



UNIVERSIDAD NACIONAL DE EDUCACIÓN

Carrera de:

Pedagogía de los Idiomas Nacionales y Extranjeros

Teaching and learning vocabulary using flashcards to high school students
at a public institution in academic year 2021- 2022.

Trabajo de Integración Curricular
previo a la obtención del título de
Licenciado/a en Pedagogía del
Idioma Inglés

Autor:

Mónica Alexandra Quizhpi Calle

CI: 0104838172

Autor:

Joseline Cristina Mora Orellana

CI: 0107567919

Tutor:

PhD. Uvaldo Recino Pineda

CI: 1756655393

Azogues - Ecuador

Marzo, 2022



Agradecimiento y/o dedicatoria

Gratitude

First of all, I would like to express my gratitude to God and my parents, who have been the fundamental pillars in my life and whose blessings have allowed me to get to where I am today.

I would also like to thank the Antonio Avila Maldonado high school for opening its doors and allowing me to carry out the entire research process.

My deepest and most sincere thanks to all the officials and staff who are part of the Universidad de Educación (UNAE) for allowing me to be part of the university every day.

I thank with all my soul to all my professors who were my guides from the first semester to the last one. They were a fundamental part of my educational process because they not only shared with me their valuable knowledge, which made me grow day by day, but they also supported me and were my advisors. Thanks to all of you for your patience, dedication, unconditional support, and friendship.

Finally, I would like to express my greatest and most sincere gratitude to Uvaldo Recino, Ph.D., who was my main guide throughout this process. He helped me complete this research work successfully; his support, knowledge, and above all, patience, were extremely significant.



Acknowledgment

My infinite gratitude to God and the Virgin, who were my compass day by day during my years of studies.

Eternal gratitude to my family, for being day by day supporting me to continue standing. They are the most sacred thing I have in life. Thank you for being my main motivators and helping me to be what I am now; without you and your advice, your love, and affection, I would not be where I am. Thank you, mom, siblings, and grandparents. I love you very much.

I am also incredibly grateful to my thesis tutor, Uvaldo Recino Pineda, Ph.D., whose support, patience, knowledge, and advice were especially useful in the development of this undertaking.

Furthermore, I want to thank all the teachers of my major, who knew how to support me and walk with me to achieve my goals. Thanks to all of you for giving me your knowledge, patience, love, and friendship.

I would like to thank my beloved "Universidad Nacional de Educación", for having allowed me to be formed in it and to spend one of the best stages of my life.

My sincere thanks to "Unidad Educativa Antonio Avila Maldonado", and its teachers, particularly its English teacher, for all their support, for trusting me, opening their doors, and allowing me to carry out the whole research process in this distinguished high school.



Dedication

This thesis is dedicated to:

To God who has been my guide, my strength, and who with his love has remained by my side until this moment.

To my father and angel, Fausto Quizhpi who, despite no longer being physically present, continues to give me strength every time I think of him. To my mother Monica Calle who, despite being alone was and continues to be my support every day of my life. This achievement is dedicated to them because with their love, patience, and effort they have allowed me to fulfill one more dream, thank you for instilling in me the example of effort and courage, not to fear adversity because God is with me always.

To my siblings, Carlos and Maria del Carmen for their unconditional love and support throughout this process and for being with me, thank you. To all my family because with their prayers, advice, and words of encouragement, they made me a better person and in one way or another they accompany me in all my dreams and goals.

I also want to dedicate this work to all my professors who, from the first day to the last in the university made this process something wonderful because more than professors they are excellent and wonderful human beings.



Dedication

I dedicate my thesis to God, for allowing me to successfully complete my longed degree, always give me health and strength.

I decided to devote all this effort to my lovely and adored mother Jessica Orellana, who with much sacrifice and effort gave me her unconditional support; she is the fundamental pillar in my life, and throughout my student formation, she knew how to instill in me values to be better every day. Even though there were too many problems, she knew how to keep me on my feet. She has always been my lighthouse, and with her guidance, I have progressed toward realizing all my ambitions. I am grateful that despite everything being against you, you never gave up so that I would not have to.

To my beloved siblings Domenica and Sebastian, whose unwavering encouragement inspired me to conquer challenges I met throughout life. I also want to thank you for the unwavering love you show me every day. For displaying patience at the most trying times and for being my support system. They are the most important people I have in my life; I adore them.

To my cherished grandparents Bertha Reino and Alejandro Mora, who helped shape me into a good person and a professional in the service of others with their guidance. They drilled it into me to be resilient in the face of adversity. I adore them, and they always wanted me to be successful and advance. To my family, especially to my uncle Fernando Mora, who has supported me throughout my time as a student, shared his ability with me, and helped me as I needed it, advancing my profession.

Finally, I would want to extend my gratitude to Felix and Lucas, my lucky charms, my faithful companions, and my constant friends over the many restless nights. I simply had to see them dozing off in my bed to feel less alone and more at peace at work.

**Resumen:**

A través de la observación, se comprobó que la clase de primer año de bachillerato tenía un bajo nivel de vocabulario debido a que les costaba presentar sus ideas habladas y escritas. Por ello, se decidió crear un plan de acción en el que se utilizaron tarjetas didácticas para mejorar el problema. Este recurso es útil en el proceso de enseñanza porque al utilizarlo, el profesor ayuda al alumno a procesar y retener la información durante más tiempo. Además de que, al tener su respectiva imagen y palabra, es más fácil de relacionarlos y aprender.

Por lo tanto, esta investigación tuvo como objetivo indagar la influencia de la implementación de tarjetas didácticas como recurso en la mejora de vocabulario de los estudiantes en las aulas de inglés como lengua extranjera. Para este propósito, el investigador utilizó las herramientas de observación, test y entrevista para la recolección de datos. Esta investigación se llevó a cabo en dos ciclos. Después del análisis de los datos recopilados del estudio en el primer proceso a pesar de que hubo una mejora en léxico de los alumnos de un nivel bajo a un intermedio los resultados no fueron los esperados. Luego en el segundo, con los nuevos cambios implementados se obtuvo resultados positivos en la ampliación de su vocabulario pues pasaron de tener un nivel bajo a uno avanzado. Por lo tanto, las tarjetas didácticas ayudaron a los aprendices en la retención de las palabras, así como en su pronunciación. Además de que según sus percepciones para ellos el vocabulario es importante a la hora de aprender un idioma por lo que consideraron a las tarjetas didácticas como algo útil. A la luz de estos hallazgos se comprobó que el recurso implementado influye positivamente en la enseñanza y aprendizaje de vocabulario.

Palabras claves: Tarjetas didácticas, vocabulario, enseñanza, aprendizaje, recurso.

**Abstract:**

Through observation, it was found that first year baccalaureate class had a low level of vocabulary because they had difficulty presenting their spoken and written ideas. Thus, it was decided to create an action plan in which flashcards were used to improve the problem. This resource is useful in the teaching process because when using it, the teacher helps the learner to process and keep the information for a longer time. Besides, by having their respective image and word, it is easier to relate, and learn them.

Therefore, this study aimed to investigate the influence of the implementation of flashcards as a resource in improving students' vocabulary in English as a foreign language. For this purpose, the researcher used the tools of observation, test, and interview for data collection. This research was carried out in two cycles. After the analysis of the data collected from the study in the first process, even though there was an improvement in the lexicon of the students from a low to an intermediate level, the results were not as expected. Then, in the second one, with the recent changes implemented, positive results were obtained in enhancing their vocabulary, since they went from having a low to an advanced level. Thus, the flashcards helped the learners in the retention of the words as well as in their pronunciation. In addition to the fact that, according to their perceptions, vocabulary is important for them when learning a language, so they considered the flashcards to be something useful. In light of these findings, it was found that the implemented resource positively influences the teaching and learning of vocabulary.

Keywords: flashcards, vocabulary, teaching, learning, resource.



Table of Contents

Resumen:	6
Abstract:	7
Table of Contents	8
CHAPTER I	11
Introduction	11
Research Question:	14
Sub-research questions:	14
Research Objective:	15
Specific objectives:	15
CHAPTER II	15
Conceptual framework	15
Theoretical framework	16
CHAPTER III	39
Research Methodology	39
Participants	43
Research Procedure:	45
CHAPTER IV	54
Results	54
First cycle	54
Second cycle	62
CHAPTER V	71
Discussion	71
First cycle	71
Second cycle	73
Conclusions	75
Implications	75



Limitations	76
Recommendations	76
ANNEXES:	84
(Annex A)	84
(Annex B)	86
(Annex C)	87
(Annex D)	90
(Annex E)	94
(Annex F)	96
(Annex G)	98
(Annex H)	99
(Annex I)	100
(Annex J)	101



Title: Teaching and learning vocabulary using flashcards to high school students at a public institution in academic year 2021- 2022.

Research line/Area: Teaching Practice: student-teaching/practicum, classroom management, teaching materials construction/design, didactics, and curriculum adaptation in ELT.

Type of degree Requirements: Requirement for obtaining the English language degree in Pedagogía de los Idiomas Nacionales y Extranjeros major.

Research Modality: Research



CHAPTER I

Introduction

According to the Ministry of Education of Ecuador (2016), English was established as a compulsory subject from the second grade of Basic Education (EGB) to the third year of high school (BGU) in all public institutions in the country so that Ecuadorian students have more academic, cultural, and economic opportunities. The curriculum goal is that pupils finish high school with B1 level of English. B1 is the third level of English. According to the Common European Framework of Reference (n.d) “a definition of different language levels written by the Council of Europe. In everyday speech, this level would be called “intermediate”, and indeed, that is the official level descriptor in the CEFR” (EF SET, n.d).

Ecuadorian schools usually have classrooms with 35 to 40 students, which are too many for a single teacher since he/she cannot effectively visualize and control the learners' learning.

Previously, pupils received 5 hours of English per week; however, due to the pandemic class hours have decreased and now they have 1 or a maximum of 2 hours of English per week.

The National University of Education (UNAE) is characterized by promoting the pre-professional practicum of its students from the beginning of the university degree until the end of it. Consequently, they carry out practicum for 9 semesters. We have had the opportunity to carry out pre-professional practicum in different public and private schools in Zone 6 of Ecuador.

Due to the situation that the country was going through due to the pandemic, the internships were carried out face to face until the fourth semester, while those from the fifth to the eighth were



online. The way of teaching changed and the government declared the Plan "Aprendamos juntos en casa" which had the goal that people could continue with their academic activities from home. Fortunately, in the 9th semester we returned to normality and carried out the practicum face to face way.

During the 8 semesters of practicum, we identified that students have a low level of vocabulary. Based on observation, we noticed that learners, in the schools where we did the practicum are unable to present their spoken and written ideas, understand texts, main ideas, and audios; all these issues are due to their low vocabulary. Low vocabulary within a classroom is a widespread problem that must be solved because vocabulary is essential in the development of literacy and important for reasoning and correct learning. Our stay at the university has allowed us to learn significant and important knowledge of each subject, which has served to guide us in the process and execution of our research. For example, action research taught us first to identify a problem and carefully look for ways to solve it. It also instructed us on the proper ways to analyze data that ultimately contributed to our results. Finally, it provided us with the knowledge to decide whether the methodology of a study is qualitative or quantitative as well as to identify the proper tools for data collection. The subject of didactics for adolescents which contributed with significant knowledge to differentiate that the teaching/learning process of a teenager compared to a child is totally different. In addition, it is directly related to the application of strategies, resources, interesting, and striking tools that contribute to the learning of our young people. In addition, it helped us find the "flashcards" resource for the possible solution to our students' vocabulary acquisition problem. Also, didactics of English which helped us classify the



flashcards as a didactic tool and its difference in relation to a strategy or tool. Finally, evaluation and assessment which gave us the necessary and important parameters that we must follow in the creation of our tests or exams so that they were validated. In the case of this research, the diagnostic and summative test. Each of these themes has been especially useful since they have contributed greatly to the process of elaboration and development of our research work.

The research was applied in a public institution in the country to students in the first year of high school from group "C". The students' teacher applied the student-centered approach in which presented himself to the class not as a teacher but as a guide for each one of them. He applied this in his classes' activities where communication and dialogue were the main things for their learning. The first-year high school pupils had a low level of English in general. This situation was due to the fact that they came from different schools where the educational reality with respect to English was different for each of them. Hence, their level of English in vocabulary and in general was low. Through observation, we were able to realize that despite this level, they were more motivated and interested in English when the teacher implemented different strategies, games, and materials in their classes. Even though the students had a low level of English in general, we decided to focus on their vocabulary since they could not express their ideas or thoughts due to their poor vocabulary, therefore developing vocabulary was the main step to start developing the language.

As vocabulary is the main cause for pupils to have a low level of English, we designed an action-research plan to help EFL (English as Foreign Language) first-year baccalaureate students develop and improve it. The learning theories that were used in the classroom for the teaching of



flashcards were the mix of behaviorism (repetition) together with cognitivism in which students not only learned by repeating but also through activities in which they put the newly acquired lexicon into practice. We used an action research process to implement our proposal. The techniques that allowed us to collect data to answer our research questions and objectives were the application of a diagnostic, summative test, observation, and interviews with the class. Finally, the main tools that figure out if the implementation of flashcards worked or not were interview protocols, observation sheets, and tests (diagnostic and summative tests). Based on what has been stated, we have proposed the following research questions:

Research Question:

- How can the use of flashcards influence the vocabulary learning of EFL first-year baccalaureate students in the classroom?

