



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
ENGLISH TEACHING MAJOR**

“Use of Flashcard to increase the vocabulary in the English Language to second year students at escuela de Educación Básica “Albert Einstein” Elementary School, Santa Elena, Santa Elena Province, 2022-2023.”

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

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Advisor: León Abad Eliana Geomar, MSc.

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SANTA ELENA**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS**

TEMA

“Use of Flashcard to increase the vocabulary in the English Language to second year students at escuela de Educación Básica “Albert Einstein” Elementary School, Santa Elena, Santa Elena Province, 2022-2023.”

**TRABAJO TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIATURA EN INGLÉS**

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La Libertad – Ecuador

2025

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **“Use of Flashcard to increase the vocabulary in the English Language to second year students at escuela de Educación Básica “Albert Einstein” Elementary School, Santa Elena, Santa Elena Province, 2022-2023.”** written by Karina Maribel Domínguez Bernabé ungraduated student of the English Teaching Major, Faculty of Educational Science and Language at Peninsula de Santa Elena University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and it is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



Eliana Geomar León Abad, MSc.

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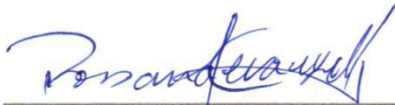
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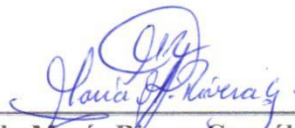
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A handwritten signature in blue ink, reading "Karina Dominguez", written over a horizontal line.

Domínguez Bernabé Karina Maribel

AUTHOR

DECLARATION

The content of the following graduation work is my responsibility for the intellectual property belongs to peninsula de Santa Elena State University.

A handwritten signature in blue ink, reading "Karina Domínguez Bernabé". The signature is written in a cursive style and is positioned above a horizontal line.

**Domínguez Bernabé Karina Maribel
AUTHOR**

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First, I would like thanks to God for all blesses and for giving me the intelligence, strength, and health to conclude this research paper.

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DEDICATION

I would like to deeply thank God for giving me strength during this process; additionally, my gratitude to my children who, despite the difficult days and sacrifices of our family life, showed me their unconditional support. Finally, my dedication and thanks to my dear sister, who is no longer with us, but she always encouraged me and expressed her wishes that I reach the end and obtain my long-awaited professional degree.

ABSTRACT

This research work was developed with the purpose of increasing the learning of the English language through the use of flashcards in the educational environment, being more interesting and motivational for children. Fulfilling the objective of this research which was to analyze the importance of the uses of flashcards as a methodological strategy in the classroom with second grade children of the Escuela de Educación Básica “Albert Einstein” and know what the importance of the use of flashcards and the methodological strategy in the learning process with second grade children of the Escuela de Educación Básica “Albert Einstein” is . Using a qualitative method with a descriptive design, without manipulation or comparison between its variables so that the interview technique applied to teachers achieves better results in socialization. Therefore, it was shown that the mechanics of the game is an educational and emotional challenge that allows students to improve in the academic activities of the English language.

KEY WORDS: Flashcards, vocabulary, motivation, learning English.

RESUMEN

Este trabajo de investigación fue desarrollado con el propósito de incrementar el aprendizaje del idioma inglés a través del uso de las tarjetas didácticas para incrementar el vocabulario en el entorno educativo, siendo más interesante y motivacional para los niños. Cumpliendo el objetivo de esta investigación: analizar la importancia del uso de las tarjetas como estrategia metodológica en el aula con niños de segundo grado de la Escuela de Educación Básica "Albert Einstein" dando a conocer cuál es la importancia del uso de las tarjetas y las estrategias metodológica en el proceso de aprendizaje con los niños de segundo grado de la Escuela de Educación Básica "Albert Einstein". Utilizando un método cualitativo con un diseño descriptivo, sin que haya manipulación o comparación entre sus variables para que la técnica de la entrevista aplicada a los docentes consiga mejores resultados en la socialización. Por lo tanto, se mostró, que la mecánica del juego es un desafío educacional y emocional que les permite a los estudiantes mejorar en las actividades académicas del idioma inglés.

