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INSTITUTO DE POSTGRADO

TÍTULO:

FOLDABLES AS A RESOURCE FOR VOCABULARY TEACHING

ESTADO DEL ARTE

PREVIO A LA OBTENCIÓN DEL TÍTULO DE

**MAGÍSTER EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLES**

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Aprobación del Tutor

En mi calidad de Tutor **del Informe de Investigación**, “Msc.Italo Carabajo Romero”, elaborado por el maestrante Lcdo. Israel José Martrus Jaramillo, egresado de la **MAESTRÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN ENSEÑANZA DE INGLES** de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster en **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS SEGUNDA COHORTE**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

Atentamente,

MSc. Italo Carabajo Romero

Declaración de responsabilidad

YO, ISRAEL JOSÉ MARTRUS JARAMILLO

DECLARO QUE:

El componente práctico del examen de carácter complejo titulado “FOLDABLES AS A RESOURCE FOR VOCABULARY TEACHING”, previa a la obtención del Grado Académico de **MAGÍSTER EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS SEGUNDA COHORTE**, ha sido desarrollado con base a una investigación exhaustiva, respetando derechos intelectuales de terceros conforme las citas y cuyas fuentes se incorporan en la bibliografía. Consecuentemente este trabajo es de mi total autoría.

En virtud de esta declaración, me responsabilizo del contenido, veracidad y alcance científico del trabajo de titulación.

Santa Elena, 27 de agosto de 2023

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Dedicatoria

El presente trabajo está dedicado a Dios, mi Padre Celestial quien me ha bendecido con fortaleza para terminar este proyecto y maestría, a mi esposa e hijos quienes me han apoyado con su comprensión y palabras de ánimo por el largo tiempo dedicado a la consecución de mi maestría, y a los demás familiares y amigos quienes me motivaron a perseverar en este difícil y largo camino de estudios y trabajo para conseguir mis metas propuestas.

ISRAEL JOSÉ MARTRUS JARAMILLO

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ISRAEL JOSÉ MARTRUS JARAMILLO

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Glossary

Bibliographic research is the investigation and collection of information publications from sources such as books, journals, newspapers, websites, etc.

Graphic organizers are visual resources that express thoughts through pictures. They help students to organize the information.

Kinesthetic learning is a type of learning that involves physical activity. Learners can learn more through movement or feelings with this learning style.

Constructivism is when people build their own knowledge based on experiences.

Critical thinking in education is when students analyze, interpret and evaluate information and the student solves problems or is able to give conclusions.

Foldables are interactive graphic organizers that facilitate organization, practice, and skills reinforcement.

Visual spatial intelligence is the capacity to figure a mental model of a spatial world and to manipulate and conduct applying this model. It is the skill to identify, examine, understand, store, and remember visual information.

Misbehavior it is the act of not obeying rules and causing disturbances or disruptions.

Engage is the act of getting the interest of somebody or someone.

Classroom environment is the classroom scenery correlated to social, emotional, and physical aspect, and how they impact the pupils and teachers.



UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA INSTITUTO DE POSTGRADO

TEMA

FOLDABLES AS A RESOURCE FOR VOCABULARY TEACHING

Autor: Lcdo. Israel José Martrus Jaramillo

Tutor: Msc. Italo Carabajo Romero

Resumen

El propósito de esta investigación es conocer uno de los recursos para mejorar el vocabulario en inglés en los estudiantes mediante el uso de organizadores gráficos tridimensionales como Foldables. Los Foldables son una buena manera de retener en el cerebro de los estudiantes nuevas palabras y esto es esencial para que los estudiantes se comuniquen en forma escrita y oral.

Fue una metodología bibliográfica porque la información se encontró en diferentes repositorios de todo el mundo.

