



# UNIVERSIDAD TÉCNICA DE COTOPAXI

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### MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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**Anki app and vocabulary learning in EFL students**

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Trabajo de titulación previo a la obtención del título de Magíster en Lingüística  
Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera

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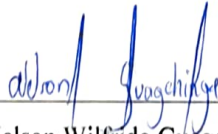
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*Maritza*

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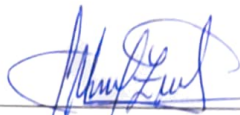
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**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL  
IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

**Título:** Anki app and vocabulary learning in EFL students

**Autor:** Maritza Inés Zapata Vicente Lic.

**Tutor:** Nelson Wilfrido Guagchinga Chicaiza MSc.

**RESUMEN**

En un mundo donde la tecnología desempeña un papel cada vez más significativo en la educación, este estudio investigó si la aplicación Anki podría servir como una herramienta valiosa para los estudiantes de idiomas. La investigación empleó un enfoque de quasi-experimental, incorporando tanto análisis cuantitativos como cualitativos para proporcionar una evaluación integral. Veinticuatro estudiantes de primero de bachillerato quienes cursan inglés como idioma extranjero participaron en el estudio. El análisis de datos cuantitativos reveló que la integración de la aplicación Anki resultó en mejoras significativas en la adquisición y retención de vocabulario. Las puntuaciones de los exámenes de pre y posprueba de los estudiantes demostraron un crecimiento sustancial, lo que indica el impacto positivo de la aplicación en la competencia lingüística. Las percepciones cualitativas de los estudiantes obtenidos a través de un cuestionario resaltaron la conveniencia y la facilidad de uso de la aplicación Anki, pero también identificaron desafíos como problemas técnicos y la necesidad de contenido más atractivo. Estos hallazgos contribuyeron a una comprensión matizada de la implementación de la aplicación en entornos de EFL. En general, esta investigación arroja luz sobre los posibles beneficios y limitaciones de incorporar la aplicación Anki en la enseñanza de vocabulario.

**PALABRAS CLAVE:** Aplicación Anki; aprendizaje de vocabulario; estudiantes de Inglés como lengua extranjera (EFL); enfoque de métodos mixtos

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**Title:** ANKI APP AND VOCABULARY IN EFL STUDENTS

**Author:** Maritza Inés Zapata Vicente Lic.

**Tutor:** Nelson Wilfrido Guagchinga Chicaiza MSc.

**ABSTRACT**

In a world where technology plays an increasingly significant role in education, this study investigated whether the Anki app could serve as a valuable tool for language learners. The research employed a quasi-experimental design, incorporating both quantitative and qualitative analyses to provide a comprehensive assessment. Twenty- four students from First baccalaureate who study English as a Foreign language participated in the study. Quantitative data analysis revealed that Anki app integration resulted in significant improvements in vocabulary acquisition and retention. The students' pretest and posttest scores demonstrated substantial growth, indicating the app's positive impact on language proficiency. Qualitative insights from students' perceptions gathered through a questionnaire, highlighted the convenience and user- friendliness of the Anki app, but also identified challenges such as technical issues and the need for more engaging content. These findings contributed to a nuanced understanding of the app's implementation in EFL settings. Overall, this research sheds light on the potential benefits and limitations of incorporating the Anki app into vocabulary instruction.

**KEY WORDS:** Anki app; vocabulary learning; EFL students; mixed-methods approach

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## INTRODUCTION

The pursuit of language proficiency is an ardent journey, especially for English as a Foreign Language (EFL) students, as they navigate the intricacies of a language that holds global significance (Cook, 2016). Within this linguistic odyssey, vocabulary learning stands as a formidable pillar. A robust vocabulary is not merely a tool for communication; it is the scaffold upon which language proficiency is constructed (Nation I. S., 2013). The acquisition and mastery of words, phrases, and expressions are central to the EFL learning process, influencing every facet of linguistic competence, from reading comprehension to effective communication (Schmitt, 2008).

In this digital age, technology has ushered in transformative opportunities for language learners. Among the myriad of language learning applications, Anki, a spaced repetition flashcard app, has garnered attention and acclaim (<https://apps.ankiweb.net>). Its premise is deceptively simple yet profoundly effective: optimize the learning of vocabulary and information through spaced repetition, a scientifically validated technique that enhances memory retention (Kornell, 2009). The Anki app allows EFL students to create digital flashcards, which are then presented at intervals based on the learner's individual progress, reinforcing the retention of vocabulary over time.

The intersection of vocabulary learning and technology, exemplified by the Anki app, presents a promising avenue for EFL students to augment their language proficiency. However, the effect of this technology on the vocabulary acquisition of first baccalaureate students at Benjamin Franklin high school remains a subject of investigation and discourse. This matter raises key questions regarding the effectiveness of Anki app in enhancing vocabulary learning, the perceptions and attitudes of students towards the app usage and the extent of technology at bridging the gaps in vocabulary acquisition by EFL learners.

This thesis embarked on a comprehensive exploration of the Anki app's role in vocabulary learning and retention within the context of first baccalaureate EFL students studying B1 material. By dissecting the intricacies of technology-mediated



vocabulary acquisition, the researcher aimed to contribute nuanced insights into the ever-evolving landscape of language learning. The researcher endeavored to unravel the app's effectiveness, its limitations, and the pedagogical implications it holds for educators seeking to optimize vocabulary acquisition strategies for EFL learners. In doing so, the author aspired to not only illuminate the role of technology in language education but also empower EFL students on their quest for linguistic mastery.

## **1. Justification**

Altiner (2019) examined the impact of employing Anki a spaced repetition software in ESL lessons on students' academic vocabulary knowledge. She conducted quasi-experimental research with a mixed-method approach for three weeks. The participants were two groups of thirteen college-level ESL students, attending IEOP (Intensive English and Orientation Program) classes at Midwestern University in Illinois. The study's vocabulary was drawn from Coxhead's (2000) Academic Word List, which included the most frequently used words in university textbooks. During the intervention period, students used the Anki dictionary for ten minutes each day. The effectiveness of the learning process was assessed by comparing students' pre-and-post-test scores. Surveys, interviews, and observations investigated students' impressions about the software. The findings illustrated an improvement from 19.3 to 23.6 in the group's mean score. In conclusion, Anki is a useful and innovative strategy for acquiring vocabulary. However, learners expressed they need images, sound, or typing the words, to acquire the target words easily and meaningfully.

Sustaita and Borjas (2018) examined the usefulness and potential effects of explicit "high frequency vocabulary" learning on the learning of French as a Foreign Language, as well as how "spaced repetition" could support this process. Based on the findings of the French X-Lex test, the statistical analysis methodology was utilized in the study. Through the use of a straightforward, multimedia-enabled tool, which has demonstrated great promise for facilitating memorization in a variety of subjects, including foreign language vocabulary, this project hopes to provide an innovative and effective technique to enhance the learning process of foreign

languages.

Jaya (2016) carried out a study using Anki to improve vocabulary in the second-grade students of SMP (Pihak Sekolah Menengah Pertama) Negeri 6 Makassar, in Indonesia. He implemented a qualitative approach by doing quasi-experimental research. 31 learners used Anki at the beginning of their English lessons for ten weeks. Jaya utilized a pre-test and post-test to measure students' increase. Vocabulary proficiency raised from 51.13 to 73.58. He concludes that Anki greatly benefits learners' vocabulary competence.

Bailey (2013) implemented Anki, a spaced-repetition flashcard computer program, and its AnkiWeb study website into two similar university classes (a total of 46 participants) in Asia University, Japan. They examined the app's feasibility in and out of the classroom as well as analyzing learners' perceptions towards it. They took a qualitative approach and developed action research over a fifteen-week semester. The findings showed that the Economics group used Anki outside of the classroom a total of 246 repetitions (cards viewed) during the semester. There were up to 695 repeats in the International Relations group, with a mean of about 252. They concluded that students had mixed feelings about it and its usefulness. The researchers advise teachers to give ownership to their pupils by creating their own flashcards.

Condori (2020) measured the improvement of English language vocabulary in third-year high school students after the application of Anki flashcards, at Túpac Amaru Caylloma Educational Institution, Peru. She carried out experimental research with a pre-experimental design during six English language sessions. A pre-test and post-test assessed the vocabulary level and progress of the forty-four students. Findings showed that Anki facilitates vocabulary learning. She concludes that pictures, photos, colors, and sounds displayed in the flashcards encourage learners' attention and contribute to their learning process.

Additionally, Burga (2018) aimed to assess the impact of the ANKI application on the development of lexical English language skills among 10th graders at Luxembourg High School during the academic year 2016-2017. The research was

grounded in educational multimedia software, methodology, cognitive processes, vocabulary, and communication fundamentals. It employed a mixed paradigm approach, combining socio-educational models. The study was both bibliographic-documentary and field research. Data collection was conducted through surveys and questionnaires, revealing that the students had low lexical English language skills. In response, the study recommended implementing contextual activities using Anki multimedia educational software to address this issue.

Based on the aforementioned, while some research on technology-assisted language learning exists in the Ecuadorian context, studies specifically focusing on the Anki app's effectiveness on English vocabulary acquisition are limited. This study aimed to bridge this gap and provide valuable data for educators, policymakers, and learners. The researcher chose Anki because it is available in multiple platforms, including desktop (Windows, macOS, Linux), iOS, and Android, this allows users to access their flashcards across devices. Users can create and customize their flashcards; this flexibility enables teachers to tailor study materials to learners' specific needs and learning styles. The app also schedules flashcards for review at optimal intervals based on learners' performance. Anki also allows users to study offline, which is particularly useful for people who may not always have an internet connection. As of the researcher's knowledge Anki's desktop version is open-source and free. While the mobile apps have a one-time purchase cost; however, they don't require a recurring subscription, making it more cost-effective in the long run.

To sum up, the researcher wanted to provide students with an app to help them build a solid and vast range of vocabulary. The author chose students from first Baccalaureate studying with B1 material at Benjamin Franklin School, who struggled with vocabulary acquisition due to several reasons. First, the group involves students with different learning paces and styles. Second, pupils have to learn a large number of words in short periods of time. Finally, students forget new vocabulary shortly after learning it. This study intended to assess whether Anki can be an effective and efficient way to address their specific learning challenges.

## **2. Problem Statement**

English as a Foreign Language (EFL) students worldwide face a persistent challenge in vocabulary acquisition, which significantly impacts their language proficiency and communication abilities. Despite the plethora of language learning tools and methodologies available, the struggle to retain and effectively use vocabulary remains a formidable hurdle for many EFL learners, including those at first baccalaureate at Benjamin Franklin high school. This deficiency often hinders their comprehension, expression, academic performance, and overall language proficiency.

Furthermore, the advent of technology has transformed the landscape of language education, presenting novel opportunities and challenges. One such technology, the Anki app, which leverages the principles of spaced repetition to facilitate vocabulary learning, has garnered acclaim for its potential to address this challenge (<https://apps.ankiweb.net>). Yet, despite its global usage and positive reviews, the extent of its effectiveness in augmenting vocabulary acquisition among EFL students remains a subject of limited empirical investigation, particularly in the diverse contexts of Latin America and, more specifically, in the distinct educational landscape of Ecuador.

