamiliar words. Ss might have difficulty understanding the use of the didactic application. <b>Solution:</b> Monitor during the activities and check if Ss are on the right section of the application. Give feedback and extra explanation if necessary.			
<b>Timing</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success Indicators</b>
5 minutes 15 minutes 25 minutes	<ul style="list-style-type: none"> <li>• <b>Warm – up:</b> guess the word. Teacher read the definition of some vocabulary words using the didactic application.</li> <li>• <b>Presentation:</b> The teacher introduces vocabulary related gastronomy of each region of Ecuador using the application.</li> <li>• <b>Practice:</b> The teacher asks Ss to</li> </ul>	<b>Patterns of interaction:</b> <b>Whole class</b> 1. Ss pay attention to the definition and guess the vocabulary word. 2. Ss pay attention the new terms about Ecuadorian gastronomy.	<ul style="list-style-type: none"> <li>▪ Ss can understand the information of the presentation successfully.</li> <li>▪ Ss can practice the vocabulary games perfectly.</li> <li>▪ Ss can complete</li> </ul>

	<p>practice the vocabulary using a didactic application playing the different games.</p> <p>- The teacher asks Ss to take a test to answer some questions and check their answers.</p>	<p>3. Ss practice the vocabulary in groups.</p> <p>4. Ss answer some questions.</p>	<p>the final test appropriately.</p>
<p><b>Additional possibilities:</b> Ss listen and practice the pronunciation of the vocabulary words using the didactic application.</p>			
<p><b>Homework/Further work:</b> Ss can add new terms in the list of vocabulary in the didactic application.</p>			

---

Teacher Signature



#### Annex 4. Validation Document to apply the Didactic Application

Ambato, 29 de Enero del 2020

Directora  
Cecilia Montero

De mi consideración:

Yo, **Gabriela Patricia Tapia Marca**, portadora de la Cédula de Ciudadanía N.º 180405866-5, estudiante de la Carrera de Idiomas Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato, solicito la autorización correspondiente para poder presentar y ejecutar la aplicación móvil de mi trabajo de titulación bajo el Tema: **"EDUCATING WITH RESPONSABILITY: DIDATIC APPLICATION ABOUT THE KNOWLEDGE OF GASTRONOMY ON ECUADOR "** con los estudiantes de séptimo grado.

Por la favorable atención que se dé al presente, agradezco y suscribo

Atentamente

  
.....  
Gabriela Patricia Tapia Marca  
Nº 180405866-5

Recibido  
29/01/2020  


## Annex 5. Photograph

### THE USE OF THE DIDACTIC APPLICATION WITH STUDENTS



**Elaborated by:** Tapia, G (2020)  
**Source:** Escuela Sergio Quirola (2020)



**Elaborated by:** Tapia, G (20202)  
**Source:** Escuela Sergio Quirola (2020)





**Elaborated by:** Tapia, G (2020)  
**Source:** Escuela Sergio Quirola (2020)



**Elaborated by:** Tapia, G (2020)  
**Source:** Escuela Sergio Quirola (2020)

## Annex 6. Urkund analysis



### Document Information

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<b>Analyzed document</b>	Tapia-Gabriela -June.docx (D75950253)
<b>Submitted</b>	7/3/2020 4:32:00 AM
<b>Submitted by</b>	
<b>Submitter email</b>	gabitaska221@gmail.com
<b>Similarity</b>	5%
<b>Analysis address</b>	ve.chicaiza.uta@analysis.orkund.com

A handwritten signature in blue ink, appearing to read "Verónica Elizabeth Chicaiza Rendin".

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**PhD. Verónica Elizabeth Chicaiza Rendin.**  
**TUTOR TRABAJO TITULACIÓN**