PALABRAS CLAVES: Tarjetas didácticas, vocabulario, motivación, aprendizaje de inglés

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INTRODUCTION

In the current educational scenario, there are different methodological strategies for teaching the English language. Among these strategies are the use of flashcards as a teaching strategy that is an effective tool within the teaching-learning process, that have managed to play an important role in the development of pedagogical practices, since it has appeared as a dynamic methodology that could improve vocabulary teaching, as well as learning, specifically in second grade. This qualitative research proposes to analyze the influence of flashcards to enhance the English language vocabulary for second graders. The choice of this research topic has relevance in the implementation of new methodology in the educational environment for students to have meaningful learning in the essential stage of their academic development.

In this context, it will be explored in a reflective way how second graders perceive and experience the use of flashcards in the classes through the teacher. This research project aims to detail the theoretical fundamentals supporting this methodology strategy to enhance vocabulary, determine the benefits, and describe the advantages of flashcards to enhance the English vocabulary for second graders.

This research shows the importance and the benefits of using and implementing flashcards as a teaching strategy to improve the learning of English vocabulary, especially from an early age where this tool is ideal for visualizing and memorizing vocabulary in a fun way and at the same time working on pronunciation and writing of words, facilitating the teaching-learning process.

CHAPTER I

The problem

Problem Statement

Santa Elena Peninsula has been characterized by promoting the professional practices of students from the beginning of their university career to the end of it. Consequently, they carry out pre-professional practices during the years of study in different public and private schools for primary education and that the teachers manage to follow a curricular structure that enhances the abilities of the children so that they enter the best conditions of basic general education at the level English language development.

In this way, the primary education teacher must follow the instructions of this curricular design to awaken and develop basic image reading skills as the best vehicle to approach reading comprehension and for children to feel a natural inclination to undertake the fascinating world of learning the English language.

Quality in early childhood education, that is, from birth to 8 years, is essential and stands out for being comprehensive, inclusive, multilingual, based on play and the search for strategies that contribute to developing basic skills in children. (UNESCO, 2021). But the reality is different, in the basic education schools of the sectors of the Santa Elena Peninsula, as is the case of the "Albert Einstein" school, shows that children entering the basic level have large gaps in learning the English language and teachers from elementary level express that they must start from scratch to gradually develop the learning process through images, as a process of support for the English language, with the direct

participation of girls and boys to try to convert progressively them into critical readers, with a curious mentality, with creative ideas, as small as they are.

During the research, I have identified that the students have a low level of vocabulary. Based on observation, I have noticed that students the schools where I do the practice, cannot present their spoken and written ideas, understand texts, these problems are due to their low vocabulary level. The low level of vocabulary in the classroom is a widespread problem that must be solved because it is essential in the development of learning correct.

The problem becomes even greater when it is verified that students in the second year of primary school, in most cases have low levels of vocabulary, which reduces their ability to learn to study. As vocabulary is the main cause why students have a low level of English, we designed an action research plan to help students develop and improve it.

For this reason, the research I carried out was able to realize that students do not have significant learning due to the lack of vocabulary, it is for this reason that I consider it necessary to implement flashcards for second grade students. It is for this reason that flashcards should be considered for better learning so that students who have the need and interest to improve their vocabulary can develop learning where they contribute from the beginning to the transformation of the social environment.

Finally, teachers must accept that if this problem continues, the students will not be able to understand what they read, they will not be able to infer, they will not be able to do critics, they will not be able to use reading as a resource to complement their studies. In this research, the application of didactic strategies of the stories in the development of vocabulary of the students of second basic grade is proposed, of playful, participatory, and

innovative way, with the purpose of being a contribution to the solution of the localized problem.

Problem question

How can flashcards help second-grade students at “Albert Einstein School”?

Specific questions

- What are the benefits of using flashcards in English language teaching?
- What are the techniques used to learn the English language vocabulary at the Escuela de Educación Básica “Albert Einstein”?
- What are the benefits of using flashcards in students of second grade at Escuela de Educación Básica “Albert Einstein”?

General Objective

To determine the level of vocabulary improvement of second grades students with the implementation of the use of flashcards.

Specific objectives

- 1) To diagnose students’ vocabulary level before using flashcards.
- 2) To analyze how students, react to the implementation of flashcards as resources.
- 3) To detail the theoretical fundamentals that support flashcards as a resource to increase vocabulary.

