



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**System of activities using flashcards as a didactic resource to improve
vocabulary acquisition**

**VIÑAMAGUA ESPINOZA GENESIS ARLETH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**LOYOLA PILLAJO ELSA LUCIA
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CHAMBA ZAMBRANO JONH MARCELO

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SYSTEM OF ACTIVITIES USING FLASH CARDS AS A DIDACTIC RESOURCE TO IMPROVE ACQUISITION OF ENGLISH VOCABULARY

por Loyola Elsa Viñamagua Genesis

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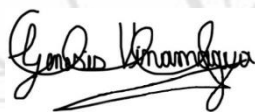
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DEDICATORY

I dedicate this work to God for the wisdom granted to me during this long journey, to my parents, Kléber and Lucia, who have been my inexhaustible source of support, to my brothers and nephews for always giving me a hand at all times, and I also want to dedicate it to my grandmother, who accompanies me from heaven. To my lifelong best friends, Cindy, Anamileth, and Daniela, who have given me motivation in every step of my life.

Elsa Lucia Loyola Pillajo

I dedicate this work to God, my parents who gave me unconditional support both financially and morally, I also dedicate this goal to my husband who was from day one supporting me and who along the way, motivated me and gave me the impulse to follow my university career, as well as my classmates and teachers for being a fundamental guide during all these years, I thank them for giving me this opportunity of life.

Génesis Arleth Viñamagua Espinoza

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RESUMEN

Esta tesis se centra en mejorar la adquisición de vocabulario mediante la implementación de un sistema de actividades utilizando flash cards como recurso didáctico. Siguiendo una perspectiva cuantitativa positivista, bajo un diseño experimental, se abordan las carencias identificadas en el léxico de los 30 estudiantes de segundo año de bachillerato paralelo “A” del colegio de bachillerato “Carmen Mora de Encalada”. Se considero el uso de métodos teóricos para fundamentar el objeto de estudio, también se utilizó métodos empíricos para obtener resultados detallados sobre el nivel académico de los estudiantes. Luego se aplicó un post-test como instrumento de evaluación, confirmando que el uso de flash cards como recurso didáctico, contribuye de manera positiva al desarrollo léxico y al aprendizaje del idioma inglés. Este impacto positivo se atribuye a la estrategia de memorización y repetición, facilitada por un sistema de actividades interactivas y creativas integradas en el entorno educativo.

Palabras Claves: Flash Cards, Vocabulario, Recurso Didáctico, Sistema de Actividades

ABSTRACT

This thesis focuses on improving vocabulary acquisition through the implementation of system of activities using flash cards as a didactic resource. Following a positivist quantitative perspective, under an experimental design, it approaches the deficiencies identified in the lexical of 30 second baccalaureate parallel “A” students from Colegio de Bachillerato “Carmen Mora de Encalada. The use of theoretical methods was considered to support the object of study, and empirical methods were also used as evaluation instruments to obtain detailed results on the academic level of the students, confirming that the use of flash cards as a didactic resource contributes positively to lexical development and English language learning. se of flash cards as a didactic resource contributes positively to lexical development and English learning. This positive impact is attributed to the memorization and repetition strategy facilitated by a system of interactive and creative activities integrated into educational setting.

Key Words: Flash card, Vocabulary, Didactic Resource, Activity System

INTRODUCTION

Currently, the English language proficiency has become a human necessity, both in the workplace and in the academic and social sphere, especially considering that we live in a

globalized society. However, the teaching and learning process can be orthodox, due to the paucity of methods, innovative techniques and strategies that enable the development of cognitive and sociolinguistic skills.

The English language learning is spread all over the world, even in countries where English is not an official language, such as the Netherlands or Sweden, so that by word concession the foreign language has been called the language of international communication (Chavez et al, 2017). In the case of Latin America, education focused on English language learning which has been progressively implemented within the curricula, since a good command of the English language requires social interaction.

It is important that, in Ecuador, the command of the English language at the EGBS level is not satisfactory; on the other hand, English teachers do not have the necessary sociolinguistic competencies, which is an influential factor in the problem. This leads to a limited teaching and learning process for the students.

In this regard, it is important to point out the difficulties that students face at the moment of practicing their command of the English language, due to the fact that they do not have enough vocabulary, hindering them from developing their cognitive skills adequately. It is a fact that the acquisition of new English words should be fundamental in the teaching-learning process. However, educational institutions do not give enough importance to the subject, which leads students not to manage a basic vocabulary in their lexicon.

Lexical acquisition is not only adding new words to our vocabulary, it means that the student can make use of these words to express ideas and apply them in everyday life contexts. However, students are not interested in learning new words, according to Alcaraz (2021) who states that there are influential factors that hinder lexical acquisition, which are their grammatical category or the length of the word.

In addition, students have difficulty connecting words and forming sentences, which impedes the development of productive issues, namely writing and speaking skills. Referring to this, it is known that students make spelling mistakes when performing any writing activity, this is why emphasis should be placed on spelling when teaching vocabulary on this regard. Heredia (2021), expresses that “spelling is the ability that an individual has to form words with their corresponding letters and in the correct order” (p. 8).

In high school education, teachers generally do not focus emphasized activities on the importance of vocabulary acquisition, nor do they make use of them in real contexts, because of this, student cannot master the English Language according to their level, this means that most of the responsibility leads on the teachers’ shoulder, since they are ones who must make use of methodologies and teaching strategies for students to have a good performance in their learning.

The following limitations were observed of 30 second baccalaureate parallel “A” students from Colegio de Bachillerato “Carmen Mora de Encalada”:

- Students show a very limited rank of vocabulary for their level.
- Students evince spelling errors.
- Students utter words incorrectly when expressing themselves.
- Students seem not to be familiarized with didactic activities.

These limitations lead to set the scientific problem: how to improve the acquisition of vocabulary of English for 30 second baccalaureate parallel “A” students from Colegio de Bachillerato “Carmen Mora de Encalada”?

The possible cause include:

- The teacher does not prioritize the teaching of English vocabulary over other topics.

- The teacher does not emphasize spelling mistakes or pronunciation.
- Students lack motivation to learn English.
- The lack of didactic resources on the part of the teacher.

According to the problem of research, the objective of study of this work is the process of teaching and learning of the English language in high school.

Consequently, the general objective of the research is to implement a series of didactic activities with the use of flash cards to improve the acquisition of vocabulary in 30 second baccalaureate parallel “A” students from Colegio de Bachillerato “Carmen Mora de Encalada”.

This is delimited in the field of action, the use of didactic resources for the teaching of English:

Specific Objectives:

- To provide a theoretical basis for the use of didactic resources in the teaching learning process of English language in reference to vocabulary acquisition.
- To diagnose the level of English vocabulary of the students through a quick test.
- To design a system of activities using the Flash Cards Strategy for the development of English Vocabulary.
- To evaluate the effectiveness of the activity system based on the use of flash cards to improve English vocabulary acquisition.

Consequently, the scientific hypothesis is stated and mentions that: the implementation of the system of activities based on the use of the previously mentioned didactic resource will contribute to the improvement of the acquisition of vocabulary in 30 second baccalaureate parallel “A” students from Colegio de Bachillerato “Carmen Mora de Encalada”.

Regarding the hypothesis, the relationship between two variables is as follows:

The independent variable is the application of a system of classes by using the didactic resource of Flash Cards which deals with: a small space of paper that hold key words or phrases with their respective meaning in a creative way, which is related to specific topics studied in each unit.

