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Topic:  
“Implementing Canva as a tool to enhance productive skills with students from seventh grade at Villareal High School. Santa Cruz Regional Office of Education, 2022.”

Santa Cruz, Guanacaste  
II QUARTER, 2022

## Jury`s Approvals

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### CARTA SEGMENTADA DEL TRIBUNAL EXAMINADOR

Estimados señores:

En mi calidad de lector 1, como miembro del Tribunal Examinador, confirmo la aprobación del siguiente Trabajo Final de Graduación para optar por Licenciatura en la enseñanza del inglés.

- Implementing Canva as a tool to enhance productive skills with students from seventh grade at Villareal High School, Santa Cruz Regional Office of Education, 2022.
- Proyecto
- Libeth Vega Hernández
- 03/09/2022

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- Proyecto
- Libeth Vega Hernández
- 03/09/2022

  
Firma  
Alexandra Angulo Hernández



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- 03/09/2022

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Firma del estudiante(s):

Angela Gbeth U.H

## Sworn Declaration



### DECLARACIÓN JURADA

(TFG EN07)

Yo, Angela Libeth Vega Hernández estudiante de la Universidad Latina de Costa Rica, declaro bajo la fe de juramento y consciente de las responsabilidades penales de este acto, que soy Autor Intelectual de la Tesis / Proyecto de Grado titulada (o):

Implementing Canva as a tool to enhance productive skills with students from seventh grade at Villareal High School, Santa Cruz Regional Office of Education, 2022.

Por lo que libero a la Universidad de cualquier responsabilidad en caso de que mi declaración sea falsa.

Es todo, firmo en Huacas, Guanacaste a los 12 días del mes de septiembre del año 2022.

  
Firma

Angela Libeth Vega Hernández  
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### **Abstract**

The present research is developed under the collection of data, analysis, and development of specific instruments in order to point out a problematic and propose a solution with 7<sup>th</sup> graders students from Liceo de Villareal, Guanacaste. The main goal of the project is to enhance students` productive skills with the implementation of a technological tool. As a matter of fact, the outcomes gathered from the implementation of Canva technological tool in the class proved that our students tend to pay more attention, ask questions and show interested when they are allowed to use their creativity and the implementation of digital instruments.

### **Resumen ejecutivo**

El presente proyecto ha sido desarrollado con la recolección de información, análisis y desarrollos de instrumentos específicos para recalcar la problemática y proponer una solución para los estudiantes de séptimo grado en el Liceo de Villareal localizado en la provincia de Guanacaste. La meta primordial de este proyecto es mejorar las habilidades de escritura y habla con la implementación de una herramienta tecnológica. Esta comprobado que los resultados una vez implementados la herramienta tecnológica Canva tuvieron un impacto importante en los estudiantes ya que mostraron más interés por la clase, hicieron preguntas y mostraron más interés ya que se les permitió usar su creatividad además de trabajar con herramientas tecnológicas.



### **Acknowledgment**

This project represents long hours of deep work, analysis, and passion to help others get along better with English as a second language as well as the support of professors which kindly helped along this journey and expressed their passion for the meaningful education. The researcher would like to extend its deeply appreciation to the professors Didier Acuña Angulo, Alexandra Angulo Hernández, Jesus Briceño Lopez, and Willy Rivas Álvarez which were a great inspiration on this process. We also extend our special gratitude to Diana Sanchùn Orozco, Coordinator of the English Major, we highly appreciated the support and guidance provided during the development of this project.

### **Dedicatory**

This represents the proof of a Father who would be with his daughter until the end of the road therefore, I dedicate this to God for being here. To my parents, for being of great support. To my nieces and nephews who are the ones who constantly remind me the importance of keep moving forward and to my Zeus, my beloved and marvelous puppy.

And finally, to those lovely human beings sent by God who were of great help during this long and bumpy road.

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# **Chapter I**

# **INTRODUCT ION**

## **1.1 Introduction:**

In the last few decades there has been a growing interest in the acquisition of a second language. For those who manage a second language, more opportunities are open either for work or study since English has become a universal language. In fact, a part of the economy in our country depends on tourism, which means that most of our habitants need to learn this language in order to find a job opportunity.

In our region, it is crucial for our teachers to motive students to learn English in view of the fact that we are surrounded by touristic areas that employs people that are fluent in this second language. Students during their high school years are prepared to at least have a B1 in English Level once they graduate from High School. However, not all of them achieve this level. Some of the students find it hard to acquire a second language.

To solve this issue and encourage students to develop their productive skill we propose “Implementing Canva as a tool to enhance productive skills with students from seventh grade at Villareal High School. Santa Cruz Regional Office of Education, 2022.” Canva is a technological resource that offers online tools to create our own designs to communicate a message. In the process of creating with Canva, students get to practice their writing skills while using their creativity and put into practice their speaking skills by presenting their creations.

Managing technology is a must that should be part of the process nowadays. Each teacher has the responsibility to learn new skills and be updated including technology to teach virtually and to make the class work as well as students must adapt themselves to this new era of online learning. Most of the students are familiarized with the use of technology, but some of them are not. It is part of teachers’ responsibilities to help students by implementing tools that will help them to be engaged with the class.



Canva is a technological tool that compliments online learning since it has become popular during the last years. How accessible it is to get information, getting quickly connected with your classmates/teacher, create content for your classes and so are only a few advantages of this tool. It is also a compliment for presential classes since we can use it on smartphones, and it is not only used in computers.

### **1.2 Rationale:**

In this 20th century, students are more familiar with technology than before, hence as teachers our duty should be to look for new strategies to make the class more interactive, creative, and innovative for them. Using the same strategies and methods as before, might not be 100% helpful in this digital area. The Connectivism Theory states that technology help students to look beyond their own understanding to connect information

In view of the above, we look forward to implementing Canva technological tool in the class to help students in the development of their productive skills. Canva App was launched in 2013, it is an online design and publishing tool with easy and free access for everyone. This app can complement power point software and other tools. Canva can help students to develop their productive skills while using their creativity.

Students tend to struggle at the time when they are asked to talk, even if it is in front of an audience or their classmates. It usually happens as well as when they must write an essay or dialogue. It is normal for them to be afraid to speak or write in a second language that is not their native tongue. Due to this issue and considering that we are in the digital area, we believe the implementation of Canva Tool can help to solve this issue.

Canva is a technological tool with an extensive offer of 8 thousand templates which are free and easy to use. Ready to be used by our students to practice their writing and speaking skills while using their imagination. This is an attractive platform that many youngers use around the world for different purposes related with communication.

Before putting the students to work with Canva. We are going to introduce this platform to them and explain it step by step to make sure they understand it and learn how to use it. Some of the strategies that we are willing to use to enhance the 7th grades productive skills by using Canva Tool are small projects, presentations, brainstorm, tutorials, story-telling, infographics, posters and so on.

### **1.3 Purpose**

The purpose of this project is to prepare students to speak and write in a second language by implementing technology as a tool to help students to develop their productive skills with real life scenarios. By using means of communication adapted to this new area of technology, the purpose is to enhance their productive skills as well as their creativity. With the use of Canva as a technological tool, the goal is to prepare students to be fluent in the second language.

**1.3.1 General Objective:** To enhance productive skills through the implementation of Canva with students from seventh grade at Villarreal High School. Santa Cruz Regional Office of Education, 2022.

#### **1.3.2 Specific Objectives**

- To diagnose seventh graders level at the English productive skills.

- To design a project with Canva as a tool to improve their productive skills.
- To evaluate the progress of seventh graders productive skills through Canva technological tool.

### 1.3.3 Research Questions

- Are students getting concerned about improving their productive skills by implementing Canva?
- Should teachers implement more technological tools for students to be more participative during the class in the 21st century and develop their productive skills?
- Do students find that Canva has helped them to improve their fluency in speaking and writing?

### 1.4 Hypothesis

Canva encourage students from 7<sup>th</sup> grade to put into practice their productive skills.

# Chapter II

## LITERATURE REVIEW

## **2.1 Literature Review**

### **2.1 Importance of Teaching English in Guanacaste, Costa Rica:**

Guanacaste is the 5<sup>th</sup> province in our country and is the one which attracts more people from different countries to visit Costa Rica than the others.

Tourism in general is one of the activities of the national economy that provides commercial partnerships and hence, more employments and economic fluent. Guanacaste, in specific depends on tourism because it has been ranked as number 1 favorite destination by foreign people who comes to visit Costa Rica. (Jeffry Garza, 2020, parr. 13)

That being said, most of the people who lives in Guanacaste work in tourism for non-Spanish speakers it means that we need to learn a second language in order to find a job in this province. This is one of the main reasons why it is important to teach English as a second language for our students in Guanacaste. For them to be able to defend their selves once they finish High School.

#### **2.1.2 Historical Background of Guanacaste**

Guanacaste is a region “immersed in its culture, the name Guanacaste comes from an indigenous words “quahnacaztlan” a native word for the Guanacaste Tree. Which is native from this region and, the national tree of Costa Rica.” (Historia de Guanacaste, s.f., parr 1). In fact, nowadays there are still some pieces of art from the ancestors kept in this province.

Beyond its beautiful culture, Guanacaste is rich in flora and fauna with more than 130 beaches, cloud forests, volcanoes, hot springs, blue waterfalls and so on. They are just a few aspects of why Guanacaste is one of the most visited provinces in Costa Rica by foreigners.



### **2.1.3 Geographical Area of Guanacaste**

As mentioned above, Guanacaste is the province number 5 of Costa Rica. Our Capital is Liberia City. We are located on the northwest part of the country. Guanacaste is also known as "Tierra de la Marimba" because of the richness of our culture. 76% of the population is rural and work in agriculture with the production of rice, cotton, sugar cane, corn, sorgo, beans, vegetables, coffee and fruits. In this region, it is also practiced the beekeeping and aquaculture. Owns some industries based on the transformation of agricultural products. (Provincia de Guanacaste (Costa Rica), parr. 18, s.f.).

However, Guanacaste inhabitants not only work in agriculture and farms but also in tourism; it is one of the main economic activities in this province. "Travelers can do everything from surfing, ATV tours, scuba diving, zip lining, horseback riding, hiking and much more." (Provincia de Guanacaste (Costa Rica), parr. 19, s.f.).

### **2.1.4 Community Background of Villareal, Guanacaste**

Villareal is a small town located in Guanacaste, Costa Rica. At 5 kilometers away from Tamarindo town, a touristic area in this province with attractive resorts that enhance the jobs in the area. On the other side, at 12 kilometers, there is Avellanas Beach. It is another touristic area with remarkable resorts as JW Marriot which attracts the tourism to the area and its beautiful beach Avellanas. In Villareal, there is a high school which is called Liceo de Villareal which has approximately 500 students from 7th grade to 11th grade and a small school.

### **2.1.5 Institutional Background of Liceo de Villareal, Guanacaste**

The Liceo de Villareal is in the town of Villareal, Santa Cruz, Guanacaste and was founded on 1998. This high school is oriented to the use of technology for the innovation complimented with the Bachillerato Internacional.

Their vision is to be an institution in constant innovation for the education and technology. To promote the intercultural education, academic excellence, mutual respect to people, to the environment and to be tolerant. Their mission is to collaborate in the integral education of the students through the culture in an environment of open mind and freedom. Which makes the institution “an island of hope to the intercultural world”. Some of their values are: tolerance, respect, responsibility, honesty, empathy, justice, innovation and open minded.

## **2.2 Teaching Productive Skills**

Speaking and writing are those skills that need to be learned and keep a current practice by the student to acquire them. The productive skills are important to be taught at the class because they are observable evidence that learners are acquiring the language and are capable to have a coherent communication as well as to express themselves properly in a second language. As long as students are able to master their productive skills, as a consequence, they will be capable to be able to get different job opportunities, university internships, close a deal and so on.

Productive language skills, speaking, and writing, are important because they are the observable evidence of language acquisition. The more the speaker or the writer produces appropriate and coherent language, the more we have proof of the progress in the learner's language system. Teaching productive skills is also important because written and spoken communication are basic life skills. In real life, people generally may need to inform, convince, or

share ideas. They are also sometimes required to take notes, fill in forms, and write emails, letters, reports, or stories. (Mohammed Rhalmi, 2020, parr. 3-4)

### **2.2.1 Teaching Speaking**

#### **2.2.1. Importance of Teaching Speaking**

Speaking is one of the most complicated skills to manage since it involves more aspects such as pronunciation, fluency, organization of ideas, coherence and so on. It is constantly used than writing and it is probably the skill that our students look forward to mastering as soon as possible than other. As Fiona Lawtie states:

Just think of all the different conversations you have in one day and compare that with how much written communication you do in one day. Which do you do more of? In our daily lives most of us speak more than we write, yet many English teachers still spend most of the class time on reading and writing practice almost ignoring speaking and listening skills. Do you think this is a good balance? If the goal of your language course is truly to enable your students to communicate in English, then speaking skills should be taught and practiced in the language classroom. (Fiona Lawtie, s.f., parr. 2)

In fact, these days as in the past, our students still find it difficult to speak in a second language. Due to different reasons such as shyness, lack of vocabulary, nervousness and so. Those are just a few factors that make students afraid to speak in English. Therefore, it is crucial to implement techniques, methodologies and so, to enhance this productive skill in the class with our students and help them to practice in a real-life scenario.

#### **2.2.1.2 Approaches to Teach Speaking in the class**

The British Council states that an approach is:

An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. (Approach, párr. 19, s.f.).

Approaches lead teachers through the class to make it successful and make the class meaningful. They are a master key to find the right path to lead the class that help us to apply the right methods, techniques, and activities at the time to develop the class. There is a variety of approaches that can be adapted to each skill. Here are 3 examples of those which help to enhance the speaking skill:

#### **2.2.1.3 Task Based Approach:**

The Task Based Approach “makes strong claims for the use of tasks and sees them as the primary unit to be used, both in planning teaching (i.e., in developing a syllabus) and also in classroom teaching.” (Jack C. Richad, 2006, párr. 1). It focuses on creating tasks for students using their existing language resources. The tasks can be divided in two sections: Pedagogical tasks and Real-world tasks.

Pedagogical tasks are specially designed classroom tasks that are intended to require the use of specific interactional strategies and may also require the use of specific types of language (skills, grammar, vocabulary). A task in which two learners must try to find the number of differences between two similar pictures is an example of a pedagogical task. (Jack C. Richad, 2006, párr. 9). And on the other hand, “Real-world tasks are tasks that reflect real-world uses of language, and which might be considered a rehearsal for real-world tasks. A roleplay in which students practice a job interview would be a task of this kind”. (Jack C. Richad, 2006, párr. 10).

#### **2.2.1.4 Content Based Approach:**

The focus of a CBI (Content Based Instruction) lesson is on the topic or subject matter. During the lesson students are focused on learning about something. This could be anything that interests them from a serious science subject to their favorite pop star or even a topical news story or film. (Nick Peachey, s.f., parr 1).

Furthermore, Content Based Instruction makes the learning process more interactive since students focus on creating a topic to fulfill a real-life purpose. To use this approach during the class, the educator can facilitate the topic or can be a free choice. Then, divide the class in different groups and have the students researching about the topic. Once they have finished, the result can be presented to the class.

#### **2.2.1.5 Communicative Approach:**

As its name states, the Communicative Approach focuses on the art of communication. “Communicative language teaching sets as its goal the teaching of communicative competence”. (Jack C. Richards, 2006, parr 3). Either speaking or writing. This approach allows students to summarize essential information, expand their vocabulary ideas, acknowledge about a certain topic as well as their fluency at the time to present it to the class or related.

Communicative competence includes the following aspects of language knowledge: J Knowing how to use language for a range of different purposes and functions J Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication) J Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations) J Knowing how to maintain communication despite

having limitations in one's language knowledge (e.g., through using different kinds of communication strategies). (Jack C. Richards, 2006, parr 2)

#### **2.2.1.6 Techniques to Teach Speaking in the class**

##### **2.2.1.7 Free Oral Work**

Giving the students the freedom to choose their topic, encourages them to talk about their likes and dislikes, personal activities or any similar information they would like to share. However, as teachers, we should make sure that our students have enough vocabulary to complete this task. No practiced or preparation is needed since the purpose of this activity is to encourage our students to speak and become fluent in English as their second language.

##### **2.2.1.8 Meaning Focused Speaking**

Robert Sanborn and Paul Nation states that: “The meaning-focused speaking activity follows some form-focused instruction. That is, the teacher presents some new vocabulary or grammatical features, gives the learners some practice, and then uses a meaning-focused activity to help the learners use and remember these items.”. (Robert Sanborn and Paul Nation, 1997, parr. 16). Unlike the Free Oral Work technique, the Meaning Focused Speaking they are given certain topic to develop, discuss and produce.

##### **2.2.1.9 Guided Oral Work**

The purpose of the Guided Oral Work goes beyond that practicing the material that has been already given to the students but to give them a limited freedom of the topic thus we can measure their learning process by having them producing with a topic given by the instructor and

not chosen by the student. As a result, students will increase their vocabulary, expand their knowledge, and improve their confidence with a topic not related with them.

An example of how to implement the Guided Oral Work technique is the role play. “Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and a lot of fun! It can be an integral part of the class and not a 'one-off' event”. (Guillian Porte, 1987, parr. 2). Role play is just one the activities to use as a guided oral work.

### **2.2.2 Teaching Writing**

#### **2.2.2 Importance of Teaching Writing**

Speaking is crucial for a student to communicate but writing is an important part on the path to effective communication. Having the ability to organize our ideas properly, find the correct words and express them properly raise our English level. Being able to write properly, gives us the opportunity to be capable of accepting any challenge we might face that involves writing. Writing an important e-mail, posting news on the website of our company, or writing our final essay at the university are just a few examples of how important is to master our writing skills.

Writing in English is a great way to develop your brain’s ability to think in English. When you are writing in English, you are forced to use various words, expressions, phrases, and grammatical structures to express yourself. Writing is also a means of communication which you need to be developing to improve your English fluency. (Adriana, 2018, parr 2.)

Also, “compared to reading, writing is more active. It helps students be independent thinkers, take ownership of their stories and ideas and communicate them clearly to others”. (Ashley Thompson, 2019, parr 3.) Writing is the key to improve not only our writing skills but our speaking and reading skills as well. As a result, it also makes our students feel more confident when using English, a second language.

### **2.2.2.1 Approaches to Teach Writing in the class**

#### **2.2.2.1.1 Product Oriented Approach**

The Product Oriented Approach gives students a model sentence or text for them to follow. The students are provided with the vocabulary and type of written work the teacher wants them to produce. Therefore, it focuses on the finished written work done by the student. For example: Students may be given a text in simple present tense to convert it to the simple past tense using the model text given.

Some of the benefits and characteristics of this approach is that:

- Difficulties in writing are minimized since students start writing from a very controlled basis.
- Model texts are imitated.
- The organization of ideas are more important than the ideas themselves.
- A lot of emphasis is placed on the end product (Manuel Noguera, 2022, parr 2)

A few strengths of this approach are that it is accessible and easy to use with a large group of students since they are given a model text to follow. Also, for beginner is a good choice when introducing to them the writing skill and having them producing.



#### **2.2.2.1.2 Process Oriented Approach**

Dr. Gil Tippy states that:

Process-oriented learning means that instead of teaching facts or a way to do something, teachers will act more like facilitators, scaffolding the students' process of coming up with ideas and thinking about the *process*. Affinities-based learning means that we follow the interests of the student in order to inspire engagement and inspiration to learn (Gil Tippy, 2017, parr 2)

For instance, the teacher roll in the Process Oriented Approach is to be a guider but no the instructor so that students can come up with their own ideas, creativity, and critical thinking to resolve a problem. Just as if they were dealing with a real-life situation. The goal of this approach is for students to be independent and produce without the need of the teacher telling them what to do or not.