Sub-research questions:

- What is the level of learning of English vocabulary in first-of-baccalaureate students after and before using the flashcards as a resource?
- What are the students' perceptions about using “flashcards” in their classes?

In education, the development of vocabulary is an especially significant essential component in language development. Through lexicon, students not only exchange information, but they also explore and come to understand and identify ideas; express their emotions, thoughts, feelings, and opinions. Consequently, the aim of this action research is to implement flashcards to develop



the student's vocabulary and to do this, we designed an action-research plan. To inform the purpose of this inquiry, we proposed the following objectives.

Research Objective:

- To determine the level of improvement of the students' vocabulary with the implementation of the use of flashcards

Specific objectives:

- To diagnose students' vocabulary level before using flashcards.
- To assess students' vocabulary level after using flashcards.
- To analyze how students react to the implementation of flashcards as resource.

CHAPTER II

Conceptual framework

In the history of education within the Ecuadorian context there have been several valuable tools for students' vocabulary development. One of the most significant tools are flashcards. These have always been valuable resources when teaching or transmitting knowledge. Despite not knowing exactly their origin or which were the schools that promoted their use, they have had a great impact on education as their use is becoming more frequent specifically in the teaching/learning of the English language since they are usually focused on the effective development of students' vocabulary.



González Paredes (2013), states that flashcards are elements of didactic support and of frequent use at school, in each English class at the different levels of basic education and early childhood education, as well as they, provide help when showing new vocabulary, which allows reinforcing and reviewing the vocabulary already studied (p.21).

Theoretical framework

We conducted some previous research and analyzed in-depth related existing studies and how they develop strategies to improve learning methods.

González Paredes (2013) proposed research with the objective of implementing an interesting methodology of using flashcards. The sample used in this work was tenth-grade students. This is a topic of common benefit, both for students and teachers. For students, because with the use of these resources they get motivated, they have fun and interactive learning.

This study established the influence that the use of flashcards has since through their use a quality education can be achieved, in the contents of a foreign language. It indicates that using sounds in flashcards helps to develop the lexicon. Another of the tips it gives us is that the images or drawings on the flashcards used by teachers significantly help the learning of the English language lexicon, which is an important factor to capture the attention of students and thus contributes to the process of interactive teaching.

The size of the flashcards plays an important role in their elaboration, since it facilitates an optimal visual field, helping to obtain the attention and concentration of the students. Finally, they pointed out that learning with flashcards denotes a higher level of attention and



concentration on the part of the students in whom we find interactive, dynamic, participative, and motivating attitudes, thus being able to determine that this is a very appropriate system for interpersonal and interactive vocabulary learning. learning vocabulary (p.69).

Nikoopour and Kazemi (2014) talk about learning vocabulary through flashcards, they tell us that learning vocabulary is a great way to develop students' skills. This study was carried out by the participation of 74 students from the University of Urmia. The results they obtained were represented by means of statistical graphs. At the end of their research, they found a big difference in learning vocabulary with flashcards, since it is more effective than learning in a normal way (p.1369).

Garcia (2016) wrote a paper that tried to promote a learning strategy through the use of flashcards. The sample used for this research was 56 students. The analysis and data were presented using a statistical package. In addition, in each analysis, they were able to write their interpretation. In concluding with that project, the author was able to conclude that didactic materials are a very useful tool to contribute to the improvement of learning, as long as they are focused on the subject being taught. In addition, she comments that teachers should apply the appropriate techniques and strategies in the teaching-learning process so that the interest in learning vocabulary in a spontaneous and practical way is not interrupted (p.55).

Velasco Pumasunta (2017) presented a paper on the use of flashcards as didactic material as a way of learning vocabulary in ninth-grade students. This tells us that flashcards have become very important in learning. This didactic material helps the teacher to teach new



vocabulary in a better way. In addition, she says that flashcards help to improve student-teacher communication and to provide quality education. The sample was 166 students. This study concluded that the use of flashcards as didactic material in vocabulary learning is a very significant contribution because it helps students to facilitate vocabulary learning (p.33).

Chavez (2018) presented a paper aimed at demonstrating the application of flashcards as a strategy where students can learn in a didactic way and thus allowing the process of teaching and learning English vocabulary to be more efficient. The sample of this study was a group of twenty 5-year-old students. Finally, it tells us that the flashcards can be used in a simple and fun way, for the children since it favors the acquisition of English and the incomparable support for the teachers and those who are involved with the development of the teaching of the students, giving importance to this tool (p.50).

The use of flashcards as a didactic resource to improve vocabulary

Flashcards

As Jha (2018) emphasizes that:

Flashcard is a piece of card that has a cue or hint on the front side, and a corresponding answer on the back side. The cue can be a question, an image, or just one word that prompts or triggers an anticipated response. Anything that can be studied in a “question and answer” format can be literally turned into flashcards — from definitions, foreign



language vocabularies, scientific symbols, historical dates and traffic signs, to countries and their respective capitals or currencies.” (para. 1)

Flashcards are of great importance and help teachers to teach any language more easily. In addition, the flashcards visually help the student to memorize something in their teaching-learning process, and from that the students will be able to be more active with their participation. Flashcards can be used freely in the classroom since the student with this resource can increase her ability to concentrate to learn new words in a new language.

According to Ngarofah & Sumarni (2019), flashcards have a few typical uses which teachers can do:

- a. practicing important questions
- b. writing a sentence or story
- c. describing a picture
- d. arranging the words list in alphabet
- e. combining the opinions
- f. to get inspiration on writing a fable
- g. playing cards (p. 778).



This means that flashcards have been used for a long time to help students in learning foreign languages. Flashcards can motivate students in the learning process and help students understand the material on vocabulary acquisition, interestingly for students. In addition, it is also useful for teachers.

As (Bevan, 2016) says “Flashcard is a piece of card with a cue on the front, and the answer on the back. The cue can be a question, a single word or a picture. Electronic flashcards can also have sound or video cues. When you review your flashcards, you will take one card at a time, look at the cue and try to answer it as quickly as possible before checking the answer and moving on to the next card.” (para. 3).

This means that flashcards are resources that help us with information and can vary between images, drawings, a question, and a word. At the same time, there are also flashcards in a virtual mode made from an application.

Vicent (2019) reported that:

Flashcards are a tried and tested method for studying vocabulary and a great way to encourage students to take more control of their own learning, not only in the sense that they can actually make the flashcards themselves, but also if you allow them the freedom to choose the vocabulary they personally wish to focus on. There are various types of flashcards that can be made, with the target word or phrase on one side and a definition, an antonym, a synonym, a gapped sentence, a translation, or even a picture on the flip side (para. 2).



This tells us that flashcards are cards with a word on one side and a definition on the other. In addition, any type of word can be written. There are a variety of flashcards, where you can put different kinds of things like synonyms, definitions, translations, and even a picture.

Advantages of flashcards

(Indriana, 2011) expresses “Flashcard media provides advantages for the reason that it is comfortable to carry due to its size and easy in making and implementing. In addition, flashcard media is also easy to remember because the presented images are colorful and attractive. Likewise, this media also provides better long-term memory dealing with the contains in the cards. Meanwhile, it is also possible to be used as an eye-catching learning media and enjoyable playing cards.” (p.68).

This means that flashcards are an easy-to-use resource, as well as being colorful and attractive to learners. This helps to improve the memory of the people who use it because when they see the graphic and the word, the learner will relate it and remember the vocabulary in a better way.

University of Southern Maine (USN, n,d) mentions that:

Flashcards frees up some memory, since you will have a physical stack of cards with the information instead of trying to store individual facts, names, or terms in your mind.

Flashcards are often part of spaced practice, and repetition helps you figure out what information you can remember easily and what needs additional effort. From a time



management perspective, flashcards allow you to take advantage of short amounts of time that become available throughout the day or week, in addition to during planned study sessions (para.2)

Flashcards contain multiple benefits, which will help us when teaching vocabulary to students, where they can practice and repeat several times. In addition, this resource helps students to be more involved in the learning process, learners can take advantage of their free time to learn vocabulary by using flashcards.

Vocabulary

To start learning a foreign language, learners first seek to learn vocabulary and grammar that helps them better understand a second language and communicate with other people regardless of the activities they want to do first. Consequently, vocabulary is necessary when a person begins learning the English language. Alizadeh (2016) says "Vocabulary as a list of words arranged in alphabetical order with their definitions" (p. 22).

When starting to learn a topic in classes the introduction of new vocabulary plays an important role, Alqahtani (2015) explains "vocabulary learning is an essential part in foreign language learning as the meanings of new words are emphasized, whether in books or classrooms. It is also central to language teaching." (p.21).



Consequently, according to these authors, we can say that vocabulary is very important in learning a new language. Moreover, it helps to improve the level of a second language.

Speech-Language Pathology Services (SLPS ,nd) mentions that:

Vocabulary refers to the words that we know. In the course of acquiring vocabulary we form concepts in our head, an indispensable foundation of language skills. A robust vocabulary positively influences other areas of communication — listening, speaking, reading and writing.”

Vocabulary is critical to a child’s success for many reasons:

1. range of vocabulary is directly related to school academic achievement.
2. strong concept formulation teaches children to think and learn about the world.
3. expanding a child’s knowledge of words provides access to understanding and expressing new information (p.10).

The vocabulary is a word with its respective meaning that fulfills a function of being taught and known by people. Vocabulary covers the knowledge of the meanings of the words and their uses in the context that we are going to use. It can also be used to facilitate the learning of a second language. In addition, vocabulary plays a very important role in understanding English, in this case, students will be able to know how to use it properly in our classes. Hence, vocabulary is the main key that the flashcards will address, as they will contain the necessary and important words (vocabulary) that students need to know in order to understand a given topic.



Hatch and Brown (1995) state that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use (p. 457). According to Oxford Learner's Pocket Dictionary (2008), "vocabulary is; first, all the words that a person knows or uses. Second, all the words in a language. Last, list of words with their meanings" (para.1). Akdogan (2017) explains "students must acquire vocabulary skill in order to get other abilities like listening, speaking, reading, and writing. In other words, vocabulary skill takes an important role in understanding the four basic skills of English" (p.34).

Vocabulary is a unit of spoken or written language, which helps people express their ideas and understand their basic skills. Vocabulary is of the utmost importance since if the vocabulary is not mastered it becomes difficult to master the other competencies such as listening, speaking, and writing. Finally, we believe that vocabulary is an important element in the instruction of English.

As vocabulary is a fundamental part of English language development, it is recommended to implement it in flashcards so that students prioritize the learning of these words. Therefore, they are more productive when learning. By combining vocabulary with other visual elements, information retention is facilitated.

Dual-Coding theory

As (Paivio's et al., 1994, as cited in InstructionalDesign.org et al., 2018) says:



Dual-Coding theory assumes that there are two cognitive subsystems, one specialized for the representation, and processing of nonverbal objects/events (i.e., imagery), and the other specialized for dealing with language. Paivio also postulates two different types of representational units: “imagens” for mental images and “logogens” for verbal entities which he describes as being similar to “chunks” as described by Miller. Logogens are organized in terms of associations and hierarchies while imagens are organized in terms of part-whole relationships” (p.77). Dual Coding theory identified three types of processing: (1) representational, the direct activation of verbal or non-verbal representations, (2) referential, the activation of the verbal system by the nonverbal system or vice-versa, and (3) associative processing, the activation of representations within the same verbal or nonverbal system. A given task may require any or all of the three kinds of processing” (para. 86).

This knowledge tells us that it is possible to jump-start learning and extend study material through verbal associations and visual images. Furthermore, it is supported by research evidence showing that recall of certain verbal information is enhanced if a relevant visual element is also present or if the learner can imagine a visual image to accompany the verbal information. Similarly, spoken information is usually augmented when it is accompanied by a visual image, real or imagined. This linguistic system deals directly with linguistic input and output, while using symbolic imagery to accommodate behavior. Visually and verbally codes can both be used to recall information. In addition, scrambling a stimulus in two distinct ways improves the likelihood of remembering a memorized element.



According to Kanellopoulou (2019):

Dual-coding theory (DCT) is a general cognition theory that has been directly applied to literacy and language learning. In his theory, Paivio originally accounted for verbal and nonverbal influences in memory, but researchers soon started applying it in other areas of cognition. According to this theory, a person can learn new materials using verbal associations or visual imagery but the combination of both is more successful in learning (p.2).

This theory tells us that the brain uses both visual and verbal information to stand for information, but also that this information is processed differently through two different channels in the human mind, creating different representations for the information processed by each channel. The two existing coding systems are the verbal system that stores linguistic information such as sound or text and the non-verbal/visual system that processes visual information such as images or videos.

Teaching and learning process

Teaching

Impedovo (2012) informs us that “teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of



stimulus to the psychological and intellectual growth of a person by another person or artifact” (p.289).

