UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MODALIDAD PRESENCIAL

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciada en Pedagogía del idioma inglés

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Theme: "Flashcards and vocabulary learning"

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Ambato – Ecuador

2021

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DEDICATION

TO:

God, it has been my main engine of life to meet and achieve all my goals despite the difficult moments in which I believed I could not achieve it. Thank you for always guiding me on the path of good.

To my parents Elena and Pedro who have taught me that dreams can come true with effort, as long as things are done with love, responsibility, patience, discipline, but above all a lot of humility. Thank you, Mommy and Daddy, for being my ideal companions in good times but especially in bad times, extending your hands to give me a lot of love and make me understand that each fall is a process to be better and better.

For my family, especially my brother Oscar, thank you for always supporting me to pursue and achieve my dreams, now we will both share the same vocation, which makes me very happy, because there would be no one better than you with whom I would like to share this beautiful profession. To my boyfriend Juan, who has accompanied me since the beginning of this journey, thank you for your help, your support and your understanding in those moments when frustration made me act in a bad way.

Finally, thanks to my friends who have also been a fundamental pillar to be able to achieve this great achievement, and to my pet Lulu, my four-legged companion who has been a great company on sleepless nights, giving me a lot of love.

I thank God because if it had not been for the support of all of you, this achievement would not have been possible. I love you.

Nicole

ACKNOWLEDGEMENTS

I am so grateful to God for having given me the courage to pursue my dreams, and for not allowing me to give up in those moments that I thought I couldn't take anymore.

Likewise, I would like to express my sincere gratitude to the Ph.D. Verónica Chicaiza for her patience, support, for being a great teacher but above all for always giving me words of encouragement during the process of executing this project and for encouraging me to achieve it.

To all my friends, especially my close friends Christopher, Christian, Erika, Andres and Nicole, who shared with me unique moments of happiness, sadness and sometimes also frustration during our university life. Thanks to all of you, because you were the ones who, especially in difficult moments, were with me to encourage me.

Thanks to the rector Dr. Dennis Segovia and the vice-rector Dr. Maria Elena Escobar for opening the doors of their institution to me and giving me the opportunity to do my experimental part with the eighth-grade students of their prestigious educational institution. Also, thanks to all the students for having collaborated with me in the development of this research project.

I sincerely thank all my teachers of the major "Pedagogy of National and Foreign Languages" for sharing with me all their knowledge and experience, since without you I could not be the professional that I am.

Nicole.

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Topic: "Flashcards and vocabulary learning"

AUTHOR: Helen Nicole Heredia Gallegos.

TUTOR: Verónica Elizabeth Chicaiza Redin PhD.

ABSTRACT

The use of flashcards is a traditional strategy used in English language education. This research project aimed to identify the influence of the use of flashcards as an innovative strategy to improve the acquisition and learning of English language vocabulary. This research was experimental, and the participants were 17 from eighth grade of Unidad Educativa "República de Argentina "in Ambato. The study was carried out through a pre- and post- test structured by multiple choice questions. Each test contained 10 questions, which were answered by the students at the beginning and at the end of the investigation. Most of the questions and classes were prepared days before, with the intention of promoting vocabulary learning in a contextual rather than literal way. In the statistical part, a T-student was developed, to observe and verify the influence that this strategy could have on the ability of the students to learn the new vocabulary. The results showed that flashcards had a positive influence on new vocabulary learning and, of course, on the learning of the language.

Key words: English learning, Flashcards, Knowledge, Vocabulary

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RESUMEN

El uso de flashcards es la estrategia más antigua usada en la educación del idioma inglés. Este proyecto de investigación trató de identificar la influencia del uso de flashcards como estrategia para mejorar la adquisición y aprendizaje de vocabulario de idioma inglés por los estudiantes. Esta investigación fue de tipo experimenta y los participantes fueron 17 estudiantes de octavo grado de la Unidad Educativa "República Argentina" en la ciudad de Ambato. La investigación se llevó a cabo mediante un pre y un post test. Cada test contuvo 10 preguntas, las cuales fueron respondidas por los estudiantes al principio y al final de la investigación. La mayoría de las preguntas y clases fueron realizadas con anterioridad, con la intención de promover el aprendizaje de vocabulario de manera contextual mas no literal. En la parte estadística se desarrolló un de T-student, para observar y verificar la influencia que pudo tener dicha estrategia ante la habilidad de aprendizaje del nuevo vocabulario por parte de los estudiantes. Los resultados mostraron que, a través de este método, el mismo influyo de una manera positiva en el aprendizaje de nuevo vocabulario y por supuesto en el aprendizaje del idioma.

Palabras Clave: Aprendizaje de Inglés, Flashcards, Conocimiento, Vocabulario.

CHAPTER I
FLASHCARDS AND VOCABULARY LEARNING

1. THEORETICAL FRAMEWORK

1.1.Investigative Background

In order to achieve the main goals of this paper, an investigation was carried out starting with previous investigations about the topic related to educational institutions and their way to develop strategies to improve learning methods.

After doing an in-depth analysis of the existing previous research studies some ideas can be settle down.

Nikoopour and Kazemi (2014) in their final report about vocabulary learning through Flashcards Delivery, suggest that the use of flashcards to learn vocabulary is a huge way to develop children´s skill. This study aimed to determine the impact of using flashcards and its development in vocabulary lists. This study was developed through the participation of 74 students of Urmia University. The authors used a mixed approach to develop their study. At one side, a qualitative approach due to they conducted a posttest using an attitude questionnaire, and also an interview. In addition, a quantitative approach was applied in order to solve and understand the collected data. The results obtained were represented by statistical graphs. Having collected the data, the researcher went through data analysis and came up with impressive results. At the end of the research, it was found that there is a significant difference in vocabulary learning when interactive tools such as flashcards were used, unlike vocabulary list development. Authors concluded that learning vocabulary through flashcards proved to be more effective than traditional techniques like listing vocabulary.

Oxford and Crookall (2018) conduct an investigation paper aimed to make a critical analysis of techniques that can be used for vocabulary acquisition. This study was developed through the participation of 60 students from Alabama University. After the development of three classes using three different vocabulary teaching techniques which were, the use of flashcards, the use of a dictionary and the grouping of words, the researchers used a mixed approach to develop their research. Qualitative because

they conducted an interview to determine with which vocabulary teaching technique the students felt greater affinity and quantitative because the results obtained were represented on statistical graphs. Having collected and analyzed the data, researchers obtained as a result that the use of flashcards offers better results in learning vocabulary because students see this technique as an innovative, creative and accessible way to learn a new language. The authors concluded that the use of flashcards has become a very popular tool among today's students.

Gonzales Paredes (2016) proposed an investigation aimed to reinserting into classroom work an interesting methodology use of flashcards. The sample used in this paper were students and professors of the tenth years of basic education of the College Nacional Andrés. Once again, a mixed approach was introduced in order to quantify le the level of each student and some comments from professors. Analysis and data were solving on SPSS software using T meant student. The authors came up with the conclusion of the images or drawings captured in the Flashcards used by teachers significantly help the learning of the English language lexicon, which are an important factor to capture the attention of students and thus contribute to the process of interactive teaching. The use of sounds accompanied by flashcards helps the development of the English lexicon, since the familiarity of the speaker's voice with the spelling of the words is an influential factor in the cognitive recognition of the students. The size of the Flashcards plays an important role in facilitating an optimal field of vision, helping to gain students' attention and concentration. 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 vocabulary inter-learning. Reviewing with Flashcards helps students to quickly and easily grasp the vocabulary as we go back to topics previously covered in class in which this material was used. Flashcards are the best method for memorization, since with the use of Flashcards the students absorb vocabulary quicker and store and retrieve information they store and retrieve information.

Pilamunga (2016) conducted an experiment aimed to identify the contribution of Web pages in English education on a sample of 74 students. The research has a descriptive socio-educational methodology with a qualitative approach. A quantitative, with

documentary-bibliographic and field design. The authors conclude that vocabulary can help teachers in order to develop their classes, being flashcards their main resource together with guide book, therefore, students are motivated since the information presented is coherent, organized and sequential.

Garcia (2016) proposed a paper aimed to promote a quality learning strategi based on vocabulary flash card. The sample used on this investigation were 56 students of nine grade. A mixed approach was applied in order to quantify which students develop their skills. Data and analysis were presented on SPSS. Once the paper was complete, authors concluded that vocabulary student show an improvement in receptive ability and the recognition of a word aurally.

Kordaki (2017) conducted an investigation build on a ten-year systematic review This paper focuses on the investigation of the use of Digital Card as a new method of learning in education. A sample on 300 hundred documents were analyzed. The findings revealed that cards can be used for different proposes like development of memory skills, cognitive process thinking and learning.

Chavez (2018) proposed a paper aimed to show that the application of flashcards as a didactic strategy allows the process of learning English vocabulary in 5-year-old boys and girls. To achieve the goal, an experimental study with a pre-experimental. A group of 20 five-year-old students were the sample on this paper. Data analysis were done on SPSS software using t de Student, proving that flash cards are an innovative way to develop new vocabulary skills.

Cevallos and Salceda (2015) conducted a paper aimed to expand knowledge about the effectiveness of this method (flashcards) and find out if its use was capable of improving academic performance using a sample of 30 students from an institute. A mixed approach was applied and finding were presented on excell graphs. The author concluded that all students show significant differences after using this strategie.

Velasco Pumasunta (2017) proposed a paper aimed to the use of flashcards as teaching material as a way to learning vocabulary in Ninth Grade Students. The sample were 166 student and date analisys were presented on SPSS software. A mixed approach

were applied due to the fact a questionario was involved. The authors mentioned that 87% percent of students showed magnificant results due to this strategie.

Rosalina (2019) conducted an investigation aimed to identify how important is implement new strategies like vocabulary cards in order to develop and improved english skills. The sample were 50 students from an institute. A mixed approach were applied. Data were analize on SPSS software. The autor came to the conlusion that flashcars are an impotant manner to advance on vocabulary.

1.2. Independent Variable Theoretical Support

1.2.1. English Learning

English has been considered the language of the greatest use in the world, so many institutions integrate it into the curriculum. When talking about English as a foreign language refers to learning a language other than the native language, and that it is also not the one used in the daily life of the student and the environment in which develops its activities (Álvarez-Pérez & Carmen Ricoy, 2016).

The teaching-learning of English has taken a big turn in the Ecuadorian educational system in the last two decades and several measures have been implemented. In this sense, international and standardized exams have become the means to accredit the proficiency of this foreign language of students and teachers of different educational levels (Álvarez-Pérez & Carmen Ricoy, 2016).

1.2.2. Strategies to learn English

A strategy is a series of very thoughtful actions, directed towards a specific end.

1.2.2.1.Independent and group thinking

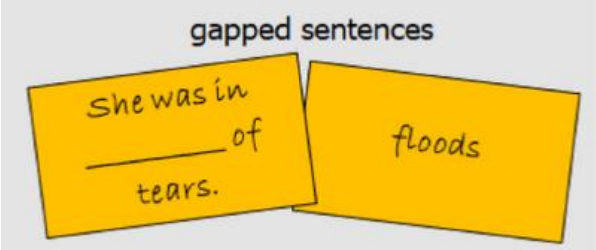
To implement this strategy, the teacher must present students a problem or situation that requires independent thinking and has several possible solutions. To do this, they show some steps to follow; present the situation or request, secondly students will write down their solutions or answers on a piece of paper, lastly divide the class into groups of three or four students and ask them to share their answers in the group and select the better ideas within its members.

1.2.3. Flashcard

A flash card is a means by which you can learn about different topics and is usually used in the educational field as a vocabulary memorization instrument through a two-sided format where the one side contains a word and the other side the corresponding definition. Flash cards can be quite small, or with a storage capacity of many words and even images (Kayne, 2019).

Gapped sentence flashcards

In this type of flashcards, we can find a word on one side of the card while the other side will be a sentence with a blank space that must be completed taking into consideration the context in which the word is being used (Vicent, 2019).

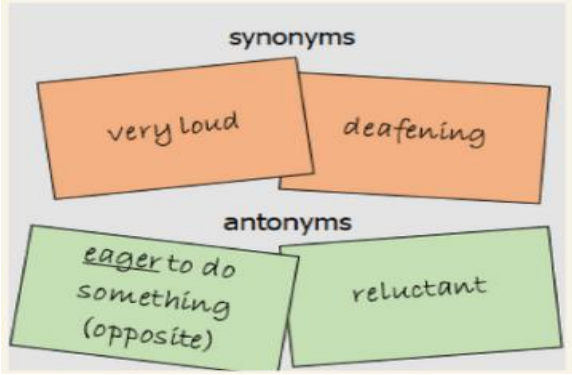


Source: (Vicent, 2019)

Elaborated by: Heredia, N. (2021)

Synonyms and Antonyms flashcards

In this type of flashcards, we can find a word on one side of the card while the other side will be its corresponding synonym. This type of card is very useful to expand our knowledge of synonyms as well as antonyms (Vicent, 2019).

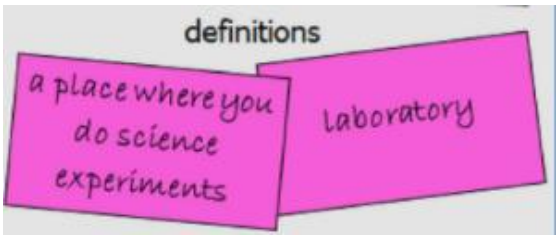


Source: (Vicent, 2019)

Elaborated by: Heredia, N. (2021)

Definition Flashcards

In this type of flashcards, we can find a word on one side of the card while the other side will have its corresponding definition. This type of card is very useful to expand our knowledge of broad definitions of a certain word (Vicent, 2019).

