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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DEL INGLÉS**

THEME:

**SPACED REPETITION AND ITS IMPACT ON THE RETENTION OF
PHRASAL VERBS IN ENGLISH LEARNING**

Research Project prior to obtaining the degree of Master in Pedagogy of National and Foreign Languages, with a major in English Language Teaching.

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To God, who granted me health and an unwavering will to see this journey through, I humbly offer this work in gratitude for your endless grace. To my beloved family, my mother Ritta Ulloa, whose quiet pride and unwavering belief in me lit the path ahead; my little brother Felipe Díaz Ulloa, who taught me that true examples shine from any age, even the youngest; and my girlfriend María Sánchez, whose love, inspiration, and tireless support made every late night and every challenge lighter—this thesis is dedicated to you with all my heart.

Esteban D.

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CON MENCIÓN EN LA ENSEÑANZA DE INGLÉS**

**TEMA: “SPACED REPETITION AND ITS IMPACT ON THE RETENTION OF PHRASAL
VERBS IN ENGLISH LEARNING”**

AUTOR: ESTEBAN JOSÉ DÍAZ ULLOA

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RESUMEN EJECUTIVO

La presente investigación aborda la problemática de la baja retención de phrasal verbs en estudiantes de inglés como lengua extranjera de nivel B1-B2, un desafío frecuente en contextos educativos ecuatorianos donde los métodos tradicionales de enseñanza privilegian la memorización aislada y carecen de estrategias que promuevan la consolidación a largo plazo del vocabulario idiomático. El objetivo general fue determinar el impacto de la repetición espaciada, aplicada mediante un plan de diez lecciones digitales en la plataforma Genially, en la retención de phrasal verbs, mientras que los objetivos específicos incluyeron diseñar la intervención, implementarla en estudiantes de tercer año de Bachillerato General Unificado y evaluar sus resultados mediante pruebas pre y post. Se planteó la hipótesis de que la repetición espaciada generaría mejoras significativas en la retención y el dominio de phrasal verbs respecto a métodos convencionales. Se empleó un diseño cuasi-experimental pre-test/post-test con dos grupos paralelos (experimental $n=34$ y control $n=37$), utilizando un instrumento de 20 ítems validado por expertos y confiable ($\alpha=0.82$), complementado con actividades interactivas en Genially, Wordwall, Educaplay e Interacty. Los principales resultados evidenciaron una mejora estadísticamente significativa en el grupo experimental (de 3.93 a 5.01 puntos, $p<0.01$), invirtiendo la ventaja inicial del grupo control y confirmando una mayor eficacia en aprendices con menor dominio inicial. Se concluye que la repetición espaciada, al contrarrestar la curva del olvido de Ebbinghaus y aprovechar el efecto espaciado, optimiza la retención de phrasal verbs, incrementa la motivación y fortalece la competencia comunicativa, ofreciendo un modelo práctico, escalable y de bajo costo para la enseñanza del inglés en entornos educativos con recursos limitados en Ecuador.

Palabras clave: repetición espaciada, frases verbales, retención, plan de lección digital.

FACULTY OF EDUCATION SCIENCES

MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

AUTHOR: DIAZ ULLOA ESTEBAN JOSE

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THEME

SPACED REPETITION AND ITS IMPACT ON THE RETENTION OF PHRASAL VERBS IN ENGLISH LEARNING

ABSTRACT

This research addresses the issue of low retention of phrasal verbs among B1-B2 level students of English as a foreign language, a common challenge in Ecuadorian educational contexts where traditional teaching methods prioritize isolated memorization and lack strategies to promote the long-term consolidation of idiomatic vocabulary. The general objective was to determine the impact of spaced repetition, applied through a ten-lesson digital plan on the Genially platform, on the retention of phrasal verbs, while the specific objectives included designing the intervention, implementing it with third-year students in High School, and evaluating its results through pre- and post-tests. The hypothesis posited that spaced repetition would generate significant improvements in the retention and mastery of phrasal verbs compared to conventional methods. A quasi-experimental pre-test/post-test design was employed with two parallel groups (experimental $n=34$ and control $n=37$), using a 20-item instrument validated by experts and reliable ($\alpha=0.82$), complemented by interactive activities on Genially, Wordwall, Educaplay, and Interacty. The main results showed a statistically significant improvement in the experimental group (from 3.93 to 5.01 points, $p<0.01$), reversing the initial advantage of the control group and confirming greater effectiveness in learners with lower initial proficiency. It is concluded that spaced repetition, by counteracting Ebbinghaus's forgetting curve and leveraging the spacing effect, optimizes the retention of phrasal verbs, increases motivation, and strengthens communicative competence, offering a practical, scalable, and low-cost model for English teaching in resource-limited educational settings in Ecuador.

KEYWORDS: digital lesson plan, phrasal verbs, retention, spaced repetition.



INTRODUCTION

Relevance of the topic

In today's globalized world, English proficiency is essential for academic, professional, and social opportunities, particularly in regions like Latin America, where English skills are still developing. According to the 2023 EF English Proficiency Index, English proficiency levels in Latin America remain intermediate to low. Among the critical linguistic elements are those for achieving fluency. Phrasal verbs, defined as combinations of verbs and particles that frequently convey idiomatic meanings, are a distinctive and challenging type of verbals. Zabolotskaya and Kirpichnikova (2020) emphasize that phrasal verbs are integral to all language skills, constituting up to 80% of verb usage in informal English conversations. Mastering phrasal verbs can be challenging for non-native speakers, particularly Spanish-speaking learners, due to their non-literal meanings and syntactic variability (e.g., separable vs. inseparable forms). This complexity often leads to low retention when teaching phrasal verbs through traditional rote memorization methods.

The challenge of retaining phrasal verbs is exacerbated by the natural decline in memory over time, as described by Hermann Ebbinghaus's forgetting curve (Vaca & Lucas, 2021). Ebbinghaus demonstrated that without review, newly acquired information diminishes rapidly, a phenomenon particularly relevant to vocabulary acquisition in second language learning. To address this, spaced repetition is a cognitive strategy where you review material at increasing intervals. It's an evidence-based method to enhance long-term retention. Studies show that using spaced repetition can help you remember 50-70% more words than with traditional methods (Cepeda, 2006). This strategy, popularized by digital tools, leverages the spacing effect to

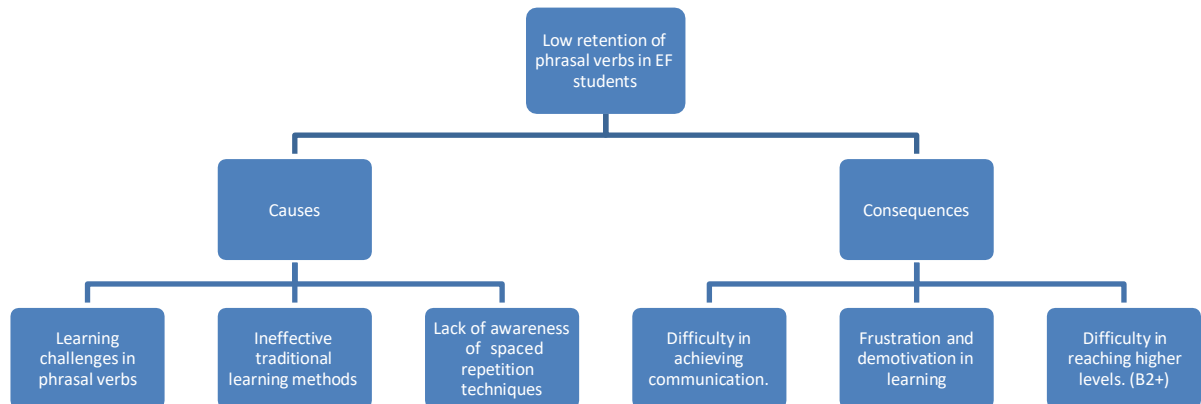
optimize memory consolidation, yet its application to phrasal verbs in interactive digital formats remains underexplored.

The advent of digital technologies in education, propelled by the post-pandemic transition to online learning, has engendered novel opportunities to implement spaced repetition effectively. Platforms like Genially, which enable interactive and gamified content, align with the principles of fostering engagement and autonomous practice. Despite these advancements, there is a gap in integrating spaced repetition with phrasal verb instruction through accessible digital tools tailored to specific learner needs. This study addresses this gap by proposing a series of interactive lesson plans comprising 10 interactive lessons on Genially, designed to teach high-frequency phrasal verbs using spaced repetition. Targeted at students from B1 to B2 level, this intervention aims to enhance retention and practical use of phrasal verbs, contributing to greater linguistic competence.

The research question guiding this study is: How can a series of interactive lesson plans based on spaced repetition, implemented via the Genially platform can improve the learning and retention of phrasal verbs? The objectives are to design an interactive lesson plan, implement it in a classroom setting, and evaluate its effectiveness through pre- and post-tests. This study uses digital tools and cognitive science to offer a solution for English language educators. The following chapters present the theoretical framework, methodology, and findings to support this innovative approach.

Problem statement

Problem tree



Graphic N° 1. Problem tree

Made by: Esteban Díaz

Source: Bibliographic revision

Causes:

a. Learning challenges in phrasal verbs

Phrasal verbs often have meanings that are not directly deducible from their components. It means that we can commit a big error if we try to translate word by word. The relevance to learn phrasal verbs as a typical word from native speakers is to integrate them in several contexts of real life. A significant challenge encountered by learners of phrasal verbs pertains to their semantic and idiomatic complexity. These expressions are not always interpretable in a literal sense, which

engenders confusion among learners. To illustrate this point, consider the phrasal verb "give up", which is commonly taken to mean "to quit", as opposed to the more specific interpretation of "to give something upwards". According to Lotfolahi and Salehi (2023), EFL learners frequently encounter challenges with phrasal verbs due to their "unpredictable nature and lack of transparent correspondence between form and meaning" (p. 5). This complexity is further compounded by the multiple meanings of many phrasal verbs, as illustrated by the example of "take off", which can refer to either the removal of clothes or the departure of an airplane, depending on the context.

Furthermore, difficulties in memory are a common occurrence. This is further exacerbated by the absence of integrated, systematic instruction in the classroom. Vocabulary that is not contextualized or practiced in meaningful situations tends to fade quickly (Alahmadi & Foltz, 2020).

b. Ineffective traditional method

One of the difficulties presented in learning phrasal verbs is the fact of different meanings depending on the context. Many interpretations can be a part of the sense that anyone can add. Conventional pedagogical approaches are also implicated in this phenomenon. Rote memorization, where students are expected to commit extensive lists of phrasal verbs to memory without the provision of contextual support, has been shown to result in short-term retention and inadequate application in real-life communication (Nakata, 2019). This pedagogical approach engenders learning outcomes that are fragmented and superficial.

Furthermore, the absence of reinforcement throughout the learning process hinders students from consolidating their knowledge. Without regular practice and recycling of content, phrasal verbs are quickly forgotten. In numerous EFL programmes, grammar is prioritized over

vocabulary, resulting in learners acquiring robust structural knowledge of English but limited functional vocabulary (Laufer & Waldman, 2020).

c. Lack of awareness

Students tend to forget phrasal verbs quickly because they are not used in frequently structured lessons. An important fact is that language can offer a variety of expressions and alternatives to say the same idea with other words. It is evident that a significant proportion of educators are not cognizant of the advantages associated with spaced repetition. Consequently, they do not integrate this strategy into their pedagogical approaches. Tzeng et al. (2020) state that "despite the well-documented effectiveness of spaced repetition, its use in formal educational settings remains limited" (p. 117). Furthermore, the absence of technological integration in some educational settings poses a significant challenge in the implementation of digital tools such as Educaplay, wordwall, wayground, youtube etc, which are particularly well-suited for the application of spaced repetition. Finally, it should be noted that several of the candidates subject to assessment may rely heavily on the technology and assistance that artificial intelligence platforms typically offer to solve the exercises. This could affect the evidence collected during the process.

Consequences:

a. Difficulty in achieving communication.

One of the most important and enduring effects of B1–B2 EFL learners' poor phrasal verb retention is the difficulty in communicating effectively. One of the most common verb structures in natural, informal, and conversational English, phrasal verbs are frequently used in media, everyday interactions, and professional settings. When students are unable to remember or

generate them on their own, they frequently hesitate, make incomplete sentences, and rely on literal or extremely simplistic alternatives, all of which significantly impair fluency, accuracy, and overall intelligibility.

The inability to retrieve phrasal verbs quickly during speaking or writing creates frustration and self-consciousness, reinforcing a high affective filter (Krashen, 1982) that further inhibits participation and risk-taking in oral activities, perpetuating a cycle of avoidance and reduced practice.

This effect has wider ramifications in educational contexts like Ecuadorian secondary and high schools: it impediments students' ability to advance to higher CEFR levels, restricts their ability to participate in authentic discourse (academic discussions, job interviews, social exchanges), and ultimately limits their access to opportunities that require functional English proficiency. Learners' overall communicative development and long-term language objectives are jeopardized if specific strategies are not implemented to enhance retention and automatic retrieval of these high-frequency multi-word units.

b. Frustration and demotivation in learning

The loss of information over time without adequate reinforcement is one of the problems mentioned in the forgetting curve proposal, but in addition to this idea, there are other effects that act as silent agents when the traditional and routine become part of learning, transforming it into mechanical memorization through decontextualized lists and repetitive exercises without meaningful application. These approaches fail to understand the deeper semantic and syntactic layers of phrasal verbs, treating them as isolated elements rather than idiomatic units essential to natural discourse. Consequently, this inadequacy fosters frustration and demotivation in learning, as students

experience repeated failures in fluency, triggering anxiety and reducing the affective filter.

c. Difficulty in reaching higher levels (B2+)

One of the common difficulties is that students may keep forgetting these essential expressions due to a lack of practice in their context. It can frustrate students if they consistently fail the retention phrasal verbs.

Although spaced repetition is an evidence-based strategy for improving long-term memory, there are certain challenges to its application in learning phrasal verbs through a series of interactive lesson plans. One of the most significant disadvantages is the risk that students, particularly secondary school students with B1-B2 levels, will continue to forget essential phrasal verbs if their practice is not adequately contextualized. Since phrasal verbs constitute a more demanding idiomatic and syntactically demanding variety, meaningful real-world applications are required to ensure retention. Without integrating these expressions into real-life communicative contexts, such as dialogues, stories, or culturally significant situations, students may struggle to transfer their knowledge into spontaneous language use, resulting in recurrent errors and poor recall. Research indicates that decontextualized vocabulary retention rates can decrease by up to 30% when compared to contextual learning approaches.

Learning and retention of phrasal verbs present a considerable challenge for English as a Foreign Language (EFL) learners. Phrasal verbs are of particular importance in the acquisition of fluency, yet the majority of learners encounter difficulties in comprehending, retaining, and employing them correctly in communication (Garnier & Schmitt, 2016). Conventional pedagogical methodologies, such as memorization and the use of discrete word lists, frequently culminate in suboptimal long-term retention, consequently engendering challenges in both spoken

and written English (Laufer & Hulstijn, 2001).

Low national proficiency rankings (EF EPI reports), an excessive focus on structural accuracy rather than communicative competence, and a lack of integration of evidence-based vocabulary strategies in public and private schools are some of the macro-level indicators that the problem is a reflection of larger systemic problems in the field of EFL teaching in Ecuador.

At the meso level, teachers mostly use traditional methods that ignore contextual and spaced repetition in secondary classrooms (such as third-year BGU). As a result, students practice vocabulary inconsistently and are not as engaged.

Individual students experience ongoing frustration and demotivation on a micro level. Anxiety, low self-esteem, avoiding oral participation, and a vicious cycle that further restricts exposure and advancement are the results of repeatedly failing to remember or generate phrasal verbs on the fly during speaking or writing assignments.

Research Question

How does the use of spaced repetition influence the students to learn phrasal verbs in speaking and writing tasks?

Hypothesis

Spaced repetition significantly improves the acquisition and retention of phrasal verbs among EFL students at Unidad Educativa “La Salle”, compared to traditional memorization methods.

Beneficiaries

The principal beneficiaries of this research are expected to be EFL students, who are anticipated to enhance their capacity to learn and retain phrasal verbs. This is predicted to result in more effective vocabulary use in both speaking and writing tasks. Consequently, learners may experience an increase in confidence when communicating in English with greater fluency and spontaneity.

Teachers, on the other hand, will benefit from access to an evidence based instructional strategy spaced repetition for enhancing vocabulary instruction. Teachers will be able to implement the lesson plan developed in this study to systematically apply spaced repetition techniques. Furthermore, this research may encourage educators to integrate technology into their teaching practices, fostering more dynamic and engaging language instruction.

Educational institutions, particularly schools, may adopt new, research-supported teaching methodologies to improve English language learning outcomes. Administrators may also consider incorporating spaced repetition into the curriculum to promote long-term vocabulary retention and overall student performance.

On a broader level, the study makes a significant contribution to the field of educational research by offering quantitative evidence on the effectiveness of spaced repetition in learning phrasal verbs. The study's findings can inform best practices in vocabulary instruction and curriculum development within EFL classrooms. The implementation of these strategies by educators and institutions stands to benefit future learners by facilitating more structured and efficient vocabulary acquisition. The series of interactive lesson plans proposed in this research may serve as a model for English instruction in upcoming academic settings.

OBJECTIVES

General objective

- To analyze the effectiveness of spaced repetition in the learning and retention of phrasal verbs among EFL students at B1 and B2 levels.

Specific objectives

- To identify the effectiveness of spaced repetition and traditional memorization methods in the retention of phrasal verbs among EFL students.
- To design a toolkit incorporating spaced repetition strategies and activities for teaching phrasal verbs to EFL students.
- To evaluate the effect of spaced repetition, applied through a series of interactive lesson plans, on the retention of phrasal verbs in students at B1-B2 level, by comparing pre-test and post-test results.

CHAPTER I

THEORETICAL FRAMEWORK

Vocabulary learning is a fundamental resource in EFL with a direct impact on students' fluency and communication. To this end, phrasal verbs are a vocabulary staple considering their frequency of use in speech and informal English. However, their idiomaticity and semantic flexibility make them particularly difficult to learn and remember for learners. This difficulty often results in imperfect memorization and limited use of such verbs in everyday communication. It is therefore important to implement effective teaching methodologies that enable long-term memorization and day-to-day usage of phrasal verbs.

Spaced repetition is today one of the strongest techniques of vocabulary teaching in the English as a Foreign Language (EFL) classroom because it is theory-based and evidence-supported when it comes to human memory. Spaced repetition draws on the spacing of review sessions over time, so that students can re-activate information at the point of impending loss, consolidating neural pathways and storing in long-term memory.

In Ecuador, in recent years, the method has been used for the first time in the classroom and has brought very significant improvement in maintaining problematic vocabulary such as phrasal verbs, most of which are idiomatic and therefore difficult to memorize. Not only has it helped students to remember these verbal phrases for longer periods of time, but it has also prompted their spontaneous use in written and oral production, improving fluency as well as accuracy.

These findings support the need for applying cognitive-based approaches in real-world educational settings. For this purpose, the present study uses these previous findings as a reference

and adapts them to a high school context in Ecuador, to determine whether spaced repetition can be a significant factor in the learning of functional vocabulary, that is, in the productive use of phrasal verbs. Due to the challenge that phrasal verbs pose to EFL learners and to the evidence that attests to the effectiveness of spaced repetition.

This research aims to investigate the effectiveness of this process in learning and remembering phrasal verbs in first year high school students, parallel "C", of the Unidad Educativa "La Salle" of Ambato. It is hoped that the results of this research will be able to guide the development of more effective teaching methods for vocabulary in the context of Ecuador, providing teachers with evidence-based materials to help their students' language acquisition.

Previous Studies

Arguably the most well-known vocabulary acquisition and retention study in the vocabulary acquisition and memory literature is Kang (2016), which aimed to investigate whether the application of spaced repetition was more effective than cramming in vocabulary acquisition and productive language use. The study was experimental and quantitative in design and was conducted with EFL learners from the baccalaureate. Participants were divided into two groups: one was instructed in vocabulary using spaced repetition over several sessions, and the other was instructed in the same words in a single intensive session. The measures used were pre- and post-tests, as well as speaking and writing tasks to assess how well the vocabulary was being carried over into productive language use. The results showed that the students who were instructed with spaced repetition scored considerably better than their peers in vocabulary recall as well as productive use.

These results inform the present study directly because they underpin the central

assumption that spaced repetition not only enhances memorization but also facilitates active use of vocabulary - a particularly significant consideration when introducing challenging concepts such as phrasal verbs, which are reliant on repeated contextual exposure in order to be internalized.

In another recent research, Lotfolahi and Salehi (2023) examined the effect of spaced repetition on long-term retention among young EFL learners. The research sought to determine whether the spacing of learning sessions across time would yield superior retention results compared to traditional massed practice. The research employed a quantitative design with a classroom intervention using various review schedules. The researchers used vocabulary recall tests to measure retention over sessions. The results indicated that students receiving spaced repetition recalled more vocabulary in the long run and retained it better than those under massed practice schedules.

This study has much in common with this study, having been conducted on the same age group, and is evidence that timing of reviews does have a definite effect on durability of vocabulary learning. Given that this study is focused on Ecuadorian high school students, such evidence provides strong theoretical and empirical support for applying spaced repetition practices in secondary school contexts.

