



## THE FLIP CHART TO ENHANCE EFL LEARNERS' VOCABULARY

### *EL ROTAFOLIO PARA MEJORAR EL VOCABULARIO DE LOS ESTUDIANTES DE INGLÉS COMO LENGUA EXTRANJERA*

Judith Michell Velastegui Campoverde <sup>1\*</sup>

<sup>1</sup> Estudiante de la Universidad Técnica de Cotopaxi, Extensión Pujilí. Ecuador. ORCID: <https://orcid.org/0009-0003-0621-3031>. Correo: [judith.velastegui4321@utc.edu.ec](mailto:judith.velastegui4321@utc.edu.ec)

Israel Steven Logacho Quishpe <sup>2</sup>

<sup>2</sup> Estudiante de la Universidad Técnica de Cotopaxi, Extensión Pujilí. Ecuador. ORCID: <https://orcid.org/0009-0002-2948-5040>. Correo: [israel.logacho3129@utc.edu.ec](mailto:israel.logacho3129@utc.edu.ec)

Gina Silvana Venegas Álvarez <sup>3</sup>

<sup>3</sup> Docente investigador de la Universidad Técnica de Cotopaxi, Extensión Pujilí. Ecuador. ORCID: <https://orcid.org/0000-0003-3263-6225>. Correo: [gina.venegas@utc.edu.ec](mailto:gina.venegas@utc.edu.ec)

\* Autor para correspondencia: [judith.velastegui4321@utc.edu.ec](mailto:judith.velastegui4321@utc.edu.ec)

### Abstract

This research aimed to analyze the effectiveness of the flipchart to improve the vocabulary of English as a foreign language for students between 10 and 12 years old in the El Carmen La FAE neighborhood. The problem of this research was the monotonous use of the blackboard, generating low performance in the student's acquisition of vocabulary in the English language. The researcher used a mixed approach and a quasi-experimental method. The population was students aged 10-12 years from the El Carmen La FAE neighborhood, with level A1 in English, at the 2024-2025 academic level. Participants were selected through convenience sampling, aimed at accessible people in the area, consisting of 15 students. Multiple choice questions helped to collect data for pre test and post test. The research results demonstrated that the flip chart combined with the ERCA method proved an effective and dynamic tool for teaching vocabulary. The previously analyzed literature also helped with information for the correct implementation of the teaching resource with the following scores obtained in the pre test without the flip chart at 64% and after with the flip chart in the post test at 97%. Furthermore, the application of the flip chart had a significant improvement of 33.12% and a maximum score of 100%.



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**Keywords:** the flip chart; vocabulary; teaching vocabulary; english as a foreign language

### Abstract

*Esta investigación tuvo como objetivo analizar la efectividad del rotafolio para mejorar el vocabulario del idioma inglés como lengua extranjera en alumnos de 10 a 12 años del barrio El Carmen La FAE. El problema de esta investigación fue el uso monótono del pizarrón, generando bajo rendimiento en la adquisición de vocabulario en el idioma inglés por parte del alumno. El investigador utilizó un enfoque mixto y un método cuasi-experimental. La población fueron estudiantes de 10 a 12 años del barrio El Carmen La FAE, con nivel A1 en inglés, en el nivel académico 2024-2025. Los participantes se seleccionaron mediante un muestreo de conveniencia, dirigido a personas accesibles de la zona, compuesto por 15 estudiantes. Preguntas de opción múltiple ayudaron a recolectar datos para el pre test y post test. Los resultados de la investigación demostraron que el rotafolio combinado con el método ERCA resultó ser una herramienta eficaz y dinámica para la enseñanza de vocabulario. La bibliografía previamente analizada también ayudó con información para la correcta implementación del recurso didáctico con las siguientes puntuaciones obtenidas en el pre test sin el flip chart en un 64% y después con el flip chart en el post test en un 97%. Además, la aplicación del rotafolio tuvo una mejora significativa del 33,12% y una puntuación máxima del 100%.*

**Keywords:** el rotafolio; vocabulario; enseñanza de vocabulario; inglés como lengua extranjera

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### Introducción

The problem arose from the monotonous use of the blackboard to learn vocabulary in the El Carmen neighborhood of the FAE of Latacunga, so students performed poorly in the mentioned sub-skill. However, with the flip chart strategy, the student's way of learning was effectively innovated to improve their performance.

In Indonesia, a lack of teaching resources often makes vocabulary teaching boring and ineffective, resulting in unmotivated students and poor learning outcomes. Therefore, the flip chart application could teach more dynamically and interactively by incorporating visually attractive elements that will help improve vocabulary learning. Sastri (2021) explained that the flip chart is relevant to the learning objectives so that students can easily understand the vocabulary and improve learning because new materials can be achieved by mastering the points from the previous learning goals.

In Indonesia, increasing demands for effective teaching tools in EFL classrooms have led to the exploration of tools such as the flip chart have proven to be helpful tools in enhancing classroom instruction, particularly in vocabulary development.



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According to Lestari (2022), a flipchart streamlines teaching by displaying pre-made sheets, allowing swift message transitions, and saving time otherwise spent on board writing. This simple, effective tool aids vocabulary instruction by enhancing lesson delivery and helping both teachers and students engage efficiently.

The flip chart is a teaching resource that improves vocabulary learning in a more dynamic, fun way and motivates students to learn meaningfully and effectively. Teaching resources are essential tools in teaching vocabulary that facilitate the learning process and encourage students to learn. These resources can be varied and adjusted to different levels of linguistic competence.

