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ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE

"USING FLASH CARDS TO IMPROVE THE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS OF 7TH YEAR OF BASIC EDUCATION AT "MANUEL ESTEBAN GODOY ORTEGA" SCHOOL OF NANGORA. ACADEMIC PERIOD 2013- 2014"

Thesis required for obtaining the Bachelor's Degree in Sciences of Education, English Language Major

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THESIS ADVISOR: Lcda. Mg. Sc. Diana del Cisne Gonzàlez Sarango
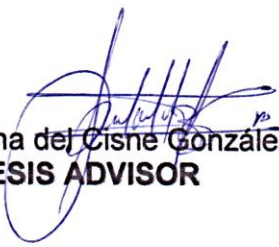
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Lcda. Mg. Sc.
Diana del Cisne González Sarango,
THESIS ADVISOR

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Loja, July 21st, 2015

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BEATRIZ CESIBEL

DEDICATION

I dedicate my thesis work to God, family, husband, daughter, and friends. To God, who with his infinite goodness and love, allowed me to achieve this goal. A special feeling of gratitude to my loving parents, Guadalupe Puglla and Reinaldo Macas, whose words of encouragement and tenacity, have motivated throughout my life. To my siblings Eugenio, Segundo, Manuel, Dora, Sandra, Bertha and Paulina that have never forgotten me I extend a special dedication.

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Finally, I dedicate my thesis work to all my friends who taught me that the best kind of knowledge to have is which is learned for its own sake.

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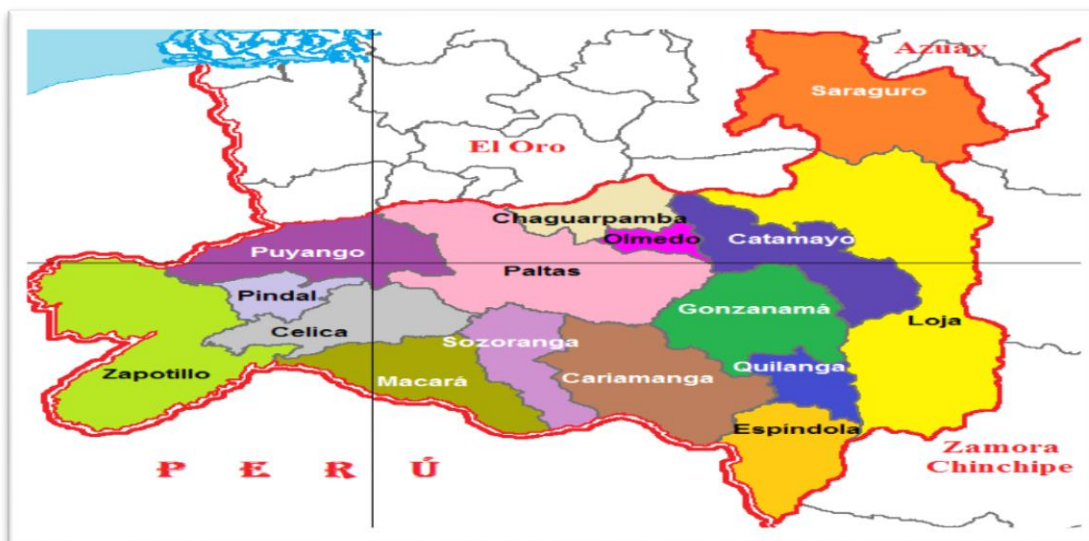
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SCHEME OF THESIS

a. TITLE

"USING FLASH CARDS TO IMPROVE THE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS OF 7TH YEAR OF BASIC EDUCATION AT "MANUEL ESTEBAN GODOY ORTEGA" SCHOOL OF NANGORA. ACADEMIC PERIOD 2013-2014"

b. RESUMEN

Este estudio descriptivo investigó el uso de tarjetas de aprendizaje en el mejoramiento del vocabulario con los estudiantes de séptimo año de la escuela Manuel Esteban Godoy Ortega. Un plan de intervención con diez sesiones se utilizó para mejorar el vocabulario. Se diseñaron pruebas y encuestas para medir el progreso de los estudiantes. Se empleó hojas de observación para conocer el adelanto de los estudiantes. Los resultados indicaron que el uso de tarjetas de aprendizaje mejoró el aprendizaje de vocabulario que se reflejó en el aumento de los puntajes en la prueba final y el progreso durante la intervención. Las respuestas recibidas de las encuestas confirmaron el entusiasmo y la actitud positiva de los estudiantes para trabajar con las tarjetas de aprendizaje. Podría concluirse que este estudio ayudó para que los estudiantes mejoren su vocabulario, el investigador practique sus habilidades de enseñanza y la comunidad tenga un candidato para maestro bien-preparado.

ABSTRACT

This descriptive study investigated the use of flash cards in the improvement of the vocabulary learning with seventh year students at Manuel Esteban Godoy Ortega public school. An intervention plan with ten sessions was applied to improve the vocabulary. Researcher's-made tests and questionnaires were designed and used to measure the six students' progress. Additional instruments like observation sheets were also used in every session to know the students' advance. The results indicated that the use of flash cards improved the vocabulary learning which was reflected in the noticeable increase of the post test scores and students' progress during the intervention. The answers received from the two questionnaires also confirmed the enthusiasm and the positive attitude toward working with flash cards. It might be concluded that this study helped the students to improve their vocabulary, the researcher to practice her teachings skills and the community to have a well-prepared candidate teacher.

c.   INTRODUCTION

This descriptive study was centered on the use of flash cards to improve the vocabulary learning with children from eleven to twelve years old in a public school. This group has not been exposed to regular English classes. They do not have an English teacher and this made that the group was not familiarized with the classroom language. As a consequence, this study considered the use of flash cards as a strategy through the question: Are flash cards effective to improve the vocabulary learning in the English Language with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school of Nangora, Academic Year 2013-2014?

Due to the shortage of studies done in this field, this study was significant for the university, the students and the researcher. This study helped the students to improve their vocabulary and at the same time the researcher had the opportunity to practice her teaching skills to be well-prepared as a candidate teacher.

The current study worked with a sample of six students (sixth grade, elementary school) in a rural school. The action research work had an intervention plan. It involved pre and post tests, pre and post questionnaires and other additional instruments like observation guides and a field diary. Also the intervention was planned based on the students' cognitive process to build up their knowledge. The lessons were reinforced with activities that enable students to recognize and master new words; it also had activities that made the students remember and understand the vocabulary in context.

The present work includes the following parts: First, it contains the summary describing briefly, clearly and effectively the relevance of the research, the main conclusions and outcomes accomplished through this thesis work. Second, it has the introduction part including briefly all the parts of the thesis work and the

description of the main problem that motivated the researcher to do this work. Then, it presents the literature review, materials and methods, results, discussion, and finally conclusions and recommendations; the literature section describes the variables: vocabulary and flash cards. Most of the vocabulary and flash cards literature had contributions of important authors like Cross (1991), Nation (1990), Presley (2009), Ur (1998), Hatch& Brown (1995) and contributions of works of similar researches.

The methods and materials section details the design of the investigation, action research, the methods that helped this study are: the scientific method, descriptive method, analytic-synthetic method and statistic method. Then, the results section is showed in charts and graphics; the information of the tables and figures is described through a logical analysis. The discussion section, presents the triangulation of the findings with the literature that supports this study and the researcher's inform. Finally the conclusions section shows the answers that were drawn to the objectives of this study.

The objectives of this study were: to apply flash cards to improve the vocabulary, investigate theoretical references about vocabulary and flash cards, diagnose the issues that limit the vocabulary learning, make and apply an intervention plan and reflect upon the effect that flash cards had on the vocabulary learning. To accomplish these goals the researcher investigated the theoretical references about vocabulary and flash cards. Then, she planned an intervention with ten lessons. The lessons were designed with the help of the literature. After that, she applied the intervention plan and finally she meditated to realize if the strategy helped or not.

In this descriptive study there were some strengths and weakness during the development of it. Among the strengths were: the size of the group (six students) that facilitated the researcher to check individual student's progress. Another strength was the help of the classroom teacher that assisted with classroom discipline. The other strength was the collaboration of the students

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because they were always ready to participate and do the tasks. The limitation was that some students missed classes, this weakness made the study harder because the researcher had to repeat again the class.

The general conclusions that can be drawn from this study are good. It can be said that using flash cards to improve seventh year student's vocabulary at "Manuel Esteban Godoy" school had a significant impact improving their proficiency. Also the problems that they had in identifying the vocabulary and using it in context were overcame using this important strategy that had good results when it was applied. Also it can be said that the use of flash cards as part of the classroom activities enhanced the students' vocabulary meaningfully. It was demonstrated in the students' collaboration to participate in each lesson and the progress they reached.

d. REVIEW OF LITERATURE

FLASH CARDS

A flash card is part of a set of cards which are written items to be studied. They are "flashed" (shown quickly) one by one to a learner to elicit a quick response. Vocabulary flash cards are great tools for studying. They can be fun, colorful, and creative ways to aid in memory and retention of vocabulary words. By the flash card, the students can remember the letter, it also help the teacher to increase students interest and motivation to learn vocabulary. Furthermore, it will make students feel joyful and fun during the teaching learning process. The key for using flash cards is to look at the word or definition on one side, and test yourself to see if you can remember the answer written on the other side Marpaung (2002).

A flash card is a simple picture on a piece of card or paper, which are probably the most widely used visual aids in language teaching. It means that flash cards are one kind of media which can help the teacher to teach English easily. Flash cards in teaching vocabulary are very simple visual aids and the teacher can make the students more active during the teaching learning process. Flash cards are some kinds of media that can be used by the teacher in the classroom. They can increase their span of attention and concentration to study new words in English Cross (1991).

Flash cards can be used for consolidating vocabulary, practicing structure and words order or a variety of games. The use of flash cards is related to the characteristics of elementary school students as children who commonly feel interested in something with attractive shapes and colors Haycraft (1978).

Types of flash cards

Haycraft (1978) states two types of flash cards. They are word flash cards and picture flash cards. Word flash cards are cards on which words have been printed. When practicing word order, the teacher can use a number of cards representing all the words in a sentence. The cards can be fixed to the board, or given to a student, and arranged correctly either by the class a whole or individual students. The word flash cards also can be used to practice structure. Then, picture flash cards are useful for presenting, practicing and revising vocabulary or as prompts for other activities for example, to illustrate the characters in a dialogue, to help students improvise. Picture flashcards can be used as prompts for simple substitution drills. Picture flash cards are also useful for identifying verbs on action.

Reasons to use flash cards

According to Gelfreng (2012), Terri (1998) and SinchiSibri (2011) the following reasons are important to use flash cards.

❖ Flash cards engage "active recall"

When you look at the front side of a flash card and think of the answer, you are engaging a mental faculty known as active recall. In other words, you are attempting to remember the concept from scratch rather than simply staring at the passage in your textbook or recognizing it on a multiple choice quiz. Active recall has been proven to create stronger neuron connections for that memory trace. And because flash cards can so easily facilitate repetition, they are the best way to create multiple memory-enhancing recall events.

❖ Flash cards utilize your metacognitive faculties

When you reveal the answer side of a flash card to assess your correctness, you are essentially asking yourself "How did my answer compare to this correct answer?" and "How well did I know (or not know) it?" This act of

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self-reflection is known as metacognition. Research shows that applying metacognition tends to ingrain memories deeper into your knowledge.

❖ Flash cards allow for confidence-based repetition

Because flash cards exist loosely, rather than tied to a book or document, you are able to separate them into piles based on whether (or how often) you need to study them again. This practice of confidence is proven by decades of research to be the most scientifically optimized way to improve memory performance. Of course, where possible, you should always try to learn new concepts using project-based learning, or by asking your own questions. But when it comes to studying or reviewing concepts in the most effective way possible, nothing comes close to flash cards.

❖ They are personalizable.

Every kid has strategies that work better for them than others. Your child may respond to rhythms, or acronyms, or rhyming clues, or clues that use visual cues. Tailor his or her flash cards to the strategies that will do the most to increase recall on tests or in the classroom.

❖ They are portable.

No need to be tied to computers or books to use these study tools. Toss a set in your purse, pocket or glove compartment, and use them for quick drills while killing time in restaurants, movie theaters, drive-through lines and doctors' waiting rooms.

❖ They reinforce writing skills, too.

That is, if you make your child craft his or her own flash cards. Writing on those small cards will give good penmanship practice, and writing words also helps kids memorize them.

❖ They make their own routine.

Set some time aside every night as flash-card time. Maybe seven minutes at the dinner table when eating's over, or whenever your child is most likely to be stationary and alert. Mark down how many cards were done in that time each session, and challenge your child to do a little bit more the next time.

❖ They are fun.

Disguise work time as play time by making up flash card games. If you have two kids, have flash card competitions -- either using the same set of cards, or with each child using their own. It can be a simple point-and-answer contest, or you can blow it up into a Jeopardy-style game-show guess-off.

❖ They make you a good teacher.

It's hard sometimes to know how to help our children with homework -- or to help without helping too much. Flash cards are perfect for parent involvement. You have a clear role, in holding the cards and confirming the answers, and can run with it by being animated in your clue delivery, enthusiastic in celebrating answers, and conscientious in scheduling card-time.

❖ They help you learn with your child.

If your child has advanced to that level of learning at which you no longer quite understand what the heck he or she is doing, ask a teacher, aide, or inclusion teacher to provide the flash cards, or at least a fact sheet you can use to make them. In writing and quizzing, you too shall learn -- in a way you'd never do if you just parked your kid in front of a computer.

❖ They work.

Whether your child's a memory whiz or requires constant, constant, *constant* repetition and reinforcement, flash cards will increase

comfort and familiarity with the material and make it much more likely that your child will recognize it when it appears in homework, class work and tests.

Advantages of using flash cards

According to Haycraft (1978) and Cross (1991) there are some advantages of using flash cards in language teaching. They are namely:

❖ Flash cards can be used for consolidating vocabulary

❖ Flash cards are motivating and eye-catching

❖ Flash cards are effective that can be used for any level students

❖ Flash cards can be taken almost everywhere and studied when there are free moments.

❖ Flash cards can be arranged to create logical grouping of the target words

❖ Flash cards are cost effective/inexpensive

❖ Flash cards provide visual link between L1 and the target language

❖ Flash cards also can be used for practicing structure and word order or for a variety of games.

Total physical response activities with flash cards.

