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PINTO SANCHEZ YAZMIN LISSETH

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DIDACTIC RESOURCES FOR TEACHING PHRASAL VERBS

por KAREN MADELEYNE RAMBAY SALAZAR

DIDACTIC RESOURCES FOR TEACHING PHRASAL VERBS

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DEDICATION

To Matthi, my first love.

I dedicate this work to Matthi, my eternal child, my inspiration, and my teacher. I began this journey looking for tools to help you understand yourself better so that you could develop to your full potential. Over the years, I have learned valuable things while earning my degree, but you have been the one who has taught me everything.

Thank you for being my partner in this process of learning and personal growth. Your diversity has taught me to see things differently and to be more open-minded and accepting. You have demonstrated that diversity is valuable and that we all have equal rights and opportunities.

Though it hasn't been easy, I have accepted you for who you are, flaws and all. I appreciate your individuality and celebrate our differences. This progress is all thanks to you. Thank you for inspiring me to improve, for your love and patience. Many thanks.

I will keep learning, advocating, and building strong support systems so that children with special needs are fully included, can access information about their rights, and have them respected.

I love you Matthi, thank you so much.

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I want to thank everyone who helped me complete this work. First, thanks to my professors Odalia and Xiomara for guiding me, giving me advice, and being patient during the research process. I appreciate your willingness to answer my questions, review my progress repeatedly, and encourage me in moments of doubt. I couldn't have completed this work without your help and support.

I want to thank Yazmin, my tutor, for her help, time, expertise, and willingness to share. Also, my family for their support and help balancing my role as a mother with my studies.

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RESUMEN

Los Phrasal Verbs cumplen con un rol importante en el idioma inglés, ya que son una parte esencial del vocabulario anglosajón y se utilizan con frecuencia en la conversación y la escritura. Esto a su vez puede representar un verdadero desafío para los estudiantes hispanohablantes. En esta tesis, se evaluó la efectividad de un sistema de clases basado en la implementación de flashcards para la adquisición de vocabulario en el aula de inglés. Este estudio de caso único se llevó a cabo en la Unidad Intercultural Bilingüe "Kichwakunapak Amawta Yachay" de la ciudad de Machala. El sistema de clases propuesto fue efectivo para mejorar el aprendizaje de verbos frasales en el aula de inglés. El trabajo se divide en cuatro capítulos, cada uno con un propósito específico. El capítulo uno presenta el contexto teórico del estudio, el capítulo dos describe los métodos utilizados, el capítulo tres presenta el sistema de clases propuesto, que es el aporte práctico del estudio, y el capítulo cuatro evalúa la efectividad del sistema de clases. En la investigación se emplearon métodos del nivel teórico como el analítico sintético, el histórico lógico y el sistémico, sustentados en la hermenéutica como método fundamental de la investigación cualitativa. Del nivel empírico se emplearon el experimento como esquema de la investigación, la prueba pedagógica, la observación y la entrevista.

Palabras clave: Phrasal verbs – Flashcards – Eficacia – Aprendizaje – Estudiantes – inglés

SUMMARY

Phrasal Verbs play an important role in the English language because they are an essential part of the Anglo-Saxon vocabulary and are frequently used in conversation and writing. This can be a true challenge for Spanish-speaking students. This thesis evaluated the effectiveness of a classroom vocabulary acquisition system based on flashcards. This unique case study took place at the Kichwakunapak Amawta Yachay Intercultural Bilingual Unit in the city of Machala. The study is divided into four chapters, each with a specific purpose. The proposed class system effectively improved learning of phrasal verbs in the English classroom. Chapter one introduces the study's theoretical background. Chapter three proposes the practical contribution of the study: a class system. Finally, chapter four evaluates the effectiveness of this system. The research employed several theoretical methods such as analytic synthesis, historical logic, and systems, supported by hermeneutics as the primary qualitative research method. Chapter two outlines the methods used. From the empirical level, we used an experiment, pedagogical testing, observation, and interviews as part of the research scheme.

Key words: Phrasal verbs - Flashcards - Effectiveness - Learning - Students - English.

GENERAL INDEX

INTRODUCTION

The importance of learning English in Latin America is directly related to its widespread use in at least fifty-eight countries. However, teaching English presents a challenge for educators in this region, as students must competently develop communication skills through dialogue with their peers in certain scenarios.

That is why it is necessary to mention that "hoy en día se considera en las instituciones primarias, secundarias y universidades a la materia de inglés como indispensable en la preparación de los estudiantes" Tutillo-Piña et al.(2020). In today's globalized society, it is necessary for educators to continually update their teaching methods and provide increasingly innovative techniques.

On the other hand, Ecuador deems it crucial to enhance English language proficiency among students, ensuring that the education imparted is relevant and can be practically applied. Despite making some strides in this area, Ecuador's level of English remains significantly lower in comparison to other Latin American nations. "Por otro lado, las herramientas tradicionales como texto, pizarra, aula, posters, etc., siguen siendo los principales recursos para la enseñanza del inglés" (Cango-Patiño and Bravo-Reyes, 2020, p.51-68)

In this order of ideas, it is appropriate to cite (Martínez-Salanova, 1999) When examining the teacher's role as a guide in the teaching and learning process, the author argues that the teacher should serve as a mentor for students, aiding in the development of their skills and knowledge. In order to achieve this, the teacher must comprehend the particular needs of each student and be familiar with the process at hand. Contemplating the Ecuadorian education system and its efforts to

eliminate outdated methods, this study seeks to integrate a system of didactic cards aimed at expanding the vocabulary of phrasal verbs. Phrasal verbs consist of two parts - a verb and an adjective, adverb, or preposition - and are a significant hurdle for those learning the English language.

Therefore, possessing an extensive collection of phrasal verbs is crucial as these are frequently used by native speakers in all scenarios. To streamline this study, emphasis was placed on phrasal verbs pertaining to everyday routine.

During **classroom observations** at the "Unidad Intercultural Bilingüe Kichwakunapak Amawta Yachay" in the 8th grade of general education, the following student **limitations** were identified:

➢ The student expresses confusion in response to the direct presentation of a limited number of phrasal verbs.

➢ There are no activities tailored to aiding the student in resolving their confusion.

➢ No instructional support materials are provided.

➢ The use of English expressions in the class is not consistently appropriate.

Given the aforementioned limitations in the learning of the subject of study, the following **scientific problem** arises: How can the acquisition of phrasal verbs be improved in an eighth-grade student attending basic general education at the "Unidad Intercultural Bilingüe Kichwakunapak Amawta Yachay"?

Due to these factors, the teaching and learning process in fundamental general education is recognized as a subject of inquiry.

Likewise, some possible causes of the problem raised were identified:

- No effective resources have been implemented to encourage individuals to learn phrasal verbs.
- The study subject's mother tongue lacks phrasal verbs, which hinders their comprehension.
- Individual support activities lack systematic implementation.

The **general objective** of the current research is: To evaluate the effectiveness of the use of graphic teaching resources for the development of vocabulary in an 8th year student of Basic General Education of the Intercultural Bilingual Unit "Kichwakunapak Amawta Yachay".

So the field of research is set on the topic: Graphic teaching resources.