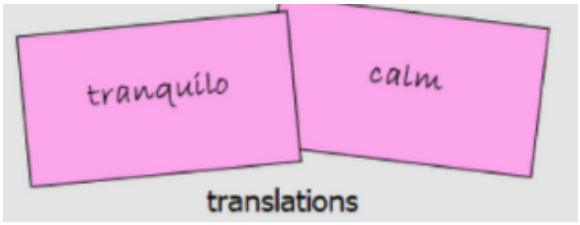


Source: (Vicent, 2019)

Elaborated by: Heredia, N. (2021)

Translation flashcard

In this type of flashcards, we can find a word on one side of the card while the other side will have its corresponding translation into the L1 language. This type of cards is very useful for beginners (Vicent, 2019).

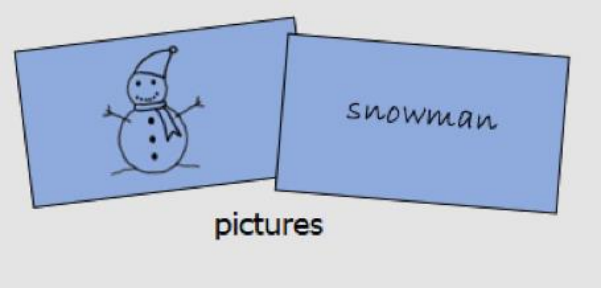


Source: (Vicent, 2019)

Elaborated by: Heredia, N. (2021)

Picture flashcards

In this type of flashcards, we can find an image on one side of the card while the other side will be its corresponding representative word. This type of card is the most traditional used for learning vocabulary (Vicent, 2019).



Source: (Vicent, 2019)

Elaborated by: Heredia, N. (2021)

1.3.Dependent variable theoretical support

1.3.1. Word class

In the grammatical scope of a language, words are categorized into nine types called "parts of speech" or "word classes, which are verbs, nouns, adverbs, adjectives, pronouns, prepositions, conjunctions, determiners, exclamation. Each one of these categories are studied within a language through grammar.

- **Noun:** It is a word used to identify people, things, places, etc. E.g., girl, friend, flower, country, house.
- **Verb:** It describes an action, an experience or a state made by the speaker. E.g., run, speak, study, play, work, investigate.
- **Adverb:** It is used to give extra information about a verb, adjective, or other adverb in terms of, where, how and when something occurs. E.g., yesterday, unfortunately, already, frequently.
- **Adjective:** It is a word used to give a specific description or extra information about a noun or a pronoun. E.g., exciting, easy, tall, fast, beautiful.
- **Pronoun:** It is used to replace a noun that has already been mentioned. E.g., I, she, him, their, that.
- **Preposition:** It is used to show relationship between a noun or pronoun and another word or phrase in a sentence. Prepositions are usually situated in front of the noun or pronoun. E.g., in, on, at, after, in the middle of.
- **Conjunction:** It is used to connect words, parts of sentences or sentences. E.g., and, but, for, if, because.

- **Determiner:** It is used to emphasize the noun to which we are referring to in a sentence. E.g., my, both, those, this, many.
- **Exclamation:** It is used to show a feeling that is strong, and it is commonly used in informal spoken language. E.g., ow, er (Richard, 2020).

1.3.2. Factors in vocabulary learning

Spelling

A very important factor in vocabulary learning is spelling. Spelling is the ability that an individual has to form words with their corresponding letters and in the correct order. According to (Jackson, 2020) spelling is not a reliable measure of intelligence level. Many smart people struggle with English spelling, while others will find it relatively easy to master. Learning to spell correctly requires remembering numerous unusual and peculiar spellings. Some people are better at this form of rote learning than others. "

Pronunciation

In vocabulary acquisition, pronunciation is defined as a very important factor that must be present in the learning process. The pronunciation is the oral form in which a language is produced, this may involve the production and intonation of a word, which may vary depending on where the person who is performing the act of speaking is (Rogers, 2017)

1.3.3. Vocabulary learning

According to Restrepo (2014), “Vocabulary learning is the process acquiring building blocks in second language acquisition”. The impact that vocabulary learning has on the acquisition of a second language has been covered in an aspect that has gained recognition among researchers and people studied in the field. Nowadays, it is essential to see vocabulary learning as an indispensable factor for the correct development and acquisition of a language, since without prior knowledge of vocabulary, the speaker cannot make proper use of it.

1.2. Objectives

1.4.1. General Objective

- To analyze the influence of flashcards in vocabulary learning of the students of eight grade at Unidad Educativa República de Argentina.

1.4.2. Specific objectives

- To use flashcards on student's vocabulary acquisition.
- To evaluate students' level of vocabulary before and after the use of flashcards.
- To determine how flashcards influence vocabulary learning.

Approach to get the objectives

In order to determine the influence of flashcards some test will be presented; those will show knowledge before and after using flashcards (pre-test). To achieve the second goal which is use of flashcards, some of them will be made up and give them to students. Lastly, the final goal has some similarities with the general objective so, having that on mind. The remanding information will be reuse but the analysis implies different approach. (Pre and post-test).

CHAPTER II. METHODOLOGY

2.1. Resources

To fulfill this research project, it was necessary to use the following resources

Human resources

The human resources for this investigation were; a group of people to be studied from Unidad Educativa República de Argentina, tutor researcher, reviewers and of course the author.

Institutional resources

In order to complete the hole project, it is important to mention some institutional resources such as; Universidad Técnica de Ambato. Facultad de Ciencias Humanas y de la Educación, Unidad Educativa República de Argentina. They provide with important sources to this investigation.

Materials

Some materials were applied in order to finish this paper such as; a computer, pictures and flash card, etc., Those were used to create the entire project due to the fact it was an experimental study to analyze a sample of people.

Economic resources

This research will not need too much economy resources because of the virtual modality, but some money will be spent for: -Internet connection and stuff like that.

2.2. Approach

This research will be based on a mixed type approach. Qualitative and quantitative approaches will be combined in order to obtain a better perception of leaning vocabulary skills of students using flashcards.

Hernández Sampieri (2018), define quantitative research as an investigation that considers objective knowledge, and that it is generated from a deductive process in which, through numerical deductive and inferential statistical analysis, hypotheses are tested. This approach is commonly associated with practices and norms from the

natural sciences and positivism. This approach bases its research on “standard” cases, with the intention of obtaining results that allow generalizations to be conducted.

On the other hand, qualitative approach which is based on a hypothesis, usually starts from a research question, it must be formulated in accordance with the methodology that is intended to be used. This approach seeks to explore the complexity of factors that surround a phenomenon and analyze the variety of perspectives using different types of data, such as interviews, observation, documents, images, audios, among others (Hernandez, 2018).

2.3. Design

2.3.1. Bibliographic

This type of research is based on review of information obtained from primary and secondary sources of research like magazines, investigations and papers, thus being able to collect the necessary information from previous works related to the topic being investigated in order to support the current research (Hernandez, 2018).

This study uses this type of research because it is necessary to review previous research to support and substantiate the evaluation.

2.3.2. Descriptive

This type of research allows to establish a complete description of the studied phenomenon. This type of research measures the characteristics and observes the configuration and processes that create the phenomena.

2.3.3. Explanatory research

Complementing descriptive research, this type of research is used in order to determine the possible causes and consequences of the phenomenon studied. For this purpose, different research methods can be used, such as the observational, correlational method or the experimental model due to they provide different approaches to solve a problem (Hernández, 2018).

2.4. Population and sample

This research project was developed at Unidad Educativa República de Argentina which is located in Ambato, on Rocafuerte 1702 and Guayaquil. The

number of students for this research project were 17 students, 10 women and 7 men from eight-grade.

Technique: The technique was qualitative and quantitative data analysis

Instrument: Pre and post test

2.4.1. Pre-test

The goal of this pre-test (Appendix A) was to know the level of students' critical skills related to vocabulary learning, so they took a one-hour pre-test that consisted of ten questions. At last, this test was applied by Zoom platform and also using online sources like google forms.

2.4.2. Post-test

Secondly, they took a post-test using the same ten but this time quite different. In order to reach the goals of this research, a pre and posttest were applied to improve student's vocabulary learning. The test consisted of 2 parts Appendixes A and B. Each question was worth 1 point. The pre and post-test were scored in based on the rubric that evaluated over ten points. It means that each group need to score in order to determine the level of knowledge before and after flashcards improvement.

2.5. Procedure

First, to carry out this investigation a group study was proposed. Therefore, the selected group were seventeen eighth-grade students from Unidad Educativa "República Argentina". The application took five synchronous sessions and one asynchronous session that lasted for three weeks. The six sessions were divided into five synchronous sessions in which the pre-test, post-test, and image-based task activity were performed. And one asynchronous session in which the application of tasks based on the use of gapped sentence flashcards was carried out.

The researcher chose and designed series of activities based on the completion of sentences using vocabulary words shown through gipped sentence flashcards, considering the students 'level of English to analyze and evaluate their performance using specific tasks for acquisition of new vocabulary words during the sessions. The activities were based on different types of gipped sentence tasks, such as obtaining descriptions of the meaning of words placed in a certain context. During the

application, it was necessary to control the development and time, it took them to do each of the activities.

In the first zoom session, the researcher introduced herself to the class and asked the students to enter the Google forms link to take the pre-test, which lasted 20 minutes. The students' pre-test was evaluated according to their respective answers because it was structured with multiple-choice questions based on a KET vocabulary test, each with a pre-established answer. In addition, a presentation was made on how to learn vocabulary through the use of gapped-sentence flashcards, for which the students were given examples of words with their respective sentences to be completed. Finally, they worked in a group practice using the previously presented slides to identify if students managed to retain the vocabulary they had learn. In the second session, students worked asynchronously, the researcher sent a link from the worksheet with the task to be performed based on the vocabulary list studied in the first lesson, students had to complete it in almost 20 minutes.

In the third session, the teacher presented the students with a list of vocabulary words to be reviewed and learned according to the strategy of use of flashcards that students had seen in previous classes, giving them examples as a guide, then students worked on an online worksheet that contained one task based on vocabulary knowledge. On the four-session, the teacher presented the students with a list of vocabulary words to be reviewed and learned according to the strategy of use of gapped sentence flashcards, giving them examples as a guide, then students worked on an activity that contained exercises based on the vocabulary learned.

On the fifth session, students were explained about how to use flashcards to continue learning new words according to their needs. To do this, researcher prepare another example of didactic flashcards that were useful for learners in order to learn new vocabulary words. Finally, in the sixth and last session, the post-test was taken from KET to analyze if gapped sentence flashcard tasks influenced vocabulary word acquisition.

2.6. Hypothesis

2.6.1. Null Hypothesis

Flashcards do influence vocabulary leaning on eighth-grade students from Unidad Educativa "República Argentina"

2.6.2. Alternative Hypothesis

Flashcards do not influence vocabulary leaning on eighth-grade students from Unidad Educativa "República Argentina"

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

In order to demonstrate and identify the findings on this investigation some tables and graph will be presented below. These will show and prove some results about pre and posttest. Furthermore, SPSS analysis such as T-student, paid differences and sig tail will be presented as well.

Pre-test results

Table 1.-

Pre-test results range out of ten

Grades	# Students	Average
3	1	6%
4	1	6%
5	2	12%
6	1	6%
7	2	12%
8	3	18%
9	4	24%
10	3	18%

Source: Student's Pre-test

Developed by: N, Heredia (2021)

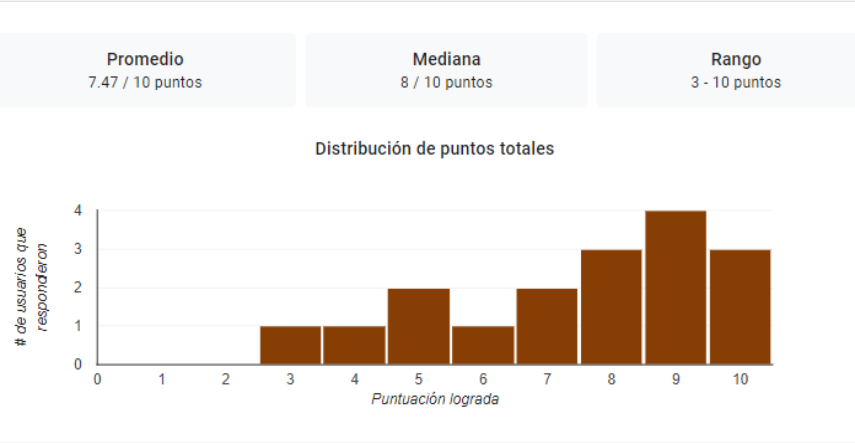


Figure 1.- Pre-Test scores range out of ten

Source: Student's Pre-test

Developed by: N, Heredia (2021)

Analysis and discussion of results

The samples obtained from the pre-test which was evaluated with a score range out of ten, applied to 17 students shows that just 18% percent of students were able to accomplish the test due to just three of them got a ten, 24% percent of students got nine which is quite good, but 58% percent of students got lower grades between three and eight. It means that some of the students have difficulties with vocabulary learning proving the lack of vocabulary knowledge. The average of the tests was 7, 47 points.

Post Test Results

Table 2.-

Post-test results range out of ten

Grades	# Students	Average
7	1	6%
8	3	18%
9	3	18%
10	10	59%

Source: Student's Pre-test

Developed by: N, Heredia (2021)

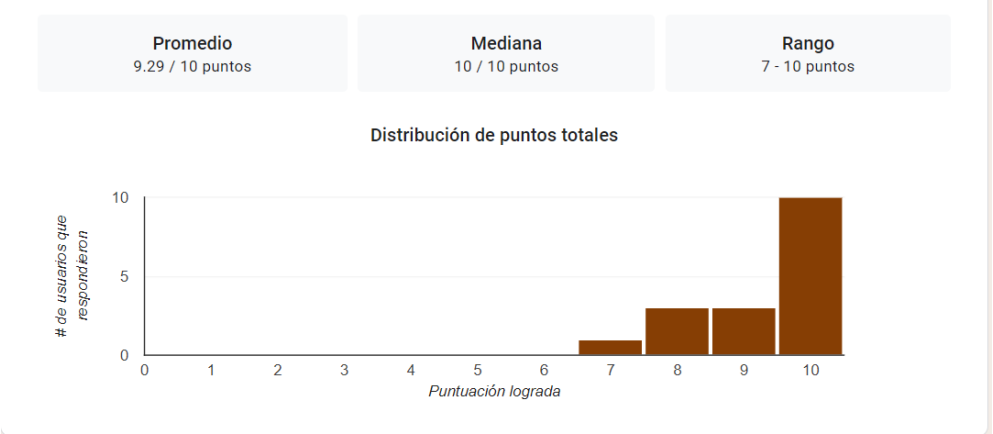


Figure 2.- Post-Test scores range out of ten

Source: Student's Pre-test

Developed by: N, Heredia (2021)

Analysis and discussion of results

The samples obtained from the post-test which was evaluated with a score range out of ten, applied to 17 students shows that the 59% percent of students got a ten. The results show that most of the students, ten of them got perfect grades. Which means flash cards improve vocabulary learning as well English. The average of the tests was 9, 29 points.