Some advantages of the Process Oriented Approach are:

- Students develop critical thinking
- Use of creativity is developed
- Students have the opportunity to produce what they have seen in class in an individual way without the guidance of the teacher as a facilitator.

#### **2.2.2.1.3 Communicative Approach**

The Communicative Approach is commonly used for speaking tasks but also for developing the writing skills since the purpose of this approach is to communicate. It was originally originated by British linguistics. Additionally, it became one of the most influent, important, and developed for Teaching English. The focus of this approach is to develop on the

learners a communicative competence as well as to start learning processes of the four linguistic skills in English as a second language.

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. (Communicative Approach, s.f., parr 1)

### **2.2.2.2 Techniques to Teach Writing in the class**

#### **2.2.2.2.1 Controlled Writing**

In this technique, students must write according to what the teacher provides since the purpose of this technique is to focus on a certain topic given by the teacher. Topics such as grammar, sentence structure, tenses are the most common practiced in controlled writing. For example: if the topic is about adjectives, students will have to write different sentences with the list of adjectives given by the teacher.

#### **2.2.2.2.2 Guided Writing**

Unlike to the controlled writing technique, guided writing does not require the teacher to give all the material, topics to develop and so, to the students but to guide them in the process of writing. For example: Teacher works with a group about a topic that is been previously taught at the class and after that, students have to work with this topic. However, the teacher is just going to guide in the process. An example of a guided writing is to ask the students to write a short essay of their dream job by implementing the writing aspects seen in class.

#### **2.2.2.2.3 Free Writing**

A great way to let our students explode their creativity is the free writing technique. Students are free to choose a topic of their own desire and write an essay, short story or any other writing work. Some students tend to find it joinable and more accessible to write about something they like while using the vocabulary, grammar structure and tense seen in class. An example of free writing technique is to ask the students to write a short story of any topic they choose.

### **2.3 MEP Curriculum**

#### **2.3 The New Syllabus According to Mep with The Implementation of the Action Oriented Approach**

According to MEP, one of the new implementations that they have done to the syllabus is that they moved from the Communicative Approach to the Action Oriented approach in order to empathizes on what learners know and produce to communicate successfully. In which the class is not teacher centered anymore. At the present days, classes are now student centered with the aim of have the learners practicing, producing and developing their language in real-life scenarios that will help them to be ready for the real world.

An Action-Oriented Approach sees students as active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks. Within this approach to English language learning, students develop communicative competence, gain knowledge of various English cultures, and develop their full potential as national and global citizens. ((Programas de studio MEP, 2016, parr 60)

### **2.3.1 The Digital Citizen**

Mep defines the digital citizen as:

Digital citizenship implies an understanding of human, cultural, and social issues related to the use of information and communication technologies (ICTs). It supports the implementation of relevant KSAs for understanding the principles that guide ethics, legality, safety, and accountability in the use of the internet, social networks, and technologies available. (Programas de estudio MEP, 2016, parr 14)

Implementing technology in the class on those days is more a necessity than a just one more subject in their high school year. As teachers of a second language, it is important to implement technological tools in the class that our students can use to learn and practice English in a innovative and creative way. MEP`s goals is for the time our students have finished their high school, for them to be capable of at least have a B1 in their English level and be capable to use basic aspects of technology.

#### **2.3.1.2 Importance of the Implementation of technological tool in the class**

Virtual learning has become more frequently used than before. The Pandemic has changed education from the way it used to be. Teachers have had to adapt themselves to change, be more creative and keep the virtual classes. Since most of students are learning virtually, we are forced to look for alternatives ways to reach our goal of teaching, maker our class interesting and have contact with students even though this must be through the computer.

The use of technology in English teaching goes back to the 1960's. Since that time, technology and education keeps evolving in parallel. As Dudeney and Hockly state, "...younger learners are growing up with technology, and it is a natural and integrated part of their lives"

(2008). For that reason, its implementation and maximization in the English class becomes essential in today's learning environment, demanding that teachers are prepared to suffice the needs of the students in this context. (Programas de studio MEP, 2016, parr 87)

#### **2.3.1.2.1 Theories that supports the implementation of technological tools in the class**

##### **2.3.1.2.2 Experimentalism**

John Dewey: He believe that education should be based on learning through doing. His philosophy is known as “experimentalism or instrumentalism” largely centered on human experience.

##### **2.3.1.2.3 Connectivism**

George Siemens & Stephen Downes, in 2015 they both introduced the connectivism theory. Connectivism is a new learning theory that has analyzed the relation between learning and technology. It states that learning should combine thoughts, theories, and general information in a useful manner. It points out that technology is a major part of the learning process and that our constant connectedness gives us opportunities to make choices about our learning.

##### **2.3.1.2.4 Cognitivism**

Cognitivism is a learning theory that focusses on how information is received, organized, stored, and retrieved by the mind. It uses the mind as an information processor, like a computer. Therefore, cognitivism looks beyond observable behavior, viewing learning as internal mental processes. In this view, learners are actively involved in the way they process information.

Knowledge, memory, thinking, and problem solving are areas for development. (Cognitivism, 2020, parr 1)

It is important to have our students developing their critical thinking, imagination and creativity as well as solving problems in real-life scenarios.

## **2.4 Canva as technological tool to implement the use of technology in the class to enhance productive skills**

### **2.4.1 Background and definition**

Canva App was launched in 2013. Canva is an online design and publishing tool with a mission to empower everyone in the world to design anything and publish anywhere. A few aspects of Canva:

- It is used in more than 190 countries
- 100 different languages
- They have a blog with tutorials, information from marketing, non profit publish and education.
- 400k+ templates
- Non racist content.

Their values:

- Make complex things simple
- Set crazy big goals and make them happen
- Be a force for good
- Empower others

## **2.4.2 Advantages and disadvantages**

### **2.4.2.1 Advantages**

- Canva encourages students to explore and use their creativity either to complete a task or create content.
- It has a modality of just drag and drop to create the designs.
- Students are able to create their customs template and upload images, audio, video and all the material they would like to.

### **2.4.2.2 Disadvantages**

- To use Canva we need to have access to internet connexion otherwise the app is not going to open.
- Students need to have access to a computer. Although, this app can be used on the phone, there are some formats that cannot be opened by the phone or takes a lot of time to open since it is too heavy for the phone to open it.
- Some of the content in Canva can be used only under payment.

## **2.4.3 Ways to implement Canva technological tool in the English Class to Enhance Productive Skills**

### **2.4.3.1 Teacher`s role**

Based on the syllabus, the teacher is going to choose the topic, vocabulary and grammar pretended to be seen in class. That being said, a few activities can be:

- Create a Comic: By implementing a tense and present it to the class. Students can work in pairs.

- Role Play: Teacher ask students to pretend to be a nutritionist or any other professional, proceed and record themselves and send the video to the teacher by implementing vocabulary on the planning.
- Small project: Teacher can ask students to create a small project in Canva such as a product they would like to sell or similar. Implement the vocabulary, grammar structure and ask them to present it to the class.

#### **2.4.3.2 Learner`s role**

Based on the examples of activities above, in this section we are going to give examples of the learner`s roll:

- Create a Comic: Students will have to implement vocabulary and tense seen in class to create a short comic. Use their imagination to create a character for the comic and give human characteristics to it by giving it a name, values and personality.
- Role Play: Students will have to investigate about a profession and describe, explain what they do in the profession, why did they choose it and any other request asked by the teacher. Students will have to record themselves and send it to the teacher.
- Small project: Students will be asked to choose or create a innovative product to “sell”. Create their branding on Canva by implementing the characteristics of the product, name and price. This, using the vocabulary, grammar structure seen in class. Once they have finished, they will have to present it to the class.



# Chapter III

## DESIGN AND METHOD

### 3.1 Research Method

The method chosen to develop this research is the Action Oriented Method. It emphasizes on putting into practice what is being taught to the students since they are the center of the class. Student centered class is important because it let students explore their creativity, put into practice their critical thinking, develop their social skills and become independent learners.

Some characteristics of the Action Oriented Approach is:

- The students are social agents that use the target language to perform specific actions in real life contexts meaningfully.
- Language performances, in oral or written form, respond to language functions and are carried out in specific scenarios.
- Enabling and communicative activities are task-based and real-life.
- Learners use authentic materials as comprehensible input, as much as possible.
- The ICT become an important tool to create meaningful learning experiences.
- A great degree of autonomy is placed on the learner; therefore, the teacher works in the development of learners' meta-cognitive, meta-affective, and meta-social strategies. (Programas de studio MEP, 2016, parr 9)

Therefore, action research means that the participants are not only taught to solve problems but to comprehend, socialize and manage the language better than memorizing some vocabulary and completing practices.

### **3.2 Type of approach**

This research is developed with the particular characteristics of the mixed approach which is the combination of the quantitative and the qualitative approach. Through the implementation of questionnaires and interviews to measure students' knowledge and progress before and after applied the action research project. According to Wisdom and Creswell (2013) "The term mixed methods refer to an emergent methodology of research that advances the systematic integration, or "mixing," of quantitative and qualitative data within a single investigation or sustained program of inquiry".

### **3.3 The context**

The present project takes place at Villareal High School located in Guanacaste, Santa. Cruz, CR. This location in particular was a match for the project since part of its orientation is for the technological improvement and the English language. Most of the students at Villareal High School are related with the language since the town is in a touristic area and is just 10 minutes away from one of the most visited towns in Guanacaste by foreign. Implementing Canva as a tool to enhance productive skills with students from seventh grade at Villareal High School is expected to help these students that already have had an indirect relation with the language to develop their skills for the future.

#### **3.3.1 Describe the chosen setting**

The Villareal High School is located in Villareal, Sta. Cruz, Guanacaste. It has more than 500 hundred students from 7<sup>th</sup> to 11<sup>th</sup> grade. This high school has, not only national, but international students who have moved with their families to the area which makes the institution an intercultural place to learn from other's cultures and languages.

### **3.3.1.1 Vision**

To be an institution of quality in constant educational and technological innovation, which promotes intercultural education and academic excellence of students, strengthening mutual respect, that of the environment and tolerance, to train people, capable of interpreting and transforming their knowledge in an active way in a better world.

### **3.3.1.2 Mission**

Collaborate in the comprehensive training of students, through an excellent academic, cultural and axiological education, in an environment of harmony, open-mindedness and freedom, being "an island of hope open to the intercultural world"; with an attitude of openness to knowledge, to the use of technological resources to build a more just and supportive world.

### **3.3.1.3 Principals**

- We comprehensively educate the student from a humanistic perspective.
- We educate in an atmosphere of cordiality, joy, respect and security
- We educate in a process of quality and academic excellence, which allows the development of skills, cognitive habits and abilities, in the search for knowledge, with a creative, critical, ethical, applying technological and scientific advances with a humanistic vision.
- We educate from a perspective that responds to the needs, deficiencies and aspirations of each student to create and develop international education programs.
- We have a professional teaching staff, trained, committed to constant updating,

that allows you to respond to the demands of the international quality education that is offered.

- We work in close collaboration with the parents who are primarily responsible for training of their children, offering them tools so that they can fulfil their mission of educating and training their children.
- We educate for a solidary commitment that seeks the common good in a globalized world.
- We educate to contribute to the learning and personal development of our students, with needs of special educational, physical and emotional, allowing them to develop their strengths from their skills.

### **3.3.2 Participants**

The present project is meant to be developed with 28 students from 7<sup>th</sup> grade at Villareal High School from Section 7-1B. Since they are the key and crucial importance to carry this project and make a positive impact in their lives during the process of learning English as a second language in this 21<sup>st</sup> century.

## **3.4 Data Collection and Tools of Initial Research**

This part of the investigation is focused on presenting the instruments used in the study of this research and the results obtained from them.

### **3.4.1 Procedures of initial research**

Students tend to find it difficult to put into practice their productive skills during their English lessons. It is not a secret for teachers that most of the students finish their High School

years and yet are not able to speak fluently in English. This is the same case for the writing skill. Another factor that has raised this issue is that for more than 2 years students have received class virtually and the chances to practice their speaking skills tend to be little.

The sole purpose of the questionnaire and interview is to gather information from the students about their reaction to technology. In this case, Canva, a technological tool and how they feel about learning English as a second language. Then, an observation is also implemented as matter of analyzing students' behavior towards the implementation Canva as a tool during their classes and their perception about English as a second language as well as their productive skills.

### **3.4.2 Instruments**

The instruments used on the first stage of this investigation are questionnaires, interviews, and observation. The purpose of the questionnaire is to gather information about Student`s knowledge on Canva Technological tool, English and how much do they know about their productive skills. Then, with the interview, it was important to know student`s opinion about their speaking skills and how are they likely to practice English. After that, an observation was also implemented to analyze student`s reaction to the implementation of Canva Technological too in the class.

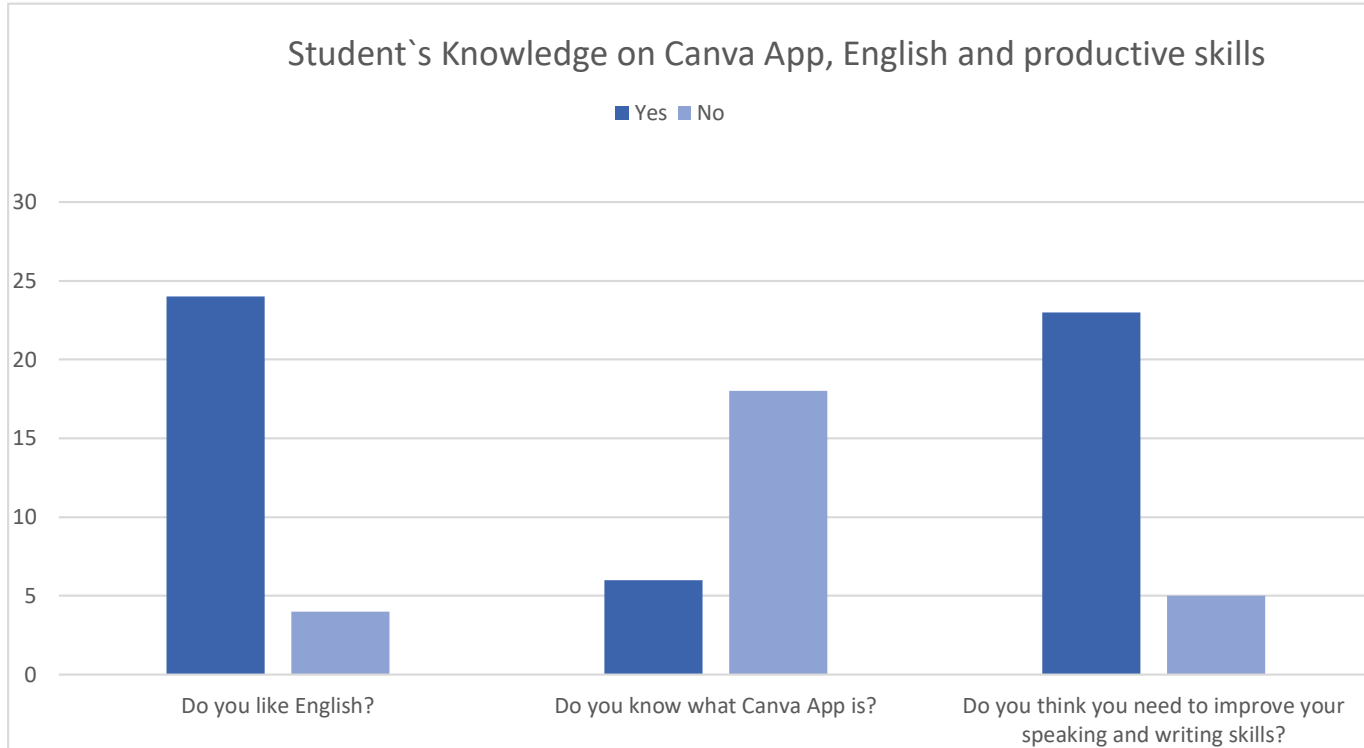
### 3.4.2.1 Questionnaires

**Table 1**  
**Student`s knowledge on Canva App, English and productive skills.**

	YES		NO		N/A		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
<b>Do you like English?</b>							<b>28</b>	<b>100%</b>
	<b>24</b>	<b>86%</b>	<b>4</b>	<b>14%</b>	<b>0</b>	<b>0%</b>		
<b>Do you know what</b>							<b>28</b>	<b>100%</b>
<b>Canva App is?</b>	<b>6</b>	<b>21%</b>	<b>18</b>	<b>64%</b>	<b>4</b>	<b>14%</b>		
<b>Do you think you</b>							<b>28</b>	<b>100%</b>
<b>need to improve your</b>	<b>23</b>	<b>82%</b>	<b>5</b>	<b>18%</b>	<b>0</b>	<b>0%</b>		
<b>speaking and writing</b>								
<b>skills?</b>								

**Source: Questionnaire applied to 7<sup>th</sup> grade students at Liceo de Villareal, 2022.**

**Graph 1**



**Source Table 1**

On the first question it was meant to know about students interested in English as a second language. As we can see on the first graph, 86% of the students like English but about 14% students not. A 21% of the students know about Canva technological tool but a 64% of the students have no idea or heard about it before. It gives us the idea that is a tool that is not commonly used in the class. 23% of the students accept that need to improve their speaking and writing skills but 18% of them state the opposite. 82% of the students would like to improve their productive skills with the implementation of a technological tool but 18% stated the opposite.

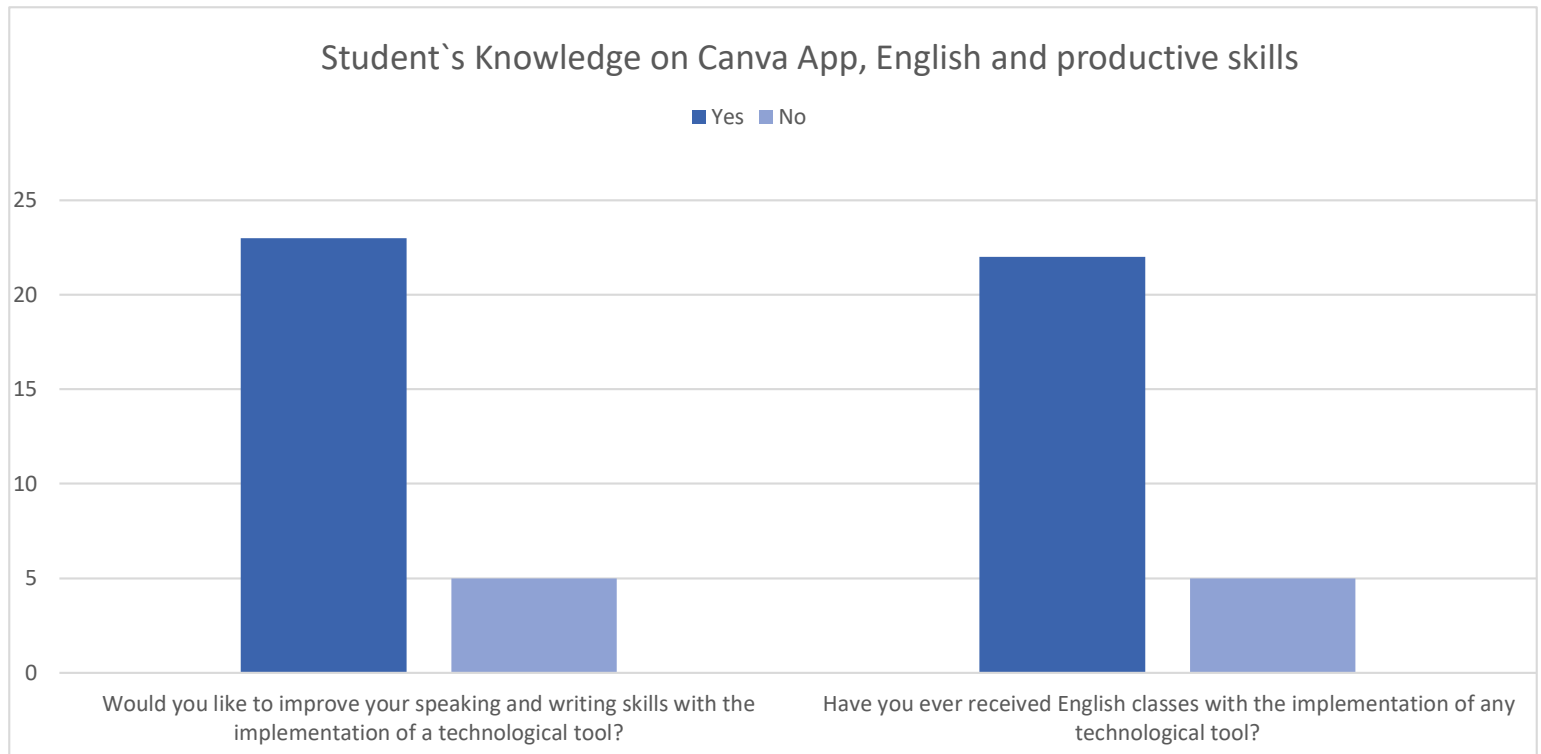


**Table 2**  
**Student`s knowledge on Canva App, English and productive skills.**

	YES		NO		N/A		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
<b>Would you like to improve your speaking and writing skills with the implementation of a technological tool?</b>							<b>28</b>	<b>100%</b>
	<b>23</b>	<b>82%</b>	<b>5</b>	<b>18%</b>				
<b>Have you ever received English classes with the implementation of any technological tool?</b>							<b>28</b>	<b>100%</b>
	<b>22</b>	<b>79%</b>	<b>5</b>	<b>18%</b>	<b>1</b>	<b>0.4%</b>		

**Source: Questionnaire applied to 7<sup>th</sup> grade students at Liceo de Villareal, 2022.**

**Graph 2**



**Source: Table #2**

On the other hand, 79% of the students states that have already received class with the implementation of a technological tool but 18% of them states the opposite and 0.4% of them decided not to answer.