In order to achieve optimal development of this research, the following specific objectives are determined:

- Theoretically substantiate the use of graphic teaching resources in the teaching-learning process in basic education.
- Diagnose the acquisition of phrasal verbs in an 8th-grade student of Basic General Education at the Intercultural Bilingual Unit "Kichwakunapak Amawta Yachay."
- Develop a system of instruction that utilizes graphic teaching resources to enhance an eighth-grade student's mastery of phrasal verbs within the Basic General Education program of the Intercultural Bilingual Unit "Kichwakunapak Amawta Yachay".
  - Verify the efficacy of the instructional approach utilizing visual aids in enhancing phrasal verb acquisition for an 8th-grade student in the Basic

General Education program at the Intercultural Bilingual Unit "Kichwakunapak Amawta Yachay".

The study employed qualitative methods, including the inductive method which is useful in social research to comprehend human experiences, the contextual method to analyze how the social phenomenon being examined is influenced by its context, and the hermeneutical method to generate novel ideas and theories regarding the studied social phenomena. At an empirical level, the study employed an observation guide and structured interview.

The research's practical contribution is a class system utilizing graphic teaching resources. This study contributes to addressing the learning deficiencies of basic education students.

The presented work follows a conventional academic structure, with an introduction, a chapter outlining the theoretical framework, and a subsequent chapter detailing the methodology utilized. The third chapter provides insight into the practical contribution of the class system, while the fourth chapter serves to corroborate its effectiveness. The work concludes with comprehensive conclusions and recommendations, along with a bibliography and annexes detailing the instruments utilized during the study.

CHAPTER I

1 THEORETICAL CHARACTERIZATION OF THE USE OF GRAPHIC DIDACTIC RESOURCES IN THE TEACHING AND LEARNING PROCESS OF THE ENGLISH LANGUAGE.

This section presents the theoretical foundation of the study, beginning with a historical overview of how didactic resources have been conceived and integrated into the English language teaching and learning process. The definitions related to the study's variables are highlighted, based on the selected theoretical framework for the research.

1.1 Historical evolution of the use of graphic teaching resources in the English teaching-learning process.

Teaching a second foreign language to young students requires the use of illustrations and authentic materials in all forms, as these elements are essential Vale and Feunteun (2009). Although the book does not specifically mention phrasal verbs, it emphasizes the significance of teaching English to children in a fun and engaging manner.

Similarly, (Camacho, 2011) emphasizes the crucial role of teaching resources in second language acquisition while highlighting the significance of carefully selecting appropriate resources for each student group and learning objective. The use of visual aids in English language instruction has evolved to cater to the changing demands of society over time. During the Middle Ages, instruction of the English language focused on grammar and rhetoric, with manuscripts used to teach reading and writing in English. In the Renaissance, English education expanded to

encompass literature and history, and printed texts were utilized to teach reading and writing in English.

The approach to teaching English as a second language has undergone significant changes over time. Initially, the focus was on literature analysis and reading. Currently, attention is directed towards more alluring and visual teaching materials.

Moreover, humans have felt the need to share knowledge, relying on various means to make it easier to understand what they want to communicate. According to Ricaurte-Quijano and Carli-Álvarez (2016), it is necessary to develop basic cognitive skills, but also to give a remarkable space to information management, ingenuity and conflict resolution in the classroom. "Incorporar una práctica de innovación en los procesos de aprendizaje implica un desafío tanto para la institución educativa como para los docentes y los alumnos" (Ricaurte-Quijano and Carli-Álvarez, 2016, págs. 61-69) In order to ensure the quality of education, it is necessary to introduce resources that make education more receptive, collaborative, practical and enjoyable for students.

Graphical instructional materials are a powerful tool for improving teaching and learning. One of the first examples of graphic teaching aids was the use of drawings and diagrams in the teaching of anatomy in ancient Greece. Since then, a wide variety of graphical instructional resources have been developed, including maps, charts, infographics, diagrams, and photographs. These resources can help students better understand complex concepts, retain information, and become motivated to learn. Today, the use of graphic instructional resources has become increasingly

important due to the growing importance of technology in education. Graphical resources not only make information more attractive and easier to understand, but they also help students retain the information better.

An example of a study that supports the importance of using graphic instructional materials in education is that of Mayer and Moreno (2003) who found that the combination of images and text in instruction increases information retention and improves learning; the results of the study showed that the group that received instruction with graphic instructional materials performed better than the group that received traditional instruction. The researchers found that graphical instructional materials helped students better understand scientific concepts by providing them with a visual representation of the concepts. Another study by Tversky et al.(2002) showed that visual resources such as diagrams are particularly effective in representing complex spatial relationships and improving understanding of abstract concepts, and suggests that animation can be an effective learning tool. but only when used with care. The authors provide a number of guidelines for the effective use of animation that may be helpful to educators considering the use of animation in their classrooms.

The use of graphic resources in education is an ancient practice that is still relevant today; studies have shown that graphic resources are effective in improving learning and information retention. Therefore, it is essential that teachers use these resources in their classrooms to improve the quality of education. According to Kress and Van Leeuwen (2020) in their book "Reading Images: The Grammar of Visual Design," graphic resources can help students better understand English

words and concepts. In addition, another study by Bransford and Johnson (1973), "Considerations in Human Understanding," showed that the use of graphic resources, such as diagrams and concept maps, can help students organize information and improve their ability to remember it.

Phrasal verbs are one of the most challenging areas of learning English because they involve understanding verbs and particles that combine in complex ways to create idiomatic meanings.

1.2 Theoretical basis for using graphical didactic tools in teaching phrasal verbs in the English Language Teaching and Learning Process.

The use of flashcards as a teaching tool for teaching phrasal verbs in the English teaching-learning process is based on the theories of visual learning and cognitive psychology. According to these theories, using images and visual associations helps students remember the meaning and structure of phrasal verbs more effectively than using verbal explanations alone.

Martinez (2018) in his article "The evolution of teaching resources in the teaching of English," concludes that the evolution of teaching resources has been a continuous process that has adapted to changes in theories and methodologies of teaching English. English. The author emphasizes the importance of using a variety of teaching resources so that students can learn in an effective and motivating way. The pictures on the cards help students visualize the meaning of the phrasal verbs, and the organization of the cards makes it easy for students to see the relationship between the key words and their meaning.

Consequently, the use of flashcards also helps students make connections between words and recognize patterns, which allows them to retain and use phrasal verbs in appropriate contexts. Thus, the effectiveness of using flashcards in language learning has been demonstrated in several studies. For example, Tsai and Chen (2010), study used a sample of 100 ESL learners. The students were divided into two groups, one that received flashcard instruction and one that did not receive the same instruction. The results showed that students who received flashcard instruction significantly improved their vocabulary retention and their ability to formulate sentences in English. In another study conducted by Lee and Lim (2016), it was found that the use of flashcards improved students' understanding of phrasal verbs and their ability to use them in appropriate contexts.

1.2.1 Theoretical characterization of the use of graphic resources *Flashcards* in the English teaching-learning process.

Graphic teaching aids can be an effective tool to improve the teaching-learning process of English. Images, mind maps, and other forms of visual representation can help students visualize abstract concepts, improve information retention, and connect concepts more effectively.