Concluyo que los organizadores gráficos llamados Foldables ayudan a los estudiantes a recordar el vocabulario estudiado porque es una actividad visual y kinestésica y que los estudiantes suelen disfrutar cuando tienen que manipular, crear material y cuando dibujan o pegan imágenes. Los usos de los Foldables ayudan al estudiante a desarrollar su creatividad. Además, los estudiantes se involucran de manera efectiva para aprender debido a que los plegables permiten obtener el conocimiento previo de los estudiantes, confirmar el conocimiento y recibir nuevos aprendizajes.

Palabras claves: Foldables, Organizadores gráficos, Cinestésico, tridimensional. Conocimientos previos.



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
INSTITUTO DE POSTGRADO**

THEME

FOLDABLES AS A RESOURCE FOR VOCABULARY TEACHING

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Abstract

The purpose of this research is to know about one of the resources to improve English vocabulary in students through the use of three-dimensional graphic organizers such as Foldables. Foldables are a good way to retain in students' brains new words, and this is essential for students to communicate in written, and oral form.

It was a bibliographic methodology because the information was found from different repositories around the world.

I conclude that Foldables graphic organizers help students to remember vocabulary studied because it is a visual and kinesthetic activity and students usually enjoy having to manipulate, create material and drawing or pasting pictures. The uses of Foldables help students to develop their creativity by making different foldable forms and they have the opportunity to experiment with real situations when they use vocabulary provided with sentences, definitions and images. Furthermore, it involves students in an effective way to learn due to the fact that Foldables permit elicit students 'previous knowledge, confirm knowledge and receive new learning.

Keywords: Foldables, Graphic organizer, Kinesthetic, three-dimensional, Previous knowledge.

INTRODUCTION

This research about the use of Foldables as a resource to teach vocabulary is important because students in public schools usually have difficulties to express or communicate causing problems in skills such as readings, listening, speaking and writing. According to studies carried by Orosz (2021), Ecuador has a low English proficiency and students have not reached at least a B1 level. Therefore, teachers should look for strategies to motivate students to learn the English language (Chafla, 2018). One of these strategies is the use of foldables. The foldables can motivate students to learn through a visual positive influence and helps students' creativity and preservation of the information in their brains. Students usually tends to forget new words because they need to practice with them or have visuals materials to preserve the vocabulary studied (Luisataxi, 2018).

Foldables help students to increase their vocabulary to communicate. Chicaiza et al., (2021) carried out a study in a school in 9th grade, comparing the traditional teaching and the use of foldables to teach. The study showed that the foldables made learning easy of basic vocabulary.

The use of foldables as resource can motivate students to be an active part of the process of teaching-learning, contribute with an effective way to learn grammar, vocabulary, and any other topic in an interactive and funny way.

Formulation and systematization of the problem

Lack of knowledge of vocabulary is nowadays a problem in most of students in public schools in Ecuador. According to Julia Sevy-Biloon et al., (2020), studies carried out by Education First (EF) in 2019, the English level proficiency has decreased comparing with other countries in Latin America. Consequently, is important to motivate students to increase

their vocabulary to develop their writing, speaking, reading, and listening skills. One of the strategies that can increase English vocabulary in students are the use of Foldables.

Main Question

What are the benefits of using foldables?

Objectives

Main objective

To identify the importance of using foldables as a resource to teach English vocabulary.

Specific objectives

To acknowledge different forms of foldables to learn vocabulary.

To review existing literature on vocabulary acquisition strategies and the use of foldables in language learning.

To explore the potential of using foldables as a teaching tool to enhance vocabulary acquisition in educational settings.

Hypothesis or premise

Does the use of Foldables in the process of teaching learning help students to develop and enhance their vocabulary in the English language.?

METODOLOGY

Method to carry out the state of the art.

The methodology used to develop this research project or art study was by looking for data collection studies published by different authors who carried out research about the use of foldables to teach English and to improve vocabulary in students. It was read several documents such as journals, thesis, and study cases from some repositories. Therefore, it was a bibliographical review as research methodology.

STATE OF THE ART

Background.

Dinah Zike (2008) was the original inventor of graphic organizers or foldables in order to use as a strategy for teachers to develop their lessons and engage students with the learning process and for other kind of users. This invention has had a great influence on education to encourage students to learn English and improve their vocabulary to develop their English skills.