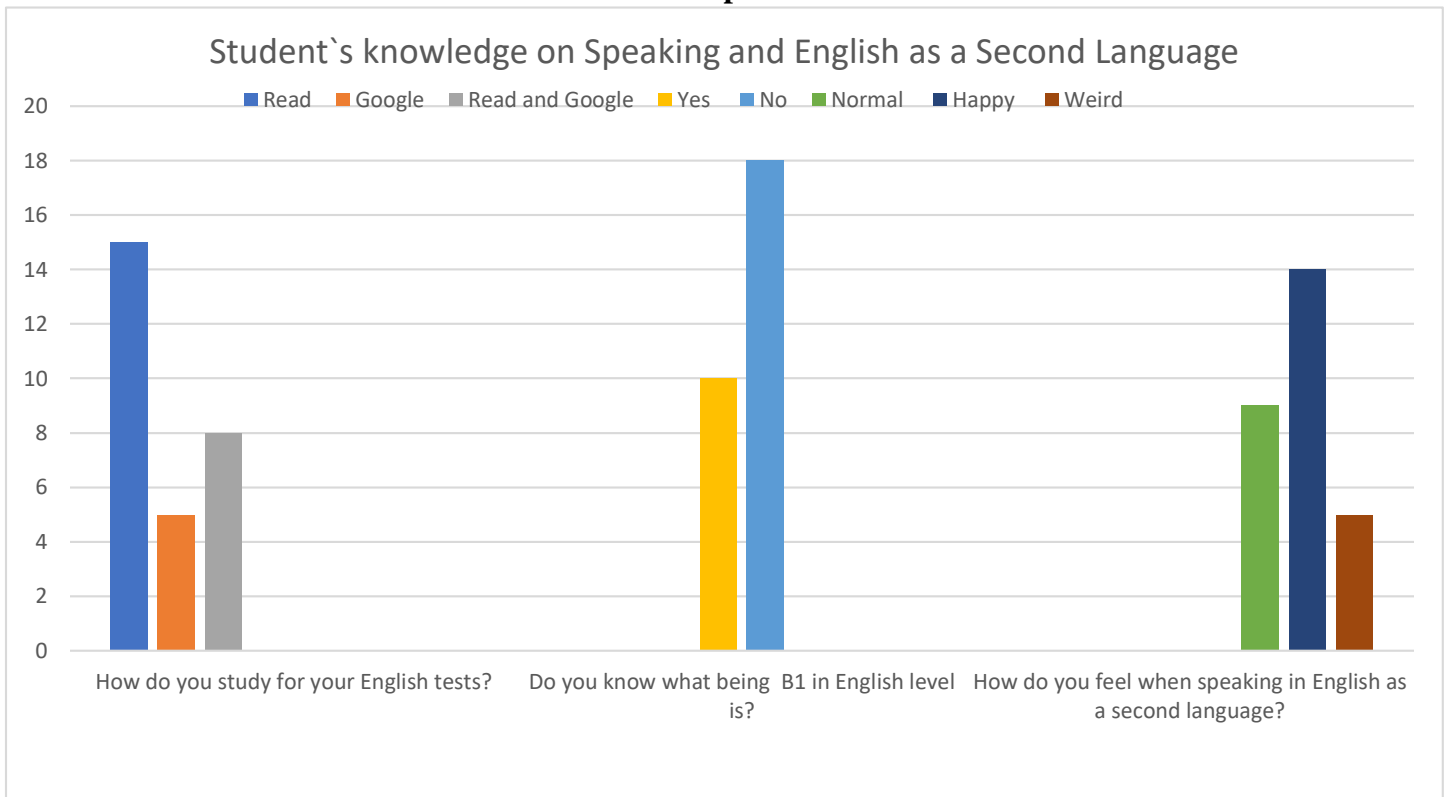
### 3.4.2.2 Interviews

**Table 3**  
**Student`s knowledge on Speaking and English as a second language**

	Happy		Weird		Normal		Yes		No		Read		Google		Read and Google		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
											.		.		.		.	
How do you study for your English test?											15	54%	5	18%	8	29%	28	100%
Do you know what being a B1 in English level is?							10	36%	18	64%							28	100%
How do you feel when speaking in English as a second language?	14	50%	5	18%	9	32%											28	100%

Source: Interview applied to 7<sup>th</sup> grade students at Liceo de Villareal, 2022.

**Graph 3**



**Source Table #3**

The purpose of the first question was to know if students implement technology to study for their English tests. However, according to the graphic 54% read, 18% use google and 29% of the students use both. Technology has become an important tool for students to study and practice English as a second language. Then, in order to see if they are aware of their expecting English level once they finish High School, they were asked about their knowledge of being a B1 in English to which 36% answered yes but 64% answered the opposite. After that, 50% answered that they feel happy when speaking in English as a second language, 18% answered that it makes them feel weird but 32% of them stated that it makes them feel normal.

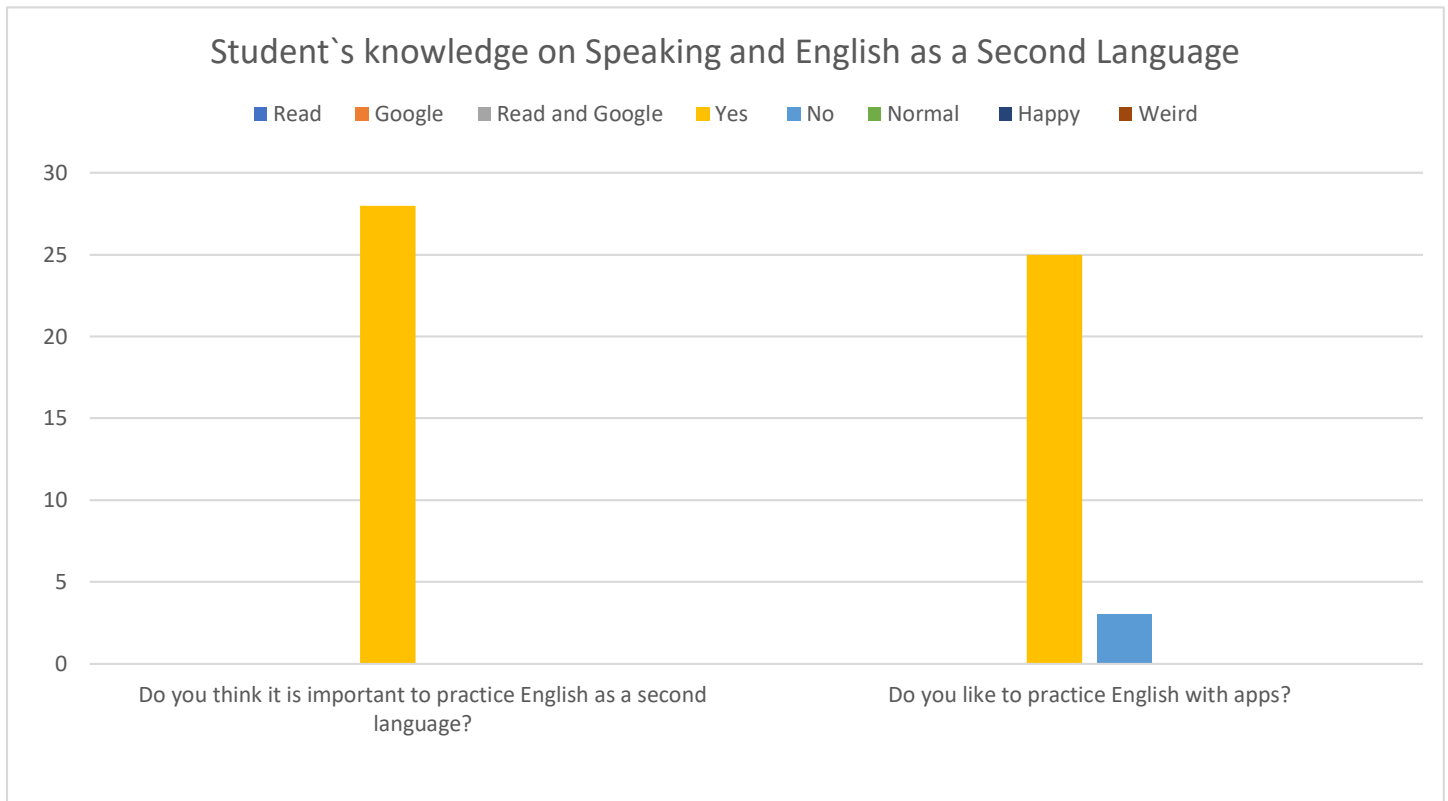
**Table 4**

**Student's knowledge on Speaking and English as a second language**

	Happy		Weird		Normal		Yes		No		Read		Google		Read and Google		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
Do you think it is important to practice English as a second language?							28	100%	0	0%							28	100%
Do you like to practice your English with apps?							25	89%	3	11%							28	100%

**Source: Interview applied to 7<sup>th</sup> grade students at Liceo de Villareal, 2022**

**Graph 4**



**Source: Table 4**

As we hoped, 100% of the students answered that they think it is important to practice English as a second language. Finally, 89% of them stated they like to practice English with apps and only 11% of them stated the opposite.

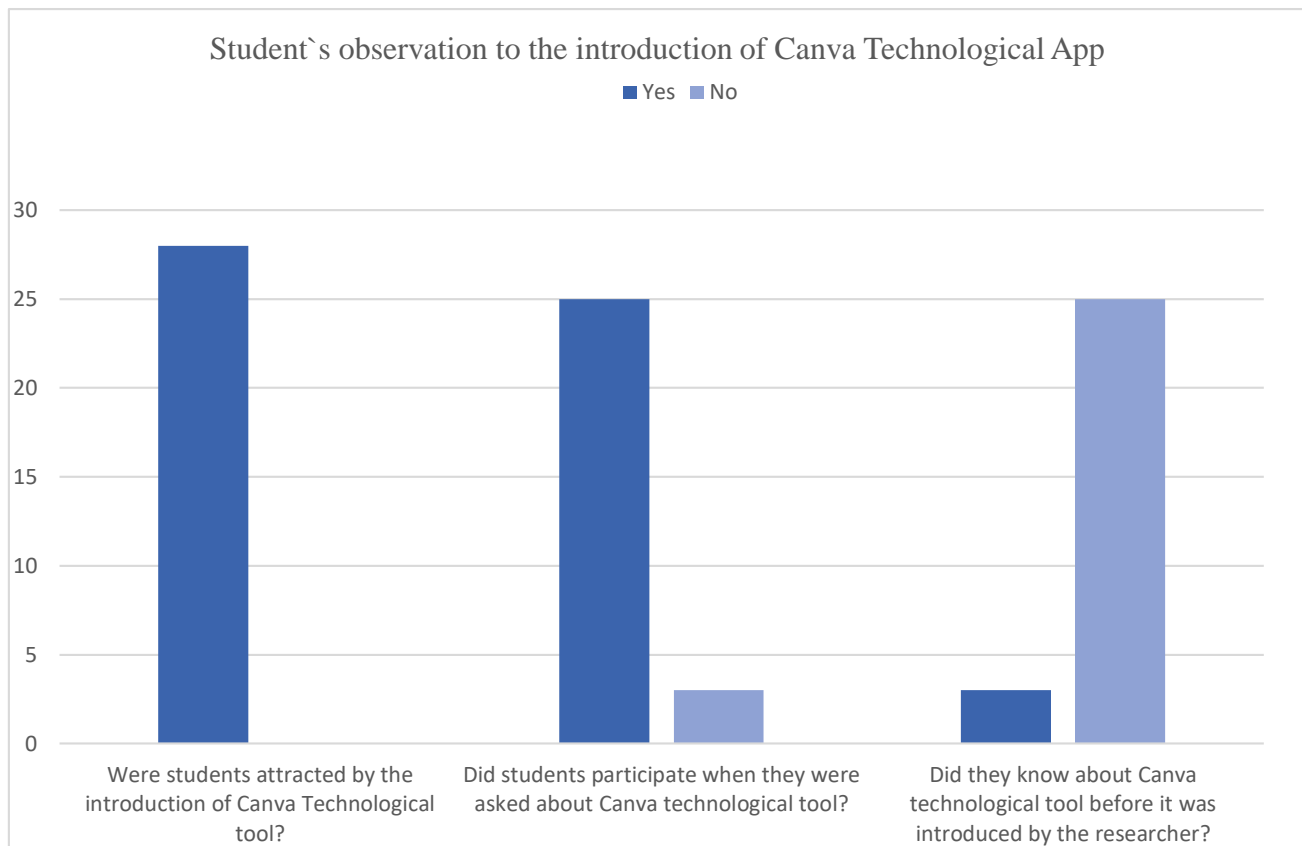
### 3.4.2.3 Observation

**Table 5**  
**Student`s observation to the introduction of Canva Technological App**

	Yes		No		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
Were students attracted by the introduction of Canva Technological tool?	28	100%	0	0%	28	100%
Did students participate when they were asked about Canva technological tool?	25	89%	3	10%	28	100%
Did they know about Canva technological tool before it was introduced by the researcher?	3	11%	25	89%	28	100%

**Source: Observation applied to 7<sup>th</sup> grade students at Liceo de Villareal, 2022.**

Graph 5



The purpose of the observation was to see student`s reaction to Canva technological tool and the implementation of it in English class. 100% of them were attracted to Canva technological tool and the uses of it. 89% of the students participated when they were asked questions about Canva tool but 10% not. According to the graphic 11% of the students knew about Canva technological tool but 89% of them did not know about it.



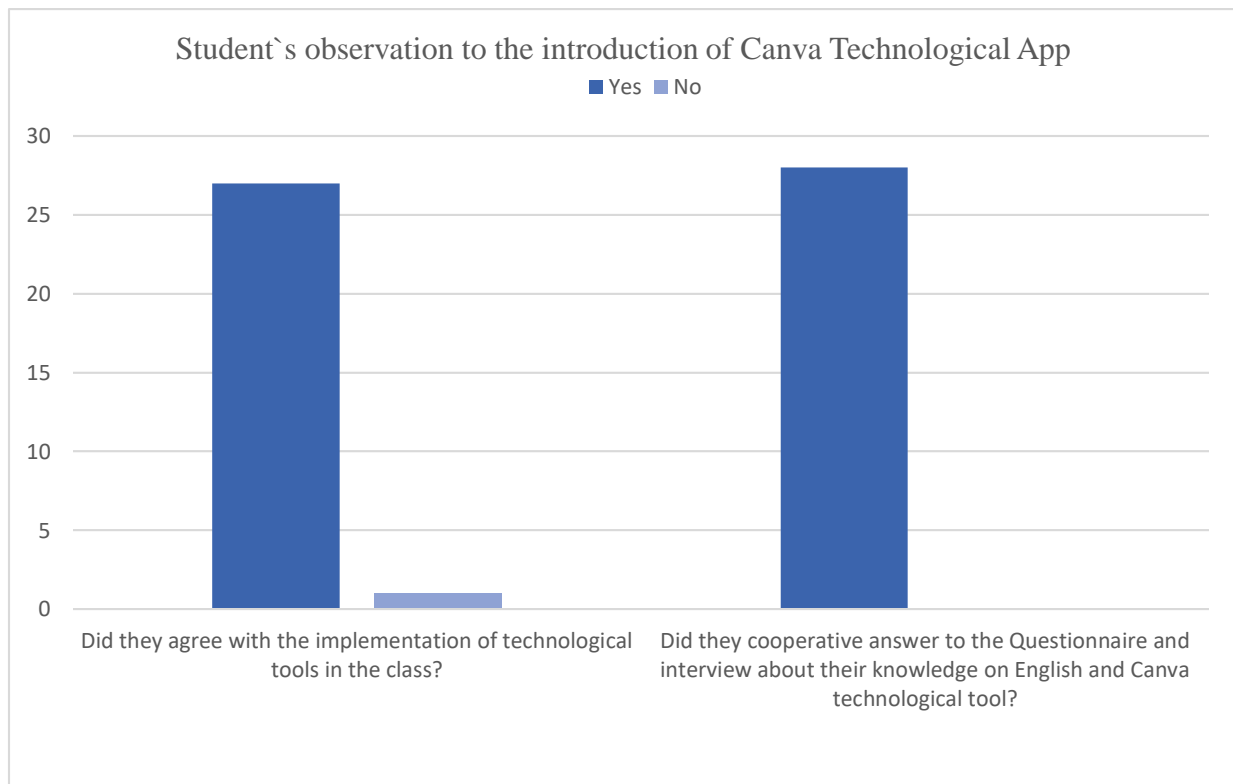
**Table 6**

**Student`s observation to the introduction of Canva Technological App**

	Yes		No		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
<b>Did they agree with the implementation of technological tools in the class?</b>	<b>27</b>	<b>96%</b>	<b>1</b>	<b>0.03%</b>	<b>28</b>	<b>100%</b>
<b>Did they cooperative answer to the questionnaire and the interview about their knowledge on English and Canva technological tool?</b>	<b>28</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>28</b>	<b>100%</b>

**Source: Observation applied to 7<sup>th</sup> grade students at Liceo de Villareal, 2022.**

**Graph 6**



**Source table 6**

As seen on the graphic above, 96% of the students agreed with the implementation of Canva tool during their English classes and 0.03% were agreed with it. Fortunately, 100% of the students were cooperative to answer the questionnaire and the interview.

### 3.4.3 Diagnostic Data Analysis

A diagnostic based on their speaking and writing skills was applied to get students' developing on their productive skills and knowledge while learning a second language. As well as to have a starting point for the project. They were asked according to the current topic they were seeing in class according to the MEP's program for 7<sup>th</sup> grade students.