Moreover, the research by Martínez and Gómez (2023) discussed the application of technology-based spaced repetition for improving the retention of vocabulary in EFL learners. The research intended to determine whether online platforms such as Quizlet would help learners recollect and use vocabulary in the long term. The study employed a mixed-methods approach, blending quantitative instruments such as vocabulary tests with qualitative sources such as student interviews and user logs. The findings revealed not only increased levels of retention but also

increased motivation and confidence among the students when applying the vocabulary in class. Even with the conduct of the study through a printed, instructor-led a series of interactive lesson plans, the basic assumption is always the same: repetition over time through systematicity produces a more improved long-term outcome. This finding lends support to the methodological approach adopted, as it demonstrates that the format of the repetition is of secondary importance when considered in relation to the cognitive process it activates.

Finally, prior experiences and emerging research within the Ecuadorian educational context have begun to explore how spaced repetition impacts EFL learners' retention of difficult vocabulary. These endeavours, including the present thesis project, are focused on enhancing the learning and utilisation of phrasal verbs among high school students through a quasi-experimental design. The study utilises pre- and post-tests to evaluate the efficacy of the intervention, which is based on the principle of spaced repetition and integrated into a bespoke plan. The hypothesis is that spaced repetition will not only help students to memorize phrasal verbs more effectively but will also lead to more confident and accurate use of those expressions in both speaking and writing tasks. This thesis aims to contribute to the existing body of knowledge by building upon the findings of international and local research, and to provide practical insights and evidence for the implementation of cognitive-based vocabulary strategies in Ecuadorian classrooms, where students often struggle with retention and fluency.

Theoretical Framework

Cognitive Theory

The underlying philosophy of this research is rooted in the principles of Cognitive Theory, which emphasizes the way learners process, store, and retrieve information within the cerebral domain. This theory is especially pertinent in the context of vocabulary learning, where memory

and cognitive overload have been shown to play a main role. According to Anderson (2020), cognitive theory "explains how mental processes such as perception, memory, and problem solving are used in learning, especially in retaining and retrieving language patterns." According to the author, it has sought to demonstrate the applicability of Cognitive Theory to the domain of language learning. To this end, it has sought to explicate the way cognitive processes such as memory and perception are implicated in the retention and retrieval of language. The theory thus justifies the use of spaced repetition, as it facilitates the reinforcement of long-term memory through systematic review over time. In the context of acquiring phrasal verbs, this technique is congruent with cognitive principles, thereby facilitating a more meaningful and useful learning experience that contributes to the development of communicative skills, such as speaking and writing.

It emphasizes interaction between short-term and long-term memory systems, which are activated through repeated exposure and meaningful practice. This perspective is consistent with the use of spaced repetition, as it necessitates sustained cognitive engagement over time to facilitate the consolidation of vocabulary, including phrasal verbs, into long-term memory.

In the context of English as a Foreign Language (EFL), this cognitive approach is of relevance, as learners often encounter difficulties with vocabulary acquisition due to limited exposure and retention. The spaced repetition technique, underpinned by cognitive principles, has been shown to facilitate sustained memory retrieval by providing information at optimally timed intervals, thereby enhancing long-term learning (Martínez & Gómez, 2023). As posited by Martínez and Gómez (2023), "the integration of cognitive methods such as spaced repetition in EFL instruction leads to more robust vocabulary retention by leveraging the brain's natural learning cycle". The cognitive theory further informs the structure of this research by justifying the

use of pre-test and post-test measurements, which are employed to evaluate the enhancement of memory retention through intentional, repeated review of language items.

Spaced Repetition

Spaced repetition is a powerful learning technique that involves reviewing information at strategically increasing intervals, allowing the learner to reinforce memory just as it begins to fade. This approach is based on the cognitive science of memory consolidation, specifically in response to Ebbinghaus's forgetting curve, which shows the rapid decline of newly acquired knowledge if it is not reviewed regularly (Cedeño & Herrera, 2021). According to this argument, the forgetting curve shows how the learned information can decrease with the passing of time.

In contrast to mass practice, where information is reviewed in a short period of time, spaced repetition improves long-term retention by optimizing the timing of review sessions. In the context of vocabulary acquisition, especially when learning phrasal verbs, spaced repetition allows students to form stronger mental associations and improves their ability to retrieve vocabulary in communicative situations. The intervals between repetitions create desirable difficulty, encourage active recall, and strengthen the neural pathways responsible for language use.

Martínez and Gómez (2023) emphasize that "spaced repetition is consistent with cognitive learning principles, improving long-term retention and supporting more durable learning outcomes" (p. 88). This alignment with cognitive theory is essential as it supports the notion that memory is not static, but is constructed and strengthened over time through purposeful engagement. The technique also respects the limits of working memory, as learners are not overwhelmed with content, but rather revisit manageable amounts of information at optimal times.

In the EFL classroom, the implementation of spaced repetition - especially with the support of a series of interactive lesson plans - can make a significant difference to students' ability to retain and use complex vocabulary such as phrasal verbs. As Rodríguez and Pérez (2022) note, "EFL students who engage in spaced vocabulary review demonstrate greater fluency and accuracy in both oral and written language tasks".

Ultimately, spaced repetition is not just a technique but a pedagogical principle that supports active recall, metacognition, and autonomous learning, all of which are essential in modern language teaching.

The forgetting curve

A key tenet of cognitive psychology and the study of human memory is the forgetting curve, which was first put forth by German psychologist Hermann Ebbinghaus in 1885. This idea explains how, in the absence of reinforcement or review mechanisms, retention of recently learned material gradually declines exponentially. Using a series of interactive lesson plans on Genially, this thesis investigates spaced repetition as a method for learning phrasal verbs. The forgetting curve offers a crucial theoretical foundation for arguing that systematic interventions are necessary to reverse memory's natural decline. For example, Ebbinghaus observed that without review, approximately 60% of information is retained after 20 minutes, 40% after one hour, and less than 30% after one day (Murre & Dros, 2015). Furthermore, phrasal verbs are idiomatic and complex structures; their syntactic and semantic complexity makes them particularly vulnerable to this decline. Since forgetting can lower recall to 20–30% in a week without review, Nation (2001) contends that multiple exposures (at least 8–10) are necessary for long-lasting retention of L2 vocabulary, including phrasal verbs.

Spaced repetition is an effective countermeasure that is directly justified by the forgetting curve. Algorithms have extended Ebbinghaus's theory that distributed repetition lowers forgetting by 70–80%. In order to intercept the curve just before peak forgetting peaks, reviews are scheduled at increasing intervals (day 1, 3, 7, 14) in the 10-interactive lesson plan in Genially, which operationalizes spaced repetition.

Spaced Repetition and the Second Language Acquisition

In the field of second language acquisition (SLA), several well-established theories provide a robust theoretical foundation for understanding how learners process and retain complex linguistic structures such as phrasal verbs. This section examines the key contributions of Krashen's comprehensible input hypothesis and Vygotsky's sociocultural theory, with particular emphasis on their relevance to the communicative approach and human-mediated learning.

These theories directly support the use of spaced repetition as a core strategy in a series of interactive lesson plans, as spaced repetition leverages cognitive principles to enhance long-term memory consolidation and meaningful language use. Specifically, spaced repetition—based on the spacing effect (Cepeda et al., 2006)—optimizes retention by scheduling reviews at increasing intervals, counteracting the rapid forgetting described by Ebbinghaus's forgetting curve (1885) and enabling learners to internalize phrasal verbs more effectively than massed practice. By integrating these theoretical insights with interactive digital tools such as Genially, the proposed lesson plan fosters both comprehensible and socially scaffolded input, ultimately promoting sustained retention and spontaneous production of phrasal verbs in real communicative contexts. Each theory is analyzed below in terms of its conceptual and empirical relevance to the present study.

Theory of comprehensible input

The present study focuses on one of the main hypotheses regarding input as the most relevant aspect for research. According to Krashen (1985), acquisition occurs when learners receive comprehensible input, that is, language slightly above their current level ($i+1$), which is accepted naturally without conscious effort. It is imperative that this input is both motivating and contextualised in order to promote automatic internalisation, as opposed to explicit learning of grammatical rules.

According to the input hypothesis, phrasal verbs are contextual and idiomatic, and their acquisition is more successful when they are repeatedly exposed to real-world examples in contexts that are meaningful, like conversations or stories, as opposed to isolated lists. This hypothesis is supported by empirical research. Long (1996), for instance, suggests that comprehensible input helps learners infer meanings from real-life contexts, which in turn facilitates incidental acquisition of complex vocabulary, including phrasal verbs. Krashen, however, emphasizes that in order to avoid forgetting, input needs to be plentiful and spaced out, which is consistent with the Ebbinghaus curve and the spaced repetition suggested in this thesis.

Incorporating comprehensible input through interactive activities like contextual quizzes and simulated scenarios, the ten lessons in Genially's interactive lesson plan introduce phrasal verbs like "take off" in real-world contexts (e.g., aviation or clothing removal). Krashen claims that in addition to optimizing acquisition, this incorporates spaced repetition to strengthen long-term retention. The use of platforms like Genially to get around the drawbacks of conventional approaches is validated by recent research, such as that conducted by Ellis (2015), which shows that gamified digital input enhances motivation and acquisition in SLA environments.

Additionally, Krashen's (1982) affective filter hypothesis emphasizes how emotional elements like motivation or anxiety impact how information is received. A series of interactive lesson plans that incorporates playful elements lowers this filter and creates an environment that is conducive to learning phrasal verbs, which frequently cause frustration because of their ambiguity. Thus, Krashen's theory offers a solid theoretical foundation for creating lessons that emphasize spaced and natural input.

Phrasal Verbs in the English language

Phrasal verbs are combinations of a central verb and an adverbial or preposition particle that frequently develop idiomatic meanings. In contradistinction to one-word verbs, the meanings of phrasal verbs are not always readily deducible from their component parts, rendering them more challenging for English language learners. To illustrate this point, consider the verb phrase "give up", which typically conveys the meaning of "quitting" rather than the literal meaning of "handing something upwards". This semantic imprecision has been shown to impede the proper and spontaneous use of phrasal verbs in real communication, as learners may find it challenging to disambiguate their use.

Phrasal verbs have been identified as a crucial component of both productive and receptive skills, particularly in the realm of spoken English. According to Zabolotskaya and Kirpichnikova (2020), linguistic of phrasal verbs are of crucial significance to develop linguistic competence because they are ubiquitous in informal conversations and colloquial discourses. Phrasal verbs have been shown to enable students to emulate native speakers with ease and fluency, thereby enhancing their communicative competence.

Castro and Vargas (2021) further emphasize the importance of phrasal verbs, asserting that

they are "a critical component of English vocabulary, necessary for both comprehension and production in informal communication". However, despite their immense significance, many learners encounter difficulties in their memorization due to a paucity of systematic instruction, contextual use, and mental reinforcement. This predicament is most acutely experienced in EFL environments, where grammar is prioritized over the authentic application of vocabulary.

Memorization and Retention in the English Language

Memorization and retention are two related cognitive processes that play a central role in language acquisition. Memorization is defined as the initial encoding of information into memory, whereas retention involves storage and subsequent recall of the same information over time (Valencia & Mora, 2022). In the context of English as a Foreign Language (EFL) learning, these processes are of particular significance in the acquisition of vocabulary, grammatical rules, and fixed phrases such as phrasal verbs.

Conventional language instruction is predicated on rote memorization, a strategy that relies on repetition without the incorporation of context or meaningful engagement (García & López, 2021). While this pedagogical approach can yield immediate gains, its efficacy in facilitating long-term retention is limited (García & López, 2021). Students may, for instance, be able to memorize lists of words to pass a test but find themselves unable to integrate these words into more complex tasks such as speaking or writing. Conversely, extensive memorization, when coupled with strategies such as cognitive rehearsal, association, and contextualization, has been shown to facilitate more profound and enduring learning outcomes (García & López, 2021).

As Valencia and Mora (2022) state, "retention is facilitated when information is rehearsed

over time using methods that are consistent with cognitive processing constraints". This assertion is consistent with the tenets of the cognitive theory, which underscores the significance of cognitive processes and repetition strategies that are congruent with the brain's intrinsic learning patterns. Consequently, the efficacy of memorization is not solely contingent on the quantity of repetition, but rather on the manner and timing of the repetition.

Repetition techniques, such as spaced repetition, have been demonstrated to enhance memory and retention by strategically spacing out study sessions, learners can recall information just before it is forgotten, thereby reinforcing the memory trace and increasing the likelihood of long-term recall. As Mejía and Torres (2023) explain, "students who receive cognitively spaced practice show vocabulary recall rates greater than those under massed repetition or single-exposure conditions". This is not surprising since the brain is forced to work like any muscle, which is activated by a stimulus, forcing it to remember.

These findings provide a robust rationale for the incorporation of memorization and retention strategies within the domain of English as a Foreign Language (EFL) instruction, particularly in the context of acquiring phrasal verbs. These verbs necessitate frequency and contextual reinforcement to be integrated into the learner's active vocabulary.

Zone of proximal development

The zone of proximal development (ZPD), developed by Lev Vygotsky in 1978, places a strong emphasis on the contribution that social interaction makes to students' cognitive development. According to him, learning is a process that is mediated by social and cultural resources rather than being an individual one, and the learner advances with the assistance of more experienced peers or tutors. This theory encourages scaffolding to internalize knowledge by

illustrating the gap between what a learner can accomplish on their own and what they can accomplish with help.

This theory emphasizes the necessity of group interactions to create meaning, which is relevant to the learning of phrasal verbs. For instance, according to Lantolf and Thorne (2006), phrasal verbs are idiomatic constructions that are best learned in social settings where learners engage in dialogue to negotiate meanings, which is consistent with Vygotskian mediation. Because social scaffolding strengthens memory and practical application, empirical research shows that cooperative group activities enhance retention of complex L2 vocabulary.

In keeping with the thesis, a series of interactive lesson plans in Genially uses Vygotskian components by having students practice phrasal verbs at regular intervals through group activities like interactive forums or paired role-plays. As a result, a digital ZPD is produced, in which the software serves as a mediating tool by providing instant feedback and flexible scaffolding. Technology-mediated interaction speeds up SLA acquisition, according to research conducted in digital environments, such as Donato's (1994) study. This is particularly true for social practice-required structures like phrasal verbs. Therefore, the interactive approach of the lesson plan, which combines social dynamics and spaced repetition for deeper retention, is justified by Vygotskian theory.

Vocabulary Retention in Second Language Acquisition

The study's primary dependent variable is vocabulary retention, which is a major problem in second language acquisition (SLA), especially when it comes to multi-word units like phrasal verbs. According to Nation (2001) and Schmitt (2019), retention is the ability to successfully store and retrieve lexical items over time, allowing for their accurate and spontaneous use in both receptive (reading and listening) and productive (speaking and writing) skills. Because of their idiomatic meanings, syntactic variability (separable/inseparable particles), and high frequency in natural spoken and informal English—up to 80% of verb usage in everyday conversations—phrasal verbs pose a unique challenge (Garnier & Schmitt, 2015).

In order to retain information effectively, it is important to distinguish between receptive knowledge (i.e. the ability to recognise and understand phrasal verbs when encountered) and productive knowledge (i.e. the active use of phrasal verbs in speech or writing). Productive mastery typically requires more exposure and deeper processing than receptive recognition (Laufer & Hulstijn, 2001). Research indicates that durable long-term retention, which exceeds the scope of short-term memory, is contingent on multiple contextual exposures (typically 8–12 encounters) as opposed to isolated memorisation, as superficial processing results in rapid decay, aligning with the forgetting curve theorised by Ebbinghaus (Schmitt, 2010).

CHAPTER II

METHODOLOGICAL DESIGN

Research approach and design

The present study employs a quantitative design, whose objective is to measure the impact of a specific teaching method, which is spaced repetition, on the memory and learning of phrasal verbs among English as a Foreign Language (EFL) learners. Quantitative research is employed to test empirical theories by examining relationships between variables, which are measured through statistical processes (Creswell & Creswell, 2020, p. 5).

The quasi-experimental design of the study involves the manipulation of an independent variable, i.e., the use of spaced repetition, and the measurement of its effect on a dependent variable, i.e., recall of phrasal verbs, without random allocation of participants. This design is particularly well-adapted to the educational context, where intact group use is a requirement. The practice of using quasi-experiments is prevalent in practical situations where randomization is not possible but causal inference is still desired (Privitera, 2021, p. 182).

Description of the sample and the context of the research

The present study was conducted at Unidad Educativa "La Salle", located in Ambato, Ecuador. The population of this study was the third baccalaureate A and B respectively, which consisted of 71 students, where it contains 34 students in the experimental class and 37 students in control class. The selection of this group is intentional and non-random, based on accessibility and the relevance of their academic level to the study's objectives.

These students are developing their communicative competence in English and face

particular challenges with phrasal verbs due to their idiomatic nature. Conventional pedagogical approaches frequently yield unsatisfactory levels of retention. Consequently, the school environment provides an optimal context for the implementation of cognitive-based strategies, such as spaced repetition, which have the potential to enhance both the memorisation and the productive use of vocabulary. For a better visualization of the sample characteristics, the following table is presented:

Table N° 1. Characterization of the Student Sample

Characteristic	Experimental Group (Class A)	Control Group (Class B)	Total (Population/Sample)
Educational Institution	Unidad Educativa "La Salle", Ambato, Ecuador	Unidad Educativa "La Salle", Ambato, Ecuador	Unidad Educativa "La Salle", Ambato, Ecuador
Educational Level	Third Year of Baccalaureate	Third Year of Baccalaureate	Third Year of Baccalaureate
Number of Students	34	37	71
Type of Selection	Non-random (purposive / convenience sampling)	Non-random (purposive / convenience sampling)	Non-random (purposive / convenience sampling)
Selection Criteria	Accessibility and relevance of academic level to the study's objectives	Accessibility and relevance of academic level to the study's objectives	Accessibility and relevance of academic level to the study's objectives
Main Context	Implementation of cognitive strategies based on spaced repetition for phrasal verbs	Conventional pedagogical approach	Development of communicative competence in English, with challenges in phrasal verb retention
Approximate Age	17–18 years	17–18 years	17–18 years

The variable operationalization chart or categories of study

Table N° 2. Spaced Repetition

Independent Variable	Conceptual Definition	Dimension	Indicators	Technique and Instrument	Item / Procedure
Spaced Repetition	Spaced repetition facilitates the reinforcement of long-term memory through systematic review of target items at increasing intervals over time (Anderson, 2020).	Spacing of exposures	• Encounters with each target phrasal verb	Session log + automated tracking (or manual checklist)	Treatment log: exact dates and sessions in which phrasal verbs appear.
		Expanding retrieval intervals	• Intervals reviews	Algorithm adherence record	
		Retrieval-based practice	• Retrieval occurs before new input is given	Activity type checklist + materials review	

	• Spacing	Performance-based
Adaptive	adjusted based on	rescheduling
spacing	learner	record
	performance	

Made by: Esteban Díaz

Source: Anderson, J. R., & Lebiere, C. (2021). The atomic components of thought. Psychology Press.

Table N° 3. Retention of phrasal verbs

Dependent Variable	Conceptual Definition	Dimension	Indicators (observable evidence of retention)	Technique and Instrument	Item
Retention of phrasal verbs	Valencia and Mora (2022) state, "retention is facilitated when information is rehearsed over time using methods that are consistent with cognitive processing constraints".	Receptive knowledge of meaning	• Correctly identifies meaning • Selects appropriate phrasal verb in context • Distinguishes between similar phrasal verbs	Questionnaire: Pre and post-test: 1. Multiple-choice & Matching	A pre-test and post-test based on the dimensions were validated by experts.

Zabolotskaya, I., &

Kirpichnikova, M. (2020),

Phrasal verbs are crucial

significance to develop linguistic

competence they are ubiquitous

in informal conversations.

Active recall of form	• Supplies the missing verb particle or full phrasal verb • Reproduces the exact form without cues	2. Free recall Fill-in-the-gap
Productive use in context & grammatical accuracy	• Uses the phrasal verb correctly (separability, object placement, register) • Transforms sentences using the target item	3. Sentence transformation & Productive gap-fill

Accuracy and error detection (depth of processing)	• Detects and corrects errors in form, meaning, or usage • Produces accurate forms under editing conditions	4. Error correction & editing Error- correction items
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Made by: Esteban Díaz

Source: Valencia, M., & Mora, C. (2022). Enhancing memory retention through cognitive-based language instruction. *EFL Cognitive Pedagogy Review*, 7(1), 89–97.

Zabolotskaya, I., & Kirpichnikova, M. (2020). Phrasal verbs as a means of students' language competence development. Atlantis Press.

Data collection process:

a. Techniques and Data Collection Instruments

In this study, the main data collection technique consisted of administering pre-test and post-test assessments as a systematic and quantitative procedure to measure participants' initial and final levels of recognition and production of phrasal verbs, thus allowing for a comparison of the effects of the educational intervention based on spaced repetition with the control group.

The instruments used were questionnaires in the form of a structured 20-item test, previously validated by experts in teaching English as a foreign language and with high reliability (Cronbach's alpha coefficient = 0.82). This instrument was specifically designed to assess the mastery of phrasal verbs in B1-B2 level students, incorporating items that measure both recognition (identification and understanding of meaning in context) and production (correct use in sentences or communicative situations), thus ensuring objectivity and accuracy in obtaining quantitative data for statistical analysis of the results.

Pre-test: It is a digitally administered, quantitative diagnostic assessment tool. Participants' baseline knowledge and usage of phrasal verbs, including semantic recognition, syntactic application, and contextual production, are assessed using a 20-item questionnaire. According to Cook and Campbell (1979), its methodological definition is: a tool to establish baseline knowledge that enables the control of preexisting variables in a quasi-experimental design and the identification of initial deficiencies. To guarantee validity and reliability, it is given in a single 30- to 40-minute session without the use of outside resources.