The dependent variable entails the improvement of the specific vocabulary of the English language defined as: the acquisition of words with their respective meanings using memorization based on the English language.

In order to complete the objective of this research work, a quantitative research will be developed under an experimental design. The research population was considered to 30 second baccalaureate parallel “A” students from Colegio de Bachillerato “Carmen Mora de Encalada”.

Therefore, the research encompasses theoretical methods such as the historical-logical and synthetic analytical methods, and in reference to the empirical level, procedures such as observation, deduction and induction are used. In terms of techniques, data collection, document and content analysis are reflected.

It is of vital importance to carry out this research since the problem related to the acquisition of vocabulary in English is quite worrying and a negative influence within the teaching and learning process of the learners when developing linguistic skills in the target language, in this case the English language.

In this context, the research aims to contribute with a dynamic and novel technique for the development of vocabulary, so that students can remember the words or phrases that are studied daily, which will allow them to improve their level and in turn have a good command of the English language.

From the perspective of practicality, providing a system of activities based on memorization and repetition for the acquisition of vocabulary, as well as the application of the

forementioned didactic resource will facilitate the creativity of the teacher to carry out the teaching process successfully, since it will be a feasible way for students to improve vocabulary acquisition.

The structure of this research is composed of an introduction that details an overview of the work, the theoretical design of the research, and also contextualizes the problem, exposing the scientific fact, causes, formulation of the problem, general objective, specific objectives and future contributions of the research. Subsequently, the first chapter is composed of the theoretical framework with the background of the research, the theoretical, conceptual and contextual bases and the sociological, epistemological, psychological, pedagogical and legal foundation.

Regarding the second chapter, it is the methodological framework detailing the methodology used in this research, which develops the methodological design, type of research, population and sample, operationalization of variables, research methods, techniques and empirical instruments used in the research. The following chapter details the pedagogical proposal; finally, the fourth chapter explains the results obtained during the research, conclusions and recommendations, and the bibliographical support, annexes and evidence of the research work.

CHAPTER I. THEORETICAL UNDERPINNINGS OF THE USE OF FLASH CARDS AS A STRATEGY FOR VOCABULARY ACQUISITION

This first chapter contains the theoretical framework that includes the background, theoretical bases and conceptual and contextual foundations of this research, referring to the teaching of foreign language at the higher basic education level oriented to the acquisition of vocabulary.

1.1 Historical evolution of teaching resources in the teaching-learning process of English language for vocabulary acquisition

Throughout the years, the teaching-learning process of the English language has been transcendental, because it is one of the most important languages worldwide, since it allows to communicate anywhere in the world with ease. Therefore, for the mastery of the foreign language, methods and resources have been used based on the needs that have manifested as time goes by.

First stage corresponding to the 18th century and 19th century.

At the end of 18th century, the grammatical translation method was used in the teaching and learning process as a feasible way, Richards & Rogers (1986), considered it as a deductive procedure, which made use of resources such as printed texts and memorization, the student had to learn grammatical rules and vocabulary, which were the put into practice through translation activities (Cañarte et al., 2013).

Consequently, in Europe at the beginning of the 19th century English language learning was implemented by means of memoristic resources which were projected under the grammatical translation method. However, this generated a lot of criticism because the ideologies of behaviorism did not accept the acquisition of language based on grammatical paradigms, due to this schools began to involve innovative systems in reference to the mastery of the English language (Fernández, 2011). Given this point, another reason that drove the teaching-learning of the English language through other resources was due to the increased trade relations between Europe and North America at that time.

Krashen & Terrel (1983), stated that vocabulary is a successful means for the mastery of the English language; therefore, educational institutions used the dictionary as a didactic resource, since it was considered a practical strategy for learners to achieve progress on their own in relation to the foreign language (Fernandez, 2011).

However, at the beginning of the 20th century the English language teaching process was focused on pronunciation through the use of repetition in a way that gave priority to the target language. This resource emerged through the direct method which was characterized to support the speaking, the teacher developed a series of questions to students, they responded with phrases and vocabulary previously seen which were related to situations of their daily life (Cañarte et al., 2013).

Second stage corresponding to 20th and 21st century

In Madrid in 1928 the International Spanish School was created where several languages such as Spanish, French, German and English were taught. In this institution languages were taught by means of pedagogical resources such as magazines, posters, or stories. Its students studied them from an early age, since it was considered a means of communication and not just a curricular subject (Fernandez, 2011).

On the other hand, in the mid-20th century with the arrival of Second World War, the Audio Linguistics method emerged specifically in the United States because the military had the need to master a foreign language in order to communicate; therefore, teachers made use of dialogue as a didactic resource in order to prioritize the development of listening & speaking skills, exercises that were a representation of real life and were applied through daily practice (Bueno & Martinez, 2002).

As a result, English language acquisition continued to be applied with the help of audiovisual resources, so that the student could develop listening skills with the help of recordings; in addition to that, they could read and watch illustrated texts in order to support cognitive skills (Alcalde, 2011). Consequently, radio became popular as a technique for teaching English language learning, since through these medium students could practice the intonation, rhythm and phonetics of words (Fernandez, 2011).

The Alhambra publishing house in 1950 made public a course entitled “English on the radio” which consisted of transmitting weekly lessons with topics of everyday life which were also adapted to Spanish, so that listeners could listen to these conversations in order to complement their learning already acquired in relation to the English language (Fernandez, 2011).

Additionally, another audiovisual resource is the flash cards, Strichart (1994) expresses that the visual representation of didactic cards allows remembering and retaining information in the long term; thanks to this, students could learn with ease (Peñafiel, 2019). With respect to this, the use of this resource is influential in the process of teaching and learning English, since it manages to attract the attention of the students, through colorful silhouettes with short phrases allowing them to understand the idea quickly and effectively. (Gonzalez, 2013).

It is worth mentioning that teachers are required to implement didactic material to persuade students about language acquisition; for this reason, when developing their curricula, they must integrate innovative teaching strategies such as flash cards, since it is a support that encourages interaction with the foreign language, allowing students to develop their cognitive skills (Vargas, 2018).

In relation to the above, for the acquisition of English language teachers are a fundamental piece because they are motivating guides in the teaching process. In Ecuador, the teaching of the English language has become mandatory, since it was previously considered an optional subject; therefore, the government has conducted training so that teachers can achieve an adequate level to carry out the teaching-learning process effectively (Parraga et al., 2022).

Currently, didactic resources are in constant evolution according to the need established in educational policies and in relation to the cultural aspects of learning this language. Regarding the acquisition of vocabulary, the use of flash cards as an effective pedagogical tool

to promote the learning of new vocabulary and in turn develop their learning skills involved in the mastery of the English language is relevant.

1.2 Conceptual characteristics of the use of didactic resources for the acquisition of vocabulary in the English language.

The ways of learning English language are varied since they are associated with didactic methods and resources which promote the acquisition of the foreign language. According to Topanta (2018), “teaching materials must meet certain features: they must be readable and safe, they must be good quality materials, they must comprise varied designs, they must provide clear and concise information” (p. 14).

Therefore, in the process of teaching and learning English, teachers should use several active and functional didactic resources focused on assisting the student to build meaningful learning. These resources are aimed at helping students develop communicative competencies, as well as, allowing them to interact with their peers with greater fluency (Huambaguete, 2011).

For the above mentioned, the didactic material used to carry out the teaching-learning process will allow students to achieve mastery of their skills, in the same way, the pedagogical tools must be related to learning style which will influence the academic and social environment of each student. Given its importance, students will show interest in learning English language with ease.