#### Specification Chart

##### Total Points 15

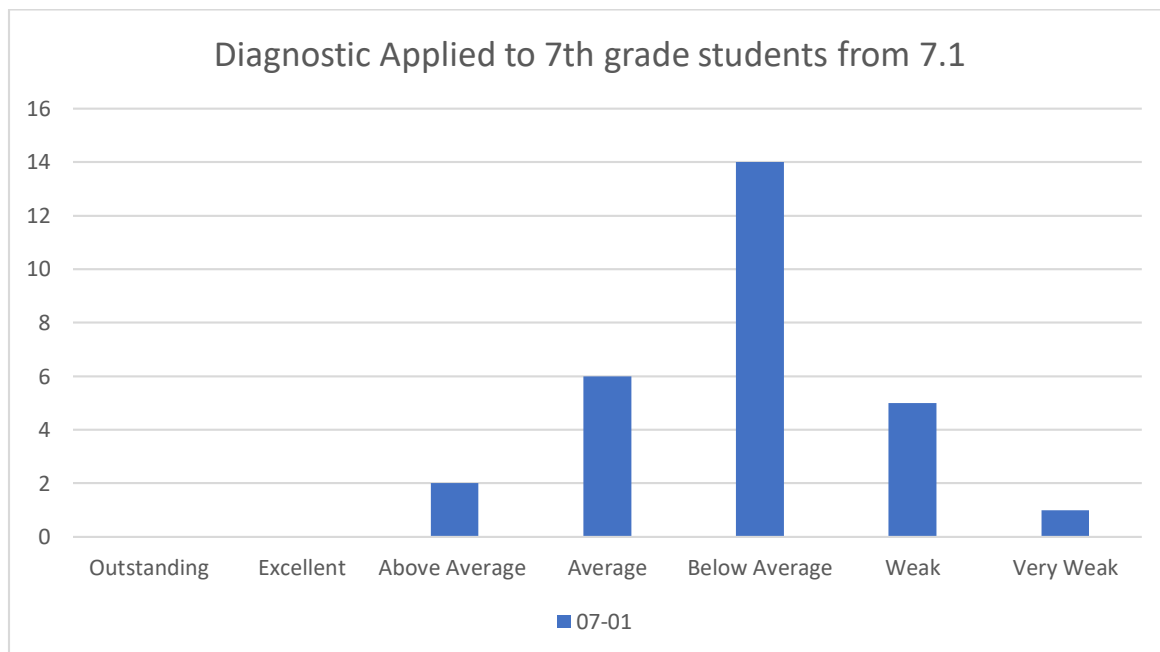
Learning Goals	Points per goal
1. Write labels on familiar objects in a picture or diagram	5
2. Ask and answer in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities (e.g., What do you like to do in your free time?) if the other person speaks slowly and clearly.	5
3. Write straightforward information about themselves in short simple sentences or provide that information in a questionnaire, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation	10

All the information gathered from the diagnostic test was tabulated with the use of a Likert Scale which is commonly used to measure attitude, perceptions, knowledge and so on.

**Table 7**

<b>Description</b>	<b>Grade Range</b>
Outstanding	100
Excellent	90
Above Average	80
Average	70
Below Average	60
Weak	40-50
Very Weak	0

**Graph 7**



**Source Table 7**

From a group of 28 students, some of them at least could answer the written questions about their hobbies and preferences but some of them not at all. It was necessary to translate the question for them. However, at the time of speaking about daily routines and common activities, they slowly answered most of the question stating that at least they could comprehend some of the key words about this specific topic.

### **3.5 Action Plan**

The present project is developed with the implementation of 8 sessions plan with 7<sup>th</sup> grade students from group 7-1 at Villareal High School. The aim of both planning sessions is to develop a small project with the implementation of Canva technological tool to enhance productive skills. On the first session, the theme “My Daily Routine” is taken into account for students to start developing their mini project. A questionnaire and an interview were also applied on the first session. Then, on the second session, students were introduced to Canva technological app and their different uses. On session 3, students started to get a little familiarized with Canva App by doing a practice on the website. On session 4, students started by themselves to produce and create a mini project based on creating a comic with the implementation of Canva technological app. On session 5 & 6, they kept improving their skills with the implementation of the App and on session 7, students started getting ready for their final speaking presentation. Finally, on session 8 students presented their finished project to the class and shared their experiences about the implementation of Canva technological App.



## Santa Cruz. Guanacaste

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Liceo Villarreal High School  
English Department



### Didactic Planning for Secondary

#### PLANING SESSION #1

<b>Term: 1</b>	<b>Level: 7th</b>	<b>Unit: 1</b>	<b>Week: 1</b>
<b>Domain:</b> Socio-interpersonal and Transactional	<b>Scenario:</b> Enjoying Life		<b>Theme:</b> My daily routine
<b>Enduring Understanding:</b> Enjoying life involves paying attention to daily routines and taking care of one’s lives			
<b>Essential Question:</b> How do the things people do every day help them enjoy life?			
<b>New Citizenship:</b>			
	Dimensions		
	1. Ways of thinking ( )		
	2. Ways of living in the world ( )		
	3. Ways of relating with others ( )		

#### 4. Tools for integrating with the world ( )

Learn to Know	Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frame</b> Wh questions What's your daily routine? I have breakfast at 6:30 a.m. I go to high school.  <b>Vocabulary</b> My Daily Routine My everyday life: Have: breakfast/lunch/ dinner/ snack/brunch coffee time/coffee break take a bath/shower brush my teeth get up wake up  <b>Phonology</b>  Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).	<b>Function</b> Identifying daily routines  <b>Discourse Markers</b>  Connecting words: and	<b>Psycho-social</b>  Living safely by practicing healthy routines. <b>Socio-cultural</b>

Assessment Strategies & indicators of learning	Goals	Pedagogical Mediation/ Didactic Sequence	Time
(Diagnostic, formative, summative)		<b>Oral Comprehension:</b> Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening <b>Written Comprehension:</b> Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading <b>Spoken Interaction/Production:</b> Planning; Organizing; Rehearsing; Using/Describing <b>Written Production:</b> Pre-writing; Drafting; Revising; Editing	

		<p><b>Pre-teaching</b></p> <p>Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b><u>Participating</u></b></p> <p>Teacher does a brainstorm about different technological apps they use and their opinion about the use of technology nowadays.</p> <p><b><u>Engaging</u></b></p> <p>Teacher presents a video about the importance of technology nowadays:  <a href="https://www.youtube.com/watch?v=QXjZbHuvalk">https://www.youtube.com/watch?v=QXjZbHuvalk</a></p> <p><b><u>Introducing</u></b></p> <p>Teacher applies a short questionnaire to the Ls in order to measure their knowledge about Canva Technological App and English as a second language.</p>	45 minutes
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## PLANING SESSION #2

Term: 1	Level: 7th	Unit: 1	Week: 1	
Domain: Socio-interpersonal and Transactional	Scenario: Enjoying Life	Theme: My daily routine		
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one’s lives				
Essential Question: How do the things people do every day help them enjoy life?				
New Citizenship:				
	Dimensions			
	1. Ways of thinking ( )			
	2. Ways of living in the world ( )			
	3. Ways of relating with others ( )			
	4. Tools for integrating with the world ( )			
Learn to Know		Learn to Do	Learn to Be and Live in Community	




<b>Grammar &amp; Sentence Frame</b> Wh questions What's your daily routine? I have breakfast at 6:30 a.m. I go to high school.  <b>Vocabulary</b> My Daily Routine My everyday life: Have: breakfast/lunch/ dinner/ snack/brunch coffee time/coffee break take a bath/shower brush my teeth get up wake up  <b>Phonology</b>  Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).	<b>Function</b> Identifying daily routines  <b>Discourse Markers</b>  Connecting words: and	<b>Psycho-social</b>  Living safely by practicing healthy routines. <b>Socio-cultural</b>
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<b>Assessment Strategies &amp; indicators of learning</b>  (Diagnostic, formative, summative)	<b>Goals</b>	<b>Pedagogical Mediation/ Didactic Sequence</b> <b>Oral Comprehension:</b> Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening <b>Written Comprehension:</b> Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading <b>Spoken Interaction/Production:</b> Planning; Organizing; Rehearsing; Using/Describing <b>Written Production:</b> Pre-writing; Drafting; Revising; Editing	<b>Time</b>
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		<p style="text-align: center;"><b>Pre-teaching</b></p> <p>Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p style="text-align: center;"><b><u>Participating</u></b></p> <p>Teacher does a brainstorm about different technological apps they use and their opinion about the use of technology nowadays. As well as their knowledge about canva.</p> <p style="text-align: center;"><b><u>Engaging</u></b></p> <p>Teacher applies a short diagnostic to the Ls in order to measure their knowledge about Canva Technological App and English as a second language.</p> <p style="text-align: center;"><b><u>Introducing</u></b></p> <p>Teacher present Canva to students and start explaining how to use the app.</p>	30 minutes
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W.1. write labels on familiar objects in a picture or diagram	W.1. write labels on familiar objects in a picture or diagram	<p style="text-align: center;"><b><u>Pe-Writing</u></b></p> <p>Teacher gives student`s a tutorial on how to use Canva technological App. After that, learners start to see images related to daily routines.</p>	Time 30 minutes
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		<p style="text-align: center;"><b><u>Drafting</u></b></p> <p>After that, Learners select an “x” and drop it in the activities related to daily routines they do in a small chart on the Canva App. Example:</p> <div data-bbox="1115 493 1505 1000"><p>The image shows a digital interface for creating a daily routine chart. At the top, it says 'MY DAILY ROUTINE' in a playful font. Below this, there are six colored rectangular buttons, each representing an activity: 'HAVE LUNCH' (pink), 'PLAY GAMES' (orange), 'DO HOMEWORK' (blue), 'HAVE DINNER' (yellow), 'GO SURFING' (green), and 'GO CYCLING' (brown). To the right of these buttons is a vertical yellow bar containing five blue circles, each with a white 'x' inside. This bar is decorated with a red bird at the top and a red flower at the bottom. The entire interface is set against a light yellow background with faint decorative elements.</p></div> <p style="text-align: center;"><b><u>Editing</u></b></p> <p>Teacher checks Ls progress on their task and make sure the sentences are Grammarly correct.</p> <p style="text-align: center;"><b><u>Task assessment</u></b></p> <p>Ls share one routine (I wake up at 7 am.) with the T as they exit the classroom.</p>	<p style="text-align: center;"><b>15 minutes</b></p>
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### PLANING SESSION #3

Term: 1	Level: 7th	Unit: 1	Week: 2	
Domain: Socio-interpersonal and Transactional	Scenario: Enjoying Life		Theme: My daily routine	
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one’s lives				
Essential Question: How do the things people do every day help them enjoy life?				
New Citizenship:				
	Dimensions			
	1. Ways of thinking ( )			
	2. Ways of living in the world ( )			
	3. Ways of relating with others ( )			
	4. Tools for integrating with the world ( )			
Learn to Know		Learn to Do	Learn to Be and Live in Community	

<b>Grammar &amp; Sentence Frame</b> Wh questions What's your daily routine? I have breakfast at 6:30 a.m. I go to high school.  <b>Vocabulary</b> My Daily Routine My everyday life: Have: breakfast/lunch/ dinner/ snack/brunch coffee time/coffee break take a bath/shower brush my teeth get up wake up  <b>Phonology</b>  Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).	<b>Function</b> Identifying daily routines  <b>Discourse Markers</b>  Connecting words: and	<b>Psycho-social</b>  Living safely by practicing healthy routines. <b>Socio-cultural</b>
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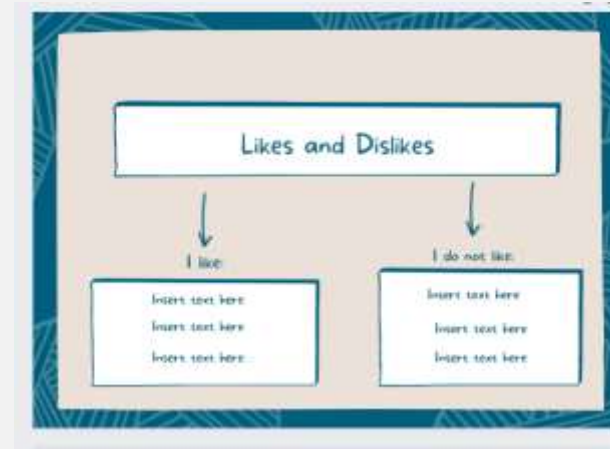
<b>Assessment Strategies &amp; indicators of learning</b>  (Diagnostic, formative, summative)	<b>Goals</b>	<b>Pedagogical Mediation/ Didactic Sequence</b> <b>Oral Comprehension:</b> Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening <b>Written Comprehension:</b> Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading <b>Spoken Interaction/Production:</b> Planning; Organizing; Rehearsing; Using/Describing <b>Written Production:</b> Pre-writing; Drafting; Revising; Editing	<b>Time</b>
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		<p><b>Pre-teaching</b></p> <p>Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b><u>Participating</u></b></p> <p>Students do a brainstorm about last class related to daily routines.</p> <p><b><u>Engaging</u></b></p> <p>Teacher asks students about their daily routine before coming to class.</p> <p><b><u>Introducing</u></b></p> <p>Teacher present a Canva presentation about likes and dislikes.</p>	30 minutes
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W.1. write labels on familiar objects in a picture or diagram	W.1. write labels on familiar objects in a picture or diagram	<p><b><u>Pe-Writing</u></b></p> <p>Ls start to create a chart on Canva technological app about their likes and dislikes.</p> <p><b><u>Drafting</u></b></p> <p>Learners get to choose the template, color and proceed to customize their charts.</p>	Time 30 minutes
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### Editing

Learners complete the chart on Canva app taking into account the vocabulary seen previously in class. One chart says “I like” & the next one “I don't like”. Ls have to write 3 on each side about them. Example:



### Task assessment

Ls share one like and dislike with the T as they exit the classroom.

**15  
minutes**

# PLANING SESSION #4

Term: 1	Level: 7th	Unit: 1	Week: 2	
Domain: Socio-interpersonal and Transactional	Scenario: Enjoying Life		Theme: My daily routine	
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one’s lives				
Essential Question: How do the things people do every day help them enjoy life?				
New Citizenship:				
	Dimensions			
	1. Ways of thinking ( )			
	2. Ways of living in the world ( )			
	3. Ways of relating with others ( )			
	4. Tools for integrating with the world ( )			
Learn to Know		Learn to Do	Learn to Be and Live in Community	



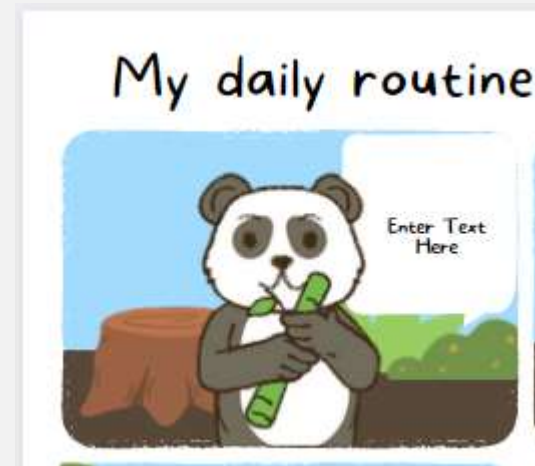
<b>Grammar &amp; Sentence Frame</b> Wh questions What's your daily routine? I have breakfast at 6:30 a.m. I go to high school.  <b>Vocabulary</b> My Daily Routine My everyday life: Have: breakfast/lunch/ dinner/ snack/brunch coffee time/coffee break take a bath/shower brush my teeth get up wake up  <b>Phonology</b>  Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).	<b>Function</b> Identifying daily routines  <b>Discourse Markers</b>  Connecting words: and	<b>Psycho-social</b>  Living safely by practicing healthy routines. <b>Socio-cultural</b>
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<b>Assessment Strategies &amp; indicators of learning</b>  (Diagnostic, formative, summative)	<b>Goals</b>	<b>Pedagogical Mediation/ Didactic Sequence</b> <b>Oral Comprehension:</b> Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening <b>Written Comprehension:</b> Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading <b>Spoken Interaction/Production:</b> Planning; Organizing; Rehearsing; Using/Describing <b>Written Production:</b> Pre-writing; Drafting; Revising; Editing	<b>Time</b>
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		<p style="text-align: center;"><b>Pre-teaching</b></p> <p>Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p style="text-align: center;"><b><u>Participating</u></b></p> <p>Teacher does a brainstorm about different technological apps they use and their opinion about the use of technology nowadays. As well as their knowledge about canva.</p> <p style="text-align: center;"><b><u>Engaging</u></b></p> <p>Teacher applies a second short questionnaire to the Ls in order to measure their knowledge about Canva Technological App and English as a second language.</p> <p style="text-align: center;"><b><u>Introducing</u></b></p> <p>Teacher presents different types of comics for students to guess next activity.</p>	30 minutes
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W.1. write labels on familiar objects in a picture or diagram	W.1. write labels on familiar objects in a picture or diagram	<p style="text-align: center;"><b><u>Pe-Writing</u></b></p> <p>Ls get in groups of 3 and are asked to choose a template with a comic using the Canva tool to develop a mini project based on the current topic. Ls choose the character, setting and give human characteristics to its chosen character for the comic in order to develop a short story with it.</p>	Time 30 minutes
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Example:



### Drafting

Taking into account the vocabulary and grammar seen in class, Ls start to develop the first graphic of their comic by adding two sentences that describes the character chosen  
Example:



### Editing

15  
minutes

		<p>Teacher checks Ls progress on the comic and make sure the sentences are Grammarly correct.</p> <p><b><u>Task assessment</u></b></p> <p>Ls share one routine (I wake up at 7 am.) with the T as they exit the classroom.</p>	
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## Santa Cruz, Guanacaste

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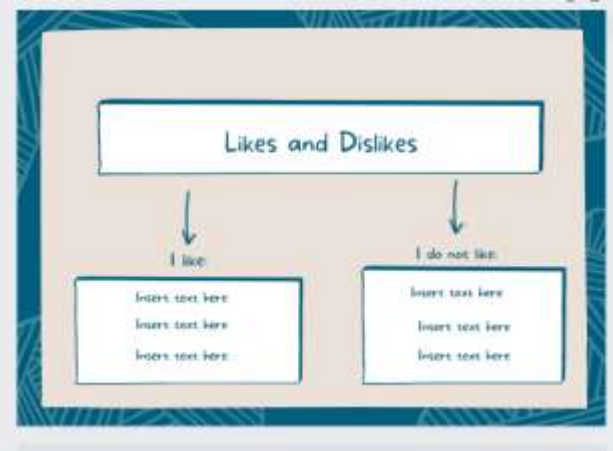
### Didactic Planning for Secondary

#### PLANING SESSION #5

Term: 1	Level: 7th	Unit: 1	Week: 2	
Domain: Socio-interpersonal and Transactional	Scenario: Enjoying Life		Theme: Eating Habits	
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one’s lives				
Essential Question: How do the things people do every day help them enjoy life?				
New Citizenship:				
	Dimensions			
	1. Ways of thinking ( )			
	2. Ways of living in the world ( )			
	3. Ways of relating with others ( )			
	4. Tools for integrating with the world ( )			
Learn to Know		Learn to Do	Learn to Be and Live in Community	

<p><b>Grammar &amp; Sentence Frames</b></p> <p><u>Adverbs of Frequency</u></p> <p>Always Sometimes Never</p> <p><b>Vocabulary</b></p> <p><u>Eating habits</u></p> <p>Healthy Food: fruit/vegetables</p> <p>Meats</p> <p>Typical food</p> <p>Junk Food: fast food</p> <p>Eating schedule</p> <p>Drinking water</p> <p><b>Phonology</b></p> <p>Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).</p>	<p><b>Function</b></p> <p>Telling likes and dislikes about eating habits, routines and food.</p> <p><b>Discourse Markers</b></p> <p>Connecting words: but</p>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>• Being disciplined with eating times.</li> <li>• Loving myself by taking care of my body.</li> </ul>
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<b>Assessment Strategies &amp; indicators of learning</b>  (Diagnostic, formative, summative)	<b>Goals</b>	<b>Pedagogical Mediation/ Didactic Sequence</b> <b>Oral Comprehension:</b> Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening <b>Written Comprehension:</b> Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading <b>Spoken Interaction/Production:</b> Planning; Organizing; Rehearsing; Using/Describing <b>Written Production:</b> Pre-writing; Drafting; Revising; Editing	<b>Time</b>
		<p style="text-align: center;"><b>Pre-teaching</b></p> <p>Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p style="text-align: center;"><b><u>Participating</u></b></p> <p>Teacher shows images created with Canva app to Ls about likes and dislikes and ask Ls opinions.</p> <p style="text-align: center;"><b><u>Engaging</u></b></p>	20 minutes

		<p>Ls present their chart about likes and dislikes to the class, Example:</p>  <p><b><u>Introducing</u></b></p> <p>T explains students the difference between healthy and unhealthy. Delicious and gross. Explains the difference and introduce the target food vocabulary such as: meat, fish, seafood, fruits, vegetables, bread, cookies, rice &amp; beans; to Ls by presenting them with pictures.</p>	
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<p>SI.1. asks and answers in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities if the other person speaks slowly and clearly.</p>	<p>SI.1. ask and answer in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities (e.g., What do you like to do in your free time?) if the other</p>	<p><b><u>Planning</u></b></p> <p>Ls take into account their eating preferences already seen in class and add it to the comic.</p>	<p><b>Time 25 minutes</b></p>
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person speaks slowly and clearly.