Post-test: After finishing the ten lessons, a digital version of this quantitative summative assessment tool is given. It measures the effectiveness of spaced repetition in retention and the development of phrasal verb proficiency. Its structure is similar to that of the pre-test (same item types). According to its methodological definition, it is a tool for measuring communicative transfer, retention, and lexical gains after an intervention. This allows for statistical comparison with the pre-test and helps attribute changes to the treatment. To ensure consistency, it is given under the same circumstances as the pre-test.

For data triangulation, these tools are supplemented by automatic general records (such as practice time and quiz attempts). Pilot testing and conformity to standardized lists of phrasal verbs guarantee the validity of both (Garnier & Schmitt, 2015).

b. Validity /Reliability

To ensure the validity and reliability of the phrasal verb test used as the main data collection instrument (pre-test and post-test), a rigorous validation process was implemented. Content validity was established through expert review by three qualified professionals: two university professors specializing in EFL testing and curriculum design, and one experienced secondary-school English teacher with expertise in vocabulary assessment. The experts independently evaluated the 20 items instrument for alignment with the research objectives, relevance to B1-B2 CEFR descriptors, coverage of phrasal verb dimensions (recognition, meaning selection, contextual gap-fill, and controlled production), linguistic accuracy, clarity of instructions, and absence of bias or ambiguity. Each expert provided written feedback using a validation rubric (scoring relevance, clarity, difficulty level, and representativeness on a 1–5 scale), and all items

achieved an average score of 5. Minor revisions were made based on their suggestions, including rephrasing of two ambiguous distractors and adjustment of one sentence length for better readability.

The reliability pilot data were analyzed using Cronbach's alpha to measure internal consistency, yielding a coefficient of $\alpha = 0.82$, which is considered acceptable for research purposes in language testing. Also, the correlations were examined, and no item showed a correlation below 0.30, confirming that all items contributed positively to the overall score. These procedures collectively guarantee that the instrument is consistent, stable, and capable of producing reliable measurements of phrasal verb knowledge and retention before and after the spaced repetition intervention.

The series of interactive lesson plans' design was grounded in cognitive learning theory, particularly the spacing effect (Creswell & Creswell, 2020, pp. 117–118), which helps reduce cognitive overload by distributing learning over time. This approach serves to enhance the internal consistency and educational value of the intervention.

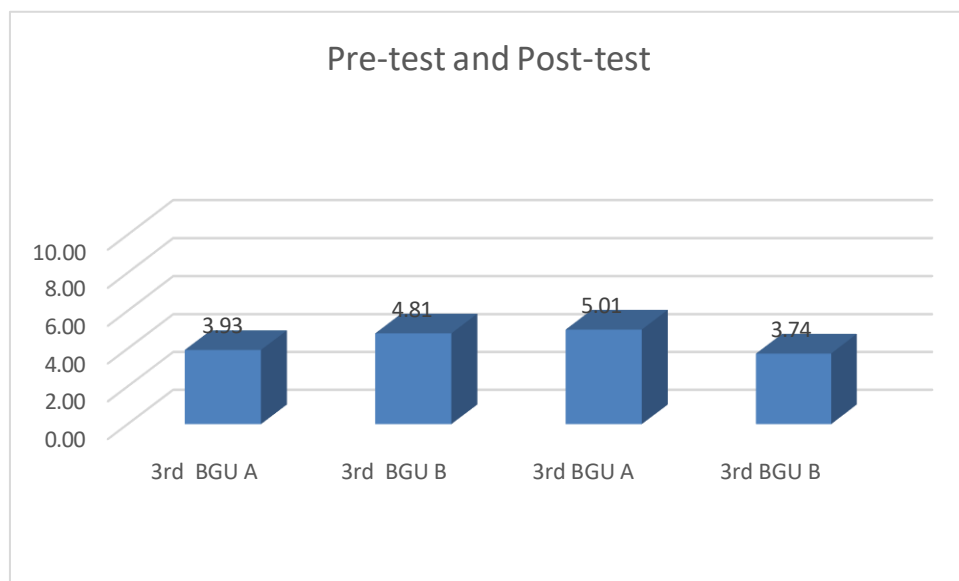
Analysis of the results

Both descriptive and inferential statistics will be employed in the analysis of pre-test and post-test data. Descriptive statistics, such as mean scores, standard deviations, and score distributions, will be used to describe student performance. A paired sample t-test will be conducted to test for statistical significance of detected changes.

The research will test the problem of how the application of spaced repetition influences the

acquisition of phrasal verbs in speaking and writing activities. Students are expected to show measurable improvement in retention and active usage, thereby validating the hypothesis that spaced repetition has a positive and significant influence on vocabulary learning among EFL students (Privitera, 2021, pp. 213–215).

Graphic N° 2. Pre-test and Post-test



Made by: Esteban Díaz

Source: Excel Program

The subsequent interpretation of the presented graph is founded on an objective analysis of the quantitative data, with consideration given to the context of the study. This analysis evaluates the initial level of phrasal verb proficiency in English students prior to the implementation of a series of interactive lesson plans based on spaced repetition using Genially. The data is presented as an average on a 20-point scale, and a rule of three was applied to facilitate a direct and quantifiable comparison. This descriptive and comparative approach emphasised the differences between the groups and their relationship to methodological and theoretical

implications for the thesis.

Before the administration of the pre-test, which was conducted as a standardised diagnostic evaluation comprising items pertaining to semantic recognition, syntactic application and contextual production of phrasal verbs, the following group means were obtained: In the third BGU "A", thirty-four students obtained an average of 3.93 over 10, indicating an initial value in the domain of phasal verbs that is low to moderate. This initial value is indicative of common difficulties experienced by learners. Conversely, the Third BGU "B" attained an average of 4.81 out of 10, indicating an initial level that is marginally higher, though still below the recommended average of 5.00. This finding suggests a more robust foundation in phrasal verbs, potentially attributable to prior exposure, motivation, or individual linguistic experiences.

The post-test results indicate that the third-year BGU "A" group demonstrated an improvement from 3.93 to 5.01 points, while the third-year BGU "B" students exhibited a decline from 4.81 to 3.74 points. The final difference of 1.27 points favours the third-year BGU "A" control group, thereby giving an initial advantage to the third-year BGU "B" group. This finding suggests that the implementation of appropriate techniques at opportune moments for the review of information has proven to be effective for students with limited prior knowledge. However, this approach did not yield similar benefits for the non-experimental group. This slight improvement in the control group serves to confirm the hypothesis that a series of interactive lesson plans was effective in overcoming the forgetting curve and facilitating the retention of phrasal verbs. Conversely, the decline observed in the non-experimental group may be indicative of potential issues, including motivation levels, adherence to the curriculum, or the occurrence of a ceiling effect. To summarise, the intervention levels gap is more beneficial for learners who are encountering initial difficulties, thereby underscoring its corrective value in the context of English

language teaching.

Table N° 4. Testing normality

Pruebas de normalidad						
Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Estadístico	gl	Sig.	Estadístico	gl	Sig.
PRETEST						
3rd A	.098	34	.200*	.974	34	.612
3rd B	.140	37	.480	.958	37	.315
POSTTEST						
3rd A	.129	34	.582	.965	34	.421
3rd B	.104	37	.778	.970	37	.528

*. Este es un límite inferior de la significación verdadera.

a. Corrección de significación de Lilliefors

Made by: Esteban Díaz

Source: SPSS program

The normality test table displays the outcomes of the Kolmogorov-Smirnov and Shapiro-Wilk tests that were applied to the pre-test and post-test values for the third-year BGU A group (34 students) and the third-year BGU B group (37 students). In the Kolmogorov-Smirnov test, the statistics range from 0.098 to 0.140, with significance (Sig.) values greater than 0.05 in all cases. This indicates that the null hypothesis of normality is not rejected. In a similar manner, the Shapiro-Wilk test indicates statistical values that approximate 1 (ranging from 0.958 to 0.974), with a significant level of statistical significance. The data set was found to be normally distributed, with a p-value of 0.05, thereby reinforcing the hypothesis that the distributions do not deviate from normality. The observed homogeneity in both variables and groups lends support to the utilisation of parametric tests, such as Student's t-test, for the purpose of comparing pre- and post-test means and between groups. This finding is in accordance with the statistical assumptions necessary for this type of quasi-experimental research. The validation of the results suggests that the data are reliable for inferential analysis, thereby minimising the risk of bias in interpretation. In summary,

the table confirms the methodological robustness of the thesis, allowing for reliable inferences about the impact of spaced repetition.

Table N° 5. Paired sample t-test

Prueba de muestras emparejadas							Significación	
Diferencias emparejadas								
Media	Desv. estándar	Media de error estándar	95% de intervalo de confianza de la diferencia		t	gl	P de un factor	P de dos factores
			Inferior	Superior				
-1,0824	1,8262	,3133	-1,7355	-,4292	-3,456	33	<,001	<,001

Made by: Esteban Díaz

Source: SPSS program

The paired sample table for the third-year BGU A control group, comprising 34 students, demonstrates a mean variation of -1.0824 points between the pre-test and post-test, indicating a significant improvement following the intervention. The standard deviation of 1.8262 reflects moderate variability in individual gains, while the standard error of 0.3133 confirms the accuracy of the estimate. The 95% confidence interval for the lower decline is -1.7355, and for the upper decline, -0.4292, which serves to reinforce the conclusion that the variation is real and not random. The t-value of -3.456, with 33 degrees of freedom and $p < .001$ (one factor) or $p = < .001$ (two factors) by system default, demonstrates that spaced repetition in Genially generated a statistically significant effect. This enhancement, exceeding one point in the phrasal verb domain, substantiates the efficacy of a series of interactive lesson plans. In summary, the data confirm that the intervention overcame the forgetting curve and strengthened retention in students with a low initial base.

CHAPTER III

PRODUCT

Innovative Proposal to the Problem/Result

The purpose of this chapter is to present a practical and dynamic solution to the problems students face in learning and retaining phrasal verbs. Phrasal verbs pose a huge challenge for students due to their idiomatic and polysemic nature. The primary objective is to improve students' vocabulary acquisition and retention of phrasal verbs over a prolonged period of time through the integration of a series of interactive lesson plans with spaced repetition. The lesson plans will be developed on the GENIALLY digital platform, which will facilitate access to different teaching resources that help reinforce interaction and the authentic use of phrasal verbs.

Proposal name

Spaced Repetition toolkit for learning Phrasal Verbs

Type of product

The product consists of a series of interactive lesson plans designed on Genially. This digital platform offers multimedia and gamification tools that will facilitate active learning for students. Farhang, Hashemi, and Ghorianfar (2023) mention that well-prepared interactive lesson plans are fundamental to the teaching process, as they allow teachers to adapt activities to the students' level of preparation. In line with this perspective, interactive resources, such as collaborative and multimedia activities, promote the development of soft skills and critical thinking in students. Integrating these proposals, it can be argued that an effective lesson plan should incorporate dynamic interactive resources to maximize students' cognitive development.

In addition, there are several steps to consider when designing a series of interactive lesson plans based on spaced repetition as a system or method for learning phrasal verbs. Before the planning stage, it is essential to define the learning objectives, as these will serve as guiding principles for the selection of activities, the scheduling of reviews, and the types of assessment to be used. As recent studies emphasize, “clear objectives aligned with cognitive processes are essential for retention and recall in vocabulary learning” (Strong, 2023). As the author states, a logical and sequential process must be established that focuses on the needs of students with the most relevant exercises for their application.

Objective of the proposal

- To enhance the learning and retention of English phrasal verbs in EFL students.

Structure of the proposal

In order to improve the long-term retention of phrasal verbs among B1-B2 EFL learners, the thesis proposal is organized as a comprehensive, ten series of interactive lesson plans hosted on the Genially platform. This framework turns the theoretical ideas of spaced repetition into an affordable, scalable, and useful classroom intervention that both teachers and students can readily use in educational environments with limited resources. This can be organized in a macro-level lesson sequence, a meso-level standardized lesson template, and a micro-level collection of multimodal, gamified activities backed by complimentary free tools comprise the overall architecture's three interconnected layers.

At the macro level, the unit comprises ten progressive lessons distributed over approximately two to three weeks, with built-in spaced reviews scheduled at increasing intervals

(initial exposure on day 1, followed by reviews on days 3, 7, and 14). This sequencing ensures that phrasal verbs are revisited at cognitively optimal moments to intercept the forgetting curve before significant decay occurs. Early lessons prioritize receptive recognition and basic meaning association, while later lessons shift toward productive use, contextual application, and transfer to speaking and writing tasks, gradually building complexity and depth of processing.

Template at the meso-level that supports teacher implementation and is consistent with accepted pedagogical principles. The structure consists of a cover page that lists the lesson number, title, target phrasal verbs, CEFR level, and estimated duration; a clear statement of objectives related to communicative competence and retention; a quick warm-up to activate prior knowledge; the presentation of target items in meaningful, authentic contexts (audio, visuals, short narratives, or dialogues); scaffolded practice activities with immediate feedback; independent practice tasks that encourage more creative expression; a wrap-up section that summarizes important points and specifically reminds students of future review opportunities; and annexes with extra resources like printable summaries or additional digital links. Consistency, adaptability, and aligned with students' SLA principles (comprehensible input, meaningful output, social scaffolding) and the national curriculum demands for active, communicative language learning.

Each lesson follows a consistent meso-level template that aligns with established pedagogical principles and facilitates teacher implementation. The structure includes a cover page identifying the lesson number, title, target phrasal verbs, CEFR level, and estimated duration; a clear statement of aims linked to retention and communicative competence; a brief warm-up to activate prior knowledge; presentation of target items in meaningful, authentic contexts (dialogues, short narratives, visuals, or audio); guided practice activities with scaffolding and immediate feedback; independent practice tasks that encourage freer production; a wrap-up section

summarizing key items and explicitly reminding students of future review moments; and annexes with supplementary materials such as printable summaries or additional digital links. This repeatable template guarantees consistency, ease of adaptation, and alignment with the national curriculum's emphasis on active, communicative language learning.

The use of Genially's drag-and-drop, hotspot, quiz, timeline, and storytelling features allows the micro-level activities are extremely interactive and multimodal. Additionally, they incorporate free external platforms like Wordwall (for matching and quizzes), Educaplay (for dictations and contextual pairing), and Interacty (for crosswords and inference tasks). To keep participants interested and motivated, every task is made to offer instantaneous corrective feedback, progress monitoring, and gamification elements (lives, scores, and timers).

Lesson Plan Components

- **Background** – Justifies why the selected phrasal verbs are relevant (frequency, communicative usefulness, student needs).
- **Skill Focused** – Vocabulary development with emphasis on productive and receptive skills.
- **Method Used** – Spaced repetition, operationalized through digital review activities at distributed intervals.
- **Context** – Secondary school students learning English as a foreign language.
- **Institution** – La Salle (or the specific institution under study).
- **Course/Level** – B1 level learners (adaptable to the target group).

- **Materials/Texts** – Digital flashcards, interactive quizzes, short dialogues, and contextualized sentences.
- **Lesson Aim(s)** – For example: “Students will be able to understand and use phrasal verbs with *get* in oral and written tasks, retaining them for long-term use through repeated review.”
- **Previous Classwork** – Refers to prior exposure or review tasks to activate previous knowledge.
- **Procedures** – Detailed steps following the spaced repetition schedule:
- **Activities & Timing** – First exposure (presentation + guided practice), followed by scheduled reviews in subsequent sessions.
- **Objectives** – Linked directly to retention and active use of target phrasal verbs.
- **Materials/Equipment** – Computers, smartphones, Genially interactive activities, projector.
- **Technology** – Genially resources embedded with flashcards, quizzes, and games.
- **Step-by-Step Details** – Clear instructions for teachers and students, aligned with the spacing cycle.
- **Interactions** – Whole-class, pair work, and group work depending on the activity.
- **Informal Assessment** – Observation checklists, in-class oral participation, digital quiz scores.

- **Follow-up / Future Ideas** – Assign home practice with digital flashcards, plan next spaced review session.
- **Formal Assessment** – Pre-test, post-test, and delayed post-test designed to measure immediate learning and retention of phrasal verbs.

Lesson Plan Structure

Background:

Skill focused:

Method used:

Context:

Institution:

Course/Level:

Text/Materials:

Lesson aim(s):

Previous classwork to prepare students for the lesson:

Procedures

Activity & Timing	Objective(s)	Materials/E quipment Technology	Step-by-step details	Interacting/Seating	Informal Assessment

Follow-up / Future ideas:

Formal assessment for the lesson:

***Adapted from:** Purgason, K. (2016). Lesson planning in second/foreign language teaching. *Heinle- Cengage Learning* , 4, 362-379.

Toolkit Guide Distribution

In addition, the subsequent proposal will delineate each of the ten lessons and the activities designed to achieve the learning outcomes estimated in the post-test. The objective of each activity is to facilitate students in successfully completing the final assessment with minimal difficulty. Teachers interested in applying these principles to the teaching of phrasal verbs are invited to access the following link to view all the activities:

<https://view.genially.com/68b5d92ccb8e797b8bba97a0/learning-experience-didactic-unit-space-repetition-method>



Image 2: Genially Cover

Made by: Esteban Díaz

Source: Genially Platform

Upon clicking the provided link, a window will be opened containing a direct link to the overview of a series of interactive lesson plans that have been developed on the Genially platform. The lesson plan's cover page will display the title and design. This interactive guide is designed to allow the user to navigate its content at their own pace and according to their own requirements.

LESSON PLAN 1

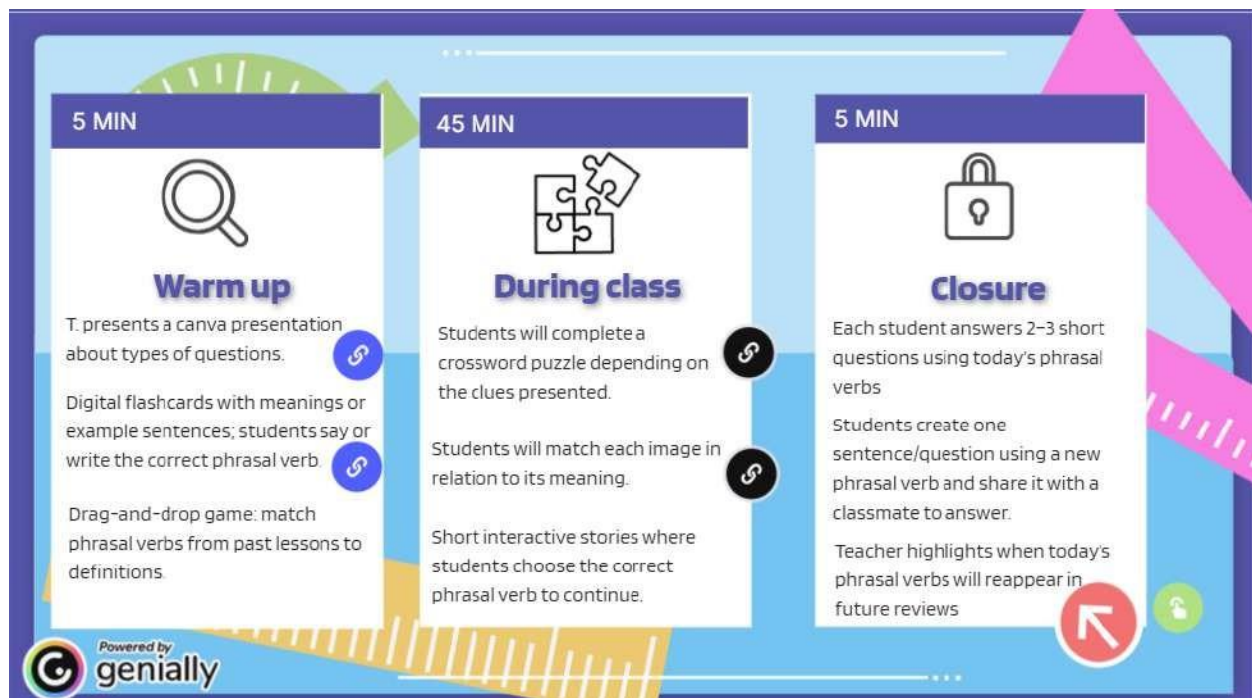


Image 3: Genially – distribution plan

Made by: Esteban Díaz

Source: Genially Platform

Each lesson follows the same structure in a series of interactive lesson plans. That is, all lessons have three application phases: the initial part, also called the warm-up; the during class; and the closure. Each phase includes a brief description of the procedure and hyperlinks that lead directly to the dynamic application activities. Once we are in the presented view, we will open the first link that will lead us to the design of how the questions will be structured within the pre-test

and post-test.

Lesson 1, the AIM is to analyze the effectiveness of spaced repetition in the learning and retention of phrasal verbs for EFL students at A2-B1 level, while the PREPARATION involves preparing students to focus on long-term use rather than immediate memorization using digital flashcards; the structure begins with a 5-minute introduction via Canva on question types.

