

**UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA UNAD**  
**LICENCIATURA EN INGLÉS COMO LENGUA EXTRANJERA**  
**ESCUELA DE CIENCIAS DE LA EDUCACIÓN ECEDU**

**Video Flashcards, a strategy for the development of communication skills in  
vocabulary and pronunciation in a third grade English Class.**

**Applied Project as a degree option made by:**

**Iván Darío Barragán Pérez**

**Grade Thesis Advisor:**

**Juan Carlos López Marín**

**Medellín 2020**

**Acceptance Note**

---

---

---

---

---

**Signature of the president of the jury**

---

**Signature of the jury**

---

## **Dedication**

It has been a great experience these years of study and practice of this important profession as a teacher, so I want to dedicate this work to my students and my son Daniel Barragán Hernández, for the shared experiences.

I also want to dedicate to all UNAD University professors for all their contributions throughout this time. It has been a very enriching experience.

I dedicate this work and I hope it is useful and inspiring for educators teaching English as a foreign language.

## Gratitude

I thank God for allowing me the opportunity to carry out this study, I am grateful for the collaboration of my wife Liliana Hernández and the tutors, for their valuable guidance throughout the training process.

I thank the advisor of this thesis, Juan Carlos López Marín, who guided me in the development of this project, taught me new ways to approach this work and undertake the search for knowledge.

To the Educational Institution Compartir that helped me in the practical part and allowed me to enter its institution, especially to the teacher Viviana Bermúdez Toro.

To the Universidad Nacional Abierta y a Distancia (UNAD), to all those who, during this training experience, have helped me with their collaboration.

## **Executive Summary**

### **1. Type of document**

Applied Project.

### **2. Title of the document**

Video Flashcards as a strategy for the development of communication skills in vocabulary and pronunciation in the teaching of English as a foreign language applied to third grade students of the Educational Institution Compartir, located in the rural district of San Antonio de Prado, city of Medellin.

### **3. Author**

Iván Darío Barragán Pérez.

### **4. Keywords**

Video Flashcards, information and communication technologies (ICT), foreign language, teaching, technology, information, communication, digital platform, methodology, english as a foreign language, flashcards, vocabulary, pronunciation, significant learning, education institution project (PEI), bilingual program, educational video,

### **5. Description**

The new teaching methods are focused on using tools that are effective, such as Flashcards, which over the years have proven to be an excellent method in teaching English as a foreign language and can be adapted to new technologies through digital platforms (Yusrika, 2013). On the other hand, current students have great affinity towards technology and audiovisual media, for this reason the idea arises to create a new pedagogical tool: The video Flashcards, which unites the two concepts: Flashcards and videos. What is sought with this applied project is to unite two methods that can lead us to a meaningful learning of English as a foreign language: The efficiency of flashcards for memorizing concepts and the

video that gives us the facility to learn pronunciation as well as It is well accepted by students as a new learning method.

That is why this applied project wants to show a way in which these two tools can be combined: Video and Flashcards to create a new technique: Video Flashcards, with this new pedagogical tool, the teacher can capture the interest of students in learning new English vocabulary as a foreign language and at the same time acquires its correct pronunciation. The educational institutions can use the Video Flashcards as a tool to achieve better results in the teaching-learning process of English.

Effective teaching tools are needed in the teaching-learning process and the Video Flashcards can become in an important teaching technique because It involves the student in the realization of this teaching material and helps teachers to capture the attention of the students and thus achieve the objectives of school learning.

This applied project will focus on analyzing and understanding the use of Video Flashcards as a teaching resource, using traditional materials as well as digital media, with the aim of improving communicative skills in acquire vocabulary and pronunciation of English as a foreign language.

The idea of carrying this applied project arises from the need to improve the development of communication skills in vocabulary and pronunciation in the students of the selected sample group.

The third-grade students of the Educational Institution Compartir were selected to carry out the project's effectiveness study. The Institution is located in the city of Medellín - Colombia.

The project consists of the realization of didactic material called Video Flashcard, elaborated in traditional material and also through digital platform. This tool is done by the students themselves with the help of their teacher, and as a consequence, when done by the

students themselves, it generates much more interest in this activity and helps to acquire meaningful learning.

These Video Flashcards will be analyzed to measure their effectiveness as an educational tool; student achievement will be measured in the form of a quantitative test and the recommendations of the English teacher will be taken into account. Based on this, the conclusions of this applied project will be presented.

## **6. Sources**

The resources used in this applied project include: Survey with teachers and elementary students in the city of Medellín, literature research, observation, technological tools for the creation of videos and data analysis.

The authors of which information was taken for this work were researchers who focus on teaching children such as Jean Piaget and Maria Montessori and other authors who have written about the teachings of the Montessori method such as Dimitris Yaglis, Eve Herrmann, Carmen Sanchidrián.

Authors who write about the use of ICT in the classroom were also investigated: Verónica Marín and Ana María Rolandi. Finally, authors were a good source of inspiration on pedagogy and thought: Rosa Violante, Claudia Soto, Alexander Ortiz, Silvia MajoralClapés and Carlos Fernando Díaz Pinto. A very special author is Pablo Correa with his book about the scientist Rodolfo Llinás.

For the guide on the subjects to be developed, the observations made by the directors of the educational institutions investigated was an important resource.

## 7. Contents

This applied project starts with a description of the use of ICT as pedagogical tools in the classroom. The presence of ICT will increase substantially in the future in the classrooms as well as the degree of importance in the development of the primary education curriculum (Marín, 2010). Education must be in accordance with technological advances and in this way it is better accepted by students.

Below is a description of the chosen theme for this applied project, which was selected due to a need that has been detected in the audiovisual material to teach English as a foreign language to school children of third grade of primary school.

Next, a description is made of the objectives that will be fulfilled with this project, the revision of the literature that will be taken into account for its development, both in the methodological part and in the practical component for the development of the audiovisual material. In the pedagogical component, an emphasis is placed on the Montessori method because there is good affinity with the didactic teaching of the subjects. Summarizes the characteristics of his material in its motivational Montessori power and in its playful character (Gómez, 2017). This is essential to maintain the interest of the children in the teaching material.

Finally, a recount of the practical realization of the audiovisual material is made and a test is carried out to verify the achievement of the proposed objectives when making this educational material. In addition to the results, an analysis and conclusions are made about the work done in this applied project.



## **8. Methodology**

In this applied project, a collection of the statistical data on the problem raised will be made initially, about the low level of bilingualism in the Colombian student population. Subsequently, diagnostic tests will be carried out in the group selected to carry out the project.

As the type of research that will be carried out is quantitative, the different statistical analysis measures will be applied to obtain the results on the effectiveness of the method to be implemented. The method of data collection that will be used in this case will be the quantitative exam, in order to obtain answers about the project under study.

Finally, statistical tables will be implemented to graphically visualize the results of the work done in this project.

## **9. Conclusions**

The general objective to Improve communication skills in vocabulary and pronunciation in teaching English as a foreign language in students of third grade, through the use of Video Flashcards, it was fulfilled because according to the field research carried out, there was an increase in the learning of the third grade students of the sample group in their vocabulary and improved the pronunciation through the use of the Video Flashcards, this was documented by the initial and final tests. Also in an interview with the teacher of the sample group, the students' progress and the good acceptance of this educational tool were documented. After the initial study was presented a report with the results of the research work, this report is evidenced in the statistical tables and in the analysis of the results.

It is concluded that the use of Video Flashcards in the classroom it is effective and helps improve the vocabulary and pronunciation of the students in the sample group. This experience can be carried out with other groups of students from other educational

institutions because its effectiveness has been demonstrated as a teaching tool in learning English as a foreign language.

## **10. Recommendations**

- The use of Video Flashcards should be implemented as a strategy to improve the learning of new vocabulary and pronunciation among students in schools.
- Promote training among teachers on the use of Video Flashcards, because its effectiveness has been demonstrated as a tool in the classroom for teaching.
- Make a teamwork between teachers and students for the realization of Video Flashcards.
- At the beginning of the course, socialization and training on the realization of the Video Flashcards should be done.
- The teacher must keep a record at the beginning and end of the course to assess the progress of students with the use of this tool.
- It is recommended that schools that do not have TV screens in the classroom, implement them because it is important to use these ICT tools for learning.

The researcher of this project considers that the use of Video Flashcards as a learning strategy for English as a foreign language, the results have been demonstrated in the realization of this applied project.