1.2.1 The teaching-learning process of English language in higher basic education.

English language teaching is constantly evolving due to the educational process in which teachers can use methods and techniques according to learning styles of students. Didactic strategies in teaching-learning process function as mediators between learning content and cognitive competencies to enhance English language acquisition (Gutiérrez, 2018).

On the other hand, as a result of the health pandemic in 2020 technology has been an influential factor in the English language teaching process in higher basic education, which has given rise to new learning systems. Currently, teachers have been forced to make use of digital

platforms, such as Zoom, Moodle, EVA, Google classroom, where students can interact and have been taught during their teaching and learning process of English language (Llano, 2022).

Consequently, these new systems have prompted teachers to include didactic methods and strategies in their curricular planning in order to promote English language acquisition (Llano, 2022). Research supports that the adequate selection of curricular materials are key factors for the construction of knowledge, as well as to enhance linguistic competencies in the study of foreign language.

The new methodologies and didactic strategies that are used in basic higher education have led the student to be the protagonist in the educational process, since the teacher becomes a facilitator guide of activities and in turn the process, with the aim that students see the English languages as a communication tool and not just as an optional subject (Ponce et al., 2019).

In this sense, the use of didactic resources in the classroom is a tool; therefore, achieving the development of skills that allow an adequate lexical evolution involves the use of flash cards recognizing that within the different skills involved in the mastery of foreign language its essential to acquire new vocabulary progressively, which involves selecting good teaching materials that are attractive and dynamic for students.

1.2.2 Theoretical characteristics of the use of didactic resources in the teaching-learning process of English language.

During the teaching-learning process of English language, the aim is to develop competencies and skills related to the foreign language. For this reason, teachers use methods, curricular materials and didactic resources as facilitating means for students to reach and adequate level of mastery of English language.

The use of didactic pedagogical resources for teaching English is considered of vital importance, since it is an introductory bridge to new knowledge it also promotes participation and discussion among students (Gonzalez & Peña, 2020). This allows students to support their sociolinguistic skills by being in contact with the target language.

Therefore, teachers should use curricular materials and didactic resources that motivate students to learn a new language. Madrid (2001) states that curricular materials provide an approximation between reality and what is required to teach students, as well as, contribute to a better insertion of learnings and attitude formation.

Thus, English language teaching and learning process should include didactic strategies capable of allowing the student to incorporate new words in order to achieve a good command of language. The use of flash card can contribute to the increase of lexical competence, it allows students to select new words to be studied and include them in exercises related to the real context (Kusumawardhani, 2019).

It should be emphasized that flash cards can be elaborated under the creativity of the teacher and student, to help expand their vocabulary and enrich the sociolinguistic skills of students. Kusumawardhani (2019), said that “the flashcard is one of the simplest and effective teaching materials for teaching, due to the fact that one is full colored pictures which attractive for students” (p. 36).

Additionally, flash cards as didactic resources are very useful for the acquisition of vocabulary in the English language, since they contain silhouettes, vowels, words or phrases, and even questions which enable students to easily remember the information provided (Gonzales, 2013). Likewise, these learning cards allow the teacher to identify need that students may present, so that this resource will help improve the teaching and learning process.

According to the above mentioned, flash cards or also called learning cards can be used according to the activities programmed by teachers in their study plan, either individually or in teams. Given this point, students’ collaboration is encouraged, as well as, improving pronunciation and enhancing students’ cognitive skills (Palacios, 2022).

This didactic resource can be easily used on both sides; that is, on the front side a noun can be written and on the back side the meaning of the noun which allows students to enhance

their retentiveness (Gonzales, 2013). It is worth mentioning that the teacher can apply the flash cards as many times as necessary in different activities.

Therefore, the use of flash cards within English language teaching and learning process influences the development of students' cognitive skills, besides being a didactic resource that favors the acquisition of English language in students it also contributes to the teacher's study plan, since it allows him/her to conduct the class in motivated and innovative environment.

1.2.3 Vocabulary acquisition in English language teaching-learning process.

English language learning is focused on development of the four skills of writing, reading, listening and speaking, and for the mastery of each of them it is necessary for the student to master a varied vocabulary of the target language.

Vocabulary within the teaching-learning process of English language is fundamental, since students can express their own ideas with ease. Calle (2022) said that vocabulary includes different kinds of words, such as verbs, nouns, adjectives, phrasal verbs, prepositions, etc. which are the main elements for the elaboration of grammatical structures and in turn for communicative situations.

Respect to the above, vocabulary can be generally defined as all the words of the target language; therefore, in the learning process the student acquires vocabulary knowledge which allows him/her to build his/her own style of academic training. Consequently, teachers must choose which words are appropriate for the insertion of the target language in the teaching-learning process (Calle, 2022).

Furthermore, for the acquisition of vocabulary of English language several aspects are considered, such as spelling, since the correct writing of words allows to have a correct representation of systems of the language; therefore, the determined study of the lexicon allows to achieve mastery of English language. Rodriguez (2017) points out that when students know

the rules of words they contribute to the growth of vocabulary, since it provides countless options when expressing some idea.

Similarly, vocabulary is not only limited to the memorization of word, since it also focuses on accurate pronunciation of them. Because it represents the morphology itself which is a significant knowledge in terms of mastering English language, it also contributes to the improvement of spelling for the elaboration of words or phrase that students need to express (Rodriguez, 2017).

Nevertheless, teachers do not recognize the influence that the teaching of vocabulary brings to the acquisition of English language, since it allows the comprehension of language with greater ease (Calle, 2022). In the same way, it potentiates the development of student's cognitive skills and abilities; therefore, in educational institutions the use of didactic methods and resources will facilitate the teaching and learning process of English language.

According to the above, acquiring vocabulary is an important factor in teaching and learning process of English language because it provides knowledge in terms of English language and in turn enhances linguistic skills. The students will have a good command of foreign language, since they will be able to understand more fluently when they need to communicate through English language.

1.3 Contextual characterization of the teaching-learning process of English language.

1.3.1 Contextual characteristics of teaching-learning process of English in Ecuador.

Previously, in Ecuador; the English language learning was not considered important within the Ecuadorian educational curriculum, it was handled as a filler subject. Consequently, the Ministry of Education has been in charge of promoting English language learning within educational institutions, thus a variety of programs have been created for teaching learning of English language (Alvarado et al., 2021).

For the teaching-learning process of the foreign language in Ecuador has eventually transcended a notorious change was in 2011, in the Curricular Reform where the curricula of subjects were modified with the intention of improving the teaching system of English as a foreign language (Peña, 2019).

Additionally, Ministerial agreement 0041-14 established that for the teaching of English language subject, 5 hours per week should be assigned within the curriculum, which was applied from the eighth year of basic general education (Peña, 2019). Consequently, for teaching-learning process, the teacher must manage appropriate didactic methods and techniques that can be used within this teaching load to obtain favorable results in terms of English language.

As a result, one of the main guidelines within the new reforms was to evaluate teachers through the international TOEFL test which measure the level of English language skills and competencies. The results of the test showed that teachers lack the linguistic level in relation to English language. In 2016, the Higher Education Council established regulations that university students must comply with; for third level degree, they must have a B2 level according to the Common European Framework (Peña, 2019).

Consequently, the English language and learning process in the city of Machala, El Oro, the level of mastery of the foreign language is insufficient. Due to the lack of methodologies, curricular material and didactic resources which prevents an appropriate teaching and learning process, therefore, students are not able to develop the linguistics and cognitive competencies of students (Santiesteban, 2023).