Teaching means keeping students involved in the learning process. This means that teaching is committed to allowing students to understand and apply their knowledge. It is an interactive process, which takes place with the teacher and the learner, it occurs during certain activities with the objective to guide the learner so that he or she feeds on knowledge and is capable of being able to self-learn involving them in the construction of new knowledge to develop logical reasoning and critical thinking.

According to Zayapragassarazan & Kumar (2012), teaching involves some activities or actions that allow students to learn (p.3).

This tells us that teaching is an activity carried out jointly through the interaction of teachers, facilitators, and students. Teaching is what a teacher does with her students so that they learn something.

According to (Sun.ac.za., 2019):

Teaching can be defined as engaging with learners to enable them to understand and apply knowledge, concepts and processes. To teach is to involve students in learning; therefore, to teach is to engage students in the active construction of knowledge. A teacher must not only know the subject matter, but also know how students learn and how to transform them into active learners. (para. 1).



Teaching is about transmitting information, and also transforming students from passive receivers of other people's knowledge into active builders of their own and others' knowledge. The teacher needs his students to be active in knowledge in order for them to have an effective involvement. Teaching is essentially about creating the pedagogical environment in which students accept to take responsibility for their individual and group learning.

Learning

According to PhysicsCatalyst (2021):

Learning is a natural phenomenon which is natural to all organisms including both humans and animals. Learning affects a child's development. A child learns new habits only through the process of learning and through imitated traditions and customs. Intellectual skills are also developed through learning. The decision of right and wrong, the concepts of justice and aesthetic sense, etc. develop through learning. This process of learning continues throughout life. Learning is the basis of maturation (para. 4).

This tells us that learning is the acquisition of new behaviors by a person from previous experiences, in order to achieve a better adaptation to the physical and social environment in which he/she lives. What is learned is retained by the organism in a more or less permanent form and is available to be put into action when needed.



Learning is “a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning” (Ambrose, 2010, p. 3).

Learning is the process of acquiring new knowledge, skills, and attitudes through study, experience, or exercise. In addition, it helps to develop imagination, memory, and thinking.

Learning theories

Learning theories are the description of a process that allows a living being to learn something. The way in which the flashcards will be taught will be through the combination of two learning theories (behaviorism and cognitivism) which we consider the most appropriate to help with vocabulary development. That is why these two theories will be described below for a better understanding.

Behaviorism

To manage students' discipline and the responses to the activities, it is used the behaviorist approach during the interventions. (Watson, 2017) expresses “Behavioristic psychology has as its goal to be able, given the stimulus, to predict the response –or, seeing the reaction to identify the stimulus that) called out the reaction” (p.16) emphasis omitted”.

This tells us that, in the learning of behaviorism, repetition is used too much so that the desired behavior becomes a habit of the person, in this case, the student. In addition, this says that a learning process accompanied by stimuli and reinforcements is carried out in order to obtain positive responses from the student.



According to Mcleod (2017) “behaviorism is a theory of learning that states all behaviors are learned through interaction with the environment through a process called conditioning. Thus, behavior is simply a response to environmental stimuli” (para. 1).

Behaviorism theory considers that learning is changing the behavior of students. In addition to being able to produce a product orally or in writing. Information is transferred from teachers to students based on a response to the appropriate stimulus. This should be done repetitively, to regularly remind students of what behavior a teacher is looking for.

Therefore, the connection of behaviorism with flashcards is important because the first step to teaching the flashcards will be through the repetition of the words which will help the students to retain the acquired vocabulary in their minds.

According to Budiman (2017), “Behaviorism Learning Theory is a theory of learning that emphasizes human behavior as a result of the interaction between stimulus and response” (p. 103). However, by the process of encouragement, response and reinforcement, correct behavior may be reinforced and improper behavior will be corrected in a timely manner by the professor. Behaviorism holds that learning changes students' behavior, ranging from the ability to produce oral or written products and that it is the teacher's job to control stimuli and the learning environment to change the approach to the desired destination.

Thus, behaviorism is stimulus, response, and reinforcement. It is also based on the observation of the student's behavior that explains it as a set of relationships between stimuli and



responses. In addition, the learning process is accompanied by stimuli and reinforcement in order to obtain positive responses from the student.

Cognitivism

As Yilmaz (2011) says “cognitivism is a method of helping students grasp concepts and procedures by the guidance of the teacher, an example could be that the teacher performs a task and explains the process to the students to observe, which helps them to understand what they need to do to accomplish the learning task” (p. 209).

This tells us that cognitivism is a theory of learning that focuses on how the mind receives, organizes, stores and retrieves information. Learners are actively involved in how they process information. It is essential in teaching vocabulary through flashcards because through the activities that we will implement after the repetition of the words (behaviorism) they will interpret, process, and store the information acquired in their memory (cognitivism).

Resource

National Teachers' Institute (NTI, 2006) mentions that:

Education resources refer to all material, non-material audio-visual school environment and community materials available in an academic environment to facilitate school administration and simplify the teaching learning process. They also include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners (p. 35)



Resources are undoubtedly important in the development of an environment conducive to teaching and learning. Resources are meaningful materials that are used in a class and play a fundamental role in the learning process since they are a support and help students to better understand the lessons. Resources are used in a learning setting to assist and enhance with the development and learning of individuals, in this case students. They are intended to strengthen learning and, in certain cases, allow learners to test their knowledge. Educational resources are great for instructors and educators as they assist them in delivering lessons of the highest quality.

Educational resources are important because they are a medium that helps us to reinforce students' learning. It is fast, simple, and, above all, very effective when you have to memorize or learn vocabulary. It is related to flashcards because it will be the main resource of our research that will help us to teach vocabulary to students.

Flashcards are a useful resource in teaching vocabulary because they can help the learner to quickly memorize and learn vocabulary. In addition, it allows the student to relate the image to the word that he/she is going to learn so that when he/she hears certain words, he/she acquires an internal memory of the images. Finally, visual aids are very important because most students learn through visual forms.

Communication

According to Sword (2022) “communication is key in the classroom: successful teaching is generally considered to require only 50% knowledge to 50% communication skills. As a result, a teacher should be proficient in all four modes of communication – listening, speaking,



reading, and writing – and should know how to utilize this proficiency effectively in a school environment” (para. 1).

This means that communication is essential in the field of education. Be it teacher to student, pupil to pupil, tutor to tutor, professor to parent or vice versa, communication is necessary to ensure the success of our students. Communication is not always something that happens. Sometimes it is due to lack of time, lack of resources, not knowing how to get the message across or the linguistic barrier.

Communication involves an interaction or a conversation between two or more people. Here thoughts or ideas of the people who are involved in the conversation are transmitted and expressed. It allows and helps students to express their ideas, thoughts, emotions with teachers and their classmates in the classroom.

Communication is important because the human being is a social individual. People need to communicate and to interact in their social group to survive, but for this communication to happen, the development of vocabulary is fundamental for the correct production of a language. From an early age, the human being begins with the development of their language by acquiring words (vocabulary) throughout their growth, and then through learning, people begin to use that vocabulary in sentences, thus producing a language. Therefore, vocabulary is an essential and relevant part of a language because it serves to understand and communicate ideas within a society. So, as teachers, we must look for ways, strategies, and resources to teach and develop the vocabulary of our students.



Diagnostic and summative assessment

Diagnostic Assessment

Top Hat (2019). mentions that:

A diagnostic assessment is a form of pre-assessment where teachers can evaluate students' strengths, weaknesses, knowledge and skills before their instruction. An identical assessment may be given post-instruction to identify if students have met a course's required learning objectives. With this form of assessment, teachers can plan meaningful and efficient instruction and can provide students with an individualized learning experience. Written by students, the diagnostic assessment is a tool for teachers to better understand what students already know about a topic when submitted before the start of a course. A diagnostic assessment refers to an assignment written at the beginning and end of a course. Post-course assessments can be compared with pre-course assessments and can show students' potential improvement in certain areas. These assessments allow the instructor to adjust the curriculum to meet the needs of current—and future—students (para 1-2).

The purpose of the diagnostic test is to determine the strengths and weaknesses of the student taking the test, what he/she can and cannot do with the language, and to what extent he/she performs in the different skills. The information provided by this test is used to make decisions about the training the student should follow, although it can also be used to classify the student into a homogeneous level group, so that he/she receives instruction appropriate to the



level demonstrated. It also serves to identify their strengths and weaknesses in order to adapt the teaching and learning process to their real needs, taking into account the individual characteristics of each one of them.

As Formplus Blog (2021) says:

Diagnostic assessment is a type of pre-evaluation that allows the teacher to discover how much knowledge a student has on a subject matter. In other words, it is used to gauge the level of a student's knowledge and to discover any learning gaps they might have. They happen at the beginning of a learning experience; that is, a unit, lesson quarter or period of time. Diagnostic assessments are "low-stake" assessments because they are non-graded and do not determine whether the student moves to the next educational level. Rather, they show a student's strengths and weaknesses regarding a specific field of study. With this information, the teacher can make any required adjustments to the learning framework to get the most results (para. 3-4).

The author says that the purpose of the diagnostic test is to determine the strengths and weaknesses of the student taking the test, and the extent to which he or she performs in the various skills. In addition, it serves to know the current state of the school and the personal situation of the students, and to be able to determine an adequate approach to curricular development.

Summative Assessment



Precisely, DiSanto (2022) states that:

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. Summative assessments are given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic—i.e., they are more appropriately used to determine learning progress and achievement, evaluate the effectiveness of educational programs, measure progress toward improvement goals, or make course-placement decisions, among other possible applications.

Summative assessment is a type of assessment that takes place at the end of training. It is the process of assessing a learner's knowledge, competence and performance by comparing what he/she knows with what he/she should learn. Summative assessment has the role of assessing the degree of accomplishment that a learner has reached in relation to the objectives set for an area or stage. It is often performed, therefore, after the end of a teaching and learning process, and is connected to promotion, marking and qualification determinations.

Present, practice and production

Rhalmi, M (2016) mentions that:

PPP stands for Presentation, Practice, and Production. It is referred to as a procedure, model, paradigm, or approach to teaching language components. The procedure is



straightforward. The teacher presents the target language. Then students are asked to practice it, first in well-controlled activities, then in freer activities. It is only later that the students are allowed to produce the desired language. The process starts with the input and ends with the output. What happens in between is practice (para. 2).

In this method, you teach your students the vocabulary that you want them to learn. Then, you show them the language used in context. Finally, you require your learners to produce the language concept on their own. These activities can be similar to those used in the previous stage, and in terms of their purpose, which will not be consolidation or reinforcement, but communicative and production. They are free to practice activities.

According to Cardenas (2020) the Presentation Stage is:

This is where the language is introduced, or ‘presented’ to the learners, usually by way of introducing a context or situation. For example, you could: Tell or act out a short story or anecdote (“I woke up this morning with a really bad cold... AHHH-CHOOO! I went to the doctor and...”) The aim is to make sure students understand the context and to get them thinking about it. You could elicit ideas or suggestions from students, get them to talk to each other about what they know or think about the situation, etc. This also helps them start to remember the language and vocabulary they already know about the topic (para. 1).

According to Cardenas (2020) the Practice Stage is:



The ‘practice’ stage is when students use the language in a controlled way. This stage is sometimes divided into two — a controlled practice and a freer practice. Again, among many things, you could get students to: Drill sentences or sounds, chorally or individually. The aim of this stage is accuracy. Error correction is important in this stage, so make sure you monitor the students closely and take time to error correct immediately. For target language errors that seem to be common, a delayed error correction section after the activity would be useful (para. 2)

According to Cardenas (2020) the Production Stage is:

The ‘production’ stage is where the language is used in a more open way. Things like: Role-plays, communication tasks. The focus of this stage is using the language as fluently and naturally as possible, as students would do outside of the classroom (para. 3).

It tells us that we have three stages, firstly, the teacher introduces the new word, or topic then the teacher allows the learners to practice the new word or grammar in a controlled environment, making sure that the learner has a good grasp of the vocabulary and usage. Finally, there is the production phase, in which there is a phase of less monitored practice and casual evaluation of learning. Here is where learners have the opportunity to utilize the new word, phrase and/or topic in an innovative manner and relate it to their own knowledge and experiences. It is also important to make sure that learners have understood the topic before encouraging them to practice it. It is often fun and very effective for students to play games to practice vocabulary and produce it. This is one of the easiest methods, in which the teacher



teaches by asking the students to practice with various activities. It begins with a brief presentation, then practice with activities and ends with the production of the language.

CHAPTER III

Research Methodology

To carry out this study, we used action research. Educational action research is principally used for the development of teachers as researchers so that they can use their research to improve their teaching and thus their students' learning. According to Eileen Ferrance (2000) says that "action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. Although there are many types of research that may be undertaken, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future" (p.1)

In order to begin our research, we had to request a consent form from the school principal. For this we sent an informed consent form in which we detailed the aim of our work and the time we needed to carry it out (SEE ANNEX A).