## Content

Introduction .....	1
Formulation of Problem.....	3
Project Formulation .....	4
Justification .....	6
Objectives .....	8
General Objective .....	8
Specific Objectives .....	8
Theoretical framework.....	8
The Information and Communication Technologies (ICT). .....	10
ICT as a tool for teaching.....	11
The Flashcards in the teaching of English as a foreign language.....	12
The interaction between students and the audio-visual didactic material.....	12
Methodology .....	14
Development of the applied project.....	14
Type of study.....	14
Stages.....	15
Stage 1: Initial Investigation .....	15
Stage 2: Diagnosis. ....	15
Stage 3: Implementation of the tool.....	15

Stage 4: Empirical phase: collection of data obtained after the application of the applied project.....	17
Stage 5: Analytical phase: Analysis and interpretation of the data.....	17
Population and Sample .....	18
Instruments.....	19
Quantitative information collection instruments.....	19
Budget.....	20
Schedule of activities.....	21
Results.....	22
Test on the achievement of educational objectives proposed.....	22
Analysis .....	27
Conclusions.....	28
Recommendations .....	30
Applied Project Product.....	31
References.....	33
Annexes .....	35
Annex 1. Teacher Interview.....	35
Annex 2. Draw of Flashcards.....	36
Annex 3. Diagnostic test.....	38
Annex 4. Final Product .....	39

### List of Tables

Table 1. Summary of the Project Formulation.....	5
Table 2. Identification of the selected educational institution.....	18
Table 3. Identification of the sample group.....	19
Table 4. Quantitative initial knowledge test.....	20
Table 5. Budget table for the realization of the project.....	20
Table 6. Program schedule of activities of the applied project.....	21
Table 7. Expected results.....	22
Table 8. Student report chart after use of the Video Flashcards.....	23
Table 9. Diagnostic Test before Video Flashcards. Table of frequency.....	23
Table 10. Table of the Test diagnosis, applied before the use of the Video Flashcards....	23
Table 11. Final evaluation after Video Flashcards. Table of frequency.....	24
Table 12. Table of the Test result, applied after the use of the Video Flashcards.....	25

### List of figures

<b>Figure 1:</b> Score percentage before Video Flashcards.....	24
<b>Figure 2:</b> Score percentage after Video Flashcards.....	26
<b>Figure 3:</b> Average before and after the use of Video Flashcards in English class.....	27

## Introduction

Undoubtedly, the influence that ICT have on children today, they learn from all the amount of information that comes to them through the different electronic devices they have in their home today: Televisions, cell phones, computers. That is why educational institutions must adapt and use these new technologies to develop educational material. Now on the subject of teaching practices and ICT (short for Information and Communication Technologies). ICT can be defined as the technologies that give access to information through telecommunications. In general terms, we should be more careful with these decisions since they are often innovative practices in our professional practice, and this always presents itself as a challenge (Rolandi, 2012). This challenge arises mainly among teachers who have been practicing for more years and have a harder time leaving the traditional classroom to switch to using ICT, for many teachers teaching online classes is quite a difficult task.

This applied project is about the creation of an audiovisual material called Video Flashcards which is created by the students themselves and converted into video with the help of the teacher for the teaching of English as a foreign language, the idea arises initially because It was found that according to the statistics of the Ministry of National Education of Colombia, the level of English in students of educational institutions, is very low and it is necessary to improve it so that in the future our country becomes a more competitive country because The English language is necessary today in an increasingly globalized world and the professionals of the future are required to have this knowledge to perform well in the world economy.

This is a proposal to teach in a non-traditional way in the classroom, it can mean a challenge for teachers, but in favor of ICT , these are an excellent tool that teachers can use

for teaching at any educational level, especially if they are used with younger children because it is natural for them to use them (Rolandi, 2012). Younger students from home have grown up surrounded by technological devices such as smartphones, computers, smart televisions and therefore it is easier to teach them through these new technologies.

In addition to this, another of the objectives that this project seeks is a balance between motivation and understanding, since in principle it seeks to draw the student's attention to the subject being studied and later that knowledge becomes permanent in the mind of the learners. Understanding is the fixation of the student's attention to what is important to him, this process consists of concentrating on those aspects that he has selected and that it is in his interest to learn. This along with motivation, understanding of the content must also be developed, because for content to be learned, it is required to understand it and to know the ways to do it (Ortiz, 2014) . This is the reason why students should be taught the different subjects of the school curriculum through the things that most attract the attention of the students.

Finally, in order for these teaching materials to achieve their goal of achieving good results, it is very important to pay attention to the method used (Correa, 2017). The method used is always directly related to the results obtained.

Montessori and Decroly pedagogues both agree that the Education should be defined as a process of dialogue, a guide. For both of them, the students were not a clean slate. The teacher should not impose a certain content nor should it be accepted without questioning by the students. In the type of education based on the use of authority and learning through memorization alone, analysis and discussion prevailed. The freedom of the child for these authors was a central value (Correa ,2017). This concept of the students as being active in his own learning process is very important because it makes them the authors and responsible for his own learning, contrary to traditional teaching methods.

According to this, this applied project was carried out under the parameters of the Montessori method looking for the target audience (children of third grade) to learn the presented topics in a didactic and fun way.

### **Formulation of Problem**

According to statistics in Colombia there is a low level of English among students in public and private schools. This is a problem that affects the productivity of the country because these students will be the technicians and professionals of the future and if their level of English is low, it puts them at a disadvantage compared to workers from other countries at regional and global level (Portafolio, 2018). Therefore, the problem to be solved is how the communication skills in the English language of Colombian students can be improved through methodological strategies that lead to increase knowledge of this language in accordance with the standards of the Common European Framework (CEFR). About the low English level in Colombia. Until now, the level of English in Colombia has not improved. We are in 60th place among all nations in the use of the English language. EF Education First is the entity that measures the world ranking on the level of proficiency in this second language, in 2018 it conducted a worldwide survey and gave us important Data on this topic. According to the data obtained, men have more command of the English language in Colombia with a score of 49.24 compared to 48.65 points for women. At this point, it should be noted that worldwide, the women are who lead with a score of 54.57. In this study, Colombia went from occupying position 51 in 2017 to 60 in 2018. Additionally, this study showed that in our country, this study gives us a complete overview of the level of use of language in the workplace, as well as the scores by type of industry, time spent working and role in employment. It concludes by presenting a comparison on the effects that allows us to realize that societies where English is spoken are more democratic and egalitarian, as well as



countries with a greater command of English as a foreign language obtain better rates of economic growth. (Portafolio, 2018). There may be various explanations for this problem, such as the hegemony of the Spanish language throughout Latin America, the lack of well-trained teachers in teaching English, the lack of exchange programs with English-speaking students, etc.

This applied project seeks to answer this problem. The idea sought with this applied project is to improve the level of English of the Educational Institution selected to carry the study and if the expected results are obtained, this model could serve to be applied in other educational institutions of Colombia.

### **Project Formulation**

Many researchers agree that to learn a second language it is very important to memorize enough vocabulary to improve the level in this new language. The Flashcards have proven for years that they are an important teaching tool for memorizing new vocabulary (Yusrika, 2013). There are many techniques that teachers can use to teach vocabulary effectively, for example word lists and flashcards. Through the experience of many teachers in North America, it has been established that teaching with vocabulary cards helps students to acquire words more effectively than the word list, this concluded the researchers. The cards help the teacher to carry out learning activities for the students. Additionally, in a research on flashcards. The researchers have been studied the effect of using Flashcard flashcards in Iranian pre-university, this research showed that the use of Flashcards leads students to a higher level of vocabulary improvement. compared to word lists (Yusrika, 2013). In this regard, it is worth asking why teachers of English as a foreign language continue to use word lists, for example of English verbs, instead of using flashcards as a learning strategy.

When ICT begin to form part of the variety of educational centers in general, and also especially in primary schools, this means the importance that ICT have today in the social, cultural and political spheres, as well as in the Academic, due to this, these new technologies must be understood as a resource, they are ultimately a means to achieve a certain end, in this case the objective is to achieve good effectiveness in learning content by primary school students (Marín, 2010). On the other hand, it is currently important to introduce ICT tools into the classroom because it is a good method to attract students' attention and achieve the proposed learning objectives.

Then the idea of mixing two important educational tools arises: Flashcards as a method of memorizing new vocabulary and the Video that provides the auditory and visual part to create this tool: The Video Flashcards. This project aims to take the effectiveness of each of them to create a new tool that serves English teachers as a foreign language in the memorization and pronunciation of this language.