Because of this, the National Government has been devoted more than a decade to promote the teaching of English language; however, the changes are relatively new; for this reason, evaluations are not carried out periodically. Even so, all the processes carried out have

been with the purpose of helping teachers to improve their skills to denote an advance in the teaching-learning process of English language.

1.3.2 Diagnosis of the current state of the level of vocabulary in English of the students of 30 second baccalaureate parallel “A” students from Colegio de Bachillerato “Carmen Mora de Encalada”.

This chapter shows the results obtained from the pedagogical test carried out, where an assessment of the current level of English vocabulary in 30 second baccalaureate parallel “A” students from Colegio de Bachillerato “Carmen Mora de Encalada” was made. The diagnosis was carried out by means of data collection instruments: Observation Card and the Pedagogical Test.

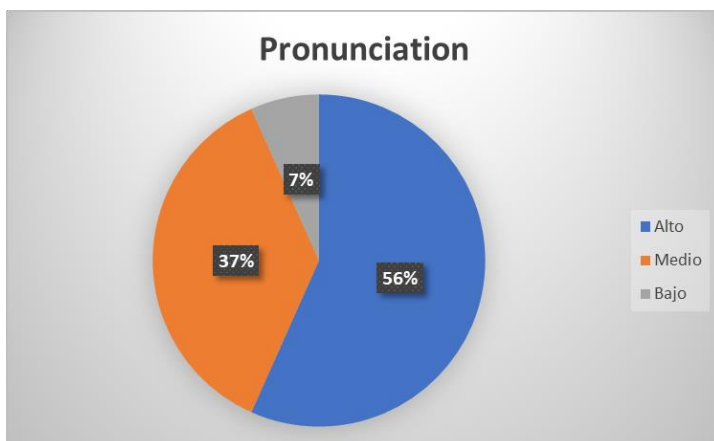
Results

The first instrument applied was the observation form (ANNEX 1), which was oriented according to variables, dimensions and indicators already stipulated in order to determine whether the factors to be investigated are carried out within the teaching-learning process.

The results obtained through observation revealed that the students have a limited vocabulary for their level; it was evident that they tend to confuse words with each other; likewise, the students do not make use of words previously acquired in daily contexts. Another notorious aspect is the lack of innovative activities in the teaching-learning process; therefore, students do not feel attracted or motivated to learn English.

The second instrument was applied through a pre-test (ANNEX 2) to 30 second baccalaureate parallel “A” students from Colegio de Bachillerato “Carmen Mora de Encalada”, which allowed us to know the level vocabulary in terms of English language. The study was conducted according to established dimensions and criteria.

Dimension 1: Pronunciation



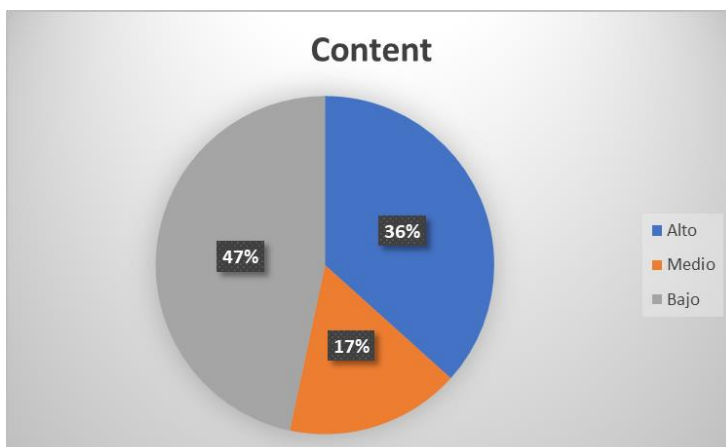
In the first stage, the results reflect the first dimension corresponding to pronunciation, which determined that 56% of students are able to pronounce all the words fluently, followed by 37% of the select population at a medium level, and the remaining 7% is equivalent to a minority of students who do not achieve an adequate pronunciation. Thus, the results obtained determine that most of students are at high level in terms of this dimension.

Dimension 2: Spelling



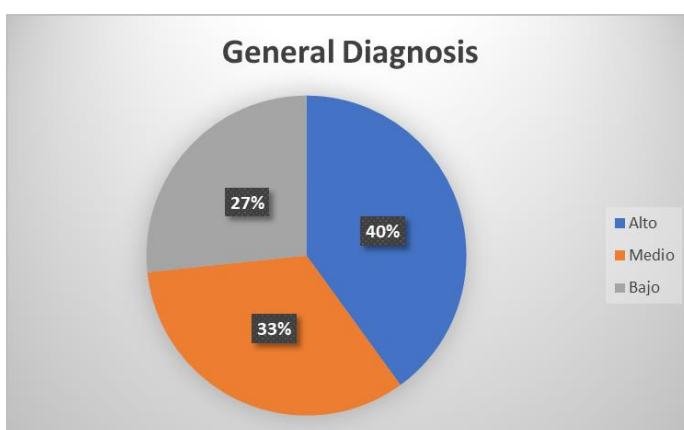
This dimension corresponds to the spelling errors that students present, in which it is established that 47% of students are at medium level, since it indicates that they have slight errors when writing a word or phrase as such, while 30% correspond to students who do not present difficulty in this dimension, and the remaining 23% of students are at a low level. This determines that students are at a medium level in reference to their writing ability.

Dimension 3: Content



Finally, the third dimension oriented to determine vocabulary management was analyzed, showing that 46% of students present a low level in terms of lexicon of the foreign language, while 37% point to a high level, with a slight variation of students who manage to master the vocabulary, and with 17% of the population with a medium level within this dimension. Establishing that the students are at a low level in reference to the lexical management of English.

General Diagnosis



Considering that the information collected through the pre-test, it can be summarized that 40% of the students have a good level of English according to their academic level, however 33% of the population corresponds to an average level, since they present slight errors, and 27% of students point to a low level in terms of the three dimensions.

This determines the need for a pedagogical intervention through a system of activities with the use of didactic resource such as flash cards, in order to improve lexical acquisition,

which will contribute to existing knowledge, to strengthen sociolinguistic and cognitive skills, and in turn motivate students to learn English language.

CHAPTER II METHODOLOGICAL FRAMEWORK

This chapter introduces the methodological framework and elements such as: type of research, study methods, population, as well as the description of the different techniques and resources that will be necessary to gather the information needed to achieve the objectives set out at the beginning of this research.

2.1 Paradigm and type of research.

The research is developed under the positivist quantitative paradigm, since it aims at observing, explaining and verifying the causes that are present in the study phenomenon. Jaramillo (2020) states that the doctrines of the quantitative paradigm comprise a global positivist and objective conception, because they are aimed at the verification of hypotheses through data collection. Therefore, the positivist quantitative paradigm gives way to an exhaustive analysis for a better interpretation.

This research corresponds to an experimental design, according to Arias (2021) this design consists of verifying the causality of one variable on another. Consequently, the

experimental design provides veracity and justification in relation to the existing factors of the study phenomenon.

Therefore, this research work is of an explanatory type, according to which the main objective is to explain the causes and conditions in which the study phenomenon occurs. Since regarding with this issue, a causal relationship can be determined as well as both neutral and objective information can be interpreted.

2.2 Population

This research will use a population of 30 second baccalaureate parallel “A” students from Colegio de Bachillerato “Carmen Mora de Encalada” in the city of Pasaje, in El Oro province. The age range is amid 15 and 16 years old.