Comparative results

Table 3.-

Post-test results range out of ten

Results		
	Post-Test	**Pre-Test**
Media	9,2941	7,4706
N	17	17
Desv.	,98518	2,18282

Source: Student's Pre-test

Developed by: N, Heredia (2021)

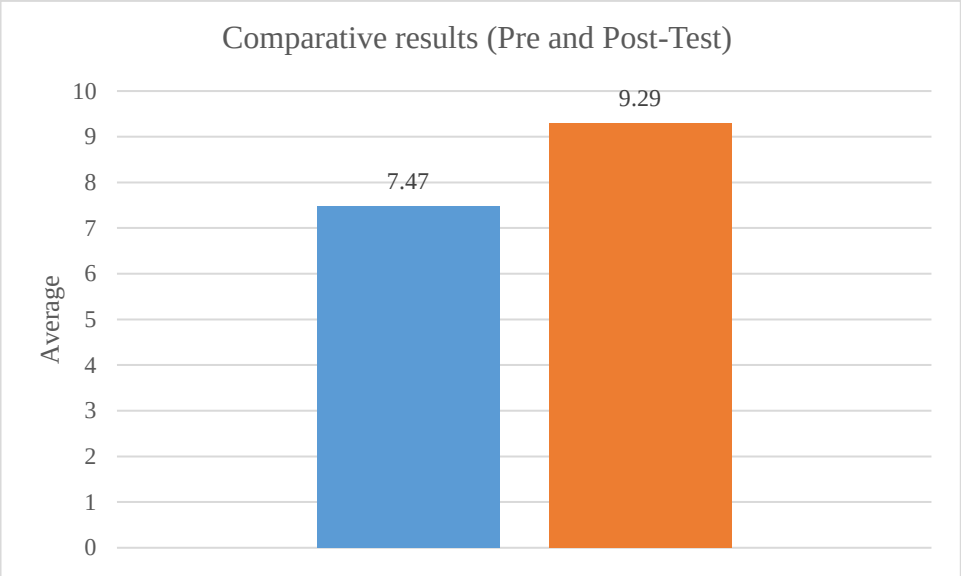


Figure 3.- Comparative results Pre and Post-Test scores average

Source: Student's Pre-test

Developed by: N, Heredia (2021)

Analysis and interpretation

Both tests show that there is a significant difference in average of students that were tested. This study shows there is a big difference of 1.82 points. This shows a gradual increase in vocabulary learning and but the way, teaching strategy was particularly well structured.

Discussion of results

The present study focused on a particular way of vocabulary learning strategy (flashcard). After five synchronous sessions and one asynchronous session, the researcher came to the end of the teaching strategy, and got feedback from the participants through post-test. Having collected the data, the researcher went through the process of data analysis and came up with some results.

It was found that there is a significant difference in vocabulary learning when flash cards were used. Since the flashcards content was the same for the two groups, the performance of the vocabulary flashcard learning shows 1,82 points of difference. The justification for this result can be the fact that most students are not able to understand complex meaning with no context involved. Therefore, the author shows a huge difference in this aspect due to the fact that flashcards given were quite different. Not

only does it show the word and meaning in fact, at flashcard´s back an image is presented with an introductory sentence where the student can guess the meaning by context reading. Those aspects were used to determine if flashcards do influence vocabulary learning on pupils and they do by the way. This idea was completely supported by data (posttest).

To sum up, it can be said that English learning depends on some factors like reading skills, writing skills, speaking skills and finally vocabulary learning skills in order to acquire the language. So, new ways to improve this skill need to be added to traditional learning like flashcards strategies such as the one involved in this investigation in order to provide students better ways to improve their vocabulary knowledge.

3.2. Hypothesis verification

Null Hypothesis

Flashcards do influence vocabulary learning on eighth-grade students from Unidad Educativa "República Argentina"

Alternative Hypothesis

Flashcards do not influence vocabulary learning on eighth-grade students from Unidad Educativa "República Argentina"

Verification of hypotheses

Table 4.-

Normality Tests (Shapiro and Kolmogorov)

Normality Tests						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statics	gl	Sig.	Statics	gl	Sig.
Post-Test	,351	17	,010	,738	17	,013
Pre-Test	,184	17	,019	,910	17	,017

Source: Student's Pre-test

Developed by: N, Heredia (2021)

Analysis and interpretation

The results of the test of normality with the use of the SPSS statistical software demonstrated the following results. At first pre-test results shows a score of 0,013. The second is post-test with a score of 0,017. Both values in the column denominated as "Sign" are more than 0.05, it determined that the result are normal and reliable but in addition, it is important to remember that there are different tests to be proven in order to compare and reinforce results. Follow that idea, Kolmogorov-Smirnov test was applied, it showed post-test´ sig a result of 0,010 and pre-test 0,019 points. Both test show that data analysis is perfectly reliable.

Table 5.-

Mean T Student

		Mean	N	Std. Deviation	Std. Error Mean
Par 1	Post-Test	9,2941	17	1,98518	,23894
	Pre-Test	7,4706	17	2,18282	,52941

Source: Student's Pre-test

Developed by: N, Heredia (2021)

Analysis and interpretation

The use of the SPSS statistical software generated a big difference between averages. The average in the pre-test results has a value of 7,47, meanwhile, the results of post-test have an important improvement. It was 9,29.

Table 6.-

T Student **Test**

Correlations				
		N	Correlation	Sig.
Par 1	Post-Test & Pre-Test	17	-,301	,241

Source: Student's Pre-test

Developed by: N, Heredia (2021)

Table 7.-

Pair differences

		Pair Differences					t	gl	Sig. (tailed)
		Mean	Std. Deviation	Std. Error mean	95% Confidence interval				
					Lower	Upper			
Par 1	Average Post-Test Pre-.Test	1,82353	2,65130	,64304	,46035	3,18670	2,836	16	,002

Source: Student's Pre-test

Developed by: N, Heredia (2021)

Analysis and interpretation

In order to support and probe the hypothesis a par differences test was done. The result is 0,002, which means that is than 0,005 which is the level of significance. These results support the following hypothesis "Flashcards does increase the level of vocabulary knowledge of eighth-grade students from Unidad Educativa "República Argentina.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the collection and data analysis, it is possible to give the following conclusions:

- The use of flashcards in the classroom is a strategy that some teachers put into practice in order to give students new ways to learn English vocabulary more easily, giving them a concrete vision about a topic or a particular object. This strategy promotes students critical thinking and also the development of a new sort of tools to learn English as a second language.
- In order to achieve the second goal, the research aimed and took into account the results from pre and post-test, the use of flashcards in the classroom is a beneficial strategy for teaching a second language. First of all, 17 pupils were tested in 1 month. They were tested using a sample questionnaire with ten questions involved (pre-test). The pre-test showed at firsts most of the students were not able to get perfect scores. For instance, ten of them got grades between three to eight. It represents 52% percent of students. The average of the tests was 7,47 points.
- The post test showed that most of the student's 59% percent of them got a perfect score, 10 out of 10. In addition, at last 18% percent of them got a nine that represents a huge improvement of English vocabulary learning. The average of the tests was 9, 29 points.
- In order to achieve the last goal. Post- test showed that there is a significant difference in average of students that were tested. This paper shows a big difference of 1.82 points. This shows a measured intensification in vocabulary learning and also the way, teaching methodology using flash card strategy was particularly well-structured improving pupils' knowledge proving that the NULL HYPOTHESIS is true. "Flashcards do influence vocabulary learning".

4.2 Recommendations

- To achieve progress in the acquisition of vocabulary through the use of flashcards, teachers must take into account the level, interests and needs of the students, and the wide variety of flashcards that exist to address the teaching

of different words and their definitions as these aspects will help students avoid the anxiety of learning a new language.

- The use of flashcards is an important strategy that deserves to be fully studied in order to develop a completely different approach to teach English in Latino American countries.
- The sample used to carry out the study was only 17 students belonging to a classroom. It is suggested that, to have more accurate results, more students should be included in the study as a larger sample; in this case, it covers a hole class of children. In this way, if were possible to compare and evaluate this methodology as global sample. For instance, the entire school. Identifying shortcomings in order to improve students' ways to acquire knowledge.
- The hole approach for this investigation was covered in three weeks, using five classes to introduce the flashcard strategy. One major recommendation about this issue is to spent more time with children in order to get a lot of feedback and use it to restructure the strategy according to the results.

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Appendix A

CAMBRIDGE ASSESSMENT

ENGLISH

KET Exam (Level A2)

Vocabulary Section

PRE -TEST

TIME Approximately 20 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, center number and candidate number on your answer sheet if they are not already there.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

You will have 20 minutes to complete the vocabulary section.

Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

VOCABULARY PART 1

This test contains 10 questions which focus on vocabulary and language used at KET Level (A2). Visit the Vocabulary section for more exercises.

Choose the correct answer

1. The shortest month of the year is _____ .
   A. February
   B. July
   C. January
   D. December

2. My father's brother is my _____ .
   A. uncle
   B. cousin
   C. aunt

D. nephew

3. I'm very tired. I'm going to go to _____ .
   A. bath
   B. shower
   C. bed
   D. chair

4. They were all _____ so they went to a restaurant.
   A. hungry
   B. angry
   C. thirsty
   D. fat

5. You need _____ to make an omelette.
   A. fish
   B. eggs
   C. potatoes
   D. apples

6. Bill loves repairing cars and he wants to train to be a _____
   A. Painter
   B. mechanic
   C. doctor
   D. waiter

7. They live on the top floor of a big block of _____ .
   A. rooms
   B. homes
   C. flats
   D. houses

8. I stopped gardening when the rain started. I didn't want to get _____ .
   A. warm
   B. windy
   C. dry
   D. wet

9. My favorite subject at school was _____ because I love learning about numbers.
   A. history
   B. science
   C. art

D. mathematics

10. There are 24 hours in a _____ .
    A. day
    B. night
    C. week
    D. year

Answers

1. a	2. a	3. c	4. a	5. b	6. b
7. c	8. d	9. d	10. a		

Taken from: https://www.examenglish.com/KET/KET_vocab.htm

Appendix B

CAMBRIDGE ASSESSMENT

ENGLISH

KET Exam (Level A2)

Vocabulary Section

POST -TEST

TIME Approximately 20 minutes

INSTRUCTIONS TO CANDIDATES

Read the instructions carefully.

Answer all the questions.

You will have 20 minutes to complete the vocabulary section.

VOCABULARY PART 2

This test contains 10 questions which focus on vocabulary and language used at KET Level (A2). Visit the Vocabulary section for more exercises.

Choose the correct answer

1. My father's brother is my _____ .
   A. uncle
   B. cousin
   C. aunt
   D. nephew

2. You need _____ to make an omelette.
   E. fish
   F. eggs
   G. potatoes
   H. apples

3. Jack's not well I think we should call an _____ .
   A. illness
   B. accident

C. engine
D. ambulance

4. I'm very tired. I'm going to go to _____ .
   A. bed
   B. bath
   C. shower
   D. chair

5. We had a very good football _____ last night.
   A. game
   B. play
   C. kick
   D. time

6. It's cold outside today you should take a _____ with you.
   A. sock
   B. scarf
   C. belt
   D. glove

7. I bought some milk at the little shop on the _____ .
   A. bus stop
   B. traffic lights
   C. corner of our street
   D. end of the road

8. This math's problem is too _____ for me.
   A. hard
   B. noisy
   C. heavy
   D. empty

9. Could you _____ the situation to me again?
   A. explain
   B. talk
   C. excuse
   D. tell

10. Rome is the _____ city of Italy.
    A. big
    B. lead
    C. head
    D. capital

Answers

11. a	12. b	13. d	14. a	15. a	16. b
17. c	18. a	19. a	20. c		

Taken from: https://www.examenglish.com/KET/K ET_vocab.htm

Appendix C

Pre-test scores

Pre-test	Score
Student 1	5 / 10
Student 2	5 / 10
Student 3	6 / 10
Student 4	4 / 10
Student 5	8 / 10
Student 6	10 / 10
Student 7	8 / 10
Student 8	9 / 10
Student 9	9 / 10
Student 10	7 / 10
Student 11	7 / 10
Student 12	8 / 10
Student 13	10 / 10
Student 14	10 / 10
Srudent 15	9 / 10
Student 16	9 / 10
Student 17	3 / 10

Post-test scores

Pre-test	Score
Student 1	10 / 10
Student 2	10 / 10
Student 3	10 / 10
Student 4	10 / 10
Student 5	9 / 10
Student 6	10 / 10
Student 7	10 / 10
Student 8	10 / 10
Student 9	7 / 10
Student 10	9 / 10
Student 11	8 / 10
Student 12	8 / 10
Student 13	10 / 10
Student 14	9 / 10
Srudent 15	8 / 10
Student 16	10 / 10
Student 17	10 / 10

Appendix D: Approval

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 03/05/2021

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias humanas y de la Educación

Yo, DENYS FERNANDO SEGOVIA VELASCO, en mi calidad de Director Nacional de la Unidad Educativa a Distancia PCEI República de Argentina, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Flashcards and vocabulary learning" propuesto por el/la estudiante Helen Nicole Heredia Gallegos, portador/a de la Cédula de Ciudadanía, 1803865508 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

UNIDAD EDUCATIVA PCEI
DIRECCIÓN NACIONAL
REPÚBLICA DE ARGENTINA

Denys Fernando Segovia V.
DIRECTOR NACIONAL DE LA UNIDAD EDUCATIVA PCEI REPÚBLICA DE ARGENTINA.
CI. 1802049898
Teléf. 032825180
Cel. 0968413467
colegioargentinaambato@gmail.com

Appendix E: Lesson Plans

Lesson Plan 1

Teacher: Nicole Heredia **Subject:** English
Level: 8th grade

Group: 17 students, 10 women, men 7
Date: 14/06/2021
Duration: 40 mins

Aims:

- To give students a general view and structure of the class with the implementation of flashcards.
- To determine students' level of vocabulary using a pre-test (KET)
- To define key vocabulary terms about family members.