According to a recent study by Krashen and Terrell (2021) the use of images in the English classroom can be beneficial to student learning. The authors suggest that images can help students visualize concepts and improve their understanding of language. Similarly, Lee and VanPatten (2022) found that the use of mind maps can be an effective tool for improving information retention and

comprehension when learning English as a second language. The authors suggest that mind maps can help students organize information and connect concepts more effectively.

Additionally, a study by Ellis (2021), suggests that graphic resources may be especially useful for visual learners who learn best through images and visual representations. The authors suggest that graphic resources can help these students remember vocabulary and grammar more effectively.

Tabla 1

Métodos de Enseñanza - Aprendizaje utilizados a nivel global en la adquisición del Idioma Inglés

Método	Definición
Método de Gramática-Traducción (G-T)	"En sus inicios, la traducción tomó fuerza en el entorno pedagógico a través de la implementación del método gramática-traducción (MGT)" (Cortez Godínez & Elenes Lizarraga, 2022, pp. 109-131).
Método Audio-lingual	"El método audio-lingual es un método eficaz para el aprendizaje de la pronunciación y la entonación del idioma inglés" (Bastidas Ruales & Julio Calderón, 2021).
Enfoque comunicativo	"El enfoque comunicativo es el enfoque más adecuado para la enseñanza del idioma inglés en el contexto ecuatoriano" (Espinoza Chiqui & Cortez Ayoví, 2019)
	"El aprendizaje basado en proyectos (ABP) permite a los estudiantes

Aprendizaje basado en proyectos	desarrollar competencias clave como el pensamiento crítico, la resolución de conflictos y la colaboración." (Aguirregabiria Barturen & García Olalla, 2020)

1.3 The Conceptual Basis for the Use of Flashcards as a Teaching Tool for the Teaching of Phrasal Verbs in the English Language Teaching and Learning.

Many phrasal verbs do not have direct equivalents in other languages, which can be a challenge for students who come from different language backgrounds. For this reason, flashcards are a popular tool in language teaching, including teaching Phrasal Verbs in the English teaching/learning process. Flashcards consist of cards with a picture or word on one side and its meaning or an example phrase on the other.

The use of flashcards is an effective tool for teaching phrasal verbs because it allows students to visualize and practice these phrasal verbs in a playful and active way. This can help students improve their retention and comprehension by making it easier to associate the images with the meaning of the verbs. In addition, flashcards can be adapted to different skill levels and used in different contexts, making them a versatile and adaptable tool.

Studies have demonstrated the effectiveness of flashcards in language teaching, including the teaching of Phrasal Verbs in the English teaching-learning process. For example, a study by Liu and Chen (2019) found that the use of flashcards

significantly improved students' performance in the acquisition of phrasal verbs. Therefore, the use of flashcards in teaching Phrasal Verbs is an effective teaching strategy that improves the understanding and production of these terms in English, in addition to promoting students' active and collaborative participation in the learning process.

1.3.1 Criteria for Using Flashcards as a Teaching Tool for Teaching Phrasal Verbs in the Vocabulary Teaching/Learning Process in the English Language Classroom.

Phrasal verbs are an essential element of the English language and are used in a wide variety of communicative contexts, so it is important that students understand and use them fluently. Rundell and Fox (2008) suggest that flashcards need to be used effectively to be most effective. For example, flashcards should be clear and easy to understand. In her "Handbook of Practical Second Language Teaching and Learning" Hinkel (2022) suggests that teachers should focus on the following aspects when teaching phrasal verbs to ESL learners:

- ✓ *Presentation:* Phrasal verbs must be presented in a revealing context so that students can understand their meaning. For example, the teacher can take advantage of phrasal verbs from real text or everyday situations.

- ✓ *Practice:* Students should have opportunities to practice using phrasal verbs in different contexts. For example, ask students to write sentences or paragraphs using the phrasal verbs taught, or to practice speaking using them.

✓ *The Review:* Regular feedback is essential so that students do not forget the Phrasal Verbs they have learned.

Here are some criteria to keep in mind when using flashcards to teach phrasal verbs:

- *Choosing Phrasal Verbs*: The phrasal verbs included in the flashcards should be relevant to the students and should be common and frequently used.

- *Flashcard design:* Flashcards should be attractive and easy to read. They must contain the phrasal verbs, the definition, an example, and/or a picture. The information should be clear and concise.

- *Using Flashcards:* Flashcards can be used in a variety of ways, including pair or group activities, memory games, or individual practice. It is important to vary activities to keep students interested.

- *Integration with other activities:* Flashcards can be used as an integral part of other activities to teach phrasal verbs, such as conversation practice or reading and writing.

On the other hand, a study conducted by Ahmadian and Tahriri (2016) compared the effectiveness of flashcards with a traditional method of teaching phrasal verbs. The traditional method was to provide students with a list of phrasal verbs with their definitions, which the students had to memorize. The results of the study showed that students who used the flashcards performed better on a phrasal verb comprehension test than students who used the traditional method.

Las flashcards pueden ser un recurso didáctico eficaz para ayudar a los estudiantes a aprender el significado y el uso de los phrasal verbs. Las flashcards pueden mostrar a los estudiantes el significado de los phrasal verbs de forma visual y concisa, y pueden utilizarse para crear actividades de práctica que ayuden a los estudiantes a utilizar los phrasal verbs en diferentes contextos. (Cross & Frary, 2016, pp. 69-82)

In conclusion, according to Yang and Tsai (2010) flashcards are an effective tool for teaching phrasal verbs because they allow for personalized instruction. Teachers can adapt instruction to the needs and abilities of each student by creating flashcards with different levels of difficulty. This allows students to progress at their own pace and reinforce their knowledge of phrasal verbs.

1.3.2 Conceptual Features of Using Flashcards as a Teaching Tool for Teaching Phrasal Verbs in the English Language Teaching/Learning Process.

Phrasal verbs are complex verb constructions that combine a verb with one or more additional elements (prepositions or adverbs), which can make them difficult for students to understand and use.

Flashcards provide a fun and effective way to memorize the meaning and use of phrasal verbs and allow students to practice using them in real communication situations. In addition, their use can help improve students' pronunciation and grammar. According to a study by Huang (2019) the use of flashcards in teaching phrasal verbs significantly improves students' ability to remember and apply these terms. The author concluded that the use of flashcards

in teaching Phrasal Verbs is an effective and recommended strategy to improve English language learning.

On the other hand, Yang (2017) points out that the use of flashcards in teaching Phrasal Verbs must be accompanied by an appropriate methodology that includes practice and review activities to consolidate the acquired knowledge. He also recommends that students have the opportunity to use Phrasal Verbs in real communication situations to improve their understanding and application.

1.4 The Contextual Basis for the Use of Flashcards as an Instructional Tool for the Teaching of Phrasal Verbs in the Basic General Education Program in Ecuador.

This section examines the specific context in which the research is being developed, focusing on basic education and previous research related to the Ecuadorian context. A detailed analysis of the characteristics and peculiarities of basic education in Ecuador is provided.