2.3 Research Methods

The methods that provided both theoretical and empirical reliability to support the information and data analysis are presented in this research. The methods used are as follow:

2.3.1 Theoretical Methods.

Theoretical methods have a fundamental role in the research, since they facilitate the interpretation of the information obtained through the empirical methods, which makes it possible to reach true conclusions (Quesada & Medina, 2020). The theoretical methods to be used are detailed below:

- **Historical – logical.**

This method is applied to know the chronological trajectory, emphasizing the essentials of the evolution of the object of study by establishing the necessary regularities and historical connections that determine the method aimed to understand the changing process of the object (Lopez & Ramos, 2021).

- **Hypothetic – deductive**

The hypothetic-deductive method as its name makes mention has as its objective, the formulation of a hypothesis from data, namely laws, theories or empirical, consequently to apply rules of deduction and check the veracity of such hypothesis, thus allowing inferring conclusions from already establishes knowledge (Lopez & Ramos, 2021).

- **Analytical – synthetic**

The analytical – synthetic method refers to decomposing what is complex into parts through analysis, in order to link the general characteristics through synthesis. The analysis allows decomposing its whole into its main parts and qualities, whereas, the synthesis is the inverse operation. As a matter of fact, it establishes the grouping of the parts previously analyzed to discover different relationships and characteristics between the elements of reality; however, and one or the other may predominate at a certain stage of the research process (Rodriguez & Perez, 2017).

- **Systemic**

It is conducted at modeling the object as a system for the determination of its components, both structural and functional relationships, as it allows addressing complex problems and identifying causes to bring them to a complete analysis (Rodriguez & Perez, 2017).

2.3.2 Empirical Methods

On the other hand, empirical methods are used to discovered a set of facts to diagnose the state of the problem to be investigated, therefore, in the present research the following were considered: observation and measurement, as for techniques the pedagogical test is imposed.

- **Observation**

According to (Lopez & Ramos, 2021), observation is a method that allows the researcher to obtain information through the perception of the phenomenon studied, so it can

be used at different stages of research process. This means that this research method is a fundamental element of any research process, since it is objective and reliable.

- **Measurement**

Within scientific research, measuring and quantifying aspects of scientific interest is a fundamental process. (Cobas et al., 2010) explains that measurement is the method that is developed with the objective of obtaining numerical information about a property or quality of the object, process or phenomenon, where measurable and known magnitudes are compared.

- **Pedagogical testing**

Pedagogical testing is an instrument used in pedagogical research with the purpose of diagnosing the state of the problem or to corroborate the level of change or improvement of the object in the research process, because it evaluates the educational intervention to determine the impact on students' knowledge (Lopez & Ramos, 2021).

2.4 Data Processing Techniques

The data processing technique allows to clarify the variables to carry out the process of analysis of the information obtained in relation to the problem to be investigated, in order to establish truthful and reliable answers.

2.5 Work with Variables

Independent variable: System of activities by using flash cards as a didactic resource, which is about a small paper space that carries key words or phrases with their respective meaning, which is related to specific topics studied in each unit.

Dependent Variable: Improvement of the specific vocabulary of the English language defined as the acquisition of words with their respective meanings using memorization in function to the English language.

Topic: System of activities using flash cards as a didactic resource to improve acquisition of English vocabulary in 30 second baccalaureate parallel “A” students from Colegio de Bachillerato “Carmen Mora de Encalada”.				
Scientific Problem	Objective	Hypothesis	Research Variables	Definition
<p>How to improve the acquisition of vocabulary of English For 30 second baccalaureate parallel “A” students from Colegio de Bachillerato “Carmen Mora de Encalada”?</p>	<p>General Objective To implement a system of didactic activities with the use of flash cards for the improvement of vocabulary acquisition in of 30 second baccalaureate parallel “A” students from Colegio de Bachillerato “Carmen Mora de Encalada”.</p> <p>Specific Objectives Theoretically support the use of didactic resources in the teaching-learning process of the English language in reference to vocabulary acquisition.</p> <p>To diagnose the students’ English vocabulary level by means of quick.</p> <p>To design an activity system by using flash</p>	<p>The implementation of system of activities based on the flash cards didactic resource will contribute to the improvement of the acquisition of vocabulary in 30 second baccalaureate parallel “A” students from Colegio de Bachillerato “Carmen Mora de Encalada”.</p>	<p>Dependent Variable Improvement of the specific vocabulary of the English language.</p> <p>Independent Variable System of activities using the flash cards didactic resource.</p>	<p>Vocabulary consists of the knowledge of words, wich comprise linguistic skills (phonological, orthographic, semantic), which indicates that the lexicon is related to these skills that the individual must acquire in order to master it (Garcia, 2008).</p>

	<p>card strategy for English language vocabulary development.</p> <p>To evaluate the effectiveness of the activity system based on the use of flash cards to improve English language vocabulary acquisition.</p>			
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Techniques and instruments	Dimensions	Indicators	Items	Analysis
Observation Pedagogical Test	Pronunciation	Pronounces all words intelligibly	Student is able to pronounce words fluently	Excellent (5) Medium (3-4) Low (1-2)
	Spelling	No major spelling errors	Student has no spelling error when translating the acquired words or phrases	Excellent (5) Medium (3-4) Low (1-2)
	Content	Manges a wide vocabulary	Student is able to use the acquired words and phrase in oral and written contexts.	Excellent (5) Medium (3-4) Low (1-2)

Table 1. Consistency matrix.

This chapter showed the methodological design of the research, which emphasizes the selection of the population and the methods used to solve the research problem.

CHAPTER III. SYSTEM OF ACTIVITIES BASED ON THE USE OF FLASH CARDS TO IMPROVE VOCABULARY ACQUISITION.

In this chapter the theoretical basis of the system of activities applied to the subjects of the research is presented, as well as the execution of the elaborated activities.

3.1 Theoretical foundation of system of activities with the use of flash cards to improve vocabulary acquisition.

The English language is currently an elemental factor in academic training, since it is a universal language. For this reason, it is necessary to use innovative didactic resources focused on strengthening students' sociolinguistic competences in the process of teaching and learning a foreign language.

The acquisition of a new language often presents challenges for those individuals immersed in the learning process, which can negatively affect the development of their cognitive skills. Furthermore, the absence of pedagogical approaches and resources is often a determining factor for the lack of academic efficiency within institutions.

On the other hand, teachers also influence students' difficulties in their academic development, which are usually the deficit of the educational practice, as well as the absence of didactic and innovative activities for teaching the foreign language. It is worth mentioning that students do not usually have the necessary motivation to acquire a new language.

In this sense, the following proposal focuses on significantly improving student's English vocabulary acquisition through the implementation of a system of activities using flash card as a didactic resource. It is necessary to identify the students' previous knowledge for the selection of the appropriate exercises and orientations, to give a way to the creation of design

of didactic activities with key points for the systematic organization of stages corresponding to the different need of student.

The study by Lopez (2021) states that the system of activities is a set of tasks that are related to each other, which are directed to the fulfillment of an already established objective. Therefore, the activities to be used are aimed at intervening in the physical and mental development of student, allowing them to be the main actors during the teaching-learning process.

Regarding to the above, Lopez et al., (2017) exposes that the system of activities arises from the system of activities arises from the educational practice, managing the creation of something new through a systemic organization, addressing essential elements of the educational process. That is why the system of activities employed under the use of didactic resource such as flash cards will influence the development of their skills in relation to the English language.