Justification

This research work is important because it focuses on the use the flashcards and their strategies in the achievement of increased vocabulary in the English language to second year students at Escuela de Educación Básica “Albert Einsten”. It should be noted

that in the Escuela de Educación Básica “Albert Einstein” the development of this work was oriented to the investigation of the visual perception, image characteristics, visual language, and its relationship with the increase in vocabulary.

Through the description and analysis of the problem, alternatives are sought for a solution that allows optimizing the teaching - learning process in students of this educational institution. Flashcards to increase the vocabulary is the child’s ability to abstraction in learning, which is perfect for the total comprehension of an acquired knowledge.

Children need an integral development, since in the school institutions promote academic learning in class and their best complement would be playful and practical work, this would work better if the teachers would contemplate some essential issues that appear in the National Curriculum. (Ministerio de Educación del Ecuador, 2021)

CHAPTER II

Theoretical Framework

The following research work intends in the first place to identify the lexicological level in a foreign language of the children of the second year of the Escuela de Educación Básica “Albert Einstein” through the use of flashcards as a didactic resource that will improve the learning of the English language

Flashcards

Definition

Flashcards are a set of cards containing information, such as words and numbers, on one or both sides used to acquire various knowledge or through reading the set of cards. On one side of the card a question is written and on the other the answers. Flashcards can be vocabulary, historical facts, formulas, or anything that can be learned through questions and answers (Arsana & Maharani, 2021).

Flashcards are widely used as a learning exercise to aid memorization through spaced repetition. Flashcards consist of cardboard on which a concept is written on the front and its definition on the back, so that, by viewing the first, you should try to remember what is contained in the second. By repeating this process, the student's autonomous learning is favored, and he is allowed to self-assess his level of knowledge acquisition. For this reason, the use of flashcards is recommended and that teachers apply this resource so that students have the facility to have a better reading comprehension in the English language, increasing the vocabulary of the students.

Flashcard as learning strategies

Flashcards are wonderful teaching strategies, they offer fun and interactive learning game, for all levels of education or for all subjects or students.

A flashcard helps to clear and keep the mind active in all aspects, discover various abilities, help in advanced analysis work, and in interaction through spoken and written game, awaken listening skills in all language and ages. Flashcards can be made in various shapes, sizes, and varied materials. They usually have space on them to insert student's responses; theses can be fully customized. The skills that students learn or develop with the use of flashcards as a didactic resource are multiple, by developing their mental capacity, by associating vocabulary and by participating interactively with new knowledge acquired with these increasingly familiar practices, easy to use, handling and much more.

Parents benefit from having this particularly useful tool in the hands to help their children in any type of learning, example, exam preparation. Flashcards are a didactic resource that present images of various sizes designed with a lot of creativity. These cards also offer opportunities to expand learning, thus reaching family interaction and all kinds of social interaction.

Flashcards in English classes

The use of games in English classes promotes socialization and interaction between students while creating opportunities to develop dynamic context where to practice the English language in a meaningful way (Esquematzate editorial , 2024). In addition to communicative activity and social relationships, aspects such as grammar and oral comprehension can be improved in a totally unconscious way and with the great attraction

of the playful component. A series of considerations must be considered when selecting the games to be played in English classes. Similarly, flashcards are useful as supplementary material for some games or can even function as the element of the game.

This educational model presented by this resource has essential characteristics, both for the teacher and students the use of flashcards is common in English basic level since they are conducive to presenting, reviewing, and consolidating vocabulary. It can be emphasized that they are useful at any time of the study, even more so of a foreign language (Putri et al, 2023). The feasibility to conduct a number of individual activities, whether individual or group, is manifested. On many occasions, the use of flashcards in the classroom is misunderstood. It is believed that their use is monotonous, synchronized, and subject to a repetitive process when this technique is highly motivating and participatory for students, especially in contexts where the teacher works at the primary school level, with children, and flashcards are resources physical visuals that help in an effective, colorful, creative way, which generates stimulating learning spaces.

The contribution of this category of visual didactic material is significant to the vocabulary of a language, since it has many advantages and uses when learning whether orally, written, or symbolic with its graphic representations. The images or drawing embodied in the flashcards used in the learning sessions help significantly in learning the vocabulary of the English Language, they become a key factor to capture the attention of the students and thus contribute to the interactive teaching process.