Example:



### **Rehearsing**

Teacher checks on their comic to correct grammar mistakes and organization of ideas.

### **Interacting**

Ls ask question to their classmates about presentation.

### **Post Task**

Learners download their comics to their phone and they are aske to practice their presentations as homework.

**PLANING SESSION #6**

Term: 1		Level: 7th		Unit: 1		Week: 2		
Domain: Socio-interpersonal and Transactional			Scenario: Enjoying Life			Theme: My daily routine		
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one’s lives								
Essential Question: How do the things people do every day help them enjoy life?								
New Citizenship:								
	Dimensions							
	1. Ways of thinking (   )							
	2. Ways of living in the world (   )							
	3. Ways of relating with others (   )							
	4. Tools for integrating with the world (   )							
Learn to Know			Learn to Do			Learn to Be and Live in Community		
<b>Grammar &amp; Sentence Frame</b> Wh questions What’s your daily routine? I have breakfast at 6:30 a.m. I go to high school.  <b>Vocabulary</b> My Daily Routine My everyday life: Have: breakfast/lunch/ dinner/ snack/brunch coffee time/coffee break take a bath/shower brush my teeth get up wake up			<b>Function</b> Identifying daily routines  <b>Discourse Markers</b>  Connecting words: and			<b>Psycho-social</b>  Living safely by practicing healthy routines. <b>Socio-cultural</b>		

<b>Phonology</b>  Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).		
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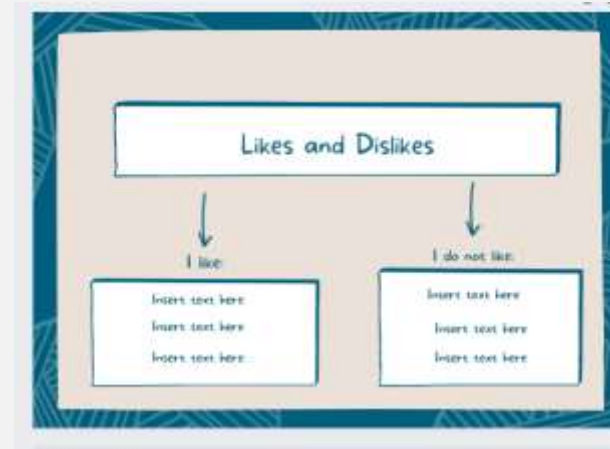
<b>Assessment Strategies &amp; indicators of learning</b>  (Diagnostic, formative, summative)	<b>Goals</b>	<b>Pedagogical Mediation/ Didactic Sequence</b> <b>Oral Comprehension:</b> Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening <b>Written Comprehension:</b> Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading <b>Spoken Interaction/Production:</b> Planning; Organizing; Rehearsing; Using/Describing <b>Written Production:</b> Pre-writing; Drafting; Revising; Editing	<b>Time</b>
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		<p><b>Pre-teaching</b></p> <p>Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b><u>Participating</u></b></p> <p>Students do a brainstorm about last class related to daily routines.</p> <p><b><u>Engaging</u></b></p> <p>Teacher asks students about their daily routine before coming to class.</p> <p><b><u>Introducing</u></b></p> <p>Teacher present a Canva presentation about likes and dislikes.</p>	30 minutes
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W.1. write labels on familiar objects in a picture or diagram	W.1. write labels on familiar objects in a picture or diagram	<p><b><u>Pe-Writing</u></b></p> <p>Ls start to create a chart on Canva technological app about their likes and dislikes.</p> <p><b><u>Drafting</u></b></p> <p>Learners get to choose the template, color and proceed to customize their charts.</p>	Time 30 minutes
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### Editing

Learners complete the chart on Canva app taking into account the vocabulary seen previously in class. One chart says “I like” & the next one “I don't like”. Ls have to write 3 on each side about them. Example:



### Task assessment

Learners complete a questionnaire related to Canva technological app

**15  
minutes**

### PLANING SESSION #7

Term: 1	Level: 7th	Unit: 1	Week: 2	
Domain: Socio-interpersonal and Transactional	Scenario: Enjoying Life		Theme: My daily routine	
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one’s lives				
Essential Question: How do the things people do every day help them enjoy life?				
New Citizenship:				
	Dimensions			
	1. Ways of thinking ( )			
	2. Ways of living in the world ( )			
	3. Ways of relating with others ( )			
	4. Tools for integrating with the world ( )			
Learn to Know		Learn to Do	Learn to Be and Live in Community	

<b>Grammar &amp; Sentence Frame</b> Wh questions What's your daily routine? I have breakfast at 6:30 a.m. I go to high school.  <b>Vocabulary</b> My Daily Routine My everyday life: Have: breakfast/lunch/ dinner/ snack/brunch coffee time/coffee break take a bath/shower brush my teeth get up wake up  <b>Phonology</b>  Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).	<b>Function</b> Identifying daily routines  <b>Discourse Markers</b>  Connecting words: and	<b>Psycho-social</b>  Living safely by practicing healthy routines. <b>Socio-cultural</b>
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<b>Assessment Strategies &amp; indicators of learning</b>  (Diagnostic, formative, summative)	<b>Goals</b>	<b>Pedagogical Mediation/ Didactic Sequence</b> <b>Oral Comprehension:</b> Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening <b>Written Comprehension:</b> Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading <b>Spoken Interaction/Production:</b> Planning; Organizing; Rehearsing; Using/Describing <b>Written Production:</b> Pre-writing; Drafting; Revising; Editing	<b>Time</b>
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		<p style="text-align: center;"><b>Pre-teaching</b></p> <p>Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p style="text-align: center;"><b>Participating</b></p> <p>Teacher asks learner to start a brainstorm about their favorite musician and think why.</p> <p style="text-align: center;"><b>Engaging</b></p> <p>Students pretend to be working for their favorite musician as a marketing manager and are asked to create an image promoting its music with Canva technological tool.</p> <p style="text-align: center;"><b>Introducing</b></p> <p>Learners present the image to the class and answer why the musician is their favorite one.</p>	30 minutes
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<p>SI.1. asks and answers in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities if the other person speaks slowly and clearly.</p>	<p>SI.1. ask and answer in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities (e.g., What do you like to do in your free</p>	<p style="text-align: center;"><b>Planning</b></p> <p>Students start the computers and log into their Canva technological app account to open their comics and reviewed them.</p> <p style="text-align: center;"><b>Rehearsing</b></p> <p>Students work in groups for the final part of their projects.</p>	Time 30 minutes
--	--	---	-----------------------



	<p>time?) if the other person speaks slowly and clearly.</p>	<p><b><u>Interacting</u></b></p> <p>Learners practice their presentation with the teacher by showing them a video about key points while doing a presentation: <a href="https://www.youtube.com/watch?v=tShavGuo0_E">https://www.youtube.com/watch?v=tShavGuo0_E</a></p> <p><b><u>Post task</u></b></p> <p>Learners complete a questionnaire related to Canva technological app</p>	<p><b>15 minutes</b></p>
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### PLANING SESSION #8

Term: 1	Level: 7th	Unit: 1	Week: 1	
Domain: Socio-interpersonal and Transactional	Scenario: Enjoying Life	Theme: My daily routine		
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one’s lives				
Essential Question: How do the things people do every day help them enjoy life?				
New Citizenship:				
	Dimensions			
	1. Ways of thinking ( )			
	2. Ways of living in the world ( )			
	3. Ways of relating with others ( )			
	4. Tools for integrating with the world ( )			
Learn to Know		Learn to Do	Learn to Be and Live in Community	

<b>Grammar &amp; Sentence Frame</b> Wh questions What's your daily routine? I have breakfast at 6:30 a.m. I go to high school.  <b>Vocabulary</b> My Daily Routine My everyday life: Have: breakfast/lunch/ dinner/ snack/brunch coffee time/coffee break take a bath/shower brush my teeth get up wake up  <b>Phonology</b>  Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).	<b>Function</b> Identifying daily routines  <b>Discourse Markers</b>  Connecting words: and	<b>Psycho-social</b>  Living safely by practicing healthy routines. <b>Socio-cultural</b>
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<b>Assessment Strategies &amp; indicators of learning</b>  (Diagnostic, formative, summative)	<b>Goals</b>	<b>Pedagogical Mediation/ Didactic Sequence</b> <b>Oral Comprehension:</b> Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening <b>Written Comprehension:</b> Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading <b>Spoken Interaction/Production:</b> Planning; Organizing; Rehearsing; Using/Describing <b>Written Production:</b> Pre-writing; Drafting; Revising; Editing	<b>Time</b>
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		<p><b>Pre-teaching</b></p> <p>Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b><u>Participating</u></b></p> <p>Students do a brainstorm about last class related to daily routines and likes/dislikes.</p> <p><b><u>Engaging</u></b></p> <p>Teacher asks students about their daily routine before coming to class.</p> <p><b><u>Introducing</u></b></p> <p>Teacher asks students to get their presentations ready on the computers.</p>	15 minutes
--	--	--	------------

Students start to show and explain their finished projects to the Teacher and classmates. After that, they proceed to answer the following questionnaire on Canva based on the topic developed while creating their mini project:

**Time  
30  
minutes**

**Do you like..?**  
**Food and Drinks**  
**Questionnaire**

	Yes, I do.	No, I don't.
1- Do you like to eat strawberry?	<input type="checkbox"/>	<input type="checkbox"/>
2- Do you like to eat broccoli?	<input type="checkbox"/>	<input type="checkbox"/>
3- Do you like to eat chocolate?	<input type="checkbox"/>	<input type="checkbox"/>
4- Do you like to eat cupcake?	<input type="checkbox"/>	<input type="checkbox"/>
5- Do you like to eat pizza?	<input type="checkbox"/>	<input type="checkbox"/>
6- Do you like to eat spinach?	<input type="checkbox"/>	<input type="checkbox"/>
7- Do you like to eat banana?	<input type="checkbox"/>	<input type="checkbox"/>
8- Do you like to drink orange juice?	<input type="checkbox"/>	<input type="checkbox"/>
9- Do you like to drink tea?	<input type="checkbox"/>	<input type="checkbox"/>
10- Do you like to drink milkshake?	<input type="checkbox"/>	<input type="checkbox"/>
11- Do you like to drink hot chocolate?	<input type="checkbox"/>	<input type="checkbox"/>
12- Do you like to drink soda?	<input type="checkbox"/>	<input type="checkbox"/>
13- Do you like to drink lemonade?	<input type="checkbox"/>	<input type="checkbox"/>

### **3.5.1 Description of deliberate intervention applied**

On the first stage of the project, a questionnaire and a diagnostic were applied to students to measure their knowledge on Canva technological app and English as a second language. They were introduced to Canva technological app at the Laboratory at Villareal High School. It was crucial for the students to know how to find Canva App on the internet, how to sign in and start creating. In this case, students developed a small mini project with the aim of creating a short comic that described a daily routine and healthy habits. Each students made group of 3 since there were not enough computers for each of them. After they finished with the creation of the comic on Canva technological App, they practiced it and spoke about it. They explained their character as well as their opinion about the mini project developed with Canva Technological App during their English Class. To gather the final information after they had developed their mini project with Canva Tool, students were asked to answer a questionnaire and a diagnosis to get the results of the implementation of Canva technological tool to enhance their productive skills during the English classes. Also, an observation was made during the developing of the mini project to analyze students' behavior towards the implementation of Canva App, a technological and innovative tool that had been implemented in their English classes.

### **3.5.2 Instruments used to assess the intervention/implementation carried out**

The second instruments have to do with the last part of the implementation of the project with 7<sup>th</sup> grade students at Villareal High School. On the first stage, a questionnaire was implemented with the aim of gathering information about student's opinion on the implementation of technological tool during their English classes. Then, a diagnosis was

applied to get student`s opinion on the implementation of Canva tool to reinforce their English classes. Finally, an observation was implemented to see student`s behavior after they were introduced to Canva tool and had used it and put it into practice.

### 3.5.2.1 Questionnaires

**Table 8**

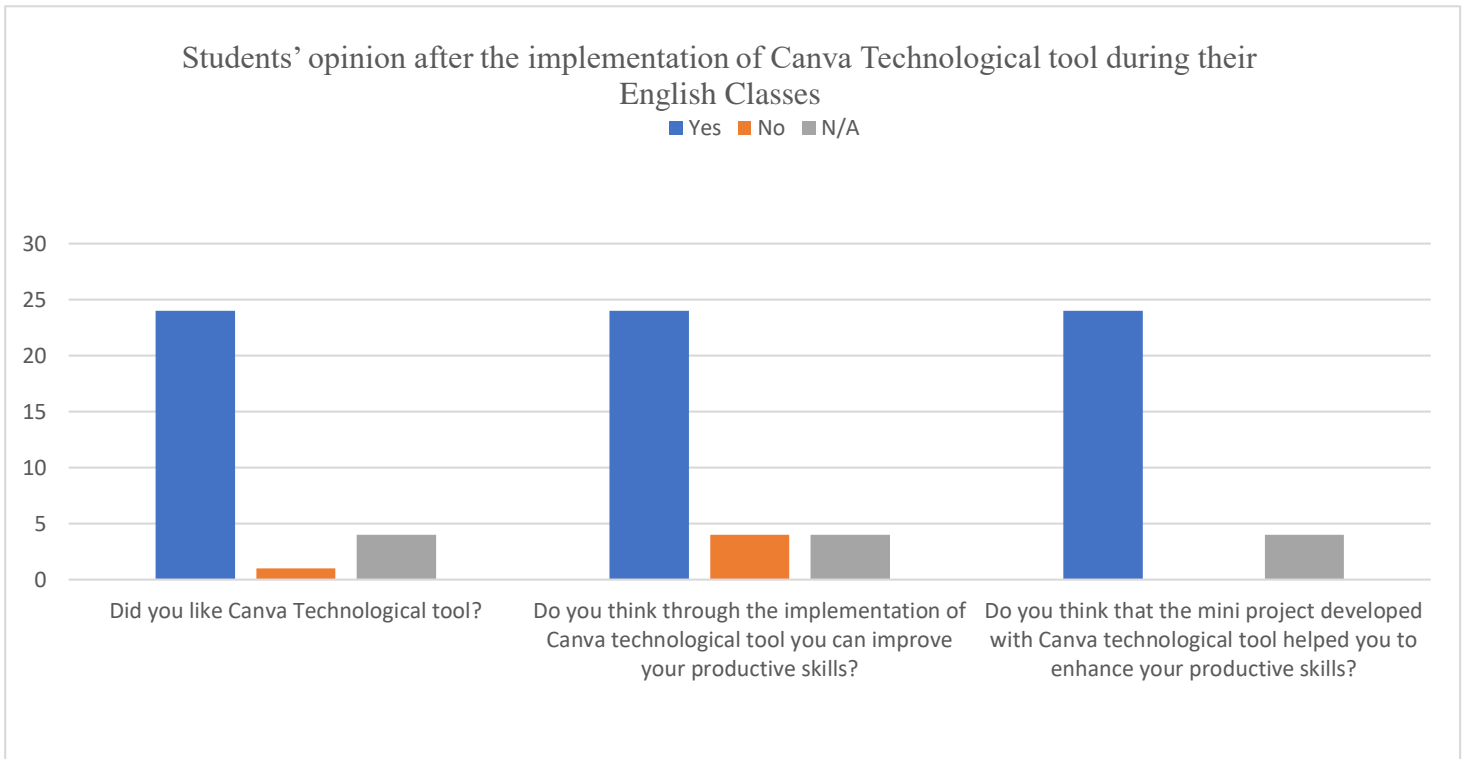
**Students' opinion after used Canva Technological tool during their English Classes**

	Yes		No		N/A		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
<b>Did you like Canva Technological tool?</b>						<b>0.14%</b>		
	<b>24</b>	<b>86%</b>	<b>1</b>	<b>0.04%</b>	<b>4</b>		<b>28</b>	<b>100%</b>
<b>Do you think through the implementation of Canva technological tool you can improve your productive skills?</b>		<b>86%</b>				<b>0.14%</b>		
	<b>24</b>		<b>0</b>	<b>0%</b>	<b>4</b>		<b>28</b>	<b>100%</b>
<b>Do you think that the mini project developed with Canva technological tool helped you to enhance your productive skills?</b>		<b>86%</b>				<b>0.14%</b>		
	<b>24</b>		<b>0</b>	<b>0%</b>	<b>4</b>		<b>28</b>	<b>100%</b>

**Source: Questionnaire applied to 7<sup>th</sup> grade students at Villareal Highschool.**



**Graph 8**



**Source: Table 9**

As seeing on the graphic #4, 86% on the students liked Canva technological tool but 0.4% did not like it. 86% of the students agreed that Canva tool can help them to improve their productive skills but 0.04% answered the opposite. 86% of the students answered that the mini project developed with Canva App, helped them enhance their productive skills. 86% answered that they would like to keep using Canva tool during their English classes since it was an innovative way for them to practice this second language. Finally, 86% of the students agreed that it is important to implement technological tools in the class. It is important to point out that 4% of the students were not presented when this questionnaire was applied hence there is no answer answered by them.