Our methodology was qualitative because when applying the flashcards as a resource during the classes we collected non-standardized data since we tried to investigate opinions, behaviors, and expectations about the implementation of the flashcards in the students' classes and the increase of their vocabulary. In addition, the qualitative methodology addresses the methods and steps used to present the data, interpret them, validate them, and indicate the possible results of our study. Finally, our research includes comments and self-reflection on the data we obtained.



The techniques that were part of our research and were the key to collecting the necessary data to determine if our research worked were observations, tests (diagnostic and summative), and interviews.

Observation was the first technique used. It was used to see, write, and analyze the behavior and reactions of the students with respect to the application of our resource in the process of teaching and learning vocabulary.

The first section of the sheet corresponds to the general data of the template, which contains the observation number, the number to which the class corresponds, the date, and the time. With this data, we were able to organize the sheets in an orderly way. In addition, this allows the reader to understand the sequence of how the research was carried out. The second section includes a small box explaining the topic and objective of the class. While the third section includes a large box with the subtitle "observations" for pertinent annotations of everything that occurred and was seen during the classroom intervention or in each section or stage of the class. In this same section, a double box with the subtitles engagement and behavior that summarized everything happened in the class or in the class stages. (SEE ANNEX B)

The second technique was tests: diagnostic and summative tests were applied in each action research cycle. A diagnostic test and two summative tests were used because there were two cycles in this research process. Before the application of the tests to the students. These were validated by two external experts in the field of English language teaching. A professor of English from the ESPOCH, Riobamba, Chimborazo, and professor of English from the UNAE



Language Center, UNAE, Azogues, Cañar. (SEE ANNEX C) Although the "conducting a test" technique belongs to the quantitative methodology, the results obtained were analyzed, and then interpreted, turning them into qualitative data that contributed significantly to the research.

The diagnostic test was applied with the objective of knowing what were the levels of knowledge of the students in terms of vocabulary. It was applied before using flashcards as a resource as part of their classes. While the summative tests were used with the objective of knowing what the students' levels were after using flashcards in their classes and, in turn, to determine if the application of this resource gave effective results.

It was important to carry out a diagnostic and summative test within this research to know the level of acquisition of the learners about the vocabulary that was taught through the flashcards before and after applying them with the aim to know if the flashcards helped improve students' vocabulary.

Regarding the diagnostic test, it had an objective purpose since it was based on a set of clear and precise questions with the aim of having the student provide a limited response to a choice among a series of alternatives. The test was divided into four sections of questions among which we had multiple-choice with words, fill in the blanks, matching items, and multiple-choice with images. Additionally, each test question was organized by word type, that is to say, verbs, then nouns, and after adjectives. (SEE ANNEX D) The diagnostic text had a total of 40 difficulties which at the time of qualifying them we made a cross multiply so that the final grade was out of 10 as it is normally the qualification system within the schools, colleges, and universities of Ecuador. On the other hand, the summative tests were structured in the same way. The type of



questions were fill in the blanks using sentences, multiple choice with images, and matching items. The only difference was that a subjective and more difficult type of question was implemented for participants in which they had to complete the sentences using a group of previously learned words from a box. These summative tests were similar to the diagnostic test because the learners had a very low level of English in general, therefore that level did not allow them to correctly complete the subjective tests, so our professional tutor recommended that we use an objective assessment. In addition to our research, the flashcards were intended to help students learn vocabulary. Besides, each question was organized by the type of word, that is, verbs, then nouns, and adjectives. The total of difficulties was 20 in each of the tests because two cycles were carried out. Lastly, a cross multiply was also made to get the grade out of 10 points. (SEE ANNEXES E AND F)

Finally, as part of the analysis of the summative and diagnostic tests to analyze the level of the vocabulary of the participants in general, we created a rubric that addresses and focuses on the number of correct answers of them in the tests. In this rubric, we found the low, medium, and high levels of learners' vocabulary. This rubric helped us to analyze and interpret the quantitative and qualitative data of the participants and to know what is the general level of the course before and after the implementation of the flashcards. (SEE ANNEXES G AND H)

The last technique used to collect data was the interview: Through this technique, we were able to understand, decipher and know the perceptions, feelings, opinions, and needs those students had in relation to the implementation of flashcards as a resource in their classes to develop vocabulary.



The interview was structured in two sections. The first section contains the interview number and date, while the second section contains the questions and the corresponding space for the transcription of the answers. In this research, two cycles of action were carried out in which the same interview format was used. (SEE ANNEX I) The only difference is that in cycle one the interview consisted of 7 questions and in cycle two of 6. The question that differentiated the interviews between the two cycles was number 7 belonging to cycle one, which sought to know what the participants would change with respect to the implementation. On the other hand, in cycle one, the interview was implemented to find out the opinions of the learners regarding this new implementation and to be able to create a new action plan based on their opinions. While, the interview of cycle two, it was implemented with the objective of knowing the perceptions of the participants regarding the new implementation but with the changes made. In the interview, the transcription process was carried out first, then we looked for key phrases in the students' responses and selected the findings that were most repeated, represented, and contributed to each question. Then the selected answers were interpreted in a general way to publicize the perceptions of the learners in a general way.

Participants

Our pre-service teaching practicum these two semesters took place in a public school named Unidad Educativa “Antonio Avila Maldonado” in Ecuador. It is located in the center of Cuenca. It is a large school; it has a total number of 1024 pupils and fifty five teachers. The participants of our research were first of baccalaureate students. One class was chosen to apply our research,



the learners' average age was approximately between fifteen and sixteen years and they were a total of thirty five participants. All thirty five participated in both the observation techniques and the tests. For the interview technique described previously in the tools section, a total of six pupils were chosen from the group of thirty five. The way in which they were chosen to be part of the interview process was through their representatives since a letter of authorization was sent to the parents requesting them to allow their children to be recorded for the interviews. (SEE ANNEX J) Therefore, six pupils out of the ones who had the signed authorization and wished to be part of the interview were chosen. However, the vast majority of students wanted to be part of the interventions but did not want to be recorded due to embarrassment at the time of speaking, hence their decision was respected and the selection of the sample was made for convenience. The selection of the sample was made for convenience. According to Etikan (2015) “convenience sampling is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study” (p.2)

Students had different levels of English, there were some learners with a high, intermediate, and low levels of English, and however, most of them had a low level because they came from different high schools (private and public). Despite having a low level, the learners were motivated to learn English and they actively participated in class. Their learning rhythm was normal; they were the ones who assimilated a new topic and the directions without a problem. Their learning styles varied between auditory, reflective, and kinesthetic, however, the styles that



they dominate the most are visual and kinesthetic since they learn by doing and need to see examples to understand better.

The teaching method of the collaborating teacher in our last two semesters was based on the Student-Centered Approach because as an instructor, he presented himself to his learners as a guide and not as an authority in which the student had to do everything he said. In general, our professional tutor facilitated the students' learning and overall understanding of the topics. He commonly used strategies such as group work, cooperative learning to discuss a reading, tried to make his learners understand unfamiliar words through contexts and motivated them not only to participate deeply in their English learning, and acquisition process but also advised and taught them why studying English is useful in their daily lives and in their future.

Research Procedure:

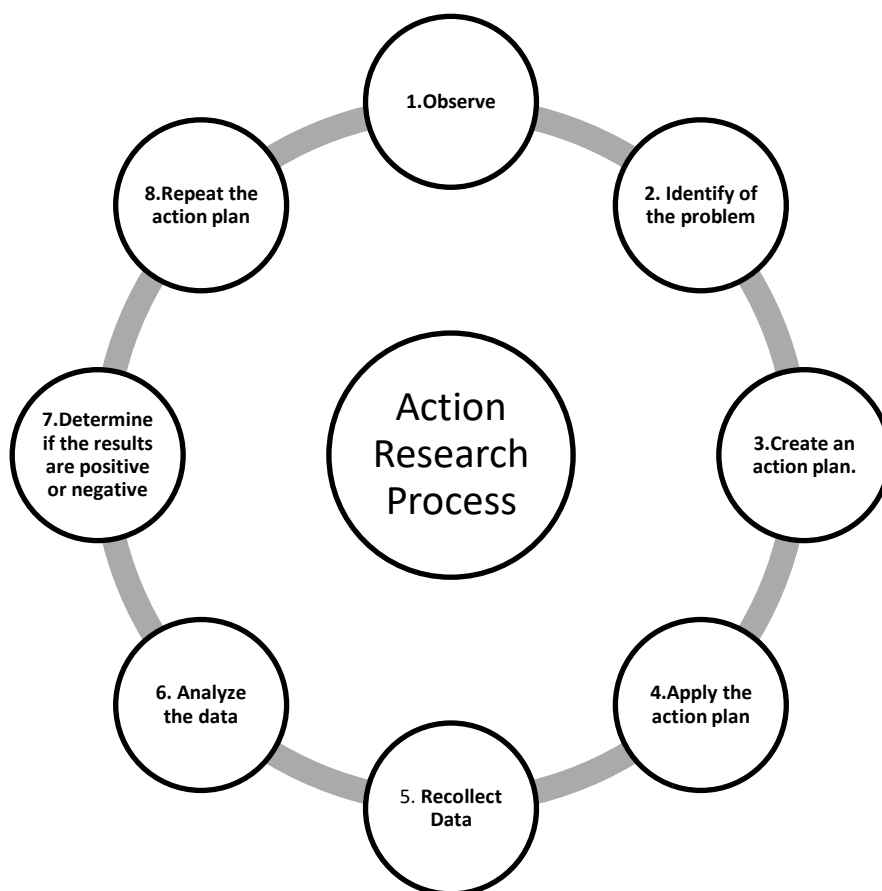
A total of eight steps were created and followed to successfully carry out this action research.

Each of these were a key point to develop this exploration in an effective and orderly manner.

The following chart can help us to better understand the process followed in this action research.

Figure 1

Shows those steps that we will follow.



Authors: Researches.

Step 1 Observation:

During a month of our practices, we had the opportunity to observe our students and the problems they had in relation to the English language learning. Among the problems present, we



had a lack of motivation, low participation in the class by the pupils, and problems to present their ideas due to their limited vocabulary. So, through this important stage known as observation, we came to the conclusion that the most common problem for the first year of baccalaureate grade was that they had trouble expressing their ideas in writing or orally, and that this was due to their limited level of vocabulary.

Step 2 Identify the problem:

Through this observation, several existing problems within the educational environment were determined. However, the one that most caught our attention due to a large number of learners with the same problem was their low level of vocabulary. In this case, the low vocabulary level in first-of-baccalaureate students.

Step 3 Create an Action Plan:

3.1: Upon identifying the problem, a solution was sought to help improve it. For this, techniques, strategies, and tools that facilitate the acquisition of vocabulary in participants were investigated, reaching the conclusion that flashcards as a resource could help.

3.2: The vocabulary chosen to teach first-of-baccalaureate students through the flashcards was together with our professional tutor. For this, he recommended and requested us to teach the vocabulary previously proposed by the curriculum and the ministry of education in its modules, because each topic to be taught has its proposed vocabulary. Finally, a total of forty words were selected from the baccalaureate modules.



3.3: Since the vocabulary we were going to teach was new, we decided to create a diagnostic test to determine the level of the students according to vocabulary and to determine which words they knew and which ones needed more emphasis. The test was created with the help of our professional tutor and was arranged by means of questions. In each question, the words were organized in an order, that is, verbs first, then nouns, and finally adjectives.

3.4: It was determined that the flashcards would be physical because this year there was a progressive return to in-person instruction of all educational schools, high schools, and universities in the country.

3.5: After the analysis based on our objectives, the creation of the flashcards was determined. Each of them had the word, its respective image, meaning, and its figurative pronunciation.

3.6: The diagnostic test was created together with the integration project mentor and professional tutor to administer to students.

Step 4 Implement the plan:

4.1: The diagnostic test was applied to the first year of baccalaureate class in our first week of practicum. In addition, it was explained to the students who we are, the objective of the research, and the process of how this research would be carried out. Finally, what the flashcards consisted of was explained to them.

4.2: The flashcards were implemented as part of the classes. The teaching and learning process consisted of our professional tutor giving us an hour of his classes to teach the new vocabulary to



the learners who were going to learn a new topic using the flashcards. Once our one-hour class was over, the teacher would continue teaching the new topic.

4.3: The diagnostic test was applied to the participants.

Step 5 Collect data:

The diagnostic, summative tests, interviews, and observation data were collected. In the observations, one of the researchers took the role of participant, and wrote down everything that happened in the classes while the other researcher intervened or taught with the flashcards.

Regarding the tests (summative and diagnostic) they were taken physically, that is, by means of a sheet, therefore the results were present in each of the students' tests. Finally, in relation to the interviews, these were conducted orally and previously recorded to be transcribed later.

Step 6 Analyze the data:

The results of both the diagnostic and the summative test were analyzed. The analysis was done through previously established diagnostic and summative rubrics, which helped to determine the level of the students' vocabulary before and after the interventions. Regarding our observation technique, each of the sheet was carefully analyzed focusing on two categories (behavior and engagement) which helped us determine how the flashcards influenced participants. Finally, regarding our interview technique. Student responses were transcribed and then analyzed for repeated phrases and responses that contribute to our aim of learning about their perspectives on implementation and the flashcards resource.