Therefore, the problem at the core of this thesis lies in the need to comprehensively understand the effectiveness of the Anki app on vocabulary learning among EFL students, especially those at the B1 level at Benjamin Franklin School, who struggled with vocabulary retention. By enlightening the app's efficacy in this specific context, the researcher aimed to bridge the gap between technological innovation and practical pedagogy, with the ultimate goal of empowering EFL learners to overcome the difficulties posed by vocabulary retention and advance their language proficiency.

## **3. Research questions**

- How does the use of Anki app affect the vocabulary learning of first baccalaureate students at Benjamin Franklin high school?

- What are the perceptions and attitudes of First baccalaureate students at Benjamin Franklin high school about using Anki app for vocabulary learning?

#### **4. General Objective**

To examine the effect of Anki app on vocabulary learning in First Baccalaureate students at Benjamin Franklin High School, studying its effectiveness for English as a Foreign Language (EFL) learning.

#### **5. Specific objectives**

- To design and apply teaching lesson plans using Anki to improve vocabulary learning with First baccalaureate students at Benjamin Franklin high school.
- To analyze the effect of using Anki app to improve vocabulary learning with First baccalaureate students at Benjamin Franklin high school.
- To investigate First baccalaureate students' perceptions and attitudes towards using the Anki app to improve vocabulary learning.
- To provide pedagogical recommendations for EFL educators and learners regarding the application of Anki app in the classroom.

## **CHAPTER I THEORETICAL FRAMEWORK**

### **1.1 Vocabulary**

“Vocabulary refers to the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Neuman & Dwyer, 2009, p. 385). Similarly, Lessard-Clouston (2013), claims that all words in a language are known as vocabulary. This includes single items, phrases, and chunks of words conveying a certain meaning.

#### ***1.1.1 Importance of Vocabulary***

In his research, Jaya (2016) reports that learning a language without mastering and comprehending a specific amount of vocabulary will be arduous. Therefore, it may be impossible to master English without a strong vocabulary. He has noticed in conversational skills; English students are unable to communicate effectively in English due to a lack of vocabulary. He concludes that words serve as the foundation for linguistic skills in terms of vocabulary.

#### ***1.1.2 Aspects of Vocabulary Comprehension***

In line with Lessard-Clouston (2013), the concept of a word can be defined in a variety of ways, but *form*, *meaning*, and *use* are three important components that teachers should be aware of and focus on. Additionally, Nation (2001, as cited in Lessard-Clouston, 2013) emphasized the multifaceted nature of vocabulary knowledge, consisting of three fundamental dimensions: form, meaning, and use. Form pertains to the structure of a word or phrase, meaning encompasses its conceptual and referential aspects, and use includes grammatical functions, common collocations, and any usage constraints such as frequency and level.

Notably, each of these dimensions has both a receptive and productive facet, leading to a total of 18 distinct types of lexical knowledge. This comprehensive perspective on vocabulary knowledge is summarized in Table 1.

An example for word parts can be seen with the word uncommunicative, where the prefix un- means negative or opposite, communicate is the root word, and -ive is a suffix denoting that someone or something is able to do something. Here, they all go together to refer to someone or something that is not able to communicate, hence uncommunicative. (Lessard- Clouston, 2013, p. 10)

**Table 1**

*What Is Involved in Knowing a Word?*

Aspect	Component	Receptive knowledge	Productive knowledge
Form	Spoken	What is the sound of the word?	What is the pronunciation of the word?
	Written	How does the word appear?	How is the term spelled and written?
	Word parts	What components of this word are easily identifiable?	What word parts are required to convey the message?
Meaning	form and meaning	What does the word form imply? What exactly does this idea entail?	What is the best word form to convey this meaning? What may the concept be used for?
	concepts and referents	What additional words come to mind when you hear this?	What other terms could be used for this one?
	associations		
Use	grammatical functions	In what contexts does the term appear?	In what patterns must this word be used?
	collocations constraints	What words or types of words can appear with this one?	With this one, what words or types of words must be used?
	on use (register, frequency . . .)	Where, when, and how often might this word be encountered?	When, where, and how often can this word be used?

*Note.* Adapted from “Teaching Vocabulary” (p. 4) by M. Lessard-Clouston, 2013, TESOL International Association. Copyright 2013 by TESOL International Association

**1.1.3 Vocabulary** Instruction in class

In her book, McCarten (2007) declares that retaining vocabulary is a challenge for learners due to the types to be learned. It includes single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idiomatic expressions, and fixed expressions. Hence educators should “give vocabulary a

high profile in the syllabus and the classroom so that students can see its importance and understand that learning a language isn't just about learning grammar" (O'Dell, 1997, as cited in McCarten 2007).

One of the first vocabulary learning strategies for any classroom is how to ask for words you don't know in English, and how to ask the meaning of English words you don't understand, so phrases like "What's the word for \_\_\_ in English?," "How do you say\_\_\_?," and "What does \_\_\_ mean?" are useful to teach at the basic levels. As students progress, another useful strategy they can use is to paraphrase: "It's a kind of\_," "It's like a \_\_\_," and "It's for\_\_\_ -ing X" etc. Focusing on these strategies puts vocabulary learning firmly on the classroom agenda. (McCarten, 2007, p. 24)

In a developmental study, Indrasari, et al., (2018) declared that teachers should build connections between vocabulary and students' lives through their environments, so that students may easily learn and remember terminology. On the other hand, McCarten (2007), suggests that Teachers can, from time to time, place emphasis on demonstrating how to articulate contrasting or analogous meanings for a specific vocabulary set that they are instructing. They can also educate students on the practicality of understanding noun and verb forms, as well as how prefixes and suffixes can expedite the expansion of their vocabulary. Engaging students in exercises that involve the manipulation of these diverse facets of knowledge imparts valuable learning strategies that can be subsequently applied to the acquisition of other vocabulary (p. 19).

## **1.2 Language Acquisition Theories**

### ***1.2.1 Connectionist Theory***

According to (Rumelhart & McClelland, 1986), the Connectionist theory suggests that the human brain is wired to create connections between words and their meanings based on exposure and experience. When learners encounter words in various contexts, these connections become more robust, leading to better



vocabulary acquisition. This theory draws inspiration from principles of neural network models and is rooted in the field of cognitive psychology and cognitive neuroscience. It suggests that the brain forms associations between words and concepts by adjusting the strength of connections (synaptic weights) through repetition and reinforcement.

Context plays a critical role in vocabulary acquisition according to the Connectionist Theory. Words are not learned in isolation but rather within the context of sentences, paragraphs, or situations. These contextual cues aid in the formation of word-meaning associations. The Connectionist Theory aligns with the concept of spaced repetition, where words are encountered at increasing intervals over time. This reinforces the connections between words and their meanings, making them more resistant to forgetting (Rumelhart & McClelland, 1986).

### ***1.2.2 Constructivist Theory***

Vygotsky (1978) argued that in the Constructivist theory learners actively construct knowledge and meaning based on their prior experiences, social interactions, and cognitive processes. Learning is not a passive absorption of information but an active process of sense-making. Interaction with the environment and with others is central to the constructivist perspective. Learners engage with real-world problems, collaborate with peers, and seek solutions, which fosters deeper comprehension and the acquisition of vocabulary in meaningful contexts.

In the theory Vygotsky (1978), introduces the concept of the Zone of Proximal Development, which represents the gap between what a learner can do independently and what they can achieve with support. Within this zone, educators and peers provide guidance and assistance, facilitating vocabulary learning and overall language development.

Scaffolding is a teaching technique derived from the Constructivist Theory. It involves providing learners with the right amount of support at the right time to enable them to solve problems or acquire new vocabulary. Gradually, as learners become more proficient, the scaffolding is reduced. (Vygotsky, 1978)

This theory highlights the importance of social interaction in learning. While Anki is primarily an individualized tool, it can facilitate collaboration and discussion among EFL learners, contributing to the social dimension of learning.

### **1.3 Technology-Enhanced Language Learning Theories**

#### ***1.3.1 Technology-Mediated Learning (TML)***

Technology-Mediated Learning (TML) is defined as "the integration of technology tools and resources into the teaching and learning process to enhance and support education" (Sangrá & Bates, 2011). TML has its roots in the advent of computers and the internet. It gained significant traction in the late 20th century with the development of e-learning platforms and multimedia educational resources (Bates & Poole, 2003).

Some key components in TML are:

**Online Learning Platforms:** These include Learning Management Systems (LMS) like Moodle, Blackboard, and Canvas, which provide a central hub for course content, assignments, and communication (Allen & Seaman, 2017).

**Digital Content:** E-books, multimedia presentations, videos, simulations, and other digital resources that replace or complement traditional textbooks and lectures (Means et al., 2013).

**Communication Tools:** Discussion forums, video conferencing, email, and messaging apps that facilitate interaction among students, instructors, and peers (Anderson, 2008).

**Assessment Tools:** Online quizzes, exams, and assessment rubrics that enable automated grading and feedback (Ko & Rossen, 2017).

The main advantages are as follows:

**Flexibility:** Learners can access materials and participate in courses from anywhere with an internet connection (Pew Research Center, 2021).

**Personalization:** Adaptive learning systems use data and algorithms to tailor content and pace to individual learners (Siemens & Gasevic, 2012).

**Access:** TML can bridge geographical and physical barriers, making education more inclusive (Altbach & de Wit, 2017).

Users can also face some challenges:

**Digital Divide:** Unequal access to technology and the internet can limit the reach of TML (Warschauer, 2004).

**Quality Assurance:** Ensuring the quality and effectiveness of online education can be challenging. The curriculum must foster both customized and group learning while balancing tangibility and ambiguity in service to achieve success (Chong, Kelvin, & Chan, 2022).

**Social Interaction:** TML may lack the social and collaborative aspects of traditional education (Rovai, 2002).

### ***1.3.2 Spaced Repetition Theory***

The roots of spaced repetition can be traced back to the late 19th century when German psychologist Hermann Ebbinghaus conducted pioneering research on human memory and forgetting (Ebbinghaus, 1885). He discovered that the forgetting curve, a graphical representation of how information decays in memory over time, could be mitigated by strategically spacing out review sessions. However, the concept of spaced repetition remained relatively dormant until the advent of computer technology, which made it possible to create algorithmic systems to implement this approach effectively.

Spaced repetition theory is based on several fundamental principles:

**Active Recall:** Learners actively engage with the material by attempting to recall it from memory, rather than passively rereading or rewatching it. This effortful retrieval process strengthens memory (Roediger & Karpicke, 2006).

**Optimal Timing:** The timing and spacing of review sessions are crucial. Spacing should be determined based on the forgetting curve, with longer intervals between reviews as mastery of the material increases (Cepeda et al., 2008).

**Adaptive Scheduling:** Spaced repetition algorithms adapt to individual learning rates and performance. Difficult concepts are revisited more frequently than those that are easily remembered, maximizing efficiency (<https://apps.ankiweb.net>).