Total Physical Response (TPR) is a method that was developed by James Asher in the late 1960s, with the goal of helping students to acquire a second language. The main assumption is that a second language can be learned in the same way as the first – through the same natural processes. So, Total Physical Response tries to mimic these processes by requiring students to respond to commands, which in turn require physical movements. Naturally, this method was embraced by ESL teachers back then, but it is still quite popular today, particularly when teaching children or beginners. Bilbrough (2007)

According to Pesce (2010) Total Physical Response activities are tremendous fun for students, even for grown-ups once they become less self-conscious. But it is precisely because children are less self-conscious about moving their bodies around the classroom, that these activities are excellent ways to get young learners up and about. Although they require more out of teachers, physically-speaking, they require less preparation. Finally, activities with TPR are great for kinesthetic learners who need more action or hands on activities. Examples of Total Physical Response activities

Point or race to the flash cards

- ❖ Stick flash cards around the class.
- ❖ Say one of them and students point or race to it.
- ❖ Students can then give the instructions to classmates.
- ❖ You can extend this by saying "hop to the cat" or even "if you have blonde hair, swim to the fish" etc.
- ❖ You can also incorporate flash cards into a game of Simon Says. "Simon says, jump to the T-shirt" etc.

Ladders

- ❖ Students sit in 2 lines facing each other with legs out and feet touching.
- ❖ Each facing pair is shown a flash card that they must remember. When you call out their card they stand up and run over the legs of the others, the ladder, around the back and back to their places.
- ❖ The first one back wins a point for their line. If the students are very lively you can do it standing up to avoid trampled legs!

Games and activities to use flash cards

Read (2002) recommended the following games and activities with flash cards that a teacher can use to introduce and practice vocabulary, as well as consolidate, recycle and extend children's language.

❖ **Flash!**

Show each flash card to the children in turn very quickly by holding it at the sides between your thumb, index and second finger and "flashing" it or turning it round very quickly. Children look and guess what it is. Re-cast and introduce the word in English as appropriate.

❖ **Slowly, slowly!**

Choose the flash cards you are going to use and have ready a plain piece of card the same size. Hold up each flash card in turn covered completely by the card at first. Pull down the card to slowly reveal the picture and encourage children to guess what it is. Children call out the name once they can see enough to recognize the picture.

❖ **Point to...!**

Stick a set of flash cards on the walls round the classroom. Hold up each one and get the children to say the names as you do this. Give instructions e.g. Point to the spider! Point to the butterfly! Children listen, look round the classroom and point to the correct flash card as fast as they can.

❖ **Mime the flash card**

Hold up flash cards in turn and say the names. Children do a mime in response e.g. they can pretend to eat a particular food (if you are using food flash cards), imitate a particular animal (animal flash cards) or put on clothes (clothes flash cards). Then do mimes of different flash cards yourself or invite individual or pairs of children to take turns to do this. Children watch and call out the names.

❖ **What's missing?**

Stick a set of flash cards on the blackboard. Hold up each one and get the children to say the names as you do this. Then say 'Close your eyes' and demonstrate meaning. When children have their eyes closed, quickly remove one of the flash cards from the blackboard. Children open their eyes and call out the name of the missing flash card.

❖ **Magic eyes**

Stick a set of no more than six flash cards in a row on the blackboard. Say the names and get the children to repeat them two or three times. Then remove the flash cards one by one. Point to where they were and children repeat the names as if they were still there.

❖ **Flash card instructions**

Stick a set of flash cards on the walls around the classroom. Divide the class into groups. Give each group instructions in turn e.g. Group 1. Walk to the elephant. Group two. Jump to the lion and children respond.

❖ **Repeat if it's true**

Stick a set of flash cards on the blackboard. Point to one of the flash cards and say the name. If you have said the correct name, children repeat it. If not, they stay silent. This activity can be made more challenging if you say sentences e.g. It's a red tomato.

❖ **Lip reading**

Stick a set of flash cards on the blackboard. Choose one flash card and mouth the word silently to the class. Children lip read what you are saying and respond by saying the word out loud.

❖ **Guess the flash card!**

Stick a set of flash cards on the blackboard. Secretly choose one and encourage children to guess which it is by asking you questions e.g. Is it red? No, it isn't. / Is it blue? Yes, it is. Invite individual children to the front of the class in turn and get them to secretly choose a flash card while the others guess in the same way.

❖ **What is it?**

Stick 6-8 flash cards from different units on the blackboard. Elicit or remind children of the names. Choose one and give clues e.g. it's a small animal. It's got eight legs. It runs. I'm scared of it. What is it? Children listen and identify the correct flash card: (It's the) spider.

❖ **Kim's game**

Stick 8-10 flash cards from different lexical sets on the blackboard. Elicit or remind children of the names. Give the children one minute to look in silence, try and memorize the flash cards before removing them from the board. Children work in pairs and write a list of the flash cards they can remember. Check the answers by eliciting answers from the whole class and writing a list on the blackboard.

❖ **Flash card groups**

Divide the class into groups of three or four. Give each group a flash card and explain that this is the name of their group. Give instructions e.g. Apples, touch your nose! Carrots put your hands on your head! Children listen and follow the instructions for their group.

❖ **Flash card charade**

Divide the class into groups of three or four. Give each group a flash card, making sure that other groups don't see. Explain that children must think of a way to mime their flash card. Give them a minute or two to prepare this. Each group then takes turns to do their mimes to the rest of the class and guess each other's flash cards.

❖ **Stand up!**

Divide the class in two teams. Stick 4-6 flash cards on the left of the blackboard for one team and 4-6 flash cards on the right of the blackboard for the other team. Say the words in random order. Children listen and stand up as fast as they can if the word belongs to their team.

VOCABULARY

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to Presley (2009). To teach vocabulary is to teach the words in the language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language for the learners Ur (1998). Moreover Hatch & Brown (1995) state that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use.

Vocabulary is the foundation to build languages, which plays a fundamental role in communication. Students of Elementary School study Basic English. They study about simple words or things in their surroundings, it is aimed that students are able to understand simple English used in daily context. However, it is difficult to master the other competences without understanding

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the vocabulary, because vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking Hatch & Brown (1995).

Importance of vocabulary

Coady (1997) mentions that the importance of L2 Vocabulary is recently. Many studies on the acquisition of second/foreign language vocabulary state that foreign language learners prove to have different degrees of knowledge of second language lexicon. These differences affect their lexical competence which constitutes a central part of the communicative competence. Psycholinguists applied linguists emphasizing the role of L2 vocabulary in every stage of language learning and teaching. Unfortunately, this important aspect is neglected and received little attention from foreign and second language syllabus designers and teachers, especially after introducing communicative language teaching (CLT) approach during 1970's.However, in 1980's, Paul Meara studies in the area of vocabulary and the mental lexicon have changed the status of vocabulary from "a neglected aspect" of language learning and teaching to an area of growing research and interest. Thus, many studies have come to agree that the heart of communicative competence is the lexical knowledge of the language. As Coady (1997), cited in Nation (2001), states, "vocabulary learning is central to language acquisition, whether the language is first, second, or foreign" .This interest results in a number of researches that explore issues of foreign and second language vocabulary. Most of these studies are related to vocabulary learning and teaching strategies.

Two kinds of vocabulary learning

Nation (1990) states that there are two important kinds of vocabulary learning. They are receptive learning and productive learning. Receptive learning is the ability to recognize a word and recall its meaning when it is met. Then, productive learning involves what is needed for receptive learning plus the ability to speak or write at the appropriate time. However according Fariska

(2010) the kinds of vocabulary are passives and actives vocabulary. Passives vocabulary contains all the words that we understand when we read or listen, but which we do not use or can not remember in our own writing or speaking. Active vocabulary contains all the words we understand and use. The same as the word, active vocabulary is vocabulary we can call up and use in writing or conversation without having to think very much about it. Passive vocabulary is vocabulary we can recognize when we hear it but can not remember when we actually have to produce it. These words are easily forgotten since the connection between them and our memory is weak.

Strategies for teaching vocabulary

There are a lot of strategies that can be used to teach vocabulary however according Brewster (2002) the following are the most important:

Word Maps

The word map is an excellent method for scaffolding a child's vocabulary learning. Like the other explicit instructional methods, the adult (either alone or with the children should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words the child (with the support of the adult) creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge the child fills in each of these three categories. Word maps help readers develop complete understandings of words. This strategy is best used with children in grades 3-12.

Root Analysis

While root analysis is taught explicitly, the ultimate goal is for readers to use this strategy independently. Many of the words in the English language are derived from Latin or Greek roots. They either contain a "core" root (the primary component of the word) or use prefixes or suffixes that hold meaning. Adults should focus on teaching children the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common word should be shared and examined. The reader should see how the root helps her understand the word's definition. Children should then be given practice analyzing words to determine their roots and definitions. When a reader is able to break down unfamiliar words into their prefixes, suffixes and roots they can begin to determine their meanings.

Repeated Exposure to Words

It may seem common sense that the more times we are exposed to a word, the stronger our understanding becomes. However, repeated exposure to new vocabulary words is often ignored. Adults often forget a person (especially a child) needs to hear and use a word several times before it truly becomes a part of her vocabulary. Providing multiple opportunities to use a new word in its written and spoken form helps children solidify their understanding of it.

Keyword Method

Like pre-teaching, the keyword method occurs before a child reads a particular text. In this method, unfamiliar words are introduced prior to reading. However, rather than encouraging the child to remember a definition for a new word, the adult teaches him a "word clue" to help him understand it. This "word clue" or keyword might be a part of the definition, an illustrative example or an

image that the reader connects to the word to make it easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word's meaning that the reader can access efficiently during a reading experience.

Aspects that a learner should master in vocabulary

Ur (1998) suggested the following aspects that a learner should master.

❖ Form (pronunciation and spelling)

❖ Grammar

❖ Collocation

❖ Aspect of meaning (a. Denotation, connotation, appropriateness and b. Meaning relationship)

❖ Word formation. From all of the aspects, the appropriate aspects for teaching to young learners in Elementary School are form (its spelling and pronunciation) and the meaning (its denotation meaning).

Procedure to teach vocabulary

The procedure of teaching vocabulary can be divided into three stages: Presentation, practice and production.

In the fist stage (presentation), the teacher can use various techniques. However, the teachers have to be careful in selecting the techniques that they used in teaching activity. In the second stage (practice), the teacher gives exercises to the students in order to practice the subject items being learnt, making completion, matching, words classification, etc. those are several types of exercise that can be used by the teacher in this stage. In the last stage

(production) the students are expected to apply the new vocabulary through speaking or writing activities Cross (1991).

There are some authors like Lambert (1996), Baker (1985), and Lowry (2009) that provide a wider explanation of each stage.

Presentation

This is the first (and perhaps most crucial) stage to the language learning process, as it usually has a profound influence on the stages that follow and governs whether those stages are effective or not.

Presentation involves the building of a situation requiring natural and logical use of the new language. When the "situation" is recognized and understood by the students, they will then start instinctively building a conceptual understanding of the meaning behind the new language, and why it will be   relevant and useful to them. When the situation surrounding the new language and the conceptual meaning of it has been achieved, the new language should be introduced by means of a linguistic "model". It is this model that the students will go on to practice and hopefully achieve naturally without help during a productive activity.

For obvious reasons, it is naturally easier to "present" new language to ESL students (who are learning English as a Second Language in an English speaking environment) than it is to EFL (English as a Foreign Language) students, who hear little or no English outside of the classroom.

EFL teachers in particular need to work hard to build "realistic" feeling situations requiring the new language. If the "situation" appears totally unreal or even farcical to the students, so too will the language they are learning.

An important aspect of introducing the situation requiring and concept underlying new language is to build them up using whatever English the students have already learned or have some access to. At lower levels, pictures and body language are typical ways of presenting new language. As students' progress, dialogues and text can also be used.

There are a variety of ways in which new language items may be presented but most Presentations should have at least some of the following features: meaningful, memorable and realistic examples; logical connection; context; clear models; sufficient meaningful repetition; "staging" and "fixing"; briefness and recycling. Lambert (1996)

Practice:

The Practice stage is the best known to teachers irrespective of their training or teaching objectives. However, it is a stage that is often "over-done" or used ineffectively, either because Presentation was poor (or lacking altogether) or it is not seen and used as a natural step toward Production. It is the important middle stage to communicative language teaching, but exactly that - the "middle" stage.

Practice activities need to be clear and understandable - they should also be directed toward promoting a considerable degree of confidence in the students. In general, a carefully laid out practice activity that looks "attractive" to the eye will generate the students' motivation. They need to be challenged, but they should also feel that the activity is "within their reach".

Making a smooth transition from Presentation to Practice usually involves moving the students from the Individual Drill stage into Pair Work (chain pair-work, closed pair-work and open pair-work). Communicative practice then leads the way toward Production. Baker (1985)

Production:

The Production Stage is the most important stage of communicative language teaching. Successful Production is a clear indication that the language learners have made the transition from "students" of the key language to "users" of the language.

Generally Production involves creating a situation requiring the language that was introduced in the Presentation Stage. That situation should result in the students "producing" more personalized language. Production is highly dependent on the Practice Stage, because if students do not have confidence in the language then they will naturally be hesitant to independently "use" it.

One of the most important things to remember is that Production activities should not "tell" students what to say. Whereas in Practice the students had most or all of the information required, during Production they don't have the information and must think. Ideally it is challenging in that it is representative of "real life" situations.

Creating and engaging in "Productive" classroom activities can require a certain level of cognitive ability. Production activities for Young Learners in particular need to be carefully thought out and prepared. Some good examples of effective Production activities include situational role-plays, debates, discussions, problem-solving, narratives, descriptions, quizzes and games.

"Presentation" involves presenting the target language (the language to be taught to the students) to the students generally through eliciting and cueing of the students to see if they know it and then providing the language if no one does.

The target language is usually put on the board either in structure (grammar-type) charts or in dialogs. Presentation features more "teacher talk" than the other stages of the lesson, generally as much as 65-90% of the time. This portion of the total lesson can take as much as 20-40% of the lesson time.

Next comes "Practice" where the students practice the target language in one to three activities that progress from very structured (students are given activities that provide little possibility for error) to less-structured (as they master the material).

These activities should include as much "student talk" as possible and not focus on written activities, though written activities can provide a structure for the verbal practices. Practice should have the "student talk time" range from 60-80 percent of the time with teacher talk time being the balance of that time. This portion of the total lesson can take from 30-50% of the lesson time.

"Production" is the stage of the lesson where the students take the target language and use it in conversations that they structure (ideally) and use it to talk about themselves or their daily lives or situations. Practice should involve student talk at as much as 90% of the time and this component of the lesson can/should take as much as 20-30% of the lesson time.