**Step 7 Determine the results:**

Determine if the results were positive or negative. Once analyzed, it was observed that there was an improvement in the vocabulary level of the first-year students, however, they were not the expected results. Therefore, a new plan was developed to implement it in a new cycle of action.

Step 8 Repeat the action plan:

Once it was determined that the results were not as expected, an implementation was modified that included further emphasizing the presentation stage and using activities that help participants practice and produce more.

The phenomenon was identified through the observation process that lasted thirty days of our practices. This situation was carefully selected through the analysis of students and their deficiencies in language acquisition. Therefore, it was observed that the most common problem present in most of the participants was the low level of vocabulary. Because of this problem, it was decided to create an action plan to help improve it.

Once the problem was identified, it was decided to investigate possible solutions that could help improve or influence this problem in a positive way, thus creating an action research plan. This action plan was carried out through the proposal to implement flashcards as an important and fundamental part of the student's classes to teach and learn vocabulary, which is a fundamental part of language acquisition. Once the proposal was designed, we continued with the next step,



which was the process of devising, designing, and researching the words, and materials according to the first-of-baccalaureate class.

During the practicum and with the help of our professional tutor, forty words previously chosen from module two proposed by the Ecuadorian education ministry were determined to be taught. Then, the idea of developing fourteen hours of classroom interventions to teach the chosen vocabulary words was proposed.

The interventions were carried out twice a week one hour on Tuesdays and one hour on Fridays. Each of these presentations had its own lesson plan, which in turn was created following the process known as “PPP” which means, presentation, practice, and production -with the addition of a small warm-up to engage the learners.

In each lesson plan, it was decided to implement an interesting warm-up to make the vocabulary acquisition classes more attractive and innovative for first-year high school students. With respect to the stage of practice and production of knowledge, activities were implemented in which the students had to work individually and in groups with the aim of practicing so that they could then efficiently produce the words learned. In carrying out the activities they always had the guidance of the teachers in case they needed any help.

Regarding the presentation, flashcards were used to develop the vocabulary of the participants. Where a process was followed in, which they had to identify the image, define it, and try to give a synonym, and then teach them the correct pronunciation and they had to repeat it until they acquired that knowledge.



In this action research process, two cycles of research were carried out because although good results were obtained in the first one, these were not as expected. Therefore, another cycle was implemented.

The first cycle of our intervention had a duration of six days (six hours) that were taught through three lesson plans while the second had a duration of eight days (eight hours) that were taught through four lesson plans. The first cycle of action aimed at teaching half of the forty selected words, that is twenty vocabulary words. Due to the participants' classes, it was decided to teach and implement each of the lesson plans in two hours of classes on Tuesdays and Fridays according to their schedule. Commonly, the first hour on Tuesdays was used for the part of the warm-up, presentation, and practice stages. While the second hour on Fridays was used to give them a short but useful review of the words previously learned and to apply the production stage to the class giving them a reasonable amount of time to complete it due to their low level of English. The teaching and learning process of the interventions will be described and shown below.

Before intervening in class using the flashcards as a resource, a diagnostic test was taken. It helped us to know the level of the participants in relation to their vocabulary. Regarding the action plan, interventions number one, two, and three fulfilled the role of executing the flashcards for the teaching and learning of twenty vocabulary words as part of the learners' classes. In addition, after the last one, the summative test was taken to know the level of the



students after applying the flashcards as part of their classes. Each of these presentations was carried out following their respective previously planned lesson. In the warm-up, practice, and production stages, an attempt was made to implement eye-catching activities to motivate learners. Among the activities proposed were storytelling, association, hangman, three in a row, word search, whiteboard game, charades, sentence creation, completing history, etc. On the other hand, the presentation intended to fulfill our objective, which was to implement flashcards in the classroom in order to improve the students' vocabulary.

Regarding the presentation stage, it consisted of showing the learners the front of the flashcard (image) and then asking them to give an idea of what they thought the image meant. Afterward, they were shown the word in English and we asked them to give a short definition using their own words. After that, they were asked to think of a possible synonym for the principal word. Finally, students were taught the correct pronunciation of the word and asked to repeat it many times; applying the behavioral pedagogical model in which it is proposed that learning is done through repetition.

The second cycle of our intervention had a duration of eight days (eight hours) that were taught through four lesson plans. The second cycle of action is aimed at teaching the next twenty words. The first, second, third, and fourth interventions of this cycle were carried out with the objective of teaching the words, focusing more, and in-depth on the repetition of the words and their explanation, as well as trying to implement activities that help the students practice more.



Among these activities were bingo, charades, storytelling, ladders and snakes, and associations, among others. Likewise, these interventions were carried out following their respective lesson plan. The final intervention was directly used to take the summative test and find out the current level of the participants by applying the flashcards as a resource.

CHAPTER IV

Results

First cycle

This study set out to determine whether flashcards as a resource promote vocabulary learning in English as Foreign Language (EFL) high school students. To do this, observations, tests (diagnostic and summative), and interviews were used to help collect the data.

DIAGNOSTIC TEST: A rubric was used that helped us interpret the results obtained in the test. Obtaining that thirty three out of thirty five pupils got less than 5 points in their tests, this score being a low level of vocabulary according to the rubric, while the other 5 learners got between 5.5 and 6 points beings these scores belonging to an intermediate level according to the rubric.

Interpretation: Therefore, based on the test scores, it can be determined that most of the pupils have problems with respect to the vocabulary level since according to the rubric that was elaborated, they have a low level and only a few students managed to reach an intermediate level.



Observation: It was used to find out the behavior and engagement of the students regarding the flashcards. Where the following was obtained:

Intervention number one: This consisted in implementing for the first time the use of flashcards within the class. This intervention took place for two days, which were on Friday, March 18, 2022, where the warm-up stage, presentation stage, and practice stage were covered, and on Friday, March 25, 2022, where the production stage was held.

Regarding the warm-up, an engagement activity was carried out through a worksheet that consisted of the students relating the words with the images, placing each image with its respective word. The presentation was through flashcards and repetition while the practice was through a game with a mini whiteboard and healthy competition between them. Finally, the production stage was held on Friday, March 31st 2022, because our professional tutor gave us an hour of class every Friday to intervene. At this stage, they had to create a sentence using the words taught.

Behavior: Pupils were excited. They showed themselves to be good listeners. There was an atmosphere of respect between them and the teacher.

Engagement: The participation of the learners was particularly good when answering the possible synonyms, definitions, pronunciation, and meaning of the words. All of them complied with the proposed activities; however, due to their low level of English, they had problems in the production stage.



Intervention number two: It consisted of implementing for the second time the use of flashcards within the class. This intervention was carried out for two days, which were on Friday, April 1, 2022, where the warm-up stage, the presentation stage, and the practice stage were covered, and on Friday, April 8, 2022, where the production stage was implemented.

As for the warm-up, a hooking activity known as hangman was carried out where students had to say random letters to guess the words. The presentation was through flashcards and repetition while the practice was through a crossword where they had to read the definitions to complete it. Finally, the production stage took place on Friday, April 8, 2022, because our tutor gave us an hour of class every Friday to intervene. In this stage, they had to fill in the blanks of a story with the vocabulary words taught.

Behavior: The learners were quiet but interested in the class. They were excited but respectful when participating.

Engagement: The students concentrated on the presentation stage. They completed the activities without any problem and without needing extra help from the teacher.

Intervention number three: It consisted of implementing for the third time the implementation of physical flashcards within the class. This intervention was carried out for two days, which were on Friday, April 15, 2022, where the warm-up stage, the presentation stage, and the practice stage were covered, and on Friday, April 22, where the practice stage was implemented.

Regarding the warm-up, an activity known as word search was carried out where the students had to find the words that would be taught in class. The presentation was through flashcards and



repetition while the practice was through a game known as a small whiteboard around the class where learners in rows had to listen to their number, go to their board, and write the word in the image shown by the teacher. Lastly, the production stage was carried out on Friday, April 8, 2022. In this stage, pupils were numbered by rows, and various words learned were given to them. Then, sentences with blank spaces were then projected on the board. When a number was said, each player in each row with that number had to find the word that best completed the sentence.

Behavior: The students were quiet during the class, distressed because they were in the test's week.

Engagement: Low level of participation by some learners. They did not remember some of the words taught, especially the synonyms. Despite their concern, they fulfilled all the assigned activities.

Interpretation: Based on the behavior and engagement categories of the observations, it was established that in general the behavior of the pupils within the class and with respect to the implementation was satisfactory because despite being excited, their attitude was calm. In terms of engagement, there was high participation both in the activities and with the presentation of the cards. However, despite the active participation of the pupils, they had problems remembering the synonyms, and definitions of the words.

SUMMATIVE TEST: It was applied and through the process of scoring and rubric analysis, it was obtained that twenty seven out of thirty five students got a grade between 5.5 and 6.5 points,



this scale belonged to an intermediate level with respect to the level of vocabulary according to the rubric, while the other five students got between 7 and 8, these grades belonged to an advanced level. Finally, the remaining three learners got less than 5 points, so according to the rubric they belonged to a low level. In addition, the words that had the most difficulty were determined to be 3 (successful, among, hyphen).

Interpretation: Consequently, the participants' grades showed a level of improvement in a considered group of students with respect to their vocabulary level, as they rose from low to intermediate. However, some of them continued at the same low level according to the rubric.

INTERVIEWS: The interviews were processed by setting up word or common responses.

Therefore, among their most common responses, we had:

N ^o OF STUDENT	RESPONSES
Question: Do you think that vocabulary is important when learning English? Why?	
1 and 2	"Vocabulary is useful because that is how communication begins"
3	"Knowing vocabulary is the first step to learn English"



5	“Is useful because is the way you can express yourself”
Question: What do you think about the implementation of flashcards in your classes?	
2 and 3	"Flashcards are useful because they allow you to relate their image to the word"
4 and 6	"Flashcards are useful and interesting because they help memorization"
Question: What do you like most about the implementation of flashcards?	
1, 2 and 3	"I like that we have a clue with the image so we can remember the word and the pronunciation"
4,5 and 6	“I like that in a single card there is a lot of important information about a word"
Question: Do you like to learn vocabulary through flashcards? why?	
1 and 2	“Yes, because it is easier to remember the words, I mean the definitions and what each word means”



4 and 6	“Yes, it is easier for me to look at the image and remember the word”
Question: Do you consider that you have acquired and developed more vocabulary since flashcards were implemented in classes? Explain	
1 and 2	“Yes, I think that I have developed because before there were almost no words in English, now I know what you have taught us.”
5 and 6	“Yes, I have developed my vocabulary more before there were almost no words in English and now, I know. I know how to pronounce and write them and of some, I know synonyms”
What were the activities that most caught your attention in class?	
2	“I liked the whiteboard activity because it was competitive. I also liked the word search activity because I like to get my brain going.”
3 and 5	“Create sentences and the game of mini whiteboards. The sentences because I was able to put the words into practice, although I don't know



	much vocabulary to complete the sentences and the whiteboards because it was competitive.”
Question: What would you change about the implementation?	
1,2 and 3	"It would be good to change the activities in which we have to write, since most of us don't know any English."
4	"Implement activities in which we can practice more"
5	“It would be better to spend more time teaching vocabulary using the flashcards”
6	“What I would change about the class is to repeat more the words that we are taught”.

Interpretation: As a consequence, based on the participants' responses, we can find that all the interviewees considered the application of flashcards as a useful way to teach/learn a language. Moreover, it helped them to memorize as they could relate the image to the word. On the other hand, participants 1,3,5,6 mentioned that their vocabulary has developed because they now know more words and even know how to pronounce them. In addition, although the pupils liked the proposed activities, they recommended changing the activities in which they had to write a lot



because, due to their low level of English, they have problems when it comes to completing them. Additionally, they recommend emphasizing the words with more depth for better learning.

Second cycle

A new cycle of action was implemented in which more time was dedicated and the presentation stage was deepened. In addition, activities were used to further help students practice the words learned. Once this second cycle was finished, the following information were obtained.

OBSERVATION: Once again, the observation sheets were used to know the behavior and engagement of the pupils regarding the new cycle of the implementation of the flashcards in the class. The flashcard presentation stage was deepened and activities aimed at student practice were implemented. The following information was obtained:

Intervention number one: The first intervention of the second cycle of this research process consisted of implementing the flashcards within the students' class, but making the changes determined by their opinions and the observation of the previous cycle. This intervention was carried out on two days, which were on Friday, April 28, 2022, which covered the warm-up stage, the presentation stage, and the practice stage, and on Friday, April 29, 2022, where the production stage was held.

As for the warm-up, storytelling was implemented with the aim of emphasizing the vocabulary so that the students had an idea of what the words could mean. The presentation was through flashcards where the repetition of words was deepened for better learning. The practice was



through an activity known as "Charades". The learners were placed in different groups where they were given strips of paper with different words from the learned vocabulary. Hence, one of them had to choose a word and dramatize it in front of their group without speaking while their group had to guess the dramatized word. Finally, the production stage was carried out on Friday, March 31, 2022. At this stage, pupils were given a worksheet where they had to read a short story with blank spaces, understand it, and then use the words learned to complete it so that it makes sense.