Murni (2021) explained that the flip chart in the learning process includes: clarifying messages to avoid excessive verbalism; overcoming constraints of space, time, energy, and sensory perception; promoting direct interaction between students and educational resources; enabling self-directed learning tailored to individual talents and abilities; and providing stimulation. The flip chart is a valuable strategy in education, encouraging active student participation and effective message delivery.

The flip chart application enhances vocabulary acquisition in the classroom by fostering an interactive and visually engaging learning environment. Rofiq et. al., (2021) conducted a study using the flip chart to improve vocabulary mastery among students. They implemented this visual teaching tool in a classroom setting to assess its effectiveness in enhancing students' vocabulary acquisition, focusing on how the flip chart's interactive nature can engage students and support their learning processes.

In Nigeria, the importance of vocabulary development in language learning led to the discovery of various tools, such as the flip chart, to improve this vocabulary, highlighting its importance in enhancing language acquisition.

Aryani (2021) examined how the flip chart affected eighth-grade students at SMP Negeri 1 Tarub in Tegal Regency's vocabulary acquisition. The results showed that using the flip chart as a teaching aid had a considerable favorable impact on vocabulary learning and retention. This demonstrates how flipcharts can help improve vocabulary growth, especially in academic contexts where teaching vocabulary well is crucial to language learning.

The effectiveness of vocabulary instruction is a crucial aspect of language learning, especially in academic settings. However, the flip chart application to teaching resources poses significant challenges for educators and learners. In their study conducted in Azogues, Pacheco and Cervantes (2022) observed that "the lack of diverse resources in the classroom, low academic performance, and overall inefficient strategies that help students retain knowledge adversely affect the English teaching-learning process" (p. 10). The main objective was to analyze the flip chart effectiveness in enhancing EFL learners' vocabulary among 10 to 12-year-old students in the El Carmen La FAE neighborhood.

The relevance of this problem in the current context derives from the monotonous use of the blackboard for vocabulary learning in the El Carmen neighborhood of FAE Latacunga, hence low student performance in this sub-skill. The implementation of flip chart is useful to fill this gap.

The goal of the project is to improve student performance in vocabulary learning using the flip chart strategy, which proved to be innovative and effective for student learning and performance improvement. The impact



of this resource on EFL students' vocabulary development provided empirical evidence to support the adoption of more dynamic and engaging teaching methods.

The main beneficiaries of this project are the English students of Latacunga, because they improved their vocabulary thanks to the use of the flip chart. In addition, English teachers that teach in the neighborhoods can benefit from the integration of this effective pedagogical strategy in their practices.

This project is feasible because it was possible to carry out the FAE in the El Carmen neighborhood; there was time available, collaboration from parents and students, and even the availability of a classroom with everything necessary to teach the classes. On the other hand, the project is feasible because it is easy to develop the structure and the material according to the level of the students; it is profitable because it involves only the basic materials for its elaboration.

However, some limitations must be taken into account, such as the students' lack of familiarity with the flip chart and the need to train teachers in the use of this tool. In addition, the availability of time and resources throughout the development of the project, planned between 2024 and 2025, will need to be carefully monitored and managed to ensure the successful completion of the study.

In conclusion, the potential impact of this project cannot be overlooked. This had important educational implications by providing evidence of the effectiveness of the flip chart in improving the vocabulary learning of English as a foreign language student. The results provided a basis for future innovations in language teaching and promoted the adoption of more effective teaching resources.

### Scientific and Technical Foundation

**Background.** Some previous international research contributes to this research study. For example, Ballado (2021) investigated a study titled *Shades of Meaning (SAME): Using Flip chart to Develop Skills to Expand Lines of Words between 2nd Qualifiers*. The purpose of this research was to address the challenge of vocabulary acquisition among Filipino students, particularly those in provinces with limited reading materials. The method involved a mixed method. The participants were 28 second-grade students selected from Napotocan Primary School, Laoang IV District. The instruments included illustrated flip charts for instruction, pre-and post-tests for quantitative data, and semi-structured interview sessions to gain qualitative insights. The results indicated a significant improvement in the student's vocabulary skills, as evidenced by a large increase in post-test scores compared to pre-test scores, suggesting that the flip chart effectively improved their comprehension of words with different degrees of meaning. In conclusion, the flip chart is a beneficial strategy to enhance vocabulary learning in contexts with limited resources.

On the other hand, some previous national research also helped this study. For example, Aryani (2021) investigated a study titled *The Effect of the flip chart on vocabulary learning outcomes*. The purpose of this project was to determine the impact of the use of flip charts for vocabulary among eighth grade students at SMP Negeri 1 Tarub, Tegal Regency. This thesis uses a quasi-experimental method. The participants used 32 eighth-grade students from SMP Negeri 1 Tarub in the academic year 2020-2021. The instrument was a pre-test and post-test with multiple choice questions. The results of the paired samples T-test indicated a significant difference in vocabulary learning outcomes before and after treatment in the experimental class, with mean scores improving from 62.38 to 86.13. The independent sample T-test further confirmed the



enhancement in vocabulary learning outcomes among students taught using the flip chart, as evidenced by a percentage increase from 37.5% to 93.8%.

Other contributing research is Thulasi et al. (2019), with a study titled Improving Students' Mastery of Vocabulary Through Flip Book Approach. The aim was to evaluate the effectiveness of animated books in enhancing Year 3 pupils' English vocabulary mastery. The method involved action research with 15 participants from a Malaysian suburban school. The instruments were surveys, written documents, and field notes to make possible data collection. The results demonstrated notable improvements in student performance, particularly benefiting weaker students with vocabulary comprehension difficulties. In conclusion, it suggests that vocabulary mastery is essential for proficiency across language skills like listening, speaking, reading, and writing, highlighting the efficacy of interactive and engaging learning tools like flipbooks.