The educational methodology used in this Video Flash Cards is based on the educational ideas of the Montessori methodology, although this method was implemented since the middle of the last century, it is still considered very current and these teachings have been adapted to new Information and communications technology (ICT). The Montessori method has proven over the years to be very effective among students because it allows them to develop their creativity, curiosity and social skills education should be a skills-based system: We not only teach academic subjects, but we also teach entrepreneurship skills, these skills are called executive function skills, which are based on these points: first pay attention, second organize third, planning, fourth starting tasks and focusing on them, fifth controlling emotions and self-observation. And this is the reason why Montessori graduates become great leaders: because all the executive functions to succeed were learned from the preschool and primary education stage (Llorente, 2018). According to the above, students who are

educated following the Montessori parameters have an additional advantage over other traditional teaching methods, because when facing their adult lives they will be the entrepreneurs, scientists and leaders of the future.

Table 1.  
*Summary of the Project Formulation.*

<b>What?</b>	<b>Video Flashcards: A new audiovisual didactic material made by the students and the teacher for the teaching of English as a foreign language.</b>
<b>Why?</b>	The need to expand the vocabulary and pronunciation to improve the learning of this language because currently the level of English in Colombian schools is very low.
<b>When?</b>	Research carried out during the second semester of 2019
<b>Where?</b>	The investigation is carried out in the Educational Institution Compartir in the city of Medellín, Colombia.
<b>Who?</b>	The students of third grade of Educational Institution Compartir.

This table is a summary that answers the questions about the motivation for carrying out this project.

### **Justification**

From the social point of view, this applied project has been selected in order to provide a pedagogical tool that can serve to improve the low level of English among the students of the selected institution and that if the proposed objectives are achieved, it can be used in other educational institutions across the country. The improvement in the level of English in our country can impact on a better future of our society. The importance of achieving a good level of English in public school primary students in our country is for a great powerful reason: The inclusion, the possibility that a person has to access a good standard of living in a society (Diaz, 2017) .This is because in our society, the person who is better educated has the tools to achieve a better opportunities, it is known that private schools provide more emphasis on bilingualism than public schools, that is why have been chosen for this a project the public school I. E Compartir, in order to test this new Video Flashcard tool with the aim of providing these students with a means to improve their acquisition of English as a foreign

language and thus, in the future, be able to access a better standard of living with this knowledge.

Throughout the world nations have legislated with respect to this need, not only as a remedy to solve illiteracy, but at the same time to solve poverty, underdevelopment and dictatorial governments, education is sought to achieve justice, peace and freedom: its objective is to obtain the solidarity of the human race (Diaz, 2017). Education is understood then not only as a set of teaching methods but also as a means to achieve advancement of humanity.

From an academic point of view, the use of Video Flashcards in the classroom has been selected as a means to achieve meaningful learning through this didactic resource, applying it in different ways to improve vocabulary and speaking skills of third grade students of the Educational Institution Compartir.

The Flash Cards tool has been around for a long time and has detected its effectiveness as a teaching tool, currently it can be used with traditional materials and also with virtual tool. The academic objective is to improve the learning of a lot of vocabulary as a method of learning a new language. Learning vocabulary is the main tool for language learning, this is one of the main objectives of study programs, that is why evaluations of student performance are carried out, also teaching materials for students have that focus and because This is how most students have the concept of language and their learning difficulty lies in not being able to memorize enough words. Opposite then, putting vocabulary learning in a pedagogical focus not to highlight its importance, but to indicate how studying new vocabulary offers insights into the learning process, the methods of teaching a new language, and the social and linguistic structure of language (Carter & McCarthy, 2014). According to the above, learning new vocabulary is essential in acquiring a new language and therefore the importance of innovative methods such as the one proposed in this project.

## **Objectives**

### **General Objective**

To Improve communication skills in vocabulary and pronunciation in teaching English as a foreign language in students of third grade, through the use of Video Flashcards.

### **Specific Objectives**

- To apply a diagnostic test to measure the level of knowledge of the students in vocabulary and pronunciation.
- To use Video Flashcards as a teaching tool in the English as a foreign language class.
- To record the process of the students in English class and their progress when using Video Flashcards.
- To apply a final test to measure the level of knowledge of the students in vocabulary and pronunciation and compare it with the diagnostic.
- To present a report with the results of the research work.

## **Theoretical framework**

Learning English as a foreign language is very important because it gives students at the end of their educational cycle better opportunities to have a good job. In addition, it facilitates the knowledge to understand the different materials that are written in this language and that are useful in their daily life.

According to statistics from the Ministry of National Education, the level of English of students in Colombia is low in relation to the Common European Framework and it is necessary to implement educational strategies to improve the level of bilingualism in the students.

In a study conducted about the level of English in the educational institutions of the city of Cali and that it may be the same situation in the rest of the country. There is a great difference

between the public and private educational institutions of the city of Santiago de Cali in terms of the availability of educational materials, this difference puts the private sector at an advantage. In the public sector the lack of resources in the institutions is very noticeable and is demonstrated in the low levels of mastery of English as a foreign language among the students of public schools that have been seen in the results of national tests. When making its own purchases of educational materials, the private sector makes an investment that is much larger than that of the public sector, which has less possibilities in the allocation and provision of the budget for educational materials (Cárdenas & Miranda., 2014).

In the first phase of this project an investigation is made about the existing literature about the level of English in educational institutions in Colombia. A low level is detected with respect to the region and worldwide. This is a disadvantage because it makes our nation less competitive compared to other countries. A strategy is then sought to improve the level of English in educational institutions, finding research such as (Welsch, 2013), which determines the importance of learning enough vocabulary to improve the learning of a new language. In relation to the vocabulary to learn a language, knowing new vocabulary is one of the most important things you can do. The acquisition of vocabulary never ends but you have to start doing it immediately. If you have a large vocabulary you can read, write, listen and speak. If there is a word in a sentence that is not understood, you may be able to guess it. But if there are five new words, it is much more difficult to guess them all simultaneously (Welsch, 2013). It is considered that to speak English fluently a person must know 5000 words, this is the reason why students must have good techniques and materials to achieve this goal. In this order of ideas, it is important to achieve learning goals through an ordered sequence to achieve a good structure in educational aids, this is what is sought with the use of the tool proposed in this project. Intelligence must be used in favor of students to create new forms of learning such as that proposed in this project through the use of video flashcards. In

this regard intelligence is an organizing activity whose operation prolongs that of the biological organization, creating and surpassing the previous knowledge thanks to the elaboration of new structures (Piaget J. , 2007). This process of intelligence surpassing itself is fascinating.

An important part of teaching English as a foreign language is having good teaching tools, this applied project aims to provide a solution in the improvement of learning English as a foreign language through the use of a pedagogical tool: Video Flashcards, which mix the traditional Flashcards made by the students themselves and the video to create a tool that is very well accepted by the students due to their identification with this tool. And in this way through application strategies in the classroom, achieve the improvement of communication skills in pronunciation and acquisition of new vocabulary of this foreign language.

### **The Information and Communication Technologies (ICT)**

Information and Communication Technologies (ICT), can be defined as the set of technologies developed to manage information and take them from one place to another. These technologies comprise a wide variety of solutions. ICT Include technologies for storing information and retrieve it later, send and receive information from one site to another, or process information to calculate results and prepare reports (Rolandi, 2012). Since the beginning of the last century, various communication technologies have emerged: First the radio, then telephony and later television. This set is known as Communication Technologies (CT). Later on at the end of the last century, especially in the eighties and nineties, Information Technologies (IT) emerged characterized by the digitalization of content recording technologies (information technology, communications, telematics and interfaces).

The meeting of Communication Technologies (CT) and information technologies (IT) produce the emergence of ICT. The use of ICT are the ideal way to create and reach students through playful environments that foster the development of creativity and give free rein to

learning processes that are better in the didactic sense for students (Rolandi, 2012). These modern media are better accepted by younger students because from birth they are surrounded by technological devices and that is why they accept them so well as a means of learning. The use of ICT represents a remarkable change in society and of course also a change in education, in interpersonal relationships and in the way of spreading and creating human knowledge.

### **ICT as a tool for teaching**

Nowadays, the acceptance of digital culture in classrooms is undeniable. It is not only the language that children are learning, it is mainly a need that children currently have, and they must be prepared in the classroom so that they know how to handle these new technologies to face everyday life and in the future in their jobs in the best way.

At the beginning of 2000, the researchers draw our attention to these profound changes in our society that indicate the moment on the one hand of acceptance and on the other of adaptation that is lived in technological schools. It is indisputable that it can be pointed out that the presence of information and communication technologies (hereinafter ICT), and more specifically the Internet network in schools and universities, has become the main element of the socialization of students who they attend educational institutions. Since the centers must be in terms of technological development on par with society. They must therefore provide students with an up-to-date education, which equips them with knowledge in the use of new technological tools that society uses today as digital technology (Marín, 2010). ICT then become a fundamental tool in student learning and teachers must be able to adapt to use them as a teaching tool in the classroom. It is important then to create good teaching material using ICT because this is a tool that is very well accepted by students in the digital age.