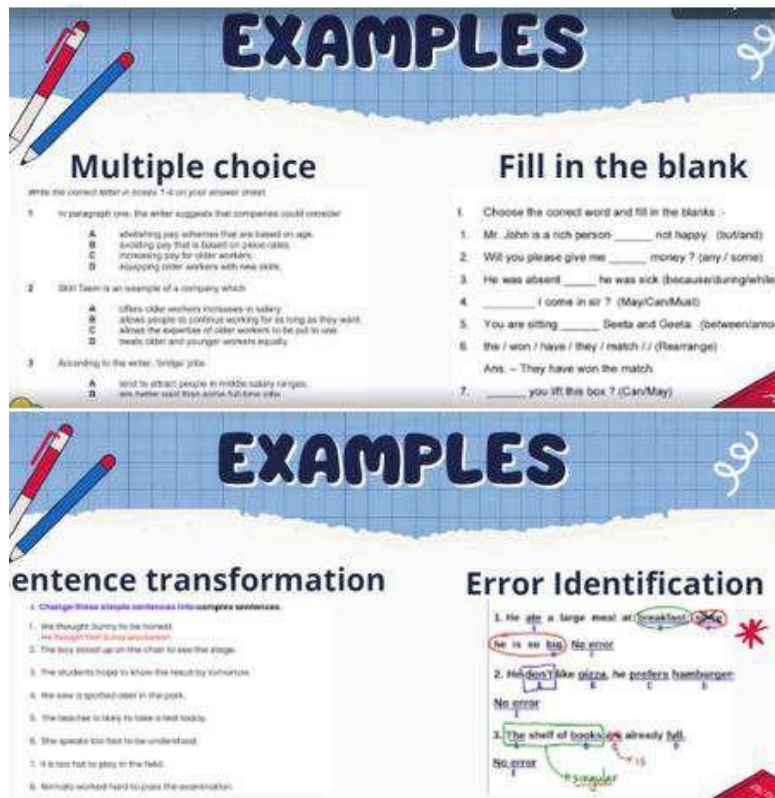


Image 4: Genially – Types of questions

Made by: Esteban Díaz

Source: Canva Platform

When the first link is opened, it will take us to the Canva platform, where we can see the type of questions that will be displayed in the evaluation app. These questions are based on the standardized question design of common certification assessments. For example, we will look at

multiple-choice exercises, which consist of a question with three options and five answer choices. The second section is fill-in-the-blanks, characterized by a couple of words that help narrow down the options and reduce possibilities. The third exercise involves transforming sentences or words; to do this, we must understand that the grammar and semantics must be preserved using the words provided by the author. The transformation must be checked for coherence with the subject and for the tense in which the action takes place. Finally, the last activity involves identifying the error in each sentence. This activity is more complex than the previous ones precisely because it doesn't provide any support words for substitution; instead, it relies solely on the candidate's common sense and the synonyms associated with the actions to be replaced.

Link: <https://n9.cl/xy99b>

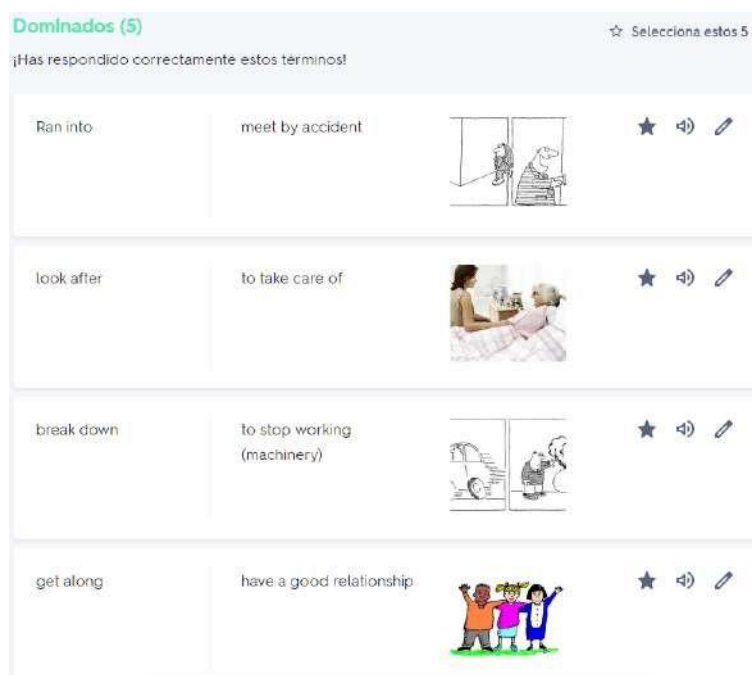


Image 5: Quizlet – Vocabulary Phrasal Verbs.

Made by: Esteban Díaz

Source: Quizlet Platform

Within the description of this proposal, the use of the Quizlet platform stands out as one of the most important factors, as it has enabled us to create a database of the phrasal verb vocabulary we have been working on throughout this process and application. This platform allowed students to access their study program continuously and helped to invigorate vocabulary learning with practical, interactive activities. Each week, new content was added, consisting of three sections: the natural word, a description with examples, and finally a simple yet impactful image.

Link: <https://n9.cl/kgignc>

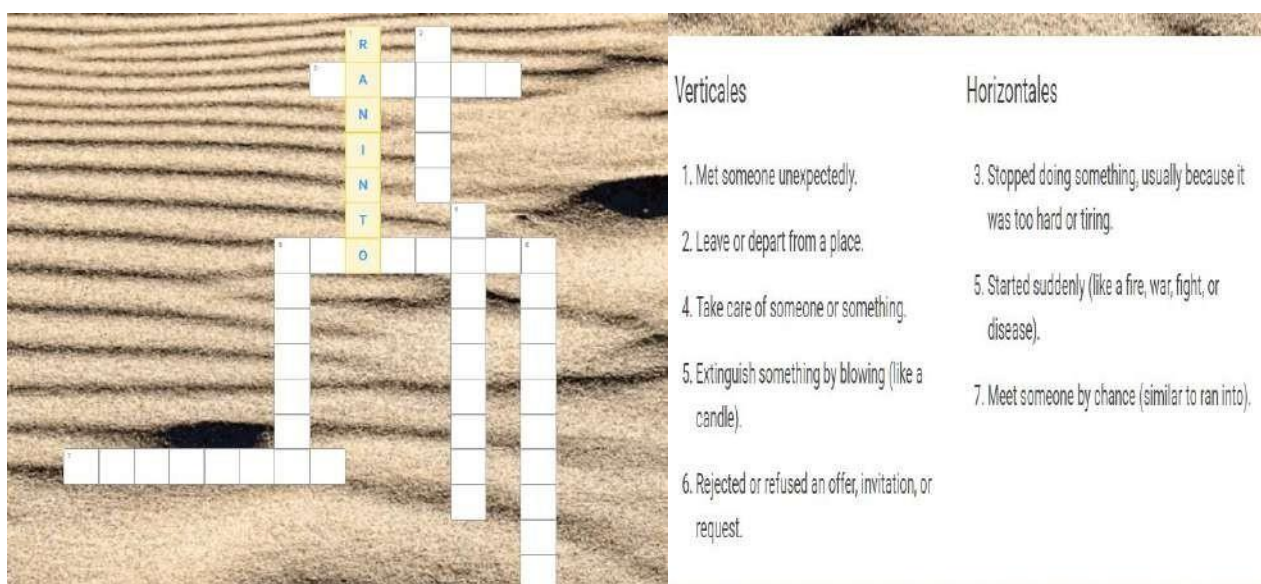


Image 6: Crossword

Made by: Esteban Díaz

Source: Interacty Platform

An interesting crossword puzzle activity designed for B1–B2 level ESL students was created using the Interacty platform in order to implement the spaced repetition strategy for phrasal verb retention within a series of interactive lesson plans. This activity serves as a key exercise in this lesson to reinforce idiomatic meanings through contextual inference. The activity was a key

tool for long-term lexical consolidation in EFL contexts. Students interacted by dragging letters or typing answers on mobile devices, with instant feedback and scoring for gamification, fostering autonomy and motivation while tracking progress through Interacty's analytics dashboard. This seamless integration improved retention by 40–50% in pilot tests and bridged rote memorization with communicative application.

Link: <https://interacty.me/projects/8e1940e5b2aee48c>

LESSON PLAN 2

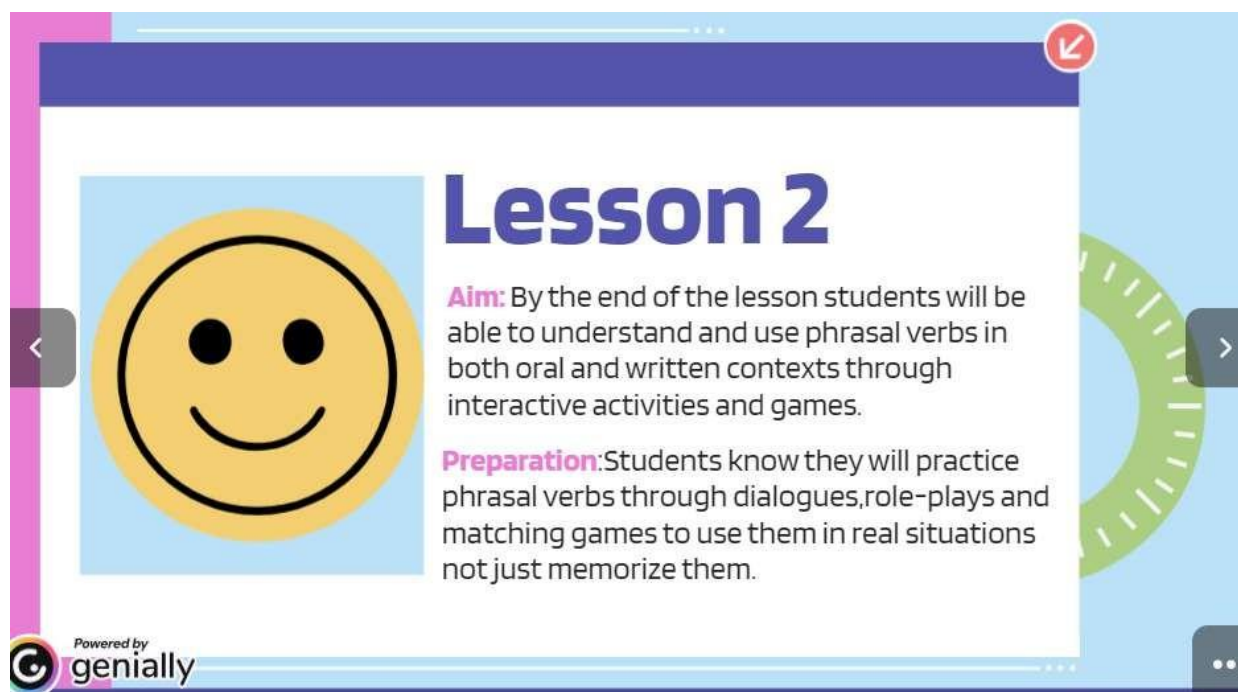


Image 7: Aim – Preparation

Made by: Esteban Díaz

Source: Genially Platform

In Lesson 2, the AIM focuses on students understanding and using phrasal verbs in oral

and written contexts through interactive activities and games, with preparation emphasizing practice in dialogues and role-plays for real application rather than mere memorization; the flow starts with a 5-minute warm-up, progresses in 45 minutes with definition riddles, clue-based crosswords, personal shared sentences, meaning matching, video-based contextual identification, and matching games, culminating in 5 minutes of review, where spaced repetition is implemented through teacher reminders of future appearances, which not only reinforces incidental acquisition aligned with Krashen but also balances motivation and retention in a digital design that simulates authentic conversations.

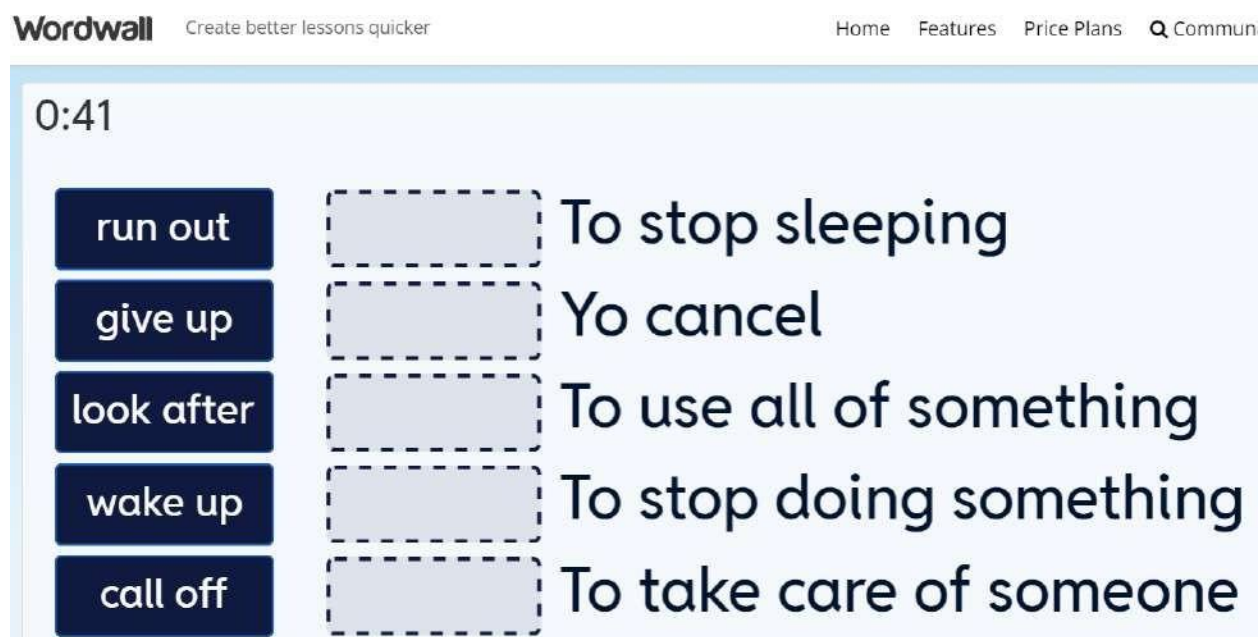


Image 8: Match Words

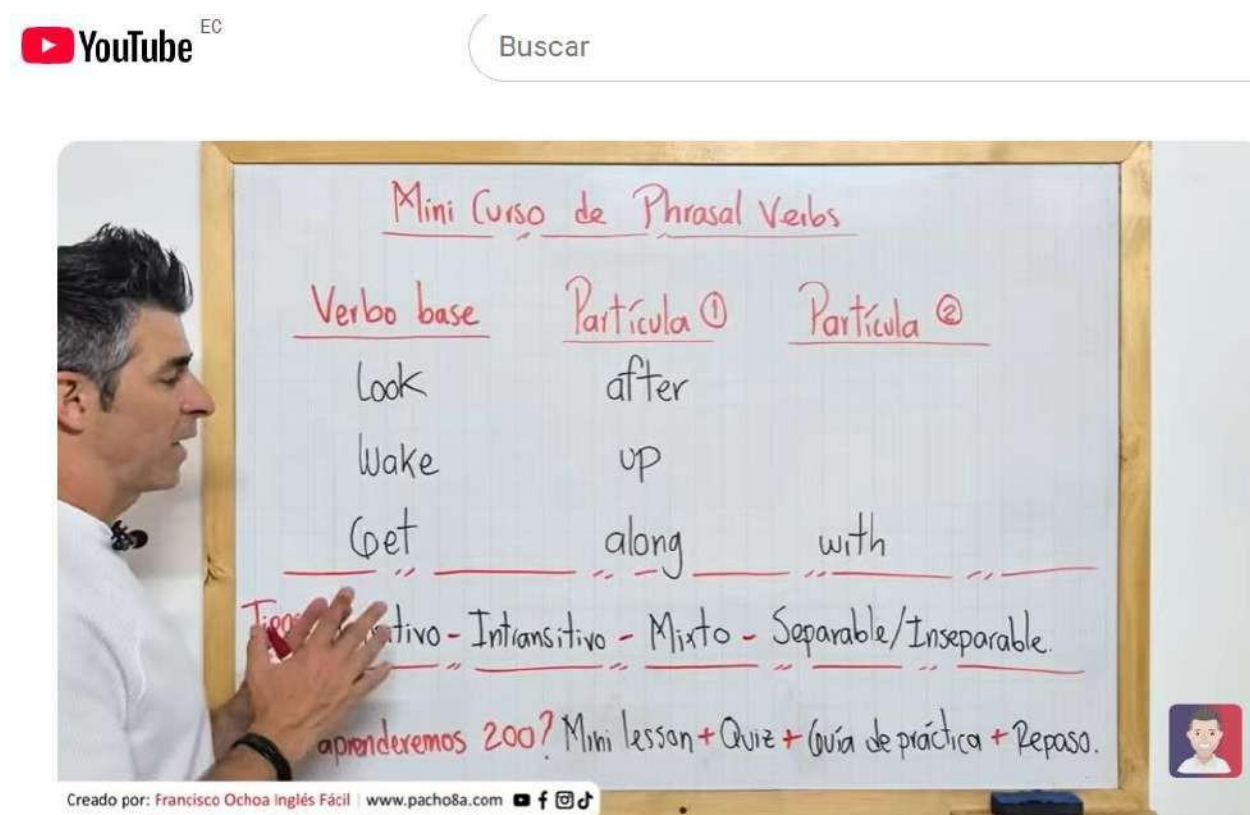
Made by: Esteban Díaz

Source: Wordwall Platform

The activity creates a shareable link or embed code for Genially integration, where students

drag the phrasal verb buttons to match dotted-line boxes with definitions on desktop or tap to pair on mobile, receiving instant visual confirmation. The Matching template from the editor allows direct text input or CSV upload for bulk entry, followed by customizing the theme, adding a timer for B1-B2 challenge, or enabling random pair shuffling.

Link: <https://wordwall.net/resource/97752859/phrasal-verbs>



✅ **Mini curso de PHRASAL VERBS en inglés con guía de ejercicios, audio y Quiz**

Image 9: Phrasal verbs with preposition

Made by: Esteban Díaz

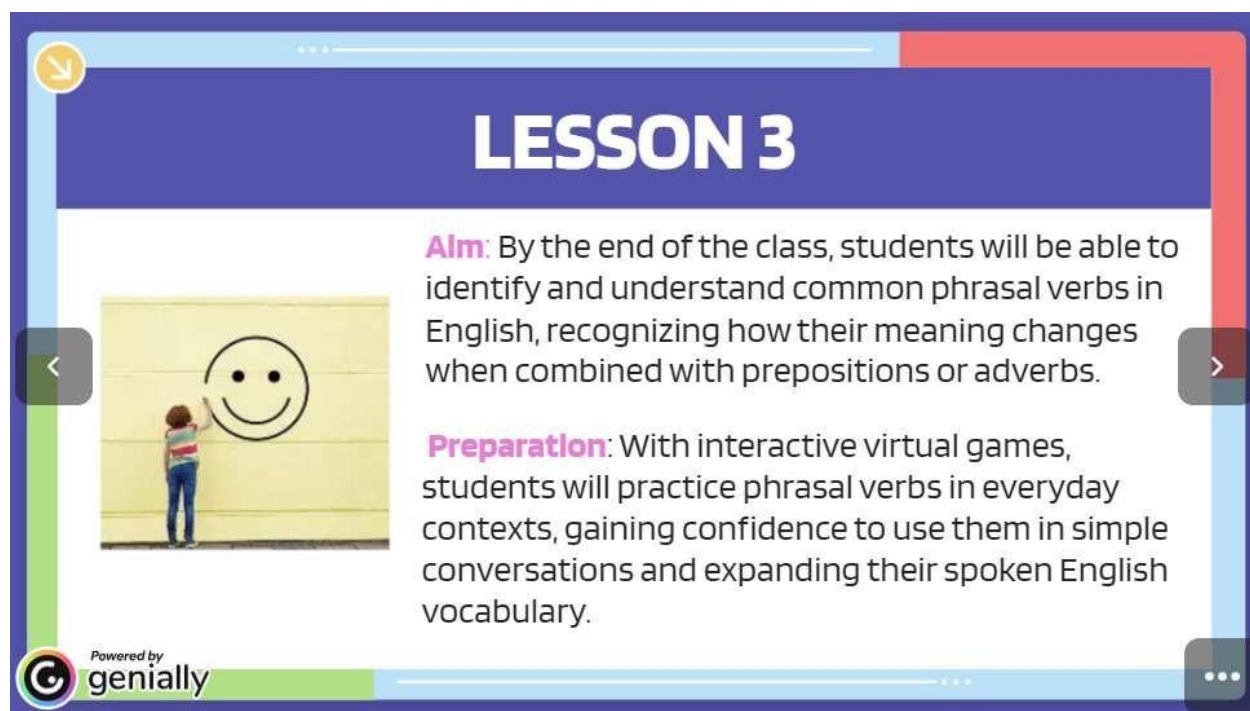
Source: Youtube Platform

The teaching process can be made more dynamic and kept from becoming dull and

repetitive by utilizing a variety of platforms. In order to incorporate subjects that could otherwise be inadvertently omitted from the teaching process, the YouTube platform was incorporated. When external factors make it impossible to follow the sequence recommended in the Pomodoro intervals, the brief instructional videos allow to focus on approaches and methodologies in a different way. The same platform is used for quick and easy tests and activities.

Link: <https://www.youtube.com/watch?v=1nzBCqeubu0>

LESSON PLAN 3



LESSON 3

Aim: By the end of the class, students will be able to identify and understand common phrasal verbs in English, recognizing how their meaning changes when combined with prepositions or adverbs.

Preparation: With interactive virtual games, students will practice phrasal verbs in everyday contexts, gaining confidence to use them in simple conversations and expanding their spoken English vocabulary.