Time	Activity	Tools and materials
10 mins	• Teacher introduces herself and explains to students a general view of flashcards.	• Zoom • Canva presentation https://www.canva.com/design/DAEjQcCnixI/Mwns40xTqTeE9E2T2bpxrw/view?utm_c
20 mins	• Teacher asks students to open a link and take the pre-test. • Students take the pre-test.	• **Google forms link – Pre-test** https://docs.google.com/forms/d/e/1FAIpQLSdGQMhJmNrL02VrKesdb8vV0Ij9AURNSSF24GxQGOc9bZEERQ/viewform?usp=sf_link
10 mins	• First teacher presents some useful words about Family members, using digital gapped sentence flashcards. • Teacher gives students 5 mins to practice the vocabulary list with a partner using the flashcards. (Small groups by zoom) • Finally, teacher asks students the meaning of some of the studied words to identify if the remember the vocabulary list. • Homework: In the next session, students are going to work asynchronously, so they must complete a worksheet with completion questions and multiple-choice options for previously studied vocabulary.	• **Digital flashcards** https://quizlet.com/_9zqh2o?x=1jqt&i=3s9ttl • **Assignment** https://1drv.ms/w/s!AnqwM5n3RcyrgSAo--2dZbKu4_Cj?e=YMwoIp

Resources

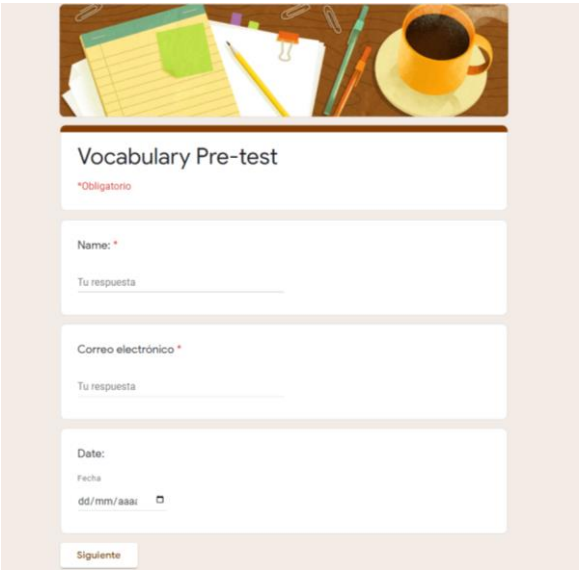
Canva presentation

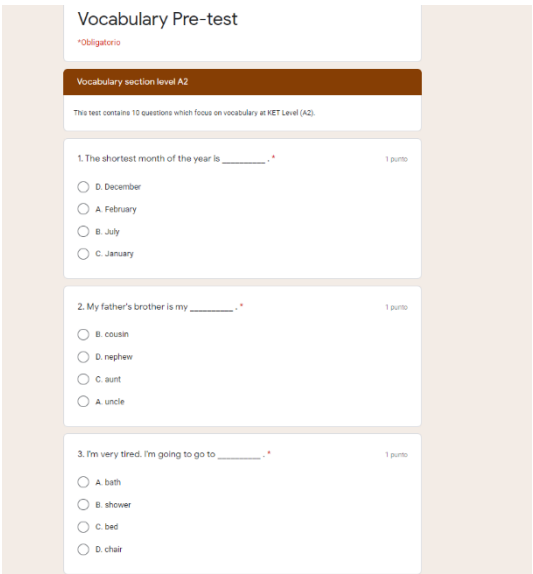
https://www.canva.com/design/DAEjQcCnixI/Mwns40xTqTeE9E2T2bpxrw/view?utm_content=DAEjQcCnixI&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

Source: Field research
Elaborated by: Heredia, N. (2021)

Pre-test link

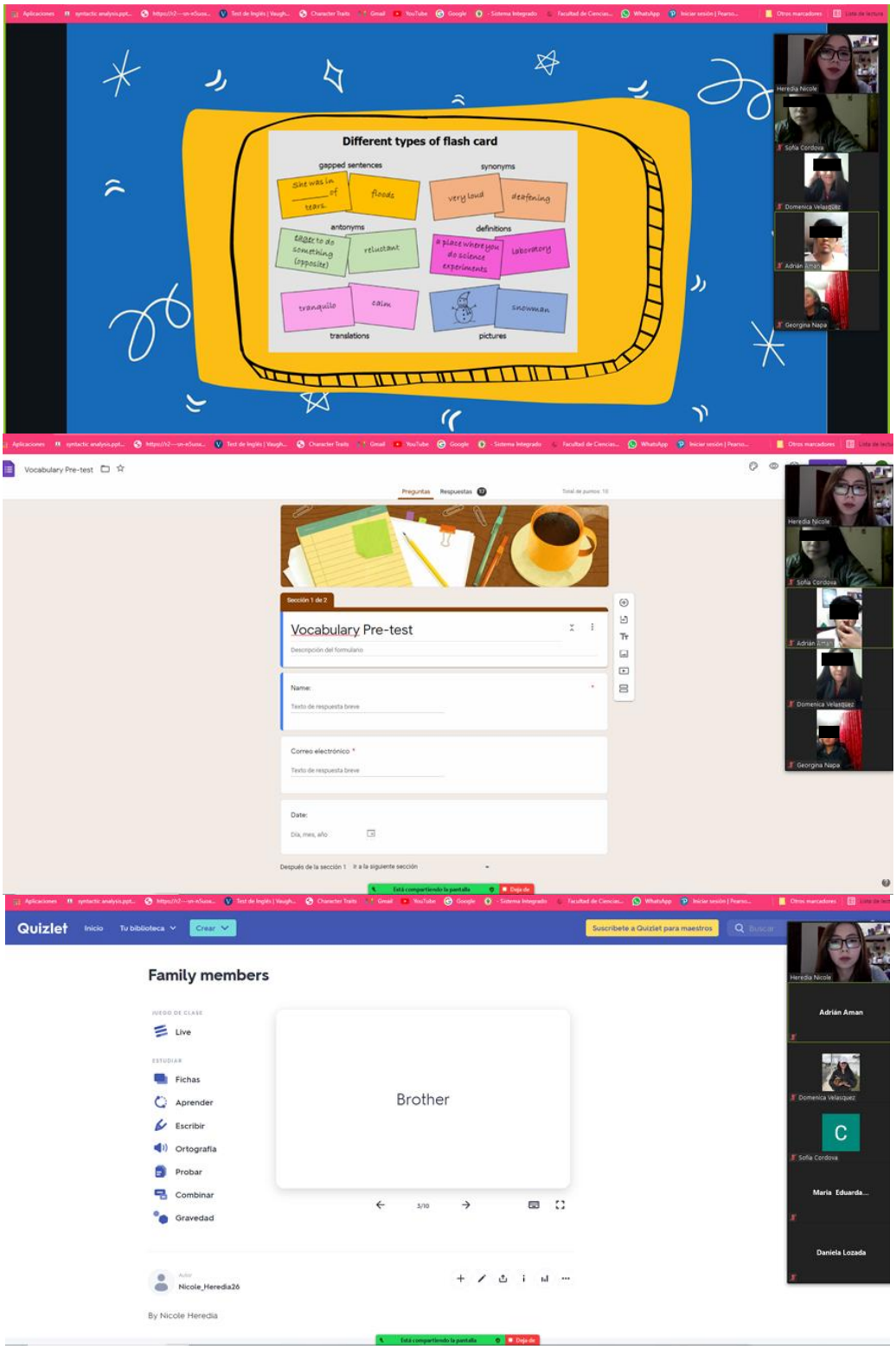
https://docs.google.com/forms/d/e/1FAIpQLSdGQMhJmNrL02VrKesdb8vV0Ij9AURNSSF24GxQGOc9bZEERQ/viewform?usp=sf_link





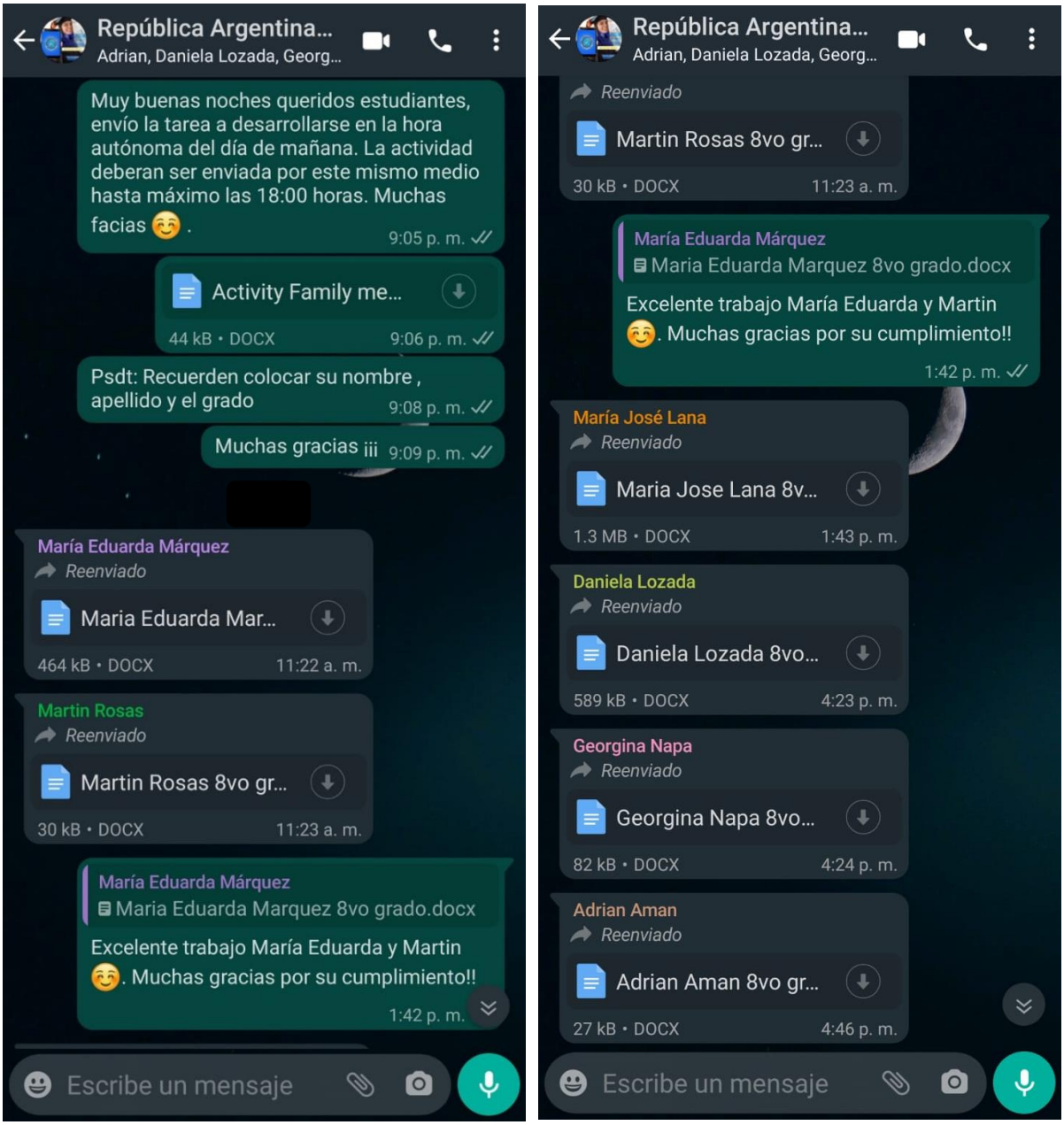
Source: Field research
Elaborated by: Heredia, N. (2021)

First class evidence



Source: Field research
Elaborated by: Heredia, N. (2021)

Asynchronous class tasks



Source: Field research
Elaborated by: Heredia, N. (2021)

Lesson Plan 2

Teacher: Nicole Heredia **Subject:** English
Level: 8th grade

Group: 17 students, 10 women, men 7
Date: 18/06/2021
Duration: 40 mins

Aims:

- To identify the new vocabulary about action words using gipped sentence flashcards.
- To recognize action verbs (talk, explain, dance, wash, play, study, jump, walk, run) by doing some practice activities.