Skills that are developed with the use of flashcards

Learning a foreign language requires constant training of the four basic skills of communication: Listening, speaking, reading, and writing. These basic skills are presented as the main objective of teaching the English language, in this sense, vocabulary learning directly affects the acquisition of the four aforementioned skills.

Flashcards are not only a useful resource or tool for teaching the English language, but are also a teaching strategy that helps develop the language in a comprehensive way. By expanding vocabulary, the four main skills can be developed such as: listening, writing, reading, speaking, but also sub-skills such as: pronunciation or grammar (Sari et al., 2024). In this case, this has been done indirectly through a special technique with a didactic game of language cards, where images appear with their respective texts. In addition, the word in English is written on these cards so that students can relate the written word with pronunciation.

It is evident that the role of the teacher is to maintain the storage capacity of knowledge in the students through an awareness of oral reviews in order to exercise the ability to listen, indirectly, which and according to the illustrations presented in the flashcards duly with organized representations of written signs, will become didactic vocabulary made up of specific technical terms or styles of all expressive language, but with different variation depending on the role of language, be it spoken or written, which will contribute to the basic skills of communication in English, these being listening, speaking, reading and writing.

Importance of motivation for learning the English language.

Mastering a language involves the development of several skills, which are not a spontaneous process, but on the contrary, it is a gradual process of constant practice. For which, apprentices must be constantly motivated (Lisa, 2019). The term motivation encompasses the set of mechanisms that activate and guide behavior towards a certain direction in order to achieve one or more objectives, it is undoubtedly a complex process that conditions the learning capacity of all individuals, in general terms, it can be said that there are several kinds of motivation that, logically, can be transferred to the learning of foreign language.

In basic education, motivation is considered a very important resource in classroom life, that is, it establishes a before and after in the teaching learning process, since with its use we manage to simplify the work of the teacher since it gives us the possibility of stimulating the students and thus achieving their positive predisposition to any activity, a motivated student is a participative, productive and knowledge generating element.

When working with flashcards, the motivation is intrinsic, because students know and understand that the best reward for them is to learn and develop their vocabulary, that is, the fact of being able to conduct an activity that demands the use of vocabulary is a reward. For them, this motivation should be instilled in all school activities.

The role of the teacher in the use of flashcards

The teacher is the person who will guide or facilitate the teaching-learning process, and for this task he/she must use teaching methods that contribute to the organization of the content and in turn the use of didactic strategies, resources and tools appropriate to the

age and difficulty of the subject to be taught (Novi & Odo, 2021). The role played by the teacher within this didactic resource is important since it is responsible for the student feeling motivated and interested in taking this language as one of the most important in the world.

The teacher must be clear about the strategies, their use, their application, since through these flashcards the students must be able to understand the English Language. The teacher must make the students enter a new world with a foreign language trying to make its impact significant and productive for the development of vocabulary.

Vocabulary

The term Vocabulary refers with all about words: the words or symbols in a language with a determine means (Patesan, Balagiu, & Zechia, 2019). Vocabulary is a fundamental part of learning a foreign language, and requires a planned and progressive process to achieve mastery and ensure fluid and effective communication (Mutar Q. M., 2024).

Research has shown that three Germanic tribes invaded the 5th century and succeeded in displacing the Celtic languages and imposing the "Anglo-Saxon" dialect, also known as Old English, which over the years and conquests has been modified and integrated other roots from Greek and Latin. Then in the 11th century, French merged with Old English and other words were incorporated, creating the so-called Middle English. In the 15th century, another change took place, which would be the last, and then the first dictionary was made, which had little impact. Finally, in 1977, "A Dictionary of the English

Language" was published, with great impact and which has continued to grow and incorporate new words (Oportunidad Fundación Educacional, 2021).

Images in learning vocabulary

Teaching a language is a complex task, even when teaching the mother tongue to which students are exposed all the time and in different aspects of their lives. For this reason, teaching a foreign language is much more complex; the teacher must implement various tasks, activities and resources to maintain the interest of his or her students. Images are among the resources due to their visual impact, they draw attention, curiosity and active participation, especially in introducing, retaining and learning vocabulary (Na & Nguyen, 2022).