As you can see the general structure of a PPP lesson is flexible but an important feature is the movement from controlled and structured speech to

less-controlled and more freely used and created speech. Another important feature of PPP (and other methods too) is the rapid reduction of teacher talk time and the increase in student talk time as you move through the lesson Lowry (2009).

Basic steps to teach vocabulary

Taylor (1990) suggested a list of steps for teaching vocabulary in a manner which tries to involve students and activate / exploit their prior knowledge.

Context

The first stage which presents a situation in which you will need to use the target vocabulary; built by the students and teacher via a simple story and or pictures

Establish meaning

Using pictures or miming or showing the 'real' thing, or putting the words on a scale, or telling a simple story.

Elicit

To get the learners to (try to) say the new word first rather than the teacher; ask what is this? at the same time as showing the picture of the word; if students don not know then tell.

Model

Say the word clearly to clarify pronunciation and so the students can copy/repeat.

Drill

Repetition practice of the new word; better to do choral (whole class) first and then individuals later.

Check

Ensure all students know the meaning (not just the student you elicited it from); ask questions that check the meaning but not including 'Do you understand?' do some actions or show pictures again and ask is this a ...?

Write-up

The teacher writes up the words on the board or shows a flashcard or has them on a handout or children look in their books to see the word; to clarify spelling and any necessary or appropriate features of word grammar, and pronunciation as appropriate.

Marzano's six step process to teach vocabulary

According to Marzano (1998) the following six steps should be followed to teach vocabulary:

❖ Provide a description, explanation, or example of the new term. (Include a non-linguistic representation of the term for ESL kids.)

❖ Ask students to restate the description, explanation, or example in their own words. (Allow students whose primary existing knowledge base is still in their native language to write in it.)

❖ Ask students to construct a picture, symbol, or graphic representing the word.

❖ Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.

❖ Periodically ask students to discuss the terms with one another. (Allow in native language when appropriate)

❖ Involve students periodically in games that allow them to play with terms.

e. MATERIALS AND METHODS

In this section by methods and materials it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques and instruments, materials and procedure.

DESIGN

The spiral model of action research proposed by Kemmis and McTaggart (2000) was followed in this study. Action research is a general name for research done by undergraduate and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the researcher of this thesis to follow the first cycle of the Kemmis and McTaggart's spiral. This process facilitated her reflections of her teaching and improved her students' situation.

CONTEXT

"Manuel Esteban Godoy Ortega" public school was selected as the place for the present research work, and it is the school where the researcher is currently teaching and observing as a part of her teaching practicum; therefore, she has insight into the spectrum of English teaching within the school. "Manuel Esteban Godoy Ortega" school is located in Nangora neighborhood and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this rural public school live in a social environment that characterizes developing communities in Latin American countries such as Ecuador.

Having English as a subject within the curriculum in Ecuadorian public elementary schools is not compulsory as it is for middle and high schools. In the case of "Manuel Esteban Godoy Ortega" school, the management of English as a subject within the curriculum of the school is not compulsory. It does not have an English teacher as part of its teaching staff and the only English instruction children receive comes from the teacher trainees who are required to complete a certain number of classes as part of their undergraduate studies.

PARTICIPANTS

This research was developed with the seventh year students of Basic Education. They are six students of eleven and twelve years old. They are two women and four men.

They attend to five hours of English classes per week. The resources that they use to learn English are activities and games with flashcards. This are exceptional resources to learn English especially vocabulary.

Permission to conduct the study was obtained from the principal and from the teacher through oral authorization. Confidentiality was maintained through password-protected data banks, with only the researcher having access to the data.

METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS

This general denomination includes description of research design, methods and techniques used along the research stages as well as the data collection instruments and resources. The procedure followed in conducting the study is also described in this section.

METHODS

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed to describe the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research:

The *Scientific method* assisted the study of the flashcards applied in the development of vocabulary learning. It helped in the observations done before and during the intervention, and it also assisted during the anticipation of the possible solution. This particular method helped support data collection in order to make relevant predictions and further analysis.

The *Descriptive method* enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation.

The *analytic-synthetic method* was used to analyze the obtained results through two questionnaires and two tests. It was adopted also to interpret the data, develop the logical analysis and draw conclusions.

The *statistic method* made possible the quantitative statistical analysis of data derived from the two tests and two questionnaires as well as the qualitative text analysis of the data received from the observation guide and teacher's diary.

TECHNIQUES

Specific techniques were adopted along each stage of the research process, from the formation of the theoretical framework to the discussion of

results. In forming the Theoretical Framework and Literature Review, extensive reading was conducted and the use of outlines and index cards helped facilitate learning and focus the information. Technology offered valuable help in the process of creating bibliographical sources and citations. APA style was assumed as the formal system for format organization and citation.

DATA COLLECTION INSTRUMENTS

The instruments that were used to collect data were: two questionnaires (annex one page 120), these questionnaires have six questions. These contain yes/no and multiple choice questions. Also, two tests (annex one page 121) were designed by the researcher. These tests contain five questions. The questions are grouped according to Bloom´s taxonomy, field diaries & notes, systematic observations. Each question was above five points. In the first and second question the students have to remember the vocabulary. In the third, fourth and fifth question they have to understand the vocabulary.

MATERIALS

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were the target population, the thesis advisor and the researcher. In this research the target population was the seventh year students of "Manuel Esteban Godoy Ortega" school. The cooperating teacher helped provide general information about these target students and the thesis advisor supervised the development of the stages of the study. The researcher worked enthusiastically in order to learn from the various human resources and also played an active role in this research work.

A personal computer, internet, removable memory stick, and multimedia were some of the technological resources used. Office supplies such as handouts, flash cards, textbooks and bibliography were important material components as well.

PROCEDURE

After performing the community practices at Manuel Esteban Godoy Ortega School with the seventh year students that the researcher did, she realized about the problem they were facing. Based on this the researcher started to write the problem statement and create a possible solution, in order to support the questions raised during the community practices a theoretical framework was developed.

An intervention plan (annex one page 124), organized in ten lessons, was designed with the help of the literature framework. Then, the intervention plan was applied. During this stage quantitative and qualitative data was collected using the instruments mentioned above. The questions of the test were grouped according to the Blooms cognitive approach to assessments. It means that it was considered what students need to perform in order to answer the questions correctly.

After collecting the data it was tabulated and translated into charts. Means for each test section were calculated to have a better overall view of performance of the group/class in each test.

The Pearson Correlation coefficient $r = \frac{n(\sum xy)-(\sum x)\,(\sum y)}{\sqrt{[n(\sum x^2)-(\sum x)^2][n(\sum y^2)-(\sum y)^2]}}$ was used to find out the relationship between the learning outcomes before and after the intervention plan. It is one of the best means for evaluating the strength of a relationship between pre and posttests (x and y). Both variables were

expressed in terms of quantitative scores and the statistical analysis was used to determine whether there was a significant change in achievement from the base line data to the post-test results.

The discussion of the outcomes was completed with the triangulation of the findings and the literature that supports this study. The conclusions were drawn considering the initial inquiries. Finally, the thesis was written and disseminated.

f. RESULTS

In this section the data received from questionnaires and tests are presented in charts and graphics. A logical analysis is done after each chart or graphic.

Chart 1

The Pre-test data

Student's code	R	U				Total
						25/25
	Q.1 / 5	Q.2 / 5	Q.3 / 5	Q.4 / 5	Q.5 / 5	
MEGOS01	5	1	2.5	1.25	2.5	12.25
MEGOS02	4	0	4	1.25	1.25	10.5
MEGOS03	4	3	3	2.5	2.5	15
MEGOS04	4	3	3	2.5	1.25	13.75
MEGOS05	5	3	3	2	0	13
MEGOS06	4	5	2.5	2.5	1.25	15.25
MEAN	4.3	2.5	3	2	1.4	13.3

Note. Q= question; R= remembering; U= understanding; questions are grouped according to the cognitive process, the ability to apply knowledge (Bloom's cognitive behavior theory); MEGOS= Manuel Esteban Godoy Ortega No. 1(school name)

According to the data in chart 1 all of the students obtained a score below the average expected (20 =80%). Most of them identified the vocabulary (Q1, 4.3/5). However it shows also that students had low scores in questions 4 and 5 where they had to identify the vocabulary and use it in context. It seems that students can recall the vocabulary but they could not explain it or use it in context.

Chart 2

The Post-test data

Student's code	R	U				Total
	Q.1 / 5	Q.2 / 5	Q.3 / 5	Q.4 / 5	Q.5 / 5	25/25
MEGOS01	5	5	5	5	5	25
MEGOS02	5	5	5	5	3.75	23.75
MEGOS03	5	5	5	5	5	25
MEGOS04	5	5	5	5	5	25
MEGOS05	5	3	5	5	3.75	21.75
MEGOS06	5	5	5	5	5	25
MEAN	5	4.5	5	5	4.5	24.25

According to the information on chart 2 most of the students could develop the questions in a correct way obtaining the average expected (20 =80%) overcoming the problems that they had in identifying (Q4) and using the vocabulary in context (Q5). It is explained with the means for example in question four all the students obtained 5/5 where they had to identify the vocabulary. Also in question five they got 4.5/5 in which they had to identify the vocabulary and use it in context.

Chart 3

Correlation between pre and post tests

Student's code	PRE-TEST X	POST-TEST y	XY	X²	Y²
MEGOS01	12.25	25	306.25	150.06	625
MEGOS02	10.5	23.75	249.38	110.25	564.06
MEGOS03	15	25	375	225	625
MEGOS04	13.75	25	343.75	189.06	625
MEGOS05	13	21.75	282.75	169	473.06
MEGOS06	15.25	25	381.25	232.56	625
TOTAL	79.75	145.50	1938.38	1075.94	3537.13

$$r = \frac{6(1938.38) - (79.75)(145.50)}{\sqrt{[6(1075.94) - 6360.06][6(3537.13) - 21170.25]}}$$
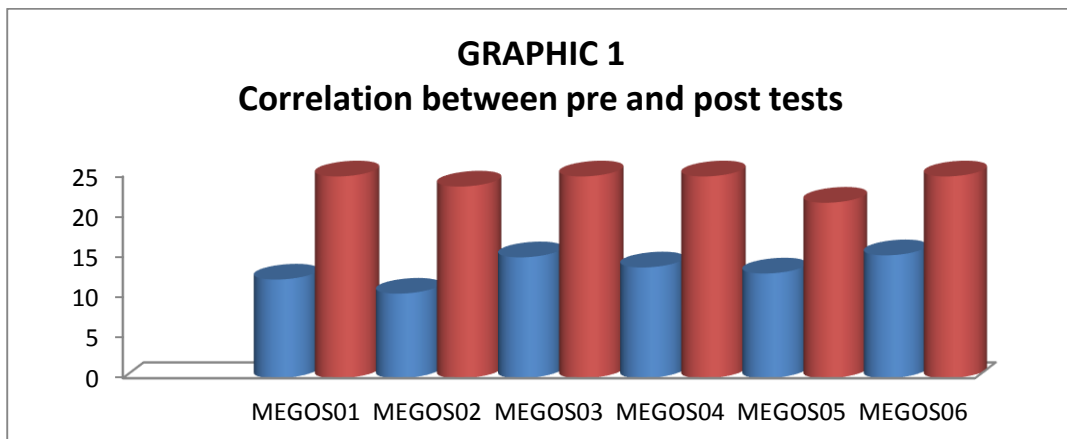
$$r = \frac{11630.28 - 11603.62}{\sqrt{[6455.64 - 6360.06][21222.78 - 21170.25]}}$$

$$r = \frac{26.66}{\sqrt{(95.58)(52.53)}}$$

$$r = \frac{26.66}{\sqrt{(5020.81}}$$

$$r = \frac{26.66}{70.86}$$

$$r = 0.37$$

GRAPHIC 1
**Correlation between pre and post tests**

According to the information on chart 3 in the pre-test most of the students got 52% of the total score (12.5/25). However, in the post-test almost all students got the total score (25). It indicates that the students improved during the intervention reaching a good knowledge of vocabulary taught. Also, according to the r of Pearson there is correlation because of0.37 shows the positive effect.

Chart 4

COMPARISON OF STUDENTS' PERCEPTION

Do you have English classes every week?	Pre-q		Post-q	
	F	%	F	%
Yes	0	0%	6	100%
No	6	100%	0	0%

Note. Pre-q= pre questionnaire; Post-q = post questionnaire; F= frequency

GRAPHIC 2
Do you have English classes every week?
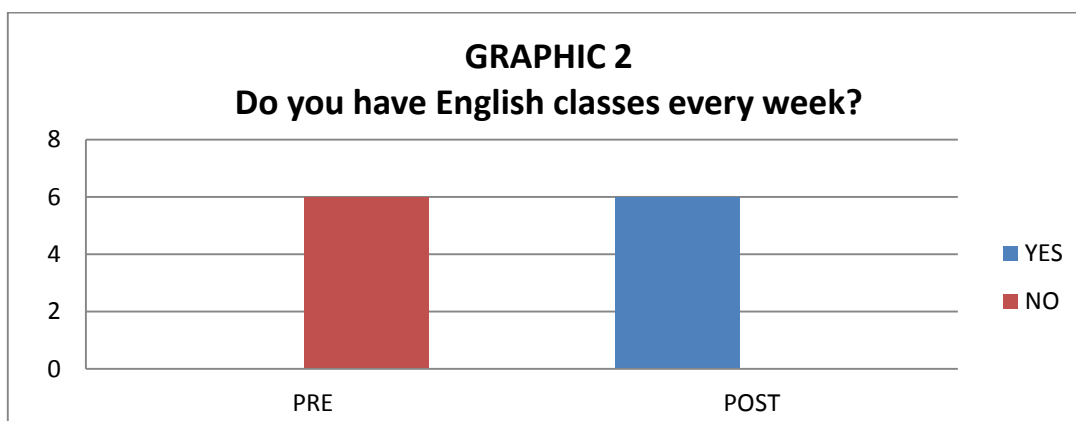
According to chart 4 the students were asked if they have English classes every week, all of them answered NO which means that before the intervention students have not had English classes. In the post questionnaire the answers changed all students answered yes. It means that with this intervention they were exposed to English classes every week helping them to improve the aspects that they were bad especially in the vocabulary.