Based on the above, flash cards are resources that can be used within the educational practice as many times as necessary, according to Trejo et al., (2019) they are learning cards that contain silhouettes and words, which stimulate memorization which means that students manage to internalize the content of the new lexicon.

From the psychological perspective, one of Piaget's contributions within education establishes that the individual relates the development of the ludic activity, because it stimulates simultaneous interaction (Paredes, 2020). Thus, Piaget establishes that knowledge arises as a result of the interaction between cognitive and social elements.

Therefore, the design of system of activities through didactic cards can be considered as beneficial element in the teaching-learning process, since students are continuously improving their knowledge through practices, generating an evolution both at a cognitive and social level according to the academic environment.

It is worth mentioning that a system of activities is supported by both theoretical and didactic arguments. According to (Imbernon, 2022) his research reveals that didactics is considered as a discipline in educational practice, since it understands, reflects and diagnoses the development of students' sociolinguistics skills. For this reason, the system of activities is presented under a strategically structured planning so that students play an active and dynamic role in the teaching-learning process.

On the other hand, starting from a pedagogical vision, the creation of a system of activities becomes an essential tool for the process of teaching and learning English. Because, the application of a pedagogical material influences the creation of motivating spaces, making the student feel confident and able to express himself (Orosz et al., 2018).

It is a pertinent to highlight that this research focusses on the creation of system of activities that prioritizes the acquisition of English vocabulary, which will complement the previously acquired knowledge. Several authors highlight that system of activities linked to a didactic resource, significantly influences the interaction between teacher and student, turning the teaching-learning process into an active procedure.

3.2 Description of the system of activities using flash cards to improve vocabulary acquisition on students.

The current proposal consists of the development of dynamic activities through the use of flash cards, with a simple system, which is designed to enhance vocabulary acquisition. This resource will not only be beneficial for students throughout their academic life, but will also serve to inspire educators to stimulate students 'commitment and active participation, thus generating an environment conducive to learning.

Objective:

- To improve vocabulary acquisition using a system of flash card activities as a didactic resource in second year high school students.

Specific Objectives:

- Select relevant activities to high school second year students.
- Recognize regular verbs and present simple by means of flash cards.
- Categorize words that are useful for daily interaction.
- To measure the knowledge of the new vocabulary acquired by the students.

The use of didactic resources within the teaching-learning process must be implemented by a systematized structuring order to obtain good results. For this reason, the system of activities implemented through a didactic resource such as flash cards allow to increase academic performance. (Garcia et al. 2019) mentions that flash cards have become an innovate resource that suits the teaching-learning process, in which the student is able to develop his understanding and interpretation of the lexicon in terms of the English language.

Therefore, this system is designed with the purpose of solving the problems previously identified through observation and the application of pedagogical strategies, allowing students to expand their knowledge in different areas of the language through memorization and comprehension.

Activity N1 Image Association

Topic: Regular verbs.

Aim: SWBAT recognize the list of verbs and solve the activities.

Time: 45 minutes

Introduction: Greeting, respective explanation and brainstorming about regular verbs.

Development: Provide a list of verbs, presentation of flash cards on the Wordwall platform for their respective association.

Conclusion: Questions and feedback.

Resources: Flash Cards, Texbook, Wordwall, Blackboard, markers

Activity N2 Building sentences

Topic: Present simple

Aim: SWBAT practice regular verbs to use them in present simple tense.

Time: 45 minutes

Introduction: Greeting, explanation of the theme and the activity to be done.

Development: Explanation about the present simple, form groups and hand out flash cards with the verbs previously seen.

Conclusion: To elaborate 3 sentences with the explained topic.

Resources: Flash cards, blackboard, sheets, markers, pens.

Activity N3 Chinese Whispers

Topic: Parts of the human body

Aim: SWBAT recognize the parts of the human body, by practicing their pronunciation.

Time: 45 minutes

Introduction: Greetings and start with questions about the theme.

Development: Slide show with the parts of the human body and explain their respective pronunciation.

Conclusion: Play “Chinese Whispers” to strengthen pronunciation.

In the end of this section, the system of activities using the flash cards didactic resource was presented, focused on improving the vocabulary of second year high school students. Consequently, its effectiveness is evaluated by means of an online post-test, which is linked to the previously established indicators, to be followed by a detailed review of the results obtained after the application of the system of activities.

**CHAPTER IV. APPLICATION OF SYSTEM OF ACTIVITIES WITH THE USE OF
FLASH CARDS FOR THE IMPROVEMENT OF VOCABULARY ACQUISITION IN
STUDENTS OF SECOND YEAR OF HIGH SCHOOL PARALLEL “A” OF THE
CARMEN MORA DE ENCALADA HIGH SCHOOL**

The following section presents the results obtained through the application of the system of activities to improve the acquisition of English vocabulary in 30 second baccalaureate parallel “A” students from Colegio de Bachillerato “Carmen Mora de Encalada”, carried out in three weeks starting on January 22 and ending on February 5.

4.1 Description of the application of the system of activities with the use of flash cards as a didactic resource.

This excerpt describes the application of these systems of activities with the use of flash cards as a didactic resource to improve the acquisition of vocabulary in English in 30 second baccalaureate parallel “A” students from Colegio de Bachillerato “Carmen Mora de Encalada”.

Week 1

In the first week of the application of the system of activities was carried out on January 23, the class began at 7:30 in the morning where all participants were present. In the first instance, the class began with a greeting, followed by a “lead in” to gain the attention of the students with a brainstorming session on regular verbs, which allowed to demonstrate the vocabulary of the students in relation to the verbs.

Afterward, it was explained how they should be used and which are their main guidelines to be mastered, followed by the presentation of the flash cards, which contained the verbs and a silhouette, so that the students could associate the action of the verb, and finally the respective explanation about the correct pronunciation of each one of them.

Week 2

In the second week of the application of the system of activities, it was held on January 29, it began at 7:30 in the morning with the presence of the entire course, the class began as a greeting, the class was organized into three groups, each group consisted of 8 students, then proceeded to the explanation of the topic, which consisted of the “present simple”, then the students were asked to remember the verbs they saw the previous class, to help them they were given flash cards, each team was given 9 flash cards with different verbs.

Then, each team created 9 sentences using the present simple, and using the flash card as an aid for better performance. Finally, to culminate the activity on verbs and guidelines on the topic already explained, a sheet was handed out comprising two sections, in the first part they had to associate the flash cards with their meaning, in the second part they had to unscramble the sentences with the verbs previously seen, with the purpose of reinforcing the knowledge already acquired.

Week 3

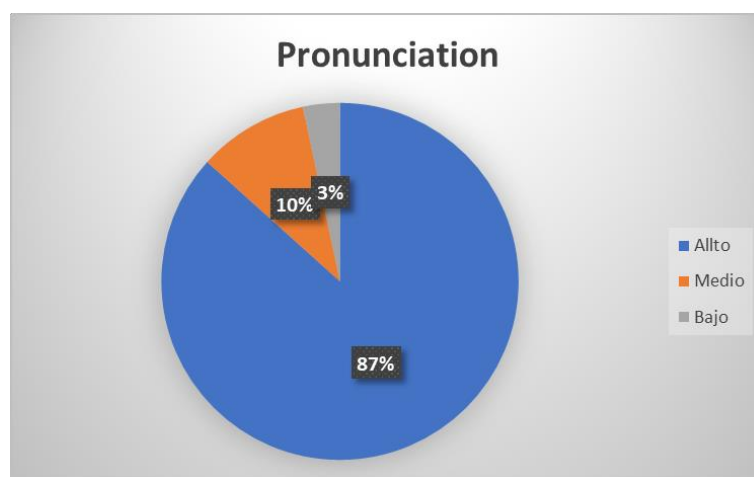
In the last week of the application of the system of activities, was held on February 5, the class began at 7:30 in the morning with the participation of all students in the course, in this class began explaining the topic which was parts of the human body, flash cards were shown which contained the imagen of each part of the human body and its respective name.