It has been noticed that by simply exposing word and expression, using flashcards with a spoken and written character; searching for these terms on the cards by the students, or asking the students the vocabulary, etc., as necessary in specific task and activities; through the inclusion of the vocabulary in the context, for example: with text, and in this way, through the subsequent reuse of that vocabulary in exercise, didactic exploration activities.

Pedagogical Basics

Vygotsky's theory is a paramount for the vocabulary development with its multidimensional approach, which has the impact on the cognitive affective contextual aspects and Social Interaction's-Cultural Theory (SCT) is the mental development of specific sphere human. It also concerns mediation, and the various kinds of mediation tools adopted and valued by society (Cusy et al., 2023).

This research highlighted that learning as a mediated process in social in origin and then becomes individual because of linguistically mediated interaction between the child and more experienced members of the society including parents, teachers, and peers. The relation of mediation of Social Interaction's-Cultural Theory (SCT) and environment is to enhance vocabulary development in teaching English as a Foreign Language (EFL) students. It also helps English as a Foreign Language (EFL) students to use the target language in their daily life. With the help of this theory, the students can master vocabulary and improve their language. This theory focuses on the interaction with the students and shows the social environment. It links the learners with the trainer, if students are advised appropriately, they can learn more and can enhance their ability to learn.

Piaget's theory about children's cognitive development He was interested not so much in what or how children know, how they think, how they see the world around them, and the language they use to explain what they. He was interested in what changes as children's thinking develops, and what influences these changes. Piaget believed that rather than being continuous, children's cognitive development is discontinuous as they proceed sequentially through four separate stages (Ramírez-Trejo, 2021).

Theoretical Basics

English vocabulary learning and teaching strategies use resources and techniques that complement each other. Social, cognitive, memorization and metacognition strategies are the most commonly used for teaching English vocabulary.

This makes sense when in practice we see the need for students to interact with each other to practice, exchange information or request clarification. On the other hand,

there are cognitive strategies that allow students to manage the material in order to transform or adapt it as necessary; memorization strategies compare new knowledge with previous knowledge and finally there are metacognition strategies that plan and evaluate the learning process (Gómez et al., 2021).

Legal Basics

The legal basis of this research is based on The Constitution of Ecuador (2008) and the Organic Law of Intercultural Education (LOEI) that express: The Constitution of Ecuador emphasizes important articles: According to Article 26 “The Government of Ecuador must promote Education as a fundamental right of Ecuadorians. Education in Ecuador is a key area in public policy and government investment, to have good living conditions (Ministerio de Defensa Nacional del Ecuador , 2021).

“All Ecuadorians have the right and responsibility to take part in the process of education”, society’s members have a relevant role in Education. Education is a right for people based on the Constitution of Ecuador, to develop life conditions for Ecuadorian people, improving the future through the education that the government provides them.

In Article 27 of the Ecuadorian Constitution, Education in Ecuador will focus on human beings and assure their equity development rights and democracy. ‘Education will be participatory, compulsory, intercultural, democratic, nondiscriminatory, and varied, however. Education will promote values; improving critical thinking, art, and physical, to develop students’ skills and their abilities.’ Education is necessary for increasing

knowledge and constructing a sovereign country taking into consideration that it is a strategic area for national development.

“According to article 27 of the Ecuadorian Constitution, the actors of the education are people, point out in their rights and focus on values and democratic participation of each one to accomplish with the education goal that is to promote and increase their abilities and capabilities of the society’s member”.

Variables of the study

Low Vocabulary Management

Low proficiency in vocabulary is a frequent problem among most English as Second Language (ESL) and English as a Foreign Language (EFL) speakers. As a result, it leads to a communicative barrier among ESL and EFL speakers. Concerning the English language in Sri Lanka, it is spoken as a second language which is offered as a compulsory subject from grade 3 to 11 at government schools. Most importantly, lower proficiency in vocabulary has been the primary barrier to effective oral communication among the students.

Despite this, little focus is given to improving the speaking ability of the students at schools. Although the writing skills of some students are good to a certain extent, they do not have the sufficient vocabulary to expand their writing skills. However, most of the students fail to give their attention to mastering English, and more focus is given to other subjects (Afzal, 2021).