Aziz et al. (2020), researched a study titled Improving Student Achievement Using Flipchart. The purpose of this study was to improve student learning achievement through the application of a flipchart designed from cooperative learning methods. The method involved assessing the effectiveness of flip charts on thematic subjects for grade 2 elementary schools in Rejotangan District and determining its influence on student learning outcomes. The participants included 12 elementary schools in Rejotangan, with four schools selected as samples, split into two experimental classes (using flip chart learning) and two control classes (conventional learning). The instruments used are simple random sampling, descriptive, and inferential data analysis techniques. The Results revealed that flip chart learning significantly improved student outcomes (62% N-Gain Score) compared to conventional methods (8%). In conclusion, cooperative learning with flip chart media is highly effective in enhancing thematic subject learning for grade 2 students in elementary schools.

Sastri (2021) investigated a study titled The Use of Flipchart as a Tool to Strengthen Scientific Literacy in Secondary School Students. The purpose of this research was to evaluate the impact of the flipchart on students' scientific literacy about environmental pollution.

Following the ADDIE model, developmental research advanced through validation by four media and materials experts and testing on 20 eighth-grade students. Data collection involved student responses through questionnaires and assessments of scientific knowledge using a multiple-choice test. Results showed a significant improvement in scores from pretest to posttest, indicating strengthened competencies in explaining phenomena scientifically, designing and evaluating scientific investigations, and interpreting data accurately. Supported by a high score of 88.1 on the students' questionnaire, the conclusion was that flip charts effectively improve students' scientific literacy.

### **Theoretical framework. Vocabulary in EFL**

Understanding the role of vocabulary in communication is essential, as it forms the foundation of language, enabling the effective expression of thoughts, feelings, and ideas within social interactions. Vocabulary is the fundamental set of words used for communication. It is the building block of language, enabling individuals to express thoughts, feelings, and ideas effectively within social interactions (Dakhi & Fitria, 2019).

### **Purpose of Vocabulary**





The purpose of vocabulary appears when someone who possesses sufficient vocabulary, especially learners, can effectively communicate their thoughts and engage with others, facilitating that language for them; however, without the ability to remember vocabulary over time, they will struggle to advance in the language.

According to Pacheco and Cleanervantes (2022) “If learners know enough words, they would be able to express their ideas and interact with others easily. Consequently, if students cannot retain vocabulary for an extended period, they will be not able to improve their skills and increase their language proficiency” (p. 12).

### **Types of Vocabulary**

Understanding the distinction between active and passive vocabulary types as it influences how words are used in communication.

According to Dakhi and Fitria (2019), active vocabulary includes words easily recalled and used in speech or writing without hesitation. These are the words that individuals fully understand and can use automatically when required by the context. They are contrasted with passive vocabulary, which comprises words recognized but not actively used. (p. 19).

### **Strategies to Enhance Vocabulary**

Research has consistently highlighted the importance of engaging teaching strategies in enhancing student motivation and learning outcomes.

Permana (2020) supports this notion by emphasizing that “strategies used by teachers should be fun, encouraging and motivating students. Using interactive media such as pictures, games and songs had been studied to be beneficial in creating a positive learning environment and fun ways of learning” (p. 3).

### **Categories of Vocabulary**

It is essential to understand the different types of vocabulary that learners encounter.

Vocabulary can be broadly classified into two categories: receptive and productive. Understanding the different types of vocabulary is crucial for developing effective language learning strategies.

Syifaâ (2022) categorizes vocabulary into two distinct categories: “productive and receptive vocabulary, also known as recognition vocabulary, is a set of words that individuals use to generate meanings when hearing and reading. Those words are unknown to the kids, and they rarely use them. Meanwhile, productive vocabulary is described as a collection of words that individuals may employ when speaking and writing” (p. 218).

### **Activities to Teach Vocabulary**

Effective strategies for teaching vocabulary can greatly enhance language acquisition and retention. According to Elmahdi and Hezam (2020), these strategies include “1. Teaching vocabulary using objects; 2. Teaching vocabulary by drilling; 3. Teaching vocabulary by spelling; 4. Teaching vocabulary using drawing and picture objects; and 5. Teaching vocabulary using mime, expressions, and gestures.”

### **Techniques to Teach Vocabulary**



Explicit vocabulary teaching is crucial for language learning. It encompasses various techniques that cater to the natural aspects of language, such as form, meaning, and use.

Dakhi and Fitria (2019) describe three functional techniques in explicit vocabulary teaching: form-based, meaning-based, and rule-based. Form-based focuses on teaching the structural aspects of vocabulary; meaning-based emphasizes the comprehension of vocabulary meanings; and rule-based involves teaching vocabulary according to language rules. These techniques aid in the effective learning and application of vocabulary.

### **The Flip Chart to enhance EFL learners' vocabulary in English**

The flip chart is a dynamic resource that helps teachers focus on vocabulary teaching. It is beneficial for its ease of creation and portability. It is ideal for displaying sequential information and developing clear, up-to-date ideas, especially in educational contexts that require interaction and visual clarity, fostering a more effective and memorable learning environment for students. Anggun (2022) stated that using flipcharts to learn vocabulary allows students to learn more creatively and make significant progress. Using flipcharts to learn vocabulary can improve vocabulary mastery and strengthen other language skills. Activities such as word puzzles can help students remember a large number of words over time. Flipcharts are easy to use and useful because they provide a variety of activities to put words into practice and expand students' vocabulary.