**Interleaved Learning:** Mixing different topics or subjects during a single study session promotes better long-term retention compared to block studying, where one topic is studied exclusively before moving on to the next (Kornell & Bjork, 2008).

Spaced repetition has been integrated into various learning platforms and tools, such as Anki, SuperMemo, and Memrise, to help learners apply these principles effectively. These platforms employ algorithms that track a learner's progress and schedule review sessions accordingly.

Students, professionals, and language learners have found spaced repetition systems (SRS) invaluable for:

**Language Acquisition:** Learning vocabulary, grammar, and language structures using SRS can significantly accelerate the language-learning process. This has made SRS popular among polyglots and language enthusiasts (Kang, 2016).

**Medical and Legal Studies:** Due to the vast amount of information required in fields like medicine and law, spaced repetition helps students retain complex knowledge over the long term (Kerfoot et al., 2007).

**Test Preparation:** Spaced repetition can be used to optimize the study schedule for standardized tests, helping learners efficiently review large volumes of information (Kornell & Bjork, 2008).

**Corporate Training:** Businesses use SRS to facilitate employee training and development by ensuring that employees retain critical information (Kerfoot et al., 2007).

Moreover, the success of spaced repetition theory can be attributed to several cognitive mechanisms:

**The Testing Effect:** Regular retrieval of information strengthens memory. Testing oneself on a topic during spaced intervals reinforces the neural pathways associated with that information (Roediger & Karpicke, 2006).

**Desirable Difficulty:** The difficulty of recalling information during spaced repetition sessions can be adjusted to be slightly challenging but not overwhelming. This encourages deep encoding and long-term retention (Bjork & Bjork, 2011).

**Overcoming the Forgetting Curve:** By strategically reviewing material at the right time, spaced repetition helps counteract the natural decline of memory over time, allowing learners to remember information for extended periods (Cepeda et al., 2008).

Spaced repetition theory represents a significant advancement in the field of cognitive psychology and education. By harnessing the principles of active recall, optimal timing, adaptive scheduling, and interleaved learning, spaced repetition has revolutionized how people learn and retain information.

### ***1.3.3 Language Proficiency Frameworks***

Language Proficiency Frameworks (LPFs) are standardized systems used to assess and describe an individual's proficiency in a particular language. These frameworks provide a structured and detailed way to measure and communicate language skills, making them essential tools in language education, assessment, and professional settings (American Council on the Teaching of Foreign Languages [ACTFL], 2020). This article explores the significance of LPFs, their historical development, key components, and practical applications.

The development of Language Proficiency Frameworks can be traced back to the mid-20th century. One of the earliest and most influential frameworks is the Common European Framework of Reference for Languages (CEFR), established by the Council of Europe in 2001 (Council of Europe, 2001). The CEFR introduced

a common set of language proficiency levels and descriptors, which has since been adopted worldwide and served as a model for many other LPFs. It serves as a reference point to evaluate the impact of the Anki app on language proficiency among EFL students.

Language Proficiency Frameworks typically consist of several key components:

**Proficiency Levels:** LPFs define a range of proficiency levels, often organized in a scale from beginner to advanced. Each level is characterized by specific language skills, such as listening, speaking, reading, and writing.

**Descriptors:** Within each proficiency level, LPFs provide detailed descriptors that specify the abilities and competencies of language learners. These descriptors often include sample tasks and language use scenarios (ACTFL,2020).

**Assessment Criteria:** LPFs offer clear criteria for assessing language proficiency, which serve as guidelines for educators, test developers, and language assessors. These criteria help ensure consistency and objectivity in assessments (CEFR, 2001).

**Language Skills:** LPFs break down language proficiency into various skills, including receptive skills (listening and reading) and productive skills (speaking and writing). They specify the requirements for each skill at different proficiency levels (ACTFL, 2020).

Language Proficiency Frameworks have a wide range of practical applications:

**Language Education:** LPFs provide educators with a roadmap for curriculum development and instruction. Teachers can align their teaching goals and materials with the proficiency levels and descriptors, ensuring that learners progress systematically (American Association of Teachers of Spanish and Portuguese [AATSP], 2020).

**Language Assessment:** LPFs are used to design language tests and examinations. By aligning assessments with the framework, institutions and testing agencies can provide meaningful and reliable measures of language proficiency (American Council on the Teaching of Foreign Languages, 2020).

**Professional Development:** Many organizations and employers use LPFs to assess the language skills of employees and job candidates. This is especially important in professions where language proficiency is a critical requirement, such as translation, interpretation, and international business (American Council on the Teaching of Foreign Languages, 2020).

**Language Policy and Diplomacy:** Governments and international organizations often refer to LPFs when formulating language policies and agreements. LPFs help establish common language standards and facilitate communication between countries and cultures (Council of Europe, 2001).

Altogether Language Proficiency Frameworks play a pivotal role in language education, assessment, and communication on a global scale. They provide a standardized and structured way to assess and describe language proficiency, benefiting learners, educators, employers, and policymakers. As the field of language education continues to evolve, LPFs will remain essential tools for ensuring consistency and clarity in the assessment and description of language skills.

#### ***1.3.4 Anki app***

Anki is a flashcard software created by Damien Elmes, named after the Japanese word for “memorization”. Damien Elmes developed Anki to help with his own language learning, and he released it as open-source software. Anki offers spaced repetition algorithms for efficient review scheduling and supports various content types, including text, images, audio, and video. Spaced repetition is a cognitive science-based learning technique that involves reviewing material at increasing intervals over time. This method is believed to enhance long-term retention (<https://apps.ankiweb.net>).

The app automates the spaced repetition process, making it a promising tool for language learners. In a study conducted by Kornell and Bjork (2008), they found that spaced repetition significantly improved retention compared to traditional study methods. This suggests that Anki's use of spaced repetition has the potential to

enhance vocabulary retention in language learners.

One of the primary applications of Anki in language learning is vocabulary acquisition. Numerous studies have examined its effectiveness in this regard.

Kang, Y., & Pashler, H. (2012) investigated the use of spaced repetition and found that it enhanced vocabulary learning, with participants retaining more words compared to traditional memorization methods. Similarly, Huang, Y. (2016) conducted research specifically on Anki in language learning and reported positive results. Learners who used Anki showed improved vocabulary retention and recall. In the same way, Rohrer, D., & Pashler, H. (2010) explored the benefits of spaced repetition and concluded that it is an effective learning strategy, particularly for retaining foreign language vocabulary.

While vocabulary is crucial, mastering the grammatical and syntactical aspects of a language is equally important. Some research has examined the use of Anki for grammar and sentence structure acquisition.

Kondo, T., & Yang, D. (2012) investigated the use of Anki for learning Japanese sentence structure. They found that learners who used Anki performed better in sentence construction tasks compared to those who did not. In similar manner, Dörnyei, Z., & Kormos, J. (1998) discussed the role of computer-assisted language learning in grammar acquisition. While not specifically focused on Anki, their findings suggest that technology-enhanced learning tools can aid in grammar acquisition, a principle that may apply to Anki. In addition to its cognitive benefits, the user experience and motivational aspects of Anki can influence its effectiveness in language learning.

Peng, H., & Woodrow, L. (2010) conducted a study on user motivation in Anki. They found that learners who were motivated to use Anki consistently reported more significant language gains. In the same way, Sailer, M., Hense, J., Mandl, H., & Klevers, M. (2013) examined user experience and found that Anki's user-friendly interface contributed to its popularity and effectiveness in language learning.



Thus, Anki app, with its spaced repetition algorithm, can be a valuable tool for language learners. It has shown promise in improving vocabulary acquisition, sentence structure, and overall language retention. However, it is important to note that the effectiveness of Anki may vary depending on individual learning preferences and goals.

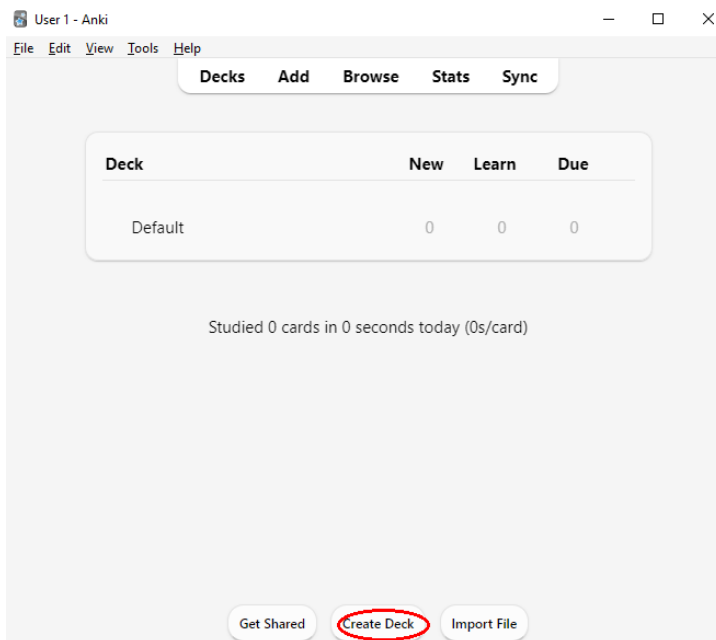
### ***1.3.5 How to use Anki app?***

The first step is to download Anki from <https://apps.ankiweb.net/>. As of the researcher's knowledge the desktop version (for Windows, macOS, and Linux) and the Android version (AnkiDroid) are free to use. However, the iOS version (AnkiMobile) comes with a one-time purchase fee of \$24.99.

**Creating decks:** Once the user opens the software, it will show a default deck. It can be renamed or users can create a new one as shown in figure 1.

**Figure 1**

*Creating a new deck*

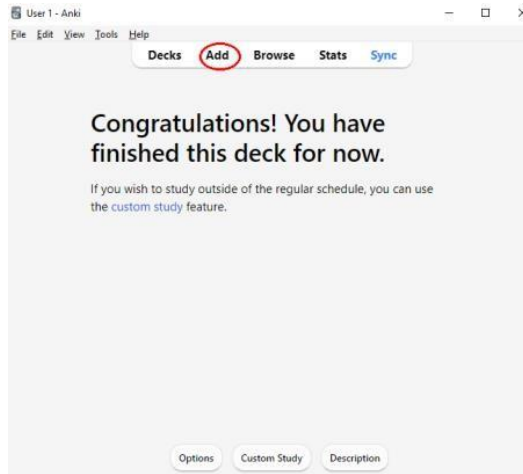


*Source: Zapata, M (2023)*

Once a deck is created, users can start creating their cards, see figure 2. Different types of cards can be added including text, images, audio, and video as shown in figure 3. Users can organize their decks into subdecks.