Flashcards to learn English

Flashcards are ideal tools for teaching because they offer fun and interactive learning games, for all levels of education, or for all subjects or students. Flashcards help clear and keep the mind active, they discover skills of all kinds, help with interaction work through spoken and written games, awaken listening skill in all languages and ages.

Learning a foreign language requires the training of the four basic communication skills: listening, speaking, reading, and writing, which are presented as the main objective of teaching English, in this sense the learning of vocabulary using flashcards directly affect the acquisition of the four skills. These develop receptive language skills, listening and reading.

Using flashcards for teaching and learning vocabulary is a versatile resource and tool for any school level, which helps improve and increase vocabulary in an interesting and fun way. There are different types of flashcards, with images, symbols, numbers, words that help visualize, hear the pronunciation and memorize words or concepts that you want to introduce. Flashcards are easy to make, portable, and inexpensive to purchase or make. These cards are made according to the content needs, and their size will depend on the teacher's needs (Arsana & Maharani, 2021).

Flashcards as teaching resources are a great contribution to education, especially the learning of foreign language, since with its easy preparation and low cost have become an ideal resource for the English teaching.

CHAPTER III

Methodological Framework

Methods

Qualitative research is a method of collecting and analyzing information not numerical data for instance, texts, videos, or audio to understand experiences and knowledge about a specific topic using the information to college and solve problems or generate current ideas to understand the research. (Bhandari, 2024)

On the other hand, Qualitative research is based on the disciplines of sociology, and psychology however, it allows for extensively where the interviewer and research understand their problems and motivation using this method to conclude with a problem solution.

Type of Research

Phenomenological studies

Phenomenological research is a qualitative research approach that seeks to understand and describe the universal essence of a phenomenon. The approach investigates the everyday experiences of human beings while suspending the researchers' preconceived assumptions about the phenomenon. In other words, phenomenological research studies lived experiences to gain deeper insights into how people understand those experiences (Ugwu & Eze Val, 2023).

In simpler terms, researchers use phenomenological research designs to understand a phenomenon's universal nature by exploring the views of those who have experienced it.

This approach is popularly used to study lived experience, gain a deeper understanding of how human beings think, and expand a researcher's knowledge about a phenomenon. Researchers using phenomenological research design assume that people use a universal structure or essence to make sense of their experience.

Data collection techniques

Interview

An interview is a procedure designed to obtain information responses to oral questions. An interview is qualitative research on a small group that answers the researcher's questions that were designed around a specific topic. Interviews are designed for qualitative research to gather relevant information between the research and the participants. However, the participants answer the question according to their experiences, opinions, beliefs, and attitudes.

There are some advantages like:

- Clarify the information.
- Understand the needs.
- Listen to the teacher's opinions with their words.
- Discover the problems
- Discover the solutions
- Have the flexibility to analyze solutions.

Describe the type of questions

The questions are five open questions that have been made in person to the teachers of the Escuela de Educación Básica “Albert Einstein”, where teachers were interested in answering complete questions.

The questions were asked through the interviews to find out how teachers work with students taking in consideration of the use the flashcards, the purpose of their response to the investigation is to better analyze all the answers also the effectiveness of using the learning to increase the vocabulary in second grade students of the Escuela de Educación Básica “Albert Einstein”.

Data Collection Processing and Resources

Basic Questions and explanation

What for?

To explain how flashcards, contribute the vocabulary teaching process in second graders at “Albert Einstein School

Where?

At Escuela de Educación Básica “Albert Einstein”

When?

Academic Period 2022-2023

How?

Questionnaire, opened-ended questions

What for did you collect information?

Analyze how teachers use flashcards

Population

A population is individual groups in a country, city, town, or region where people have some characteristic in common like culture also ethnic. However, population usually using data collection with a questionnaire to analyze population's member. In the case of the "Alberth Einstein" School of Basic Education, the population that was considered was 5 teachers who are linked to the English language, they answered questions related to the topic to be discussed.