1.4.1 Contextual basis for using flashcards as a tool for teaching phrasal verbs.

The teaching-learning process in Ecuador is based on a series of contexts that include cultural, political, social and economic factors that influence the way the educational process is carried out. From a cultural point of view, education in Ecuador is considered an important tool for the transmission of values and traditions, as well as a way to promote social and cultural cohesion. Rodríguez (2022) determines that the teaching and learning process in Ecuador encounter

several obstacles, including inadequate resources, teachers' lack of preparedness, and high rates of students dropping out of high school.

From a political point of view, education in Ecuador is considered a key factor for the economic and social development of the country. Therefore, the government has implemented a series of educational policies to improve the quality of education and ensure that all students have equal opportunities. From a social perspective, education is seen as a tool for individual development and social progress. Students are expected to acquire skills and knowledge that will enable them to succeed in life and in the labor market.

Therefore, the use of educational materials is fundamental in Ecuadorian education, since it allows teachers to use different resources and strategies to improve the teaching-learning process of students.

The use of instructional materials in Ecuador is a topic that has gained importance in recent years. The Ministry of Education of Ecuador (MINEDUC) has emphasized the importance of using educational materials to improve the quality of education. MINEDUC defines teaching materials as the means that support the development of students' skills and competencies. Alcívar R. (2018) states that teaching materials are an essential resource for student learning and can help to better understand the concepts and skills being taught, to do so in a more attractive and motivating way, and to personalize learning. to adapt it to the individual needs of students.

In their study on the use of teaching materials in the learning of English in Ecuador, Carrillo and Torres (2019) found that the use of diverse teaching materials that meet students' needs significantly improved their academic performance. The authors suggest that teachers should incorporate more teaching materials in their pedagogical practice to enrich the teaching process.

Guamán and Chiluisa (2020) emphasize the importance of using teaching materials that encourage student research and experimentation. According to the authors, this allows students to develop scientific skills and improve their understanding of theoretical concepts. The use of materials is a common practice in Ecuadorian education and is supported by research that demonstrates its effectiveness in improving student learning. Teachers must be creative and use a variety of teaching resources to ensure a dynamic and enriching teaching process.

> Los estudios han demostrado que el uso de recursos didácticos gráficos en el aula de inglés puede tener un impacto positivo en el rendimiento académico de los estudiantes. Los estudiantes que utilizan recursos gráficos obtienen mejores resultados en las pruebas que los estudiantes que no utilizan recursos gráficos. (Serrano, 2021, pp. 17-30)

1.4.2 Diagnosis of the current state of the acquisition of phrasal verbs in an 8th year student of Basic General Education of the Intercultural Bilingual Unit "Kichwakunapak Amawta Yachay".

This section presents the results of the diagnosis made on the subject of the study, a student in the 8th grade of the Basic General Education of the Intercultural

Bilingual Unit "Kichwakunapak Amawta Yachay". The instruments used for data collection were an observation guide and a structured interview.

Analysis of results

The application of the Observation Guide allowed us to obtain the following results:

- There is little interest on the part of the student to acquire new vocabulary due to the number of distracting elements in the classroom and the location of the study subject.

- There is no active participation on the part of the subject of the study due to the excess of students distributed in the classroom.

- The student understands the meaning of certain verbs, but not their correct use.

- The use of teaching aids is very limited and when they are included in the lesson, the student shows enthusiasm for using them.

- The teacher does not usually give feedback, which can have a negative impact on the student's learning.

- Through the structured interview, the following findings were collected:

- The subject of the study claims not to know phrasal verbs. However, he does know the meaning of some.

- The student showed difficulty with the jumbled sentence, consistent with his diagnosis of dyslexia.

- The subject showed dissatisfaction before, during, and after the diagnostic test due to ignorance of the topics presented in the test.

CHAPTER 2

2   Methodological design

This chapter outlines the essential methodological components and provides a detailed explanation of each. Technical terms will be explained upon first use, and the language used is both objective and value-neutral. The text is grammatically correct and adheres to academic conventions, including appropriate citation and footnote style. The structure is clear and logically structured with causal connections between statements. Components include the design type, research methods, and data collection techniques utilized for result analysis. The language used is formal, employing precise word choice while avoiding biased language and colloquialisms.

2.1 Methodological perspective

The present study employs a qualitative paradigm as it provides a valuable approach to comprehending the subjective reality of individuals and social groups. Qualitative research practices are grounded in the theoretical foundations of this paradigm and are applied across a variety of fields.

According to Creswell (2018) the qualitative paradigm posits that reality is subjective and that knowledge is constructed through the interaction between individuals and their surroundings. This is in contrast with the quantitative paradigm, which is rooted in the measurement and quantification of phenomena.

Patton (2015) notes the existence of multiple qualitative approaches to research, such as ethnography, phenomenology, and action research. Each method has its

own advantages and disadvantages; hence it is essential to select the most appropriate approach for the addressed research issue.

Taylor and Bogdan (1998) define qualitative research as a systematic inquiry process that utilizes non-numerical data collection methods for understanding social phenomena. Technical term abbreviations are explained whenever they are initially mentioned. The paper is grammatically correct and free from any punctuation or spelling errors in adherence to the American English standard. Such methods include observation, interviews, and document analysis. Filler words are avoided, and quotes are clearly marked. Furthermore, the language is formal, objective, and value-neutral, with a consistent use of technical terms and common sentence structure.

2.2 Type of research and design

This study employed a pre-experimental, explanatory design to identify the mechanisms that account for the causal relationship between the teaching resource and the acquisition of vocabulary skills in greater detail. The research aims to enhance the understanding of the phenomenon within the 8th Year of Education at the Basic General of the Bilingual Intercultural Educational Unit "Kichwakunapak Amawta Yachay."

Campbell & Stanley (1963) suggest that pre-experimental designs can be beneficial in the research's early stages to explore a new phenomenon or test new ideas. In contrast, Calvo and Morales (2012) examined 25 studies on the link between teaching resources and English vocabulary acquisition performance. The

review's results demonstrated that teaching resources can positively impact vocabulary acquisition performance.

Regarding the hermeneutic phenomenon, (Gadamer, 1997) as well as (Ricoeur, 1981) maintain that interpretation is a dynamic process that involves the participation of the interpreter. The interpreter does not simply receive the meaning of the text, but constructs it through his or her own experience and knowledge.

2.3 Population

In this case study, we examine the implementation of a class system that utilizes graphic teaching resources called "flashcards" in an Intercultural Institution. Our main participant is a 12-year-old adolescent (MS) who is in the 8th year of basic general education at the "Kichwakunapak Amawta Yachay" Intercultural Bilingual Education Unit. The selection of (MS) for this study was due to his inadequate academic performance and requirement of extra assistance in areas such as English vocabulary.

(MS) lives in Machala, where the institution is located. His family is blended and has a middle-class socioeconomic status. Additionally, (MS) has been medically diagnosed with epilepsy, absence seizures, and dyslexia (which are managed by a neuro-pediatrician), as well as a psychopedagogical evaluation report that diagnoses attention deficit and hyperactivity disorder and specific learning disorders.

The graphic-based instructional system is utilized within the family setting, with assistance from the legal representative. (MS) is a chosen participant for academic tutoring based on current performance and potential for improvement.