Then, the correct pronunciation of each word was taught while the students repeated each word to perfect their vocalization. Finally, the students formed two lines to play the “Chinese whispers” game, which consisted of showing the flash cards with a part of the human body and articulating the corresponding word so that the students could identify it and consecutively pass the message to the next student until the last student in the line, who had to say which word he or she had heard from his or her classmates. This activity focused on each student identifying the word corresponding to each part of the human body and recognizing its correct pronunciation, which means that this activity contributes to their cognitive skills.

4.2 Results obtained after the application of the activity system using flash cards as a didactic resource.

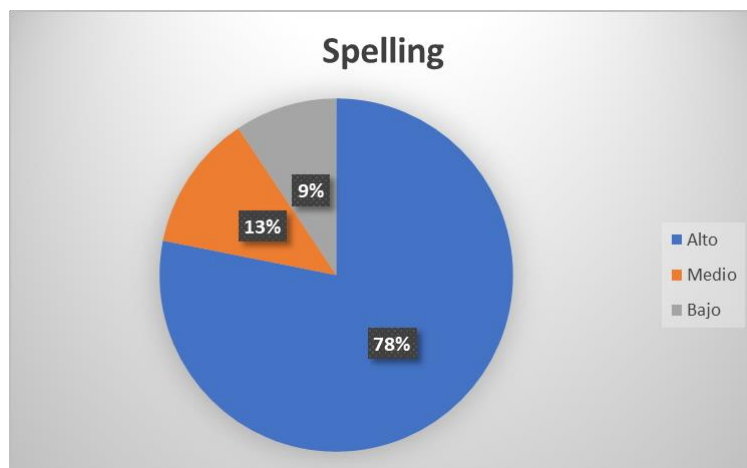
This section presents the results obtained after the application of the system of activities using flash cards as a didactic resource, and its pertinent evaluation of effectiveness through an online post-test, based on the previously established evaluation criteria, which will allow comparison with the results of pre-test and verify the improvement in the vocabulary acquisition of English vocabulary.

Dimension 1: Pronunciation



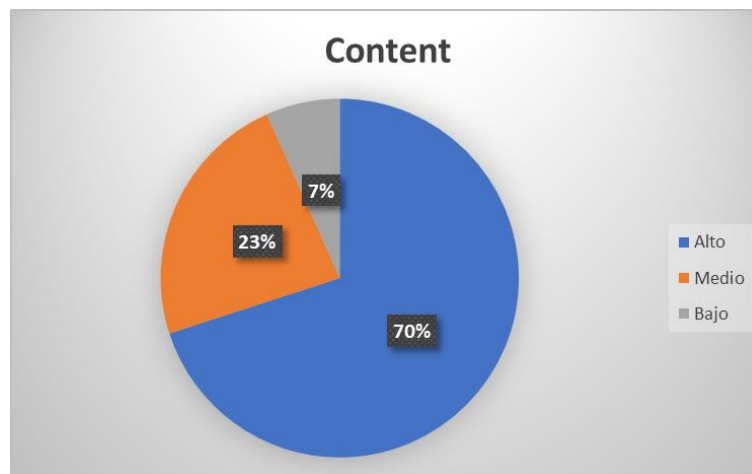
In this dimension there is notable improvement in terms of students' pronunciation, since it is evident that 87% of students point to a higher index, while the remaining 10% reflect that few students are at medium level, and 3% correspond to a low level, establishing that there is a slight variation between a medium and low level, which indicates the effectiveness of the application of the system of activities.

Dimension 2: Spelling



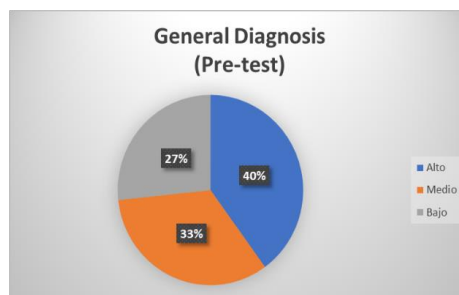
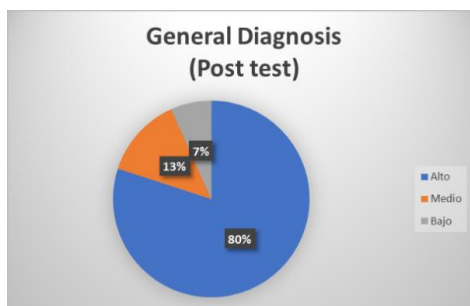
This graphic shows the results corresponding to the spelling dimension, which shows a visible improvement in the students, since 78% do not present errors when writing or expressing an idea, while 13% still have a slight difficulty in this dimension, and 9% indicate that they have a low level. These results demonstrate the effectiveness of the implementation of the activities system.

Dimension 3: Content



This dimension shows the improvement of the students' performance in terms of content, since 70% of the students correspond to a high level, leaving 23% of students at a medium level, which determines that this dimension still has some difficulty and finally 7% corresponds to a small number of students who still have slight errors. Therefore, the results obtained reflect progress after the application of the system of activities.

General Diagnostic



These graphs reveal an improvement after the application of the activities system using flash cards as a didactic resource, which determines an increase in their performance, since an improvement rate of 40% is evidenced in the students, reflecting a much reduced medium and low level as opposed to the results of the pre-test.

Hypothesis Test

Scientific hypothesis: If a system of activities based on the use of flash cards is implemented, it will contribute to the improvement of the acquisition of vocabulary in 30 second baccalaureate parallel A students from Colegio de Bachillerato “Carmen Mora de Encalada”.

H0: There is no relationship between the improvement in the acquisition of English vocabulary and the implementation of a system activities using flash cards as a didactic resource.

H1: There is a relationship between the improvement in the acquisition of English vocabulary and the implementation of an activity system using flash cards as a didactic resource.

The critical value for the Chi-squared statistic is determined by:

$$X^2_{(1-\alpha) * (r-1) (c-1)}$$

Degree of freedom:

$$DF = (r-1) (c-1) = 2$$

Margin of error

$$A = 0,05$$

Value scale for students on the Pre-test and Post-test

Instruments	Alto	Medio	Bajo	Total
Pre-test	12	10	8	30
Post-test	24	4	2	30

Table 2. Value scale for students on the pre-test.

Observed frequencies

Observed	Alto	Medio	Bajo	Total
Pre-test	12	10	8	30
Post-test	24	4	2	30
Total	36	14	10	60

Table 3. Observed frequencies.

Expected Frequencies

Expected	Alto	Medio	Bajo	Total
Pre-test	$36 \cdot 30 / 60 = 18$	$14 \cdot 30 / 60 = 7$	$10 \cdot 30 / 60 = 5$	30
Post-test	$36 \cdot 30 / 60 = 18$	$14 \cdot 30 / 60 = 7$	$10 \cdot 30 / 60 = 5$	30
Total	36	14	10	60

Table 4. Expected frequencies.