### **The Flashcards in the teaching of English as a foreign language**

There are several methods for learning new vocabulary, among them the most usual are: Word Lists and Flashcards, which can be considered more effective in learning new words, which are essential when you want to improve the level of English as a foreign language.

Studies have been conducted comparing vocabulary learning using Flashcards versus learning using word lists among foreign language learners. The results concluded that the students' vocabulary mastery improved after they were taught using flashcard flashcards and also through the use of word lists. The students in the sample groups stated that by using the flashcards they could memorize the words easily, be more motivated to learn English, and understand the vocabulary easily. On the other hand, the students in the control group perceived that the word list was a tedious strategy (Yusrika, 2013). Finally, it was shown that by using the flashcards better results were obtained than with the word lists in this investigation.

### **The interaction between students and the audio-visual didactic material**

The fundamental part in the development of audiovisual material is to consider who it is addressed to. In this case, it is the students in whom the point of attention should be focused, in order to find the best way to draw their attention and thus achieve meaningful learning in this process.

Digital learning strategies should focus on students, since they are more receptive to didactic materials that are related to their everyday environment, therefore different aspects such as the learning that is intended to be achieved, the topic to be discussed, the way in which these didactic elements will be presented in class, as well as using strategies that motivate the user and support content that allows them to continue advancing in the consolidation of their meaningful learning, through the use of attractive interactive activities that are of the interest of students of English as a foreign language (García & Pérez, 2015).

According to this, the didactic teaching materials should not be good in their content but also in the way of presenting them so that they are attractive to the students and this is achieved with the materials that express real situations of daily life. Bear in mind when making video flashcards.

In order to understand a new language well, it is important that the teacher vocalizes the words well so that the auditory message is well understood by the students and they in turn can pronounce them correctly when making the recordings of the audiovisual material.: “The teacher should be careful to pronounce the sounds of each word clearly and completely when she speaks to a child, even if she does so quietly.” (Montessori M. , 2012, pág. 49). We are a society that puts a lot of emphasis on the visual aspect, but in the development of language, the emphasis that the teacher gives to the auditory aspect is very important.

When studying a new vocabulary, it is important to take an element in common between the new words and the images with which they will be associated: for example, the seasons of the year. Some flashcards can be made with the same image, for example a tree, but in each season represent the difference between the four seasons of the year in the same tree, this in order to have a common element to help strengthen knowledge of the topic.

Another aspect that will be taken into account for this project will be to correctly choose the age of the students in the sample group. This according to the age of the students with whom they are working on this degree project. In Jean Piaget's research, it was determined that between the ages of four, six and seven years (Stage II), the balance of knowledge tends to be completed by means of relative association relationships and one of accommodation to this form of learning. In these studies it was determined the appearance of coordination, but these relationships tend to be reciprocal, as well as the construction of general concepts and conclusions (Piaget J. , 2010). It is then determined that the sample group for this project is

capable, according to their age, of correctly assimilating the knowledge that will be given to them through the use of this didactic material Video flashcards.

## **Methodology**

### **Development of the applied project**

In this part of the project, it will be announced how plan to develop the applied project, which techniques and analysis tools will be used, in addition the methods of data collection, controls to be introduced, statistical methods, type of analysis, etc. will be described.

### **Type of study**

The research of this project is quantitative. First, a hypothesis to be tested is formulated, this hypothesis comes from a previous study on a problem which is intended to be solved.

In this applied project there is a design and application of measuring instruments from which verifiable data will be obtained and which will be interpreted later in the analysis and conclusions (questionnaire closed to the sample group both at the beginning and at the end of the project, tables statistics, diagrams).

The goal of this quantitative analysis is to verify if the proposed objective of finding a solution to the problem posed is met, through measurement and analysis.

The procedure of this quantitative methodology is deductive. From the hypothesis it goes to the search of variables, then comes a stage of data collection, analysis and finally the conclusions.

## **Stages**

### **Stage 1: Initial Investigation**

In this applied project, a collection of the statistical data on the problem raised will be made initially, about the low level of bilingualism in the Colombian student population. Subsequently, diagnostic tests will be carried out in the group selected to carry out the project.

### **Stage 2: Diagnosis**

As the type of research that will be carried out is quantitative, the different statistical analysis measures will be applied to obtain the results on the effectiveness of the method to be implemented. The method of data collection that will be used in this case will be the questionnaire, in order to obtain answers about the project under study.

Finally, statistical tables will be implemented to graphically visualize the results of the work done in this project.

### **Stage 3: Implementation of the tool**

To implement this didactic tool, it is a coordinated work between the students and their teacher. First the work begins with a list of words that the teacher makes known to the students. Here the students take each word and start making drawings to create the Flashcards. At this point it is important that the drawings are made by the children because they will identify themselves more and will be in accordance with their socio-cultural environment.

The didactic teaching materials must have certain quality criteria with respect to the images, they will be drawn with non-stereotypical guidelines typical of the commercial market, when they are made by the students they will express various traditions, local, national, international. There could be landscapes, objects, icons. children, etc.(Soto &

Violante, 2008). The topics will then be selected by the students according to their interests and culture.

Regarding the way in which the students make the drawings, without a doubt it is better to let each one do it according to their own method. An example of this is commented by a primary school teacher in the United States: Each student has their own strategy to make their artistic expressions, I asked the children in my class to bring one of their favorite toys to draw them, Eric brought a Batman and Alex a stroller. Eric looked at his doll and drew it, Alex placed the car on the paper, made a silhouette and cut it out. Both are valid strategies for drawing (Majoral, 2014). The technique used to prepare the didactic material will be according to the knowledge and tastes of the students.

When all Flashcards of that particular topic have already been made, the implementation of the use of ICT in the classroom begins. Photographs of the Flashcards made by the students are taken. Any technological tool can be used: A cell phone or any type of camera, the idea is that it is an easy tool to implement, without the need for sophisticated devices to make the Video Flashcards. After this, the images are taken to a video editing program, any program can be used, for example Movie Maker, the simpler it is the better, there the images are mixed with the recording of the students' voices. Finally, a background music can be added to the Video Flashcards so that they are more attractive in the final result. There are music banks like the one offered by You Tube, where it can take royalty-free license music for the realization of the videos. This last work of the video editing can be done by the students themselves with the advice of their teacher, it can also be done in coordination with the technology class.

Language development and in particular the learning of a foreign language is not something that can be achieved from one day to the next, rather it is a long-term process and for this reason methods such as Video Flashcards should be sought to achieve this. Language

is a slow process that develops little by little that is born from the first days of contact with the baby. The good quality of the language the child hears will help him acquire a varied and precise vocabulary (Herrmann, 2017). It is therefore a long process and must be carried out with a good quality of the spoken and written language.

**Stage 4: Empirical phase: collection of data obtained after the application of the applied project**

After applying the project in the classroom, a knowledge test will be carried out on the subject that was studied, this is a quantitative questionnaire of closed questions by which it is determined if the proposed learning objective is met. The results become statistical tables for later analysis.

**Stage 5: Analytical phase: Analysis and interpretation of the data**

All the results obtained through quantitative tests are passed to statistical tables and diagrams. These results are analyzed and conclusions are drawn. The idea is to verify the effectiveness of the pedagogical method applied, from these data conclusions and recommendations are obtained that can help teachers to apply this project in the future if it is observed that good learning results are obtained.

## Population and Sample

In order to carry out this project, the Educational Institution Compartir was chosen, located in the city of Medellín, rural district of San Antonio de Prado. This educational institution is in Primary and Secondary Education. Within this student population, third grade students were selected to carry out the initial research and subsequently to implement the activity of this research project.

The age of the selected students is 8 years on average, this is because from this age, children begin to relate signs and symbols in a more conscious way, looking for the relationships between image and text. This is then an activity of selecting similar things "The interest of these first levels is that the subject only looks for similarities, and ignores any difference." (Piaget., 2005, pág. 132). The work done with the students must be in accordance with their mental development.

The following table specifies the data of the educational institution to implement the project.

Table 2.