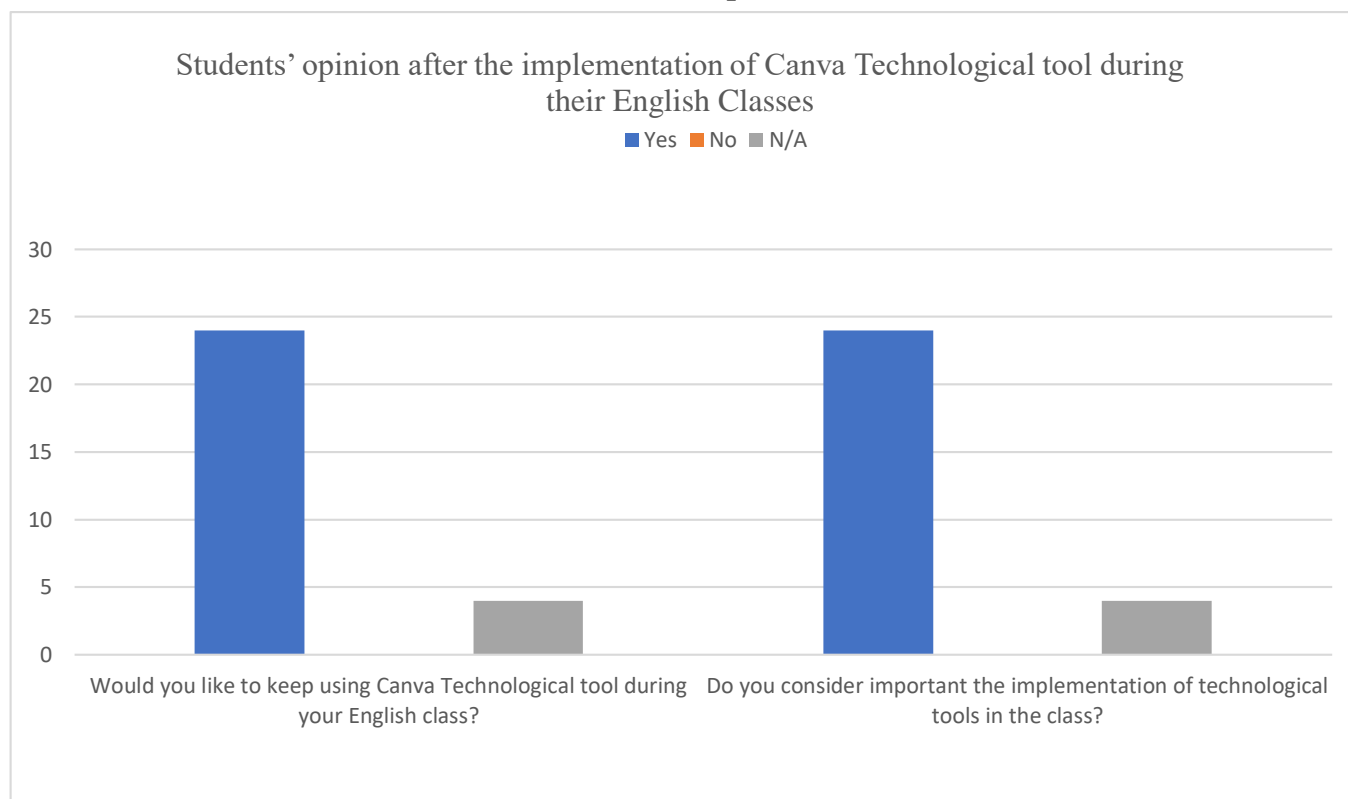
**Table 9**

**Students' opinion after used Canva Technological tool during their English Classes**

	Yes		No		N/A		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
Would you like to keep using Canva during your English class?		86%				0.14%		
	24		0	0%	4		28	100%
Do you consider important the implementation of technological tools in the class?		86%				0.14%		
	24		0	0%	4		28	100%

**Source: Questionnaire applied to 7<sup>th</sup> grade students at Villareal Highschool.**

**Graph 9**



**Source: Table 9**

As seen on the graphic, 86% answered that they would like to keep using Canva tool during their English classes since it was an innovative way for them to practice this second language. Finally, 86% of the students agreed that it is important to implement technological tools in the class. It is important to point out that 4% of the students were not presented when this questionnaire was applied hence there is no answer answered by them.

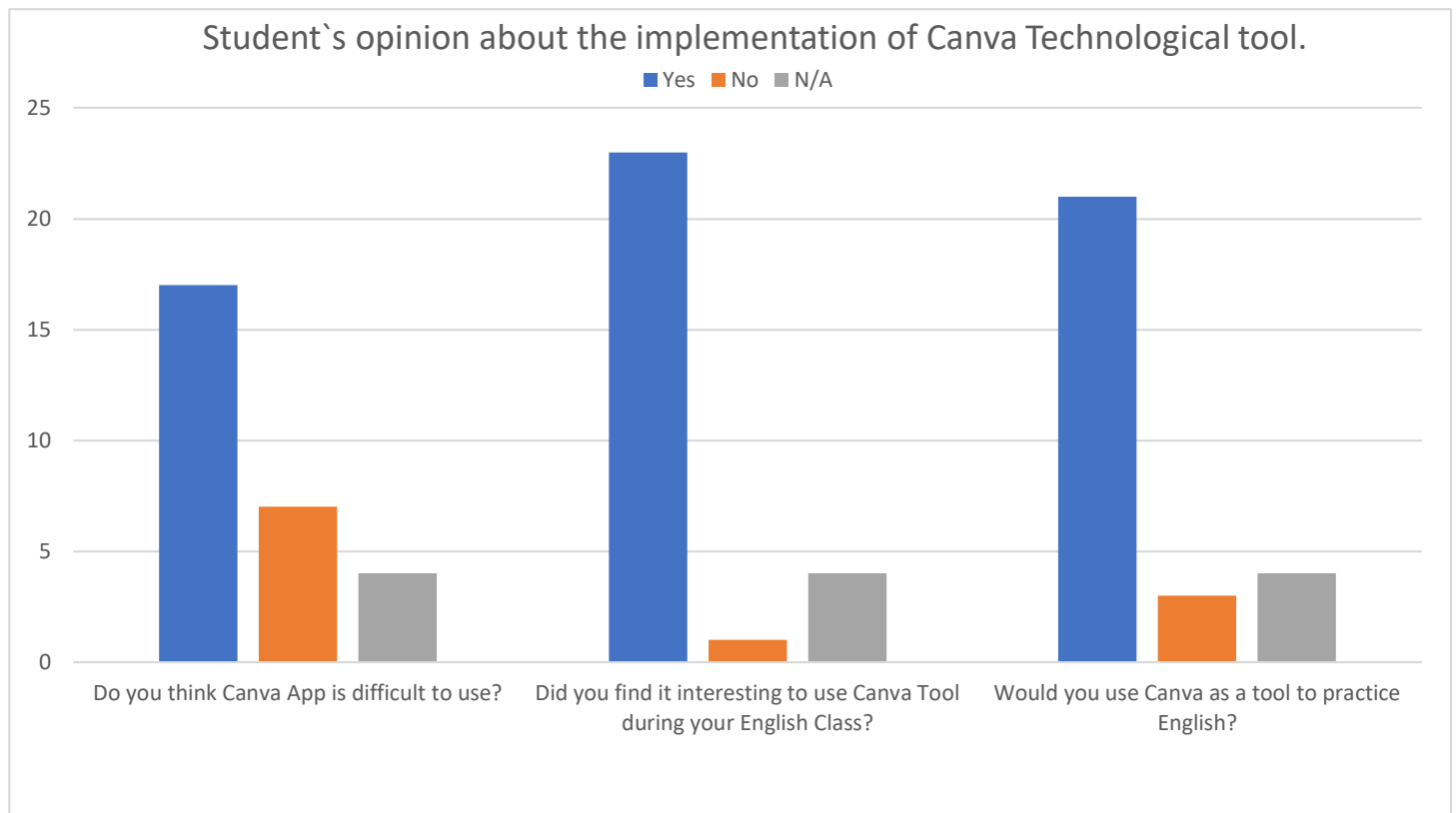
### 3.5.2.2 Diagnostic

**Table 10**  
**Students' opinion after used Canva Technological tool during their English Classes**

	Yes		No		N/A		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
<b>Do you think Canva App is difficult to use?</b>	17	61%	7	25%	4	0.14%	28	100%
<b>Did you find it interesting to use Canva Tool during your English Class</b>	23	82%	1	0.04%	4	0.14%	28	100%
<b>Would you use Canva as a tool to practice English?</b>	21	75%	3	11%	4	0.14%	28	100%

**Source: Diagnostic applied to 7<sup>th</sup> grade students at Villareal Highschool.**

**Graphic #10**



**Source Table 10**

The aim of this diagnostic was to get students opinion after they used Canva (for most of them as their first time) and develop a mini project with it. On the first question, the results shows that 61% agreed that Canva technological tool is difficult to use but 25% of them stated the opposite. 82% of the students found interesting to use Canva tool during their English classes but 0.04% did not agree with it. Then, 75% of the students would use Canva as a tool to practice English. It means that they would be willing to instead of just reading and looking on the internet (as the graphic #2 shows as the student's current method to study for their English tests), they would implement Canva tool.

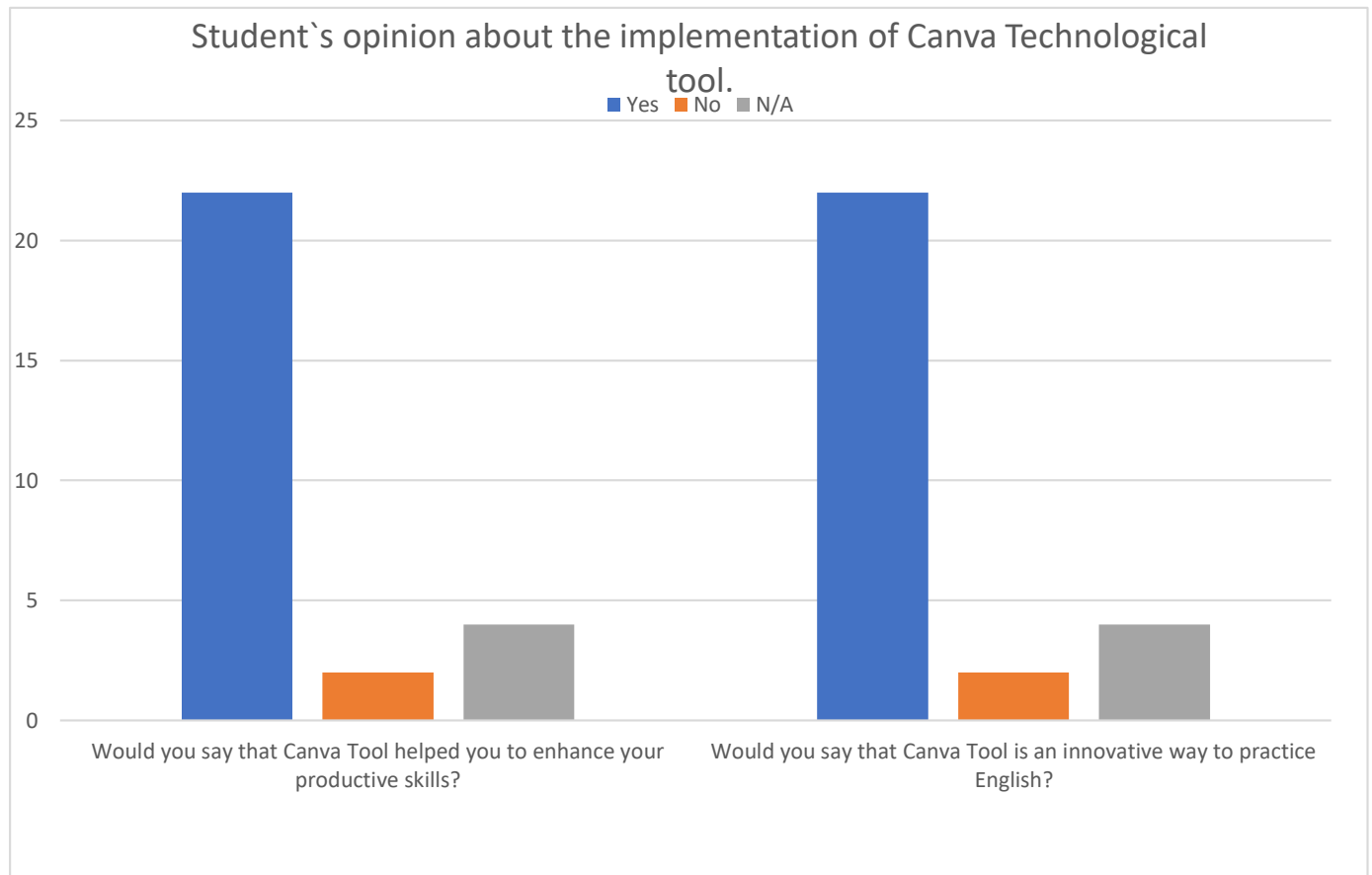
**Table 11**

**Students' opinion after used Canva Technological tool during their English Classes**

	Yes		No		N/A		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
Would you say that Canva Tool helped you to enhance your productive skills?						0.14%		
	22	79%	2	0.07%	4		28	100%
Would you say that Canva Tool is an innovative way to practice English?						0.14%		
	22	79%	2	0.07%	4		28	100%

**Source: Diagnostic applied to 7<sup>th</sup> grade students at Villareal Highschool.**

**Graph 11**



**Source: Table 11**

It was proved that 79% of the students answered yes when they were asked if Canva tool helped them enhance their productive skills but 0.07% answered the opposite. Finally, 79% of the students would say that Canva tool is an innovative way to practice English but 0.07% of them, would not agree with it. It is important to point out that 4% of the students were not presented when this questionnaire was applied hence there is no answer answered by them.

### 3.5.2.3 Observations

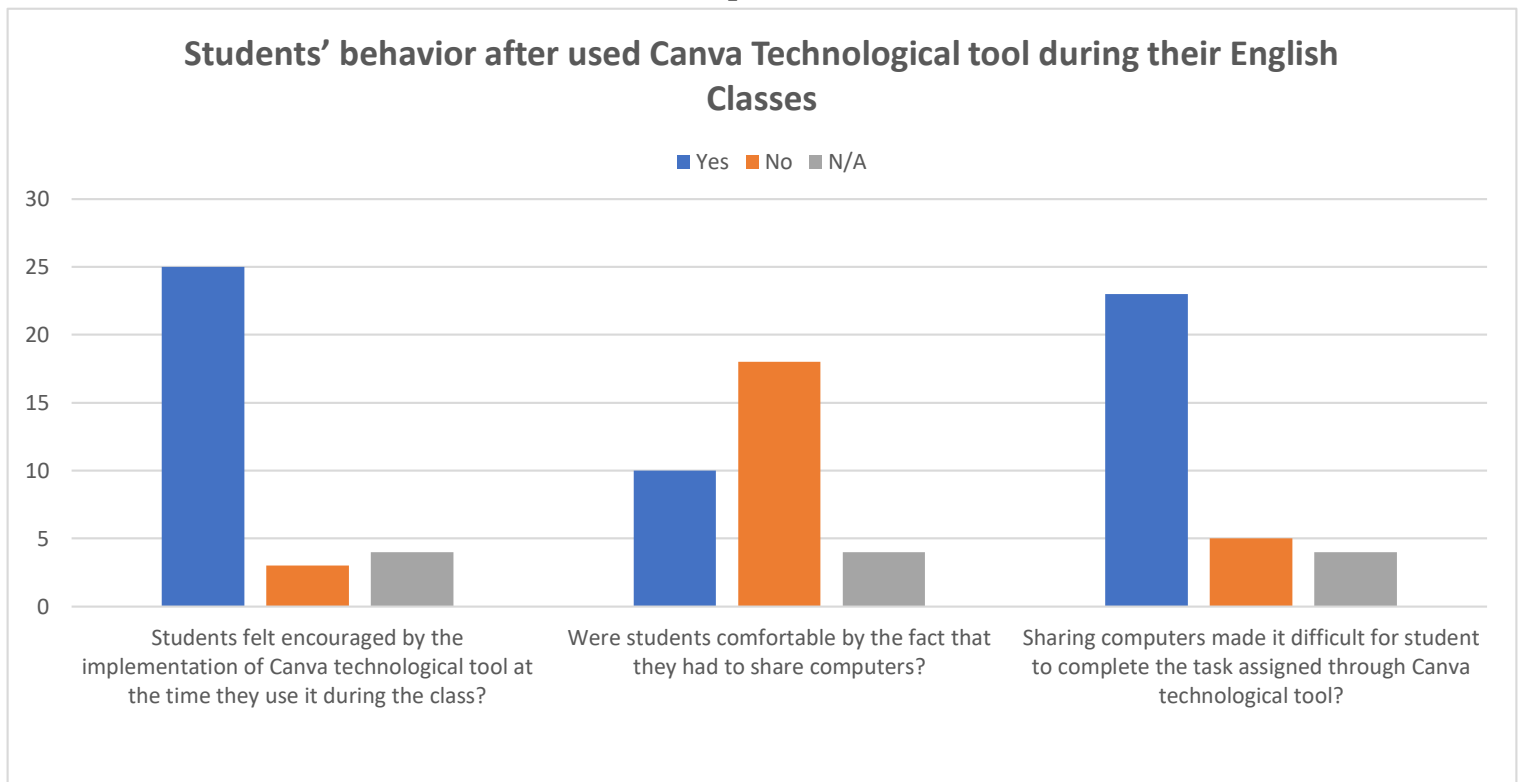
**Table 12**

**Students' behavior after used Canva Technological tool during their English Classes**

	Yes		No		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
<b>Students felt encouraged by the implementation of Canva technological tool at the time they use it during the class?</b>	<b>25</b>	<b>89%</b>	<b>3</b>	<b>11%</b>	<b>28</b>	<b>100%</b>
<b>Were students comfortable by the fact that they had to share computers?</b>	<b>10</b>	<b>36%</b>	<b>18</b>	<b>64%</b>	<b>28</b>	<b>100%</b>
<b>Sharing computers made it difficult for student to complete the task assigned through Canva technological tool?</b>	<b>23</b>	<b>82%</b>	<b>5</b>	<b>18%</b>	<b>28</b>	<b>100%</b>

**Source: Observation applied to 7<sup>th</sup> grade students at Villareal Highschool**

**Graphic #12**



**Source Table #10**

It was of great importance to develop a post observation that will take into account students' behavior while they were using Canva technological tool and after they put it into practice. On the first part, most of the students were interested by the introduction to Canva tool to their class and participate with the first instruments. On this second observation, it was important to see student's reaction while they were using the App. As shown above, 89% of the students felt encouraged enough to start using this new acquisition during their English lessons but 11% were not that happy. Another important fact is that due to the lack of computers in the laboratory, students had to make groups of 3, therefore everyone had a chance to use Canva tool. 36% of the students were happy to share computers but 64% not at all.