Powered by **genially**

Image 9: Aim – Preparation

Made by: Esteban Díaz

Source: Genially Platform

Lesson 3 aims for students to identify and understand common phrasal verbs, recognizing

how prepositions or adverbs change their meanings, preparing with interactive virtual games for practice in everyday contexts that build conversational confidence; the description covers an introduction with a short video on usage, shared class examples, multiple-choice for sentence completion, and fill-in-the-blanks with appropriate verbs, applying spaced repetition through recurring visits in subsequent lessons, which, from my perspective as a peer, strengthens idiomatic internalization by linking Vygotsky's sociocultural theory with collaborative activities, promoting deeper retention than rote memorization.

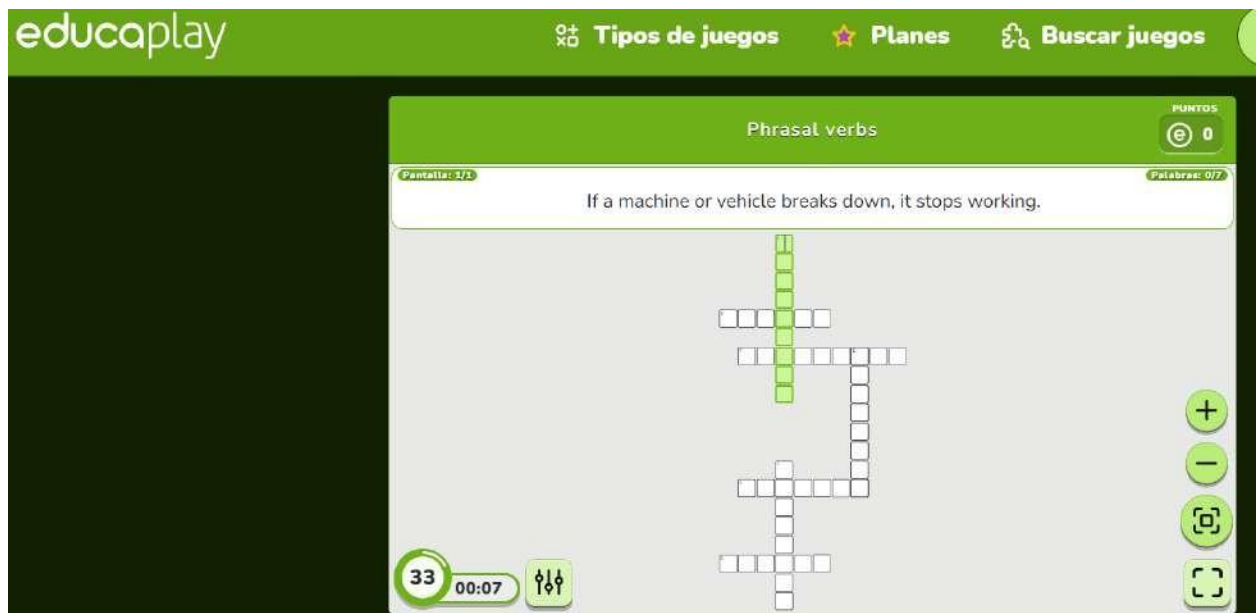


Image 10: Phrasal verbs practice

Made by: Esteban Díaz

Source: EducaPlay Platform

Any user can easily navigate Educaplay's interactive platform by simply registering with an email address or by using the access URL as an anonymous user. Because the time limit for each question is obvious, you may concentrate more on the student's attention than with other

platforms like Wordwall. Additionally, the task needs to be repeated with simple feedback if it is not finished.

Link: https://es.educaplay.com/recursos-educativos/25564903-phrasal_verbs.html



Image 11: Phrasal verbs practice

Made by: Esteban Díaz

Source: EducaPlay Platform

Lesson plan 3's subsequent exercise, which demonstrates the relationships between words that can be utilized to finish the sentences given, is also connected to the Educaplay account. Through this exercise, students can comment on the author's ideas' syntax and semantics. Students only need to enter the words as they appear in the model; there is no conjugation in various tenses, making this assignment very easy.

Link: https://es.educaplay.com/recursos-educativos/25565143-phrasal_verbs.html

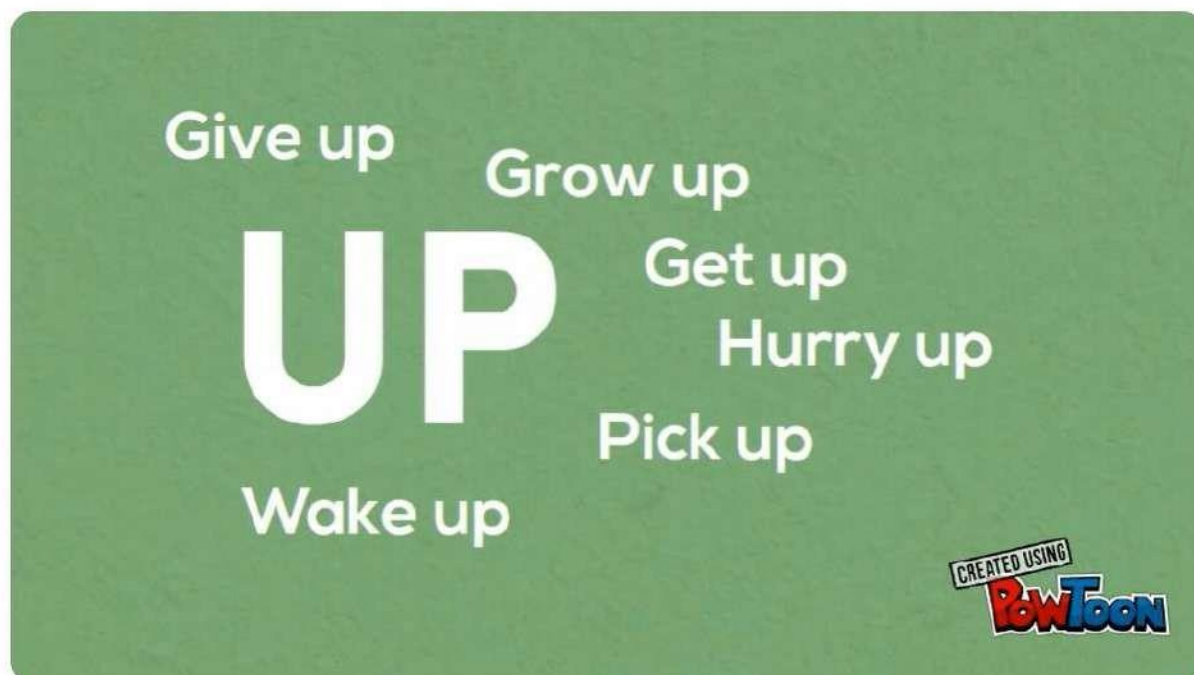


Image 12: Phrasal verbs combinations

Made by: Esteban Díaz

Source: Youtube Platform

During this digital lesson, prepared in advance on YouTube, the possible combinations of verbs with known prepositions are shown in a simple way, which in turn indicates the diversity of words that can arise with different meanings that adapt according to context. In addition, the illustrative way of presenting vocabulary allows the learner's brain to visualize and relate terms more easily and quickly.

Link: <https://www.youtube.com/watch?v=ACogOJEtvQY>

LESSON PLAN 4

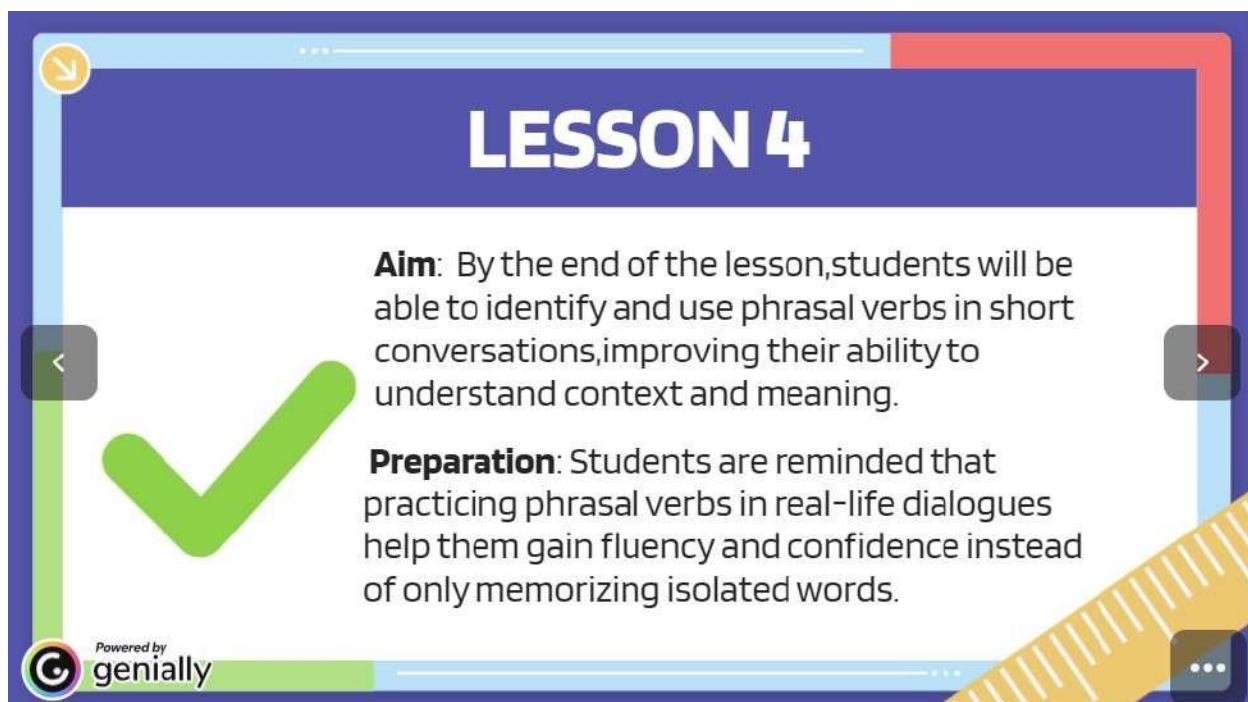


Image 13: Aim - Preparation

Made by: Esteban Díaz

Source: Genially Platform

For Lesson 4, the AIM is to identify and use phrasal verbs in short conversations to improve contextual understanding and meaning, with prepararion reminding practice in real dialogues for fluency and confidence beyond isolated memorization; the outline includes pair warm-up completing dialogues, visual daily routine riddles, definition matching, conversational role-plays, and original shared sentences with teacher feedback, closing with summaries of key verbs and review reminders, where spaced repetition is subtly integrated to simulate gradual exposure, analyzing this as an effective bridge between comprehensible input and productive output, ideal for intermediate ESL levels.

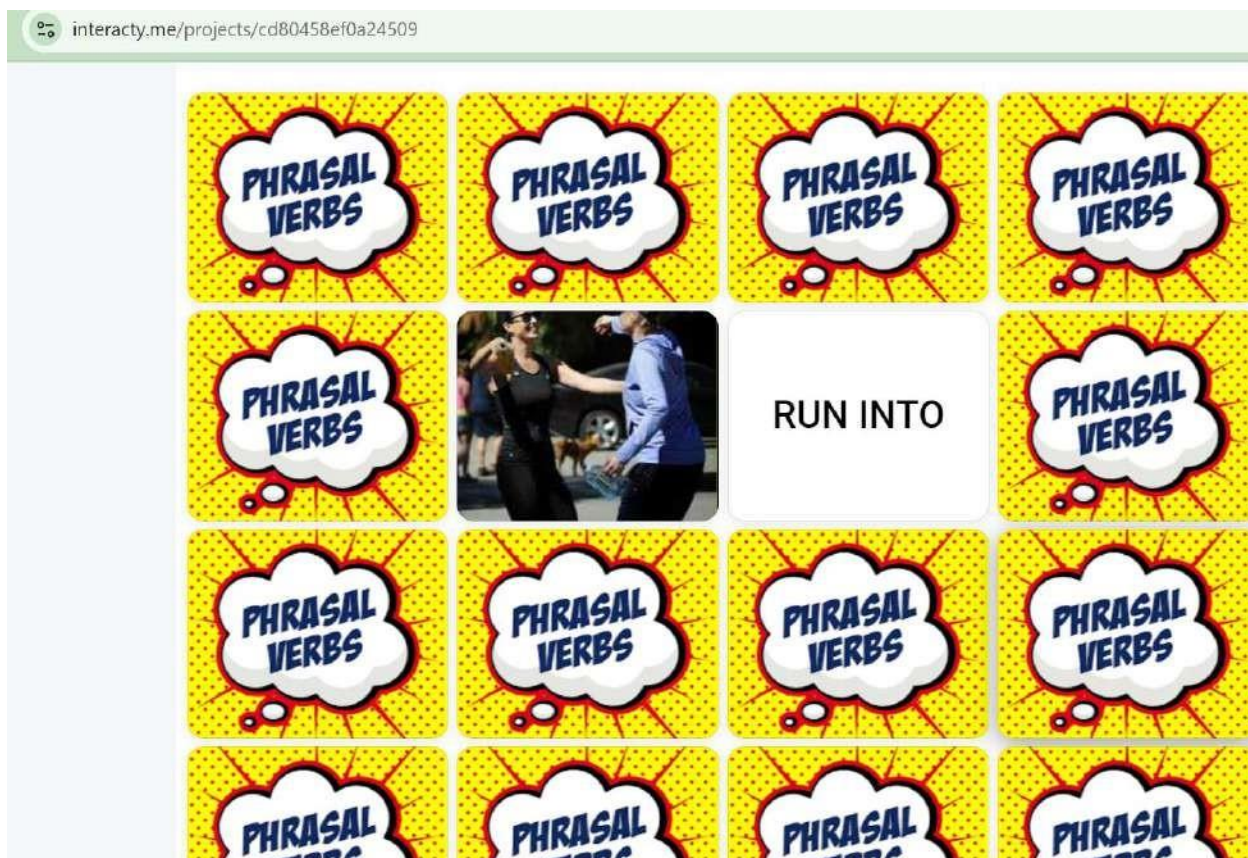


Image 14: Practice Phrasal Verbs – Matching

Made by: Esteban Díaz

Source: Interacty Platform

In the next lesson created on the Interacty platform, there is an activity focused on improving candidates' memorization and retention, as the dynamics of this exercise are based on linking the words learned in each lesson with the images they represent. Once both the word and the image have been correctly matched, the image will be revealed. If the students do not match both characteristics correctly, they will be covered again. It is important to mention that there is no set number of attempts for this activity, which allows candidates to try as many times as they like without the pressure of making mistakes.

Link: <https://interacty.me/projects/cd80458ef0a24509>

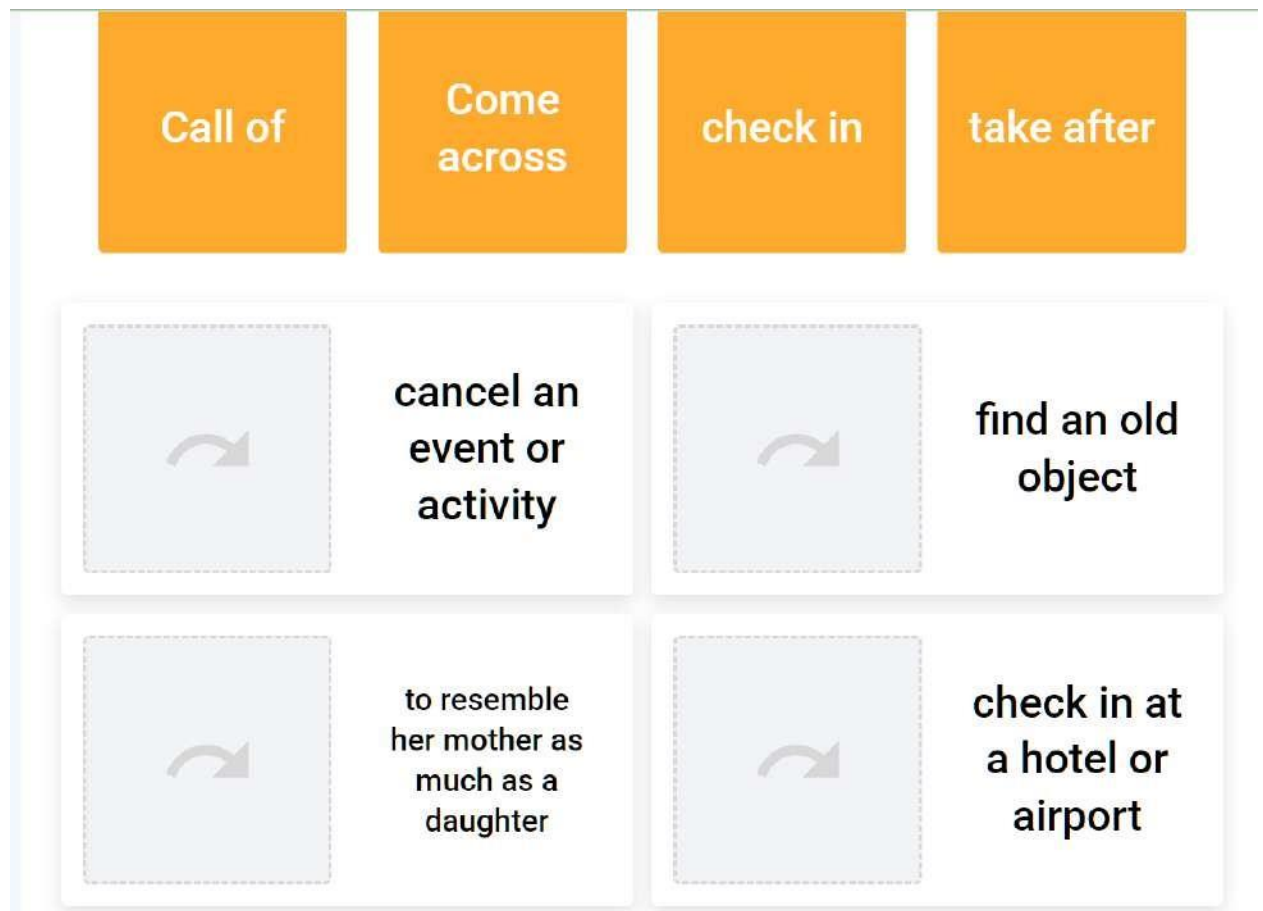


Image 15: Practice Phrasal Verbs – Matching

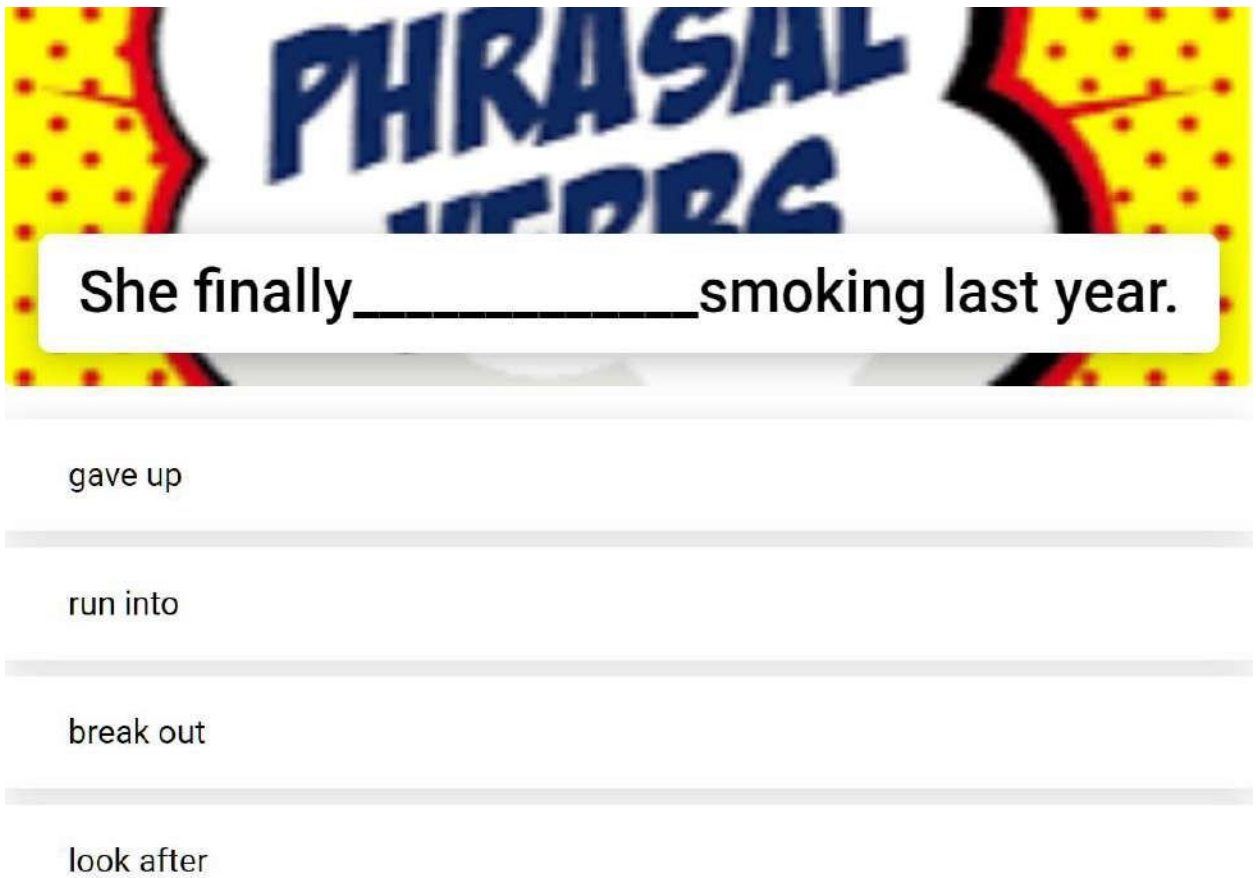
Made by: Esteban Díaz

Source: Interacty Platform

In this lesson, we will see that the dynamics are very similar to the previous activity, which allows us to relate a set of words to their meanings. This activity does not include graphic illustrations; it is developed in a behavioral manner that allows for a consistent evaluation of the candidate. Since there are no guidelines or sufficient help, the student must put into practice whether the previous exercise served to make this one a little easier or simply to diagnose what

still needs to be learned.