Chart 5

How many hours do you have every week?	Pre-q		Post-q	
	F	%	F	%
(1-2)	0	0%	0	0%
(3-4)	0	0%	0	0%
5	0	0%	6	100%
None	6	100%	0	0%

Note. Pre-q= pre questionnaire; Post-q = post questionnaire; F= frequency

GRAPHIC 3
How many hours do you have every week?
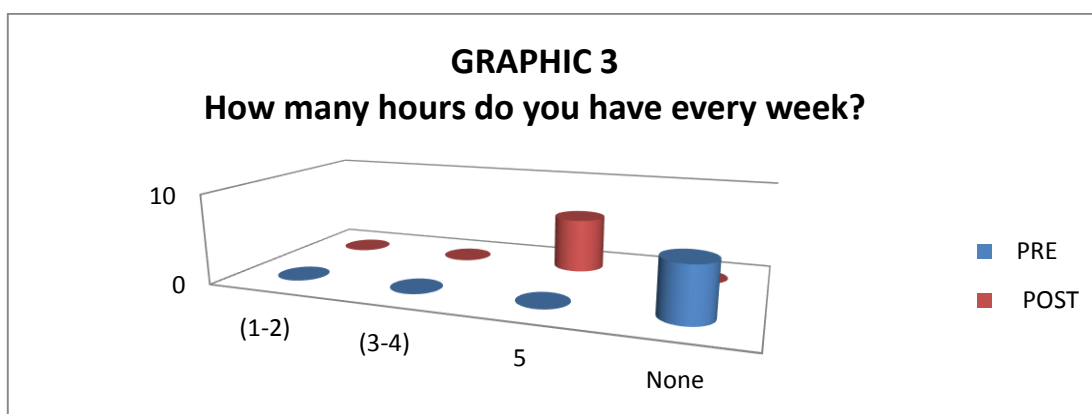
Based on the information of chart 5 students were asked about the number of English classes they have every week. In the pre questionnaire all students answered that they had not hours dedicated to learn the English language. However, in the post questionnaire all of them answered that they have five hours per week. It means that the students had the opportunity to improve their English vocabulary.

Chart 6

Have you learned English vocabulary through flashcards?	Pre-q		Post-q	
	F	%	F	%
YES	0	0	6	100
NO	6	100	0	0

Note. Pre-q= pre questionnaire; Post-q = post questionnaire; F= frequency

GRAPHIC 4
Have you learned English vocabulary through flash cards?
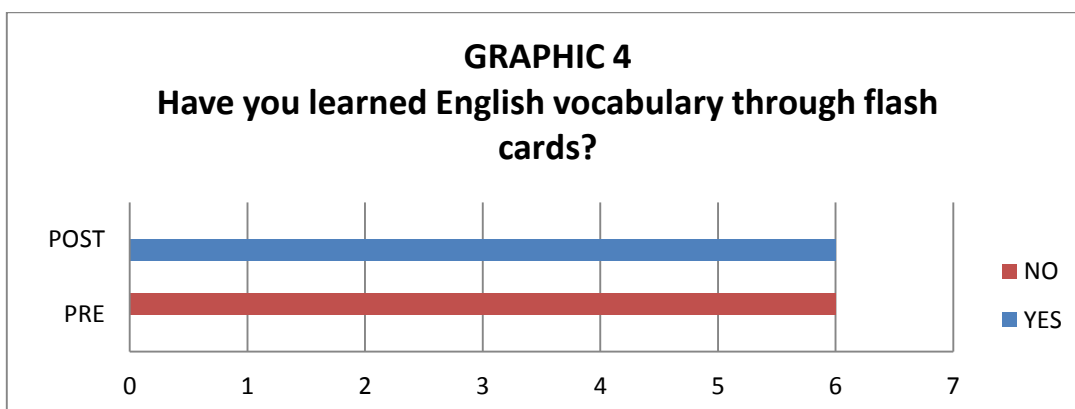
According to chart 6 students were asked if they have learned through flashcards. In the pre questionnaire all of them answered in a negative way. It shows that they have not learned the vocabulary with this strategy. However, in the post questionnaire all of them answered in a positive way. It means that they were exposed to this kind of visual aid.

Chart 7

Resources to learn English vocabulary	Pre-q		Post-q	
	F	%	F	%
Flashcards	0	0	6	100
Songs	6	100	0	0
Videos	0	0	0	0
Posters	0	0	0	0

Note. Pre-q= pre questionnaire; Post-q = post questionnaire; F= frequency

GRAPHIC 5
Resources to learn English vocabulary
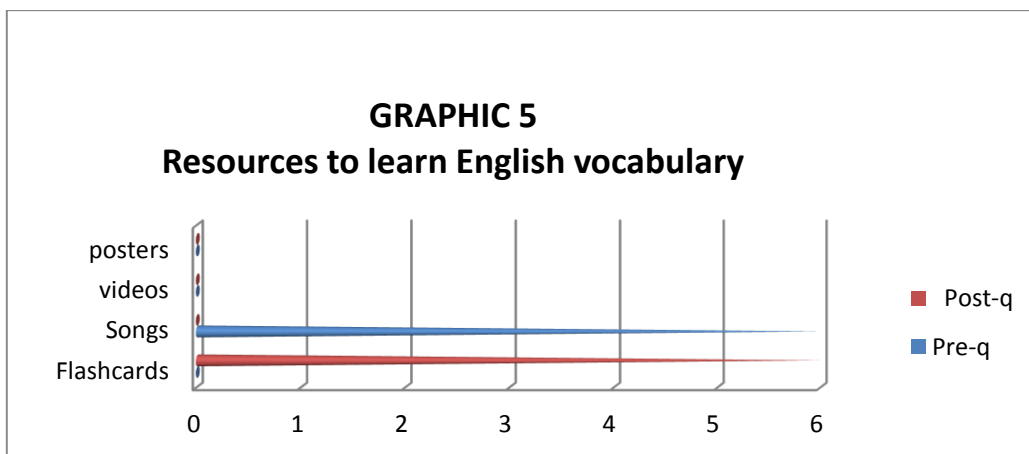
According to chart 7 students were asked about the resources that are used to learn English vocabulary. In the pre questionnaire the whole group of students answered that the unique resource that is used to learn vocabulary is songs. In the post questionnaire the answers changed, all of the students answered that the resource used to learn vocabulary is flash cards.

Chart 8

Frequency of resources use	Pre-q				Post-q			
	Always	Usually	Sometimes	Never	Always	Usually	Sometimes	Never
Flash cards	0	0	0	6	6	0	0	0
Songs	0	0	6	0	0	0	0	0
Videos	0	0	0	6	0	0	0	0
Posters	0	1	3	2	0	0	0	0
Pictures	4	0	2	0	6	0	0	0
Games	0	4	2	0	6	0	0	0

Note. Pre-q= pre questionnaire; Post-q = post questionnaire; F= frequency

GRAPHIC 6
**Frequency of Resources use**

40
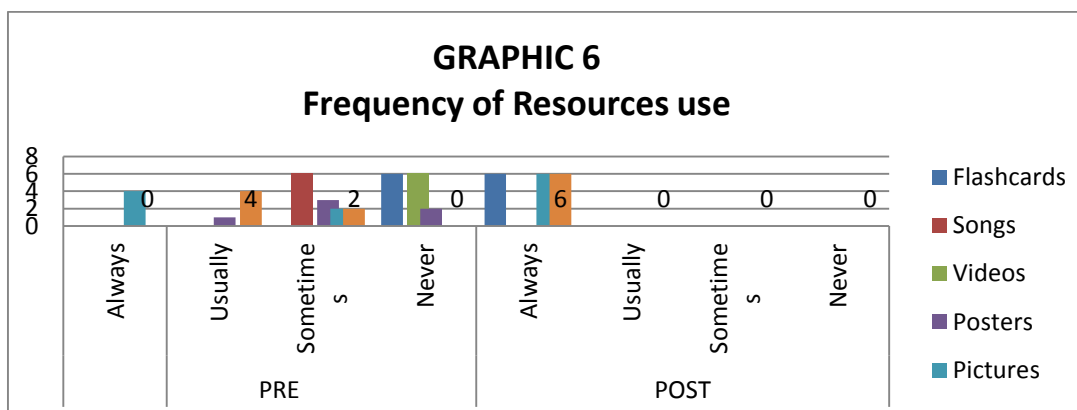
According to the data of chart 8 about how often are the resources used; the students in the pre questionnaire answered that pictures are always being used in the class and flashcards never are used. However, in the post questionnaire they answered that flash cards are being used always accompanied by pictures and games.

Chart 9

Do you like English classes?	Pre-q	Post-q
YES	6	6
NO	0	0

Note. Pre-q= pre questionnaire; Post-q = post questionnaire; F= frequency

GRAPHIC 7
Do you like English classes?

	PRE	POST
NO	0	0
YES	6	6
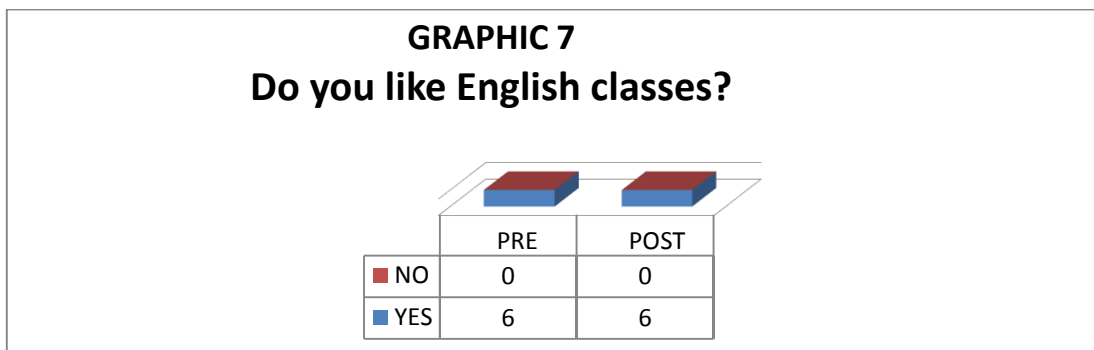
According the data of chart 9 students were asked if they like English. In both pre and post questionnaires all of the students answered yes. It means that before and after the intervention students like the English Language.

g. DISCUSSION

Based on the findings of this study, results reveal that using flash cards to improve seventh year student's vocabulary at "Manuel Esteban Godoy" school had a significant impact improving their proficiency. The data collected from pre and post tests indicated that the use of flash cards helped to improve student's vocabulary knowledge answering the main question: are flash cards effective to improve the vocabulary learning? These findings were consistent with Marpaung (2002) affirmations that flash cards are great tools for studying and increasing student's interest and motivation to learn vocabulary.

The use of flash cards to improve the English vocabulary is the strategy that facilitated the student's learning. The findings in the pre and post-tests indicate the significant progress students got. The pretest showed that students had difficulties in understanding the vocabulary. It is reflected in questions 3 (3/5), 4 (2/5) and 5 (1.4/5) where they had to classify, identify, and use it in context. In the post test after the intervention plan the findings changed, student's scores were above the average expected (20=80%). It is explained with the means obtained in questions 3 (5/5), 4 (5/5) and 5 (4.5/5). In short the intervention was positive in the student's performance.

The pre and post questionnaire reveal that the use of flash cards enhanced the students vocabulary learning. In the pre questionnaire in question three about if students have learned vocabulary through flashcards; the 100% of them answered NO, however in the post questionnaire all students answered yes which means that they have learned vocabulary through flashcards. Also in the pre questionnaire in question four about which resources are used to learn English vocabulary the whole group answered songs but, in the post questionnaire all of them answered flash cards.

In this descriptive study there were some strengths and weakness during the development of it. Among the strengths were: the size of the group (six

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students) that facilitated the researcher to check individual student's progress. Another strength was the helping of the classroom teacher that assisted with classroom discipline. The other strength was the collaboration of the students because they were always ready to participate and do the tasks. The limitation was that two students missed one class, this weakness made the study harder because the researcher had to repeat again the class.

This action research study helped the researcher to practice her skills as future teacher. First, it helped her to improve the part related to planning because before any class that is going to be imparted there should be a really good plan in order to help students to learn in a quick way. Second, to choose a good technique to teach and finally to be aware of the strategies that she uses to teach every single aspect for example grammar, vocabulary, etc

Action research is an important approach. It is a way to solve a problem that needs an immediate solution. Also, the researcher is in contact with the community trying to help them. Furthermore, the researcher not only looks for solutions to the problem but also applies them to solve it. Action research could be applied for any person that wants to use an excellent approach.

h. CONCLUSIONS

The issues that limited the vocabulary learning of seventh year students were the lack exposures that students had to learn it with various strategies that facilitate the learning of it. The English classes that they have received are the ones taught from the trainees teachers that have to accomplish a certain number of practices. The results received in the pre questionnaire according to the students revealed that they did not learn the vocabulary with a variety of strategies; they just learned it with songs. The students also mentioned that they had not learned the vocabulary through flashcards. Finally, the pretest revealed that they had more difficulties on identifying the vocabulary words and using them in context.

The ten sessions designed in the intervention plan were addressed to face the issues the students had in learning vocabulary. They were planned based on the students' cognitive process to build up their knowledge. Each lesson was prepared considering this approach helped with the use of flash cards as a strategy. The ten lessons were reinforced with activities that enable students to identify and master new words; there were also activities where students had to remember the new vocabulary and use it in context.

Picture and word flash cards were used to improve the vocabulary learning of seventh year students. This kind of flash cards contains in one side the picture and in the other side the word. The picture card was used to introduce the new vocabulary. Then, the word and picture cards were applied to practice the new vocabulary in context. This kind of flash cards helped the

students to learn the vocabulary in an easier way because in one side was the picture and in the other side was the word. Furthermore, this type of flash cards enhanced the students' participation helping the researcher to achieve the goal of improving their vocabulary.

The use of flash cards as part of the classroom activities enhanced the students' vocabulary meaningfully. It was demonstrated in the students' collaboration to participate in each lesson and the progress they reached performing their tasks. The change of the scores from the pretest (13.3/25) and post tests (24.25/25) is relevant evidence of the student's growth.

i. RECOMMENDATIONS

It is important to expose students to the language in a regular way to facilitate them to learn the language so parents and teachers should help them exposing them to the language.

It is recommended that in order to teach vocabulary teachers consider the cognitive process to build up the student's knowledge through activities that let students activate their prior knowledge, master and reinforce it.

For further investigations it is suggested to apply a variety of strategies in order to help the students to understand and to remember the vocabulary in an easier way.