### **Functions of Flip chart**

The flip chart had a function in teaching and learning the English language. It can help develop vocabulary, motivate students to acquire more knowledge, improve their performance, and participate more actively. Aryani (2021) explained that

The flip chart not only knows what the students learn but can make the students create in the class. The flip chart additionally has several functions in the learning process. They are:

- 1) Make clear the message in order no longer to be too verbalized.
- 2) To conquer space, time, energy, and power of sense.
- 3) To arouse a more excellent learning process, especially in direct interaction between students and learning resources.
- 4) Allow children to learn independently in step with their talents and abilities.
- 5) To provide stimulate (p. 10).

### **Advantages and disadvantages of the flip chart to teach vocabulary**

The flip chart offered dynamic sheets for engaging teaching due to their ample space and rotating pages with various activities that encouraged real-time interaction, unlike static presentations. However, there were often issues, such as difficulty reading them from a distance and their unsuitability for large audiences.

According to Aryani (2021), flip charts had several advantages for teaching. They were easy to create using simple materials like colored paper or drawings, and they were portable and double-sided. Teachers found them practical, creative, and innovative. Depending on the content, flip charts could be reused in future courses, helping to boost student motivation and engagement in learning activities. They were instrumental in vocabulary classes. Nonetheless, flip charts also had disadvantages, such as being difficult to read due to



limited writing space, unsuitability for large groups, single-use limitations, and lack of sustainability since they were made of paper.

### **Procedures of Using Flip Chart**

Effective use of instructional tools like the flip chart enhances classroom engagement and learning outcomes. Aryani (2021), highlights key procedures for maximizing the effectiveness of its usage:

- 1) Mastery of media skills is essential for educators to effectively utilize flip charts.
- 2) Preparation of flip chart materials and tools is critical for repeated use.
- 3) Proper positioning of the flip chart ensures visibility for all students in the classroom.
- 4) Organizing students optimally contributes to better learning outcomes.
- 5) Introducing lesson materials at the outset through storytelling or relating them to current events enhances student engagement.
- 6) Using simple language and visuals on flip chart sheets facilitates comprehension of learning material.
- 7) Encouraging student questions and discussions stimulates active learning.
- 8) Concluding lessons collaboratively reinforces understanding of presented materials (p. 11).

### **Teaching Vocabulary by Using Flip Chart**

Using flip charts to teach vocabulary transformed the learning experience for students. This approach, which involved a series of organized activities ranging from initial preparation and interactive lessons to follow-up tasks, encouraged active participation and helped reinforce vocabulary retention more engagingly. According to Rofiq et al. (2021), the flip chart to teach vocabulary is necessary for educators to enhance the learning process by following structured activities. These included pre-teaching routines such as class preparation and review, while-teaching activities where the teacher used the flip chart to introduce and reinforce vocabulary, and post-teaching tasks involving feedback, summaries, and homework assignments.

## **Materials and methods**

### **Research approach**

In this study, a mixed approach was used to collect and analyze quantitative and qualitative data to answer the research question. Pardede (2019), says that "Mixed methods approach refers to the research mixing or integrating both qualitative and quantitative approach within a single study to produce a fuller account of the research problem" (p. 231).

A quantitative approach was used since statistical tools allowed researchers to describe the effectiveness of using the flip chart to teach vocabulary, providing accurate data on the effectiveness of this resource for teaching and learning the English language. According to Ghanad (2023), "Quantitative research aims to quantify the data and generalize findings from a sample of a study from varied perspectives. It requires collecting data, analyzing, and interpreting quantifiable data to prove the hypothesis produced in a specific study" (p. 3794).

The researchers also used a qualitative approach, employing action research to address the vocabulary issue, with the help of the flip chart that allowed them to observe the effectiveness of this strategy in the educational field. According to Tegan (2024), "Action research is a research method that aims to simultaneously







investigate and solve an issue. In other words, as its name suggests, action research conducts research and takes action at the same time”.

### Research Method

The quasi-experimental method was used for this research to identify vocabulary improvement with the help of the flip chart by applying a pre-test and a post-test to a group of students. A quasi-experiment involves the researcher assigning participants to groups, but not through random selection, because it is not feasible to artificially create the groups for the experiment. Additionally, the researcher will utilize a pre-test and post-test design. Stratton (2019) explains that pre-test and post-test design is also used in evaluations of participants' attitudes or perceptions relative to an event or to assess comfort in applying the information presented in a training session or with introduction of new concepts (acceptance and efficacy study).


The level of this study was descriptive since it describes the improvement of vocabulary with the help of the flip chart to children at the "El Carmen la FAE" neighborhood in that the pre-test and post-test were applied. According to Siedlecki (2020), descriptive research design is a scientific approach that involves observing and detailing individuals, events, or conditions in their natural state, without attempting to alter any variables.

Research context. The study was conducted at the "El Carmen la FAE" neighborhood in Latacunga, an urban locale. This neighborhood facilitated the research, fifteen children participated, seven girls and eight boys according to the data provided in the informed consent, all aged between 10 and 12 years. Participants were selected through convenience sampling, targeting readily available and accessible. Rahi (2017) said that “convenience sampling denotes a process of data collection from population that is close at hand and easily accessible to researcher” (p. 73). However, prior to screening, informed consent was prepared and given to participants for signature.


### Data Collection

The data collection was done in the form of pre-test and post-test, using a vocabulary questionnaire to test the effectiveness of the flip chart in vocabulary acquisition. The researcher created a test that took into account the level of the students (A1) and consisted of 20 items on topics such as greetings, colors, body parts, animals, clothes, family members, months and seasons, and house: rooms and parts. This test lasted for 40 minutes.