Behavior: The students were very calm and excited throughout the class. They were interested in the flashcards and the activities implemented. There was good participation and a lot of respect because to do it they raised their hands.

Engagement: All the learners repeated after the teacher the words, the pronunciation, and synonyms. While learning, they wrote down what they considered most important (word, pronunciation, synonym). All pupils completed the assigned activities successfully however there were a few of them who did not remember a word or two.

Intervention number two: It consisted of implementing for the second time the use of flashcards within the class. This intervention was carried out on two days, which were on Tuesday, May 3, 2022, where the warm-up stage, the presentation stage, and the practice stage were covered, and on Thursday, May 5, 2022, where the production stage was implemented. For the warm-up stage, a "Sketch" was used, which consisted of showing a word to the class. When they saw it, they had to use their imagination and draw what they thought that word is. For



the presentation stage: A total of five new words were taught to the learners by using flashcards as a resource in which they had to observe, try to infer the meaning of the word from the image, and repeat the correct pronunciation after the teacher. For the practice stage, the bingo activity was used where the students had to see the image or hear the word and put it in the corresponding box. Lastly, the production stage was carried out on Thursday, May 5, 2022. In this stage, an activity was used in which the learner rolled a huge dice and each student had a worksheet in which, depending on the number that came out on the dice, they had to do what the worksheet told them to do.

Behavior: Pupils were hyperactive regarding the implementation. They all spoke at the same time, so they were asked to participate one by one.

Engagement: There was excellent retention of the words. As in the previous intervention, the learners wrote down the most important information in their notebooks. They put a notorious effort in the repetition and in the fulfillment of the proposed activities.

Intervention number three: It consisted of implementing for the third time the use of flashcards within the class. This intervention was carried out on two days, which were on Tuesday, May 10, 2022, where the warm-up stage, the presentation stage, and the practice stage were covered, and on Thursday, May 12, 2022, where the production stage was implemented.

The warm-up stage consisted of storytelling with the aim of emphasizing the vocabulary that pupils would learn and giving them a small idea of what the new words can mean. Regarding the presentation stage, a total of six new words were taught to the class through the use of flashcards



as a resource in which the learners had to observe, try to infer the meaning of the word from the image, and repeat the right pronunciation after the teacher. For the practice stage, a sheet was given to the students where the meaning, image, or synonym of a word was shown while they had to decipher the word. Finally, the production stage was carried out on Friday, March 12, 2022. At this stage, a board game known as "snakes and ladders" was implemented, therefore a board was given to the class in which the students had to roll the dice and place themselves in the number that fell. Each box had a learned vocabulary word, so they had to write the synonym, meaning, draw or write the pronunciation of the word.

Behavior: The pupils were very happy and excited about the implementation. There was an atmosphere of collaboration and respect as they participated by raising their hands. There was a wide variety of participation from them. They enjoyed the activities.

Engagement: There was excellent word retention. The pupils remembered all the words learned. As in the previous interventions, they took notes of the words in their notebooks. They fully completed the assigned activities.

Intervention number four: It consisted of implementing the use of flashcards within the class for the last time. This intervention was carried out on two days, which were on Tuesday, May 17, 2022, where the warm-up stage, the presentation stage, and the practice stage were covered, and on Thursday, May 19, 2022, where the production stage was implemented.

Regarding the warm-up, an association activity was used. The pupils were shown an image projected on the whiteboard and given three sheets of paper so they had to read the options and



choose the option that they believed was most related to the word. In the presentation stage, a total of seven words were taught through the use of flashcards. In the practice stage, work was done with balloons in which the learners had to burst one of the balloons and do what the balloon contained, such as writing a synonym, definition, pronouncing the word, or drawing. Lastly, the production stage was carried out on Friday, March 19, 2022. At this stage, groups of three people were created. Each group was given a bag with images, definitions, synonyms, and pronunciation where they should order each image on their tables with its corresponding definition, synonym, and pronunciation.

Behavior: Pupils were excited throughout the class in anticipation of the activities. They showed a lot of interest in the flashcards. There was good and excellent participation and a lot of respect from the students as they raised their hands to participate, however, there were times when everyone spoke at the same time.

Engagement: All the participants repeated the words, the pronunciation, and the synonyms after the teacher. While learning, they took notes on what they considered most important. They demonstrated success in learning since the vast majority remembered what they had learned. All learners successfully completed the assigned activities; however, there were very few students who did not remember any words or synonyms.

Interpretation: Therefore, based on the categories of engagement and behavior of the observations, it is established that the behavior of the student was positive. There was an atmosphere of collaboration and respect as they participated by raising their hands. On the other hand, in terms of overall engagement, there was good retention of information and interest in



learning through the flashcards. Finally, the learners completed the proposed activities without any difficulty.

SUMMATIVE TEST: A new summative test was used and implemented and the rubric was used that helped us interpret the results obtained in the summative test. Obtaining the following information. It was found that thirty out of the thirty five students obtained between 7 and 10 in their tests, which with respect to the rubric belonged to an advanced level. While the other five learners obtained between 5 to 6.5 which corresponded to an intermediate level. Lastly, none of them obtained less than 5 points in their test, which according to the rubric belongs to a low level.

Interpretation: Consequently, the data obtained and analyzed from the diagnostic test that there was a remarkable level of improvement on the part of the vast majority of participants. They improved their level from intermediate to advanced. While only a small percentage of students remained at an intermediate level. Finally, none of them obtained a low level with respect to their vocabulary.

INTERVIEWS: To obtain information to know the perspectives of the students on this new cycle along with the changes made based on their suggestions, several interviews were conducted with the same participants belonging to the first cycle. This interview was structured the same as the previous cycle. The only difference is that in this interview the question was eliminated: what would you change about the intervention?



UNIVERSIDAD
NACIONAL DE
EDUCACIÓN

These interviews were in an oral way and recorded to be later transcribed and find words, or common responses that participants had. The questions were open-ended and addressed topics such as what they thought about the vocabulary, about the use of flashcards in class, and what was their favorite part of the flashcards. Some of their student responses were:

N ^a OF STUDENT	RESPONSES
Question: Do you think that vocabulary is important when learning English? Why?	
1 and 3	"Vocabulary is useful because it opens many doors"
2 and 5	"It is the first stage to learn English"
4	"Knowing words help you to know English"
6	"It is very important because only by knowing words we learn to communicate"
Question: What do you think about the implementation of flashcards in your classes?	
1 and 6	"It has an image, the definition and pronunciation included"



2 and 3	"Flashcards are useful, they help us to remember words".
5	"Flashcards help us improve our English because they help to remember the words by matching the picture to the word and the word to the picture."
Question: What do you like most about the implementation of flashcards?	
1	"It is easy to remember the word by the image"
2 and 3	"What I like the most is that the flashcards really help us remember the words"
5	"The activities with which we practice"
Question: Do you like to learn vocabulary through flashcards? why?	
1 and 2	"Yes, because words are easy to learn in that way"
3, 4 and 5	"Yes, because is a useful way to learn new words"
Question: Do you consider that you have acquired and developed more vocabulary since flashcards were implemented in classes? Explain	



1 and 2	“Of course. I learned words that I never thought I would learn and even now I know how to pronounce them”
5 and 6	“Yes, my vocabulary level has increased quite a bit.”
What were the activities that most caught your attention in class?	
1,2,3 and 4	“I really liked the bingo game because apart from being very fun it was a challenge for me”
5 and 6	“I really like the snake and ladder activity and the balloons on the board. They were very fun activities in which we reinforced what we had learned”

Interpretation: Through the general responses of the participants, it can be determined that the majority of the interviewees considered vocabulary as an indispensable part of language learning. Therefore, the vocabulary flashcards proved to be a useful resource for them, as they fostered in them the learning and retention of new words through repetition and the relationship of the picture to the word. Also, they stated that they had improved their vocabulary level, as



they did not know many of the words they now know. Finally, the use of interesting activities that helped them in their practice were their favorites.

CHAPTER V

Discussion

First cycle

Hence, to answer our research question, which aimed to know the vocabulary level of the participants before the implementation of the flashcards, the diagnostic test was used. Through its results, it can be concluded that the majority of them had a low level according to the established rubric. This agrees with what Blog de Formplus (2021) states that "diagnostic assessments are low-demanding assessments", which means that there is no problem at the beginning of the test to receive a relatively low grade, besides the learners had low grades for several reasons such as not having English classes for a long time, changing institutions, etc.

To answer our research question that sought to analyze the perceptions of the students regarding the implementation of the flashcards, a previously elaborated interview was used. Hence, their perceptions regarding the implementation of the flashcards were positive because they consider them useful and interesting since the resource helps them memorize and learn words through the relationship of images with words as mentioned in students 1,2 and 3. As mentioned by some participants such as 3, 5 who also considered that learning vocabulary is the first step in learning



a language, in this case, English. It is for that reason, that in this case agrees with what the author Indriana (2011) said, flashcard media is also easy to remember because the presented images are colorful and attractive. Meanwhile, it is also possible to be used as an eye-catching learning media and enjoyable playing cards.” In addition, the majority considered that greater emphasis should be placed on the presentation stage for better learning and retention of information. Finally, they think that activities more aimed at practicing lexicon should be implemented.

To reply to our general question, which sought to know How flashcards influence students, we used the data from our observation sheets. We can say that the flashcards positively influenced both the behavior and the engagement of the students. In the behavior because during the interventions they were participatory and interested in learning through the flashcards. On the other hand, in terms of engagement, learners felt more motivated and paid more attention when learning. Finally, the use of flashcards positively influences the assimilation of unknown words since they remember the words when they see the image. By remembering words with pictures, we refer to the dual theory, according to Kanellopoulou (2019) “a person can learn new materials using verbal associations or visual imagery but the combination of both is more successful in learning” (p.2).

Regarding the part of our research question: What is the level of English vocabulary learning of first-year high school students after using flashcards as a resource? The summative test was used, and through the process of scoring and rubric analysis. In this case, according to FOE (2022), summative assessments are used to evaluate students’ learning, skill acquisition, and academic achievement. It can be determined from the results that most of the first-year high school



students have improved their English vocabulary level from low to intermediate. In addition, the words that had the most difficulty were determined to be 3 (successful, among, hyphen).

Although the results obtained in this summative test showed an improvement, these were not the expected results. Therefore, it was determined to carry out another cycle of research focusing mainly on repetition, explaining the words in greater depth through flashcards, and promoting activities in which they can practice more thoroughly.

Second cycle

A new cycle of action was implemented in which more time was dedicated and the presentation stage was deepened. In addition, activities were used to further help students practice the words learned.

To answer our general question that sought to know How can the use of flashcards influence the vocabulary learning of EFL first year baccalaureate students in the classroom? The observation sheets were used to know the behavior and engagement of them regarding the new cycle of the implementation of the flashcards in their class. Hence, we can consider that the implementation of flashcards positively influenced the behavior and engagement of the pupils when learning, since they were happy, excited, and respectful when using this resource. On the other hand, flashcards influenced student engagement as they help them to be more focused, promoting their learning and retention of information through repetition. Also, flashcards influence long-term learning as they allow learners to remember words through images. So, that's why the University of Southern Maine (USN, n,d) mentions that: “flashcards are often part of spaced practice, and



repetition helps you figure out what information you can remember easily and what needs additional effort” (p.13). Finally, the flashcards influence even the correct learning of the pronunciation of the words, because when they are written in the flashcards when they repeat them, the students' mind learns and processes the correct pronunciation.

A new summative test was implemented to answer our research question, which consists of knowing the level of English of the students after using the flashcards as a resource. The rubric was used that helped us interpret the results obtained in the summative test. From the results, we can determine that the vast majority of learners increased their vocabulary level from an intermediate to an advanced level.

In order to obtain information to answer our question that sought to know the perspectives of the participants, several interviews were conducted. For instance, it was found that the interviewees have positive perceptions regarding the flashcards because they consider them valuable, useful, and interesting since they can relate the image with the word and remember better as mentioned in pupils 1,2, 3, and 5. The majority of participants also think that the flashcards are useful because it has helped them to retain the words learned. Finally, as mentioned by students 2, 5 knowing vocabulary is the main step in learning English. Likewise, Indriana (2011) tells us that flashcards provides better long-term memory dealing with the contains in the cards. Meanwhile, it is also possible to be used as an eye-catching learning media and enjoyable playing cards.” (p.4).



Conclusions

Hence, this study examined the level of improvement in students' vocabulary with respect to the implementation of the flashcards. The findings showed that there were changes in the vocabulary levels of learners. Consequently, it was concluded that the use of flashcards to develop vocabulary is effective. The level of improvement was high as the participants went from being diagnosed with a low level to having an advanced level. This was due to the fact that the flashcards promoted a higher level of retention of words in the students since the resource allows them to relate the image and the word. In addition to that through repetition, pupils tend to acquire and process information better. Finally, the findings regarding the students' reactions to the implementation of the resource provided favorable evidence, allowing us to conclude that the students' perspectives were positive to the resource. The flashcards not only helped them remember and relate the words but also improved their pronunciation. In addition to considering the resource useful in learning vocabulary, which they considered to be the first step in being able to learn a new language.