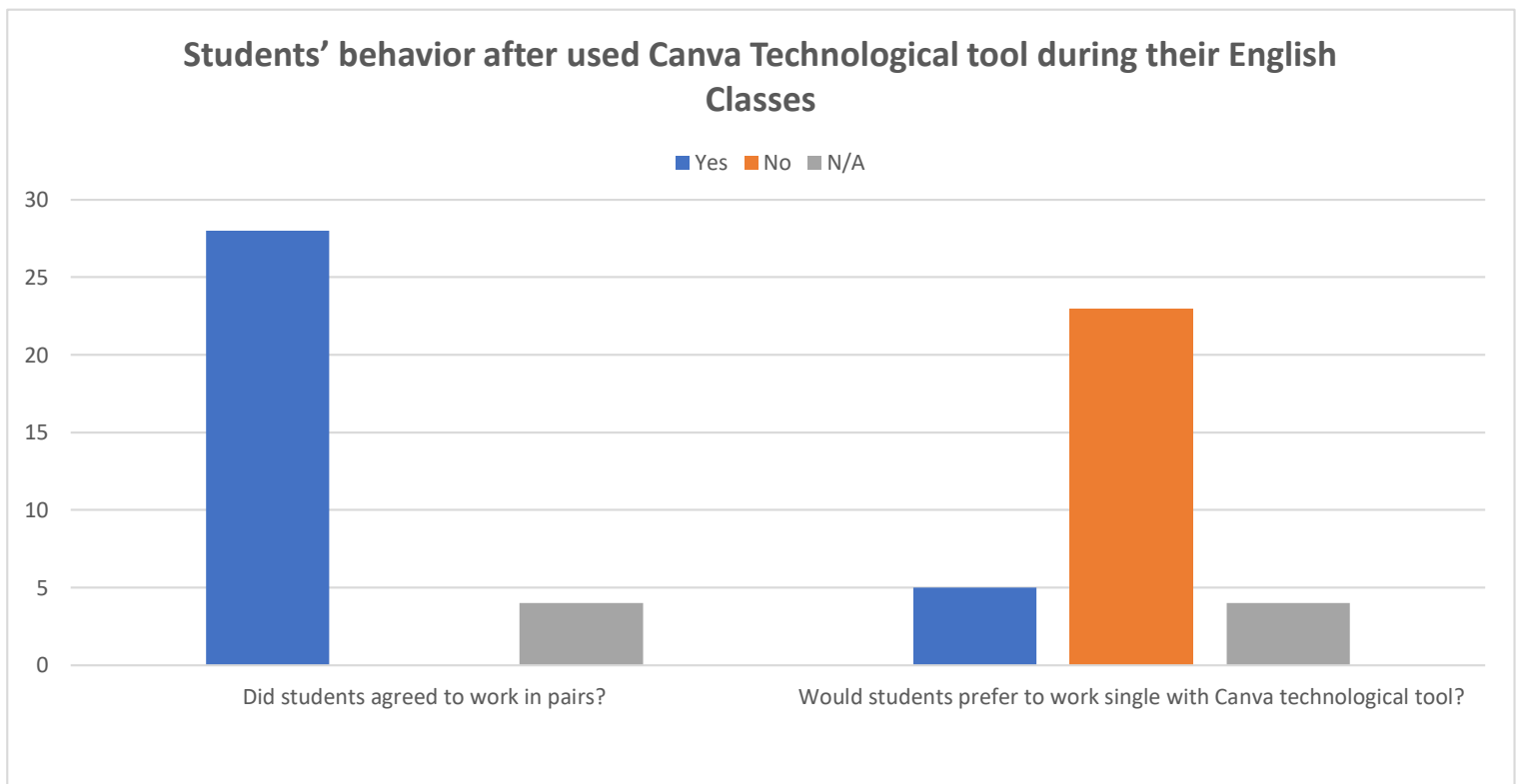
**Table 13**

**Students' behavior after used Canva Technological tool during their English Classes**

	Yes		No		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
<b>Did students agreed to work in pairs?</b>	28	100%	0	0%	28	100%
<b>Would students prefer to work single with Canva technological tool?</b>	5	18%	23	82%	28	100%

**Source: Observation applied to 7<sup>th</sup> grade students at Villareal Highschool.**

**Graphic 13**



**Source: Table 13**

Then, as they were working together, it was found that 82% were working great in pairs since they would help each other but for 18% of the students, they got distracted from the

purpose of being in groups. All the students, agreed to work in pairs. Finally, we would say that 18% would rather work alone with Canva App but 82% would rather work in pairs.

# **Chapter IV**

## **FINDINGS**

## 4.1 Data Analysis

The new area of the MEP curriculum seeks for a digital citizen. People that is ready for the real world with a well oriented knowledge about technology and how to properly use it. Hence, one of the main goals of this research is to familiarized students with technological tools while learning English as a second language. Technology was an important matter before covid hit the whole world but nowadays, it has become a crucial necessity. A crucial necessity to survive in the actual world we are living in. It's a common knowledge that after the pandemic was spread over the world and hit our country, our lives changed forever. On these days, we are able to work away from our jobs just with the use of a computer. Also, to teach a second language without the necessity to be at the university because we can do it from home just with the use of a computer. But not just the computer itself but our knowledge on the technological tool that makes it possible. Therefore, more than just enhancing their productive skills; the students who were part of this research have developed their technological knowledge as well.

On the first part of session one, students answered a couple of questions related to their knowledge about English as a second language and Canva technological tool. However, most of the students were not aware of the uses of this tool. Only a few of them knew Canva App but as a tool to “edit pictures”. They were surprised when the different uses of Canva App were introduced to them and how they could take advantage of this accessible resource. Also, to practice their English with it too. Then, according to their answers related to English as a second language. Most of the students agreed that they needed to improve their productive skills and, to be interested in improving them with the implementation of technological tools.

As stated on chapter II, by Fiona Lawtie:

Just think of all the different conversations you have in one day and compare that with how much written communication you do in one day. Which do you do more of? In our daily lives most of us speak more than we write, yet many English teachers still spend most of the class time on reading and writing practice almost ignoring speaking and listening skills. Do you think this is a good balance? If the goal of your language course is truly to enable your students to communicate in English, then speaking skills should be taught and practiced in the language classroom. (Fiona Lawtie, s.f., parr. 2)

Therefore, the researcher is focused on developing the student's productive skills with the implementation of Canva as a key point to enhance their ability to use technology to learn a second language. On session 2, students are introduced to Canva app. They received a tutorial on how to log in the app, create, add text, edit a template, save their work, share it, among other important aspects about the App. This part was crucial since even though a couple of students heard about Canva technological App, they did not know how to create with it. After that, students started step by step to get familiar with this tool and start to feel confident while using it. As stated by Jack C Richards, the task-based approach makes strong claims for the use of tasks and sees them as the primary unit to be used, both in planning teaching (i.e., in developing a syllabus) and in classroom teaching. (Jack C. Richad, 2006, párr. 1). On session 3, students start to develop their skills during the class with the use of the computers and using Canva app by their selves. In this case, they were asked to create a chart about their likes and dislikes which later would be part of their final project. For most of the students, working with computer was a difficult task since most of them got used to the phones but not to the keyboard of the computer and the mouse. For that reason, we had to make a pause and start to explain the students how to use the computers,

its parts such as the mouse and as well as how to use the internet to find Canva App and log in. After that, we got back to the task and started working on the task previously assigned.

On session 4, students began to work on their mini project which was about the beginnings of creating a comic and give it human characteristics such as its name and age. Also, on this part of the project students put into practice vocabulary and grammar previously seen with its teacher in class. Writing in English is a great way to develop your brain's ability to think in English. When you are writing in English, you are forced to use various words, expressions, phrases, and grammatical structures to express yourself. Writing is also a means of communication which you need to be developing to improve your English fluency. (Adriana, 2018, parr 2.). A way to encourage the students to write in English as a second language was to let them choose the template they liked, the character they wanted as well as colors and so on, as a way for them to use their creativity. On session 4, students started to develop a small mini project which was about creating a comic which had to include the topic developed in class and at the end, present it to the class to enhance their productive skills. Then, on session 5 students practice their speaking skills by presenting they previously created about their likes and dislikes. To do so, the Meaning Focused Speaking technique was implemented to help students achieve this goal.

Therefore, on session 7 students start to practice their speaking skill to get ready for their final presentation before presenting their comic. Finally, on session 8 students present their finished comic to the class and explain them.

## 4.2 Discussion of results

The purpose of the last instrument was to prove students' knowledge after the implementation of Canva technological tool to enhance their productive skills. A questionnaire was used which its definition stands for a tool with a variety of question with the sole purpose of collecting important information that help to get a result. A result which will tell the researcher if the implementation of this technological tool whether help students or not to enhance their productive skills. The questionnaire included the current topics seen in class such as likes, dislikes, healthy and unhealthy food. It included 5 questions of yes/no answer hence this was the first year of the students receiving presential classes since the pandemic and not having to take it virtually. The researcher used a comic as part of the questionnaire and based on the comic stamens, the students had to mark a yes or a no on the correct answer. The first research question stablished by the researcher was: Are students getting concerned about improving their productive skills by implementing Canva? And to answer it, the researcher has found that through the implementation of Canva technological tool students were not only concerned but they were enjoying the process of improving their productive skills because they were using their creativity through the process. Even though they were assigned to complete a class, they had the opportunity to personalize their project the way they liked.

**Table 14**

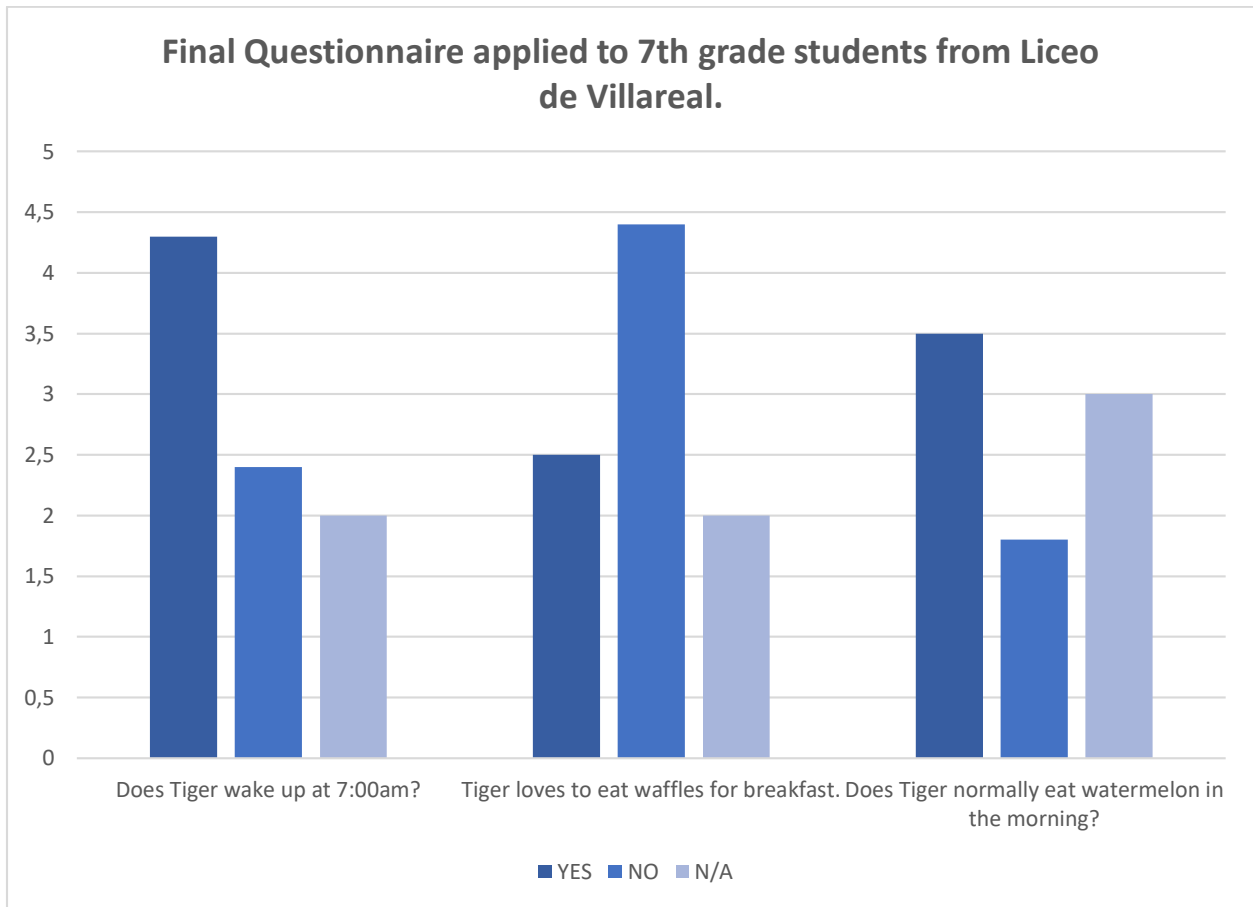
**Final Questionnaire applied to 7th grade students from Liceo de Villareal.**

	<b>YES</b>		<b>NO</b>		<b>N/A</b>		<b>TOTAL</b>	
	<b>A.F.</b>	<b>R.F.</b>	<b>A.F.</b>	<b>R.F.</b>	<b>A.F.</b>	<b>R.F.</b>	<b>A.F.</b>	<b>R.F.</b>
<b>Does Tiger wake up at 7:00am?</b>	<b>17</b>	<b>61%</b>	<b>11</b>	<b>39%</b>	<b>0</b>	<b>0%</b>	<b>28</b>	<b>100%</b>
<b>Does Tiger love to eat waffles for breakfast.</b>	<b>20</b>	<b>71%</b>	<b>8</b>	<b>29%</b>	<b>3</b>	<b>11%</b>	<b>28</b>	<b>100%</b>
<b>Does Tiger normally eat watermelon in the morning?</b>	<b>19</b>	<b>68%</b>	<b>10</b>	<b>36%</b>	<b>0</b>	<b>0%</b>	<b>28</b>	<b>100%</b>

**Source: Final Questionnaire applied to 7<sup>th</sup> grade students at Liceo de Villareal.**



**Graph 14**



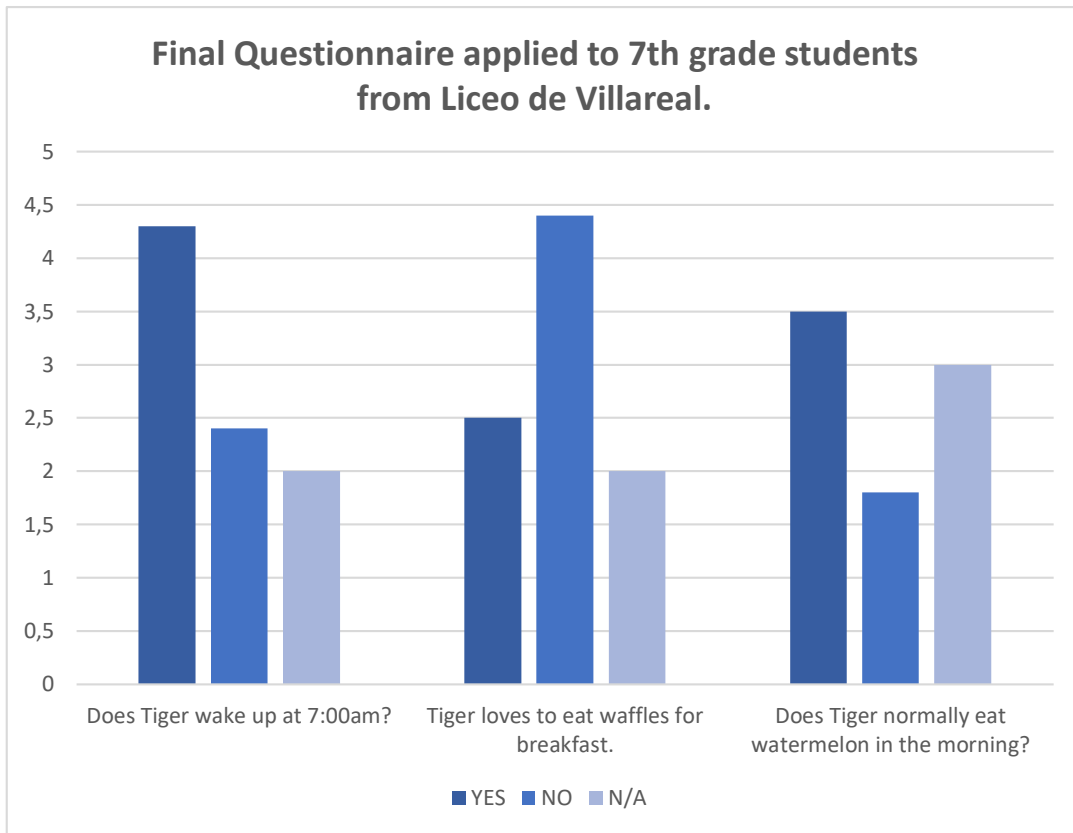
**Source: Table 14**

According to the graph, on the first question 61% of the students recognized what they saw on the comic and answer correctly but 39% percent of the students did not answer correctly. Then, on the next question only 29% failed to answer correctly. On question number 3, 68% percent of the students answer correctly to these questions which was sort of tricky since students had differences references from other food shown on the comic but only 36% of the students failed.

**Table 15**

	<b>YES</b>		<b>NO</b>		<b>N/A</b>		<b>TOTAL</b>	
	<b>A.F.</b>	<b>R.F.</b>	<b>A.F.</b>	<b>R.F.</b>	<b>A.F.</b>	<b>R.F.</b>	<b>A.F.</b>	<b>R.F.</b>
<b>Does Tiger like to eat junk food?</b>	<b>21</b>	<b>75%</b>	<b>7</b>	<b>25%</b>	<b>0</b>	<b>0%</b>	<b>28</b>	<b>100%</b>
<b>Are bananas tiger`s favorite food?</b>	<b>25</b>	<b>89%</b>	<b>3</b>	<b>11%</b>	<b>0</b>	<b>0%</b>	<b>28</b>	<b>100%</b>
<b>Final Questionnaire applied to 7th grade students from Liceo de Villareal.</b>								

**Graph 15**



**Source: Table 15**

On graph 15 and last part of the questionnaire most of the students got the correct answer but about 28% failed to answer correctly. Learners demonstrated a better comprehension and understanding of the information given and asked. However, as stated on the 2<sup>nd</sup> research questions teacher should implement more technological tools during their class so that students can develop their participation during the class and their productive skills. The fact that students had to create by themselves a comic that had the topics they needed to learn, made a quick connection with them and the topic. It also helped them to be familiarized with the topic since it was about things that normally happen daily.

The research can conclude that implementing Canva as a tool to enhance productive skills as stated on our 3<sup>rd</sup> research question, students found Canva technological tool as a help to improve their productive skills. Also, they found it to be an interactive tool to use their creativity as well.

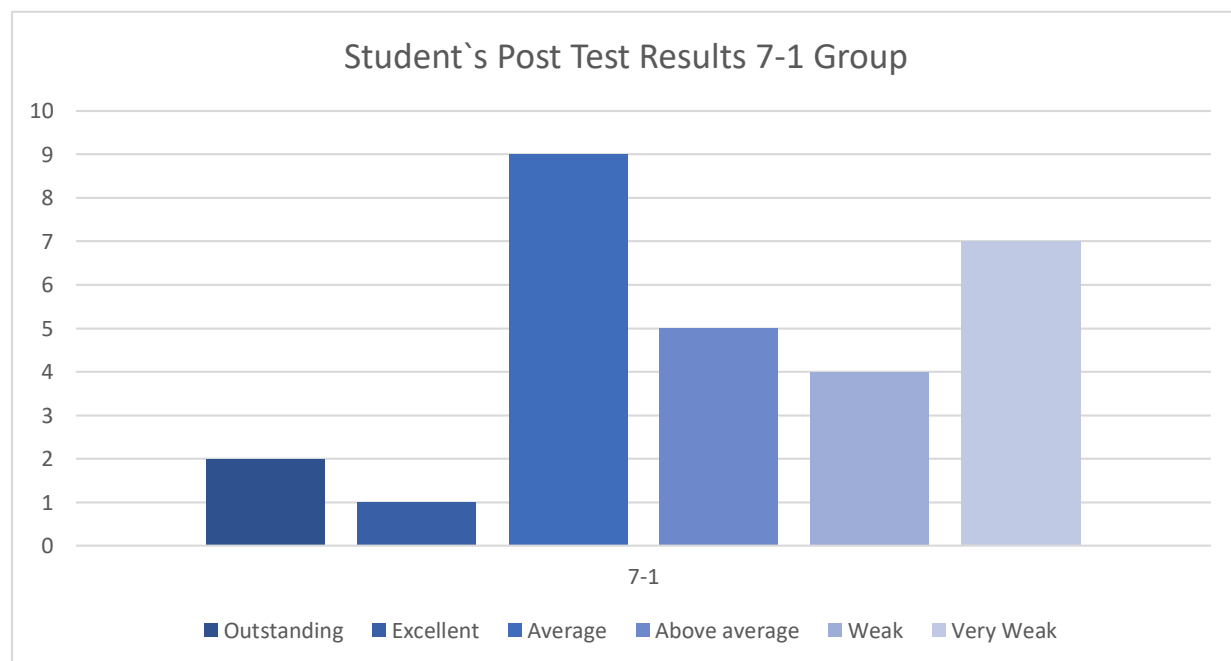
**Table 16**

**Student`s Post Test Results 7-1 Group**

	Above					
	Outstanding	Excellent	Average	Average	Weak	Very Weak
7-1	2	1	9	5	4	7

**Final Test Applied to 7<sup>th</sup> grade students at Liceo de Villareal**

**Graph #16**



**Source Table 16**

As stated on graph #16, 2 students got outstanding results, 1 one of them excellent, then 9 students got above average results. Then, 5 of them got average results and finally 7 of them very weak results.