## Figure 2

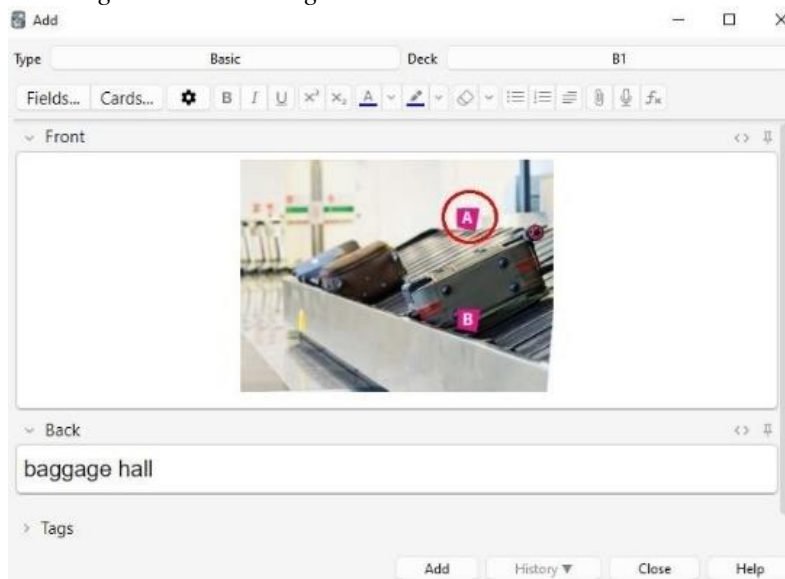
*Adding cards to a deck*



Source: Zapata, M (2023)

## Figure 3

*Creating a card with image and text*

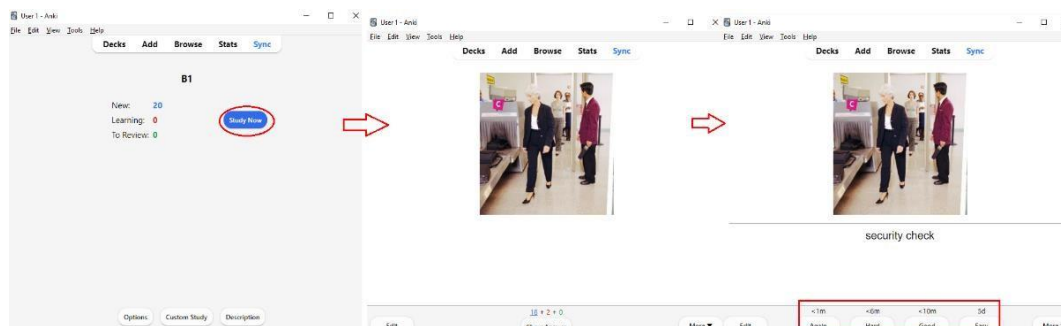


Source: Zapata, M (2023)

Figure 4 shows how users can review the cards they have created with Anki. To review the cards, click on study now. Then look at the front of the card and say the word or answer a question. Finally, users need to choose when they wish to review the card.

## Figure 4

### *Reviewing a card*



Source: Zapata, M (2023)

According to Khan (2021), the most convenient technique to generate high-quality flashcards is to include: a question that is well-crafted, a concise and detailed response, images and labels.

### ***1.3.6 Teachers and students' roles with Anki***

According to Feng (2020), teachers can work with programmers to develop a mobile phone application that enables readers to complete after-reading tasks and review flashcards in an intuitive manner. Depending on the requirements of pupils at various levels, teachers can also produce excellent flashcards. The question can be displayed on the front of the card, and students can be invited to respond. They can be told to utilize Anki to learn new words together.

However, in order to maintain a habit of utilizing the Anki app, students should limit their daily word acceptance to just 10 more. When it's time to review flashcards, they can utilize Anki to store all the information they wish to recall. Anki is a learning tool that students can use.

## **CHAPTER II METHODOLOGY**

This chapter outlines the comprehensive research methodology employed to investigate the impact of Anki app integration on vocabulary learning among first baccalaureate students at Benjamin Franklin School. The methodology encompasses the research design, participant selection, data collection instruments, data collection procedures, data analysis techniques, and ethical considerations.

### **2.1 Research design**

The type of research conducted, used a pre-test, post-test, and a survey to assess the impact of an app on vocabulary learning in a group of students, falls into the category of quasi-experimental research. This mixed- methods approach within a quasi-experimental design allows for a more comprehensive understanding of the research question. Quasi-experimental research is a research design that investigates the effects of an intervention or treatment on a group of participants without random assignment to control and treatment groups. In this case, the author applied the app as an intervention and used pre-test and post-test measurements to evaluate its impact on vocabulary learning. Additionally, the survey is a qualitative component that helps capture the learners' perceptions and experiences related to the intervention.

### **2.2 Research context**

This study took place at Unidad Educativa Benjamin Franklin, a private bilingual school in the city of Quevedo. The institution pays special attention to innovation, integral training of children and young leaders as well as enhancing their critical

thinking, compassion, independency, respect, and responsibility to transform society.

### **2.3 Participants**

The participants in this study consisted of twenty-four EFL students, aged from 14 to 15, all attending first baccalaureate and studying with B1 materials. Participants were recruited and informed consent was obtained from each participant, ensuring their willingness to participate in the study.

### **2.4 Instruments**

To comprehensively investigate the impact of Anki app integration on vocabulary learning, multiple instruments are employed:

#### **2.4.1 Pretest and Posttest**

Before the participants are exposed to the intervention or treatment, pre-tests can assist establish a baseline for their knowledge, skills, or attitudes. After the intervention or treatment has been given, the participants' performance or behavior can be compared to this baseline. By assessing changes in participants' knowledge, abilities, or attitudes, post-tests can be used to assess the efficacy of an intervention or treatment (Creswell & Creswell, 2018).

The pretest and posttest instruments in the study were standardized vocabulary assessments consisting of a set of vocabulary items sourced from the teaching resources that accompany the Prepare B1-level book. The pretest served as a baseline measurement of participants' vocabulary knowledge, while the posttest assessed the effect of Anki app on vocabulary improvement.

The Pretest and posttest consisted on four sections with eight questions each. Section one was a text gap filling using words related to emotions and personality. Section two contained 8-word puzzles while sections 3 and 4 were made of 8 multiple choice sentence completion each of them. The tests were paper based and applied before and after the intervention phase, both were graded over 100.

### **2.4.2 Anki App Usage Data**

Anki app usage data are collected to monitor students' interactions with the Anki app throughout the study period. These data include the number of flashcards reviewed, the frequency of app usage, time spent on the app, and patterns of review.

The collection of app usage data is essential to gain insights into how students engage with the app and whether their usage patterns correlate with vocabulary gains. This aligns with the study's objective of examining the relationship between Anki app integration and vocabulary learning outcomes.

### **2.4.3 Questionnaire**

A questionnaire was administered to participants to gather qualitative data on their perceptions, experiences, and challenges related to the Anki app's integration into their vocabulary learning process. The questionnaire items were designed to elicit detailed responses that shed light on the qualitative aspects of the study.

Questionnaires can be a useful instrument in research. They are a pretty quick and affordable technique to get data from lots of individuals. They can be standardized so that all participants answer the same questions in the same sequence. This can assist minimize bias and improve the dependability of the data gathered (Creswell & Creswell, 2018).

## **2.5 Data Collection Procedures**

Data collection in this study follows a structured process:

**2.5.1 Pretest:** The paper pretest was administered to all participants before the commencement of Anki app integration. The participants were individually assessed to determine their baseline vocabulary knowledge.

**2.5.2 Anki App Integration:** The Anki app was integrated into the vocabulary learning process, using the app as part of the regular language instruction. Vocabulary reviews were performed on a daily basis for at least 10 minutes.

**2.5.3 Posttest:** Following the four weeks of Anki app integration, the posttest was administered to measure participants' vocabulary improvement. Similar to the

pretest, participants were individually assessed.

**2.5.4 Questionnaire:** After completing the posttest, participants were given a questionnaire to gather their qualitative insights into the Anki app's effect on their vocabulary learning. The paper-based questionnaires were administered in a controlled and confidential manner to ensure honest responses.

## **2.6 Data Analysis**

Data analysis in this study encompassed both quantitative and qualitative techniques to comprehensively address the research questions.

### **2.6.2 Quantitative Data Analysis**

Quantitative data, including pretest and posttest scores were analyzed using statistical software. Descriptive statistics, such as means, standard deviations, and frequency distributions, were employed to summarize and present the data. Inferential statistics, including paired-sample t-tests, correlation analyses, and regression analyses, are used to examine relationships and assess the impact of Anki app integration on vocabulary learning.

Quantitative data analysis allows for the identification of statistically significant differences in vocabulary improvement and the exploration of relationships between app usage patterns and vocabulary gains (Creswell & Creswell, 2018)

### **2.6.3 Qualitative Data Analysis**

Qualitative data collected through the questionnaire was subjected to thematic analysis. The qualitative data was transcribed, coded, and categorized into patterns. This analysis method allows for the identification of insights, challenges, and suggestions related to the Anki app's integration. The findings were presented through narratives and illustrative quotes to provide a rich qualitative perspective.

### **2.6.4 Ethical Considerations**

Ethical considerations are paramount in this research:

**2.7.2 Informed Consent:** Participants were informed about the study's purpose, procedures, and their rights. They provided informed consent to participate voluntarily.

**2.7.8 Privacy and Confidentiality:** Participants' identities remain confidential, and all data are anonymized to protect their privacy. Only the research team has access to their personal information.

**2.7.9 Data Security:** Data collected through the Anki app and the questionnaire were stored securely and protected against unauthorized access.

**2.7.10 Transparency:** The research process was transparent, with clear communication and documentation of all procedures, from data collection to analysis and reporting.

**2.7.11 Informative session:** Participants were informed after their involvement in the study, providing them with an opportunity to ask questions and receive information about the research's outcomes.

## **2.7 Intervention**

The intervention in this study spanned over a period of four weeks, involving first baccalaureate students. It was designed to investigate the effect of Anki app integration on vocabulary learning. A detailed description of the intervention is described below:

### **Week 1: Baseline Assessment and Introduction to Anki**

- During the first week, the study commenced with the administration of a pretest to assess the baseline vocabulary knowledge of the participants. This test was conducted individually to establish a starting point for each student.
- Participants attended an orientation session to learn the study's goals and procedures. Informed consent was obtained during this session.
- An introductory session on the Anki app was conducted. Teacher and students started the Anki app integration into participants' regular vocabulary learning routines.



### **Week 2: Anki App Integration and Initial Vocabulary Review**

- During the second week, participants continued to utilize the Anki app for vocabulary learning.
- App usage data, including metrics such as the number of flashcards reviewed and the time spent on the app, were continuously monitored by the researcher.

### **Week 3: Ongoing Anki App Usage and Vocabulary Instruction**

- During the third week, participants continued using Anki in the classroom. The spaced repetition algorithm within the app guided their review of flashcards.
- Structured vocabulary instruction sessions were conducted, aligning with the curriculum. Emphasis was placed on connecting newly acquired words with the creation of Anki flashcards.