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**Vocabulary Test - A1**

**1. How do you say "Gusto en conocerte" in English?**

a) See you later  
b) Thank you  
c) How are you  
d) Nice to meet you

**2. Match the greetings with the picture**



Good Bye

Good Morning

Good Afternoon

Good Night

**3. What color is the sky on a clear day?**

a) Green  
b) Blue  
c) Yellow  
d) Red

**4. What color is the bear?**


a) Orange  
b) Green  
c) Purple  
d) Brown

**5. Unscramble the word**


eylolw \_\_\_\_\_  
 ranoeeg \_\_\_\_\_  
 der \_\_\_\_\_

**6. Paint the part of the body that allows us to know the taste of pizza?**


Ears




Teeth



Eyes



Tongue




**7. Where do you wear a hat?**

a) On your foot  
b) On your hand  
c) On your head  
d) On your arm


**8. Which animal is known as man's best friend?**

a) Cat  
b) Dog  
c) Bird  
d) Fish

**9. Underline the correct question**








1. Is it yellow?  
2. Is it long?  
3. Has it got wings?  
4. Has it got scales?  
5. Can it fly?  
6. Can it crawl?



1. Is it big?  
2. Is it small?  
3. Has it got a tail?  
4. Has it got wings?  
5. Can it bark?  
6. Can it fly?

**10. Paint the object that does not belong**

**Figure 1.** Vocabulary questionnaire to test the effectiveness of the flipchart in vocabulary acquisition. Part 1

11. Which item does not belong?

- a) T-shirt
- b) Pants
- c) Apple
- d) Jacket

12. Match the clothing item with its picture

<div style="border: 1px solid black; padding: 2px; display: inline-block;">Hat</div>	•	
<div style="border: 1px solid black; padding: 2px; display: inline-block;">Boots</div>	•	
<div style="border: 1px solid black; padding: 2px; display: inline-block;">Skirt</div>	•	
<div style="border: 1px solid black; padding: 2px; display: inline-block;">Shorts</div>	•	

12. Place the correct month according to the season:

- March
- December

Spring	Winter

13. Name the parts of the house?



14. Complete:

I wear a \_\_\_\_\_ on my feet.

- A. Hat
- B. Boots
- C. Shirt

15. Name this family member:



16. Select the Family member:

- A. Yellow
- B. Son
- C. Teeth

17. Circle true or false:

A garage is a part of a house.

True | False

18. Complete the word:



L\_\_\_\_\_



G\_\_\_\_\_

19. The month after April is \_\_\_\_\_

- A. May
- B. March
- C. June

20. Color only the season: Autumn



**Figure 2.** Vocabulary questionnaire to test the effectiveness of the flipchart in vocabulary acquisition. Part 2.

The researchers incorporated the action research method to address the vocabulary problem by following these steps:

## 1. Planning:

- The main objective was to find information regarding the topic and the problem of this research “The monotonous use of the blackboard to learn vocabulary in the El Carmen neighborhood of the FAE of Latacunga, caused students to have a low performance in the mentioned sub-skill”.
- Study location (Latacunga) and study duration (2024-2025).
- According to A1 content, pre-tests and post-tests were conducted using the instrument validation criteria.
- The budget for creating the flip chart (\$45) is used for the structure and teaching materials prepared for each class.
- Children aged 10 to 12 from the area of "El Carmen la FAE" were taught A1 level content.
- Eight lesson plans were prepared for eight classes based on the “ERCA” (Experience, Reflection, Conceptualization, and Application) teaching method, each lesson lasting one hour, which greatly helped in the effective teaching of English vocabulary. According to Shucay (2023), “The ERCA methodological strategy is crucial because it aids in students' acquisition of new knowledge, skills, and attitudes” (p. 19).

**2. Implementation:** The data collection and analysis was carried out with a pre-test, followed by the eight classes with the flip chart strategy applied, and finally with the post-test to children from 10 to 12 years of age from the “El Carmen la FAE” neighborhood.

**3. Monitoring and evaluation:** During this phase, the effectiveness of the intervention is ultimately evaluated and necessary adjustments are made to optimize outcomes.

## Data Analysis

Descriptive statistics were essential to summarize and describe the key characteristics of the data set. It provided a basic understanding of the data before further analysis. Descriptive analysis played a key role in identifying patterns within the data to answer questions regarding who, what, where, when, and how much. This type of analysis is critical for understanding trends and changes within populations, developing new measures of key phenomena, and describing samples in studies aimed at identifying causal effects (Stanford CEPA, 2017).

## Results and discussion

Below are the data obtained in this research, the analysis using a quantitative and qualitative approach, and the discussion. The pre test and post test are used for data collection.

## Data description

This research is a quasi-experimental investigation carried out in the El Carmen La FAE neighborhood; the sample of this study was 15 children between the age of 10-12 years old; the sample in the population was carried out using the convenience sampling technique aimed at available and accessible children. This study used a mixed approach. The data collection techniques were carried out with pre test and post test at a quantitative level and with action research for qualitative data. In the first stage, the researchers provided the 20-question test based on level A1 to the students without applying the flip chart, in the next stage the



researchers taught the classes following the plans made for level A1 with the ERCA method. Finally, the resource was applied as a learning medium for vocabulary, the researcher used the post test to evaluate the results. Based on the data collected, these are the results of the research:

**Table 1.** Results of the pre test and post test

Categories	Pre test	Percentage	Post Test	Percentage
S1	4,16	41%	9,71	97%
S2	7,22	72%	9,14	91%
S3	4,44	44%	9,71	97%
S4	1,94	19%	10	100%
S5	5	50%	10	100%
S6	7,77	77%	10	100%
S7	7,22	72%	10	100%
S8	8,88	88%	10	100%
S9	6,94	69%	9,71	97%
S10	6,38	63%	9,71	97%
S11	7,5	75%	9,43	94%
S12	7,5	75%	9,44	94%
S13	5,55	55%	9,71	97%
S14	6,94	69%	9,71	97%
S15	7,22	72%	9,71	97%

### Pre test and post test data

From the results of the research in the pre test without the use of the flip chart as a learning medium and post-test with the application of the flip chart, the following values were obtained with the help of IBM SPSS Statistics for Windows 10:

**Table 2.** Comparison between pre test and post test

No.	Categories	Pre test	Post Test
1.	N	15	15
2.	Minimum	19	91
3.	Maximum	88	100
4.	Mean	64	97
5	Median	69	97
6	Mode	72	97
<b>Mean different = 33.12</b>			

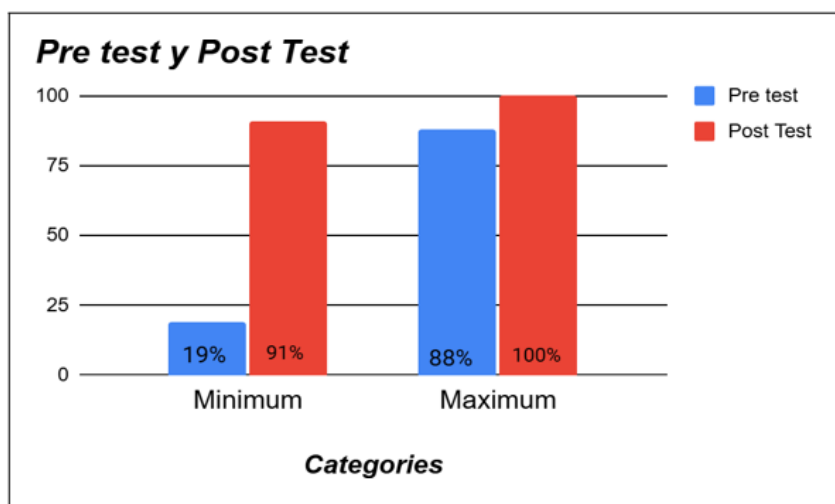
Below, the minimum and maximum values in the pre and post test are observed as shown in the following diagram:



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**Figure 3.** Pre test and Post test Diagram.

According to the table above, 15 students were selected based on the results of the pre and post tests with the application of the flip chart and with an average difference of 33.12 points.

The difference in means between the post test and the pre test in the table above can be interpreted as a sign that the post test conducted after using the flip chart had a higher mean score than the pre test conducted without this teaching tool. As a result, the flip chart proved effective in improving vocabulary learning.

### Data Analysis

**Quantitative approach:** A total of 15 children from the El Carmen neighborhood of the FAE, aged between 10 and 12, were assessed with a pre test and a post test. They were given an exam with 20 multiple-choice questions based on the A1 level of English for vocabulary. First, the questions established in the test are presented with frequent errors in the pre-test (before the application of the vocabulary teaching resource) and post test (after the application of the resource) for the analysis of their results.

**Table 3.** Frequency Distribution. Variable: The Flip chart.

Categories	Questions	Pre test Error Frequency	Post test Error Frequency
Q1	How do you say "Encantado de conocerte" in English?	6	0
Q2	Match the greetings with the picture	8	1
Q3	What color are the trees?	9	0
Q4	What color is the bear?	4	0
Q5	Unscramble the color words	1	0
Q6	Circle the body part that lets you taste pizza	7	0
Q7	Where do you wear a hat?	9	1
Q8	Which animal is known as man's best friend?	11	0