Theoretical bases.

This strategy gives a kinesthetic component to teach and get durable retention of different topic in a class (Casteel, DiAnn B.; Narkawicz, Melanie G., 2007). Foldables permit students to develop their creativity, collect and organize the information. The foldables allow students to connect previous ideas with the new information and collaborative work (Chafra, 2022).

Graphic organizers help students to organize the information and engage students with the leaning process. It is a funnier activity than taking notes in a traditional way. A lot of students have the ability to learn more with visuals elements. Graphic organizers develop critical thinking, and the students can construct their own learning (Espinoza, 2023)

An important aspect to plan interesting activities for students is to consider the different ways to learn. The Scientific psychologist Howard Gardner called these different abilities to learn the “Multiple Intelligences”. They have been acquired through the environment, experiences, education received, etc. (Carabajo et al.,2019). One of the abilities to learn that the foldables consider is the Bodily-Kinesthetic Intelligence. It has a close relation with the use of foldables because students have to manipulate materials to create different shapes of

foldables. The foldables also consider the Visual-Spatial Intelligence for the reason that students have the opportunity to enjoy by drawing, painting, coloring or pasting pictures.

Working with foldables is an interactive and interesting way to learn that teachers should consider reducing students' misbehavior and it is a strategy that is designed to motivate students' collaboration and they have the opportunity to construct their knowledge. Creating consciousness activities helps to reduce behavior issues when a foreign language is being taught. Behavior problems can cause disruption, unfinished tasks, and a lack of motivation to speak English in class. Students' behavior depends on factors such as class organization, materials, and activities (Macias, 2018, p.162). The activities that teachers use in a lesson can have a positive influence on the student's behavior and allow interactive and interesting classes for students. This can be achieved by meaningful activities such as cooperative learning, connecting students' previous knowledge with new information, engaging activities, and creating a positive environment. Activities based on cooperation between students are when students can share information and work together to fulfill tasks and learning goals (Tamimy, 2023). Carabajo, Vergara and Quinto Ochoa (2019 a) state that to get pupils' attention, teachers should develop students' creativity and create activities that permit them to construct knowledge or skills (Constructivism theory by Piaget). The students should be the center of the process of teaching-learning instead of being passive actors to increase their skills, the levels of engagement and, positive attitudes (Keiler, 2018, p. 2). As teachers, we should know about the constructivist model so that students can support each other to build their knowledge. Also, teachers should take into account previous experiences. When English is taught, teachers should consider that students know something of the language, because at one point in their lives, they learned English from their environment to construct the knowledge (Carabajo, Vergara and Quinto Ochoa, 2019 b).

Tanjung (2018) carried out a study in a seventh-grade students in a school where an experimental group received a Pre-test and then a Post-test about vocabulary. The Post-test showed an improvement in the students' performance after using the Foldables.

Table 1

The Score of Pre-Test and Post Test of Experimental Group

No.	Students' Initial	Pre Test	Post Test
1	AJ	80	85
2	AD	75	80
3	ASN	75	85
4	BS	70	80
5	BC	70	85
6	DS	75	80
7	DN	85	90
8	DP	70	85

Note: This table shows the scores in a pre-test taken before implementing foldables in a school and the scores after implementing the foldables.

How to use Foldables in the classroom

According to Chicaiza (2018), to use the foldables is important to take into account the reason, availability and how to evaluate knowledge. Also, to teach with foldables is important to follow the next steps:

It is necessary to think what will be teaching.

It gives clear and easy explanations to implement the folds. Teacher should show or explain step by step and repeat several times if it is required.

Teacher should not improvise and be well prepared to avoid unused of time and lack of students' interest.

The foldables should be attractive to the students by using drawings or visuals to motivate students' interest.

After the use of the foldables, students should continue practicing the vocabulary studied.

After practicing with the new vocabulary, students should write or express orally their experiences or feelings about the use of the Foldables to apply improvements.