### *Identification of the selected educational institution*

<b>Name:</b>	<b>Institución Educativa Compartir</b>
<b>Creation:</b>	Resolución 014912 del 04 de dic. 2015
<b>Address:</b>	Carrera 62A #42D Sur 26 - Tel: 286 5591
<b>E-mail:</b>	<a href="mailto:ie.compartir@medellin.gov.co">ie.compartir@medellin.gov.co</a>
<b>DANE:</b>	205001026624
<b>N.I.T.</b>	205001026624
<b>Type</b>	Oficial Municipal.
<b>Calendar:</b>	A
<b>School Day:</b>	Full morning and Full afternoon.
<b>School grades:</b>	Preschool, Basic (primary and secondary cycle), Academic and Technical Media
<b>Educational nucleus:</b>	937
<b>Principal:</b>	Weimar Alberto Vásquez Sánchez

This table specifies the data of the educational institution to implement the project.

Next, there is a table with the identification of the sample group. In this table there are all the characteristics of the selected group, with data such as age, gender, school subject, course director, class schedule etc.

Table 3.

*Identification of the sample group*

<b>Grade</b>	<b>Third grade students</b>
<b>Average age</b>	Eight years old.
<b>Gender</b>	Fifteen girls Thirteen boys
<b>Total number of students</b>	Twenty-Eight Students
<b>Teacher</b>	Viviana Bermúdez Toro Degree in Humanities and basic education with an emphasis on languages.
<b>School subject</b>	English subject
<b>School Day</b>	School day from 12:30 pm to 6:00 pm

Table with the identification of the sample group

## **Instruments**

### **Quantitative information collection instruments**

Initially a knowledge test was conducted on the topics that were going to be taught, this was done to determine how much students knew before using Video Flashcards. The sample group, it is composed of 26 eighth grade students of the Compartir Educational Institution.

The score ranges from 0 as a minimum grade to 100 as a maximum grade. This test is quantitative, the results obtained are in the following table:



Table 4.

*Quantitative initial knowledge test*

20	23	25	25	25
28	30	40	41	42
43	43	45	45	46
47	48	48	48	50
57	58	60	65	65
65	68	100		

These are the results obtained in the sample group for initial knowledge test. The score ranges from 0 as a minimum grade to 100 as a maximum grade.

**Budget**

This project constitutes a management tool that can be understood as a financial plan considered to achieve the proposed objectives, the budget plays a fundamental role when programming the development of this applied project on certain dates. items that are needed to carry out this work.

For the estimation of a budget, the administration of funds was required, since one of the objectives is to influence the decision processes of the work to be carried out, since the investment capacity is estimated to be able to carry out this proposed project.

Table 5.

*Budget table for the realization of the project*

RESOURCE	DESCRIPTION	BUDGET
1. Human team	Researcher, teachers of the Educational Institution Compartir, located in San Antonio de Prado Medellín, selected students as a sample, support professors of the UNAD.	Salaries are paid by the secretariat of education of Medellin. therefore, they do not represent costs in this project Duration time: 40 weeks Total: 0
2. Equipment and Software	Computer equipment, equipment maintenance, internet payment for one year.	Computer equipment and internet spending were contributed by the researcher of this project Total: \$0
3. Travels and Field Trips	Trips to libraries for research, travel to educational institution for field work.	\$50,000 pesos for forty weeks Total: \$ 2.000.000 COP

4. Materials and supplies	Photocopies, technological services, materials and supplies.	Total: \$400.000 COP
5. Bibliography	Purchase of support material	The books and supporting material were borrowed from local libraries in the city of Medellín Total : \$0
TOTAL \$ 2,400.000		

Table with the different items that are part of the budget

### Schedule of activities

According to the work plan proposed by the English as a Foreign Language program of the Open and Distance University (UNAD), this is the table of activities that has been developed for the present project applied.

Table 6.

*Program schedule of activities of the applied project.*

Activity	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Identification of the problem. Cause determination. Theme selection.	X	X										
Development of the referential framework. Justification and Objectives.			X	X								
Formulation of hypothesis, methodology and construction of theoretical framework					X	X	X					
Field research, data interpretation analysis, proposal development.								X	X	X		
Statement of conclusions and recommendation presentation of the final report											X	X

Table of activities that has been developed for the present project applied.

## Results

Table 7.

*Expected results.*

<b>RESULT / EXPECTED PRODUCT</b>	<b>INDICATOR</b>	<b>BENEFICIARY</b>
Development of research papers on the use of Video Flashcard as a pedagogical resource.	Activities completed within the established time.	The students of third grade of the Educational Institution Compartir. Located in the rural district of San Antonio de Prado of the city of Medellin.
Development of an educational tool through the use of traditional tools and virtual platform.	Statistical tables of quantitative analysis of the results obtained in this project.	The students of third grade of the Educational Institution Compartir. Located in the rural district of San Antonio de Prado of the city of Medellin.
To improve communication and speaking skills in English as a foreign language.	Evaluative test to verify the results of the tool implemented.	The students of third grade of the Educational Institution Compartir. Located in the rural district of San Antonio de Prado of the city of Medellin.
Implement use of tics in the investigated classroom	Determine the resources used after the research work	Educational Institution Compartir.

This table summarizes the expectations of this research and the usefulness it can provide as an educational tool.

### **Test on the achievement of educational objectives proposed**

After having carried out the activity of creating the Flashcards with the proposed themes, the Video Flashcards was made and presented to the sample group in the classroom. After doing all the pedagogical activity, the group of students was evaluated to determine how effective was their learning by using of the Video Flashcards. The results of the scores are in the following chart.

Table 8.

*Student report chart after use of the Video Flashcards*

0	50	60	88	97
97	97	98	99	99
99	99	99	99	99
100	100	100	100	100
100	100	100	100	100
100	100	100		

This table shows the good results obtained by the students when using the Video Flashcards.

Table 9.

*Diagnostic Test*

Intervals	f	fr	%
<b>20-29</b>	6	0.214	21.4
<b>30-39</b>	1	0.036	3.6
<b>40-49</b>	12	0.429	42.9
<b>50-59</b>	3	0.107	10.7
<b>60-69</b>	5	0.178	17.8
<b>70-100</b>	1	0.036	3.6
Total	<b>28</b>	<b>1</b>	<b>100</b>

Diagnostic Test before Video Flashcards. Table of frequency.

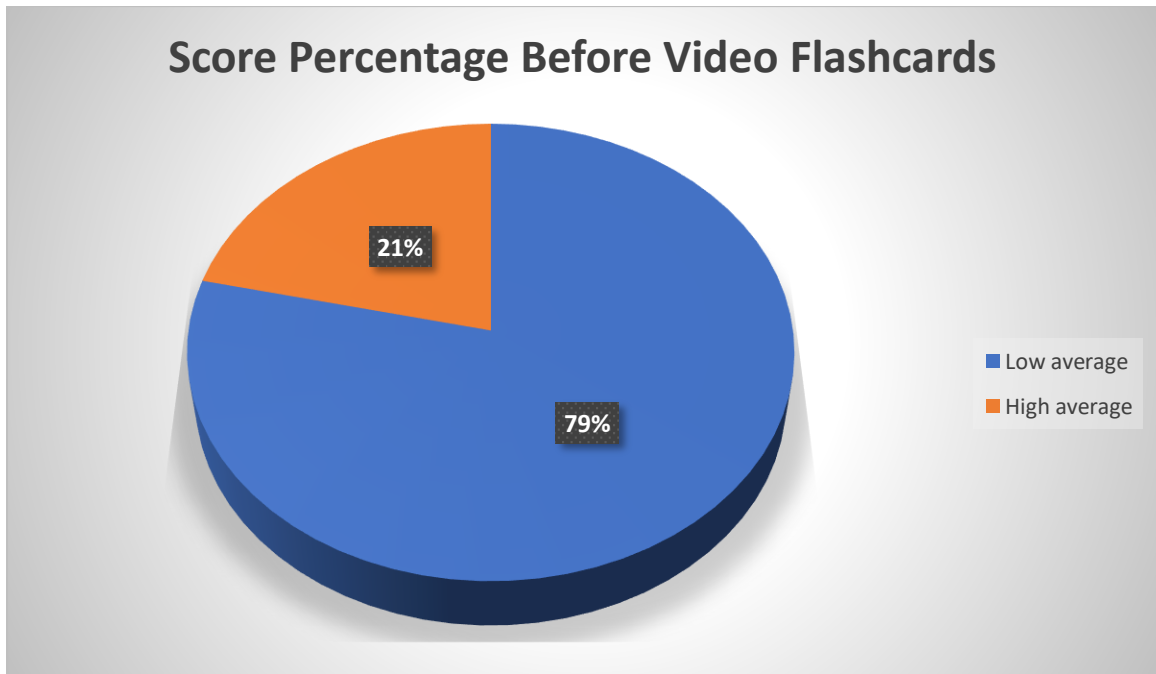
Table 10

*Table of the Test diagnosis, applied before the use of the Video Flashcards*

Rank Scores	N° of students	%
<b>20-59 (low average)</b>	22	78.6%
<b>60-100 (high average)</b>	6	21.4%

In this table are the students' averages before using the Video Flashcards

**Figure 1**



**Figure 2:** Score percentage before Video Flashcards. In this figure it can be seen that the majority of the students in the sample group are in a low performance average before using the Video Flashcards.