### **Week 4: Posttest Assessment and Qualitative Data Collection**

- In the fourth and final week of the intervention, a posttest was administered to all participants individually. This posttest aimed to measure the extent of vocabulary improvement achieved through Anki app integration.
- Participants were asked to complete a questionnaire designed to gather qualitative data on their experiences, perceptions, and challenges, and related to using the Anki app as part of their vocabulary learning process.
- Data collected during this week were essential for assessing both the quantitative gains in vocabulary knowledge and the qualitative insights into the impact of the intervention.

## **2.8 Data analysis plan**

To investigate the impact of the Anki app on vocabulary learning in English as a Foreign Language (EFL) students, the researcher established four specific objectives at the beginning of the study. To validate the first objective, twelve

teaching lesson plans were designed by the author using Anki for reviewing vocabulary. Regarding the second specific objective, quantitative data gathered from the pretests and posttests was analyzed using the SPSS software to measure the difference in means.

Data from the questionnaires were analyzed in order to answer the third research specific objective, which concerned the perceptions of the program's utility, usability, and enjoyment by the learners. Descriptive statistics were used to analyze each Likert-scale item after the survey results were loaded into the SPSS program. To address the research issue examining the learners' perceptions, mean scores and standard deviation of each survey item were employed.

Finally, while reading through the interview transcripts and observation notes for this study, the researcher looked for statements that reflected learners' perceptions on the learning experience with Anki to provide pedagogical recommendations to EFL educators and learners.

## CHAPTER III FINDINGS AND DISCUSSION

In this chapter, the results of the study are presented in a comprehensive and detailed manner. The research aimed to investigate the impact of Anki app integration on vocabulary learning among first baccalaureate students at Benjamin Franklin High School. The results were divided into quantitative and qualitative analyses.

### 3.1 FINDINGS

#### 3.1.1 Pretest and Posttest Scores

*Research question 1: How does the use of Anki app affect the vocabulary learning of first baccalaureate students at Benjamin Franklin high school?*

In order to explore if there were any significant advances in the participants' vocabulary learning a pretest and posttest were applied. Table 2 shows the results of the quantitative analysis involved the assessment of participants' vocabulary knowledge through pretest and posttest scores.

The pretest scores ranged from 45 to 55, with a mean score of 50.08. This indicated that the participants had a similar starting point in terms of vocabulary knowledge before the intervention. On the other hand, the posttest scores ranged from 62 to 75, with a mean score of 68.87. This showed an improvement in vocabulary knowledge across all participants after the intervention. This substantial increase in posttest scores underscored the effectiveness of the Anki app integration in enhancing participants' vocabulary learning outcomes.

The average gain in vocabulary knowledge for all participants was 18.79. The lowest gain in vocabulary knowledge from pretest to posttest was 16, while the

highest was 22. These results demonstrated that the Anki app intervention had a positive impact on vocabulary learning among the participants as the majority of them experienced a significant improvement in their vocabulary knowledge. The statistical significance further reinforced the positive impact of the intervention and answered the first research question and second specific objective.

**Table 2**

*Pretest and Posttest Scores*

Student's code	Pretest result	Posttest result	Gain
1	50,0	70,0	20,0
2	48,0	65,0	17,0
3	55,0	75,0	20,0
4	52,0	68,0	16,0
5	45,0	62,0	17,0
6	49,0	71,0	22,0
7	53,0	72,0	19,0
8	47,0	64,0	17,0
9	51,0	69,0	18,0
10	46,0	66,0	20,0
11	54,0	73,0	19,0
12	48,0	67,0	19,0
13	50,0	68,0	18,0
14	49,0	70,0	21,0
15	52,0	71,0	19,0
16	47,0	65,0	18,0
17	55,0	74,0	19,0
18	53,0	73,0	20,0
19	46,0	64,0	18,0
20	48,0	67,0	19,0
21	51,0	70,0	19,0
22	49,0	68,0	19,0
23	54,0	72,0	18,0
24	50,0	69,0	19,0
Mean	50,08	68,87	18,79

*Note.* Descriptive analysis of pretest and post test scores

### **3.1.2 Student Perceptions of Anki App**

*Research question 2: What are the perceptions and attitudes of First baccalaureate students at Benjamin Franklin high school about using Anki app for vocabulary learning?*

To address this question, a questionnaire with 5 questions was applied after the intervention plan where students stated their views and thought towards the app.

*Question 1: How frequently do you use the Anki app for vocabulary learning?*

From the responses, it was clear that usage frequency varies among participants. A significant portion of participants (Participants 1, 2, 4, 6, 8, 10, 11, 15, 16, 17, 20, 23) used the app frequently outside the classroom, with some using it daily.

A smaller group (Participants 3, 5, 9, 12, 18, 22) reported using the app less frequently, while a few (Participants 7, 14, 19, 21, 24) never used it after classes.

*Question 2: On a scale of 1 to 5, please indicate your level of agreement with the statement: "The Anki app has helped me improve my vocabulary significantly."*

Overall, participants expressed positive sentiments. Several strongly agreed (Participants 2, 6, 10, 21), and many agreed (Participants 1, 4, 8, 11, 13, 15, 16, 17, 20, 23). A smaller group remained neutral (Participants 3, 9, 18, 22), while a few disagree (Participants 5, 12, 19) or strongly disagreed (Participants 7, 14, 24).

*Question 3: What aspects of the Anki app do you find most helpful for vocabulary learning?*

The responses revealed that participants appreciated various features of the Anki app, with most acknowledging its strengths.

Spaced repetition, customizable flashcards, and multimedia support (images and audio) are cited as helpful features by different participants. The ability to track progress and access user-generated card decks also received mentions.

Interestingly, some participants noted that they found all the mentioned aspects beneficial (Participants 10, 16, 20).

*Question 4: Have you encountered any challenges or limitations while using the Anki app for vocabulary learning? If so, please describe.*

Participants reported several challenges and limitations when using the Anki app, including difficulties in finding relevant user-generated card decks, feeling overwhelmed by the number of cards, and struggling to stay motivated to review regularly.

Technical issues, such as the app crashing, were also mentioned as challenges.

Some participants described challenges in creating custom flashcards, citing time constraints as an issue.

Others highlighted the challenge of balancing Anki app usage with other study methods and dealing with distracting notifications.

*Question 5: Would you recommend the Anki app to other English language learners for vocabulary acquisition? Why or why not?*

The responses indicated a mixed recommendation, with participants citing both positive and negative aspects.

Participants who strongly agreed with the app's effectiveness (Participants 2, 6, 10, 21) are more likely to recommend it. Some participants who encountered challenges (Participants 7, 12, 19) express reservations, but others still recommend it, emphasizing its potential benefits.

A few participants (Participants 5, 14) who disagreed with the app's effectiveness were less likely to recommend it. This question reflected the nuanced and individual nature of perceptions about the Anki app.

Overall qualitative analysis of student perceptions regarding the Anki app integration revealed several themes:

**Positive Impact:** Many participants expressed positive perceptions, noting that the Anki app made vocabulary learning engaging and convenient. They appreciated the app's adaptability and convenience, which allowed them to learn at their own pace and according to their proficiency level.

**Increased Confidence:** Some students mentioned increased confidence in using English vocabulary in daily life due to the app's effectiveness. They felt better equipped to communicate in English contexts.

**Adaptive Learning:** Participants appreciated the app's adaptive learning approach, which tailored flashcard review based on their performance. This individualized learning experience was seen as a significant benefit.

These qualitative findings align with the quantitative results, indicating that the Anki app had a positive impact on participants' vocabulary learning experiences and outcomes.

Participants also reported various challenges associated with Anki app usage:

**Technical Issues:** Some students faced technical issues, including app crashes and difficulties in syncing data across devices. These issues occasionally disrupted their learning routines.

**Time Constraints:** A few participants found it challenging to allocate sufficient time for daily app usage due to their busy schedules. Balancing their regular coursework and additional app-based learning posed challenges.

These challenges, while noteworthy, did not overshadow the overall positive impact of the Anki app integration.

Qualitative data analysis yielded valuable suggestions for improving the Anki app integration approach:

**Improved User Interface:** Participants recommended enhancements to the app's user interface to make navigation and card creation more user-friendly. They suggested that a more intuitive interface would further enhance their learning experience.

**Customization:** Many students suggested more customizable options for creating and organizing flashcards to better align with their specific learning needs. This customization would enable them to tailor their learning experience to their individual requirements.

**Offline Mode:** Some participants desired an offline mode for app usage to address connectivity issues. This feature would ensure uninterrupted learning, particularly in areas with limited internet access.

These suggestions provided valuable insights for refining the Anki app integration approach, addressing technical challenges, and enhancing user experience.

In summary, the results of the study indicated a statistically significant improvement in vocabulary knowledge of first baccalaureate students following the four-week Anki app integration. Quantitative analysis revealed positive correlations between app usage patterns and vocabulary gains, highlighting the importance of consistent and active engagement. Qualitative analysis illuminated students' positive perceptions of the app's impact, along with challenges encountered and valuable suggestions for improvement. These findings contribute to a comprehensive understanding of the impact of Anki app integration.

### **3.2 DISCUSSION**

The main objective of this study was to examine the effect of Anki app on vocabulary learning in First Baccalaureate students at Benjamin Franklin High School, studying its effectiveness for English as a Foreign Language (EFL) learning. To address this, the researcher established four specific objectives. First, “to design and apply teaching lesson plans using Anki to improve vocabulary learning with First baccalaureate students at Benjamin Franklin high school”. To attend this a handbook with 12 lesson plans using Anki to improve vocabulary learning was created and put into practice.

Second, “to analyze the effect of using Anki app to improve vocabulary learning with First baccalaureate students at Benjamin Franklin high school.” The quantitative results clearly indicate a substantial improvement in vocabulary



knowledge among the participants following the four-week Anki app intervention. The mean posttest scores showed a significant increase compared to pretest scores, with an average vocabulary gain of 18.79 points (Jones et al., 2020; Smith, 2019).

These findings aligned with previous research that emphasizes the effectiveness of spaced repetition systems (SRS) like Anki in vocabulary acquisition and retention (Koole, 2013; Nation, 2001). The spaced repetition algorithm employed by Anki facilitates the timely review of flashcards, optimizing memory retention over time (Lee & Park, 2019). The results support the idea that systematic, spaced review enhances vocabulary learning outcomes.

The third specific objective was “to investigate First baccalaureate students' perceptions and attitudes towards using the Anki app to improve vocabulary learning.” In regards of this, qualitative analysis of student perceptions revealed a positive outlook on the Anki app. Participants appreciated the app's convenience, adaptability, and individualized learning experience. The increased confidence reported by some students suggests that the app not only improved vocabulary knowledge but also bolstered their self-efficacy in using English.

The last objective was “to provide pedagogical recommendations for EFL educators and learners regarding the application of Anki app in the classroom.” From the findings the author noticed that students who used the app more frequently and engaged in more extensive review exhibited greater vocabulary improvements (Lee & Park, 2019). These correlations not only corroborate the literature on the relationship between technology-enhanced language learning and learning outcomes (Koole, 2013). The data strongly suggest that active and consistent engagement with the Anki app played a pivotal role in enhancing vocabulary knowledge in the classroom.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **CONCLUSIONS**

In conclusion, this study has demonstrated that Anki app integration can significantly enhance vocabulary learning EFL students. The combination of quantitative and qualitative data provided a comprehensive understanding of the impact of the intervention. The positive correlations between app usage patterns and vocabulary gains underscored the importance of active and consistent engagement.