2.4 Methods

The study employed various theoretical methods, including inductive, logical historical, and systemic approaches, augmented by hermeneutics as a fundamental qualitative research method. On the empirical side, the research utilized the experiment as a research design, as well as pedagogical testing, observation, and interviewing.

2.4.1 Theoretical Level Methods.

We (2013), state that the inductive method is a research methodology that relies on the observation of specific cases to formulate broad conclusions. This technique proves useful for conducting research on vocabulary acquisition in the English classroom, particularly in single-case studies, as it allows researchers to identify patterns and trends pertaining to the performance of individual participants or participant groups.

(Nunguno & Camejo, 2014) explains the historical-logical method, a research approach used to study the historical development of a phenomenon, understand its causes, and trace its evolution. This method is based on the principle that studying the past is crucial to understanding the present. (García J. , 2015) outlines the two stages of the historical-logical method.

Stage 1: Data Collection

In this stage, the researcher collects historical data relevant to the phenomenon being studied.

Stage 2: Data Analysis

During this stage, the researcher examines historical data using logic to ascertain causal connections between historical events.

(Bertalanffy, 1976) concludes that systems constitute the fundamental units of reality, and comprehending system behavior requires considering interactions between components.

(Miranda, 2020) argues that the historical method serves as a valuable tool for social research because it facilitates the understanding of the historical development of social phenomena. In addition to describing and analyzing phenomena, this method seeks to provide comprehensive explanations for them.

The systemic approach, or systems theory, is a scientific research method that has been utilized in social sciences, often unconsciously, according to (De la Peña Consuegra and Velázquez Ávila, 2018, pp. 31-44) Technical abbreviations will be explained upon their initial use, and while technical terminology is employed, it will be presented in plain, comprehensive language. A clear, objective, and value-neutral tone will be maintained without the inclusion of biased, emotive or ornamental language. The language style will be formal, and contractions, colloquial phrases, informal expressions, and excessive jargon will be avoided. By connecting preceding and subsequent statements in a cohesive line of reasoning, the information will flow logically. It is grounded in the premise that complex social phenomena consist of interconnected components. The authors note that the systemic approach presents a challenge when explaining and justifying its use, as it requires a comprehensive approach that considers system interactions and

emergent characteristics. Nevertheless, this approach enables us to gain a more profound and pertinent understanding of the overall operation of social systems.

(Bacon, 1818) asserted that inductive reasoning was the superior method for gaining scientific understanding as it was grounded in factual evidence. Bacon asserted that inductive reasoning was the superior method for gaining scientific understanding as it was grounded in factual evidence. He further argued that this type of reasoning facilitated scientific advancements by allowing researchers to progressively build upon prior knowledge. The inductive method is a reasoning process that begins with specific observations and leads to a general conclusion. It finds application in various fields of knowledge, including science, philosophy, and social research.

(Checkland, 1999) stresses the significance of systems thinking in his book "Systems thinking, systems practice: This approach can aid in comprehending complex systems and identifying potential solutions. Selected readings," highlighting the ability to perceive the world as a series of interconnected systems. Selected readings," highlighting the ability to perceive the world as a series of interconnected systems. To achieve such a perspective, one must understand the causal connections between various elements and utilize a logical structure for their analysis. Objectivity is essential, and the language used should be clear and concise, avoiding ornamental or biased expressions. Additionally, following conventional academic structure and formatting rules, adhering to style guides and being grammatically correct are equally important. Moreover, the author argues that the

application of systems thinking is crucial in comprehending and addressing the intricate issues that confront us currently.

2.4.2 Empirical Methods

(Elcovich, 2017) Hernández Sampieri, Fernández Collado y Baptista Lucio posit that the observation guide functions as a tool that facilitates researchers in organizing their observations systematically. The observation guide should be designed to align with the study's objectives and must include categorizations for observations that enable researchers to amass pertinent data for the study.

Merriam and Kee (2014) argues that utilizing pedagogical testing is advantageous for conducting qualitative research due to its ability to assess participants' learning in an authentic setting.

2.5 Information collection

This research uses a qualitative approach to data analysis. This approach is based on the inductive method, which is a process of drawing general conclusions from specific observations. The inductive method is a flexible approach that allows the researcher to explore a phenomenon without being limited by a preconceived theory. This approach is useful for understanding complex phenomena and developing new theories (Valencia, 2020, págs. 314-317). This approach is useful for understanding complex phenomena and developing new theories.

2.5.1 Tools for the research

Observation Guide

González-González et al. (2022) defend the use of the observation guide to collect data on student behavior in the classroom because it is a valid and reliable

instrument. For this research, an observation guide was used to collect essential information on specific aspects of the teaching-learning process. of the subject of study within the school environment, specifically in the English classroom.

The observation was conducted in a beginner level English class, the subject showed interest in the English class throughout the observation. He also seemed inattentive to the teacher's explanations, participated moderately in the activities, and did not ask any kind of questions even when he seemed confused. He was even less able to understand and use the new vocabulary presented in class, he was not provided with diactic resources, and he was unable to explain the meaning of certain phrasal verbs with precision.

The teacher did not give feedback on the previous lesson and was not able to keep the student's attention during the lesson, although she used group activities and open questions.

Structured Interview

(Yin, 2018) in this book, Yin presents the structured interview as a valid and reliable research method for collecting data in individual case studies. Also, argues that structured interviews allow data to be collected systematically and objectively, which is important for single case studies. (Melia, 1999) presents the structured interview as a valid and reliable research method for collecting data in single case studies. (McCracken, 1988) argues that the structured interview allows data to be collected from the participant's perspective, which is important in single case studies.

A structured interview was used to determine the interviewee's knowledge and skills regarding phrasal verbs in English. The questions were specific and formulated in a clear and concise manner. They are also organized in a logical way so that the interviewee can demonstrate his understanding step by step.

Table 2

Consistency Matrix: Acquisition of Phrasal Verbs

scientific problem	Objectives	Dimensions	Indicators	Tools	Items
How to improve the acquisition of phrasal verbs in an 8th year student of basic General Education of the Intercultural Bilingual Education al Unit "Kichwak unapak	**General objective:** To evaluate the effectiveness of the use of graphic didactic resources for the development of vocabulary in an 8th year student of Basic General Education of the Intercultural Bilingual Unit "Kichwakuna	Design and construction of graphic teaching resources. Implementat ion of the class system. Data collection.	Level of understand ing of phrasal verbs before and after the implement ation of the class system. Skills in using and applying phrasal verbs in different communic	● Observation guide ● Structured interview ● Pedagogical Test	Have you ever heard of phrasal verbs in English? Look at the following image and choose the option that best describes the Phrasal Verb represented. Arrange the words to form

Amawta Yachay"?	pak Amawta Yachay"		ative contexts.		a coherent sentence.
			Improved retention and recall of learned phrasal verbs.		Escoge la palabra correcta que corresponde en el espacio.

Table 3

Guide to classroom observations.