It is important in acquiring a new language, both recognizing the sound of words and their graphic representation. Therefore, to improve the results in the knowledge test, the Video Flashcard didactic tool will be applied, the results obtained from this will be quantified later.

The spoken language is as it is natural in human societies, a means that it uses to relate, also writing is considered as a harmonic set of new mechanisms that establish the nervous system at the beginning but also as a means that is also usable for social purposes. written language, in addition to its physiological importance at first, then in later development it will fulfill social functions as well (Montessori., 2016). In short, both spoken and written language fulfill physiological and social functions.

Table 11.

*Final evaluation after Video Flashcards. Table of frequency*

Intervals	f	Fr	%
<b>0-49</b>	1	0.36	3.6
<b>50-60</b>	2	0.071	7.1
<b>61-89</b>	1	0.036	3.6
<b>90-100</b>	24	0.857	85.7
Total	<b>28</b>	<b>1</b>	<b>100</b>

In this frequency table the effectiveness in the use of Video Flashcards can be verified.

Table 12.

*Table of the Test result, applied after the use of the Video Flashcards*

Scores Rank	Number of students	%
<b>0-60 (Low average)</b>	3	10.7%
<b>61-100 (High average)</b>	25	89.3%

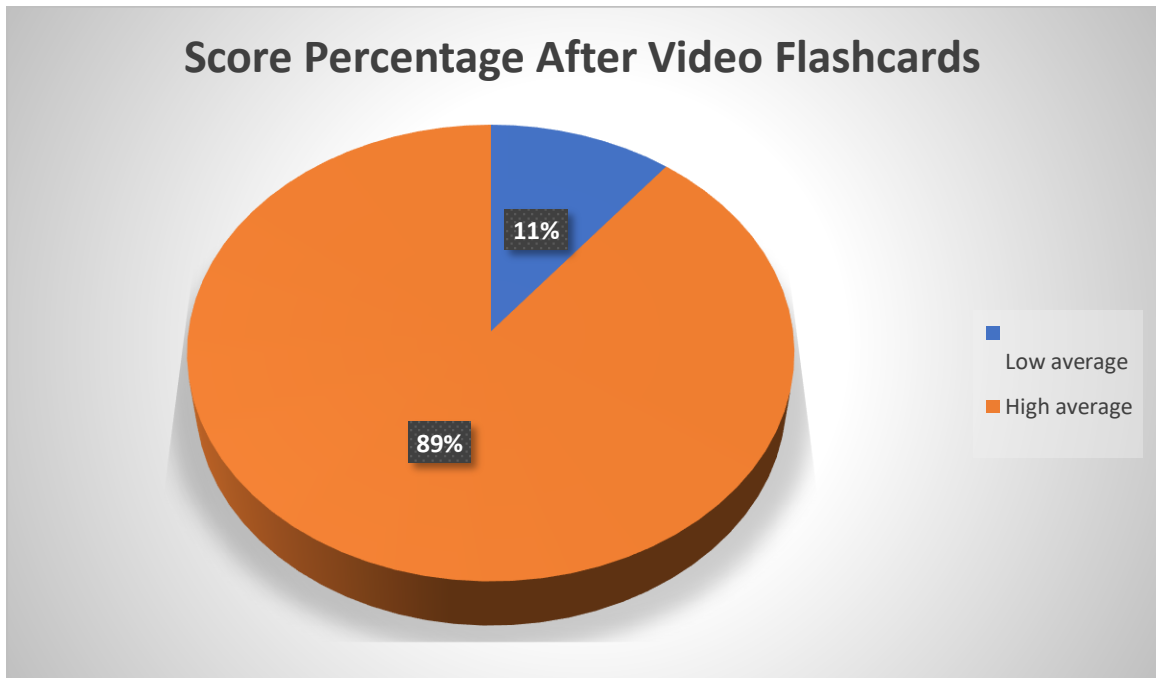
This table establishes a comparison between low and high performance students after using this teaching tool.

As can be seen in this table, very good results are obtained with a tool that combines image with sound, such as Video Flashcards. Sound is important because it is the organ of the senses that is related to language.

The sense of hearing of the ear is extremely important in the early years of children, this is because it is the sense most related to language. Children must then direct their attention to follow the sounds and noises that occur around them, identify and differentiate them from each other, this allows them to prepare their attention to follow the sounds of articulated language later (Montessori M. , 2017). A great advantage of Video Flashcards compared to

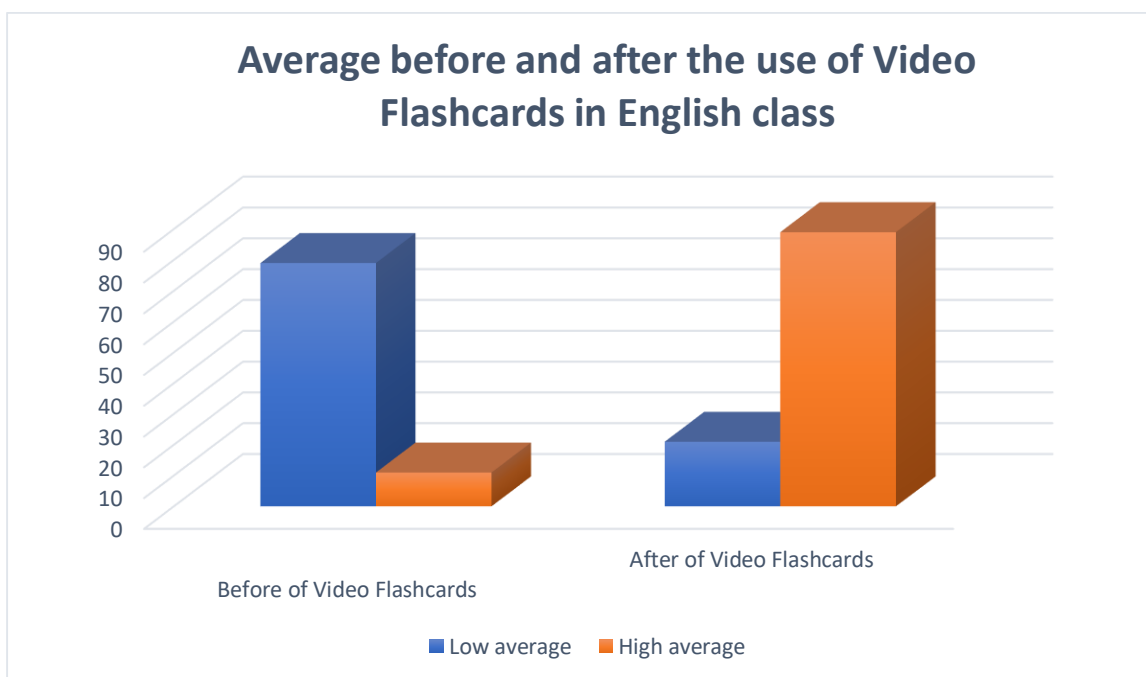
traditional flashcards is the use of image and sound at the same time, achieving a better learning experience for students.

**Figure 3**



**Figure 4:** Score percentage after Video Flashcards.

Figure 5



**Figure 6:** Average before and after the use of Video Flashcards in English class.

### Analysis

The result of the study carried out among the students of the sample group confirms that there is a significant improvement when the Video Flashcards were used in relation to the previous knowledge that the students had at the beginning of the learning activity in the classroom: It passed a 79% low average in the results of the diagnostic test to only 11% low average in the final test. This indicates an improvement of 68% percent through the use of Video Flashcards in the classroom. This result confirms that the use of Video Flashcards in the classroom helps improve learning in the area of English vocabulary and pronunciation as a foreign language in the regular classroom in the public school where the study was conducted. According to this, this activity of using Video Flashcards in the classroom can be used in other public and private schools due to its good results. The result of a high average



of 89% indicates a very good identification of students with Video Flashcards. One reason is because the tool was developed by the students themselves and also the use of ICT tools in the classroom increases the attention to the topic being learned. It is also important to analyze the ratio of the low percentage at the end of the applied project. The low average percentage at the end of the presentation of the Video Flashcards was 11%, the curious thing in this percentage of students who failed to increase their level of English with the didactic tool, at the beginning of the study this group of low performance, it was the same low performance group at the end after using the Video Flashcards. This indicates that there is a problem with this 11% of the students themselves, not necessarily with the Video Flashcards.