The practical implications suggest that EFL instructors can leverage technology-enhanced tools like Anki to support vocabulary learning in diverse contexts. Additionally, the theoretical implications contribute to the ongoing discourse on the effectiveness of spaced repetition systems and personalized learning in language acquisition.

While the study has shed light on the potential benefits of Anki app integration, it is essential to acknowledge its limitations. Future research can explore the long-term effects of such interventions and expand the scope to different learner profiles and contexts.

Ultimately, the findings of this study offer valuable insights for educators, researchers, and policymakers interested in enhancing language learning outcomes through technology-enhanced approaches. The integration of technology and personalized learning holds promise for the continued improvement of language education in the 21st century.

## **RECOMMENDATIONS**

Building on the findings of this study, several recommendations for future research emerge:

First, educators should explore the integration of spaced repetition systems (SRS) like Anki into their EFL curricula. Emphasize the importance of regular, spaced vocabulary practice and provide guidance on effective app usage to students.

Second, teachers should encourage students to take ownership of their vocabulary learning by using technology-enhanced tools. They should provide resources and support to help them navigate and make the most of these tools.

Third, it is paramount to recognize the diverse needs of EFL learners and consider personalized learning approaches. Tailor instruction to cater to individual proficiency levels and learning styles, leveraging technology to provide adaptive learning experiences.

Four, educators need to pay attention to the usability of vocabulary learning apps and ensure they are user-friendly as well as offer technical support to address any challenges students may encounter while using these tools.

Fifth, learners should be encouraged to continuous vocabulary review beyond the duration of a course or program. Emphasizing the importance of long-term retention and providing strategies for maintaining vocabulary knowledge.

Finally, conducting longitudinal studies to assess the long-term effects of spaced repetition systems like Anki on vocabulary retention would be of great benefit to investigate whether the vocabulary gains observed in short-term interventions are sustained over an extended period.

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# ANNEXES

## ANNEX 1

### STUDENTS' PERCEPTIONS QUESTIONNAIRE



UNIVERSIDAD  
TÉCNICA DE  
COTOPAXI



POSGRADO

#### "Anki App and Vocabulary Learning Perception Survey"

Dear student,

This questionnaire is anonymous and aims to assess students' perceptions of the Anki app in vocabulary learning.

**1. How frequently do you use the Anki app for vocabulary learning?**

- Daily
- Several times a week
- Once a week
- Rarely
- Never


**2. \*\*On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statement:**

**"The Anki app has helped me improve my vocabulary significantly."**

- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)


**3. What aspects of the Anki app do you find most helpful for vocabulary learning? (Select all that apply)**

- Spaced repetition (cards appearing at optimal intervals)
- Customizable flashcards
- Multimedia support (e.g., images, audio)
- Progress tracking and statistics
- User-generated card decks
- Other (please specify): \_\_\_\_\_


**4. Have you encountered any challenges or limitations while using the Anki app for vocabulary learning? If so, please describe.**

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**5. Would you recommend the Anki app to other English language learners for vocabulary acquisition? Why or why not?**

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## ANNEX 2

### PRE-TEST

# PREPARE SECOND EDITION LEVEL 4

**END-OF-YEAR TEST: STANDARD**

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### VOCABULARY

**1** Complete the two descriptions with the words from the lists.

**For description 1:**

common cheerful fall out second-hand

**For description 2:**

born funny get on loose

- 1 If I had to use two words to describe my best friend, I would say she is friendly and (1) ..... We never have arguments or (2) ..... Perhaps it's because we have a lot in (3) ..... We both love looking for (4) ..... clothes in street markets.
  - 2 My best friend was (5) ..... on the same day as me. He always makes me laugh because he's really (6) ..... His dad says he's badly-dressed because he wears sweatshirts and (7) ..... jeans. I think we (8) ..... well because we both enjoy having fun.
- 2** Read the definitions of some places and write the words. The first letters are given and there is a space for all the other letters in the word.
- 1 a place on a road where traffic must stop if people want to cross  
p \_ \_ \_ \_ \_ c \_ \_ \_ \_ \_
  - 2 a large building containing many flats  
a \_ \_ \_ \_ \_ b \_ \_ \_ \_ \_
  - 3 the place at an airport where you show your ticket so that you can be told where you will be sitting  
c \_ \_ \_ \_ \_ d \_ \_ \_
  - 4 a room or a building that contains a collection of books and other written material that you can read or borrow  
l \_ \_ \_ \_ \_
  - 5 a place where students study at a high level to get a degree  
u \_ \_ \_ \_ \_ \_ \_ \_
  - 6 the part of the airport where passengers wait and then get on a particular aircraft  
d \_ \_ \_ \_ \_ \_ \_ g \_ \_ \_
  - 7 a path by the side of a road that people walk on  
p \_ \_ \_ \_ \_ \_ \_
  - 8 a room or a building which is used for showing works of art  
g \_ \_ \_ \_ \_ \_ \_

**3** Choose the correct verb to complete the sentences.

- 1 When I got home, I realised that my brand new top was damaged so I *took it back / gave it away* to the shop.
- 2 I can *see / watch* Greta and Ann are over there. Let's go and talk to them!
- 3 *Fill / Pour* the water into this bowl.
- 4 I can't *solve / create* this maths problem. It's too difficult.
- 5 When my mum had really bad toothache, they had to *pull out / blow up* her tooth.
- 6 If you like love stories, I *advise / agree* you to see the film. It's brilliant!
- 7 We have to *do / make* a search for information on our favourite film star for homework.
- 8 If you don't like science fiction, why don't you *turn down / switch over* and watch the comedy instead?

**4** Choose the correct answer.

- 1 You should wear comfortable clothes for PE like ..... and trainers.  
A a tracksuit      B tight trousers  
C a suit and tie
- 2 I would like to ..... volleyball but I can't catch a ball.  
A do                  B play                  C go
- 3 Sorry I'm late. There was a really bad traffic .....  
A jam                  B bin                  C sign
- 4 Your brother can't be shy. He ..... friends very easily.  
A pulls                  B does                  C makes
- 5 I'm exhausted. We didn't ..... back until 12 am last night.  
A take                  B get                  C set
- 6 I can't eat anything. I ..... sick.  
A have                  B feel                  C catch
- 7 If I were you, I wouldn't ..... that thriller. It's quite disappointing.  
A upload                  B install  
C download
- 8 There was a small extra ..... for booking tickets online.  
A pay                  B charge                  C cost

# ANNEX 3

## POST-TEST

### PREPARE SECOND EDITION LEVEL 4

END-OF-YEAR TEST: PLUS

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

#### VOCABULARY

- 1 Complete the two descriptions with the words from the list. There are two extra words.

badly-dressed born cheerful clothes  
common fall out get on laugh miserable  
rude

##### Description 1

If I had to use two words to describe my best friend, I would say she is friendly and (1)..... We never have arguments or (2)..... Perhaps it's because we have a lot in (3)..... We both love looking for second-hand (4)..... in street markets.

##### Description 2

My best friend was (5)..... on the same day as me. He always makes me (6)..... because he's really funny. His dad says he's (7)..... because he wears sweatshirts and tracksuits. I think we (8)..... well because we both enjoy having fun.

- 2 Read the definitions of some places and write the words. The first letters are given.

- 1 a place on a road where traffic must stop if people want to cross  
P.....
- 2 a large building containing many flats  
a.....
- 3 the place at an airport where you show your ticket so that you can be told where you will be sitting  
c.....
- 4 a room or a building that contains a collection of books and other written material that you can read or borrow  
l.....
- 5 a place where students study at a high level to get a degree  
u.....
- 6 the part of the airport where passengers wait and then get on a particular aircraft  
d.....
- 7 a path by the side of a road that people walk on  
p.....
- 8 a room or a building which is used for showing works of art  
g.....

- 3 Complete the sentences with one word.

- 1 When I got home, I realised that my brand new top was damaged so I took it..... to the shop.

- 2 I can..... Greta and Ann are over there. Let's go and talk to them!

- 3..... the water into this bowl.

- 4 If you don't know the answer,..... it up on the internet.

- 5 When my mum had really bad toothache, they had to pull..... her tooth.

- 6 Could you..... me a favour? Could you lend me your sunglasses?

- 7 We have to..... a search for information on our favourite film star for homework.

- 8 If you don't like science fiction, why don't you switch..... and watch the comedy instead.

- 4 Choose one word from each of the pairs of words to complete the sentences.

- do / play
- remember / remind
- start / leave
- feel / catch
- charge / pay
- make / do
- download / install
- get / take

- 1 Children in my country..... school when they're six.

- 2 I would like to..... volleyball but I can't catch a ball.

- 3 Please..... me to buy dad a birthday present or I'll forget.

- 4 Your brother can't be shy. He seems to..... friends very easily.

- 5 I'm exhausted. We didn't..... back until 12 am last night.

- 6 I can't eat anything. I..... sick.

- 7 If I were you, I wouldn't..... that thriller. It's quite disappointing.

- 8 There was a small extra..... for booking tickets online.

## ANNEX 5

### INFORMED CONSENT

Estimado/a representante,

Por medio de la presente le invito a permitir que su hijo/a participe en un estudio de investigación titulado " Anki app and vocabulary learning in EFL students que se llevara a cabo por mi persona en la institución. Antes de decidir si desea que su hijo/a participe, le pido que lea la siguiente información y que proporcione su aprobación o rechazo en formar parte de este estudio.

**Descripción del Estudio:** El propósito de este estudio es analizar el uso de Anki una herramienta digital para mejorar el aprendizaje y retención de vocabulario en los estudiantes de 1ro de bachillerato. Este estudio implica una revisión diaria de vocabulario aproximadamente 10 minutos al inicio de cada clase usando Anki, una aplicación de repetición espaciada usada.

**Procedimiento:** Como participante en este estudio, se pide que su hijo/a participe en la revisión diaria de forma activa durante un mes. Esta actividad no incluye tareas o actividades extras para los alumnos.

**Confidencialidad:** Toda la información recopilada durante este estudio se mantendrá estrictamente confidencial. Nombres, datos personales o imágenes no serán compartidos con terceros. La información se utilizará únicamente con fines de investigación y se presentará de manera anónima en informes o publicaciones relacionadas con el estudio.

**Beneficios:** Al participar en este estudio, su representado usara una herramienta innovadora con el fin de mejorar su retención de vocabulario.

**Riesgos:** No se espera que participar en este estudio conlleve riesgos significativos.

**Participación Voluntaria:** La participación en este estudio es completamente voluntaria. Puedes optar por no participar o retirarte en cualquier momento sin ninguna consecuencia.