Implications

The findings of this study have important implications for education and research. It can be assumed from this study that flashcards are a useful teaching-learning resource that is applied in education to develop vocabulary acquisition. The study demonstrated an increase in the vocabulary of the participants.



The current study has provided empirical evidence of the importance and perspective of students on the use of flashcards in the learning process. The literature proposed that flashcards are a recommended resource to learn vocabulary. Hence, not only teachers can use this resource, but also parents can use it at home to teach their children words of a new language.

Limitations

Our main limitation was that our tutor when following the module in his classes, asked us that the words to be taught with the flashcards were those of the module.

The words proposed by the book are random words that have no relation to each other.

Consequently, learners could not be taught through groups of words. Another limitation of this study was the small sample size in the interviews. Only 6 students agreed to be interviewed.

Lastly, our last limitation was time, because despite creating a schedule for each implementation, vacations, strikes, exam weeks, and suspension of classes delayed us a bit in the implementation.

Recommendations

Based on the findings and limitations of this study, it is recommended to plan the class schedule with extra days in case there is a suspension of any class. In addition, it is recommended to hold a meeting with the students to explain the objective of the study and encourage them from the beginning to take part in the interviews. It is also recommended that when learners are shy or embarrassed to speak, the tool should be changed. The interview can be replaced by focus group



discussions or surveys Finally, we recommend that readers put storytelling into practice when they see that their words do not relate. Storytelling will help the words to be within the same context allowing the learner to relate them.



References:

Akdogan, E. (2017). Developing Vocabulary in Game Activities and Game Materials. *Online Submission*, 7(1), 31-66.

Alizadeh, I. (2016). Vocabulary teaching techniques: A review of common practices.

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International journal of teaching and education*, 3(3), 21-34. doi: 10.52950/TE.2015.3.3.002

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching* (1st ed.). Jossey-Bass.

Bevan, C. (2016). *Flashcards and the Leitner system: Here's how to memorise facts for exams*. Parent.

Budiman, A. (2017). Behaviorism and foreign language teaching methodology. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 1 (2), 101-114.

Cardenas, J. M. H. (2020) *HOW TO INTEGRATE GRAMMAR (PPP: PRESENTATION, PRACTICE, PRODUCTION)*. Medium. <https://medium.com/@3118352016/june-09-how-to-integrate-grammar-ppp-presentation-practice-production-32b511cd71e2>



Chavez, C. (2018). Las Flashcards como estrategia didáctica para mejorar el proceso de aprendizaje del vocabulario del idioma inglés en los niños y las niñas de 5 años del nivel inicial garabatos Mollendo Arequipa-2017
<http://repositorio.unsa.edu.pe/bitstream/handle/UNSA/8770/EDSvachcv.pdf?sequence=1&isAllowed=y> English CLUB.com.

Cross, D. (1991:120). *A Practical Handbook of Language Teaching*. London: Cassel.

DiSanto, Hostos Community College. (2022). *Summative Assessment / Foundations of Education*. Foundations of Education. <https://courses.lumenlearning.com/olemiss-education/chapter/fundamental-understanding-summative-assessment/>

EF English Proficiency Index. (n.d) “English B1 Level - CEFR Definition and Tests | EF SET.”
 EF Standard English Test.

Ertmer, P. A., & Newby, T. J. (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 6(4), 50-72.

Etikan, M. A. (2015). *American Journal of Theoretical and Applied Statistic*. Comparison of Convenience Sampling and Purposive. Nicosia, República de Chipre, Chipre: SciencePC.

Ferrance, E. (2000). *Action Research*. Providence: LAB Brown University.

Formplus Blog. (2021). *Diagnostic Assessment in Education: Purpose, Strategies, Examples*. Formplus; Formplus. <https://www.formpl.us/blog/diagnostic-assessment>



- García, C. (2016). Influencia de la enseñanza del idioma extranjero en el proceso de enseñanza aprendizaje de los niños y niñas del primer año de educación básica de la escuela fiscal mixta "Dr. Eulogio Serrano Armijos". Universidad Tecnica de Machala: <http://repositorio.utmachala.edu.ec/bitstream/48000/4887/1/CD00041-2016-TEISIS%20COMPLETA.pdf>
- González, M. (2013). Las Flashcards en el desarrollo del léxico del inglés en los estudiantes del décimo año de educación básica del Colegio Nacional Andrés Bello de la ciudad de Quito, año lectivo 2012-2013. Universidad Central: <http://www.dspace.uce.edu.ec/bitstream/25000/1965/1/T-UCE-0010-307.pdf>
- Hatch, Evelyn and Brown, Cheryl. Vocabulary, Semantics, and Language Education. Cambridge: Cambridge University Press, (1995)." Canadian Modern Language Review, 53(2), pp. 457–458
- Hornby, A. S. (1995). Oxford advanced learner's dictionary. Oxford: Oxford University Press. Kingdom.
- Impedovo, M. A. (2012). *Handbook of Research on Didactic Strategies and Technologies for Education: Incorporating Advancements (2 Volumes)*. Italy: IGI Global; 1er edición (30 Septiembre 2012).
- Indriana, D. (2011). Ragam Alat Bantu Media Pengajaran. Yogyakarta: Diva Press.
- InstructionalDesign.Org. (2018). Dual Coding Theory (Allan Paivio). InstructionalDesign.Org. <https://www.instructionaldesign.org/theories/dual-coding/>



Jha, A. (2018). What are Flashcards and Why They Are a Good Tool for Mobile Learning? Disprz.
<https://disprz.com/flashcards-mobile-learning-tool/>

Kanellopoulou, C., Kermanidis, K. L., & Giannakoulopoulos, A. (2019). The Dual-Coding and Multimedia Learning Theories: Film Subtitles as a Vocabulary Teaching Tool. *Education Sciences*, 9(3), 210. <https://doi.org/10.3390/educsci9030210>

McLeod, S. (2017). Behaviorist Approach. *Simply Psychology*.

Ministry of Education of Ecuador. (2016). English as a Foreign Language. Curriculum.

National Teachers Institute (NTI, 2006) PGDE book 2: Post Graduate Diploma in Education: PDE
 103 General methods in education.

Ngarofah, S., & Sumarni, A. (2019). TEACHING VOCABULARY USING FLASHCARD TO YOUNG LEARNER. *PROJECT (Professional Journal of English Education)*, 1(6), 775–782. <https://doi.org/10.22460/project.v1i6.p775-782>

Nikoopour, J. & Kazemi, A. (2014). Vocabulary Learning through Digitized & Non-digitized. Urmia: Elsevier Ltd.

Oxford Learner's Pocket Dictionary (2008). A Pocket-sized Reference to English Vocabulary by Oxford.

Paivio, A. (1971). Imagery and verbal processes. New York: Holt, Rinehart, and Winston.



- Physics. (2021). *Meaning of Learning in education with its concept & definition*. Learn about Education and B.Sc. Physics. <https://physicscatalyst.com/graduation/meaning-of-learning/>
- Rhalmi, M. (2016). PPP approach to language teaching. My English Pages. <https://www.myenglishpages.com/blog/ppp-approach-to-language-teaching/>
- Scrivener, J. (2005). *Learning teaching* (Vol. 2). Oxford: Macmillan.
- Skinner, B. F. (1976). *About Behaviorism*. New York: Vintage Books.
- Sword, R. (2022). *Effective Communication in the Classroom: Skills for Teachers*. From High Speed Training. <https://www.highspeedtraining.co.uk/hub/communication-skills-for-teachers/>
- Teaching, learning, assessment, curriculum and pedagogy. (2019). <http://www.sun.ac.za/english/learning-teaching/ctl/t-l-resources/curriculum-t-l-assessment>
- Top Hat. (2019). Diagnostic Assessment Definition and Meaning. <https://tophat.com/glossary/d/diagnostic-assessment/>
- University of Southern Maine. (n.d). Maine.edu. Academic Gains Through Improved Learning Effectiveness (Agile).



Velasco, W. (2017). Flashcards as didactic material in the learning of vocabulary of the English language in the students of the ninth year of the Juan Montalvo educational unit in the city of Quito, elective year 2016-2017. Ecuador.

Vicent (2019). Learning to learn: flash cards and SRS | Cambridge English. World of Better Learning | Cambridge University Press.
<https://www.cambridge.org/elt/blog/2019/08/12/learning-learn-flash-cards-spaced-repetition-example-sentences/>

Vocabulary/Concepts – Speech-Language Pathology Services. (n.d.)
<http://blogs.sd41.bc.ca/slp/topic/language/vocabulary-concepts/>

Watson, J. (2017). Behaviorism with a new introduction by Gregory A. Kimble. The People Institute Publishing Company.

Yilmaz, K. (2011). The cognitive perspective on learning: Its theoretical underpinnings and implications for classroom practices. The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 84(5), 204-212.

Zayapragassarazan, Z., & Kumar, S. (2012). Active learning methods. NTTC Bulletin, 19(1), 3-5.

Zohrabi, M., Torabi, M.A., Baybourdiani, P. (2012). Teacher-centered and/or Student-centered Learning: English Language in Iran. English Language and Literature Studies 2(3).



**UNIVERSIDAD
NACIONAL DE
EDUCACIÓN**

ANNEXES:

**(Annex A)
Institution consent**

**CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE
ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN
EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA**

Azogues, 23 de marzo del 2022.

1. DATOS INFORMATIVOS:

1. Apellidos y nombres: Mora Orellana Joseline Cristina Quizhpi Calle Mónica Alexandra	
2. Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros	3. Itinerario: Horas de Inglés de los estudiantes de 1 BGU
4. Ciclo: Octavo y Noveno Ciclo	5. Paralelo: 1
6. Duración del estudio: 9 de marzo del 2022 hasta el final del año lectivo.	

Econ. Edgar Torres.

Rector de la Unidad Educativa Antonio Ávila Maldonado

Nosotras, **Joseline Cristina Mora Orellana** con **C.I. 010756** & **Mónica Alexandra Quizhpi Calle** con **C.I. 010483**, nos dirigimos a usted muy respetuosamente para solicitar la autorización de ingreso a la Unidad Educativa Antonio Ávila Maldonado, con el objetivo de la ejecución de



un estudio educativo como parte de nuestro proyecto de titulación, el cual se podrá dar en la modalidad que cuente su institución.

A continuación, detallamos nuestro estudio educativo:

DESCRIPCIÓN DEL PROYECTO

De igual manera se les hará llegar a los representantes una carta de consentimiento para que puedan informarse sobre este estudio y puedan estar al tanto del proceso de aprendizaje de su representado/a.

De igual forma se nos ha comunicado y explicado a plenitud y con lenguaje enteramente lógico y comprensible los posibles riesgos, complicaciones que podrían presentarse como consecuencia de la situación de emergencia sanitaria a nivel mundial durante el tiempo de este estudio. Por lo tanto, damos a conocer que nos hemos vacunado con las tres dosis requeridas y recomendadas por el Ministerio de Salud Pública como parte del proceso de vacunación para prevenir el contagio y complicaciones causadas por la Covid-19 y que es requisito indispensable para disminuir los riesgos de gravedad por contagio ocurrido antes o durante el proceso a realizarse.

Luego de lo antes declarado, en pleno uso de nuestras condiciones mentales, siendo total y enteramente responsables, manifestamos nuestra disposición para realizar este estudio educativo en la modalidad establecida por la institución educativa.

Esperando su favorable acogida y autorización.

Autorizado

Si _____ No _____

Firma: _____

Sello de la institución: _____



(Annex B)
Observation Template

OBSERVATION TEMPLATE #

CLASS N°:

DATE:

HOUR:

Research Objective: to observe the student's reactions in the different class stages during the application of flashcards.

OBSERVATION:

- **Students' behavior and engagement in the Warm up stage.**
- **Students' behavior and engagement in the presentation stage.**
- **Students' behavior and engagement in the practice stage.**
- **Students' behavior and engagement in the production stage.**

Behavior	Engagement



(Annex C)
TEMPLATE TO VALIDATE THE INSTRUMENTS

Validation processes are required for instruments of quantitative nature (questionnaires, surveys, scales). For qualitative instruments, it is advisable to review the instruments by experts.

Template: Validation of the Instrument by Experts.