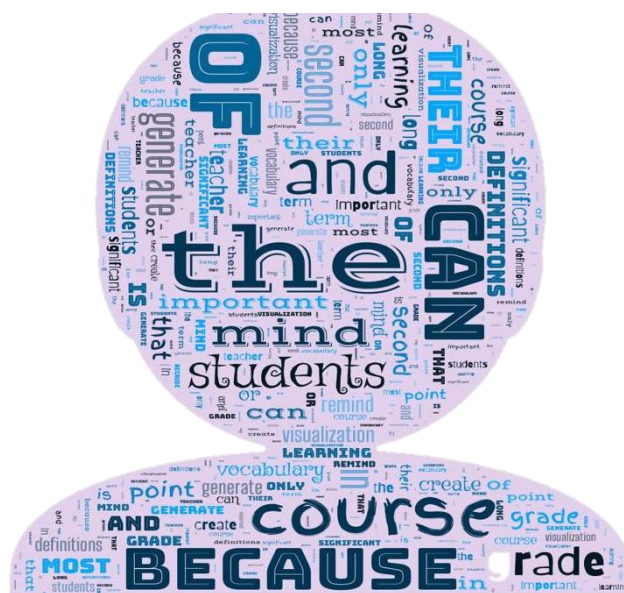
Question 4. - Do you consider that the drawings or images shown in the flashcards help the development of English vocabulary in the second-grade students?

key words: Definitions, Teachers, Students, Course

Analysis: Teachers answered: Of course, because students of second grade can generate in their mind definitions and remind the vocabulary only the visualization and the most key point is that teacher can create significant or long-term learning.

Figure 4

¿ Do you consider that the drawings or images shown in the flashcards help the development of English vocabulary in the second-grade students?



Note: key words Definitions, Teachers, Students, Course

Question 5. - Do you consider that flashcards are a good method to memorize and develop vocabulary in English?

Key words: Method, Grade, mind, Students, Phonemes

Analysis: Some teacher said: the flashcards are a good method in this stage because is particularly important mention that students of second grade are in the process of identifying the phonemes and it can produce a confusion in their mind due to process in the Spanish to English. Therefore, the use of the flashcards helps a lot in these students ages.

Figure 5

Do you consider that flashcards are a good method to memorize and develop vocabulary in English?



Note: Key words: Method, mind, Students, Phonemes

Analysis and discussion of interview

A type of survey was conducted as data collection tool to complement and better understand the results of the interview and offer a solution to the study problem.

Flashcards to increase the vocabulary. - During the interview, teachers mentioned they know the use of flashcards: “We use the flashcard when we want to create a connection with the students and in this way make them feel safe and motivated to learn new vocabulary in English, on the contrary, they will feel safe in pronouncing and learning new things. This technique is particularly important to use flashcards because with the flashcard, they can pronounce the new vocabulary.

Flashcards are wonderful teaching strategies, they offer fun and interactive learning game, for all levels of education or for all subjects or students. Flashcards help to clear and keep the mind active in all aspects, discover various abilities, help in advanced analysis work, and also in interaction through spoken and written game, awaken listening skills in all language and ages (Mutar Q. , 2024).

Flashcards can be made in various shapes, sizes, and varied materials. They usually have space on them to insert student’s responses; these can be fully customized. The skills that students learn or develop with the use of flashcards as a didactic resource are multiple, by developing their mental capacity, by associating vocabulary and by participating interactively with new knowledge acquired with these increasingly familiar practices, easy to use, handling and much more.

CHAPTER V

Reflections of the study

This chapter contains reflections on the research conducted, the experience of doing the research, the difficulties and the lessons learned from the writers on the subject, during this research it was possible to understand how the use of flashcards can be used for the acquisition of vocabulary.

Thanks to the information collected and the research that already exists related to the use of flashcards, it is possible to understand that many students do not develop the dynamic contexts where they practice the English language in a significant way and to be able to improve their vocabulary.

From what was evidenced in the interview, related to the research objectives, according to the teacher, the flashcards are a teaching method that encourages accelerated learning of the English language given the easy handling of texts and images.

During the investigation it was specified that the flashcards help the socialization between student and teacher since it is allowed to develop through practice and the teacher's guide.

It is important that the teacher is the main author of this practice, since he is the only one who can guide the student with his knowledge, experience, and dedication, though this teaching process he leads the student to significant learning in the classroom. In the development of the investigation, certain important points were obtained:

It improves the student's attitude towards the study habit.

It is easier to obtain new Knowledge.

Thanks to the flashcards, the multitask mentality is improved, and if it is done in class, teamwork is also encouraged.