### **Conclusions**

The general objective to Improve communication skills in vocabulary and pronunciation in teaching English as a foreign language in students of third grade, through the use of Video Flashcards, it was fulfilled because according to the field research carried out, there was an increase in the learning of the third grade students of the sample group in their vocabulary and improved the pronunciation through the use of the Video Flashcards.

At the beginning of this project, the knowledge index of the English students in the classroom was very low: This percentage of low average was 89 percent. At the end of this study, the percentage of students who managed to improve their knowledge in the subjects studied, increased significantly, going to 89 percent high average. It is concluded that the use of Video Flashcards in the classroom it is effective and helps improve the vocabulary and pronunciation of the students in the sample group. This experience can then be carried out with other groups of students from other educational institutions because its effectiveness has been demonstrated as a teaching tool in learning English as a foreign language.

The students who at the end of the test did not improve their performance with the use of the Video Flashcards correspond to the same group that obtained a low performance at the beginning, therefore it is concluded that it was not the direct fault of the Video Flashcards, probably their demotivation to learning in the classroom has another explanation, not necessarily the tool used.

The secondary objective to apply a diagnostic test to measure the level of knowledge of the students in vocabulary and pronunciation, was carried out and resulted in a low initial level in the English vocabulary that the students of the sample group knew.

The goal to use Video Flashcards as a teaching tool in the English as a foreign language class was met, initially the students developed Flashcards in class and then these Flashcards were converted into Video Flashcards through the use of digital tools and presented in the classroom to the students of the sample group.

During this applied project, the process of the students in English class and their progress was carried out to record the process when using Video Flashcards, this was documented by the initial and final tests. Also in an interview with the teacher of the sample group, the students' progress and the good acceptance of this educational tool were documented. (Annex 1).

After the initial study was presented a report with the results of the research work, this report is evidenced in the statistical tables and in the analysis of the results.

## **Recommendations**

After analyzing all the data gathered for this project, these recommendations are the result of the exercise.

The use of Video Flashcards should be implemented as a strategy to improve the learning of new vocabulary and pronunciation among students in schools, especially public educational institutions as they have the lowest level of English as a foreign language.

Promote training among teachers on the use of Video Flashcards, because its effectiveness has been demonstrated as a tool in the classroom for teaching.

Make a teamwork between teachers and students for the realization of Video Flashcards because in this way the student acquires more interest in this learning tool to be the same who develops this educational material

At the beginning of the course, socialization and training on the realization of the Video Flashcards should be done so that the students are familiar with them and know how to perform them easily.

The teacher must keep a record at the beginning and end of the course to assess the progress of students with the use of this tool.

It is recommended that schools that do not have TV screens in the classroom, implement them because it is important to use these ICT tools for learning.

The researcher of this project considers that the use of Video Flashcards as a learning strategy for English as a foreign language is important because it improve the knowledge of new vocabulary and the pronunciation of these words, the results have been demonstrated in the realization of this applied project.

### **Applied Project Product**

This project was carried out with exams before using the teaching tool Video Flashcards and after having used it in the classroom of the sample group. It was really proven that it is effective in improving the learning of new vocabulary and its correct pronunciation of English as Foreign Language. The final product was presented to the director of the third grade course of the educational institution Compartir: Viviana Bermudez Toro and it was concluded that this product should be taken into account as a new learning tool within the primary education courses of this public school. The effectiveness of the Video Flashcards was verified by means of the tests carried out in class and also by the testimony of the director of the course.

In carrying out this didactic tool, the principles of freedom of expression promoted by the Montessori Method were taken into account. The Montessori Method becomes a tool that allows those who are educated with this method to conquer their independence, they liberate their personality, they reject the oppression of prejudice ... It is an education that protects the child, the scientific recognition of their nature, the proclamation of your rights (Yaglis, 2004). The fact that the students are participants in the creation of this tool, strengthens the interest in learning, through the Video Flashcards, the children of the sample group were able to express themselves freely according to their tastes and way of understanding the representations they made, this is one of the reasons why very good results were obtained.

The creation of the Video Flashcards is done through simple tools that teachers have in the school classroom: A cell phone, a computer to edit the video and a TV to be presented in class. All these elements are easy to obtain and serve to create a didactic tool of great benefit for students. Can be proposed some training to teachers of English as a foreign language,

about the importance and how to create Video Flashcards in the classroom due to its effectiveness in learning vocabulary and pronunciation of the foreign language.

Finally, once the Video Flashcards have been made, they can be stored in USB sticks, in the computer memory and can also be stored in a You Tube channel, in this way it can be viewed by students from other Colombian schools and around the world, in this way it can disseminate this knowledge and be very useful for many students who need to learn these topics, so the Video Flashcards can become an excellent didactic tool to improve vocabulary and pronunciation.

## References

- Cárdenas, R., & Miranda., N. (2014). Implementación del Programa Nacional de Bilingüismo: un balance intermedio. *Educ. Educ. Vol. 17, No. 1* , 51-67. Obtenido de <https://educacionyeducadores.unisabana.edu.co/index.php/eye/article/view/3045/3478>
- Carter, R., & McCarthy, M. (6 de June de 2014). *Vocabulary and Language Teaching*. Obtenido de <https://www.taylorfrancis.com/books/9781315835860>
- Correa, P. (2017). *Rodolfo Llinás. La Pregunta Difícil*. Bogotá: Penguin Random House Grupo Editorial S.A.
- Díaz, C. (2017). *Una Historia de la Pedagogía*. . Bogotá: Alfaomega.
- García, N., & Pérez, C. (2015). *Creación de ambientes digitales de aprendizaje*. México: Editorial Digital UNID.
- Gómez, Á. (2017). Introducción Crítica. En M. Montessori, *María Montessori. Ideas generales sobre mi método*. (págs. 13-31). Madrid: CEPE.
- Herrmann, É. (2017). *100 actividades Montessori*. Barcelona.: Planeta.
- Llorente, A. (7 de diciembre de 2018). *Método Montessori: cómo es la educación que recibieron los creadores de Amazon, Google y Wikipedia*. Obtenido de BBC News Mundo: <https://www.bbc.com/mundo/noticias-46478286>
- Majoral, S. (2014). *Siguiendo el hilo de las propuestas de los niños y de las niñas*. Barcelona.: Octaedro.
- Marín, V. (2010). Las TIC en el proceso de enseñanza-aprendizaje en educación primaria. In V. M. Díaz, *Las TIC y el desarrollo de las competencias básicas* (pp. 55-68). Bogotá: Ediciones de la U.
- Montessori, M. (2012). *El Manual Personal de la Dra María Montessori*. México.: Coedi.
- Montessori, M. (2017). *Ideas Generales Sobre mi Método*. Madrid: Cepe.

- Montessori., M. (2016). *El método de la metodología científica*. Madrid.: Biblioteca Nueva.
- Ortiz, A. (2014). *Pedagogía Problemática*. Bogotá.: Magisterio.
- Piaget, J. (2007). *El nacimiento de la inteligencia en el niño*. Barcelona.: Crítica.
- Piaget, J. (2010). *La formación del símbolo en el niño*. México: Fondo de Cultura Económica. .
- Piaget., J. (2005). *La equilibración de las estructuras cognitivas del desarrollo*. Buenos Aires.: Siglo Veintiuno.
- Portafolio. (8 de noviembre de 2018). *Colombianos se rajan en el dominio del Inglés*.  
Obtenido de <https://www.portafolio.co/economia/colombia-mantiene-un-nivel-bajo-en-el-dominio-del-ingles-523167>
- Rolandi, A. M. (2012). *TIC y Educación Inicial*. Rosario: Homo Sapiens.
- Soto, C., & Violante, R. (2008). *Pedagogía de la Crianza*. Buenos Aires.: Paidós.
- Welsch, D. (2013). *Las habilidades necesarias para aprender y entender el inglés*. Madrid: Daily English Publishing; Edición: 2.
- Yaglis, D. (2004). *Montessori La educación natural y el medio*. . Mexico D.F.: Trillas.
- Yusrika, E. (2013). Teaching Vocabulary Using Flashcards and Word List. *Journal of English and Education*, 52-58. Obtenido de <https://media.neliti.com/media/publications/192296-EN-none.pdf>

## Annexes

### Annex 1. Teacher Interview

This interview was done in Spanish and was translated by the author of the thesis.