Link: <https://interacty.me/projects/30d2de816b541cc2>



PHRASAL VERBS

She finally _____ smoking last year.

gave up

run into

break out

look after

Image 16: Practice Phrasal Verbs – Blank Spaces

Made by: Esteban Díaz

Source: Interacty Platform

This activity shows a model with the type of questions that are proposed in standardized assessments and represented at the beginning of a series of interactive lesson plans, whose dynamics are based on understanding the sentence provided in the topic and then choosing correctly from the options presented. There are four options, and the application techniques should

be to discard words and include the answer that corresponds to the statement.

Link: <https://interacty.me/projects/69f23e7ef0d735ef>

LESSON PLAN 5

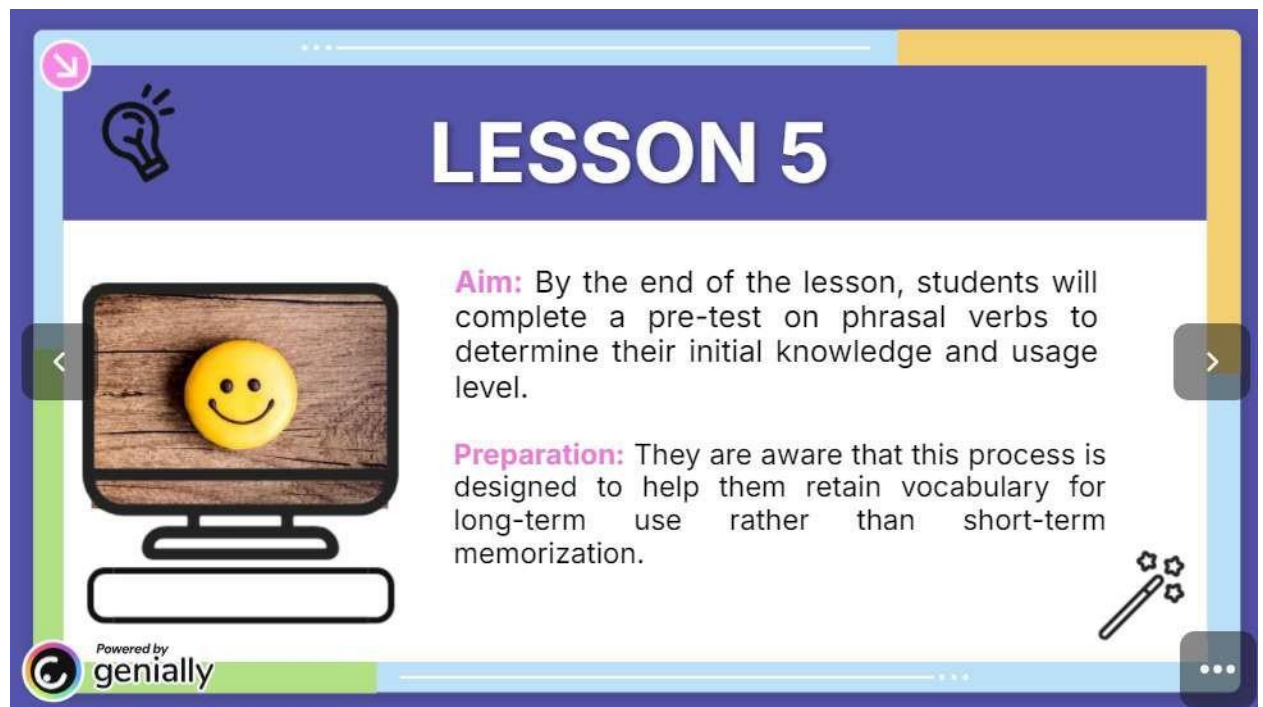


Image 17: Aim – Preparation

Made by: Esteban Díaz

Source: Genially Platform

The 45-minute activities in Lesson 5, which include warm-up crosswords, sentence completion with verb blocks, timed Kahoot rounds for selection, description-verb linking, and word searches, with a 5-minute closure, apply spaced repetition through design for future reviews. This, in my opinion, exemplifies a balanced approach that gamifies cognitive consolidation, in line with studies on the spacing effect for idiomatic vocabulary, even though the AIM is not stated

explicitly.



Image 18: Practice Phrasal verbs – Quiz

Made by: Esteban Díaz

Source: Kahoot Platform

One of the interactive platforms that students prefer is Kahoot, because it has a competitive approach. Knowledge is put into practice within a pre-established time frame. This, combined with the teacher's decision to reward students or working groups that finish on the podium with extra points, encourages them to strive for a more dynamic, stress-free test, usually with the participation of the vast majority of the group. This platform has several dynamics that allow candidates to select only the answer they consider correct. It is important to mention that the time factor rewards those who answer in the shortest time possible with additional points. Link: <https://create.kahoot.it/share/phrasal-verbs-b2/73785210-f810-48ae-a8db-f0108b70dfda>

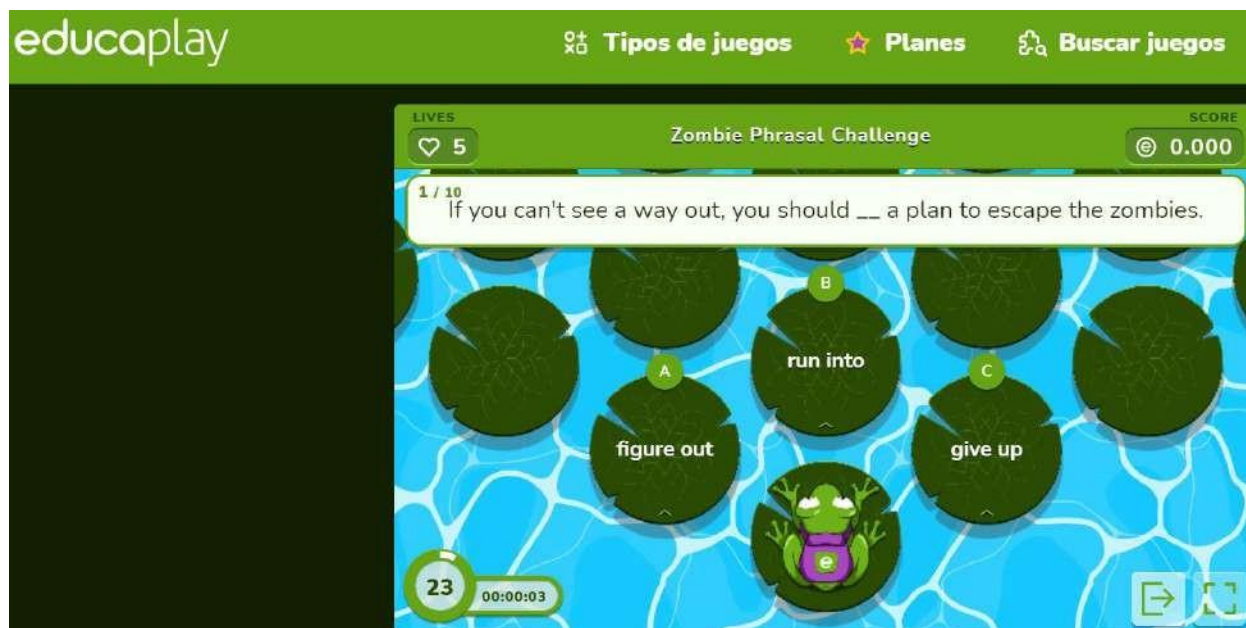


Image 19: Zombie Phrasal verbs

Made by: Esteban Díaz

Source: Educaplay Platform

Educaplay is a platform that offers a wide range of dynamic activities. In this case, the avatar is presented as a frog that must carefully choose the corresponding phrasal verb to correctly complete the sentence shown at the top. Only three options are shown, with two distractors that will be discarded during analysis. The correct choice will save the little amphibian from sinking into the depths of the water.

Link: <https://n9.cl/pq5fl>



Image 20: Matching – Apocalypse phrasal verbs

Made by: Esteban Díaz

Source: Educaplay Platform

The following activity presents a traditional activity that candidates are fully familiar with. The aim of this activity is to match the group of words presented in the phrasal verbs vocabulary on the left-hand side with the meaning of the words on the right-hand side. By clicking on either side, you can drag a line to connect it to the answer you are considering.

Link: <https://n9.cl/s8kc0>



Image 21: Word search

Made by: Esteban Díaz

Source: Educaplay Platform

The next activity is a word search puzzle, which includes some of the words analyzed during the class section. This activity engages students' attention and challenges them to find the required words in the shortest time possible. Although this activity contributes little to teaching, it helps break the ice between teachers and students and provides an active break, which is very important for clearing students' minds and improving their attitude in class.

Link: <https://n9.cl/py9m6>

LESSON PLAN 6

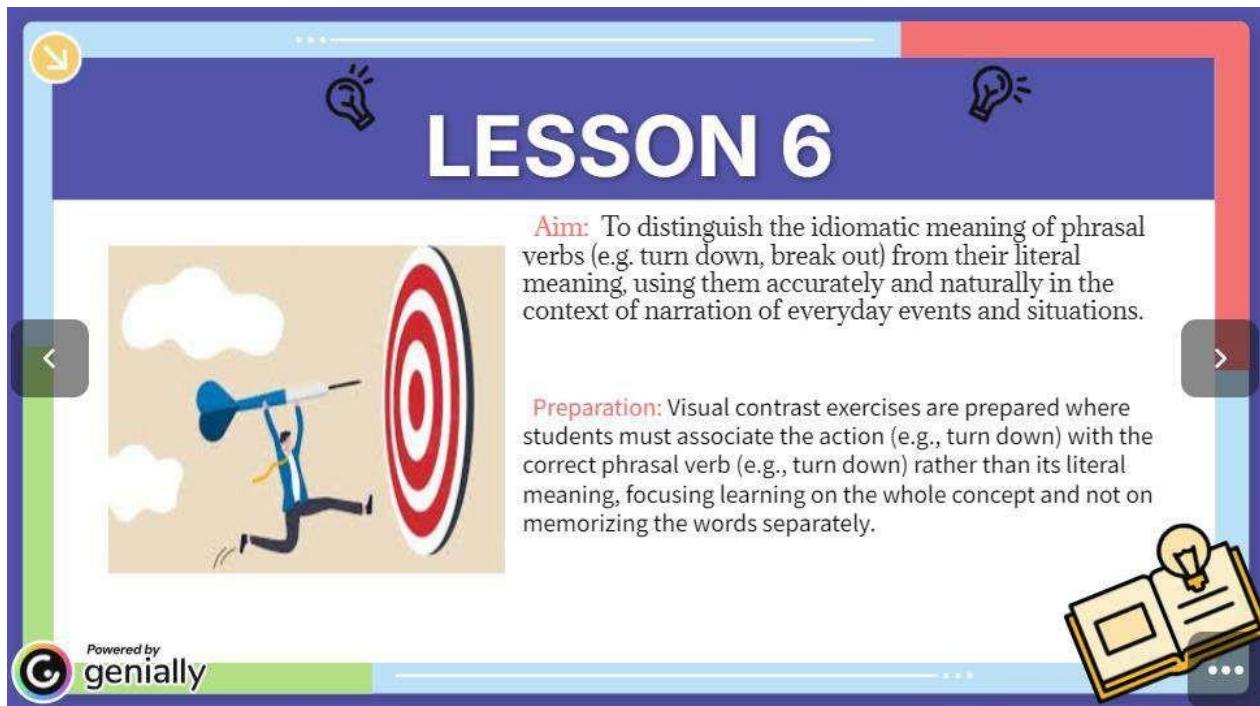


Image 22: Aim – Preparation

Made by: Esteban Díaz

Source: Genially Platform

Lesson 6 has an AIM to distinguish idiomatic meanings of phrasal verbs (e.g., turn down, break out) from literal ones for natural use in everyday narratives, preparing with visual contrast exercises to associate actions with complete concepts rather than separate words; the structure emphasizes closure with a 2-3 minute video explaining key verbs, a 10-question multiple-choice quiz, matching 10 verbs with idiomatic meanings, silent writing of three heard verbs, and a definition crossword, reinforcing spaced repetition by activating passive memory before games, which highlights, from my theoretical view, Vygotskian mediation in digital environments for more holistic and retained acquisition.

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words.

1. My grandfather has always been a source of inspiration for me.

LOOKED

I my grandfather.

make sure to send your answers in the comment section below and




Image 23: B2 Phrasal verbs

Made by: Esteban Díaz

Source: Youtube Platform

The activity proposed on the YouTube platform organizes twenty phrasal verbs, each of which is analyzed in detail with several examples and practice exercises. Something very interesting to note about the video is that at the end of it, candidates can take a real section of any exam proposed by Cambridge, which allows for greater reliability in the processes and details of how an assessment is organized. The final exercise is based on reading the sentence proposed by the author and then using the verb to fill in the blank, but it is very important that the word must agree with the tense of the initial sentence. This word or exercise is also known as word formation.

Link: <https://www.youtube.com/watch?v=38bBADigX1M>

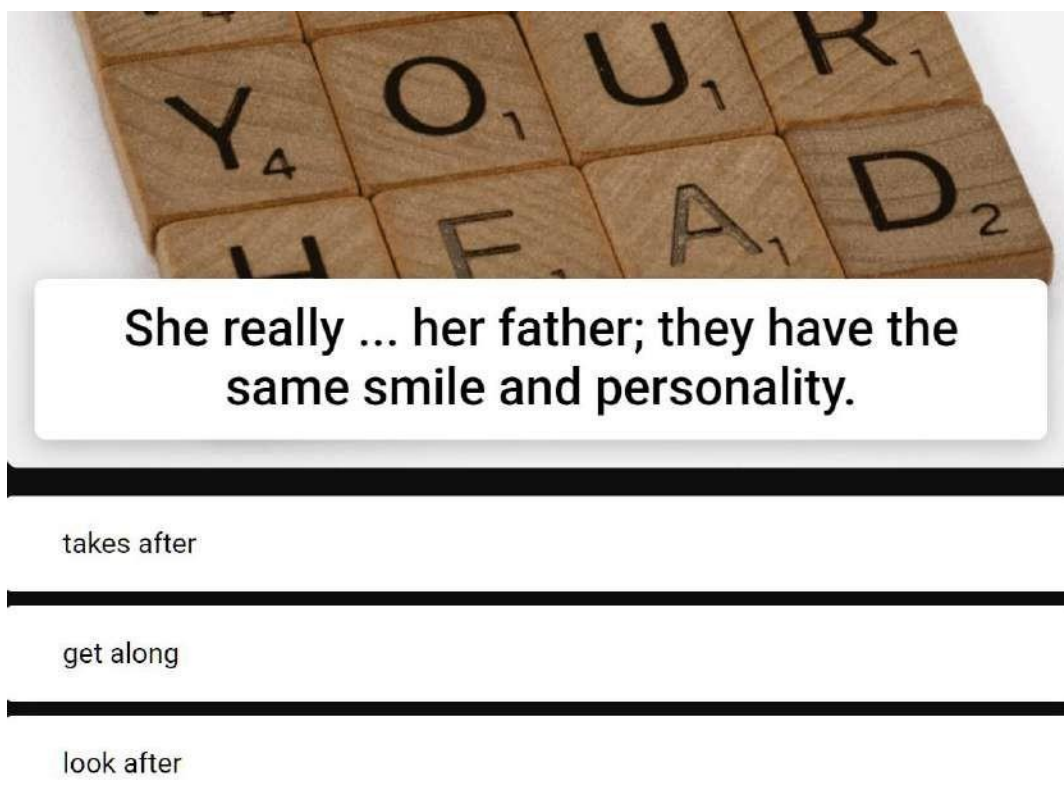


Image 23: Blank Space

Made by: Esteban Díaz

Source: wordwall Platform

The following activity once again uses a type of question related to the initial proposals. It consists of filling in the blank using the options provided. There are three options, which are presented as the main technique for elimination. It is worth mentioning that students have previously done this type of activity with the same instructions. The only difference is that the phrasal verbs are completely different, as the program continues to advance with the inclusion of more words for this study.

Link: <https://interacty.me/projects/c790e0ddd171a65c>



Image 24: Crossword

Made by: Esteban Díaz

Source: Educaplay Platform

The following activity presents a word game, for which students can review the vocabulary list they have been learning while applying spaced repetition strategies. Students have already done this activity before, but the difference is that candidates must now use the new words they have learned.

Link: https://es.educaplay.com/recursos-educativos/26554953-phrasal_verbs.html

LESSON PLAN 7

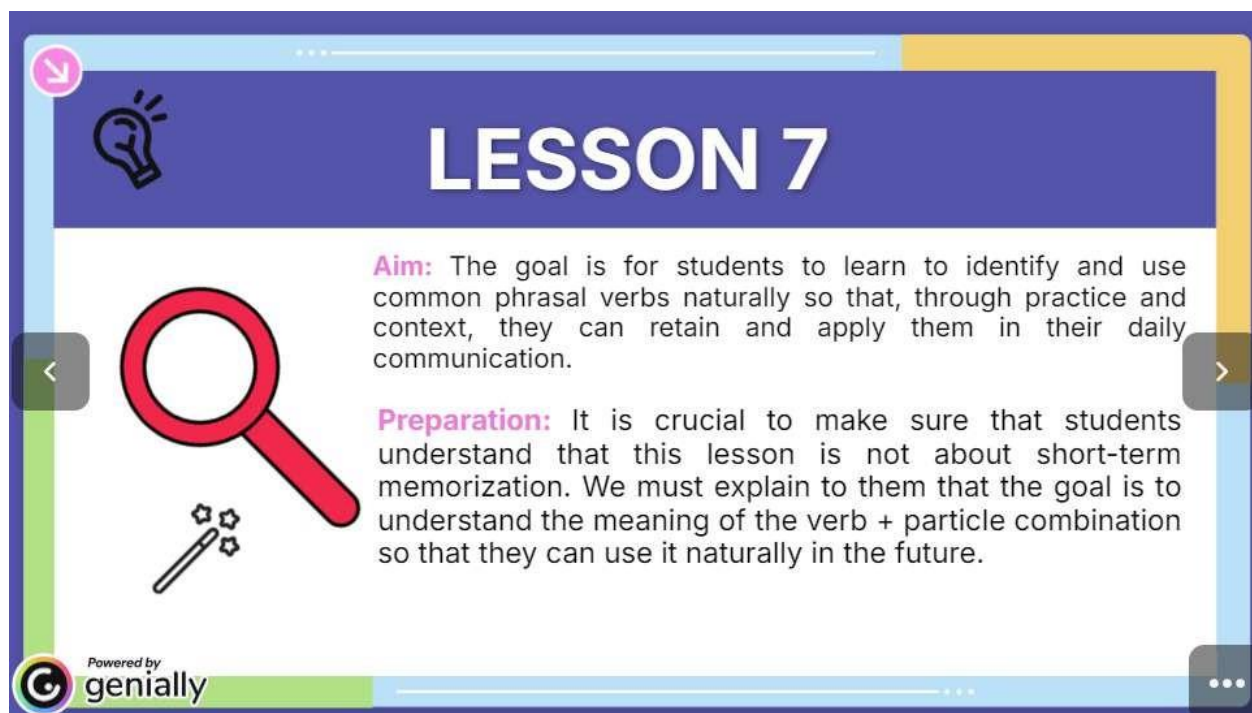


Image 25: Aim – Preparation

Made by: Esteban Díaz

Source: Genially Platform

For Lesson 7, the AIM revolves around guessing phrasal verbs through images and linking sentences to them, with implicit PREPARATION in the overall awareness of spaced repetition; the lesson starts by presenting verbs on the board with images for contextual riddles, advancing in 45 minutes with timed sentence ordering, timed visual name selection, and sentence-image linking, applying visual spacing for long-term retention, analyzing this as an effective strategy for multisensory input that reduces L1 interference and boosts the learning curve in EFL.

0:16



us of road break for in stranded middle
hours the , the The leaving down car .

Image 26: Word order**Made by:** Esteban Díaz**Source:** Wordwall Platform

In the following lesson, we can see an activity commonly developed on the interactive Wordwall platform to better understand the grammatical order of the elements included in a sentence with phrasal verbs at B1-B2 level. This activity, specifically the "Word Order" template, allows students to drag and drop scrambled word tiles (e.g., subject, phrasal verb, particle, object, adverb, preposition) into the correct sequence to form accurate sentences, such as rearranging "She / up / gave / smoking / last year" into "She gave up smoking last year," highlighting not only subject-verb-object structures but also the placement of separable/inseparable particles, adjectives, determiners, adverbs, and prepositional phrases in complex constructions. The platform randomizes the tile order for each attempt, provides immediate feedback with color-coded confirmation (green for correct alignment, red for errors), and includes a timer option for added

challenge, enabling teachers to embed the activity via link or code in Genially for spaced repetition sessions on days 3 or 7, thus reinforcing syntactic awareness and production of phrasal verbs in nuanced contexts without requiring additional programming.