Institution	Unidad Educativa Intercultural Bilingüe "Kichwakunapak Amawta Yachay"
Location of the institution	Marcel Laniado y Avenida de Las Palmeras, Machala, El Oro
Population	A student of 8th Year BGE, Parallel "B"
Observer	Karen Madeleyne Rambay Salazar

Aim		Implement graphic teaching resources that improve the acquisition of phrasal verbs.	
Date:		2023	
№	Aspects to evaluate	YES	NO
1	Does the subject of the study show interest in English class?		
2	Does the study subject actively participate in English class?		
3	Is the study subject capable of understanding and using the new vocabularies?		
4	Does the study subject use graphic teaching resources during English classes?		
5	Does the subject of study understand the importance of		

	including graphic teaching resources as a learning method?		
6	Is the subject of the study able to explain the meaning of certain phrasal verbs accurately?		
7	Is the subject of study capable of applying the new vocabularies in different contexts?		
8	Does the teacher manage to sustain the attention of the subject of study during class?		
9	Does the teacher provide feedback on the vocabulary already learned?		

CHAPTER 3

3   A TEACHING SYSTEM BASED ON THE USE OF FLASHCARDS AS A DIDACTIC TOOL FOR THE DEVELOPMENT OF VOCABULARY.

This section presents a compendium of the most important arguments made by various researchers regarding the class system, in order to make this system known and clarified in a comprehensive manner.

3.1 Theoretical foundations of the teaching system based on using graphic flashcards to develop vocabulary.

This research takes as its theoretical basis the use of instructional materials for vocabulary development. This system is based on several educational theories and principles that support the effectiveness of this methodology for vocabulary development.

Repetition Theory "Repetition is essential for language learning. Flashcards are an effective way of introducing new vocabulary and reviewing learned vocabulary" (Ellis, 2021, pp. 123)

According to (Nation, 2001) flashcards are an effective tool for developing cognitive understanding of vocabulary. Students must associate the words and phrases on the flashcards with their meanings and uses, which helps them understand how the words work. This is a cognitive process, as it requires students to think about the relationships between the words and their meanings.

(Burns, 1998) argues that flashcards can be an effective tool for vocabulary learning, but that it is important to use them constructively. Burns suggests that

students should use flashcards to create their own definitions or examples of words and phrases, as well as to practice pronunciation and writing..

At the same time, it is important to know what a class system consists of, how it works, and how it evolves in relation to the goals set forth in this research.

An instructional system refers to the structure and organization of an education or training program in which instruction is delivered and student learning is guided. This system includes content planning, teaching methodology, learning activities, assessment, and interaction between educators and students. In the context of using flashcards for vocabulary development, a class system can be designed to make the best use of these tools in the educational process.

(Hattie, 2008) ssynthesized the results of more than 800 meta-analyses of student achievement to determine which educational practices and approaches have the greatest impact on learning. Their book, Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement" supports the effectiveness of instructional systems by providing a comprehensive view of which instructional strategies are most effective and how they relate to student achievement.

Deci and Ryan (1985) emphasized the importance of meeting the basic psychological needs of autonomy, competence, and relatedness to promote intrinsic motivation. In "Intrinsic Motivation and Self-Determination in Human Behavior," they argue that when students feel in control of their learning, they are more engaged and enjoy the process more. In the context of vocabulary development, a

classroom system that encourages autonomy and allows students to choose the words they want to learn could increase their motivation.

Brown (2007) presents an interactive approach to language teaching. He focuses on language teaching from a practical and dynamic perspective, encouraging interaction between students and teachers. It addresses basic pedagogical principles and explores how teachers can create effective and stimulating learning environments. Brown emphasizes the importance of adapting teaching strategies to students' specific needs and contexts, and encouraging active participation and authentic communication in the classroom.

The Dual Coding Theory, developed by Paivio (1971) in the early 1970s, proposes that words can be processed and remembered more effectively if they are presented in both verbal and visual forms. According to this theory, flashcards (a combination of verbal and visual representations of a concept) increase the retention and retrieval of information. Following the principles of Dual Coding Theory, flashcards can create relevance by associating words with visual images and increase motivation by encouraging active participation and multisensory stimulation. In addition, results may be more favorable due to improved retention and transfer of learning.

From a pedagogical perspective, the use of flashcards is an effective strategy for supplementing vocabulary instruction in English and other languages. According to (Bruner (2011) flashcards can be seen as tools that promote discovery by allowing students to associate words with images and meanings, which

facilitates the construction of cognitive connections. Vygotsky (2018) on the other hand, emphasizes the role of social support and interaction in learning and states that flashcards can be used collaboratively, where students help each other to remember and understand the words, which reflects the idea of the Next developmental area. Likewise, Freire (1972) advocated for an education that empowers students and fosters critical consciousness, which is why flashcards can be used in a liberating context, allowing students to take an active role in their learning and engage in critical understanding of words and their meanings.

From a didactic point of view, based on Maria Montessori's self-directed learning approach and the use of concrete materials, flashcards can be considered a concrete material that allows students to explore and learn independently. (Dewey, 1977, pp. 53-67) proposed a hierarchy of educational goals, from the most basic to the most complex, and therefore flashcards can address different levels of the taxonomy, allowing students to work on different cognitive goals.

From a sociological point of view, Bourdieu (1997) highlighted how cultural capital, which includes knowledge and skills acquired through education, can influence opportunities and success in society, so a class system using flashcards as a resource can be seen as a way to accumulate cultural capital by allowing students to acquire English vocabulary and skills that can improve their position in a globalized world.

3.1.1 Class scheme features.

An instructional system refers to an organized and structured approach to teaching and learning in an educational environment. This system involves the careful planning of activities, strategies, and resources to facilitate the transfer of knowledge and the development of skills in students. Key features of an instructional system include the establishment of clear learning objectives, the appropriate selection and sequencing of content, the implementation of effective instructional methods, the assessment of student progress, and the ongoing adaptation to individual and group needs. An effective instructional system focuses not only on the delivery of information, but also on the active engagement, participation, and meaningful learning of students.

3.2 Description of the class system based on the use of "flashcards" as a teaching tool to develop English vocabulary.

This section describes the pedagogical approach used in the classes and the different activities integrated with the use of educational materials, especially visual resources.

WEEK 1

CLASS No. 1

Topic: Pedagogical Test - Introduction to Phrasal Verbs and their Meaning.

Aim: To understand what phrasal verbs are and their basic structure. To familiarize the student with the basic concepts of phrasal verbs and their importance in English communication.

Theoretical presentation: Application of the diagnostic test. Explanation of what phrasal verbs is, their structure and meaning.

Use in context: Using flashcards to show visual examples of phrasal verbs in everyday situations.

Practical Activity: Students create their own flashcards of phrasal verbs based on the images provided by the teacher.

Time required: 45 minutes

Pedagogical Test (5 minutes)

Before starting the pedagogical activities, a 5-minute pedagogical evaluation will be carried out. The purpose of this evaluation is to determine the general knowledge of the phrasal verbs of the object of study and then to evaluate, by means of a test of results, whether the educational activities have achieved their objective.

RESOURCES

- Blackboard
- Bookmarks
- Pictures

- Pens

CLASS No. 2

Topic: Exploring the meanings and uses of phrasal verbs.

Aim: To study the meanings and uses of phrasal verbs and their application in different contexts of daily life.

Time required: 40 Minutes

A quick recap: Review what was learned in the previous class.

Exploring meanings: Use flashcards to present the meaning of phrasal verbs and examples of usage.

Practical application: The student identifies the meaning of certain phrasal verbs and uses flashcards to build sentences using them.