**Table #17**

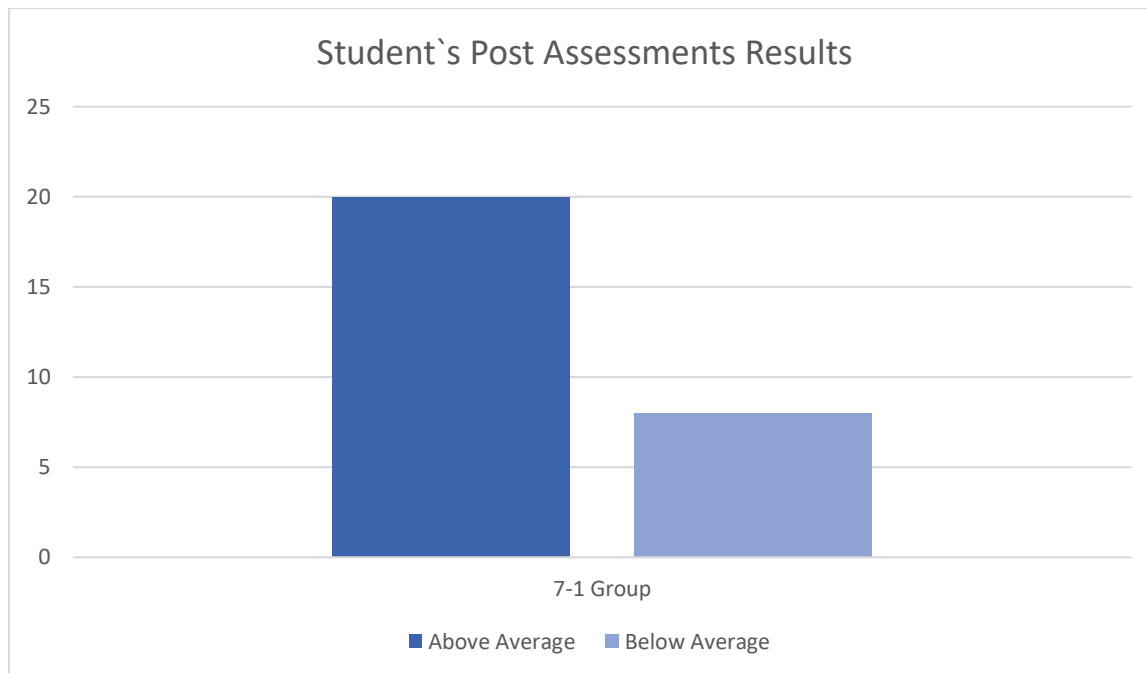
**Student`s Post Assessment Results**

	Above Average >65		Below Average <65		Total	
	<b>A.F.</b>	<b>R.F.</b>	<b>A.F.</b>	<b>R.F.</b>	<b>A.R.</b>	<b>R.F.</b>
<b>7-1 Students</b>	<b>20</b>	<b>71%</b>	<b>8</b>	<b>29%</b>	<b>28</b>	<b>100%</b>

---

**Final Test Applied to 7<sup>th</sup> grade students at Liceo de Villareal**

**Graph #17**



**Source Table #16**

According to graph #17, 71% of the students pass the assessment above average note. However, 29% of the students got a below average score. The researcher can conclude with the evidence stated before that Canva technological app can help to enhance the productive skills.

# **Chapter V**

## **REFLECTIONS**

## 5.1 Reflections

Even though we are on the digital area, some of us still does not take advantage of all the tools and access that the internet currently offers us. Therefore, one of the goals of this research is to encourage teacher and students as well to implement technology as a tool to increase creativity and knowledge for all the people involve. Learning English as a second language means to struggle for some students and to be forced to produce in this second language does not make it any easier. Most of the Costa Rican`s are requested to speak a second language to find a job otherwise they will not be able to apply to the majority of job opportunities in our country but for a few. In view of the above, the researcher implemented Canva technological tool. This app with an accessible and free interface, would help students to lose their fear towards English as a second language and even better, to help them use their creativity while helping their selves to understand the common topics seen in class with less difficulty. We are aware that every skill is important, but the researcher decided to focus on two which are: speaking and writing but why? Easy. Because students tend to understand what they are asked and told but not reply and it is crucial for students to produce in English as a second language since they will need it in future. Guanacaste, where out project was focused and developed is the most touristic area in our country. Hence, speaking in English as a second language is a most and not only speak but to get back to others either speaking or writing.

It is well known by teachers that students have different learning styles it leads the researcher to implement Canva as a technological tool into the class as its project to enhance productive skills. With the implementation of this tool, students who are more likely to use their creativity can use it. Also, for those who do not, still work since Canva app has templates that

they can easily edit only. The researcher believes that most of students nowadays are related with technology, hence for most of them Canva app was not hard to use. However, the researcher identified that some of them did not find it easy to use the computer, but students were happy to learn something new which they can use with others subjects too.

On the other hand, due to the lack of enough computers; students had to work in groups which for some of them it made the task easier since they were changing ideas and so whereas for others it was a distraction for them to complete the task. However, the researcher could not do much since the institution does not have enough resources for the 28 students the researcher had. As day passes, students began to cooperative work to finish their mini projects.

Furthermore, the researcher found that students seemed more interested in learning English as a second language with the implementation of Canva app in the class. Student looked happy, motivated, and asked multiple questions which made the researcher realized that students were paying attention to the topic developed in class. The fact that they were doing something out of the routine and got the chance to use their creativity, made students feel motivated to be in the English class. This is the kind of impact that was meant to be done with this project. Beyond helping students to enhance their productive skills but made them feel part of the class and use their creativity.



# Chapter VI

## CONCLUSIONS

## **6.1 Outcome of research question**

According to the results based on the project implemented at Liceo de Villareal, the researcher can conclude that the implementation of Canva as a technological tool can enhance the productive skills with 7<sup>th</sup> graders students. The three research questions implemented to carry out the investigation, helped the researcher to develop a deeper investigation.

The first research question refers to students getting concerned about improving their productive skills by the implementation of Canva app. At first, when the app was first introduced to the students; they thought it was an app to create images or edit them. However, when the researcher explained them the multiple uses of Canva, what they can create and do with Canva, students at first seemed in disbelief until they were working with the app on the computers developing their comic and using the creativity. After students worked with the app developing their projects, students agreed that this app is more than helpful to practice and enhance their productive skills.

The second research question stands for the increase in the implementation of more technological tools during the English class to have students participating more often and developing their productive skills at the same time. The researcher believes that in this 21<sup>st</sup> century technology is something educators should be taking advantage of. Most of the students are more likely to participate in the class if technology is involved in the process. It makes the class more interactive, creative, and out of the routine.

The last research question stated by the researcher was about the behavior students presented after the implementation of Canva technological tool. At first, some of them were confused about the implementation of this new tool to their class and others already had an idea

of it. Nevertheless, students loved to work with Canva since they had the chance to develop their writing skills as well as to develop their speaking skills with a small project, they created by themselves by using their creativity as well.

## **6.2 Implications**

The present project was mean to enhance the productive skills with 7<sup>th</sup> graders students. However, Canva tool can be used with other grades as well. It is well known by educators that most of the students tend to struggle when speaking an English as a second language. Either writing or speaking skills, both are equally important for students to find better opportunities once they finish high school and be ready to face situations which will request them to have a competent English level.

Implementing Canva with students during the English class have the following benefits:

- It makes the class interactive and creative for the students.
- It can be adapted to different techniques such as: Free Oral Work, Meaning Focused Speaking, Guided Oral Work, Guided Writing, Free writing and many more. As well as with different approaches such as: Communicative approach, Product oriented and Process oriented approach.
- Encourage the use of technology in the class.
- It was discovered by the researcher that students were paying more attention, asking questions, and participating when they were using Canva technological app during their English class than when they were having a regular class.

### **6.3 Strengths**

The following aspects were part of the advantages at the time of developing the project:

- The Liceo de Villarreal high school is in favour of the use of technology as well as to enhance the use of technology therefore the researcher found no difficulty in developing this project with this institution.
- Students were interested in Canva technological app. Some of them already knew about it so they did not find it difficult to use it
- Most of the students were happy to improve their productive skills in English as a second language.
- The method was easy to adapt to the lesson plan they were already on.
- Students enjoyed using their creativity while learning a second language.

### **6.4 Limitations**

A few limitations the researcher had to overcome during the developing of the project were:

- The lack of knowledge a percentage of students had about the use of computers and its components.
- There were not enough computers for each student, so they had to work in groups to share the computers.
- We had to arrange the class according to the availability of the laboratory at the high school because only those rooms had computers.
- The researcher had to explain step by step how to use the computer components so that some students could work with Canva app on the computer.

- Students did not have enough knowledge about the vocabulary therefore the researcher had to keep reminding the topic and purpose of the mini project developed.

# Chapter VII

## RECOMMENDATIONS

This present part of the project is addressed to give recommendations if used in future:

### **7.1. Recommendations for colleagues:**

- The first step is to make sure students will have the source of computers at the institution with internet connection to use Canva App. Otherwise, it would not work since both the internet and computers are strongly needed to run this app.
- It is important to make sure students know how to use a computer and its components such as the mouse, keyboard and so on. We cannot assume they already know because it will cost us valuable time. Once, we are sure they know how to use these basic aspects, we can go ahead and start with the introduction of Canva technological App.
- The first lesson is mostly for students to get related with Canva app but not for them to start creating.
- Canva needs an account to log in and use it. The researcher created one e-mail and with it, it signed in about 15 computers hence it is not needed to create multiple e-mails to sign in Canva app in more than 1 computer. It would be better to do this process way before the class starts since it takes time to sign in, in many computers.
- Create a folder in Canva in their personal account with all the material expected to use and then, share it with the student's account. It would be easier for them to have it.
- Another piece of advice would be to create meaningful content based on the area of work, Canva facilitate this part.

## **7.2. Recommendations for students:**

- It is recommended for students to use their creativity and imagination to develop the project or task, it will help them to learn better.
- Also, students must practice the vocabulary used in their tasks to be prepared for their future presentations

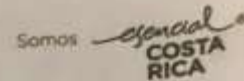
## **7.3. Recommendations for the institution:**

- 1. The researcher would recommend the institution to continuously promote the use of technology not only in computer lessons but the academic ones and so, that way students will get use it as well as to make the class more creative. It would benefit those students who do not have computers at home therefore have no knowledge on how to use them
- 2. Also, to provide labs with enough computers for groups up to 30 then students would not have to share computers with others and will not get distracted.
- 3. Provide teacher with proper trainings regarding the implementation of technology, different tools that might be helpful in the class as well as its importance to promote it in high schools.
- 4. To foment activities in the institutions with the implementation of technological apps



# ANEXXES

## Annex I



Santa Cruz, 28 de marzo del 2022

Institución: Liceo de Villareal  
Directora: Msc. Mitzy Salazar Morales

Estimado señor(a):

Reciba un cordial saludo de la Universidad Latina de Costa Rica, Sede Santa Cruz. Es nuestro deseo presentar a la estudiante **Libeth Vega Hernández**, carnet **20175020004**, alumna de esta Universidad en la Carrera de **Licenciatura en la Enseñanza del Inglés**.

El propósito fundamental de la Universidad Latina de Costa Rica es solicitar la autorización para que el estudiante pueda realizar un Proyecto Final de Graduación en el grado de Licenciatura.

El estudiante tiene la oportunidad de poner en práctica los conocimientos adquiridos durante su recinto universitario y adquirir otros nuevos por medio de un Proyecto de Graduación, de manera que el estudiante se proyecte dentro del sector empresarial, además le da un conocimiento global del campo profesional que ha elegido.

Dentro de las generalidades del Proyecto de Graduación, la Dirección de la Escuela es la encargada de apoyar, coordinar y supervisar la labor del estudiante durante su período de proyecto. Una vez que la empresa acepte la solicitud de proyecto, deberá preparar un rol de trabajo, en busca de solventar alguna necesidad en las áreas de su Institución.

Atentamente,

KARLA JAHAIRA  
SANCHEZ  
SOLANO (FIRMA)

Firmado  
digitalmente por  
KARLA JAHAIRA  
SANCHEZ SOLANO  
(FIRMA)  
Fecha: 2022.03.29  
11:11:25 -06'00'

**Ing. Karla Sánchez Solano**  
**Coordinadora Académica de Sede Santa Cruz**  
Campus Santa Cruz | Guanacaste | Costa Rica



## Annex II



UNIVERSIDAD LATINA DE COSTA RICA  
SEDE DE SANTA CRUZ  
DEPARTAMENTO DE INGLÉS  
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS  
SEMINARIO I

### STUDENT INTERVIEW

The following questions are meant to be asked to 7th grade students at Liceo de Villarreal in order to measure their speaking and English as a second language knowledge.

Researcher name: Lijeth Vega H

#### 1. PART. GENERAL INFORMATION

Age: \_\_\_\_ Gender: \_\_\_\_ Place of living: \_\_\_\_

#### 2. PART. QUESTIONS

1. How do you study for your English tests?

\_\_\_\_\_

2. Do you know what being a B1 in English level is?

\_\_\_\_\_

3. How do you feel when speaking in English as a second language?

\_\_\_\_\_

4. Do you think it is important to practice a second language?

\_\_\_\_\_

5. Do you like to practice your English with apps?

\_\_\_\_\_

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DEPARTAMENTO DE INGLÉS  
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS  
SEMINARIO I**

**STUDENTS QUESTIONNAIRE**

**Dear Students:**

The following research consists of Implementing Canva as a tool to enhance productive skills with students from seventh grade at Villareal High School. All the information received by this questionnaire is going to be kept confidential.

**Researcher Name:** Libeth Vega H

**I. PART. General Information**

Age: \_\_\_\_\_ Gender: \_\_\_\_\_

Place of living: \_\_\_\_\_

## II. PART. CLOSED QUESTIONS

Instructions: Please read the questions carefully and proceed to mark with an "x" in the corresponding box. Question is related with the topic of the project:

"Implementing Canva as a tool to enhance productive skills with students from seventh grade."

QUESTIONS	N/A	YES	NO
<b>Students' knowledge on Canva App, English and productive skills</b>			
1. Do you like English?			
2. Do you know what Canva App is?			
3. Do you think you need to improve your speaking and writing skills?			
4. Would you like to improve your speaking and writing skills with the implementation of a technological tool?			
5. Have you ever received classes English classes with the implementation of any technological tool?			

Thank you very much for participating!

**UNIVERSIDAD LATINA DE COSTA RICA**

**SEDE DE SANTA CRUZ**

**DEPARTAMENTO DE INGLÉS**

**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

**SEMINARIO I**

### **STUDENT DIAGNOSTIC**

The following questions are meant to be asked to 7th grade students at Liceo de Villarreal in order to get student's opinion about the implementation of Canva technological tool in the class.

**Researcher name: Libeth Vega H**

**1. PART. GENERAL INFORMATION**

Age: \_\_\_\_ Gender: \_\_\_\_\_ Place of living: \_\_\_\_\_

**2. PART. QUESTIONS**

**1. Do you think Canva App is difficult to use?**

\_\_\_\_\_

**2. Did you find it interesting to use Canva Tool during your English Class?**

\_\_\_\_\_

**3. Would you use Canva as a tool to practice English?**

\_\_\_\_\_

**4. Would you say that Canva Tool helped you to enhance your productive skills?**

\_\_\_\_\_

**5. Would you say that Canva Tool is an innovative way to practice English?**

\_\_\_\_\_

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LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS  
SEMINARIO I**

### **STUDENTS QUESTIONNAIRE**

**Dear Students:**

The following research consists of Implementing Carva as a tool to enhance productive skills with students from seventh grade at Villareal High School. All the information received by this questionnaire is going to be kept confidential.

**Researcher Name: Libeth Vega H**

#### **I. PART. General Information**

Age: \_\_\_\_\_ Gender: \_\_\_\_\_

Place of living: \_\_\_\_\_

## II. PART. CLOSED QUESTIONS

Instructions: Please read the questions carefully and proceed to mark with an "x"

in the corresponding box. Questions are related with the topic of the project:

"Implementing Canva as a tool to enhance productive skills with students from seventh grade."

QUESTIONS	N/A	YES	NO
<b>Students' opinion after the implementation of Canva Technological tool during their English Classes</b>			
1. Did you like Canva Technological tool?			
2. Do you think through the implementation of Canva technological tool you can improve your productive skills?			
3. Do you think that the mini project developed with Canva technological tool helped you to enhance your productive skills?			
4. Would you like to keep using Canva Technological tool during your English class?			
5. Do you consider important the implementation of technological tools in the class?			

Thank you very much for participating!





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Universidad Latina de Costa Rica

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LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS  
SEMINARIO I

### STUDENTS QUESTIONNAIRE

**Dear Students:**

The following research consists of Implementing Carva as a tool to enhance productive skills with students from seventh grade at Villareal High School. All the information received by this questionnaire is going to be kept confidential.

**Researcher Name: Libeth Vega H**

#### I. PART. General Information

Liceo De Villareal High School

English Department

Professor's Name: Libeth Vega Hernández

Level: 7<sup>th</sup> Grade Group: 7-1 Period: Second

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Legal Guardian Signature: \_\_\_\_\_

Points: 10 Percentage: 12% Grade: \_\_\_\_\_

Points Obtained: \_\_\_\_\_ Percentage Obtained: \_\_\_\_\_

## II. PART. CLOSED QUESTIONS

Instructions: Please look at the image below, read the questions carefully and proceed to mark with an "x" in the corresponding box. Questions are related with the topic of the project: "Implementing Canva as a tool to enhance productive skills with students from seventh grade." 10 Points (2 each).

### My daily routine



QUESTIONS	NA	YES	NO
According to the image about a short story shown before, please mark with an "X" on the correct option.			
1. Does Tiger wake up at 7:00am?			
2. Tiger loves to eat waffles for breakfast.			
3. Does Tiger normally eat watermelon in the morning?			
4. Tiger likes to eat junk food.			
5. Banana is Tiger's favorite fruit.			

Thank you very much for participating!

# Do you like..?

## Food and Drinks Questionnaire

Yes, I do.

No, I don't.

1- Do you like to eat strawberry?

☐☐

2- Do you like to eat broccoli?

☐☐

3- Do you like to eat chocolate?

☐☐

4- Do you like to eat cupcake?

☐☐

5- Do you like to eat pizza?

☐☐

6- Do you like to eat spinach?

☐☐

7- Do you like to eat banana?

☐☐

8- Do you like to drink orange juice?

☐☐

9- Do you like to drink tea?

☐☐

10- Do you like to drink milkshake?

☐☐

11- Do you like to drink hot chocolate?

☐☐

12- Do you like to drink soda?

☐☐

13- Do you like to drink lemonade?

☐☐

## Likes and Dislikes



I like:

Insert text here

Insert text here

Insert text here



I do not like:

Insert text here

Insert text here

Insert text here

# MY DAILY ROUTINE



HAVE LUNCH

PLAY GAMES

DO HOMEWORK

HAVE DINNER

GO SURFING

GO CICLYNG





# My daily routine



# My daily routine





# Common Daily Routines



I go to school



I have breakfast



I have lunch

# Common Daily Routines



**Anexxes III**  
**SESSION'S PICTURES**







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