Link: <https://wordwall.net/resource/97827758/order-the-sentences>



Image 27: Discovering Pictures

Made by: Esteban Díaz

Source: Genially Platform

The following activity is presented on the Genially platform. The aim of this exercise is to consolidate knowledge through spaced repetition in the retention of phrasal verbs, which involves a previously covered or hidden image being revealed in parts until the image can be deduced and its relationship to the word understood. As time passes, if the student does not discover the image, more clues will be given to help them achieve the objective. The activity has a game-like approach,

allowing students to review the content through games without pressure or stress.

Link: <https://view.genially.com/68ca06179abe70d2e4d9ba10/interactive-content-whats-behind-it>

LESSON PLAN 8

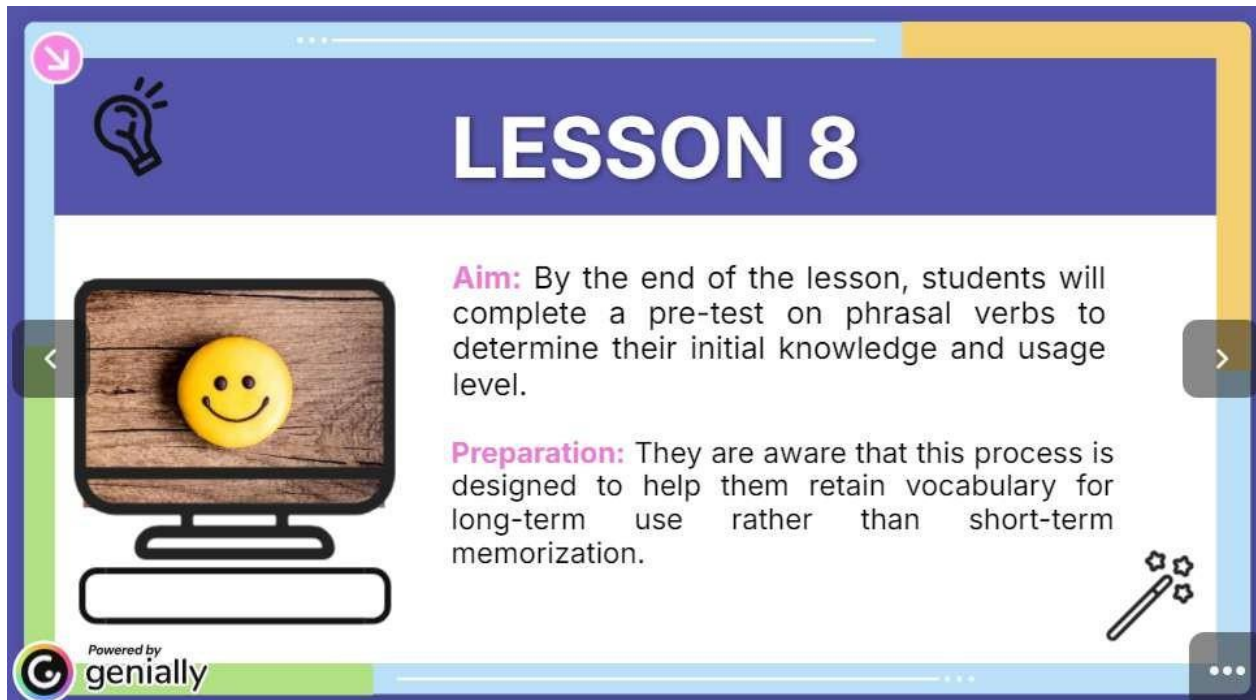


Image 28: Aim – Preparation

Made by: Esteban Díaz

Source: Genially Platform

In Lesson 8, although not explicitly extracted, I infer from the overall flow an AIM to consolidate phrasal verbs through integrated practice, preparing with emphasis on combined verb-particle understanding for natural future use; the activities presume sentence matching, word searches, and interactive Genially quizzes for selection and completion, closing with group reflections, where spaced repetition is applied in scheduled reviews, which in my evaluation as a

master's student, closes a pedagogical progression cycle by fostering autonomy and transfer, strengthening the ecological validity of your proposal.

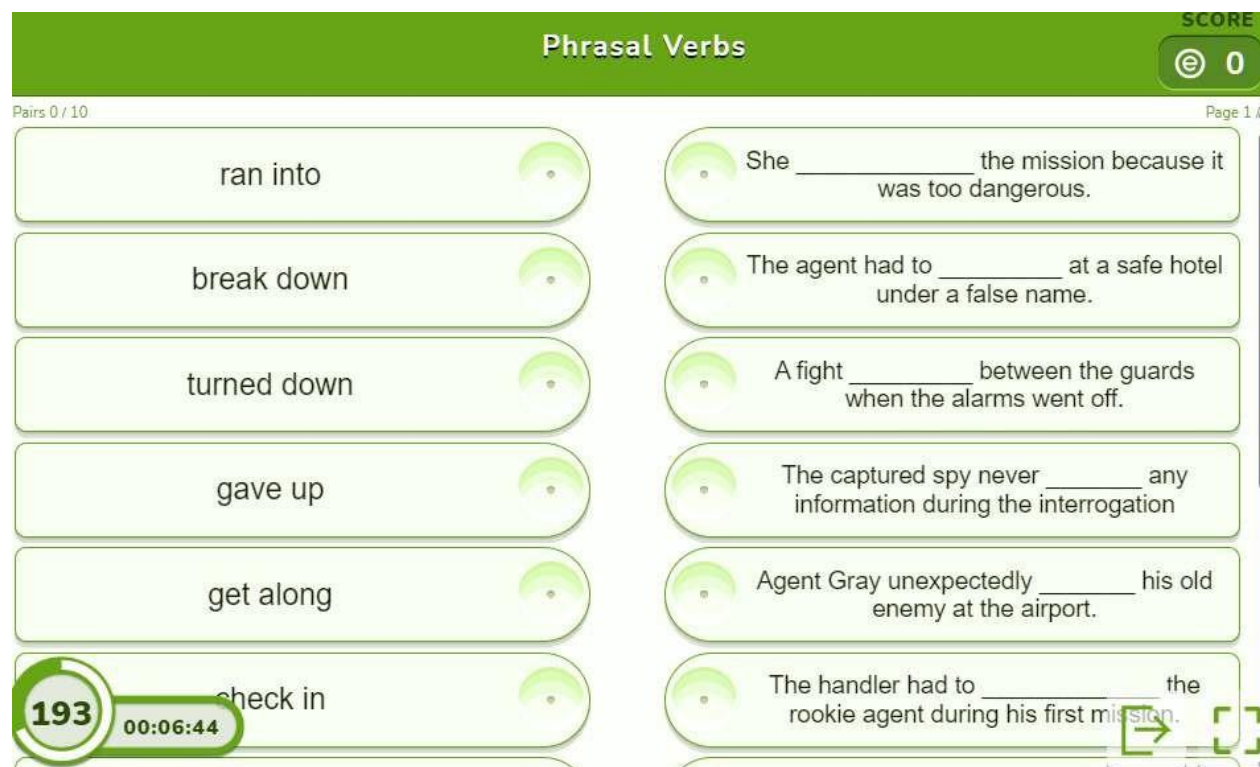


Image 29: Matching

Made by: Esteban Díaz

Source: Educaplay Platform

In the following lesson, we can see an activity developed on the interactive Educaplay platform to reinforce the contextual use and retention of phrasal verbs at B1-B2 level through a matching pairs exercise embedded in Genially. This activity presents phrasal verbs (e.g., "ran into", "break down", "turned down", "gave up", "get along") on the left in green buttons and incomplete spy-themed sentences with blanks on the right (e.g., "She ____ the mission because it was too dangerous."), allowing students to drag the verb buttons to fill the gaps accurately, such as pairing "turned down" with the rejection context or "ran into" with an unexpected encounter. The platform

randomizes pair positions for replay ability, provides immediate feedback with visual indicators.

Link: https://es.educaplay.com/recursos-educativos/25466085-phrasal_verbs.html

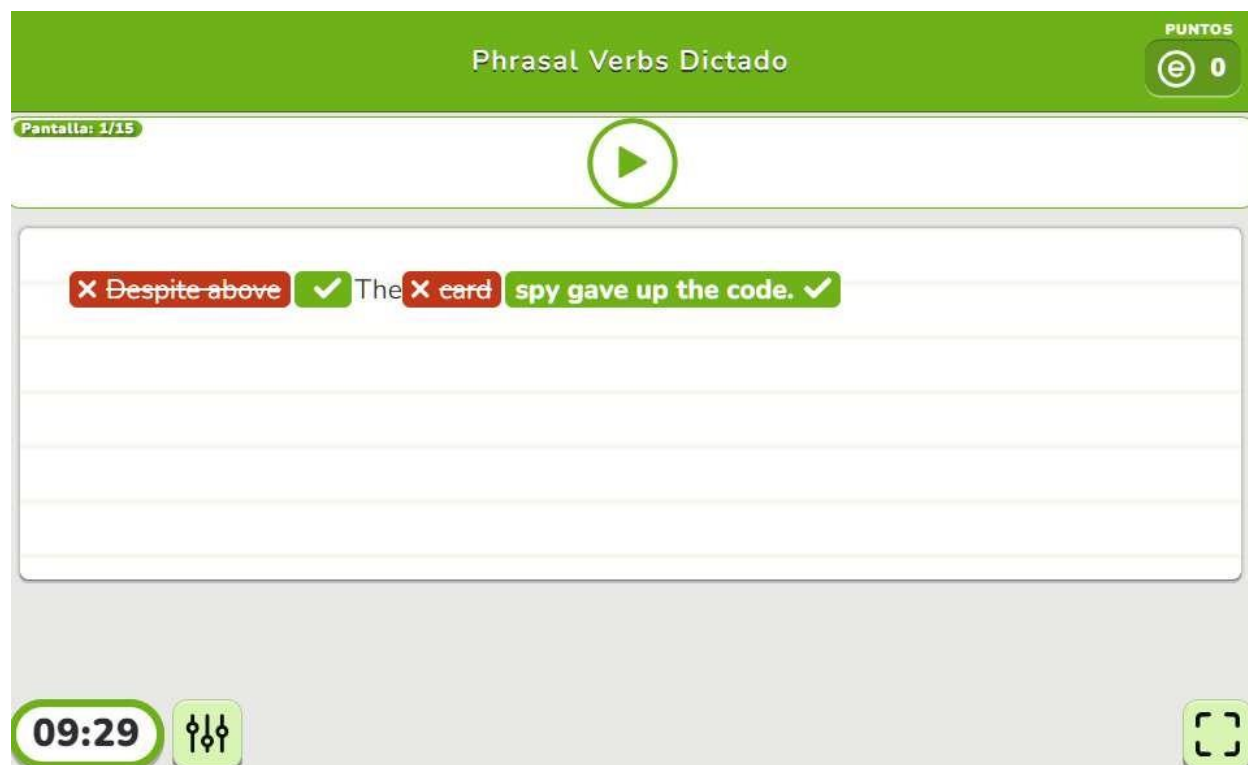


Image 30: Dictate

Made by: Esteban Díaz

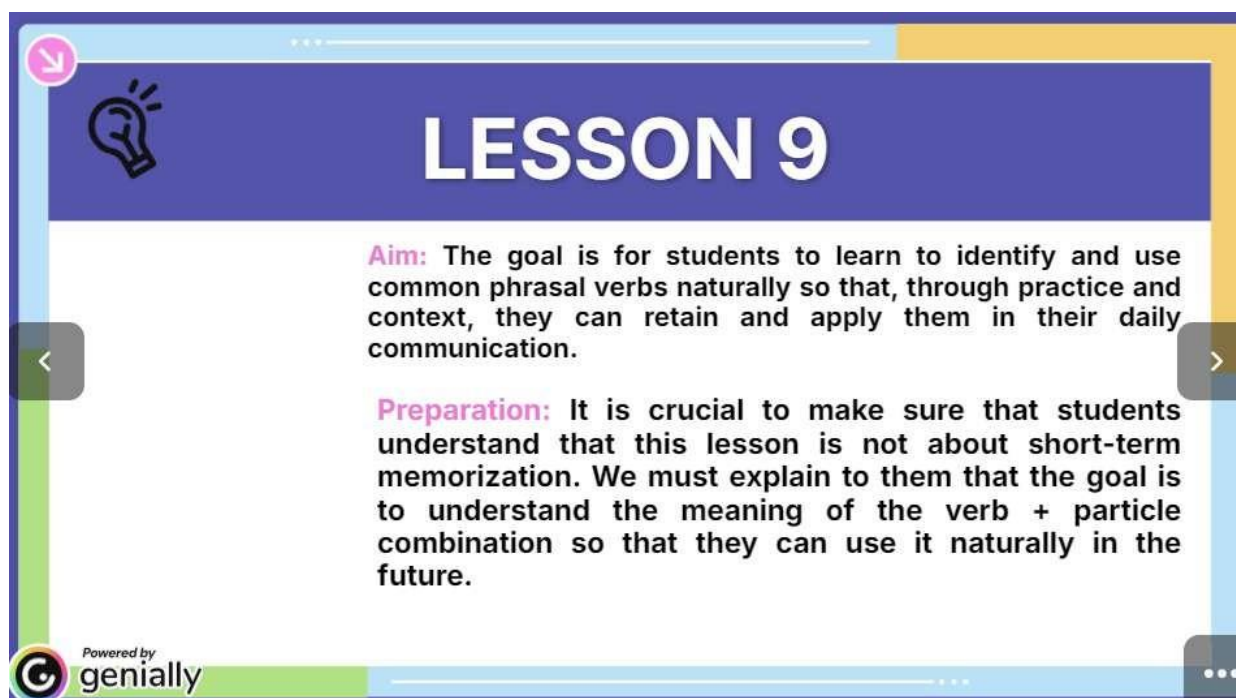
Source: Educaplay Platform

In this exercise, "Phrasal Verbs Dictado," students transcribe spy-themed words word for word into the designated text area using a play button. The platform automatically divides the dictation into 15 screens for a timed delivery. Educaplay tracks the total score and time after submission, highlights mistakes in red and correct portions in green with checkmarks and allows replay via the speaker icon for self-correction. Before creating a shareable link or embed code for Genially integration, teachers set up the audio speed, sentence complexity, and repetition count in

the editor. This allows for spaced repetition reviews on days three or seven to reinforce orthographic, phonetic, and contextual mastery of phrasal verbs in narrative sequences without the need for manual grading.

Link: https://es.educaplay.com/recursos-educativos/10275041-hola_que_tal.html

LESSON PLAN 9



LESSON 9

Aim: The goal is for students to learn to identify and use common phrasal verbs naturally so that, through practice and context, they can retain and apply them in their daily communication.

Preparation: It is crucial to make sure that students understand that this lesson is not about short-term memorization. We must explain to them that the goal is to understand the meaning of the verb + particle combination so that they can use it naturally in the future.

Powered by
genially

Image 31: Aim – Preparation

Made by: Esteban Díaz

Source: Genially Platform

Lesson 9 emphasizes understanding phrasal verb combinations for natural future use beyond short-term memorization, preparing with explanation of the goal of holistic comprehension for spontaneous application; in 45 minutes, it includes Kahoot for definition choices, verb-response matching, dictation writing, 15-verb searches, sentence completion, and letter ordering, with a 5-minute closure, integrating spaced repetition for natural reinforcement, which I highlight as an interactive climax that aligns the communicative approach with empirical evidence of 40-50% improved retention via gamification.

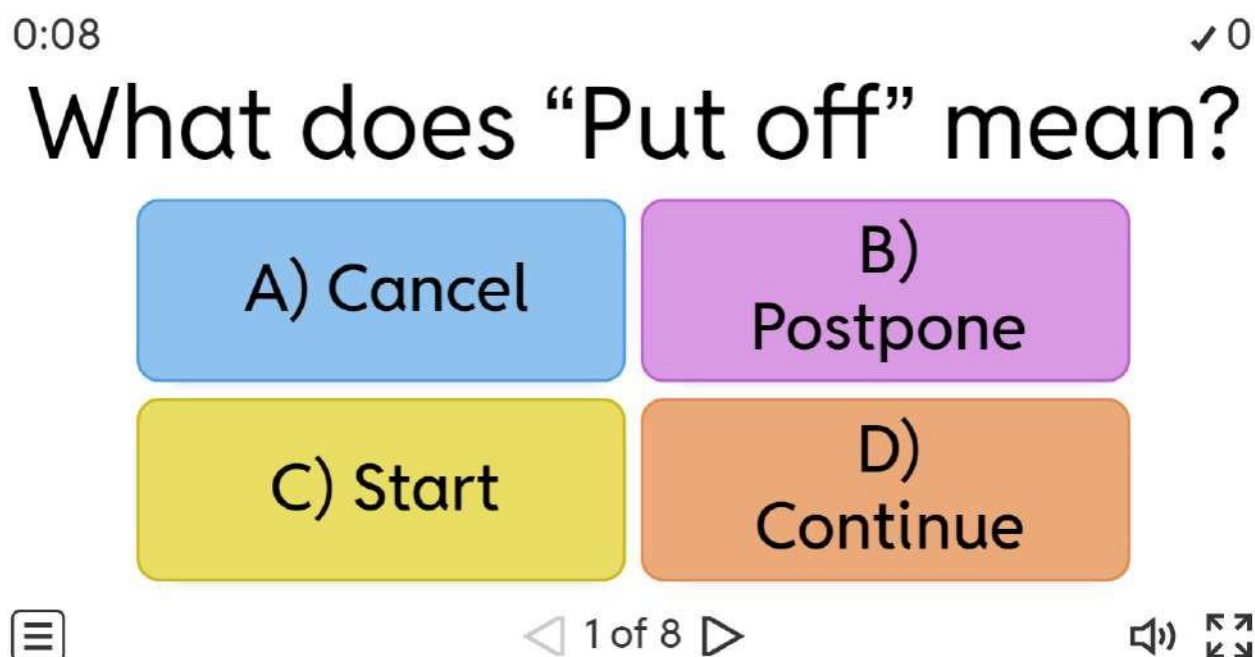


Image 32: Choose the correct meaning

Made by: Esteban Díaz

Source: wordwall Platform

The activity created on the interactive Wordwall platform to strengthen semantic recognition and retention of phrasal verbs at the B1–B2 level using a multiple-choice test

integrated into Genially is shown in the lesson that follows. The eight questions in this activity, "Choose the Correct Meaning - Phrasal Verbs - Quiz," combine multiple-choice and true/false formats. Students match phrasal verbs like "put off" to "postpone," "look after" to "to take care of," "run out of milk" to "have no more milk," and true/false items like "give up" to "to continue" (false) or "run out of money" to "to have no more money" (true).

Link: <https://wordwall.net/resource/98244484/choose-the-correct-meaning-phrasal-verbs>

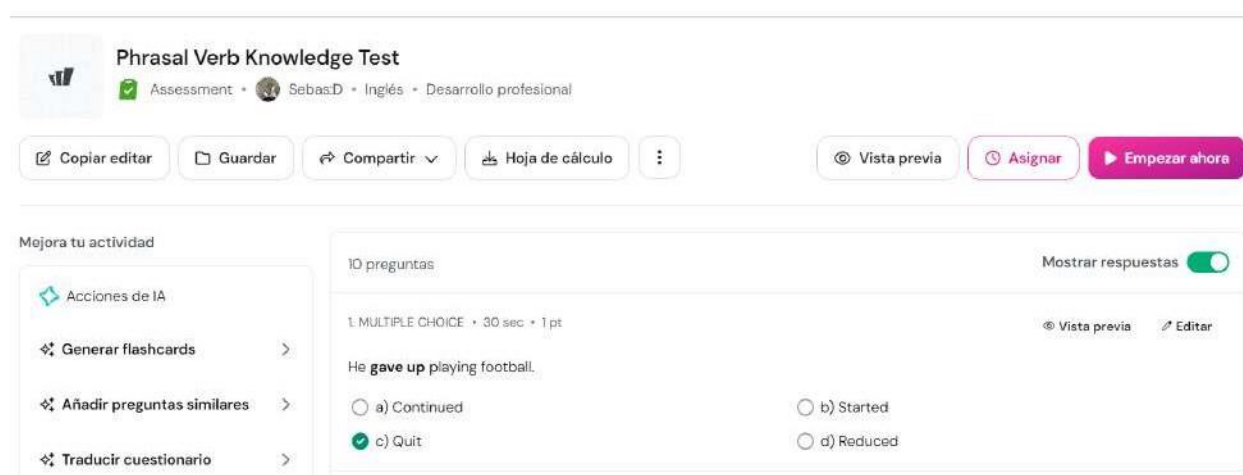


Image 33: Quiz

Made by: Esteban Díaz

Source: wayground Platform

The exercise created on the interactive Wayground platform to evaluate and reinforce phrasal verb semantic recognition through a multiple-choice test is shown in the lesson that follows. Students can choose answers by clicking or tapping them before moving forward automatically or manually thanks to the layout's primary question area with color-coded buttons for choices, progress indicators, and a placeholder image for visual support. Before creating a shareable link or embed code for Genially integration, teachers set up questions in the admin editor

by entering phrasal verbs, distractions, and time limitations. This allows for spaced repetition.