Time	Activity	Tools and materials
10 mins	• The teacher starts the class by reviewing the homework assigned in the previous asynchronous class. • Subsequently, the teacher presents the students with a short video on action verbs.	• Zoom • Youtube video https://www.youtube.com/watch?v=4c6FyuetSVo
20 mins	• Then, teacher presents some useful action verbs using digital flashcards. • After that, teacher asks students to repeat the action verbs and the sentences in which they were used. • Subsequently, students develop a worksheet that will help them practice the vocabulary learned.	• **Digital flashcards** https://quizlet.com/_a09oy1?x=1jqt&i=3s9ttl • **Worksheet** https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Actions/Action_verbs_ta1054782ei
10 mins	• Finally, teacher gives the feedback of the previous activity done, according to the results she obtains from students work. • Homework: In the next session, students are going to work asynchronously, so they must complete a worksheet and send it to the teacher through WhatsApp.	• **Assignment** https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Adjectives/Pets_ch1016312is

Resources

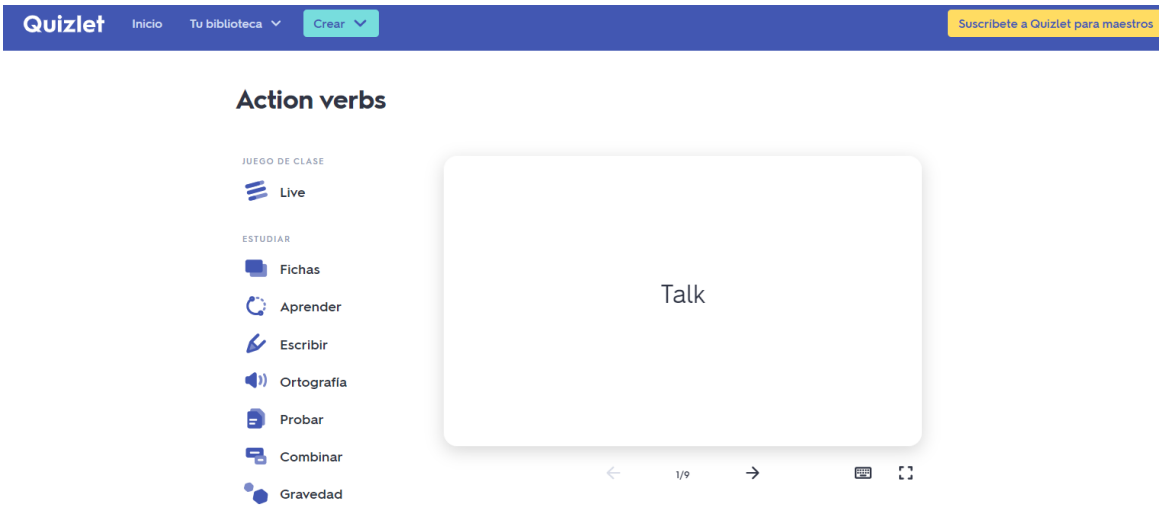
Youtube link

https://www.youtube.com/watch?v=4c6FyuetSVo

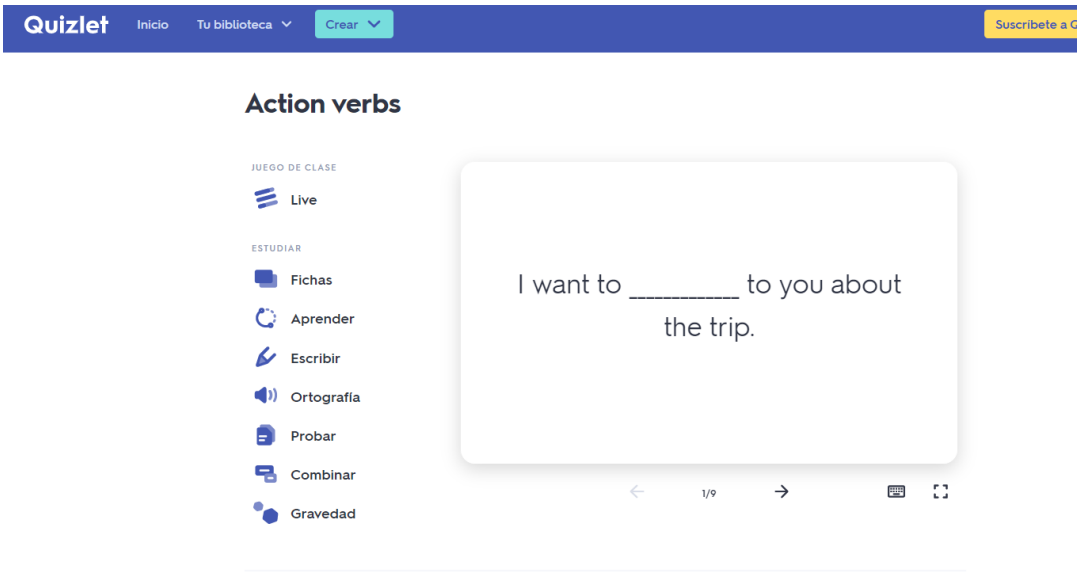
Source: Field research
Elaborated by: Heredia, N. (2021)

Digital flashcards link

https://quizlet.com/_a09oy1?x=1jqt&i=3s9ttl

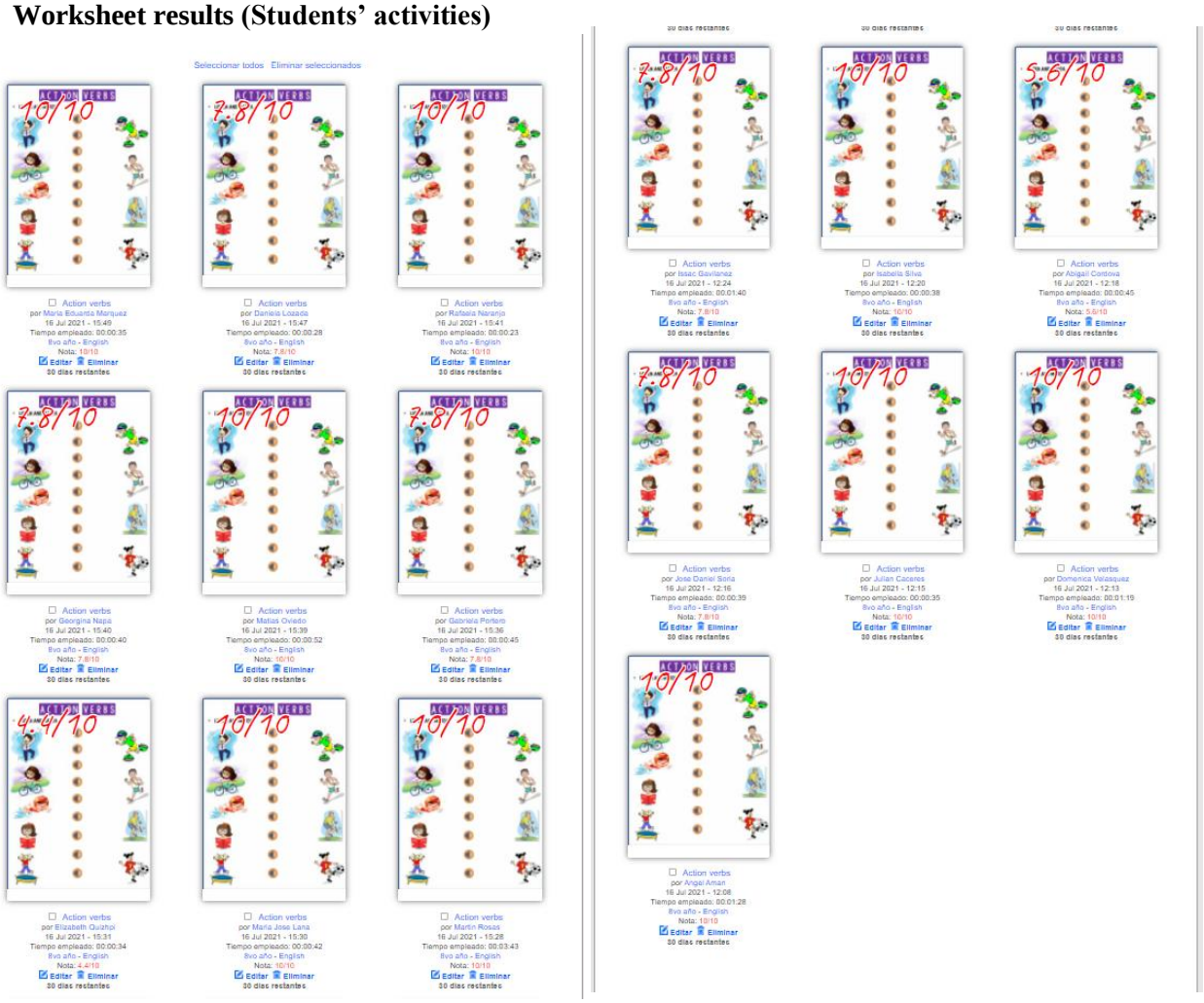


Source: Field research
Elaborated by: Heredia, N. (2021)



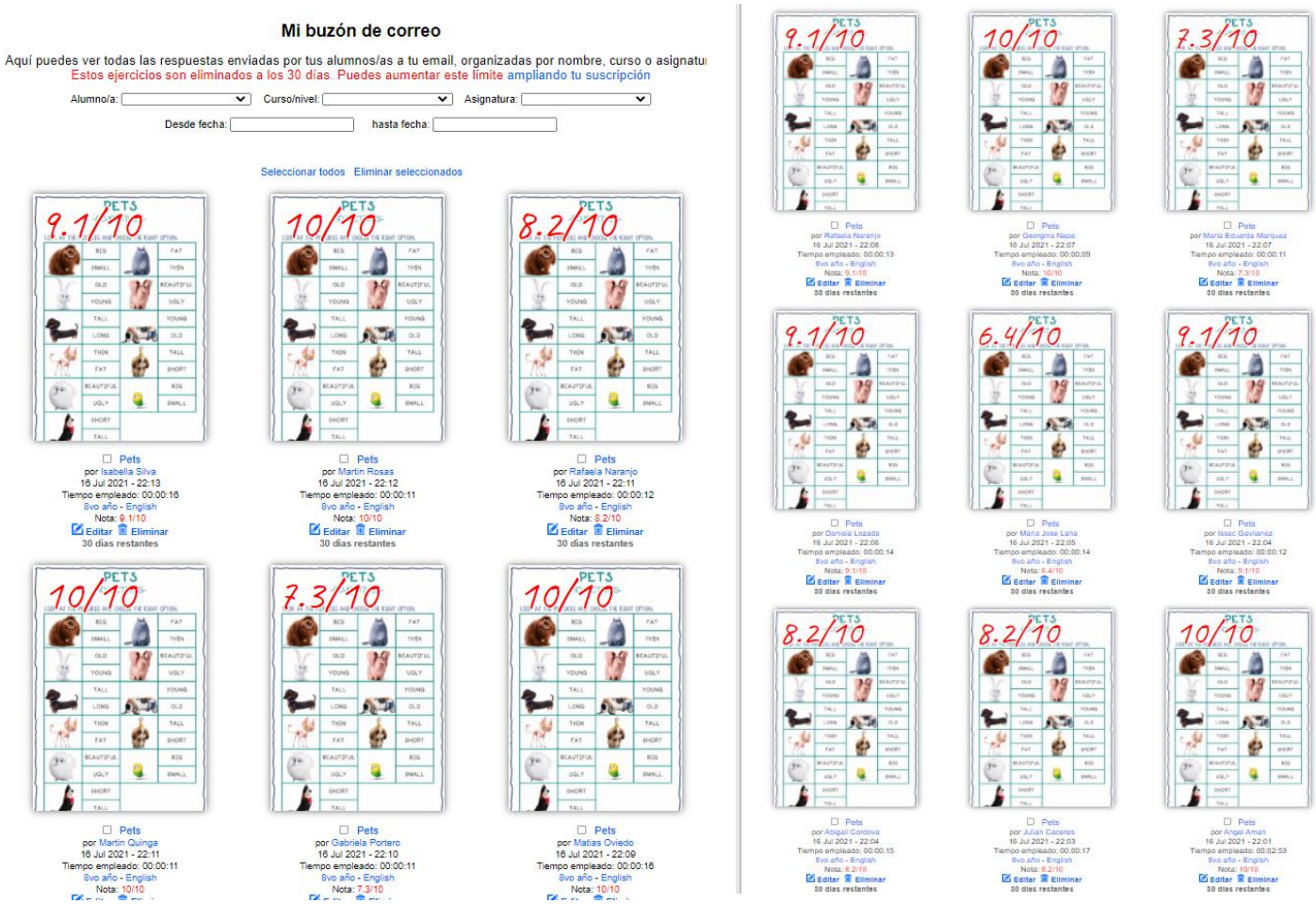
Source: Field research
Elaborated by: Heredia, N. (2021)

Worksheet results (Students' activities)



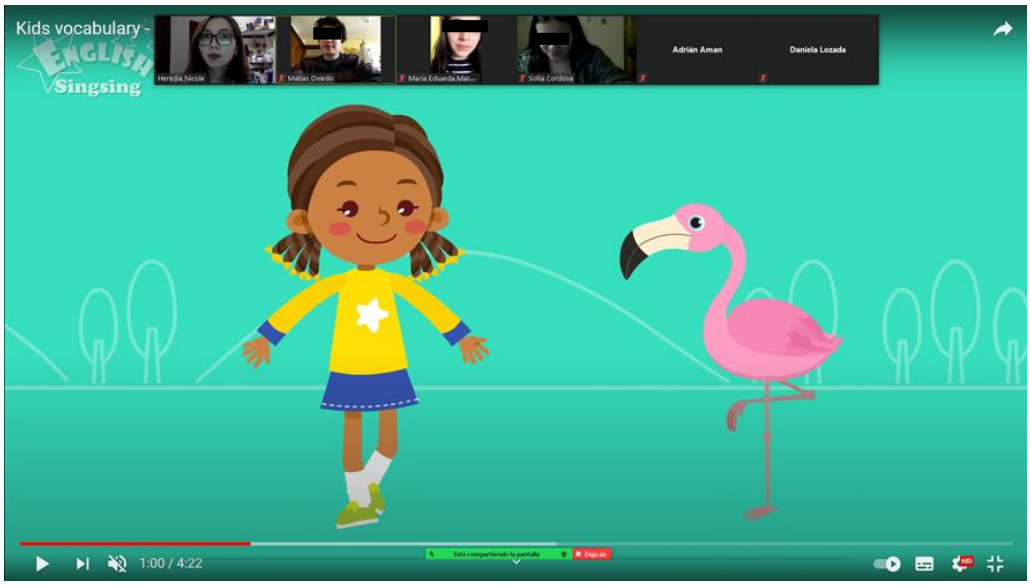
Source: Field research
Elaborated by: Heredia, N. (2021)