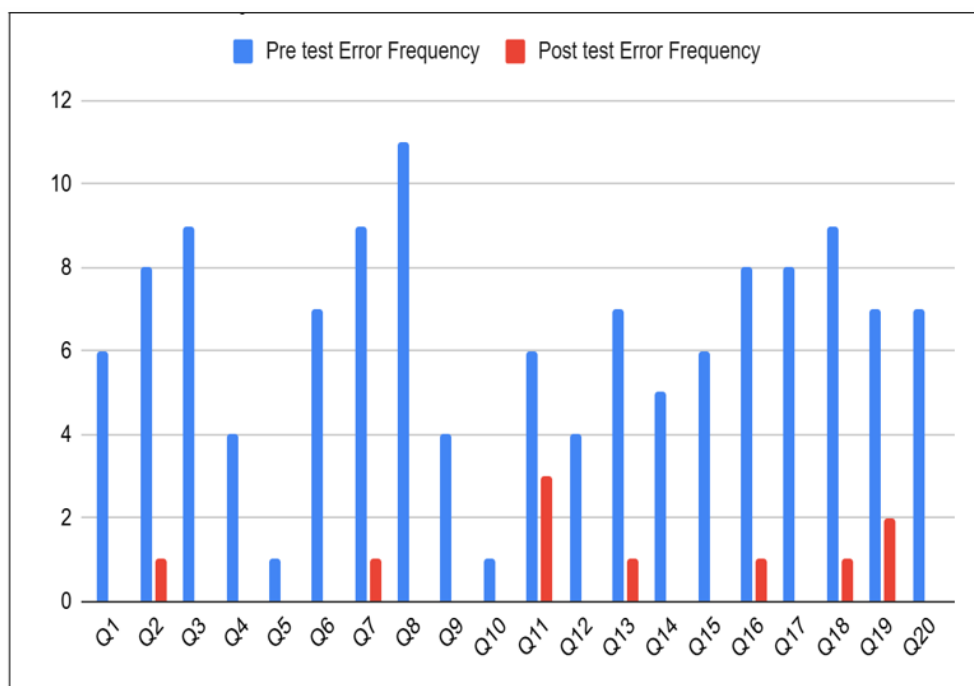


The Flip Chart to enhance EFL learners' vocabulary

Q9	Look at the picture and select the animal	4	0
Q10	Color the object that is not an animal	1	0
Q11	Which item does not belong?	6	3
Q12	Match the clothing item with its picture:	4	0
Q13	Which month is January?	7	1
Q14	Complete the parts of the house:	5	0
Q15	Complete: I wear _____ on my feet.	6	0
Q16	Look at the picture and name this family	8	1
Q17	Circle true or false: A garage is a part of a house.	8	0
Q18	Complete the word according to the picture:	9	1
Q19	The month after April is .	7	2
Q20	Circle the season: Autumn	7	0

The table shows the frequency of errors obtained in each question of the pre test and post test before and after implementing the flip chart. In addition, it was found that the post test errors were less frequent after the flip chart was applied as a teaching resource for English language vocabulary, as shown below.

This graph shows how improvements were made after applying the flip chart, that had a greater impact and fewer errors in the post test. It is also essential to answer the first research question, What is the effectiveness of the flip chart in improving the vocabulary of EFL students among children aged 10 to 12 in the El Carmen La FAE neighborhood? to show the values obtained in the tests along with their percentages.



**Figure 4.** Lower frequency of errors in the post test



## Qualitative approach

Below is a descriptive analysis to answer the second research question: What information is available about the flip chart in teaching vocabulary to students of English as a foreign language? With the help of the literature review, it has been possible to find various findings about the use of the flip chart and the benefits obtained in the application of teaching vocabulary of the English language also, the third research question: How can the flip chart be applied to teach vocabulary to students of English as a foreign language? The description of the steps completed in the action research is detailed to verify the results to be analyzed as shown below.

**Table 4.** Action research.

Category	Description
<b>Planning</b>	<ul style="list-style-type: none"> <li>Objective: To address the research problem of low vocabulary performance due to the monotonous use of the blackboard for vocabulary learning in the "El Carmen la FAE" neighborhood.</li> <li>Study Location: Latacunga, Ecuador.</li> <li>Duration: 2024-2025.</li> <li>Target Group: Children aged 10-12 in the A1 level, from "El Carmen la FAE."</li> <li>Methodology: Eight lesson plans were created following the ERCA (Experience, Reflection, Conceptualization, and Application) method to improve vocabulary learning through varied and interactive methods.</li> <li>Budget: \$45 for creating and structuring a flip chart as an interactive teaching material.</li> </ul>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>Method: Data collection involved a pre-test to assess initial vocabulary performance, followed by eight structured classes utilizing the flip chart. A post-test was then conducted to evaluate improvement.</li> <li>Duration of Each Class: One hour.</li> <li>Teaching Method: ERCA method to provide a structured, engaging approach to vocabulary acquisition.</li> <li>Teaching Material: A flip chart to visually support vocabulary learning, replacing blackboard-only teaching.</li> </ul>
<b>Monitoring and evaluation</b>	<ul style="list-style-type: none"> <li>Focus: Evaluating the effectiveness of the intervention through comparison of pre-test and post-test results.</li> <li>Outcome: Monitored improvement in vocabulary acquisition through post-test scores.</li> <li>Adjustments: Necessary adjustments noted for optimizing outcomes in similar future interventions based on evaluation findings.</li> </ul>

## Discussion of the results Summary of Major Findings

The study on flip charts for vocabulary acquisition among EFL learners at "El Carmen la FAE" shows a notable improvement in vocabulary learning, as demonstrated by a significant increase in test scores from pre-test (64%) to post-test (97%). The flip chart's use as a pedagogical tool helped reduce errors and boosted students' understanding, especially in contextual and vocabulary recognition questions. This suggests that flip charts effectively support vocabulary mastery, enhancing both receptive and productive skills.



## Comparison of Findings to the Literature

This study's findings are consistent with Aryani's (2021) research, which found that flip charts improve vocabulary outcomes by creating an engaging visual medium that boosts retention and engagement. Similarly, Fitria et al. (2020) demonstrated that flip charts aid in building vocabulary and speaking skills by providing clear visual references, which aligns with the confidence-building effect observed in this study. Anggun (2022) also found that flip chart-based instruction improved vocabulary recall and use among elementary learners, reinforcing this study's results that flip charts support foundational vocabulary learning. Lastly, Ballado (2021) highlighted that flip charts help in understanding shades of meaning, which this study supports by showing how visual tools enhance students' grasp of complex vocabulary.

Despite similarities with previous studies on teaching tools for EFL vocabulary, this research stands out by exploring the use of flip charts in a non-traditional learning environment—a neighborhood setting rather than a conventional classroom. This distinction highlights the adaptability of flip charts in diverse educational contexts and underscores their potential for use in informal or community-based learning initiatives.

While Fitria et al. (2020), Anggun (2022), and Ballado (2021) primarily conducted their studies within formal educational institutions, our investigation was set in a community neighborhood with a convenience sample, making it distinct in terms of both location and participant demographics.

Additionally, given the limited research on this subject in Ecuador, the study contributes to the growing body of knowledge by demonstrating how flip charts can enhance vocabulary learning among young EFL learners. The positive results suggest that flip charts can play a significant role in improving English education nationwide. This opens new opportunities for educators and researchers to explore and expand the use of flip charts, promoting their development and application in other local schools and communities.