It is important to suggest using flash cards in the classroom because they enhance the motivation to learn the language. Also it is an excellent way to overcome the problems that they have with the vocabulary increasing it in a quickly form.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

PROJECT

THEME

"USING FLASH CARDS TO IMPROVE THE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS OF 7TH YEAR OF BASIC EDUCATION AT "MANUEL ESTEBAN GODOY ORTEGA" SCHOOL OF NANGORA. ACADEMIC PERIOD 2013- 2014"

Project of Thesis project previous to obtain the Bachelor's degree in Sciences of Education, English Language Specialization

AUTHOR

BEATRIZ CESIBEL MACAS PUGLLA

LOJA - ECUADOR

2014

a. THEME

"USING FLASH CARDS TO IMPROVE THE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS OF 7TH YEAR OF BASIC EDUCATION AT "MANUEL ESTEBAN GODOY ORTEGA" SCHOOL OF NANGORA. ACADEMIC PERIOD 2013-2014"

b. PROBLEM

1. BACKGROUND

The present research will be carried out in the "Manuel Esteban Godoy Ortega" school for that reason, it is important to make a brief background of this institution and also about the students that will be part of the research.

"Manuel Esteban Godoy Ortega" School is located in the Nangora's neighborhood belonging to Malacatos Parish. It was created 37 years ago, but it was founded in the year of 1980.The most important people in the creation of the "Manuel Esteban Godoy Ortega" School are: Rosa Castillo Ludeña and Arturo López Córdova. The first person helped to create the school while the second person helped to found the same one. These two people are remembered with a lot of affection because they were the first people in helping for the construction of a study and learning center.

At the beginning this school began working with two classrooms and two bathrooms. Furthermore in 1992 the Provincial Council made a project to build a court and in that way the children had a recreation place, however nowadays the school is working with four classrooms, four bathrooms, a kitchen and a court. Also it has twenty six students and two teachers. Now the school offers basic education for children from second grade to seventh grade. This school is educating children from seven to eleven years old.

This project will be carried out with the students of seventh year of "Manuel Esteban Godoy Ortega" school. This group is conformed by six students of eleven and twelve years, two women and four men. They have many problems

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inside the English Language Learning because they have never received English classes and they do not have English's teacher and this is a big problem in this institution.

2. CURRENT SITUATION OF THE RESEARCH OBJECT

This research is going to be developed with the seventh year students of Basic Education. They are six students of eleven and twelve years old, two women and four men. Sixth year students are facing many problems because they have not been exposed to regular English classes. As consequence students:

-- do not understand what they hear;

- have difficulties with meaning of words (vocabulary),

- are not familiarized with classroom language, among others.

At this point the researcher suggests starting her intervention facing the problems related to vocabulary learning.

2. RESEARCH PROBLEM

Are flash cards effective to improve the vocabulary learning in the English Language with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school of Nangora, academic period 2013-2014?

3. DELIMITATION OF THE RESEARCH

The present research work will be performed with the students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school.

a) Temporal

This research project will be carried out in the academic period February-

April 2014.

b) Spatial

The "Manuel Esteban Godoy Ortega" school is the place where the present

research will be developed.

c) Observation Units

People group to be part of this research are:

The students of seventh year of the "Manuel Esteban Godoy Ortega" school

and the researcher student.

d) Sub problems

✓ What kind of theoretical references about vocabulary and flash cards are

effective to the students of seventh year of Basic Education at "Manuel

Esteban Godoy Ortega" school, academic period 2013-2014?

✓ What are the issues that limit the vocabulary learning with the use of flash

cards with the students of seventh year of Basic Education at "Manuel

Esteban Godoy Ortega" school, academic period 2013-2014?

✓ What are the important phases of the intervention plan that address the

current issues of the vocabulary learning with the students of seventh year of

Basic Education at "Manuel Esteban Godoy Ortega" school, academic

period 2013-2014?

- ✓ Which flash cards are implemented to improve the vocabulary learning of the students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school, academic period 2013-2014?

- ✓ How do flash cards as part of the classroom activities enhance the vocabulary learning of the students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school, academic period 2013-2014?

c. JUSTIFICATION

The present research project is important because nowadays English is one of the most commonly spoken languages, which gives better opportunities to people who learn it, such as work, education, etc. Also it is necessary to take into account that inside this field there are important things like vocabulary that should be learned in a compulsory way to use the language.

Vocabulary is vital for communicating with others and understanding what one is reading or listening. A person with a wide vocabulary will be able to express the same idea in other words.In additionit is important to learn a lot of vocabulary because people judge you by the wordsyou use.

From an educative point of view this project will help to learn basic vocabulary. Also this project is going to set up important activities using flash cards to help students of seventh year of Manuel Esteban Godoy Ortega School to increase their vocabulary level. Therefore, these activities will provide some opportunities to use English in different aspects of the foreign language such as speaking, writing, etc.

From a social aspect this project will increase the educative level. This project is going to help to a group of students that do not have the enough money to hire an English teacher. Furthermore this project will contribute to the improvement of the learning process among the students. Also the educative community will be benefited because their students are going to be able to show what they have learned in a natural context.

Scientifically this project is justified because through literature we learn that in order to increase vocabulary it is important to apply a set of activities using flash cards. In the theoretical frame will be a broader explanation about flash cards and an analysis such as concepts, importance in teaching English, types, and advantages of using them in the classroom.

It is pertinent because this theme has not been developed before in this institution. Furthermore it is pertinent because the students, family parents and authorities of this institution agree on putting into practice this project. In that way the students, institution and family parents will be benefitted. It will be performed in a timely manner in order to overcome the difficulties found in this group such as: students do not speak English, cannot understand commands in English, prefer Spanish because they consider English difficult, etc. All these problems appear because they don't know vocabulary.

Finally this project is going to be carried out because it is a requirement to get the Bachelor in Arts degree as an English Teacher. It is a mandatory thing for all students of last year of the English language career for that reason we must do this.

d. OBJECTIVES

1. GENERAL

✓ To apply flash cards in order to improve the vocabulary learning with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school, academic period 2013-2014?

2. SPECIFICS

✓ To investigate the theoretical references about vocabulary and flash cards as a strategy to improve the vocabulary learning in the English language with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school, academic period 2013-2014.

✓ To diagnose the issues that limits the vocabulary learning with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school, academic period 2013-2014.

✓ To make an intervention plan with the use of flash cards to improve the vocabulary learning of the students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school, academic period 2013-2014.

✓ To apply the intervention plan as part of the classroom activities in order to solve the limitations in the vocabulary learning in the English language with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school, academic period 2013-2014.

✓ To reflect upon the effect that the flash cards had on the vocabulary learning in the English language with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school, academic period 2013-2014.

e. THEORETICAL FRAME

1. VOCABULARY

1.1 DEFINITION

Vocabulary is the key to success. Without vocabulary, it is so difficult to convey anything.(Nhung)

Vocabulary is defined as "the words we learn in the foreign language". He accepted "a new item of vocabulary may be more than a single word, a compound of two or three words and multi-word idioms".(Penny)

Vocabulary "may be individual words or full sentences that convey for social or pragmatic meaning within a given community".(Lwis)

1.2 TYPES OF VOCABULARY

Reading vocabulary

A literate person's reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening. In many cases, notably Chinese characters, as in Chinese and Japanese kanji, where the pronunciation is not indicated by the written word, some words may be part of the oral vocabulary but not the written. For example, a Chinese speaker may

not recognize that (giraffe) is pronounced, a Japanese speaker may not recognize that (giraffe) is pronounced *kirin*.

Listening vocabulary

A person's <u>listening</u> vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

Speaking vocabulary

A person's speaking vocabulary is all the words he or she uses in <u>speech</u>. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand <u>gestures</u>.

Writing vocabulary

Words used in various forms of writing from formal essays to Twitter feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating: for example

- If there are a number of synonyms, a writer will have his own preference as to which of them to use.
- He is unlikely to use technical vocabulary relating to a subject in whom he has no knowledge or interest.(Dobbs)

1.3 STRATEGIES FOR TEACHING VOCABULARY

There are a lot of strategies that can be used to teach vocabulary however according (Brewster, 2002) the following are the most important:

Word Maps

The word map is an excellent method for scaffolding a child's vocabulary learning. Like the other explicit instructional methods, the adult (either alone or with the children should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words the child (with the support of the adult) creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge the child fills in each of these three categories. Word maps help readers develop complete understandings of words. This strategy is best used with children in grades 3-12.

Root Analysis

While root analysis is taught explicitly, the ultimate goal is for readers to use this strategy independently. Many of the words in the English language are derived from Latin or Greek roots. They either contain a "core" root (the primary component of the word) or use prefixes or suffixes that hold meaning. Adults should focus on teaching children the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common word should be shared and examined. The reader should see how the root helps her

understand the word's definition. Children should then be given practice analyzing words to determine their roots and definitions. When a reader is able to break down unfamiliar words into their prefixes, suffixes and roots they can begin to determine their meanings.

Repeated Exposure to Words

It may seem common sense that the more times we are exposed to a word, the stronger our understanding becomes. However, repeated exposure to new vocabulary words is often ignored. Adults often forget a person (especially a child) needs to hear and use a word several times before it truly becomes a part of her vocabulary. Providing multiple opportunities to use a new word in its written and spoken form helps children solidify their understanding of it.

Keyword Method

Like pre-teaching, the keyword method occurs before a child reads a particular text. In this method, unfamiliar words are introduced prior to reading. However, rather than encouraging the child to remember a definition for a new word, the adult teaches him a "word clue" to help him understand it. This "word clue" or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word's meaning that the reader can access efficiently during a reading experience.

1.4 MARZANO'S SIX STEP PROCESS TEACHING ACADEMIC VOCABULARY

According to Marzano (1998) the following six steps should be followed to teach vocabulary:

1. Provide a description, explanation, or example of the new term. (Include a non-linguistic representation of the term for ESL kids.)

2. Ask students to restate the description, explanation, or example in their own words. (Allow students whose primary existing knowledge base is still in their native language to write in it.)

3. Ask students to construct a picture, symbol, or graphic representing the word.

4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.

5. Periodically ask students to discuss the terms with one another. (Allow in native language when appropriate)

6. Involve students periodically in games that allow them to play with terms

1.5 NATIVE- AND FOREIGN-LANGUAGE VOCABULARY SIZE

✓ **NATIVE-LANGUAGE VOCABULARY SIZE**

Native speakers' vocabularies vary widely within a language, and are especially dependent on the level of the speaker's education. A 1995 study shows that junior-high students would be able to recognize the meanings of

about 10,000-12,000 words, while for college students this number grows up to about 12,000-17,000 and for elderly adults up to about 17,000-21,000 or more.

✓ **FOREIGN-LANGUAGE VOCABULARY**

The effects of vocabulary size on language comprehension

The knowledge of the words deriving from the 3000 most frequent English word families and the 5000 most frequent words provides a comprehension of 95% of word use, and knowledge of 5000 word families is necessary for 99.9% word coverage.

SECOND LANGUAGE VOCABULARY ACQUISITION

Learning vocabulary is one of the first steps in learning a second language, but a learner never finishes vocabulary acquisition. Whether in one's native language or a second language, the acquisition of new vocabulary is an ongoing process. There are many techniques which help one acquire new vocabulary.

MEMORIZATION

Although memorization can be seen as tedious or boring, associating one word in the native language with the corresponding word in the second language until memorized is considered one of the best methods of vocabulary acquisition. By the time students reach adulthood, they generally have gathered a number of personalized memorization methods. Although many argue that memorization does not typically require the complex cognitive processing that increases

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retention it does typically require a large amount of repetition, and spaced repetition with flashcards is an established method for memorization, particularly used for vocabulary acquisition in computer-assisted language learning. Other methods typically require more time and longer recalling(Sagarra).

Some words cannot be easily linked through association or other methods. When a word in the second language is phonologically or visually similar to a word in the native language, one often assumes they also share similar meanings. Though this is frequently the case, it is not always true. When faced with a false cognate, memorization and repetition are the keys to mastery. If a second language learner relies solely on word associations to learn new vocabulary, that person will have a very difficult time mastering false cognates. When large amounts of vocabulary must be acquired in a limited amount of time, when the learner needs to recall information quickly, when words represent abstract concepts or are difficult to picture in a mental image, or when discriminating between false cognates, rote memorization is the method to use. A neural network model of novel word learning across orthographies, accounting for L1-specific memorization abilities of L2-learners has recently been introduced. (Hadzibeganovic)

1.6 The importance of a vocabulary

➢ An extensive vocabulary aids expression and communication.
➢ Vocabulary size has been directly linked to reading comprehension.
➢ Linguistic vocabulary is synonymous with thinking vocabulary.
➢ A person may be judged by others based on his or her vocabulary.

> Wilkinson (1972) once said," Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed."

1.7 DEGREE OF KNOWLEDGE

Within the receptive / productive distinction lies a range of abilities which are often referred to as degree of knowledge. This simply indicates that a word gradually enters a person's vocabulary over a period of time as more aspects of word knowledge are learnt. Roughly, these stages could be described as:

1. Never encountered the word.

2. Heard the word, but cannot define it.

3. Recognize the word due to context or tone of voice.

4. Able to use the word and understand the general and/or intended meaning, but cannot clearly explain it.

5. Fluent with the word – its use and definition.

2. NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY

2.1 PROBLEMS IN VOCABULARY

Vocabulary is an essential skill for learning to read and write, and vocabulary strategies are necessary when students are reading to learn across the core curriculum content standards. Students use vocabulary to understand (receptive) and use (expressive) words to acquire and convey meaning. It is an important prerequisite for developing reading comprehension and oral and

written expression. When a student does not have a strong vocabulary he/she may struggle to gain meaning from text while reading and understand new concepts presented in oral discussions. Therefore, the following direct and indirect strategies, which have been effective in increasing students' vocabularies, should be considered when intervening with an individual student:

a. Utilize reference tools, such as dictionaries. First model its use. For example, with a dictionary, there is frequently more than one definition of a word. Therefore, an explanation of which definition applies and why, given the context of the text. Also, reviewing synonyms may assist in learning other words.

b. Information about word parts to figure out the meanings of words in text. Teach the student common prefixes and suffixes (affixes), base words, and root words, which can help the students, learn the meanings of many new words. For example, if the student learns just the four most common prefixes in English (un-, re-, in-, dis-), he/she will have important clues about the meaning of about two thirds of all English words that have prefixes. Prefixes are relatively easy to learn because they have clear meanings (for example, un- means not and re- means again); they are usually spelled the same way from word to word; and, of course, they always occur at the beginnings of words.