1- *Presentation of the teacher:* My name is Viviana Bermúdez Toro. English Teacher of the Educational Institution Compartir. I have been working for 3 years in this Institution and have been working with the municipality of Medellín for 4 and a half years. I have a degree in Humanities and basic education with an emphasis on languages. I also have a master's degree in Educational Technology Management at the University of Santander.

2- *How is the level of English of the students of this Educational Institution Compartir?*  
The children's level of English is basic at a general level, focused mainly on vocabulary. Although currently it is being implemented and working in Medellín and Colombia bilingual and from there it has been reinforcing and implementing strategies to improve the level in public education, focused on English that is now so important. The curriculum has also been organized so that the English area has more time intensity.

3- *Do you think that the level can be improved and what strategies can be implemented?*  
Yes, it can be improved. For example, with the Medellín-Bilingual program, new strategies are being used with the technologies and use of ICT tools. An educational platform that belongs to the municipality of Medellín, called PANDA, is being used, with this tool, what is learned in class is reinforced or through significant experiences and learning they learn vocabulary and phrases through images. This activity has been satisfactory!

4- *How did you think about the work on Flashcards that later became Video Flashcards?*  
I found the activity very interesting because it was an interactive activity. I really liked the use of the ICT that he gave and I liked the activity that was used to pass the images they made on video. This made the student more motivated to learn because they saw their work



in a video. They learned a lot and it was interesting that new strategies and alternatives were used, coming out of the paper and pencil scheme.

*5- Do you think that Video Flashcards can be used to improve vocabulary and pronunciation? Yeah right. I have always kept in mind that in English the image with the word helps a lot and the students learned through their own drawings and their own new vocabulary interpretation and with the help of the teacher, they recorded their pronunciation that was later heard in the video. They did the activity themselves.*

*6- Do you think that with this activity carried out by Iván Barragán in the classroom, the results were good?*

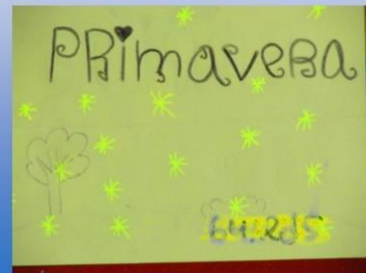
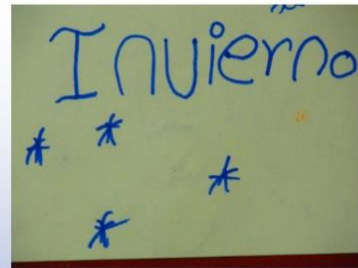
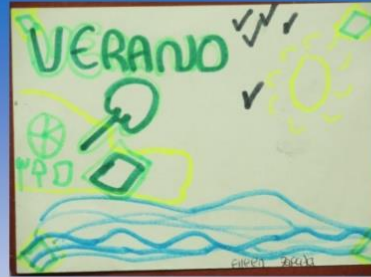
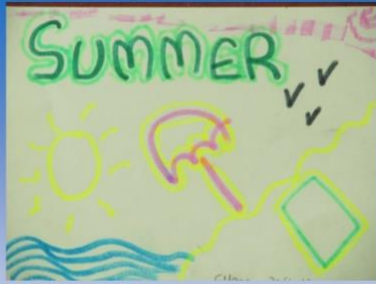
Of course, total. I loved it. The children learned significantly in a real context. They themselves developed the activities and this made them motivated to continue learning. A diagnosis was made; an easy vocabulary was worked on. That is why it is important to continue with this process using these teaching strategies.

*7- Do you recommend using this type of tools for other teachers and other courses in the English area?*

Yes, I consider that this type of activity can be applied in all grades. I work in the 3rd, 4th and 5th grades and consider that it can be applied in any grade, even since transition, because it is a very visual tool, something that can be illustrated and can easily be seen by children

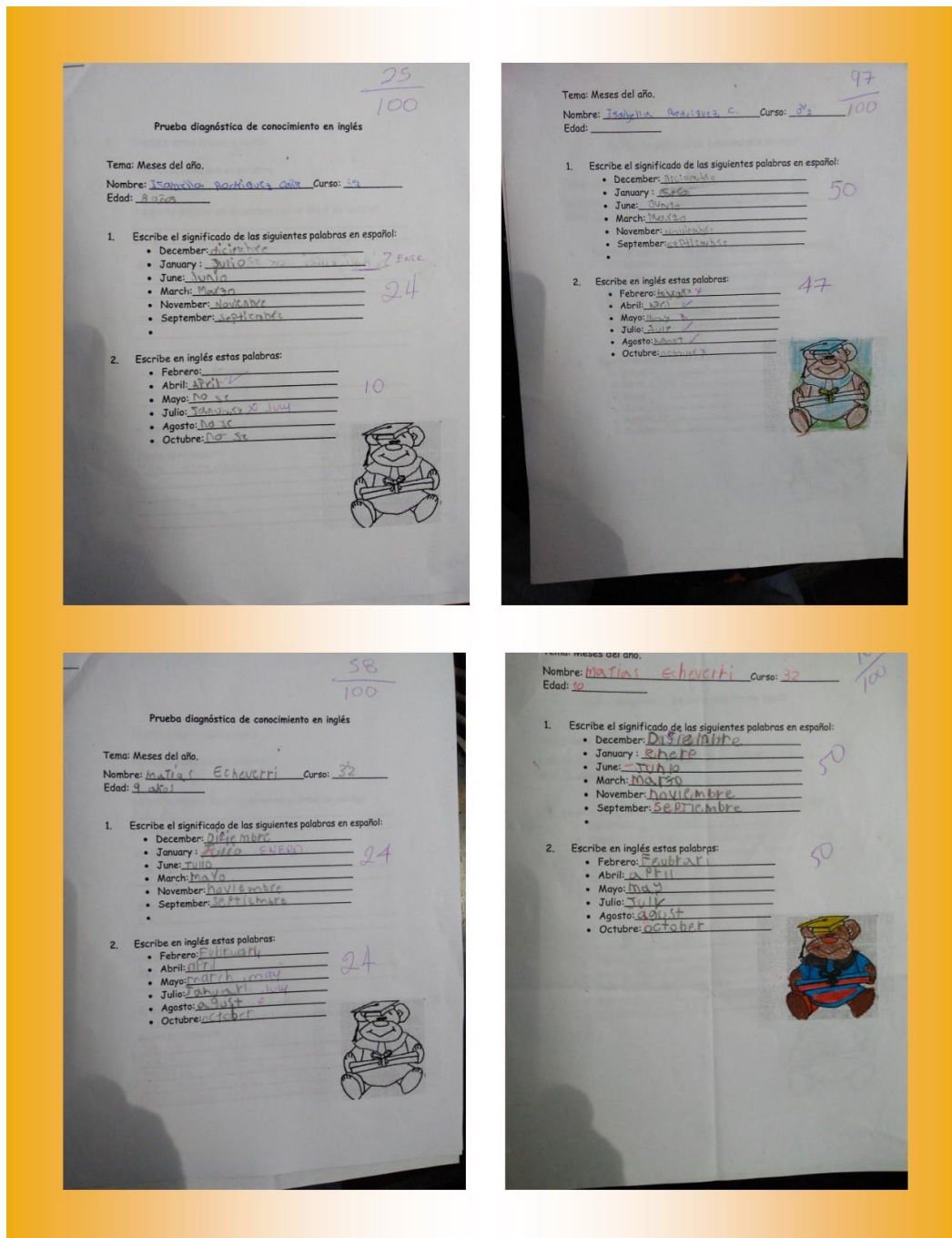
## **Annex 2. Draw of Flashcards**

This is the first stage for the realization of the Video Flashcards, the students draw in the classroom some flashcards on cardboard that will later be converted into a video through an editing program with the help of the teacher.



### Annex 3. Diagnostic test

For the realization of this applied project, a diagnostic test was made before and after the use of the Video Flashcards. The result is excellent as seen in these tests: In the first one it went from a score of 25 to 97. In the Second test went from a score of 58 to 100.



#### Annex 4. Final Product

This is the final product, the Video Flashcards made in the classroom which they demonstrated through quantitative study, that are a very useful tool for learning English as a foreign language in the third grade group of the Educational Institution Compartir of the Medellin city. This is the link to watch on You Tube.

#### Video Flashcards

<https://youtu.be/nsBO10-1wMc>



<https://youtu.be/LwmilpuFkVc>



<https://youtu.be/XrLgdjD6iHg>