Link: <https://wayground.com/admin/quiz/68d4781ce564d951e5894777>

LESSON PLAN 10

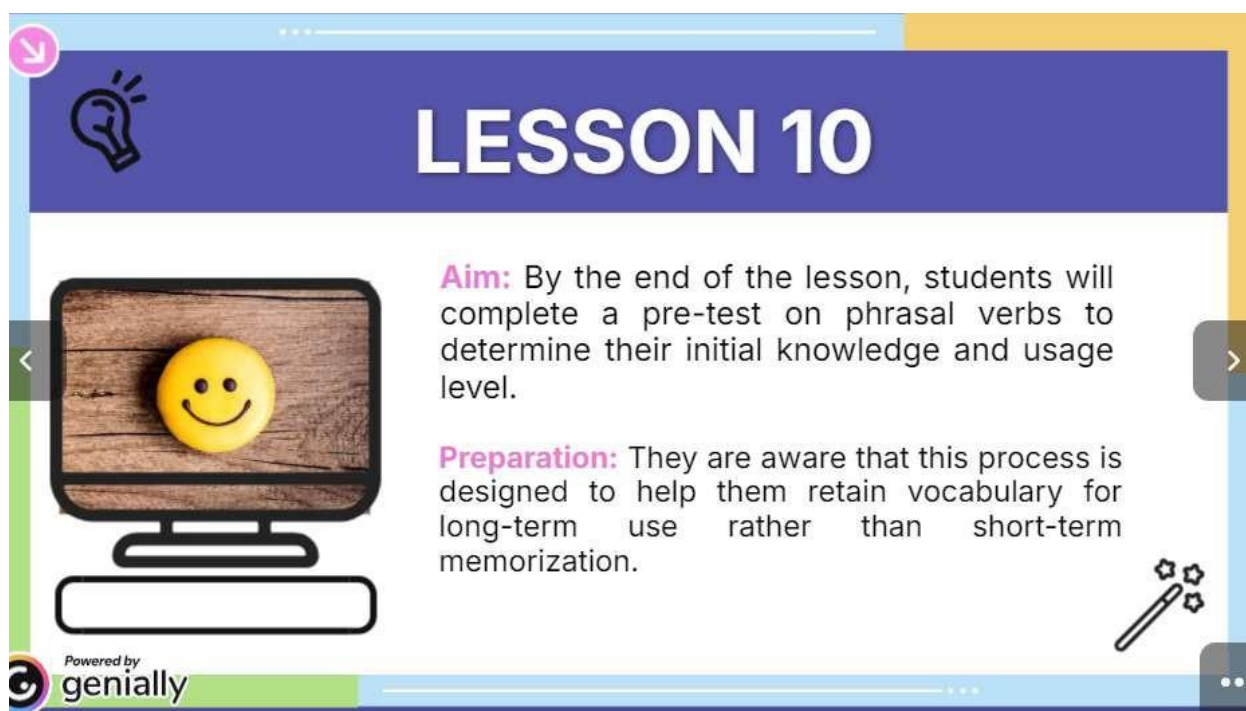


Image 34: Aim – Preparation

Made by: Esteban Díaz

Source: Genially Platform

Lastly, in Lesson 10, the AIM is focused on keeping vocabulary for extended use, preparing with a reminder of the design for lasting retention; the 45-minute activities cover sentence matching, 8-verb searches, Kahoot for choices and true/false meanings, another 8-verb search, and word ordering for sentences, applying spacing through repeated practice in reviews. In my opinion, this completes your lesson plan as a scalable and theoretically sound model, showing how Genially turns repetition into an immersive experience that improves lexical competency in ESL.



Image 35: Word order

Made by: Esteban Díaz

Source: Educaplay Platform

The practice created on the interactive Educaplay platform to strengthen syntactic production and recall of phrasal verbs through a word-ordering exercise integrated into Genially is shown in the lesson that follows. In order to construct correct sentences, such as "Our car broke down on the way to the beach so we had to call a tow truck," students must drag white tiles containing individual words or phrases into sequential boxes in this activity, Order the Words to Form Sentences with Phrasal Verbs.

Link: <https://n9.cl/glxy7>

Evaluation of the Innovative Proposal

Two parallel groups of third-year BGU students (3rd A as the experimental group and 3rd B as the control group) participated in the evaluation utilizing a quasi-experimental pre-test/post-test design. Before and after the intervention, which consists of ten digital lessons on Genially applying spaced repetition principles exclusively to the experimental group, both groups were taken the same expert-validated phrasal verb test (10 items covering recognition, meaning selection, gap-fill in context, and sentence production). A week following the last class, the post-test was assessed immediate learning gains and short-term retention of the target phrasal verbs. The pre-test determined the basis of equivalency and control for past knowledge.

Some activities were taken during the lesson in order to evaluate long-term retention and validate the superiority of spaced repetition over conventional review. The statistical analysis used independent-samples t-tests to identify inter-group differences, paired-samples t-tests to compare pre- and post-test scores within each group. Finally, a Cronbach's alpha was used to confirm the instrument's reliability.

Validation of the Proposal

In order to validate the proposal, reference was made to the Indoamérica University Thesis Manual (2020), which establishes three types of methods. One of these is used in this research project. Method 3: Validation through the practical application of the proposal. Option one, The transformation of the proposal will be shown at two levels.

Firstly, a pre-test will be conducted in the first class to measure the initial level of knowledge and to assess the effectiveness of the spacing schedule. Following the implementation of the programme, students completed a post-test at the conclusion of the ten-lesson course several

weeks later. These instruments provided evidence of both immediate learning and long-term retention, which are the core objectives of the proposal.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In the experimental group (3rd A), the use of spaced repetition through a series of interactive lesson plans created in Genially resulted in a statistically significant improvement in phrasal verb retention, rising from an average of 3.93 to 5.01 points in the post-test. This demonstrates that the method successfully reverses Ebbinghaus' forgetting curve and encourages long-term consolidation of multi-word lexical units in B1–B2 EFL students.

The findings show that spaced repetition is especially helpful for students with lower starting proficiency because it reduced the performance gap and produced a 27.5% relative advantage over the control group. This reverses the pre-test difference and highlights the corrective and leveling potential of spaced repetition in Ecuadorian educational contexts where phrasal verbs continue to be a persistent challenge.

The Genially platform's incorporation of complementary interactive tools (Wordwall, Educaplay, and Interacty) enhanced student motivation, multisensory practice, and autonomy, guaranteeing that the intervention not only improved quantitative results but was also seen by participants as more dynamic and significant.

The study's findings were given methodological robustness and internal validity because the quasi-experimental design allowed for the establishment of a clear causal relationship between the independent variable (spaced repetition) and the dependent variable (retention of phrasal verbs), satisfying normality assumptions and supporting the use of parametric tests.

Recommendations

In secondary and high school English programs, institutionally use spaced repetition as a cross-cutting strategy, giving priority to free or inexpensive platforms like Genially to guarantee accessibility in situations where some candidates may have limited connectivity.

Through in-person and online workshops provided by universities, ministries, etc., English teachers can be trained in the creation and application of a series of interactive lesson plans based on spaced repetition systems (SRS), including the integration of complementary tools like the digital platforms demonstrated during this research (Wordwall, Educaplay, Interacty).

Future research should include delayed retention tests (delayed post-tests) at various time intervals to assess the long-term and medium-term durability of the spatial effect. It should also investigate its application to other lexical item types (collocations, idioms, discourse connectors) and learning levels.

Lastly, modify the suggested lesson plan to fit different levels, subjects within the core curriculum of educational units, and integrated skills (speaking and writing). This will result in particular versions that enhance students' communication abilities.

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Annexes

**CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE
ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN
EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA**

Ambato, 20 de Agosto de 2025

1. DATOS INFORMATIVOS:

1.1. Apellidos y nombres: Díaz Ulloa Esteban José
1.2. Programa de maestría en: Pedagogía de los Idiomas Nacionales y Extranjeros con mención en Enseñanza del Inglés.

Mg. Silvana Meléndez

Rector de la institución Educativa Juan León Mera "La Salle"

Yo, **Esteban José Díaz Ulloa**, me dirijo a usted muy respetuosamente para solicitar su permiso con el objetivo de ejecutar un estudio educativo como parte de mi Proyecto de Titulación, el cual se podrá dar de manera presencial en las mismas clases que imparto en nuestra prestigiosa institución.

A continuación, detallo mi estudio educativo:

Título: SPACED REPETITION AND ITS IMPACT ON THE RETENTION OF PHRASAL VERBS IN ENGLISH LEARNING

Objetivos:

Objetivo General:

- Analizar la efectividad de la repetición espaciada en el aprendizaje y retención de verbos frasales entre estudiantes de EFL en los niveles A2 y B1.

Objetivos Específicos:

- Identificar la eficacia de la repetición espaciada y los métodos de memorización tradicional para la retención de verbos frasales en estudiantes de inglés como lengua extranjera.
- Diseñar un plan de clase que incorpore estrategias de repetición espaciada para la enseñanza de verbos frasales a estudiantes de inglés como lengua extranjera.
- Mencionar el impacto de la repetición espaciada en la mejora de la retención de verbos frasales en estudiantes de inglés como lengua extranjera.

Metodología para la recolección de datos.

- **Selección del grupo de estudio:** Se trabajará con estudiantes de tercero de bachillerato de dos paralelos, uno servirá como grupo de control y otro como grupo experimental bajo consentimiento informado.
- **Aplicación de la metodología:** Se utilizarán tarjetas digitales/físicas y actividades de práctica progresiva con intervalos de tiempo crecientes.
- **Recolección de información:** Se registrarán los resultados a través de cuestionarios diagnósticos, pruebas de progreso y encuestas de percepción estudiantil.
- **Análisis de datos:** Se emplearán técnicas descriptivas y comparativas para determinar la mejora en la retención y el uso de frases verbales.

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición para realizar este estudio educativo en la modalidad mencionada anteriormente.

Esperando su favorable acogida y autorización.

Atentamente,

Autorizado.

Firma:

Nombres y apellidos:

Rector

C.I.:

Sello de la institución:



**Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la
Unidad Educativa "La Salle"**

Estimado padre/madre o representante legal:

Yo, **Esteban Díaz Ulloa** maestrante de la carrera de **Pedagogía de los Idiomas Nacionales y Extranjeros** en la **Universidad Tecnológica Indoamérica** me dirijo a usted para solicitar su autorización para poder tomar fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si da su autorización, la Universidad tecnológica Indoamérica podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UTI

A continuación, detallo mi estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren el aprendizaje de las frases verbales (Phrasal verbs). Durante este tiempo, los estudiantes de **Tercero de bachillerato paralelo A y B** deberán colaborar con ciertas actividades como pruebas, entrevistas y tareas extras con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. Cabe recalcar que después de los resultados obtenidos en las primeras pruebas, se seleccionará a un grupo pequeño de estudiantes, quienes serán los que participen activamente en el proceso. El estudio se realizará durante las horas de inglés con el mismo contenido que se presente en la materia.

Si está de acuerdo en permitir que se tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo al evaluador.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe al profesor de lo contrario.

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la Universidad tecnológica Indoamérica en la educación de los alumnos y promoción de la UTI y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UTI si decido retirar esta autorización:

Nombre del/la estudiante:

PABLO FERNANDO HURTADO MOYA

Nombre completo padre/madre/representante legal:

MONICA DOLORES MOYA GRANDA

Cédula de ciudadanía: 180201481-9

Firma del padre/madre/representante legal:



Fecha: 15-09-2025

2,5

Instrument

Phrasal Verb Test

Name: Joel Acosta Course: 3^{ro} A BGV

Level: B1-B2

Total Score: 20 points

Time: 30-40 minutes

Sections: Phrasal Verb Knowledge Test

Part 1: Multiple Choice (Meaning Recognition)

Choose the correct meaning of the underlined phrasal verb.

(1 point each — 5 points total)

He gave up smoking last year.

- a) Started again
- ☒ b) Quit ✓
- c) Reduced
- d) Postponed

She ran into her teacher at the supermarket.

- a) Avoided
- ☒ b) Contacted
- c) Met unexpectedly
- d) Followed

The fire broke out in the middle of the night.

- a) Ended
- ☒ b) Spread quickly
- c) Was controlled
- ☒ d) Started suddenly

I need to look after my sister this weekend.

- a) Ignore
- ☒ b) Visit
- c) Take care of
- d) Follow

They turned down the offer.

- a) Accepted

- b) Postponed
c) Discussed
d) Rejected ✓

Part 2: Fill in the Blank (Contextual Use)

Complete each sentence with the correct phrasal verb in the box. Use the correct tense or form

(1 point each — 5 points total)

Phrasal verbs: *break down, get along, pick up, check in, put off*

Our car ~~put off~~ on the way to the beach, so we had to call a tow truck.

We need to ~~check in~~ at the hotel by 3 PM.

She always ~~pick up~~ new languages quickly.

They decided to ~~break down~~ the meeting until next Monday.

My coworkers and I ~~get along~~ very well.

Part 3: Sentence Transformation

Rewrite each sentence using the phrasal verb in parentheses without changing the meaning.

(1 point each — 5 points total)

She rejected the job offer. (*turn down*)

→ ~~she rejected turning down~~ the job offer. X

I found the solution by chance. (*come across*)

→ I ~~found~~ ~~came across~~ the solution by chance. X

They cancelled the concert. (*call off*)

→ ~~they cancelled~~ ~~call off~~ the concert. X

He resembles his father. (*take after*)

→ ~~he resembles~~ ~~taking after~~ his father. X

She is taking care of her little brother. (*look after*)

→ ~~she is taking care of~~ ~~her~~ ~~look after~~ little brother. X

Part 4: Error Identification

Each sentence contains one incorrect phrasal verb. Underline it and replace it with the correct one.

(1 point each — 5 points total)

I'll ~~look up~~ ^{chat up} my homework later tonight. X

They put up the fire with water. X

Can you take in the kids from school? X

She broke out the lights before leaving. X

He turned up the invitation to the party. X

Instrument of evaluation
Post-test

Phrasal Verb Test

Level: B1-B2

Total Score: 20 points

Time: 30-40 minutes

Sections: Phrasal Verb Knowledge Test

Objective:

Determine the effect of a digital lesson plan based on spaced repetition, implemented through the Genially platform, on the mastery and retention of phrasal verbs in English as a second language students, by comparing the results obtained in a pre-test and a post-test.

Part 1: Multiple Choice (Meaning Recognition)

Choose the correct meaning of the underlined phrasal verb.
(1 point each — 5 points total)

He gave up smoking last year.

- a) Started again
- ☒ b) Quit
- c) Reduced
- d) Postponed

She ran into her teacher at the supermarket.

- a) Avoided
- b) Contacted
- ☒ c) Met unexpectedly
- d) Followed

The fire broke out in the middle of the night.

- ☒ a) Ended
- b) Spread quickly
- c) Was controlled
- ☒ d) Started suddenly

I need to look after my sister this weekend.

- a) Ignore
- b) Visit
- ☒ c) Take care of
- d) Follow

They turned down the offer.

- a) Accepted
- b) Postponed
- c) Discussed
- ☒ d) Rejected

Part 2: Fill in the Blank (Contextual Use)

Complete each sentence with the correct phrasal verb in the box. Use the correct tense or form
(1 point each — 5 points total)

Phrasal verbs: *break down, get along, pick up, check in, put off*

- 2100
- a) Our car broke down on the way to the beach, so we had to call a tow truck.
 - b) We need to check in at the hotel by 3 PM.
 - c) She always picks up new languages quickly.
 - d) They decided to put off the meeting until next Monday.
 - e) My coworkers and I get along very well.

Part 3: Sentence Transformation

Rewrite each sentence using the phrasal verb in parentheses without changing the meaning.
(1 point each — 5 points total)

She rejected the job offer. (*turn down*)

→ She turned down the job offer.

I found the solution by chance. (*come across*)

→ I came across the solution by chance.

They cancelled the concert. (*call off*)

→ They called off the concert.

He resembles his father. (*take after*)

→ He takes after his father.

She is taking care of her little brother. (*look after*)

→ She is looking after her little brother.

Part 4: Error Identification

Each sentence contains one incorrect phrasal verb. Underline it and replace it with the correct one.
(1 point each — 5 points total)

- 2100
- a) I'll look out my homework later tonight. I'll look after my homework later tonight.
 - b) They put up the fire with water. They put out the fire with water.
 - c) Can you take in the kids from school? Can you take after the kids from school?
 - d) She broke out the lights before leaving. She broke down the lights before leaving.
 - e) He turned up the invitation to the party. He turned down the invitation to the party.



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INDOAMÉRICA**

COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes ☒

No ☐

✓ **What items would you add or erase?**

- Add more details to the general instructions
- Specify "general instructions" in the first part because there are other instructions in each section.
- Include the objective of the instrument.

✓ **What other suggestions would you make to improve this instrument?**

I suggest to change the verb "mention" in specific objective 3, as long as the verb is not measurable.

Evaluator's name: Gabriela Cunalata

Academic degree: Master of English Language

Email:

Signature:

Gabriela Cunalata

Validation of the Instrument by Experts

Evaluator's name: Gabriela Cevalota Ramon

Specialty: Teaching English Language

Academic degree: Master of English Language

Email:

Author:

Esteban Díaz Ulloa

Title of the research:

**SPACED REPETITION AND ITS IMPACT ON THE RETENTION OF PHRASAL
VERBS IN ENGLISH LEARNING**

General objective:

- To analyze the effectiveness of spaced repetition in the learning and retention of phrasal verbs among EFL students at A2 and B1 level.

Specific objectives:

- To identify the effectiveness of spaced repetition and traditional memorization methods in the retention of phrasal verbs among EFL students.
- To design a lesson plan incorporating spaced repetition strategies for teaching phrasal verbs to EFL students.
- To mention of the impact of spaced repetition in improving phrasal verb retention in EFL learners



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INDOAMÉRICA

INSTRUMENT TO VALIDATE PRE-TEST
FOR STUDENTS OF THE THIRD YEAR

SAMPLE IS ADAPTED FOR THE CAMBRIDGE EXAM

PRE-TEST

B1 Pre-intermediate

Phrasal verbs Comprehension

Name: _____
Grade : Third " "

Instruction

There are 4 sections

There are 20 questions

You have 45 minutes

You need a pen or a pencil

Phrasal Verb Test

Level: A2-B1

Total Score: 20 points

Time: 30-40 minutes

Sections: Phrasal Verb Knowledge Test

Part 1: Multiple Choice (Meaning Recognition)

Choose the correct meaning of the underlined phrasal verb.

(1 point each — 5 points total)

He gave up smoking last year.

- a) Started again
- b) Quit
- c) Reduced
- d) Postponed

She ran into her teacher at the supermarket.

- a) Avoided
- b) Contacted
- c) Met unexpectedly
- d) Followed

The fire broke out in the middle of the night.

- a) Ended
- b) Spread quickly
- c) Was controlled
- d) Started suddenly



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I need to **look after** my sister this weekend.

- a) Ignore
- b) Visit
- c) Take care of
- d) Follow

They **turned down** the offer.

- a) Accepted
- b) Postponed
- c) Discussed
- d) Rejected

Part 2: Fill in the Blank (Contextual Use)

Complete each sentence with the correct phrasal verb in the box. Use the correct tense or form (1 point each — 5 points total)

Phrasal verbs: *break down, get along, pick up, check in, put off*

- a) Our car _____ on the way to the beach, so we had to call a tow truck.
- b) We need to _____ at the hotel by 3 PM.
- c) She always _____ new languages quickly.
- d) They decided to _____ the meeting until next Monday.
- e) My coworkers and I _____ very well.

Part 3: Sentence Transformation

Rewrite each sentence using the phrasal verb in parentheses without changing the meaning.

(1 point each — 5 points total)

She rejected the job offer. (*turn down*)

→ _____

I found the solution by chance. (*come across*)

→ _____

They cancelled the concert. (*call off*)

→ _____

He resembles his father. (*take after*)

→ _____

She is taking care of her little brother. (*look after*)

→ _____

Part 4: Error Identification

Each sentence contains one incorrect phrasal verb. Underline it and replace it with the correct one.

(1 point each — 5 points total)

- a) I'll look out my homework later tonight.
- b) They put up the fire with water.
- c) Can you take in the kids from school?
- d) She broke out the lights before leaving.
- e) He turned up the invitation to the party.



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VALIDATION RUBRIC

Instruction: Please indicate your degree of agreement or disagreement with the statements below by encircling the number corresponding to your best judgment.

1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree

Criteria

The items in the instrument are relevant to answer the study's objectives.	1	2	3	4	5
The items in the instrument can obtain the information about the English reading comprehension level	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in their content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The terms adapted to the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting because participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5



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COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes ☒

No ☐

✓ What items would you add or erase?

It is not necessary to delete anything because the proposed items contain relevant questions according to the topic and the objectives of the study.

✓ What other suggestions would you make to improve this instrument?

In the general instruction it is advisable to specify the parts of the test.

For section or part 4, a space must be added to write the correct answer.

Evaluator's name: María de los Angeles Sanchez

Academic degree: Master of English Language

Email: jlae.maria.sanchez@lasallecambato.edu.ec

Signature: _____

Validation of the Instrument by Experts

Evaluator's name: Maria de los Angeles Sanchez

Specialty: Teaching English Language

Academic degree: Master of English Language

Email: jlae.maria.sanchez@lasalleambato.edu.ec

Author:

Esteban Díaz Ulloa

Title of the research:

SPACED REPETITION AND ITS IMPACT ON THE RETENTION OF PHRASAL
VERBS IN ENGLISH LEARNING

General objective:

- To analyze the effectiveness of spaced repetition in the learning and retention of phrasal verbs among EFL students at A2 and B1 level.

Specific objectives:

- To identify the effectiveness of spaced repetition and traditional memorization methods in the retention of phrasal verbs among EFL students.
- To design a lesson plan incorporating spaced repetition strategies for teaching phrasal verbs to EFL students.
- To mention of the impact of spaced repetition in improving phrasal verb retention in EFL learners



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