Learning suffixes can be more challenging than learning prefixes. This is because some suffixes have more abstract meanings than do prefixes. For example, learning that the suffix -ness means "the state or quality of" might not

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help students figure out the meaning of kindness. Other suffixes, however, are more helpful. For example, -less, which means "without" (hopeless, thoughtless); and -full, which means "full of" (hopeful, thoughtful). Also, teach the word roots as they occur in the texts students read, as well as those root words that students are likely to see often. About 60% of all English words have Latin or Greek origins.

c. Use context clues to determine word meanings. Context clues are hints about the meaning of an unknown word that are provided in the words, phrases, and sentences that surround the word. Context clues include definitions, restatements, examples, or descriptions. Because students learn most word meanings indirectly, or from context, it is important that they learn to use context clues effectively. The teacher models how to use context clues to determine word meanings.

Directly teach three types of words:

a. **Important words:** these are words that are critical for understanding a concept or the text. Therefore, before the student reads a text, it is helpful to teach them specific words they will see in the text. Teaching important vocabulary before reading can help the student learn new words and comprehend the text.

b. **Useful words:** words that students are likely to see and use again and again

c. **Difficult words:** words with multiple meanings, idiomatic expressions

Provide multiple teaching and learning opportunities with targeted vocabulary words over an extended period of time. Words are typically learned from repeated encounters (often 8-10 exposures), rather than from a single context or encounter. Also, the more the student uses the new words and the more they use them in different contexts, the more likely they are to learn the words. At every opportunity, draw the student's attention to the words to be learned. Point out the words in textbooks and reading selections, and have the student use the words in their own writing. Have the student listen for and find in print the words as they are used outside of the classroom-in newspapers, magazines, at museums, in television shows or movies, or the Internet.

Actively involve the student in constructing meaning and the components of vocabulary learning rather than in memorizing definitions or synonyms. This type of activity should occur in all subjects to extend the content and context of vocabulary learning. Assist the student in developing a word consciousness-an awareness of and interest in words, their meanings, and their power. Word-conscious students know many words and use them well. They enjoy words and are eager to learn new words-and they know how to learn them. Call the student's attention to the way authors choose words to convey particular meanings. Encourage the student to play with words by engaging in word play, such as puns or palindromes. Help the student research a word's origin or history. Encourage them to search for examples of a word's usage in their everyday lives.

Connect vocabulary instruction to reading. Discuss reading selection before, during and after reading, talking with student about new vocabulary and

concepts and helping them to connect the words to their prior knowledge and background. Also, providing the student with many opportunities to read and/or listen to reading in and out of school. When reading aloud, discuss the selection before, during, and after you read.Talk with students about new vocabulary and concepts and help them relate the words to their prior knowledge and experiences.(Armbruster, Teaching a second language)

2.2 DIFFICULTIES WITH VOCABULARY ACQUISITION

I believe vocabulary is the most comprehensive and most difficult aspect of English for foreign learners to master thoroughly. They should concentrate first on learning the most frequently used and therefore most important English vocabulary for their practical real life needs. Multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners, other difficulties with learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar. I know some specialized books dealing with British and American English differences. English usage can also be formal and informal. Formal English is the language of the mass media, education, business, economy, commerce, technology, science, etc. Informal English includes colloquial, slang and dialect usage. It is harder for foreign learners to master informal than formal English vocabulary. Thematic general English dictionaries combined with English synonym dictionaries are a valuable tool for mastering English vocabulary logically, comprehensively and intensively for real life needs of

learners. Extensive reading on a variety of topics is another effective method for expanding English vocabulary knowledge by learners of English.(Proficient)

3 FLASH CARDS TO IMPROVE THE VOCABULARY IN THE ENGLISH LANGUAGE LEARNING

3.1 DEFINITION

Flash cards are an educational tool to help people memorize information. Though technological advances have enhanced many learning devices, simple flash cards have remained a vital part of the learning environment. (Presley, 2009)

According to Mifflin a flash card is a card printed with words or numbers and briefly displayed as part of a learning drill.(Houghton, 2000)

3.2 WHY USE FLASH CARDS?

Howard Gardner's multiple intelligence theory reminds teachers that there are many types of learners within any one class. Gardner's research indicates that teachers should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence. Flash cards can be bright and colorful and make a real impact on visual learners. Many of the activities outlined below will also appeal to kinaesthetic learners.(Garden)

For children at reading age, flash cards can be used in conjunction with word cards. These are simply cards that display the written word. Word cards should be introduced well after the pictorial cards so as not to interfere with correct pronunciation.

Flash cards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. I sometimes get the students to make their own sets of mini flash cards that can be taken home for them to play with, parents and siblings.(Budden).

3.3 REASONS TO USE FLASH CARDS

According to (Gelfreng, 2012)(Terri, 1998) and (SinchiSibri, 2011) the following reasons are important to use flash cards.

1. Flashcards engage "active recall"

When you look at the front side of a flashcard and think of the answer, you are engaging a mental faculty known as active recall. In other words, you are attempting to remember the concept from scratch rather than simply staring at the passage in your textbook or recognizing it on a multiple choice quiz. Active recall has been proven to create stronger neuron connections for that memory trace. And because flashcards can so easily facilitate repetition, they are the best way to create multiple memory-enhancing recall events.

3. Flashcards utilize your metacognitive faculties

When you reveal the answer side of a flashcard to assess your correctness, you are essentially asking yourself "How did my answer compare to this correct answer?" and "How well did I know (or not know) it?" This act of self-reflection is known as metacognition. Research shows that applying metacognition tends to ingrain memories deeper into your knowledge.

4. Flashcards allow for confidence-based repetition

Because flashcards exist loosely, rather than tied to a book or document, you are able to separate them into piles based on whether (or how often) you need to study them again. This practice of confidence is proven by decades of research to be the most scientifically optimized way to improve memory performance.Of course, where possible, you should always try to learn new concepts using project-based learning, or by asking your own questions. But when it comes to studying or reviewing concepts in the most effective way possible, nothing comes close to flashcards.

5. They are personalizable.

Every kid has strategies that work better for them than others. Your child may respond to rhythms, or acronyms, or rhyming clues, or clues that use visual cues. Tailor his or her flash cards to the strategies that will do the most to increase recall on tests or in the classroom.

6. They are portable.

No need to be tied to computers or books to use these study tools. Toss a set in your purse, pocket or glove compartment, and use them for quick drills while killing time in restaurants, movie theaters, drive-through lines and doctors' waiting rooms.

7. They reinforce writing skills, too.

That is, if you make your child craft his or her own flash cards. Writing on those small cards will give good penmanship practice, and writing words also helps kids memorize them.

8. They make their own routine.

Set some time aside every night as flash-card time. Maybe seven minutes at the dinner table when eating's over, or whenever your child is most likely to be

stationary and alert. Mark down how many cards were done in that time each session, and challenge your child to do a little bit more the next time.

9. They are fun.

Disguise work time as play time by making up flash card games. If you have two kids, have flash card competitions -- either using the same set of cards, or with each child using their own. It can be a simple point-and-answer contest, or you can blow it up into a Jeopardy-style game-show guess-off.

10. They make you a good teacher.

It's hard sometimes to know how to help our children with homework -- or to help without helping too much. Flash cards are perfect for parent involvement. You have a clear role, in holding the cards and confirming the answers, and can run with it by being animated in your clue delivery, enthusiastic in celebrating answers, and conscientious in scheduling card-time.

11. They help you learn with your child.

If your child has advanced to that level of learning at which you no longer quite understand what the heck he or she is doing, ask a teacher, aide, or inclusion teacher to provide the flash cards, or at least a fact sheet you can use to make them. In writing and quizzing, you too shall learn -- in a way you'd never do if you just parked your kid in front of a computer.

12. They work.

Whether your child's a memory whiz or requires constant, constant, *constant* repetition and reinforcement, flash cards will increase comfort and familiarity with the material and make it much more likely that your child will recognize it when it appears in homework, class work and tests.

3.4 TOTAL PHYSICAL RESPONSE ACTIVITIES WITH FLASH CARDS.

Total Physical Response (TPR) is a method that was developed by James Asher in the late 1960s, with the goal of helping students to acquire a second language. The main assumption is that a second language can be learned in the same way as the first – through the same natural processes. So, Total Physical Response tries to mimic these processes by requiring students to respond to commands, which in turn require physical movements. Naturally, this method was embraced by ESL teachers back then, but it is still quite popular today, particularly when teaching children or beginners.Bilbrough(2007)

According to Pesce (2010) Total Physical Response activities are tremendous fun for students, even for grown-ups once they become less self-conscious. But it is precisely because children are less self-conscious about moving their bodies around the classroom, that these activities are excellent ways to get young learners up and about. Although they require more out of teachers, physically-speaking, they require less preparation. Finally, activities with TPR are great for kinesthetic learners who need more action or hands on activities.

Examples of Total Physical Response activities

Point or race to the flash cards

- ❖ Stick flash cards around the class.
- ❖ Say one of them and students point or race to it.
- ❖ Students can then give the instructions to classmates.
- ❖ You can extend this by saying "hop to the cat" or even "if you have blonde hair, swim to the fish" etc.
- ❖ You can also incorporate flash cards into a game of Simon Says. "Simon says, jump to the T-shirt" etc.

Ladders

- ❖ Students sit in 2 lines facing each other with legs out and feet touching.
- ❖ Each facing pair is shown a flash card that they must remember. When you call out their card they stand up and run over the legs of the others, the ladder, around the back and back to their places.
- ❖ The first one back wins a point for their line. If the students are very lively you can do it standing up to avoid trampled legs!

4. FLASH CARDS TO TEACH VOCABULARY IN THE ENGLISH LANGUAGE LEARNING

4.1 "PPP" Presentation, Practice and Production

INTRODUCTION:

In recent years, the purely "structural" approach to language teaching has been criticized, as it tends to produce students who, despite having the ability to produce structurally accurate language, are generally deficient in their ability to use the language and understand its use in real communication.

What is the "structural" approach to language teaching? If your classroom is full of students that memorize vocabulary and grammar rules through repetition and rote learning, and are corrected for even the smallest mistake whilst speaking or writing English, then you are a champion of the structural teaching approach. No doubt your students are learning a lot of English, but how effective and how enjoyable is this process? (Westrup, 2006)

An approach to language teaching has been developed which attempts to overcome the weaknesses of the "structural approach" (which incidentally is the kind of teaching methodology that tends to prevail in Asian public schools). The new approach is based on viewing language as a combination of:

a) Linguistic Structures

b) Situational Settings

c) Communicative Acts

This is known as the "communicative approach" to language teaching. Communication is not simply a matter of what is said (structure/lexis), but where it is said, by whom, when and why it is said. In short, this is basically the "communicative function" or "purpose" of language.

At the opposite extreme from the structural approach, and with at least as many flaws, is the purely "conversational" approach, where it is assumed that exposure to lots of conversation from a native English speaker will produce a high level of aptitude in the students. Whereas the structural approach promotes accuracy and tends to inhibit communicative confidence, the conversational approach tends to create communicative confidence in combination with many entrenched errors. Being keen to communicate and yet not being able to do so properly is almost as risky as knowing what to say but not having the confidence or practice to use it.(Tamares)

The PPP Approach to Language Teaching

The "Three Ps" approach to Language Teaching is the most common modern methodology employed by professional schools around the world.

It is a strong feature of the renowned CELTA certification and other TEFL qualifications offered especially in the United Kingdom.

While this approach is generally geared toward adult learners, most of the principals involved are also essential to lessons for children (click on the "Young Learners" link above for more information). It is very important to understand what "**Presentation", "Practice" and "Production**" really are, and how they work in combination to create effective communicative language learning.

Presentation is the beginning or introduction to learning language, and Production is the culmination of the learning process, where a learner has become a "user" of the language as opposed to a "student" of the language. Practice is the process that facilitates progress from the initial stage through to the final one.

To explain the process in brief, the beginning of a lesson involves the introduction of the new language in a conceptual way in combination with some kind of real (or at least "realistic feeling") situation. When this is understood, the students are provided with a linguistic "model" to apply to the concept they have recognized. With this "model" in mind, the students practice the new language by means of various "controlled" activities.

After sufficient practice, the students move into some kind of "productive" activity, where a situation calls for the language to be used naturally without correction or control.

In general, for communicative language learning to be most effective, the three stages need to occur and they must flow easily from one stage to the next. (Ann)

PRESENTATION

This is the first (and perhaps most crucial) stage to the language learning process, as it usually has a profound influence on the stages that follow and governs whether those stages are effective or not.

Presentation involves the building of a situation requiring natural and logical use of the new language. When the "situation" is recognized and understood by the students, they will then start instinctively building a conceptual understanding of the meaning behind the new language, and why it will be   relevant and useful to them. When the situation surrounding the new language and the conceptual meaning of it has been achieved, the new language should be introduced by means of a linguistic "model". It is this model that the students will go on to practice and hopefully achieve naturally without help during a productive activity.

For obvious reasons, it is naturally easier to "present" new language to ESL students (who are learning English as a Second Language in an English speaking environment) than it is to EFL (English as a Foreign Language)

students, who hear little or no English outside of the classroom. EFL teachers in particular need to work hard to build "realistic" feeling situations requiring the new language. If the "situation" appears totally unreal or even farcical to the students, so too will the language they are learning.

An important aspect of introducing the situation requiring and concept underlying new language is to build them up using whatever English the students have already learned or have some access to. At lower levels, pictures and body language are typical ways of presenting new language. As students' progress, dialogues and text can also be used.

There are a variety of ways in which new language items may be presented but most Presentations should have at least some of the following features: meaningful, memorable and realistic examples; logical connection; context; clear models; sufficient meaningful repetition; "staging" and "fixing"; briefness and recycling. Lambert (1996)

PRACTICE:

The Practice stage is the best known to teachers irrespective of their training or teaching objectives. However, it is a stage that is often "over-done" or used ineffectively, either because Presentation was poor (or lacking altogether) or it is not seen and used as a natural step toward Production. It is the important middle stage to communicative language teaching, but exactly that - the "middle" stage.

Practice activities need to be clear and understandable - they should also be directed toward promoting a considerable degree of confidence in the students. In general, a carefully laid out practice activity that looks "attractive" to the eye will generate the students' motivation. They need to be challenged, but they should also feel that the activity is "within their reach".

Making a smooth transition from Presentation to Practice usually involves moving the students from the Individual Drill stage into Pair Work (chain pair-work, closed pair-work and open pair-work). Communicative practice then leads the way toward Production. Baker (1985)

PRODUCTION:

The Production Stage is the most important stage of communicative language teaching. Successful Production is a clear indication that the language learners have made the transition from "students" of the key language to "users" of the language.