Evaluator's name: _____

Specialty: _____

Academic degree: _____

- **Authors of the Final Integrated Project:**
- **Title of the research:**
- **General objective:**
- **Specific objectives**



UNIVERSIDAD
NACIONAL DE
EDUCACIÓN

INSTRUMENT TO VALIDATE THE RATING SCALE

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree

Criteria

The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5



The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes _____

NO _____

2. What items would you add or erase?

3. What other suggestions would you make to improve this instrument?

Evaluator's Names: _____

ID: _____

Academic Degree: _____

Signature: _____

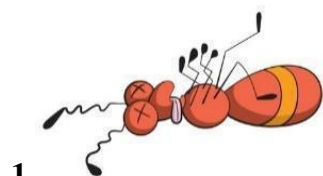
(Annex D)
Diagnostic test

Prepared by Joseline Mora; Monica Quizhpi

Name: _____

Date: _____

1. Look the picture and choose the correct answer.



- a) perish
- b) faint
- c) pain



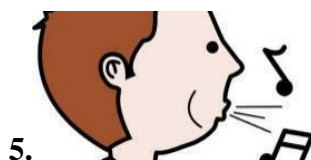
- a) concern
- b) angry
- c) happy



- a) think
- b) jump
- c) deliver



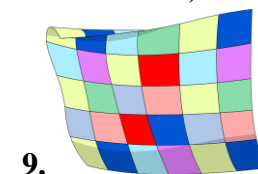
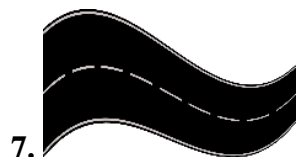
- a) deny
- b) claim
- c) refuse



- a) talk
- b) beep
- c) whistle



- a) run
- b) step
- c) eat





- a) clue
- b) road
- c) car

- a) pigeons
- b) camel
- c) turkey

- a) blanket
- b) curtain
- c) towel



- a) descend
- b) sink
- c) successful



- a) young
- b) elder
- c) patient



- a) wet
- b) dry
- c) cold

2. Choose and underline the best synonym to each word.

13. Threaten

- a) problem
- b) try
- c) menace

14. Dash

- a) point
- b) stripe
- c) ash

15. Enemy

- a) foe
- b) puddle
- c) angry

16. Decree

- a) order
- b) decrease
- c) degree

17. Features

- a) feathers
- b) future
- c) characteristics

18. Gap

- a) together
- b) both
- c) space

19. Appropriate

- a) proper
- b) owner
- c) emperor

20. Utter

- a) pronounce
- b) medium
- c) intermediate

21. Hollow

- a) whole
- b) empty
- c) packed

22. Underappreciated

- a) underrated
- b) appreciated
- c) valued



23. Among

24. Throughout

a) between b) on c) beside

a) along the b) throughput c) though

3. Look at the pictures and choose the words in the chart to complete the blanks.

Clay	Spheres	Stamps	Cutter	Pharaoh
Shape	Work out	Values	Afterwards	Complex



25. _____

26. _____

27. _____

28. _____

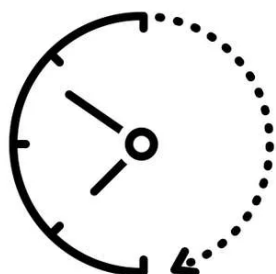


29. _____

30. _____

31. _____

32. _____



33. _____

34. _____

4. Read the definitions and write next to each word the letter that corresponds to each one.

35. Acquired (___)

A. To get (something).

36. Vacuum (___)

B. An empty space in which there is no air or other gas.

37. Means (___)

C. Done by a person.

38. Nonmaterial (___)

D. Through the use of (something).

39. Manned (___)

E. Not physical.

40. No matter (___)

F. It is not important.



UNIVERSIDAD
NACIONAL DE
EDUCACIÓN

(Annex E)
Summative test (First Cycle)

Name: _____ Date: _____

1. Read the sentences and choose the words in the chart to complete the blanks. (10)

concern	claim	Enemy	whistle	blanket
Road	threaten	Among	successful	utter

1. He refused to _____ his name.
2. The flu epidemic is causing general _____.
3. Aggressive nations _____ world peace.
4. Some doctors _____ that chocolate can reduce your chance of a heart attack.
5. He is very _____ in the business world.
6. A person cannot _____ and eat at the same time.
7. The soldiers attacked the _____ while they slept.
8. The _____ to go to school was closed.
9. It's a very cold day I need a _____.
10. The ball was _____ the toys.

2. Read the definitions and write next to each word the letter that corresponds to each one. (5)

- | | |
|---------------------|----------------------------------------------------------------------------------|
| 1. No matter (____) | A. Done by a person. |
| 2. Deliver (____) | B. Through the use of (something). |
| 3. Step (____) | C. Short form of "it doesn't matter", it's not important |
| 4. Manned (____) | D. To take (something) to a person or place |
| 5. Means (____) | E. A movement made by lifting your foot and putting it down in a different place |

3. Look the picture and underline the correct answer. (5)



a) perish b) faint c) pain a) turkey b) eagle c) pigeon a) young b) elder c) ignorant



a) dry b) wet c) frozen

a) slav b) pharaoh c) servant



**UNIVERSIDAD
NACIONAL DE
EDUCACIÓN**

(Annex F)
Summative test (Second Cycle)

Name: _____ **Date:** _____

1. Read the sentences and choose the words in the chart to complete the blanks. (10)

values	vacuum	features	decree	non-material
complex	underappreciate d	appropriate	acquired	throughout

1. Sound waves cannot travel through a _____.
2. She has traveled _____ the world.
3. The exam has a _____ structure to understand.
4. The car has some interesting new design _____.
5. Her work is _____ by the critics.
6. Tom thought Mary's dress wasn't _____ for the occasion.
7. The _____ was sent by the president.
8. She has _____ a good knowledge of English.
9. Thoughts, emotions and feelings are _____ things.
10. The most important _____ of a person are respect and honesty.

2. Read the definitions and write next to each word the letter that corresponds to each one. (5)

- | | |
|--------------------------------|---------------------------------------------------------|
| 1. Shape (____) | A. A space between two people or things. |
| 2. Workout (____) | B. a session of vigorous physical exercise or training. |
| 3. Hollow (____)
something. | E. the particular physical form or appearance of |
| 4. Afterward (____) | C. having nothing inside, not solid. |
| 5. Gap (____) | D. at a later time, after something has happened. |

3. Look at the picture and underline the correct answer. (5)



a) dash b) dot c) comma



a) sand b) clay c) metal



a) lines b) spheres c) squares



a) tool b) signatures c) stamps



a) cutter b) scissors c) fork



(Annex G)
Rubric for the Diagnostic test

Rubric for the Diagnostic test

Criteria	Low	Intermediate	Advanced
Right Answers	The student has a grade of 5 points or less (20 or less right answers are obtained)	The student has a grade of 5.25 to 7 (21 to 28 right answers are obtained.)	The student has a grade of 7.25 to 10 (29 to 40 right answers are obtained)



(Annex H)
Rubric for the summative test

RUBIC FOR THE SUMMATIVE TEST

Criteria	Low	Intermediate	Advanced
Right Answers	The student has a grade of 5 points or less (10 or less right answers are obtained)	The student has a grade of 5.50 to 7 (11 to 14 right answers are obtained.)	The student has a grade of 7.50 to 10 (12 to 20 right answers are obtained)



(Annex I)
Student Interview Template

Interview #

Date:

Questions:

1. Do you think that vocabulary is important when learning English? Why?

2. What do you think about the implementation of flashcards in your classes?

3. Do you like to learn vocabulary through flashcards? Why?

4. What do you like most about the implementation of flashcards?

5. Do you consider that you have acquired and developed more vocabulary since flashcards were implemented in classes? Explain

6. What were the activities that most caught your attention in class?

7. What would you change about the intervention?



(Annex J)
Letter of Authorization

Carta de autorización para publicación de trabajos, videos, fotografías o audios del estudiante de la Unidad Educativa Antonio Ávila Maldonado.

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que las estudiantes de la Universidad Nacional de Educación (UNAE), de la carrera **Pedagogía de los Idiomas Nacionales y Extranjeros, 9no ciclo**, paralelo **1** que realizan su proyecto de titulación en la institución **Unidad Educativa Antonio Ávila Maldonado** tomen fotografías, videos, audios y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si da su autorización, la UNAE podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UNAE

A continuación, detallamos nuestro estudio educativo:

Este estudio está enfocado en el área de Inglés, con **el fin de que los estudiantes mejoren su vocabulario, mediante la implementación del recurso “flashcards”** (un recurso que cuenta con la palabra en Inglés, su respectiva imagen, sinónimo y pronunciación los cuales serán usados para enseñar y mejorar el aspecto antes mencionado). Durante este tiempo, los estudiantes de primero de bachillerato deberán colaborar con ciertas actividades como pruebas, entrevistas y tareas extras, para que mediante esta manera los estudiantes puedan practicar y mejorar su Inglés de manera efectiva. El estudio se realizará durante las horas de Inglés, por lo cual ya nos hemos comunicado previamente con el docente de Inglés de este curso para pedir la autorización de trabajar durante sus horas de clase.

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

1. Se puede reproducir la fotografía de su representado/a ya sea en color o en blanco y negro.
2. La UNAE no usará los audios, videos o fotografías para ningún fin que no sea la educación de sus estudiantes, la promoción general de la educación pública o de la UNAE, y en este trabajo de titulación, es decir, **no lo utilizará** con fines comerciales y publicitarios.
3. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.



4. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.

Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías, videos y audios de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela. Este consentimiento, si está firmado, estará vigente hasta el final de dicha investigación.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los alumnos y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante:

Nombre completo padre/madre/representante legal:

Cédula de ciudadanía:

Firma del padre/madre/representante legal:

Fecha:



**UNIVERSIDAD
NACIONAL DE
EDUCACIÓN**



**UNIVERSIDAD
NACIONAL DE
EDUCACIÓN**

CLÁUSULA DE LICENCIA Y AUTORIZACIÓN PARA PUBLICACIÓN EN EL REPOSITORIO INSTITUCIONAL

Certificado para Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial

[Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros |

Yo, Mónica Alexandra Quizhpi Calle, en calidad de autora y titular de los derechos morales y patrimoniales del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial [“Teaching and learning vocabulary using flashcards to high school students at a public institution in academic year 2021- 2022.”], de conformidad con el Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN reconozco a favor de la Universidad Nacional de Educación UNAE una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra, con fines estrictamente académicos.

Asimismo, autorizo a la Universidad Nacional de Educación UNAE para que realice la publicación de este trabajo de titulación en el repositorio institucional, de conformidad a lo dispuesto en el Art. 144 de la Ley Orgánica de Educación Superior.

[Azogues, 15 de septiembre de 2022

Monica Quizhpi

Monica Alexandra Quizhpi Calle |

C.I: 0104838172



**UNIVERSIDAD
NACIONAL DE
EDUCACIÓN**



**UNIVERSIDAD
NACIONAL DE
EDUCACIÓN**

**CLÁUSULA DE LICENCIA Y AUTORIZACIÓN PARA PUBLICACIÓN
EN EL REPOSITORIO INSTITUCIONAL**

Certificado para Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial

[Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros]

Yo, Joseline Cristina Mora Orellana, en calidad de autora y titular de los derechos morales y patrimoniales del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial ["Teaching and learning vocabulary using flashcards to high school students at a public institution in academic year 2021- 2022."], de conformidad con el Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN reconozco a favor de la Universidad Nacional de Educación UNAE una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra, con fines estrictamente académicos.

Asimismo, autorizo a la Universidad Nacional de Educación UNAE para que realice la publicación de este trabajo de titulación en el repositorio institucional, de conformidad a lo dispuesto en el Art. 144 de la Ley Orgánica de Educación Superior.

[Azogues, 15 de septiembre de 2022

Joseline Mora Orellana

Joseline Cristina Mora Orellana

C.I: 0107567919 |



UNIVERSIDAD
NACIONAL DE
EDUCACIÓN



UNIVERSIDAD
NACIONAL DE
EDUCACIÓN

CLÁUSULA DE PROPIEDAD INTELECTUAL

Certificado para Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial

Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros |

Yo, Mónica Alexandra Quizhpi Calle, autora del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial "Teaching and learning vocabulary using flashcards to high school students at a public institution in academic year 2021- 2022.", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autora.

Azogues, 15 de septiembre de 2022

Mónica Quizhpi

Mónica Alexandra Quizhpi Calle

C.I: 0104838172 |



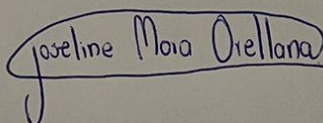
CLÁUSULA DE PROPIEDAD INTELECTUAL

Certificado para Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial

[Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros]

Yo, Joseline Cristina Mora Orellana, autora del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial [“Teaching and learning vocabulary using flashcards to high school students at a public institution in academic year 2021- 2022.”], certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su [autora].

[Azogues, 15 de septiembre de 2022



Joseline Cristina Mora Orellana

C.I: 0107567919]



UNIVERSIDAD
NACIONAL DE
EDUCACIÓN



UNIVERSIDAD
NACIONAL DE
EDUCACIÓN

CERTIFICADO DEL TUTOR

Certificado para Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial

[Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros

Elija un elemento.]

Yo, [UVALDO RECINO PINEDA], [tutor] del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial denominado [Teaching and learning vocabulary using flashcards to high school students at a public institution in academic year 2021- 2022] perteneciente a los estudiantes: [Mónica Alexandra Quizhpi Calle CI: 0104838172 Y Joseline Cristina Mora Orellana CI: 0107567919]. Doy fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informo que el trabajo fue revisado con la herramienta de prevención de plagio donde reportó el [7 %] de coincidencia en fuentes de internet, apeándose a la normativa académica vigente de la Universidad.

[Azogues, 31 de agosto de 2022



UVALDO
RECINO
(firma)

UVALDO RECINO PINEDA