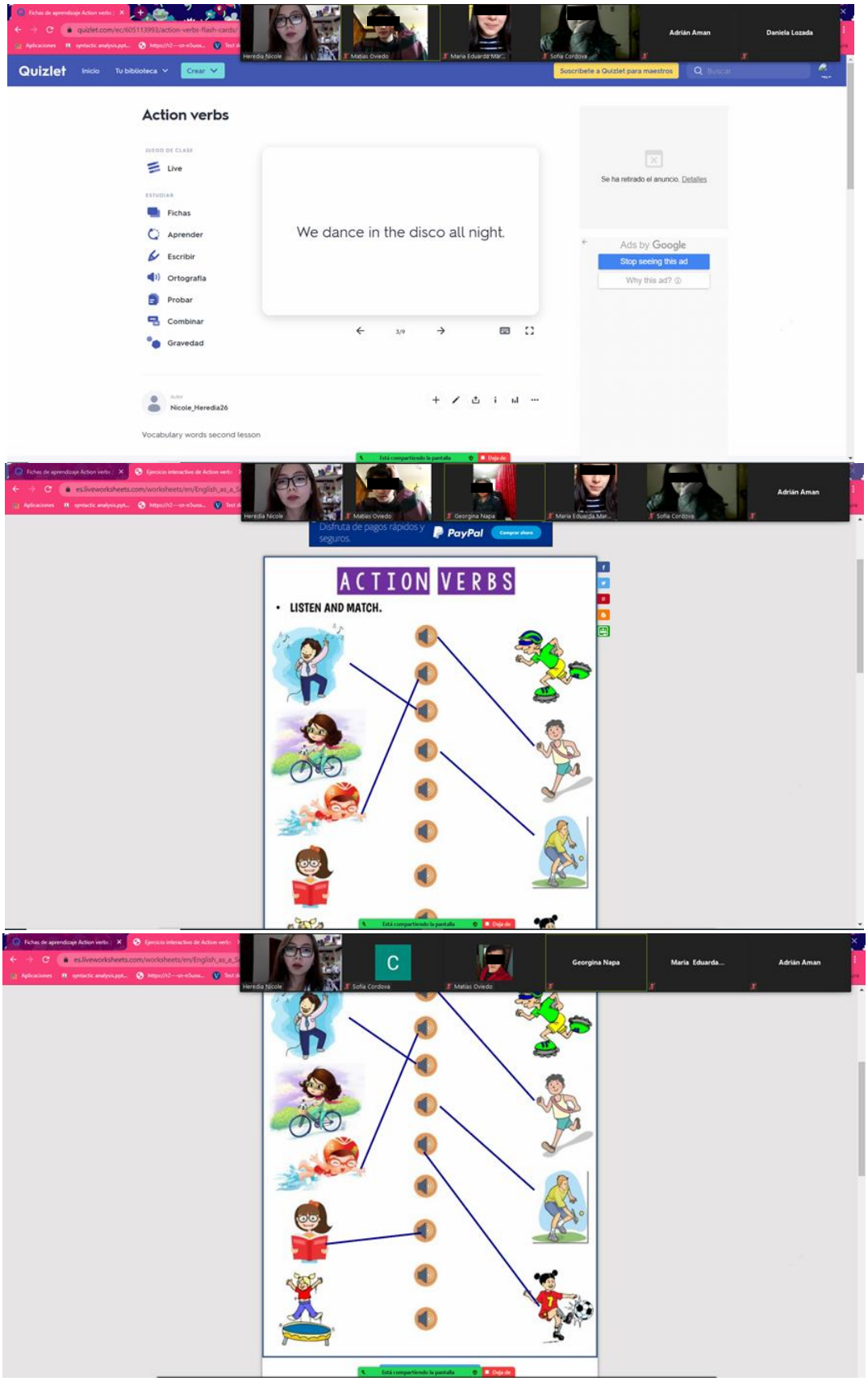
Asynchronous class task results



Source: Field research
Elaborated by: Heredia, N. (2021)

Second class evidence





Source: Field research
Elaborated by: Heredia, N. (2021)

Lesson Plan 3

Teacher: Nicole Heredia **Subject:** English
Level: 8th grade

Group: 17 students, 10 women, men 7
Date: 21/06/2021
Duration: 40 mins

Aims:

- To relate the meaning of vocabulary presented about "adjectives" using gipped sentence flashcards.
- To recognize the meaning of the vocabulary words (hard, noisy, heavy, big, small, hungry, angry, thirsty, fat)

Time	Activity	Tools and materials
10 mins	• The teacher starts the class by reviewing the homework assigned in the previous asynchronous class. • Then, the teacher presents students a game called "Wheel of chance" to give them an introduction of the new vocabulary word to be learned.	• Zoom • Game link https://wordwall.net/es/resource/19030234
20 mins	• Then, teacher presents some useful adjectives using gapped sentence flashcards. • After that, teacher asks students to repeat the adjectives and the sentences in which they were used. • Subsequently, students develop a worksheet that will help them practice the vocabulary learned.	• **Digital flashcards** https://quizlet.com/_a09pli?x=1jqt&i=3s9ttl • **Worksheet** https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Adjectives/Choose_the_right_adjective_sq1199761ij
10 mins	• Finally, teacher gives the feedback of the previous activity done, according to the results she obtains from students work. • Homework: In the next session, students are going to work asynchronously, so they must complete a worksheet and send it to the teacher through WhatsApp.	• **Assignment** https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Adjectives/Adjectives_-_opposites_-_wordsearch_kp11369kg

Resources

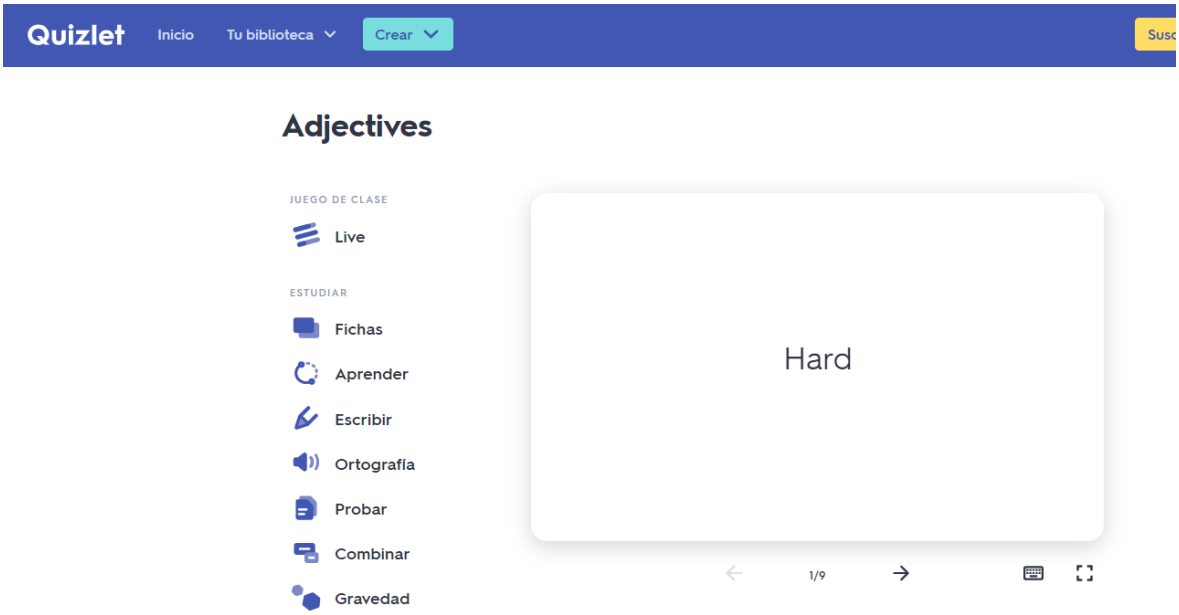
Game link

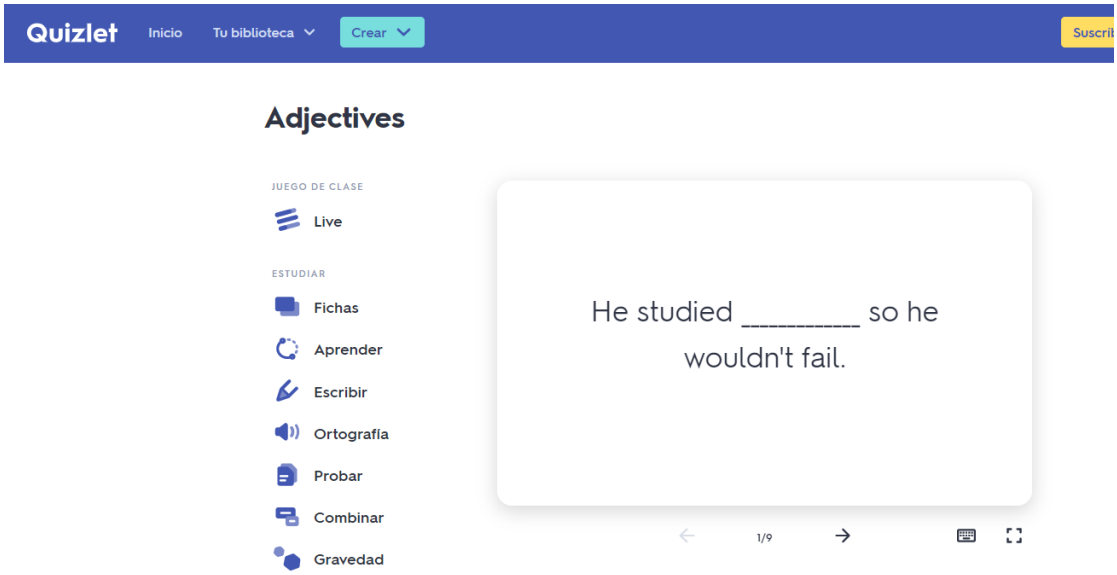
https://wordwall.net/es/resource/19030234

Source: Field research
Elaborated by: Heredia, N. (2021)

Digital flashcards link

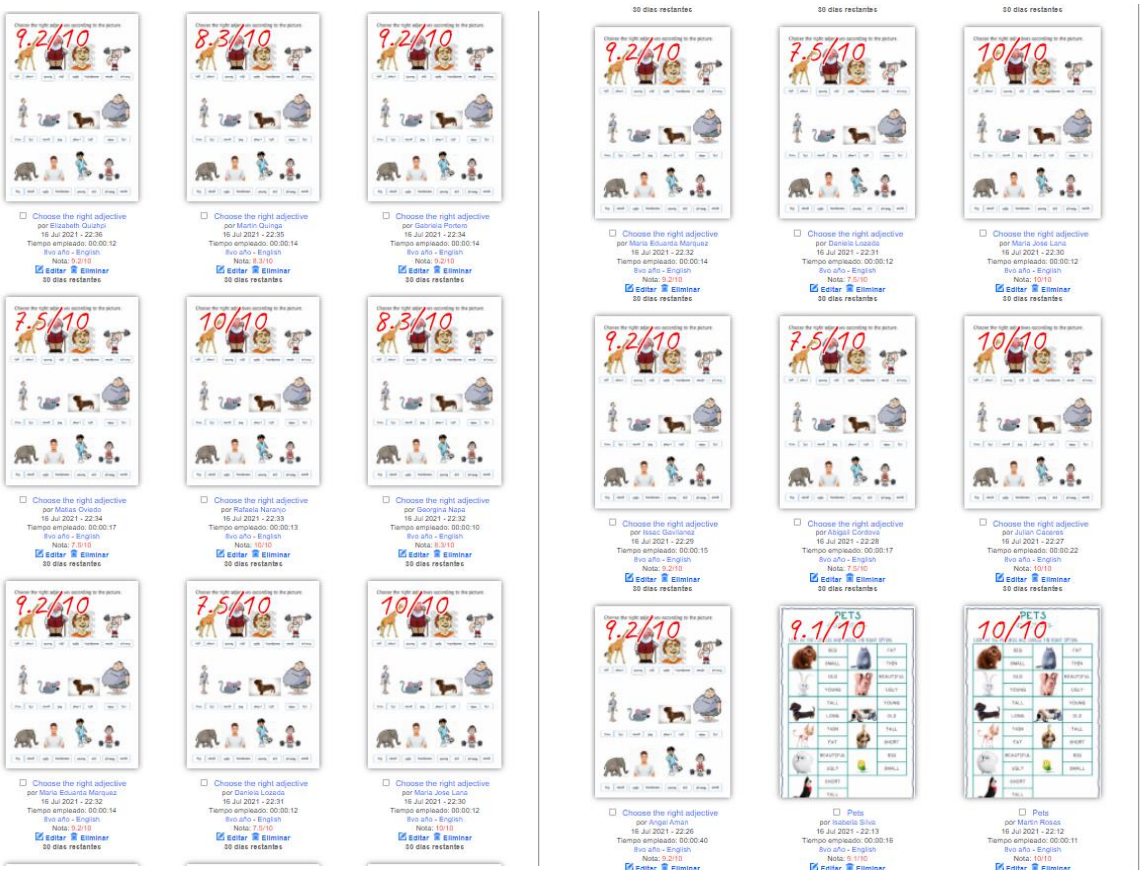
https://quizlet.com/_a09pli?x=1jqt&i=3s9ttl