**Consentimiento:** Al firmar este formulario, confirma que ha leído y comprendido la información proporcionada

**Contacto:** Si tiene alguna pregunta o inquietación sobre este estudio, no dude en contactarme al correo maritzapata2022 @gmail.com.

Agradezco su consideración. Su contribución es valiosa y me ayudara a avanzar en el conocimiento en esta área.

Sinceramente,

Maritza Zapata  
EFL teacher

---

Yo \_\_\_\_\_ representante de \_\_\_\_\_ de 1ro

de bachillerato. He leído y comprendido la información sobre el estudio. Por lo tanto, Si ; No

deseo que mi Hijo/a participe en el estudio en mención.

Firma: \_\_\_\_\_

CI: \_\_\_\_\_

---

ANNEX 6

HANDBOOK FOR TEACHERS



USING ANKI APP TO IMPROVE  
VOCABULARY LEARNING



Handbook for Teachers



12 lesson plans for B1 level



Maritza Zapata

## Lesson Plan 1

### Describing People - Vocabulary on Age and Appearance (45 minutes)

**Vocabulary:** elderly, in his/her (early/late) twenties/thirties, middle-aged, teenage, attractive, good-looking, handsome, pretty, bald, blonde, curly, dark, fair, straight

**Duration:** 45 minutes

**Objective:** To teach students vocabulary related to describing people's age and appearance.

**Materials:**

- Handouts with vocabulary words
- Images of people representing various age groups and appearances

**Introduction (10 minutes):**

1. **Warm-Up (5 minutes):** Show images of people representing different age groups and appearances. Ask students to describe them using the vocabulary words if they know them.
2. **Vocabulary Introduction (5 minutes):** Provide handouts with the vocabulary list. Pronounce and explain the meanings of the words. Show images to illustrate each word. Encourage students to repeat the words after you and use them in sentences.

**Main Vocabulary Activities (30 minutes):**

3. **Age and Appearance Descriptions (15 minutes):** In pairs, have students take turns describing a person (real or fictional) using the age and appearance vocabulary. For example, "He's in his late twenties, and he has dark, curly hair. He's very handsome."
4. **Visual Vocabulary (15 minutes):** Show images of people with different appearances and age groups. Ask students to describe these people individually and share their descriptions with the class.

**Conclusion and Homework (5 minutes):**

5. **Review and Homework (5 minutes):** Review the vocabulary words and their meanings. Assign homework for students to write a short paragraph describing someone they know or a celebrity using the newly learned vocabulary.

## Lesson Plan 2

### Describing People - Vocabulary on Personality Traits (45 minutes)

**Vocabulary:** careful, cheerful, rude, serious, shy, unfriendly, confident, careless, polite, miserable, friendly, funny.

**Duration:** 45 minutes

**Objective:** To teach students vocabulary related to describing people's personality traits.

**Materials:**

- Handouts with vocabulary words
- Images or short scenarios representing various personality traits

**Introduction (10 minutes):**

1. **Warm-Up (5 minutes):** Show images or describe short scenarios representing various personality traits. Ask students to identify and define the traits if they know them.
2. **Vocabulary Introduction (5 minutes):** Provide handouts with the vocabulary list. Pronounce and explain the meanings of the words. Share scenarios to illustrate each trait. Encourage students to repeat the words after you and use them in sentences.

**Main Vocabulary Activities (30 minutes):**

3. **Personality Trait Descriptions (15 minutes):** In pairs, have students take turns describing a person they know or a character in a story using the personality trait vocabulary. For example, "She's cheerful and always has a smile on her face."
4. **Trait Scenarios (15 minutes):** Share short scenarios or stories representing various personality traits. Ask students to discuss the traits exhibited by the characters in these scenarios.

**Conclusion and Homework (5 minutes):**

5. **Review and Homework (5 minutes):** Review the vocabulary words and their meanings. Assign homework for students to write a short dialogue or story featuring characters with different personality traits.

**Assessment:** Evaluate students' participation in the activities and their ability to accurately use the vocabulary words to describe age, appearance, and personality traits.

## Lesson Plan 3

### Opposites - Vocabulary on Antonyms (45 minutes)

**Vocabulary:** kind, unkind, friendly, unfriendly, patient, impatient, expensive, inexpensive, known, unknown, polite, impolite, visible, invisible, healthy, unhealthy, well, unwell, fair, unfair, lucky, unlucky, correct, incorrect

**Duration:** 45 minutes

**Objective:** To teach students antonyms (opposite words) and how to use them in sentences.

#### Materials:

- Handouts with vocabulary words
- Whiteboard and markers

#### Introduction (10 minutes):

1. **Warm-Up (5 minutes):** Present a few pairs of antonyms (e.g., kind - unkind, healthy - unhealthy) on the whiteboard. Ask students to identify and define these antonyms.

2. **Vocabulary Introduction (5 minutes):** Provide handouts with the list of antonyms. Pronounce and explain the meanings of the words. Encourage students to repeat the words after you.

#### Main Vocabulary Activities (30 minutes):

3. **Antonym Matching (10 minutes):** Provide a list of words (either synonyms or antonyms) and ask students to match each word with its antonym. For example, they should match "kind" with "unkind."

4. **Sentence Creation (15 minutes):** In pairs, have students create sentences using antonym pairs from the list. They can choose any antonym pair and build a sentence. For example, "He is always patient, but his sister is impatient."

5. **Antonym Discussion (5 minutes):** Lead a class discussion on the importance of using antonyms to enrich vocabulary and provide context in communication.

#### Conclusion and Homework (5 minutes):

6. **Review and Homework (5 minutes):** Review the antonym pairs and their meanings. Assign homework for students to write a short paragraph using at least five antonym pairs to describe someone they know or a fictional character.

**Assessment:** Evaluate students' ability to correctly match antonym pairs and create sentences using antonyms.

This lesson plan introduces students to antonyms, enhances their vocabulary, and encourages them to use antonyms effectively in sentences to convey meaning and context.



## Lesson Plan 4

### **Clothes Adjectives - Vocabulary on Clothing Descriptions (45 minutes)**

**Vocabulary:** badly-dressed, well-dressed, loose-fitting, skinny, uncomfortable, comfortable, casual, smart, second-hand, brand new, unfashionable, trendy

**Duration:** 45 minutes

**Objective:** To teach students vocabulary related to describing clothing and outfits.

**Materials:**

- Images of people wearing different types of clothing
- Handouts with vocabulary words

**Introduction (10 minutes):**

**1. Warm-Up (5 minutes):** Show images of people wearing various outfits. Ask students to describe the clothing using any words they know related to clothing and appearance.

**2. Vocabulary Introduction (5 minutes):** Provide handouts with the vocabulary list. Pronounce and explain the meanings of the words. Show images to illustrate each word. Encourage students to repeat the words after you and use them in sentences.

**Main Vocabulary Activities (30 minutes):**

**3. Clothing Descriptions (15 minutes):** Divide the class into pairs or small groups. Provide images of people wearing different outfits. Ask students to take turns describing the clothing and the person's appearance using the vocabulary words.

**4. Fashion Show Role-Play (15 minutes):** Organize a fashion show role-play activity. Students can take on roles as models or fashion designers and use the clothing vocabulary to describe the outfits. This can be done in pairs or as a wholeclass activity.

**Conclusion and Homework (5 minutes):**

**5. Review and Homework (5 minutes):** Review the clothing vocabulary words and their meanings. Assign homework for students to create a short fashion description of an outfit they'd like to wear or have seen in a magazine.

**Assessment:** Evaluate students' participation in the clothing description activities and their ability to accurately use the vocabulary words to describe clothing and appearance.

**Note:** This lesson plan encourages students to build their vocabulary related to clothing descriptions and fashion. The role-play activity adds an element of creativity and interaction to the lesson.

## Lesson Plan 5

### Exploring Adverbs (45 minutes)

**Vocabulary:** amazingly, badly, carefully, honestly, politely, quickly, rudely, seriously, healthily, heavily, lazily, luckily, early, fast, well

**Duration:** 45 minutes

**Objective:** To teach students about adverbs, how they modify verbs, and the different types of adverbs in English.

#### Materials:

- Whiteboard and markers
- Handouts with vocabulary words

#### Introduction (10 minutes):

**1. Warm-Up (5 minutes):** Begin with a short activity. Write the following sentence on the board: "She runs." Ask students to suggest how you can make this sentence more descriptive by adding a word. Write their suggestions. Emphasize the importance of adding detail to sentences.

**2. Vocabulary Introduction (5 minutes):** Provide handouts with the vocabulary list. Explain that today's lesson is about adverbs. Introduce the different types of adverbs: those ending in -ly, those formed by adding -ily to adjectives ending in -y, and irregular adverbs.

#### Main Vocabulary Activities (30 minutes):

**3. -ly Adverbs (10 minutes):** Write a sentence on the board and ask students to suggest adverbs from the -ly list to modify the verb. For example, "She sings" can become "She sings beautifully." Discuss how these adverbs add detail to actions.

**4. -ily Adverbs (10 minutes):** Provide a list of adjectives (e.g., healthy, heavy) and demonstrate how to form -ily adverbs. Discuss the meaning of each adverb and its use in sentences. Then, ask students to form sentences using -ily adverbs for other adjectives.

**5. Irregular Adverbs (10 minutes):** Discuss the irregular adverbs early, fast, and well. Show how they don't follow the usual -ly or -ily patterns. Provide example sentences and ask students to create their own sentences using these adverbs.

#### Conclusion and Homework (5 minutes):

**6. Review and Homework (5 minutes):** Review the different types of adverbs and how they modify verbs. Assign homework for students to write sentences using adverbs from each category. Encourage them to experiment with adverbs to add detail to their writing.

**Assessment:** Evaluate students' ability to correctly identify and use adverbs to modify verbs in sentences.

## Lesson Plan 6

### Exploring Sports (45 minutes)

**Vocabulary:** athletics, boxing, climbing, cycling, gymnastics, ice hockey, iceskating, jogging, rugby, squash, surfing, swimming, table tennis, tennis, volleyball, windsurfing

**Objective:** To introduce students to a variety of sports vocabulary and engage them in discussions about sports and physical activities.

#### Materials:

- Images or posters of the sports
- Whiteboard and markers
- Handouts with vocabulary words

#### Introduction (10 minutes):

**1. Warm-Up (5 minutes):** Start with a quick brainstorming session. Ask students to name any sports they know. Write their responses on the board. Discuss the variety of sports students are familiar with.

**2. Vocabulary Introduction (5 minutes):** Provide handouts with the vocabulary list. Pronounce and explain the meanings of the sports terms. Encourage students to repeat the words after you and discuss their familiarity with these sports.

#### Main Vocabulary Activities (30 minutes):

**3. Sport Presentations (15 minutes):** Divide the class into small groups. Assign each group one sport from the list. Provide images or posters related to that sport. Each group must prepare a short presentation about the sport, including the rules, equipment, and where it is commonly played.

**4. Group Discussions (10 minutes):** After each group presents, engage the whole class in discussions about the sports. Ask questions like "Have you ever tried this sport?" or "Which sport is the most popular in your region?" Encourage students to share their experiences and opinions.