These findings pave the way for future research to investigate flip charts in varied contexts, such as different age groups, proficiency levels, or regions. By doing so, educators and policymakers can better understand how to incorporate this resource effectively across Ecuador's educational landscape, ensuring it becomes a sustainable and impactful tool for EFL instruction.

## Limitations and Gaps in the Research

This study highlights the effectiveness of flip charts in enhancing vocabulary, but several limitations should be noted. First, the 15 students from one community restricts the generalizability of the results. Future studies should include larger and more diverse groups to strengthen the findings (Fitria et al., 2020; Anggun, 2022).

Additionally, this research focused solely on flip charts without incorporating other tools, like digital resources, which could further enrich vocabulary learning. Previous studies, such as Ballado (2021), show that combining flip charts with digital tools can enhance engagement and learning outcomes. Future research should consider such integrations.

Finally, incorporating a randomized control group would provide a more rigorous comparison of flip chart effectiveness, allowing for more reliable conclusions (Aryani, 2021).



## Research Impacts

The research was oriented to the educational field and focused on the problem of the monotonous use of the blackboard to learn vocabulary in the Carmen La FAE neighborhood. The traditional blackboard teaching generates low performance in language acquisition. However, the objective of this project was to analyze the effectiveness of using the flip chart to improve learning in students aged 10 to 12 with visual elements integrated. Finally, the findings showed that students' vocabulary knowledge and memory improved significantly, and post test scores were higher than pre test scores, highlighting the positive effect of the flip chart on vocabulary learning.

This research highlights the broader educational value of implementing flip charts in Latin American classrooms, where such tools are underutilized, thus bridging a gap in accessible, resource-efficient teaching strategies that actively engage learners. The study holds particular relevance as it opens avenues for reimagining how vocabulary is taught, particularly in resource-limited settings, by offering a scalable, cost-effective solution that can be adapted across diverse learning environments. Through demonstrating how flip charts facilitate more effective, engaging, and memorable learning, this research contributes to the field by underscoring the importance of interactive tools in education, ultimately positioning the flip chart as a valuable asset in enhancing EFL education outcomes and supporting broader pedagogical advancements.

## Conclusions

Implementing the Flip chart to improve the vocabulary of EFL students obtained interesting conclusions that answered the research questions and objectives proposed.

The flip chart proved to be an effective teaching tool to improve the vocabulary of 10-12-year-old EFL learners in the El Carmen La FAE neighborhood by the average obtained in the pre test without the application of the flip chart with 64% and after the application of the flip chart in the post-test scores with 97%. From the results obtained, with the application of this resource a significant improvement of 33.12% was shown, and the effectiveness of the flip chart is shown with a maximum score of 100%. This progress underlines the ability of the flipchart to make vocabulary learning more interactive and motivating for better retention and vocabulary building, concluding that integrating the flipchart into classes can develop better learning, encouraging active student participation and improving academic outcomes.

The flip chart is known as a dynamic teaching tool for vocabulary instruction. Research emphasizes the ability to present visual and manipulative concepts to students to promote interactive learning experiences. The literature focuses on the flip chart, which provides clarity and precision and encourages creativity. Their portability and adaptability make them more suitable for various student needs. The study supports these findings by demonstrating how the flip chart facilitates instruction, making it more efficient and innovative.

Furthermore, to implement the flip chart it is necessary to consider the students' English level and the method to use in every class. However, in this research the method used for each class was the ERCA method (experience, reflection, conceptualization, and application). This method promotes interactive classroom lessons whereby a vocabulary is introduced, put into practice, and reinforced using visual elements and activities easily incorporated into eight one-hour lesson plans, thereby increasing student participation and understanding.





Finally, the flip chart helped vocabulary acquisition, as evidenced by the post-test results, which showed a noticeable reduction in errors and improved comprehension. This teaching resource encourages students to improve their vocabulary mastery at the A1 level and have a positive impact on their overall language development.

## Recommendations

The flip chart showed a 33.12% improvement in students' vocabulary, demonstrating its value as a teaching tool. To make the most of this resource, schools should include flip charts in their regular English classes. Flip charts should feature clear images, simple text, and organized themes to help learners better understand and remember vocabulary. Teachers and researchers are encouraged to use the flip chart consistently and track students' progress through simple tests before and after lessons to confirm its positive impact.

Flip charts should include vocabulary that is clear, relevant, and linked to students' lives and classroom topics. For example, themes like "family," "seasons," or "clothing" can help students relate new words to familiar ideas. Visual aids, such as colorful drawings or real-life photos, should accompany each word to make learning easier and more engaging. Researchers should frequently review the content of the flip charts to ensure it matches the curriculum and students' needs.

Researchers should make the flip chart the centerpiece of vocabulary lessons. They can present the chart to introduce words, point to images while explaining meanings, and ask students questions to keep them engaged. A structured teaching approach, such as ERCA (Experience, Reflection, Conceptualization, Application), can help: use the flip chart to show real-life examples (Experience), discuss the words with students (Reflection), teach their meanings (Conceptualization), and practice them in activities (Application). This consistent use will ensure students actively learn and remember vocabulary.

To measure the impact of flip charts, if teachers want to use it, they should regularly assess students using simple tests, such as matching words to pictures or filling in blanks.

Comparing scores before and after using the flip chart will help teachers identify how much students are learning. Also, for researchers a controlled and an experimental group can be implemented. So, in the pre and post test, it could be possible to get more results about the effectiveness of the flip chart.

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