Generally Production involves creating a situation requiring the language that was introduced in the Presentation Stage. That situation should result in the students "producing" more personalized language. Production is highly dependent on the Practice Stage, because if students do not have confidence in the language then they will naturally be hesitant to independently "use" it.

One of the most important things to remember is that Production activities should not "tell" students what to say. Whereas in Practice the students had most or all of the information required, during Production they don't have the

information and must think. Ideally it is challenging in that it is representative of "real life" situations.

Creating and engaging in "Productive" classroom activities can require a certain level of cognitive ability. Production activities for Young Learners in particular need to be carefully thought out and prepared.

Some good examples of effective Production activities include situational role-plays, debates, discussions, problem-solving, narratives, descriptions, quizzes and games.

"Presentation" involves presenting the target language (the language to be taught to the students) to the students generally through eliciting and cueing of the students to see if they know it and then providing the language if no one does.

The target language is usually put on the board either in structure (grammar-type) charts or in dialogs. Presentation features more "teacher talk" than the other stages of the lesson, generally as much as 65-90% of the time. This portion of the total lesson can take as much as 20-40% of the lesson time.

Next comes "Practice" where the students practice the target language in one to three activities that progress from very structured (students are given activities that provide little possibility for error) to less-structured (as they master the material).

These activities should include as much "student talk" as possible and not focus on written activities, though written activities can provide a structure for the

verbal practices. Practice should have the "student talk time" range from 60-80 percent of the time with teacher talk time being the balance of that time. This portion of the total lesson can take from 30-50% of the lesson time.

"Production" is the stage of the lesson where the students take the target language and use it in conversations that they structure (ideally) and use it to talk about themselves or their daily lives or situations. Practice should involve student talk at as much as 90% of the time and this component of the lesson can/should take as much as 20-30% of the lesson time.

As you can see the general structure of a PPP lesson is flexible but an important feature is the movement from controlled and structured speech to less-controlled and more freely used and created speech. Another important feature of PPP (and other methods too) is the rapid reduction of teacher talk time and the increase in student talk time as you move through the lesson.

One of the most common errors untrained teachers make is that they talk too much. EFL students get very little chance to actually use the language they learn and the EFL classroom must be structured to create that opportunity. See the paragraph on Pair work and Small Groups below. Lowry (2009)

5. APPLYING FLASH CARDS IN ORDER TO IMPROVE THE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE

5.1 WORKSHOPS (1-12)

WORKSHOPS (1-12)

WORKSHOP 1

SUBJECT: English   **THEME:** Pre-test

TIME: 60 minutes   **DATE:**

OBJECTIVE: To take the test about vocabulary

ACTIVITY DESCRIPTION:

- First, researcher (R.) talks about the test purpose and procedure.

- She explains students (Ss.) how the test is organized.

- After that, R. shows how to answer each question.

- Then, Ss. start to take the test.

- R. picks up the tests.

- Finally the R. discusses with the students about the test.

MATERIALS: Test, pencil, eraser, markers.

WORKSHOP 2

SUBJECT: English   **DATE:**

THEME: In the classroom

TIME: 60 minutes

OBJECTIVE: To identify school objects and commands.

ACTIVITY DESCRIPTION:

- First, R. develops a lead in activity "Simon Says". R. shows Ss. how to perform four commands: stand up, sit down, jump and hop. After that, Ss. play the game.

- R. presents the theme: "In the classroom".

- Then, R. shows four picture and word flashcards with commands (stand up, sit down, open and close).

- R. holds up the flashcards and says the words and performs the commands.

- R. holds up the flashcards and elicits Ss. to say the word.

- Ss. repeat and perform the commands after the R. pronounces them.

- R. displays the flashcards on the board and asks Ss. to point what she says.

- R. shows three flashcards more with school objects (book, notebook and eraser)

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- R. holds up one by one and say. It is a book/notebook/an eraser.

- R. asks Ss. what is it?and she prompts Ss. to say It is a…

- Ss. practice with each flashcard.

- Finally students have to complete a handout where they have to match, and color the vocabulary learned.

Materials: Picture and word flashcards, vocabulary list, markers, handouts

WORKSHOP 3

SUBJECT: English   **DATE:**

THEME: In the classroom

TIME: 60 minutes

OBJECTIVE: To recognize the school objects and commands.

ACTIVITY DESCRIPTION:

- R. develops a lead in activity. A song called "The colors".

- R. reads the whole song and Ss. listen. Then the R. and Ss. sing the song.

- R. and Ss. practice the pronunciation of the vocabulary learned in the last class.

- R. writes on the board the vocabulary learned in the last class and elicits Ss. to read twice each word.

- R. presents two color flashcards (green and red). She asks Ss. to say the color when she shows the flashcard.

- R. displays the vocabulary flashcards on the board and asks Ss. to come to the board and point what she says.

- Ss. work in pairs one asks what is it and the other answers It is a …

- Finally R. gives students a handout to underline and color.

Materials: Flash cards, vocabulary list, pieces of paper, handouts, song.

WORKSHOP 4

SUBJECT: English   **DATE:**

THEME: In the classroom.

TIME: 60 minutes

OBJECTIVE: To draw and color school objects

ACTIVITY DESCRIPTION:

- First, R. develops a lead in activity "Follow me".

- R. performs a command and Ss. repeat what she does.

- R. makes an oral review of the vocabulary learned before.

- R. displays on the board three school objects (pen, pencil, color pencils) and one color (yellow).

- She points to the picture and says the word.

- R. asks Ss. what is it? And prompt Ss. to answer It is a…

- R. reviews the commands. She shows the flashcards and Ss. say the command.

- Activity: R. picks a student and shows him/her a flashcard or whisper a command into his/her ear. The student acts and the first student who guess the command do the next.

- To finish students complete a handout where they have to draw a pen pencil and color them.

Materials: Picture and word flash cards, vocabulary list, markers, handouts

WORKSHOP 5

SUBJECT: English   **DATE:**

THEME: In the classroom

TIME: 60 minutes

OBJECTIVE: To match the picture flashcards with the words about commands and school objects.

ACTIVITY DESCRIPTION:

- R. develops a lead in activity called "Hot potatoes".

- R. pass a ball and Ss. have to pass it and when the music stops the student that has the ball has to do something like perform one command or say two school objects.

- After that, the R. displays the flashcards of the vocabulary learned in the last class and writes in the front of them the words.

- R. and Ss practice the pronunciation of the words that are written on the board. R. says the word and Ss. repeat.

- R. asks students to go to the board and match the picture flashcards with the words.

- R. writes on the board a few words that they learned before and asks them to listen and circle what she says.

- Activity: R. stands at front of class with flashcards. Ss.form two teams standing in a line. Two Ss. go first where the R. is. R. shows a flash card and says 1.2.3. What is it? And Ss. quickly turn around and the first student to say the correct answer wins a point for their team.

- Finally, Ss. have to complete a handout with some activities.

Materials: Picture and word flashcards, vocabulary list, markers, handouts, a ball.

WORKSHOP 6

SUBJECT: English   **DATE:**

THEME: In the classroom

TIME: 60 minutes

OBJECTIVE: To classify the vocabulary about commands, colors and school objects.

ACTIVITY DESCRIPTION:

- R. develops a lead in activity. R. and Ss. make a circle. R. says a category "school objects" and Ss. have to say a word related to the category such us "pencil", and the student that doesn't say the word is outside of the game.

- The R. makes a review of the vocabulary learned before.

- R. shows Ss.six picture flashcards two commands (read and write) and one color (pink).

- R. holds up the flashcards says and performs the command.

- R. holds up the flashcards and asks Ss. to say and perform the commands.

- R. presents three flashcards more with school objects(chair, sharpener, table)

- Then the R. holds out the flashcards and pronounces the words. After that, students repeat the words.

- R. writes on the board the words and asks Ss. to go to the board and point what she says.

- R. writes on the board a question "What do you see?" and displays on the board the flashcards with the three objects.

- R. says the question and answer saying I see a… . Then R. prompt Ss. to answer the same question saying I see a…

- Finally, the Ss. complete a handout with some activities like classify the words and complete the sentences.

Materials: Picture and word flash cards, vocabulary list, markers, sheets of paper.

WORKSHOP 7

SUBJECT: English   **DATE:**

THEME: In the classroom

TIME: 60 minutes

OBJECTIVE: To identify the school objects

ACTIVITY DESCRIPTION:

- R. develops a lead in activity "Simon Says". R. shows Ss. how to perform commands. After that, Ss. play the game.

- R. displays the flashcards on the board and says the words. Then R. prompt Ss. to repeat the words.

- R. draws on the board a Venn diagram and also writes some words about commands, school objects and colors. R. asks Ss. to go to the board and classify the words according to each category.

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- R. and Ss. sit in a circle. Teacher shows a flashcard and says its name (e.g. "Pen"). Teacher passes it on to the next student who also says its name and passes it on to the next student. Then the process is repeated.

- T. displays the flashcards on the board and asks Ss. to go to the board and point what she says.

- Finally R. gives Ss. a handout to do some activities like underline and circle what the R. says.

Materials: Flash cards, vocabulary list, pieces of paper, handouts.

WORKSHOP 8

SUBJECT: English   **DATE:**

THEME: In the classroom

TIME: 60 minutes

OBJECTIVE: To describe school objects using colors.

ACTIVITY DESCRIPTION:

- First, R. develops a lead in activity with the Ss. A soup of letters where they have to find five words (listen to, talk, yellow, red and green)

- R. makes a brief review of the vocabulary learned before.

- R. presents two picture flashcards with commands (listen to and talk).

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- R. holds up the flash cards says and perform the commands.

- Then, R. holds up and asks Ss. to say and perform the commands.

- R. presents two flashcards more with colors (white and black).

- R. holds up the flashcards and describes a school object saying it is a black table.

- R. holds up a flashcard and asks Ss. to describe it.

- R. displays the flashcards on the board and asks Ss. to got to he board and point what she says.

- To finish, students have to complete a handout where they have to describe school objects using colors.

Materials: Flash cards, vocabulary list, pieces of paper, handouts.

WORKSHOP 9

SUBJECT: English   **DATE:**

THEME: In the classroom.

TIME: 60 minutes

OBJECTIVE: To practice the vocabulary learned about commands, colors and school objects.

ACTIVITY DESCRIPTION:

- R. develops a lead in activity. R. divides Ss. into two groups. She asks one student of each group to come to the board. She shows them a flashcard with a school object and Ss. have to draw the school object. The other Ss. have to say the word in English. The group that guesses more words gains a gift.

- R. writes on the board the vocabulary learned before. She asks Ss. to come to the board and classify the vocabulary according to each category (command, color or school object).

- Ss. work in pairs. Student "A" says a command and student "B" act out the command.

- Ss. continue working in pairs. R. gives each pair four picture flashcards with school objects. One shows the picture flashcard and the other describe the school object using the colors.

- After that that, Ss. work with another partner. R. gives each pair four flashcards with school objects. One asks What is it?and the other answers It is a…

- Then students practice with the same flashcards. One asks what do you see?and the other answers I see a..

- Finally, Ss complete a handout where they have to describe, complete sentences and match

Materials: Flash cards, vocabulary list, pieces of paper, handouts.

WORKSHOP 10

SUBJECT: English　　　　　**THEME:** Post-test

TIME: 60 minutes　　　　　**DATE:**

OBJECTIVE: To complete the test about vocabulary

ACTIVITY DESCRIPTION:

- First, R. talks about the test purpose and procedure.

- She explains Ss.how the test is organized.

- After that, R. shows how to answer each question.

- Then, Ss. start to take the test.

- R. picks up the tests.

- Finally, the R. discusses with the students about the test

MATERIALS: Test, pencil, eraser, markers.

6. ASSESSMENT WORKSHOPS

Observation Guide

Student name: Date:

Topic: **Grade:**

OBSERVATION GUIDE				
INDICATORS	**Very Easily** **(10-9)**	**Easily** **(8-7)**	**Hardly** **(6)**	**Poorly** **(5-4)**
Learns more than one word				
Recycles the vocabulary learned				
Identifies the new vocabulary in pictures				
Understands the meaning of the words				
Listens and circles the vocabulary throughout the process				
Labels and writes the new words				
Gives features about the word				
Spells and names the new words taught				

Comments:_____

_____

f. METHODOLOGY

1. DESIGN OF THE RESEARCH

It is a quasi-experimental action research, because the researcher will be part of it, trying to change a problem found and applying a solution to it during the period of February to April 2014.

The main purpose of this research is to learn through action leading to personal and professional development. Also this research will generate new knowledge based in enquiries conducted within specific and often practical contexts. Here the researcher constructs his or her knowledge of specific issues through planning, acting, evaluating, refining and learning from the experience. It is a continuous learning process in which the researcher learns and shares the newly generated knowledge with those who may be benefited from it.

Furthermore the researcher can be set within a specific context or situation. Researchers can be participants because they do not have to be distant and detached from the situation. In other words the researcher should be an active participant inside the research to have better results and generate new knowledge.

Also it is transversal because this kind of research study a phenomenon in a concrete and temporary moment so that, the variable effect or dependent variable is measured in just one moment. It is a kind of design in which it is possible to make a comparison before applying the intervention plan and after concluding it. The emerging evidence-based outcomes will then contribute to

the researching practitioner's continuing professional development (Koshy, 2005)

Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about a determined problem. It can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This work will use the research spiral cycles proposed by Kemmis and M.C. Taggart since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests. The researcher starts from a detected problem, plans an action in order to solve that problem, he /she applies the strategy proposed, and reflects about the possible outcomes after finishing the intervention stage which will be reported in the thesis work.

2. METHODS

In the present research work the following methods will be used:

To study the vocabulary learning, the researcher is going to use the comprehensive method which will serve in the following:

2.1 COMPREHENSIVE METHOD: This will be used as a means to study the vocabulary learning in children of 11 and 12 years old and how it is developed or taught. It will also help to understand the importance that

vocabulary learning as a sub skill of the English language learning process has.

It is important to know that by analyzing the development of the vocabulary learning, it will possible to understand the best way that it should be taught into the English class. This method will facilitate this analysis and it will improve the vocabulary learning by the application of flash cards during a period of time that let the researcher get effective results.

To make a theoretical relation between flash cards with the development of vocabulary learning and the researcher will use the analytic and synthetic methods.

2.2 ANALYTIC METHOD: This method will help to know more about the benefits of flash cards to improve the vocabulary learning of the children who will participate in the project.