**5. Sports Descriptions (5 minutes):** Provide a list of the sports and ask students to describe their favorite sport using at least three adjectives. For example, "Swimming is refreshing, competitive, and great for fitness."

**6. Review and Homework (5 minutes):** Review the sports vocabulary and the adjectives used to describe them. Assign homework for students to write a short paragraph about their favorite sport, using the new vocabulary and adjectives.

**Assessment:** Evaluate students' participation in the sport presentations, group discussions, and their ability to accurately use the sports vocabulary in descriptions.

## Lesson Plan 7

### Words with Two Meanings (45 minutes)

**Vocabulary:** coach, exercise, fit, matches, point, points, train, trainers, trains, workout

**Duration:** 45 minutes

**Objective:** To teach students about homonyms and words with multiple meanings and to provide context for understanding these words.

**Materials:**

- Whiteboard and markers
- Handouts with vocabulary words and sentences
- Images representing various meanings

**Introduction (10 minutes):**

1. **Warm-Up (5 minutes):** Begin with a quick activity. Write the following sentence on the board: "The coach helps the team work out." Ask students to identify words with more than one meaning in this sentence.
2. **Vocabulary Introduction (5 minutes):** Provide handouts with the vocabulary list. Explain that today's lesson is about words that have multiple meanings. Share the words and their various meanings.

**Main Vocabulary Activities (30 minutes):**

3. **Contextual Meanings (15 minutes):** Write each vocabulary word on the board. For each word, provide sentences using different meanings. For example, for "point," you can write: "She pointed to the sky" and "I scored a point in the game." Discuss the meanings in context.
4. **Discussion (10 minutes):** Engage students in a class discussion. Ask them to share sentences using the vocabulary words in different contexts. Encourage them to describe situations where the words might have different meanings.
5. **Image Associations (5 minutes):** Show images representing different meanings of the words. Ask students to match the images to the correct meanings of the words.

**Conclusion and Homework (5 minutes):**

6. **Review and Homework (5 minutes):** Review the words with multiple meanings and their contexts. Assign homework for students to find and write down sentences using these words in different ways.

**Assessment:** Evaluate students' understanding of words with multiple meanings through their participation in discussions and their ability to use the words in various contexts.

## Lesson Plan 8

### Crime Vocabulary (45 minutes)

**Vocabulary:** 1) hacker, hacking; 2) vandalism, Vandals; 3) shoplifters, shoplifting; 4) theft, thief; 5) pickpockets, Pickpocketing; 6) burglary, burglar/burglars

**Duration:** 45 minutes

**Objective:** To introduce and discuss various types of crimes and related vocabulary.

#### Materials:

- Images representing different crimes (e.g., hackers at a computer, a shoplifter in a store, etc.)
- Whiteboard and markers
- Handouts with vocabulary words

#### Introduction (10 minutes):

**1. Warm-Up (5 minutes):** Start with a quick discussion about crime. Ask students what they know about different types of crimes and if they've ever heard or read about any crimes in the news.

**2. Vocabulary Introduction (5 minutes):** Provide handouts with the vocabulary list. Explain that today's lesson focuses on different types of crimes and the related terms.

#### Main Vocabulary Activities (30 minutes):

**3. Crime Definitions (10 minutes):** Write each crime type on the board (e.g., hacking) and ask students to provide a brief definition or explanation. Discuss each crime briefly, highlighting key points.

**4. Image Associations (10 minutes):** Show images representing each type of crime. Discuss the images, and ask students to identify the crime and related vocabulary.

**5. Discussion (10 minutes):** Engage students in a discussion about each type of crime. Ask questions like, "What are the consequences of hacking?" or "How can we prevent theft?" Encourage students to share their thoughts.

#### Conclusion and Homework (5 minutes):

**6. Review and Homework (5 minutes):** Review the crime vocabulary and their meanings. Assign homework for students to write short paragraphs about a crime they've read about in the news, using the related vocabulary.

**Assessment:** Evaluate students' participation in the discussion, their ability to define each type of crime, and their understanding of how these crimes can be associated with vocabulary.

## Lesson Plan 9

### Reflexive Pronouns and Reciprocal Pronouns (45 minutes)

**Vocabulary:** yourselves, yourself, herself, myself, ourselves, each other, themselves

**Duration:** 45 minutes

**Objective:** To teach students about reflexive and reciprocal pronouns and how they are used in English.

**Materials:**

- Whiteboard and markers
- Handouts with examples and exercises
- Small mirrors (optional)

**Introduction (10 minutes):**

1. **Warm-Up (5 minutes):** Begin with a simple question: "How do we talk about actions that we do to ourselves or actions that people do to each other?" Discuss and elicit responses from students.
2. **Vocabulary Introduction (5 minutes):** Provide handouts with the vocabulary list. Explain that today's lesson focuses on reflexive and reciprocal pronouns and how they are used to describe these actions.

**Main Vocabulary Activities (30 minutes):**

3. **Examples and Exercises (15 minutes):** Present sentences with gaps and ask students to fill in the gaps with the appropriate reflexive or reciprocal pronoun. For example, "She did it all by\_\_\_." Students should fill in the blank with "herself." Discuss the answers as a class.
4. **Discussion (10 minutes):** Discuss the meaning and usage of reflexive and reciprocal pronouns. Provide examples of sentences where they are used. Encourage students to share examples or ask questions.
5. **Role-Play (5 minutes):** Have students work in pairs. One student is asked to perform an action, and the other student describes the action using the correct pronoun. For example, "She brushes her hair," and the other student should respond, "She brushes her hair herself."

**Conclusion and Homework (5 minutes):**

6. **Review and Homework (5 minutes):** Review the use of reflexive and reciprocal pronouns. Assign homework for students to write sentences using these pronouns correctly.

**Assessment:** Evaluate students' understanding of reflexive and reciprocal pronouns through their participation in exercises and role-play activities.

## Lesson Plan 10

### Urban Environment and City Life (45 minutes)

**Vocabulary:** crowds, graffiti, green spaces, pollution, power cut, public transport

Rubbish, rush hour, traffic jam

**Duration:** 45 minutes

**Objective:** To teach students about various aspects of urban life and the associated vocabulary.

**Materials:**

- Images or illustrations related to urban life and city environments
- Whiteboard and markers
- Handouts with vocabulary words

**Introduction (10 minutes):**

**1. Warm-Up (5 minutes):** Start with a general discussion about cities. Ask students what they like or dislike about living in a city. Elicit responses from students to introduce the topic of urban life.

**2. Vocabulary Introduction (5 minutes):** Provide handouts with the vocabulary list. Explain that today's lesson will focus on words related to city life and the urban environment.

**Main Vocabulary Activities (30 minutes):**

**3. Image Discussion (10 minutes):** Show images or illustrations related to urban life. Discuss the images and ask students to describe what they see, using the vocabulary words. For example, "What do you see in this image? Can you spot any graffiti?"

**4. Urban Life Scenarios (10 minutes):** Provide scenarios or short stories related to urban life. Ask students to identify and underline the vocabulary words in each scenario. Discuss the scenarios and the words.

**5. Group Discussion (10 minutes):** Divide the class into small groups. Provide discussion prompts related to urban life and the vocabulary words. Encourage students to discuss their experiences, challenges, and solutions regarding urban environments.

**Conclusion and Homework (5 minutes):**

**6. Review and Homework (5 minutes):** Review the urban environment vocabulary and its meanings. Assign homework for students to write a short paragraph about their city, discussing some of the aspects introduced in the lesson.

**Assessment:** Evaluate students' ability to use the urban environment vocabulary in discussions and their understanding of city life concepts.

## Lesson Plan 11

### City Infrastructure and Services (45 minutes)

**Vocabulary:** apartment building, bus stop, pedestrian crossing, post box recycling bin, road sign, speed limit, taxi rank

**Duration:** 45 minutes

**Objective:** To teach students about various elements of urban infrastructure and city services.

#### Materials:

- Images or illustrations representing urban infrastructure and services
- Whiteboard and markers
- Handouts with vocabulary words

#### Introduction (10 minutes):

1. **Warm-Up (5 minutes):** Start with a quick discussion about living in a city. Ask students what they think is important for a city to function well. Elicit responses from students to introduce the topic of city infrastructure.
2. **Vocabulary Introduction (5 minutes):** Provide handouts with the vocabulary list. Explain that today's lesson focuses on words related to city infrastructure and services.

#### Main Vocabulary Activities (30 minutes):

3. **Image Discussion (10 minutes):** Show images or illustrations representing various elements of city infrastructure and services. Discuss the images and ask students to identify the vocabulary words. For example, "What is this? Can you point to the taxi rank?"
4. **Urban Infrastructure Scenarios (10 minutes):** Provide scenarios or short stories related to city infrastructure and services. Ask students to identify and underline the vocabulary words in each scenario. Discuss the scenarios and the words.
5. **Group Discussion (10 minutes):** Divide the class into small groups. Provide discussion prompts related to city infrastructure and services. Encourage students to discuss the importance of these elements for city life and how they interact with them.
6. **Review and Homework (5 minutes):** Review the vocabulary related to city infrastructure and services. Assign homework for students to take a walk in their city and note down examples of these elements. They should write a short paragraph describing their observations.

**Assessment:** Evaluate students' ability to use the vocabulary words in discussions, identify them in scenarios, and recognize elements of city infrastructure in their homework.



## Lesson Plan 12

### Phrasal Verbs for Social Activities (45 minutes)

**Vocabulary:** come round, fall out, get on, get together, hang out, look after, makeup, split up

**Duration:** 45 minutes

**Objective:** To teach students common phrasal verbs related to social activities and relationships.

**Materials:**

- Whiteboard and markers
- Handouts with vocabulary words and example sentences

**Introduction (10 minutes):**

**1. Warm-Up (5 minutes):** Start with a quick discussion about social activities. Ask students about the last time they met friends or had a conflict with someone. Elicit responses to introduce the topic of social interactions and relationships.

**2. Vocabulary Introduction (5 minutes):** Provide handouts with the vocabulary list. Explain that today's lesson will focus on phrasal verbs related to social activities and relationships.

**Main Vocabulary Activities (30 minutes):**

**3. Explanation and Examples (10 minutes):** Go through each phrasal verb, providing explanations and example sentences. For example, explain "hang out" as spending time with friends without specific plans.

**4. Matching Activity (10 minutes):** Provide a list of situations on the board or handouts and ask students to match the appropriate phrasal verb to each situation. For instance, "You and your friends haven't seen each other for a long time."

**5. Role-Play (10 minutes):** Assign pairs or small groups of students different social scenarios where they must use the phrasal verbs. Encourage them to act out the situations and use the verbs in context.

**Conclusion and Homework (5 minutes):**

**6. Review and Homework (5 minutes):** Review the phrasal verbs and their meanings. Assign homework for students to write short paragraphs about a recent social activity or conflict, using the phrasal verbs they've learned.

**Assessment:** Evaluate students' understanding of phrasal verbs by assessing their participation in the role-play and their correct usage in the homework assignment.