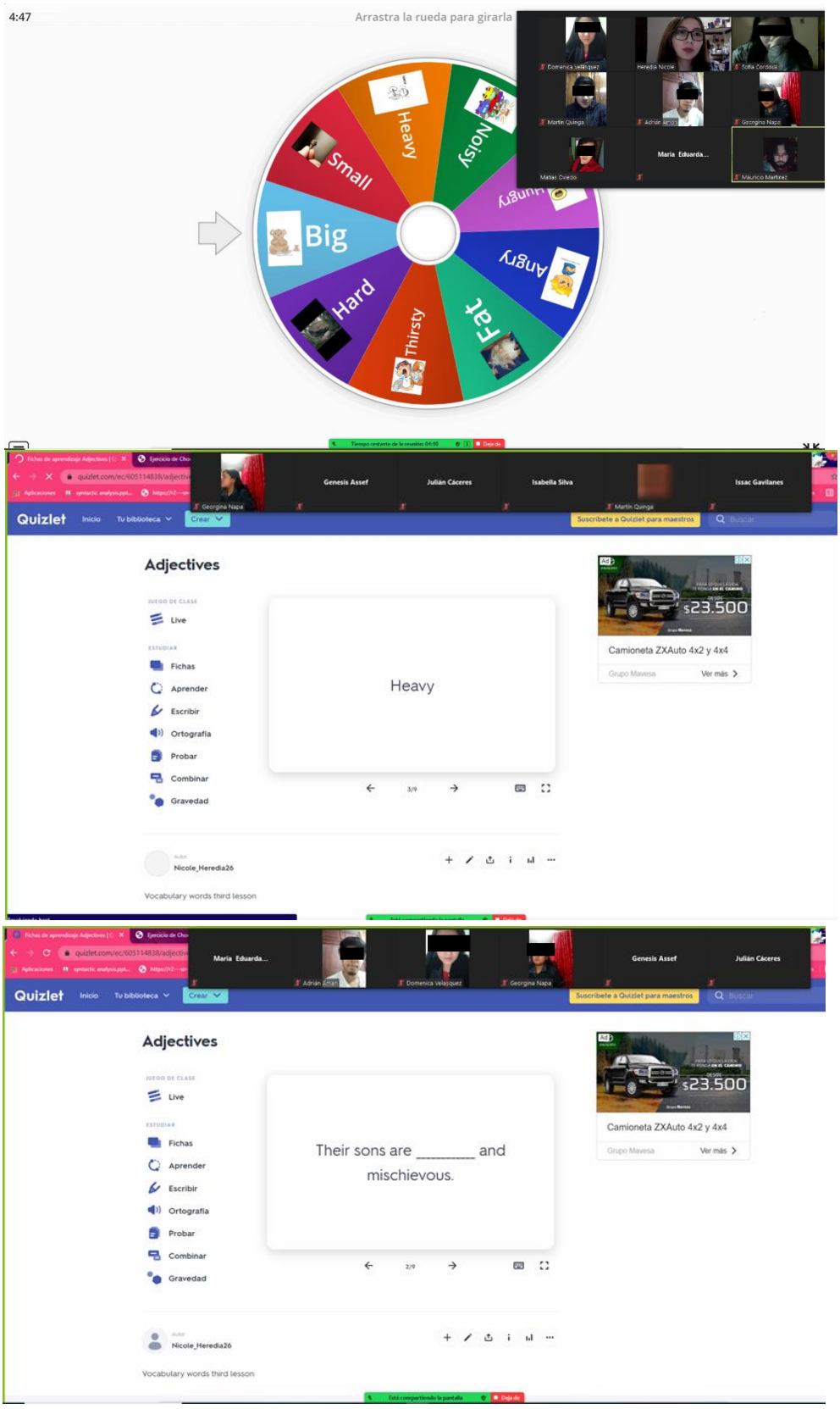
Source: Field research
Elaborated by: Heredia, N. (2021)

Worksheet results (Students' activities)



Source: Field research
Elaborated by: Heredia, N. (2021)

Third class evidence



Source: Field research
Elaborated by: Heredia, N. (2021)

Lesson Plan 4

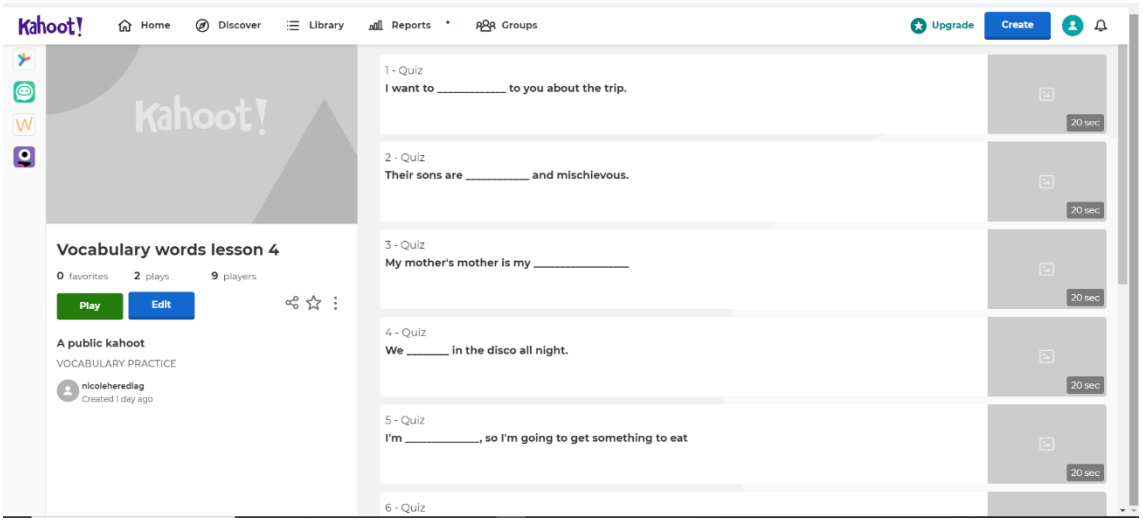
Teacher: Nicole Heredia **Subject:** English
Level: 8th grade

Group: 17 students, 10 women, men 7 **Date:** 25/06/2021 **Duration:** 40 mins		
Aims: • To identify the meaning of vocabulary about "professions "using • gipped sentence flashcards. • To utilize the vocabulary about "professions" by doing some practice activities.		
Time	**Activity**	**Tools and materials**
10 mins	• The teacher starts the class by reviewing the homework assigned in the previous class. • Then, the teacher performs a dynamic activity in Kahoot with the students to evaluate their progress in the vocabulary learned from the previous classes.	• Zoom • Kahoot https://create.kahoot.it/details/81111649-22fc-49d6-bb66-adcc2751485b
20 mins	• Then, teacher presents the new list of vocabulary using digital gapped sentence flashcards. • After that, teacher asks students to tell her some other examples of sentences in which they can use the vocabulary learned in an oral way. • Subsequently, students develop a worksheet that will help them practice the vocabulary learned.	• **Digital flashcards** https://quizlet.com/_a0hizx?x=1jqt&i=3s9ttl • **Worksheet** https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Jobs_and_occupations/Jobs_Test_2_di78506un
10 mins	• Finally, teacher gives the feedback of the previous activity done, according to the results she obtains from students work.	

Resources

Kahoot game link

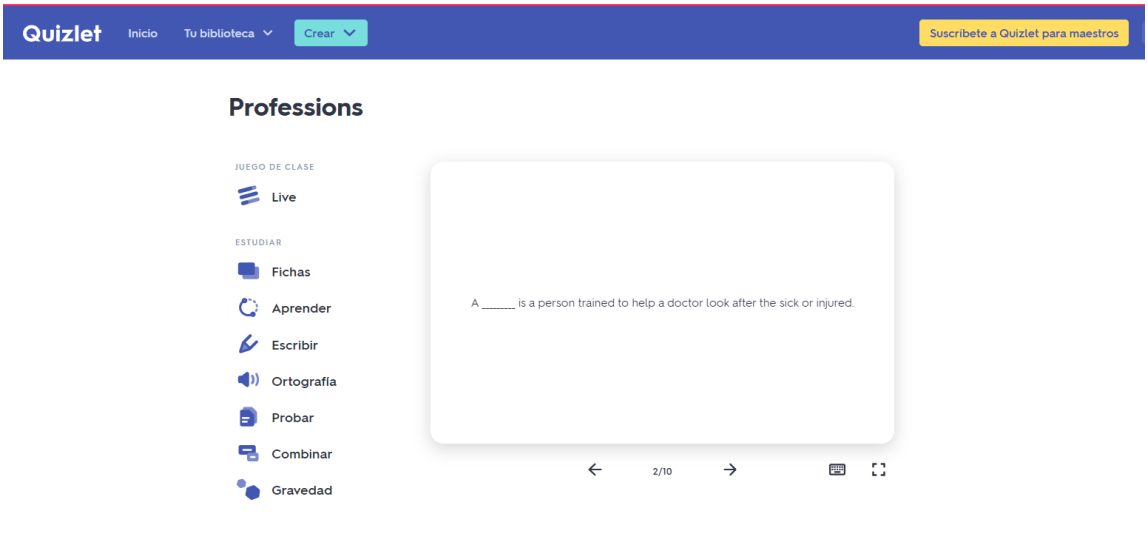
https://create.kahoot.it/details/81111649-22fc-49d6-bb66-adcc2751485b

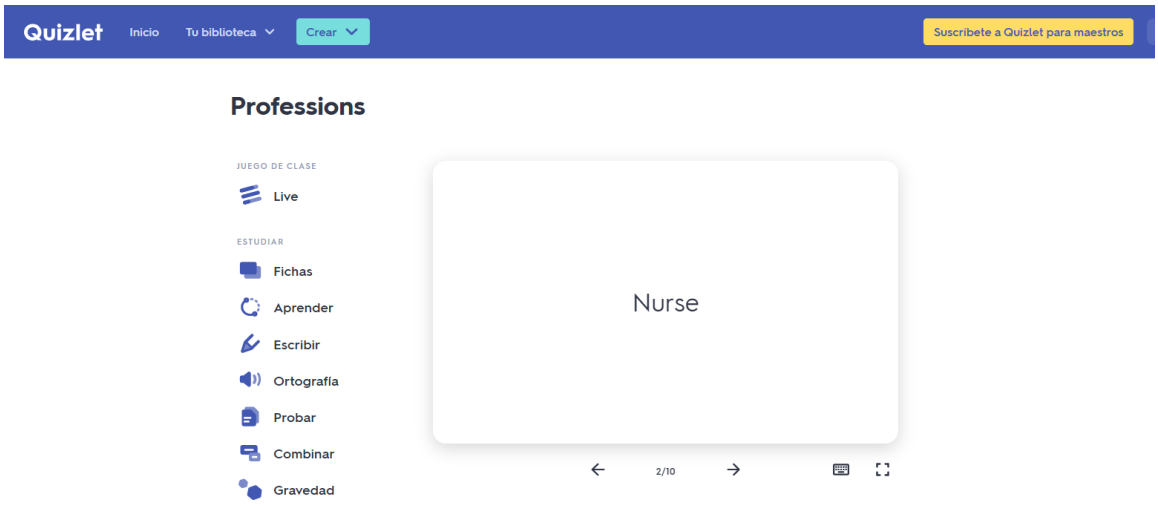


Source: Field research
Elaborated by: Heredia, N. (2021)

Digital flashcards link

https://quizlet.com/_a0hizx?x=1jqt&i=3s9ttl





Source: Field research
Elaborated by: Heredia, N. (2021)

Worksheet student's activity

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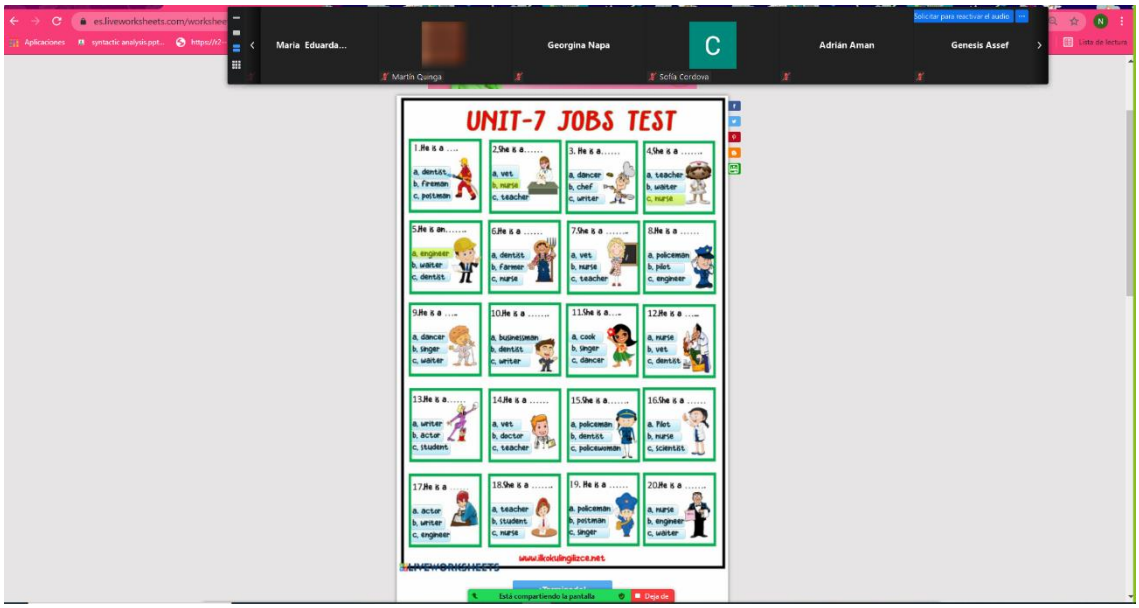
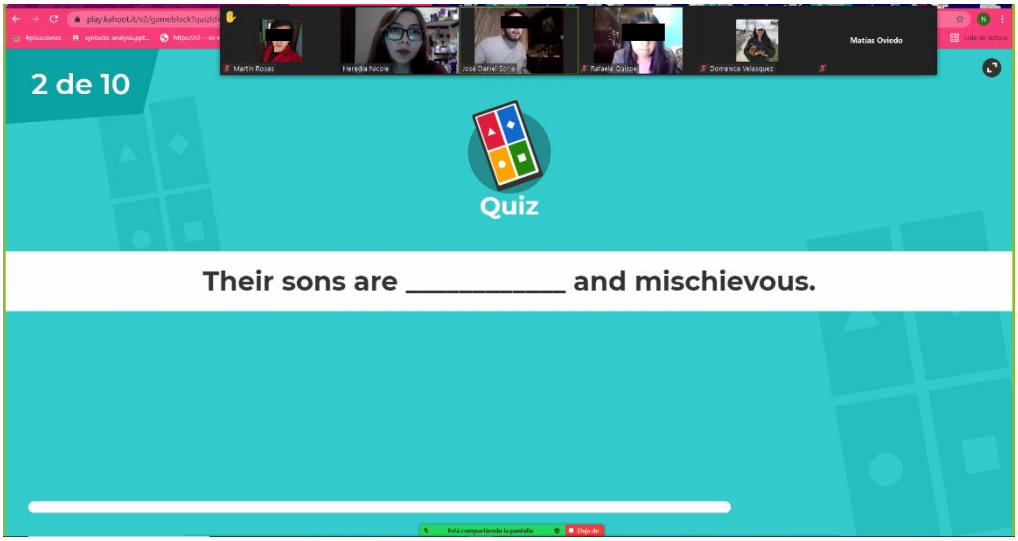
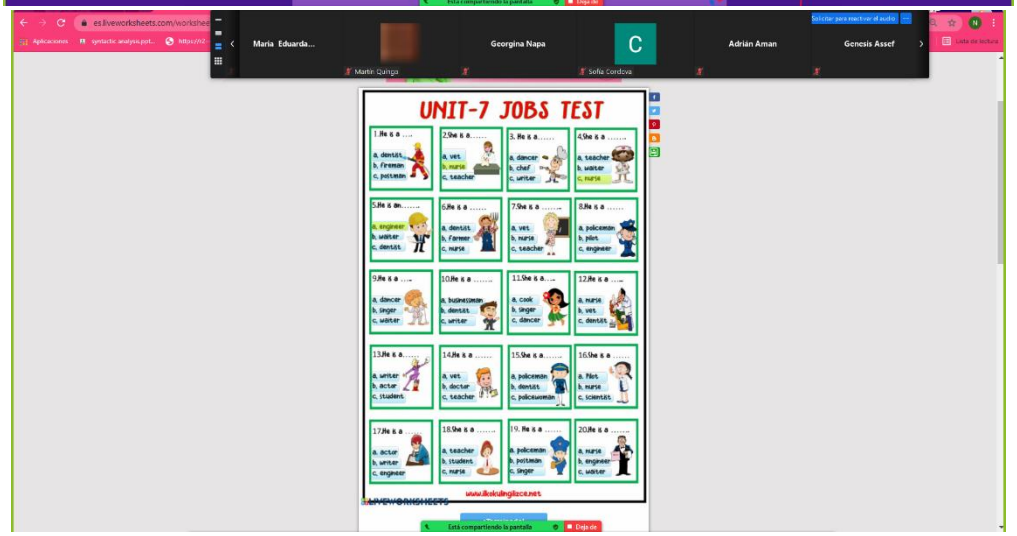