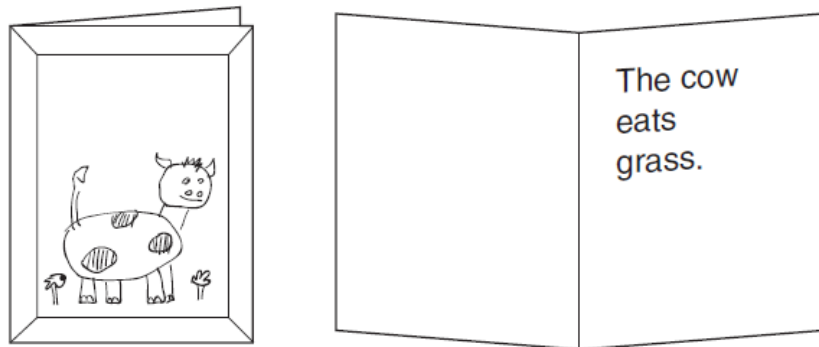
Different kinds of foldables

Picture Frame Foldable

Student can paste pictures or make drawings related to the vocabulary studied, then, it written sentences or definitions with the same word.

Figure 1

Picture Frame Foldable



Note: This foldable is a combination of pictures, words, or sentences (Zike D, 2008)

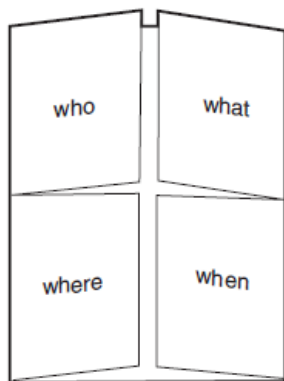
The Four-Door Foldable

According to Figure 2, this foldable can be used in papers, cardboards with different colors. On the over, on the four parts students can write vocabulary about any topics. When

each part is opened, inside it can be written sentences, pictures or drawings. Or at the beginning could be pasted pictures and when each part is opened, it can be showed words, or sentences.

Figure 2

The Four-Door Foldable



Note: This foldable is separated in four parts to write questions, pictures, or words
(Zike D, 2008)

Envelope fold

Another foldable is called Envelope fold. It can be drawn or pasted pictures with the vocabulary studied.

Figure 3

Envelope fold



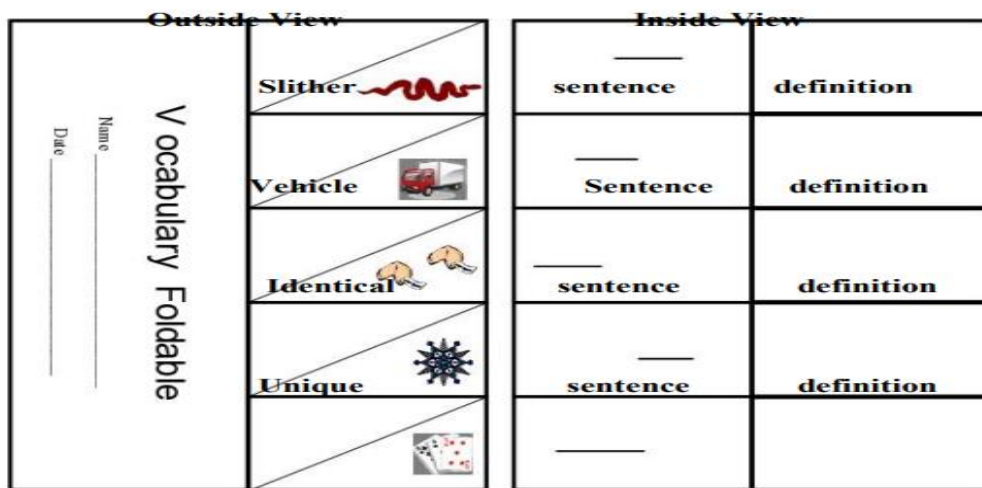
Note: This foldable is worked with pictures, drawings, and words (López, J. P. 2018).

In the figure 4, we can see another kind of foldable to work with vocabulary exercises.