Chi-squared (χ^2)

Instrument	Alto	Medio	Bajo	Total
Pre-test	2	1,2857143	1,8	5,0857143
Post-test	2	1,2857143	1,8	5,0857143
Total				10,171429

Table 5. Chi-squared

Hypothesis testing

Chi-squared	Critical Value
10,1714	5,991

Table 6. Hypothesis testing.

According to the theory, if chi-square is greater than the critical value, the null hypothesis (H0) is rejected, which means the the opposite hypothesis (H1) is accepted: the improvement in the acquisition of English vocabulary and the implementation of activity system using flash cards as a didactic resource, benefits 30 second baccalaureate parallel “A” students from Colegio de Bachillerato “Carmen Mora de Encalada”.

4.3 Analysis and Discussion of the Results.

The acquisition of the English language is based on a communicative need, which is why in the process of learning a foreign language it is essential to address the effective teaching of vocabulary, being crucial for the integral development of students, since it enhances their cognitive skills. It is considered that teaching through innovative resources contributes to the acquisition of vocabulary, enriching their sociolinguistic competences in term of English language.

Therefore, this section focuses on the analysis and discussion of the results obtained, which address the initial diagnosis made to 30 second baccalaureate parallel “A” students from Colegio de Bachillerato “Carmen Mora de Encalada”, and the changes witnessed by the students after the implementation of the didactic activities system with the use of flash cards.

The data initially obtained from the chosen population, determined that they understood a limited level of vocabulary with respect to the English language, after the pedagogical intervention of the didactic activities system focused on the use of flash cards showed that the students actively participated. Citing (Nimbriotis, 2019) the application of flash cards as a didactic resource boosts students’ motivation for English language acquisitions.

In addition, it was observed that the system of activities strengthened the cognitive and sociolinguistic competences of the students, since through the flash cards they can easily associate and retain the new lexicon. As stated by Chavez (2019) the flash cards didactic resource seeks that student perform repetition and memorization exercises at their own pace,

since this resource is striking and versatile, since it achieves that students retain information in the long term.

In the same way, it was evidenced that students significantly developed their communicative skills, since they did not face mistakes when expressing a word or idea, which determines that in the future they will be able to create dialogues with the new lexicon. In Castillo's (2022) opinion, students make a more appropriate use of the verb tense and the rest of the vocabulary to describe their academic and social environment.

In summary, this activities system demonstrated a marked improvement in the acquisition of English language vocabulary in the target population. Nevertheless, it was observed that there is still a minority of students who present slight errors, which can be remedied with constant practice in conjunction with the regular teacher.

CONCLUSIONS

The information obtained through the bibliography review contributed theoretically to the research work, since it established the importance of the use of didactic resources such as flash cards for the acquisition of English vocabulary.

The application of the initial diagnosis of English vocabulary of 30 second baccalaureate parallel "A" students from Colegio de Bachillerato "Carmen Mora de Encalada" who were part of the study, showed a low level of development, characterized by difficulties in the

pronunciation of words, as well as spelling errors derived from spelling problems and finally limitations in the management of vocabulary.

In response to the difficulties evidenced in the diagnosis, a system of didactic activities was elaborated using flash cards as a didactic resource, which once applied showed positive results in the students during the three weeks of classes applied, which promoted their active participation.

The results obtained through the post-test showed that 40% of the students had a notable progress compared to the pre-test that was applied at the beginning, thus confirming the hypothesis that the implementation of the activities system based on the use of flash cards contributes to the improvement of the acquisition of English vocabulary.

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APPENDIX

Annex 1

FICHA DE OBSERVACIÓN

Asignatura:**Profesor:****Curso:****Fecha:**

Objetivo: Observar y evaluar el desempeño de los estudiantes durante las actividades referentes a la adquisición de vocabulario.

Criterios evaluativos:

- Efectividad en la orientación y control de las actividades en inglés.
- Introducción de estrategias para mejorar la adquisición de vocabulario.
- Dominio del vocabulario en el proceso de enseñanza-aprendizaje del idioma inglés

N	Características de desempeño a evaluar	Siempre	A veces	Nunca	Observaciones
1	El nivel de vocabulario que los estudiantes presentan está dentro del nivel académico requerido.				
2	Las actividades aplicadas por el profesor son adecuadas para la mejora del vocabulario				
3	Los estudiantes aplican con frecuencia las palabras o frases adquiridas cuando expresan alguna idea				
4	Utiliza el profesor una herramienta metodológica para fomentar la adquisición de vocabulario				
5	Animan a los estudiantes a adquirir vocabulario con actividades de grupo o la competición.				

Annex 2

DIAGNOSTIC TEST

Instructions: read the questions carefully and select the correct answers. This survey will not be scored.

Names *

Texto de respuesta corta

1. Dannathe guitar in the park.

- Takes
- Plays
- Play

2. Unscramble the words (category SPORTS)

- a) ECSOCR
- b) KESTALBABL
- c) MIMSIWNG
- d) GLYNCIC

Texto de respuesta larga

3. Complete with the words below

*

3. Complete with the words below

a) My sister's _____ are green.



- Hand
- Foot
- Mouth
- Eyes

⋮

*

4. Selecte the correct word

The watermelon is **sweet** / **sour**.

- | | | | |
|-------|-----------------------|-----------------------|------|
| | 1 | 2 | |
| sweet | <input type="radio"/> | <input type="radio"/> | sour |

*

The Mexican food is **spicy** / **sweet**.

- | | | | |
|-------|-----------------------|-----------------------|-------|
| | 1 | 2 | |
| spicy | <input type="radio"/> | <input type="radio"/> | sweet |

Annex 3

Implementation of the system of activities



Annex 4

<p>POST TEST</p> <p>Instructions: read the questions carefully and select the correct answers.</p>
<p>Names: *</p> <p>Texto de respuesta corta</p> <p>.....</p>
<p>1. Unscramble the words (category Regular Verbs) *</p> <p>VARTLE: T _____</p> <p>Texto de respuesta corta</p> <p>.....</p>
<p>1. Unscramble the words (category Regular Verbs) *</p> <p>HTAWC: W _____</p> <p>Texto de respuesta corta</p> <p>.....</p>
<p>1. Unscramble the words (category Regular Verbs) *</p> <p>NRAEL: L _____</p> <p>Texto de respuesta corta</p> <p>.....</p>
<p>1. Unscramble the words (category Regular Verbs) *</p> <p>IVEEBEL: B _____</p>

2. Select the correct answer (PRESENT SIMPLE). *

They their house on the weekends.

- clean
- cleans
- cleaned

5. Look at the image and select the correct name



- Crops
- Beast
- Fireworks

5. Look at the image and select the correct name *



Annex 5

Activity

Name: _____

1. According to the flash card select its meaning



- A. To make it possible or easier for someone to do something, by doing part of the work yourself or by providing advice, money, support



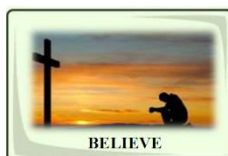
- A. Small containers filled with explosive chemicals that make a loud noise when they explode and sometimes produce bright, colored patterns



- A. To move the body and feet to music



- A. A large number of people walking or in vehicles, all going in the same direction, usually as part of a public celebration of something



- A. To get knowledge or understanding of facts or ideas or of how to do things



- A. To think that something is true, correct, or real

2. Unscramble the sentences

Always / room / I / my / cry / in.

Tv / friends / he / his / watches / with / room / in.

Concert / jimmy / at / sings / pm / in / 2:00 / the.

Were / they / accommodation / night / given / the / normal / for.

Annex 6