It is an excellent method of learning and memorization, highly effective when you have to learn several concepts related to the same topic.

Using inappropriate strategies would cause the demotivation of the student and consequently the loss of interest in the English language, therefore this is a challenge for both students and teachers at various levels.

Therefore, adequate strategies must be sought so that the motivation of the students is not affected by the misapplication of the teaching method. The investigative part faced various challenges that made this work complex to conduct. Among the different challenges that arose to complete the research process was that being a private institution, many times the teachers surveyed were busy with their schedules taking or taking student exams, which made the interview process difficult to collect the information that was needed for the development of chapters 3 and 4.

In addition, for the correct analysis of the questions, it was difficult to relate the answers obtained from the interview with the topic to be investigated. Especially for the reason that the teachers did not know the specific name of the subject but did not apply many of their techniques in their classroom development, so the interview answers were not very clear or precise in the same questions, but the investigation could be carried out by finding the relationship that exists in the theory of the theoretical framework and the answers of the interview.

Finally, it was concluded that recommendations should be given to teachers who need to find diverse ways to encourage the learning of vocabulary in English, thanks to this

the acquisition will be easier for students, and remember that the flashcard method is based on images. and texts which ensure better learning to acquire new knowledge. Because of this, teachers should never stop motivating their students to learn the English language.

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Península Of Santa Elena State University

Facultad Of Education and Language

English Carrear

INTERVIEW TEACHERS

This interview has the purpose to have a perception of English teacher about resources used for improving English vocabulary.

- 1.- Question 1: ¿ How do you teach vocabulary to your students in English hours?**
- 2.- Question 2: ¿Do you know the use of flashcards as a teaching resource to increase vocabulary in English?**
- 3.- Question 3: How does the writing process help with the use of flashcards?**
- 4.- Question 4: Do you consider that the drawings or images shown in the flashcards help the development of English vocabulary in the second-grade students?**
- 5.- Question 5: ¿Do you consider that flashcards are a good method to memorize and develop vocabulary in English?**
- 6.- Question 6: How can you encourage second grade students to use flashcards?**



Península Of Santa Elena State University

Facultad Of Education and Language

English Carrear

Interview teachers

This interview has the purpose to have a perception of English teacher about resources used for improving English vocabulary.

1.- Question 1: ¿How do you teach vocabulary to your students in English hours?

During the English class I try to use the resources like pictures, write or draw on the board after that students identify them and, in some cases, they guess the topic class.

2.- Question 2: ¿Do you know the use of flashcards as a teaching resource to increase vocabulary in English?

I know flashcards, but I do not have enough economic resources to make and buy them during my classes.

3.- Question 3: ¿How does the writing process help with the use of flashcards?

The flashcards are excellent resources in the English learning process because students can connect the imagen to the names. Also, students can memorize the writing of each unfamiliar word at the same time they can improve the level of vocabulary.

4.- Question 4: ¿Do you consider that the drawings or images shown in the flashcards help the development of English vocabulary in the second-grade students?

I consider that students of second grade can generate in their mind definitions and remind the vocabulary only the visualization and the most key point is that the teacher can create significant or long-term learning.

5.- Question 5: ¿Do you consider that flashcards are a good method to memorize and develop vocabulary in English?

I consider that the flashcards are a good method in this stage because is particularly important mention that students of second grade are in the process of identifying the phonemes and it can produce a confusion in their mind due to process in the Spanish to English. Therefore, the use of flashcards helps a lot in these students' ages.

6.- Question 6: ¿How can you encourage second grade students to use flashcards?

I think the teacher should create a good learning environment in each the English classes especially in each new topic to students feel motivated to start the lesson. Students can make their own flash cards, and they can use their imagination after the teacher's explanations.

THANK FOR YOU COOPERATION

Annexes



Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado **USE OF FLASHCARD TO INCREASE THE VOCABULARY IN THE ENGLISH LANGUAGE TO SECOND YEAR STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA "ALBERT EINSTEIN", ELEMENTARY SCHOOL, SANTA ELENA, SANTA ELENA PROVINCE, 2022-2023**, elaborado por la estudiante **DOMÍNGUEZ BERNABÉ KARINA MARIBEL** de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio **COMPILATIO**, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 8% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Ing. Eliana G. León Abad, MSc.

Tutora

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