Source: Field research
Elaborated by: Heredia, N. (2021)

Fourth class evidence





Source: Field research
Elaborated by: Heredia, N. (2021)

Lesson Plan 5

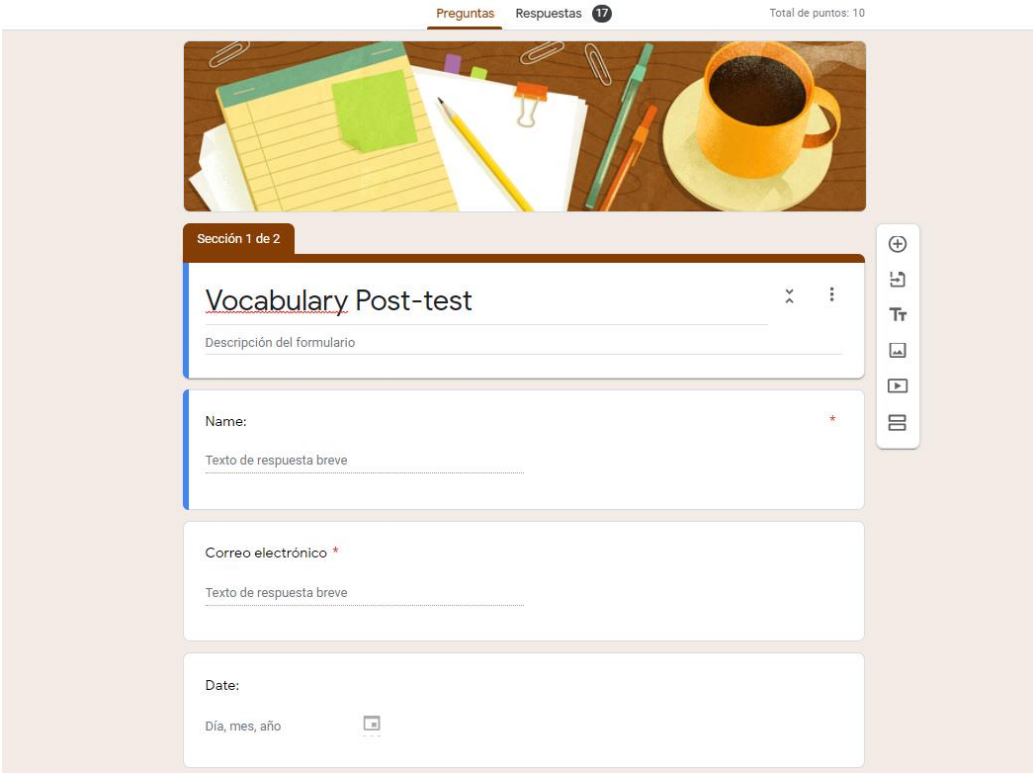
Teacher: Nicole Heredia **Subject:** English
Level: 8th grade

Group: 17 students, 10 women, men 7 **Date:** 28/06/2021 **Duration:** 35 mins		
Aims: • To give students a general view and structure of the class with the implementation of flashcards. • To determine students' level of vocabulary using a post-test (KET)		
Time	**Activity**	**Tools and materials**
10 mins	• Greeting • Teacher starts the class by giving some instruction to perform the post-test	• Zoom
20 mins	• Teacher asks students to open a link and take the post-test. • Students take the post-test.	• **Google forms link – Pre-test** https://docs.google.com/forms/d/e/1FAIpQLSccnJOcKPesUWO_y0EyOuyHUUZxld3ELD5bEvc8p30FoM8d6w/viewform?usp=sf_link
5 mins	• End of experiment, gratitude, and farewell.	• Zoom

Resources

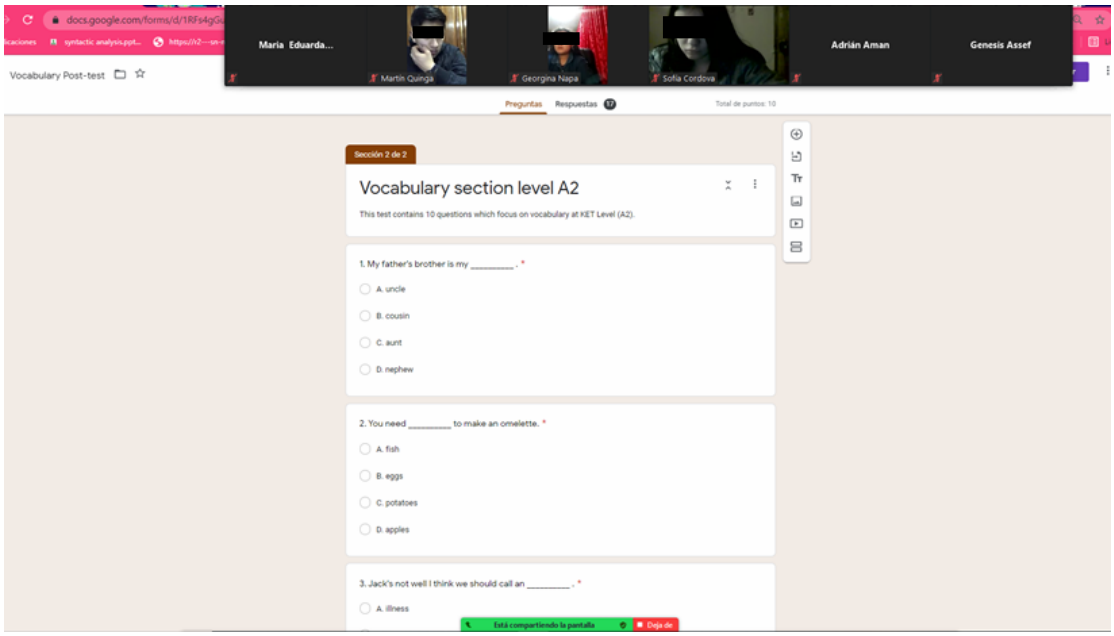
Post-test link

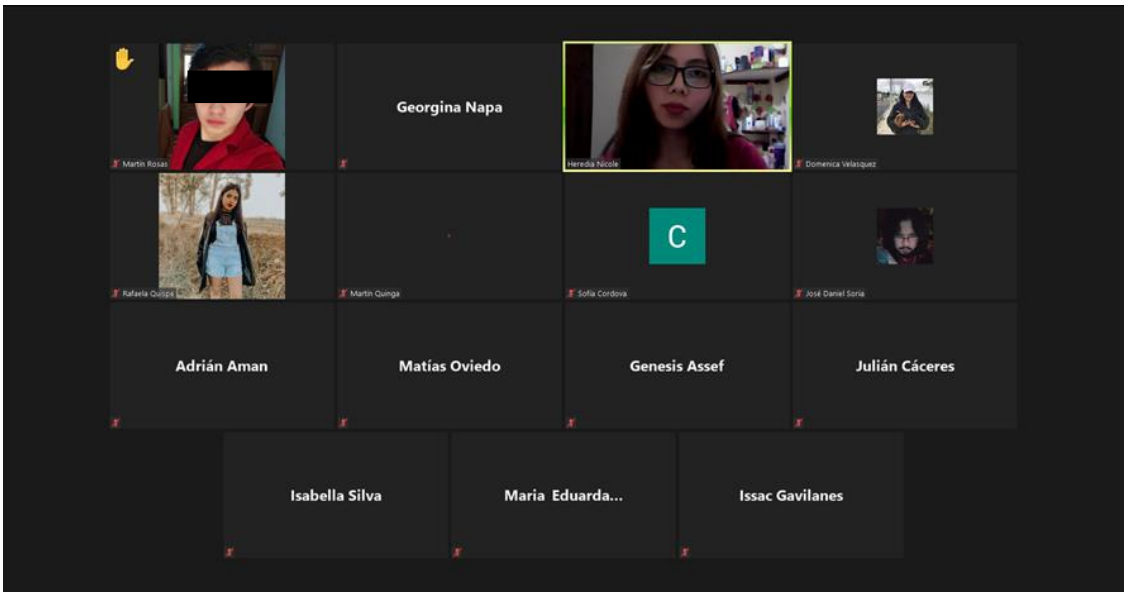
https://docs.google.com/forms/d/e/1FAIpQLSccnJOcKPesUWO_y0EyOuyHUUZxld3ELD5bEvc8p30FoM8d6w/viewform?usp=sf_link



Source: Field research.
Elaborated by: Heredia, N. (2021)

Fifth class evidence





Source: Field research.
Elaborated by: Heredia, N. (2021)

Appendix F

Ambato, 11 de Junio del 2021

Sres.

Estudiantes de Octavo año EGB de la Unidad Educativa "República Argentina"

Presente

De mi consideración

Yo, Helen Nicole Heredia Gallegos, con C.I 1803865508, estudiante de Noveno Semestre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato, solicito muy comedidamente a los estudiantes del OCTAVO AÑO EGB de la Unidad Educativa "República Argentina", me concedan la autorización para realizar la aplicación del Trabajo de Titulación: "Flashcards and vocabulary learning", y a su vez solicito el permiso para realizar capturas de pantalla de las clases.

Segura de contar con la aprobación a mi petición, quedo muy agradecida.

Atentamente,

Helen Nicole Heredia Gallegos

C.I 1803865508

Estudiante de Noveno Semestre

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Student's signatures

https://1drv.ms/w/s!AnqwM5n3RcyrgSXm3_mmcLMuhHP_?e=GdSOEt

ESTUDIANTES DE OCTAVO AÑO EGB "REPUBLICA ARGENTINA"

Autorización de los estudiantes. Firmas escaneadas como imagen

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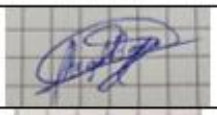
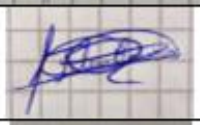
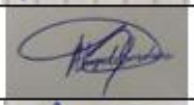
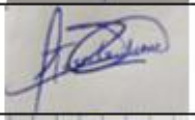
1	Aman Cordero Angel Adrián	
2	Cáceres Valle Julián Alejandro	
3	Córdova Vargas Sofia Abigail	
4	Gavilanes Luzuriaga Elías Isaac	
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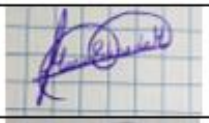
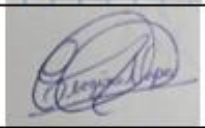
6	Lozada Miniguano Daniela Lissette	
7	Márquez Ríos María Eduarda	
8	Napa Vivanco Georgina Victoria	
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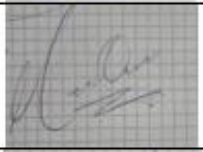
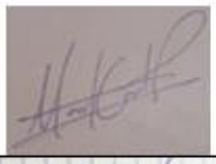
10	Oviedo Bombón Matías Emilio	
11	Portero Navarrete María Gabriela	

12	Quinga Aman Martin Nicolas	
13	Quizhpi Lojano Rafaela Elizabeth	
14	Rosas Galarza Martin Alessandro	
15	Silva Jiménez Emely Isabella	
16	Soria Villavicencio José Daniel	
17	Velásquez Sevilla Doménica De Los Ángeles	

Source: Field research
Elaborated by: Heredia, N. (2021)