It can be worked on folders, papers, carboards or any flexible material.

Figure 4

Vocabulary foldable










Note: This foldable can be done with any kind of materials with words, pictures, drawings, sentences, and definitions in the respective part (Tanjung, 2018).




Two tab Foldable

Student can work with a foldable called Two tab Foldable by using an internal and an external side. For example, on the internal side, students can draw lines to recognize words related to parts of the speech and on the other side, students can categorize according to the classifications showed in the figure 5.

Figure 5

Two tab Foldable

ANECDOTE VOCABULARY							
	STAIN	SPILL	BUCKET	MOP	EMBARRASSED	TRIP OVER	MAD
Type of word	noun	Verb	Noun	noun	Adjective	verb	Adjective
Definition	A spot difficult to remove	Flow, run, or fall out	A cylindrical vessel open at the top	A thing for washing floors	Nervous and uncomfortable	stumble	excited and not well controlled

Classifying Situations	CATEGORIES
a. tripping over and falling in the street b. spilling coffee over somebody	FUNNY
c. forgetting a special friend's birthday d. having a close encounter with a shark	EMBARRASING Tripping over and falling in the street
e. calling someone by the wrong name f. wearing informal clothes at an elegant party	TERRIFYING
g. spilling food over your new dress h. panicking during an oral presentation	UNIMPORTANT
i. forgetting an important school report at home j. swimming in the ocean for the first time	UNFORGETTABLE Swimming in the ocean for the first time
k. getting lost in a supermarket l. meeting a famous person	 
SITUATIONS LABELING	

Note: A foldable that can be worked on the two sides to classify the vocabulary by separating with lines, words, sentences, and pictures (Chicaiza, 2018).

FINAL REFLECTIONS

According to this research it is concluded that Foldables are a one of the resources that teachers should consider using in their lessons. This resource helps students to learn more effectively vocabulary because it permits remember the target words for a longer time. The activities carried out by using the foldables calls students' attention caused by the visual, pictures or drawing. Students usually enjoy when they have to manipulate things to create something.

Besides, I have had the opportunity to use foldables in my classes as a teacher causing more interest, helped to reduce the distractions and disruption and the student remembered more the topic studied by using the foldables. Therefore, comparing the study done and my own experience, I recommend this resource as a strategy to engage students with the learning and improve English vocabulary to communicate.

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ANNEXES

Annex 1. Result of COMPILATION



My-Research-Project-FOLDABLES

8% Similitudes

4% Texto entre comillas
0% similitudes entre comillas

0% Idioma no reconocido

Nombre del documento: My-Research-Project-FOLDABLES.docx	Depositante: ÍTALO RIGOBERTO CARABAJO ROMERO	Número de palabras: 3398
ID del documento: f1beb18b5ca27848a393dac3b275ab24c9be94aa	Fecha de depósito: 16/8/2023	Número de caracteres: 24.035
Tamaño del documento original: 2,2 MB	Tipo de carga: interface	
	fecha de fin de análisis: 16/8/2023	

Ubicación de las similitudes en el documento:



Fuentes principales detectadas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	repositorio.upse.edu.ec https://repositorio.upse.edu.ec/bitstream/46000/7525/1/UPSE-MPI-2022-0030.pdf#:~:text=AUTORIZ... 20 fuentes similares	4%		Palabras idénticas: 4% (153 palabras)
2	repositorio.upse.edu.ec https://repositorio.upse.edu.ec/bitstream/46000/9761/1/UPSE-MED-2023-0030.pdf#:~:text=Cedo lo... 19 fuentes similares	3%		Palabras idénticas: 3% (121 palabras)

CERTIFICADO ANTIPLAGIO

En mi calidad de Tutor **del Informe de Investigación**, “MSc. Italo Carabajo Romero”, elaborado por la maestrante Lcdo. Israel José Martrus Jaramillo, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLES**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster en **EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLES**, me permito declarar que una vez analizado antiplagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con el 8% de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.

Atentamente

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