The class begins with a brief review of the concepts and phrasal verbs learned in the previous lesson. This helps ensure that the student has a solid foundation before moving forward. Active student participation is encouraged to help students identify the meanings of the phrasal verbs and to suggest additional examples.

RESOURCES

- Blackboard

- Bookmarks

- Paper and pencils

- Flashcards

CLASS No. 3

Topic: Use in everyday conversations and expressions

Aim: To teach the student how phrasal verbs are used in everyday conversation and expressions.

Time required: 45 Minutes

A quick recap: Review of the Phrasal Verbs that were learned in the previous classes.

Examples in dialogues: Use of flashcards to create simulated dialogues in which the student practices using phrasal verbs in conversation.

Create Situations: The student creates everyday situations and uses phrasal verbs to describe how they would communicate in those situations.

This course focuses on the practical use of phrasal verbs in conversational and everyday situations. Students will practice by creating their own situations, allowing them to develop more effective communication skills in English.

RESOURCES

- Blackboard

- Bookmarks

- Flashcards

WEEK 2

CLASS No.4

Topic: Application in Reading and Writing

Aim: Help the student to use phrasal verbs in the reading and writing of the English language.

Time required: 50 Minutes

A quick recap: Review of the phrasal verbs and concepts that were learned in the previous classes.

Reading and Analysis: The student reads a text containing phrasal verbs and discusses their meaning in context.

Writing: The student completes a gap-filling activity about daily life in which they have to find several phrasal verbs.

The main topic of the class will be introduced, the student will read a carefully selected text containing phrasal verbs. After reading, the student will

discuss the meaning of the phrasal verbs in the context of the text. The student will analyze how these verbs contribute to overall reading comprehension.

After the reading and discussion, the student will complete a gap-filling activity about daily life, using various phrasal verbs as appropriate. This will encourage the practical application of what has been learned in everyday writing situations.

This course focuses on the practical use of Phrasal Verbs in reading and writing in English, which will help the student to improve their comprehension and writing skills in more formal contexts.

RESOURCES

- Blackboard

- Bookmarks

- Flashcards
  (20 minutes) Test Results

CHAPTER 4

4   EVALUATION OF THE RESULTS OBTAINED THROUGH THE APPLICATION OF A TEACHING SYSTEM USING GRAPHIC TEACHING AIDS "FLASHCARDS" IN ENGLISH VOCABULARY.

This chapter presents the results obtained by implementing educational activities through the class system aimed at enriching the vocabulary of phrasal verbs in English in an eighth-grade student of the Intercultural Bilingual Unit "Kichwakunapak Amawta Yachay" during the school year 2023. These activities were conducted on August 16, 17, 18, and 21 using a case study type pre-experimental design approach.

4.1 Describe the Class System Application.

After the instructional system was developed and used to teach phrasal verbs to the study subject using flashcards, the effectiveness of this system was evaluated through an outcome test.

WEEK 1: Lesson 1 - Theory and Practical Introduction

On Wednesday, August 16, from 4:00 p.m. to 5:00 p.m., the first class was introduced to the 8th grade student, parallel "A", who was already accustomed to the examiner. The topic was presented and the concept and meaning of phrasal verbs was explained. The teacher provided several pictures in the form of a sheet with the corresponding verbs in English; this visual presentation helps the student to understand the meanings of phrasal verbs in an easier and more effective way. The student looked at the pictures and proceeded to cut them out and paste them on

foam as part of the practical contribution of the class, the meanings of each verb were investigated and sentences were worked on to contextualize the newly acquired information. The student showed interest during the practical part of the lesson and actively participated in the theoretical part.

WEEK 1: Lesson 2 - Exploring the Meanings and Uses of Phrasal Verbs.

On Thursday, August 17, the second class was held. Before introducing the content of the lesson, a review of what was learned in the previous class was carried out. The examiner proceeded to write the previously taught phrasal verbs on the board and the student wrote the meaning in Spanish of each of them, showing enthusiasm for having remembered most of the verbs. New verbs were provided and meanings were discussed and the student was asked to create sentences about their daily routine using the new verbs learned.

WEEK 1: Lesson 3 - Using Phrasal Verbs in Everyday Conversations

Within the scenario of the third class, which was held on Friday, August 18th in the afternoon, an introductory informative video was shown to clarify the correct pronunciation and to capture the interest of the students. The practical contribution was applied, which consisted of everyday contexts to develop more sentences and thus develop communicative skills in English.

WEEK 2: Lesson 4 – Applying the Results Test through reading and writing exercises.

On Monday, August 21, the class system created for the implementation of flashcards for the acquisition of phrasal verbs in the subject studied will be completed. A brief review of all that was learned in the previous lessons was done and the student proceeded to develop the result test, which consisted of a short-guided reading and a gap-fill type activity.

4.2 Results of the Application of the Structured Interview in a Student of the 8th Year of Basic General Education of the Intercultural Bilingual Educational Unit "Kichwakunapak Amawta Yachay".

The application of a structured interview to a 12-year-old adolescent student who describes his academic performance as a general means suggests that the student is dissatisfied with the dynamics of his classes. The student's lack of specific knowledge of phrasal verbs is evident, as is how his specific learning disability limits his development in certain written activities. The student shows genuine enthusiasm in working with his own flashcards and follows the researcher's instructions without mishap.

The subject of the study affirms that his classes would be more enjoyable if all of his teachers implemented the materials in each of their respective classes. In addition, he appreciates the opportunity provided by the additional mentoring.

4.3 Results obtained from the application of the class system in a student of the 8th grade of the Basic General Education of the Intercultural Bilingual Educational Unit "Kichwakunapak Amawta Yachay".

The results of this study suggest that the instructional system based on the use of flashcards is effective in improving the learning of phrasal verbs in the English classroom. The student who participated in the study showed a significant improvement in his knowledge of phrasal verbs after being taught with the proposed system.

These results are significant because they show that the use of flashcards can be an effective strategy to help students learn phrasal verbs. Flashcards can help students acquire the meaning of phrasal verbs, practice their pronunciation, and associate phrasal verbs with familiar images and concepts.

By implementing a classroom system using flashcards as a teaching tool, it was possible to discover that:

➢ According to the students, working on the development of their own teaching material helped them to learn in an optimal and pleasant way.
➢ The class system seems to have contributed to increasing their vocabulary of phrasal verbs.
➢ The student states that he would like his teachers of other subjects to use graphic teaching aids in their classes.
➢ The student believes that it is easier to learn vocabulary when visual materials are included in the classroom.

4.4 Discussion and analysis

Considering that the system of teaching with graphic didactic resources has aroused the student's interest in learning English, the student finds that learning with graphic didactic resources allows him to acquire knowledge and vocabulary in a natural way.

In addition, to improving his vocabulary, Flashcards allowed him to practice and develop his English skills in a more relaxed way. He also showed greater participation, demonstrating how valuable these teaching tools can be.

Uchihara et al. (2020) in this study found that flashcards are an effective tool for vocabulary learning, but that their effectiveness depends on several factors, such as the age of the student, the level of language proficiency, and the teaching method used.