It will also be useful to analyze the data gathered by the researcher during the action stage, where there will be some instruments like an observation guide which will include indicators that will show how children are improving in their vocabulary learning into the English language process.

2.3 SYNTHETIC METHOD: It will help in the right understanding of the core problem in the vocabulary learning in the students of 11 and12 years old, which will help the research to synthesize the models of games that are appropriate and are useful to improve the vocabulary learning in children.

To determine the negative aspects that limit the development of vocabulary learning in children the researcher will use the participative diagnostic method.

2.4 PARTICIPATIVE DIAGNOSTIC METHOD. It will let the real situation of vocabulary learning of student of 11 and 12 years old. It will let start knowing the specific limitations and difficulties that they have in this sub skill. It will let the researcher correct this reality by applying new strategies through a possible solution that will help the children into the English Language process.

To select the appropriate flash cards to improve vocabulary learning the proactive method will be used:

2.5 PROACTIVE METHOD: This is useful to identify the difficulties that students have in vocabulary learning and to determine the improvements that the application of flash cards have and which will help to solve the problem found in this sub skill. It will let select the best models or alternatives that flash cards have in order to improve the students' limitations in the vocabulary learning into the English language process.

2.6 WOKSHOPS METHOD: It is a practical alternative that will help the researcher to plan and apply the contents that will be useful to work through the application of flash cards, so students are able to solve their limitations and be more active learners into the English learning process. It will also help to state specific objectives for each workshop which are directly related

to the improvement of students' limitations in vocabulary learning and they will let get better outcomes in the new strategies used in this intervention.

Finally to assess the every workshop the researcher will use comprehensive assessment method:

2.7 COMPREHENSIVE ASSESSMENT METHOD: It will be useful to assess the students' outcomes after every session that the researcher will develop through the application of the flash cards strategies and it will be checked in the observation guide which will include items that let the researcher specifically detect the students' improvements in the development of vocabulary.

3.   TECHNIQUES AND INSTRUMENTS

Through the different methods used in order to gather information and follow the students' performance, the researcher will be able to analyze all the changes of the students and mainly see the improvement of them.

To do this the researcher will select different techniques as a tool of see students' progress and gathering data.

PRE-TEST: this instrument is going to be applied in order to diagnose the students' level of English vocabulary. This will be used before starting with the action stage. Also it will help the researcher to gather or obtain quantitative data. This is an important tool to have precise information and analyze it in an

easier way. This test contains five questions that will be scored by five points each one and each. The pretest is twenty five points.

FIELD DIARY AND NOTES: the researcher will use this instrument to follow the students' performance and their improvement in vocabulary and also to gather qualitative data. Furthermore to record what happens in each lesson. In this way, it will help to write up the findings during the intervention, significant events during the observation or any particular situations that happen.

DISCUSSION: the researcher will use this instrument at the end of each session. This discussion is going to be for a short time to talk about all the things that will happen in the class. This will help the researcher to detect students' appreciations and as a feedback too in order to help them understand the class very well. This instrument is going to be applied in order to gather qualitative data.

OBSERVATION GUIDE: The researcher will carefully observe students' performance during lessons. During the project the researcher is going to use the observation guide instrument in order to determine and analyze the students' behavior and progress in the vocabulary learning. It will include the specific objectives that will measure the students' improvement. This instrument will help the researcher to investigate, analyze and reflect upon their findings when the project comes to the end.

PORTFOLIO: This is going to be used by the students to keep the works that will do during the development of the research project. It is an instrument that is

not going to help students to have their works in an organized way. Also this will help to the researcher to have evidence of the activities that he or she does with the students. Furthermore this could help the researcher to notice if the student is progressing or not.

POST- TEST: This instrument will use the researcher to gather quantitative data. The researcher is going to applied the same written test as in the beginning and will be evaluated in the same way as was done at the beginning of the process in the diagnose stage. This information is going to serve the researcher to know if the students have improved or not during this process. Also this will help the researcher to show the improvements of the students.

4. PROCEDURES

4.1 INVESTIGATE

To start with the development of the project the researcher is going to apply a written test in order to measure the student's management of the vocabulary learning. In this way the researcher could see the difficulties that students can have at the beginning of the process and how they are going to improve through to the phase of acting.

4.2 PLAN

Design a set of flash cards activities to be applied as an alternative of solution to the difficulties of the students in vocabulary learning .The contents that are going to be applied are important that students may use in the real life, in each

session these contents will vary and also the flash card activity used by the researcher

4.3 ACT

The researcher is going to apply flash cards as an effective technique of helping students of 7th grade of Basic Education with the problems they have with vocabulary learning, during three months, in a total of 12 sessions of 60 minutes each one, and 1 session per week. In addition in this step the researcher is going to teach different contents in which the students can learn new vocabulary to be used in other activities like writing.

4.4 OBSERVE

The researcher is going to use observation in order to see the students behavior and advance with the implementation of flash cards as an effective technique to improve vocabulary learning and moreover to analyze students interaction and performance during the action stage and how they will improve with the application of the flash cards sessions. Also this technique will help the researcher to get data.

4.5 REFLECT

In this step the researcher will evaluate and analyze the results and findings gotten during the action period. It is important to make a critical reflection about upon the process and outcomes that the researcher will want to overcome in

order to realize if the application of flash cards was effective and suitable to help the student to improve the vocabulary learning.

4.6 DEMONSTRATION

In this final step the researcher will demonstrate the students' improvement regarding the vocabulary learning. In order to demonstrate it and also as a way of showing the students' progress to the parents and authorities of the school the researcher will show the practical results of the research through a class demonstration, in which the students will show what have they learned.

7.5. POPULATION

The population that is going to be part of the project is the students that belong to the seventh grade and the researcher. The students are eleven and twelve years old.

GROUP OF SEVENTH YEAR OF BASIC EDUCATION			
AGE	WOMEN	MEN	TOTAL
11	1		1
12	1	4	5
	2	4	6

g. TIME LINE

PHASES	ACTIVITIES	2014											2015				
		Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.
Project	Project presentation	▇															
	Correction	▇															
	Project approval		▇														
	Thesis Advisor		▇														
Intervention/ action	Revision of the instruments		▇														
	Plan the lessons			▇													
	Act observe			▇	▇												
Thesis process	Data organization and tabulation				▇												
	Interpreting and Reflecting					▇											
	Writing up and reporting						▇										
	Presenting the thesis report						▇										
	Correction							▇	▇	▇	▇	▇					
	Private review												▇				
	Correction													▇			
	Copying and Filling														▇		
	Legal procudures															▇	
	Public presentation																▇

h. BUDGET AND FINANCING

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

1. RESOURCES

1.1. Human

✓ Researcher Beatriz Cesibel Macas Puglla.
✓ Students of 7th year of Basic Education at "Manuel Esteban Godoy" school.

1.2. Material

The material sources used throughout this research are:

- **Office material:** book, copies, paper, folders and dictionaries, flash cards
- **Technical Resources:** internet, printer, flash memories, computer, and camera.

2. BUDGET

Materials	Price
Class materials	170
Office materials	110
Transportation	150
Copies	120
TOTAL	550

3. FINANCING

All the expenses used during this research project will be financed by the researcher.

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ANNEXES

Annex one

PRE AND POST QUESTIONNAIRE

Dear students this questionnaire collects information about vocabulary. I would really appreciate you answer it. Make an x to your choice.

1. Do you have English classes every week?
   Yes ( )   No ( )
2. How many hours do you have every week?
   1-2( )   3-4 ( )   5( )   none ( )
3. Have you learned English vocabulary through flashcards?
   Yes ( )   No ( )
4. Which resources are used to learn English vocabulary?
   ❖ Flash cards ( )
   ❖ Songs   ( )
   ❖ Videos   ( )
   ❖ Posters   ( )
   ❖ None   ( )
5. How often are these resources used to learn vocabulary?

	Always	**Usually**	**Sometimes**	**Never**
Flashcards				
Songs				
Videos				
Posters				
Pictures				
Games				

6. Do you like English classes?
   Yes ( )   No ( )

Annex two

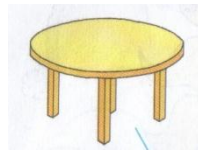## PRE AND POST TEST

STUDENT CODE: MEGOS 0____   **DATE:**

1. –LABEL THE PICTURES. USE THE WORDS GIVEN IN THE BOX.

| Book   Pencil   Chair   Color pencils   Table |

 _____

 _____

 _____

 _____

 _____

2. MATCH THE PICTURES TO THE WORDS.

write   stand up   sit down   read   listen to

3. **CLASSIFY THE WORDS THAT ARE IN THE BOX IN THEIR CORRECT CATEGORY (COLOR, SCHOOL OBJECT OR COMMAND).**

Sit down	Listen to	Red
Book	Yellow	Write
Blue	Eraser	Draw
Green	Pen	Sharpener

COLORS	SCHOOL OBJECTS	COMMANDS

4. -COMPLETE THE SENTENCES.

What do you see?

I see a _____. I see a _____.   I see an _____. I see a _____.

5.- DESCRIBE EACH PICTURE. USE COLORS.

What is it?   What is it?

It is a _____ _____.   It is a_____ _____.

What is it?

It is a _____ _____.

What is it?

It is a _____ _____.

Annex three

FIELD DIARY AND NOTES

NAME: _____	**DATE:**_____
THEME:	

Questions:	**Answers:**
➢ Did you like the class?	
➢ What did you like about the class?	
➢ What did not you like about the class?	

Comments:_____

_____

_____

_____

_____

Annex four

Intervention plan

THEME: In the classroom		
GENERAL OBJECTIVE: To apply flash cards in order to improve the vocabulary learning with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school, academic year 2013-2014?		
DESCRIPTION: The present action research is going to be applied through ten workshops.		

LESSONS	OBJECTIVE	MATERIALS AND RESOURCES
1	To take the test and questionnaire about vocabulary	Test, questionnaire, pencil, eraser, markers.
2	To identify school objects and commands.	Picture and word flashcards, vocabulary list, markers, handouts
3	To recognize the school objects and commands.	Flash cards, vocabulary list, pieces of paper, handouts, song.
4	To draw and color school objects	Picture and word flash cards, vocabulary list, markers, handouts
5	To match the picture flashcards with the words about commands and school objects.	Picture and word flashcards, vocabulary list, markers, handouts, a ball.
6	To classify the vocabulary about commands, colors and school objects.	Picture and word flash cards, vocabulary list, markers, sheets of paper.
7	To identify the school objects	Flash cards, vocabulary list, pieces of paper, handouts.
8	To describe school objects using colors.	Flash cards, vocabulary list, pieces of paper, handouts.
9	To practice the vocabulary learned about commands, colors and school objects.	Flash cards, vocabulary list, pieces of paper, handouts.
10	To complete the test and questionnaire about vocabulary	Test, questionnaire, pencil, eraser, markers.

RESEARCH MATRIX

THEME: "USING FLASH CARDS TO IMPROVE THE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS OF 7ᵀᴴ YEAR OF BASIC EDUCATION AT "MANUEL ESTEBAN GODOY ORTEGA" SCHOOL. ACADEMIC YEAR 2013- 2014"

	OBJECTIVES	THEORETICAL FRAME CATEHORIES	RESEARCH STAGE	TECHNIQUES AND INSTRUMENTS
GENERAL • **Are flash cards effective to improve the vocabulary learning in the English Language with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school of Nangora? Academic Period 2013-2014.**	GENERAL • To apply flash cards in order to improve the vocabulary learning with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school, academic year 2013-2014?	• THEORETICAL FRAME • VOCABULARY • DEFINITION • TYPES • STRATEGIES FOR TEACHING VOCABULARY • SIX STEP PROCESS TO TEACH VOCABULARY • NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY • DIFFICULTIES IN VOCABULARY	**INVESTIGATE** Diagnose the level of students' vocabulary	PRE TEST
SPECIFICS • **What kind of theoretical framework about flash cards is adequate to improve the vocabulary learning in the English Language Learning with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school? Academic Year 2013-2014** • **Which are the negative issues that limit the vocabulary learning in the English Language Learning with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school? Academic Year 2013-2014** • **Which flash cards are useful to improve the vocabulary learning in the English language learning with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school? Academic Year 2013-2014** • **How do flash cards as part of the classroom activities enhance the limitations in the vocabulary learning in the English language learning with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school? Academic Year 2013-2014** • **How effective was the application of flash cards in the vocabulary learning in the English language learning with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school? Academic Year 2013-2014**	SPECIFICS • To investigate the theoretical references about vocabulary and flash cards as a strategy to improve the vocabulary learning in the English language with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school, academic year 2013-2014. • To diagnose the issues that limit the vocabulary learning with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school, academic year 2013-2014. • To make an intervention plan with the use of flash cards to improve the vocabulary learning of the students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school, academic year 2013-2014. • To apply the intervention plan as part of the classroom activities in order to solve the limitations in the vocabulary learning in the English language with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school, academic year 2013-2014. • To reflect upon the effect that the flash cards had on the vocabulary learning in the English language with students of seventh year of Basic Education at "Manuel Esteban Godoy Ortega" school, academic year 2013-2014.	• FLASH CARDS TO IMPROVE THE VOCABULARY IN THE ENGLISH ANGUAGE LEARNING • CONCEPT • WHY USE FLASH CARDS? • REASONS TO USE FLASH CARDS • TOTAL PHYSICAL RESPONSE ACTIVITIES WITH FLASH CARDS. • FLASH CARDS TO TEACH VOCABULARY IN THE ENGLISH LEARNING • PPP PROCESS • APPLYING FLASH CARDS IN ORDER TO IMPROVE THE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE • WORKSHOPS (1-12) • ASSESSMENT OF THE EFFECTIVENESS OF FLASH CARDS ON THE VOCABULARY LEARNING	**PLAN** WORKSHOPS **ACT** Flash cards to improve vocabulary learning **REFLECT** Analyze or value the flash cards in the improvement of the vocabulary learning	LESSON PLAN OBSERVATION GUIDE NOTE TAKING FIELD DIARY PORTFOLIO POST TEST

ANNEX

Source: The seventh year students are practicing
the vocabulary asking what is it?
Author: Photo taken by Macas 2014.

Source: The seventh year students are applying the
vocabulary using the following question, what can
you see?
Author: Photo taken by Macas 2014.

Source: The seventh year students are writing
the vocabulary they learned
in the last class in order to remember the words.
Author: Photo taken by Macas 2014.

Source: The seventh year students are using the vocabulary they
learned with an activity in which one student acts like the teacher asking questions.
Author: Photo taken by Macas 2014

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