5. CONCLUSIONS

Based on the objectives established in this study:

✓ Graphic organizers are an effective way to enhance learning for students in basic education. They can help students better understand abstract concepts, develop their critical and creative thinking skills, and increase their motivation to learn.

✓ A teaching system has been developed based on the use of graphic teaching aids that respond to the specific needs of the student. This system is designed to promote meaningful learning and increase students' motivation to learn.

✓ It was verified that the use of flashcards as an instructional tool for teaching phrasal verbs is a strategy adaptable to different educational contexts, and the students showed significant progress in their understanding and use of phrasal verbs in everyday contexts.

6. SUGGESTIONS AND RECOMMENDATIONS

- Regular practice and constant feedback are necessary to improve vocabulary acquisition.

- In addition to showing flashcards and asking students to say the corresponding word, using other methods to keep students' attention, such as involving them in the development of their own teaching materials, can help to keep students' attention and improve their understanding of the topics presented in class.

- Creating your own flashcards will help you better understand the meaning and use of phrasal verbs and apply them in different contexts. Don't limit yourself to just looking at the flashcards, practice with games, activities and exercises will provide a better understanding of the vocabulary studied.

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APPENDIX 1

STRUCTURED INTERVIEW
Fecha:

¿Has oído alguna vez sobre los phrasal verbs en inglés?

_____

_____

_____

Observa la siguiente imagen y elige la opción que mejor describe el Phrasal Verb representado:

a) wake up
b) take off
c) fall asleep
d) put on

Ordena las palabras para formar una oración coherente: "always" / "I" / "my" / "shoes" / "before" / "put" / "on"

a) I always put on my shoes before.
b) Always I put my shoes on before.
c) I always put my shoes on before. d) I put always on my shoes before.

Escoge la palabra correcta que corresponde en el espacio.

¿Can you_____the light? It's too dark in here.
a) turn up
b) turn off
c) turn on
d) turn in

Elige la opción correcta para cada pregunta.

What time do you usually _____ to go to school?

a) get up
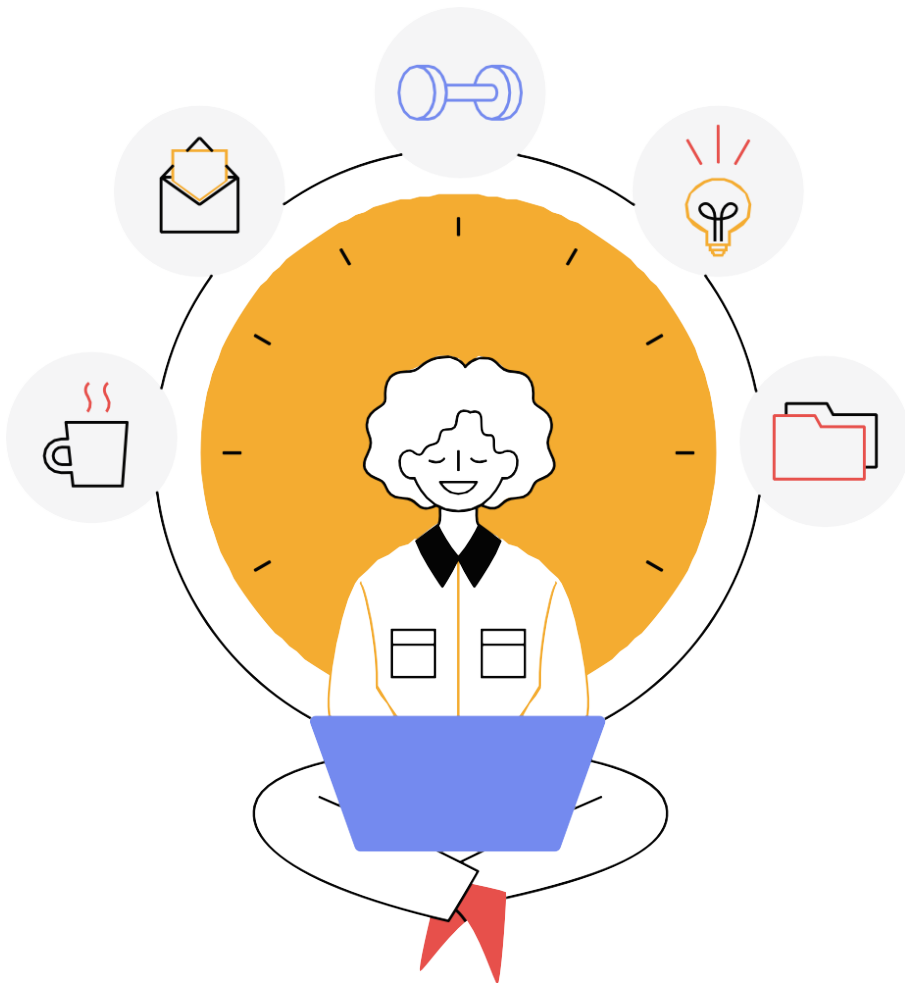b) get off
c) get on
d) get in

APPENDIX 2

TEST RESULTS

Objective:

To evaluate the effectiveness of the use of graphic teaching r esources for the development of vocabulary in an 8th year stu dent of Basic General Education of the Intercultural Bilingual Unit "Kichwakunapak Amawta Yachay".

Instructions:

- Read the text about daily routine.
- Find the daily routine phrasal verbs that ap
- pear in the text.Fill in the blanks with the c orrect phrasal verbs.

Activity 1

Guided reading

	Winston's alarm clock rings at 7:00 AM. He gets up from bedand sits on the edge, rubbing his eyes."Wow, what a dream!"he thinks. He gets up and goes to the bathroom to wash his face andbrush his teeth.
	Then, he gets dressed and goes downstairs to the kitchen tohave breakfast. After breakfast, Winston gets ready to go to school. He puts on his coat and hat and leaves home.
	The walk to school is short, but Winston always takes his time.He likes to look at the trees and flowers around him. When he gets to school, Winston greets his friends and heads to his classroom. Classes start at 8:00 AM and end at 3:00 PM. Afterschool, Winston returns home.
	At home, Winston eats lunch and then does his homework. After finishing his homework, Winston decides to go to the gym to work out. Winston works out for an hour and then showers. After showering, Winston has dinner with his family. Then, he relaxes by watching TV or reading a book.

| | At 10:00 PM, Winston goes to bed. He lies down and fallsasleep quickly. |

Activity 2

Practical contribution

1. I wake up at 7:00 am every day. I get out of bed and

    ___.

2. Then, I go to the kitchen to_____.

3. After breakfast, I_____and_____.

4. Then, I_____for work.

5. I_____the house at 8:00 am and_____at 8:30 am.

APPENDIX 3

Eat out

Turn off

Stay in

Get up

Work out

Get dressed

Significado:
comer fuera
Ejemplo:
We're going to eat out tonight.

Significado:
Apagar
Ejemplo:
Don't forget to turn off the lights before you go to bed.

Significado:
Quedarse en casa
Ejemplo:
I'm going to stay in tonight and watch movie.

Significado:
Levantarse

Ejemplo:
I get up at 7am every day.

Significado:
Hacer ejercicio
Ejemplo:
I'm going to work out at the gym after work.

Significado:
Vestirse
Ejemplo
the children got dressed and went to school.