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ENGLISH LANGUAGE CAREER

TITLE:

THE USE OF FLASH CARDS TO IMPROVE THE VOCABULARY OF THE ENGLISH LANGUAGE AMONG THE 1ST YEAR STUDENTS OF BACHILLERATO, IN PARALLEL "E" AT "ADOLFO VALAREZO" HIGH SCHOOL, ACADEMIC YEAR 2013-2014

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

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CERTIFICATION

Magister

Elizabeth Sarmiento Bustamante

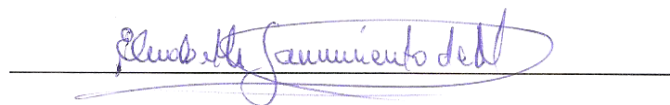
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March 4th, 2015



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Author

DEDICATION

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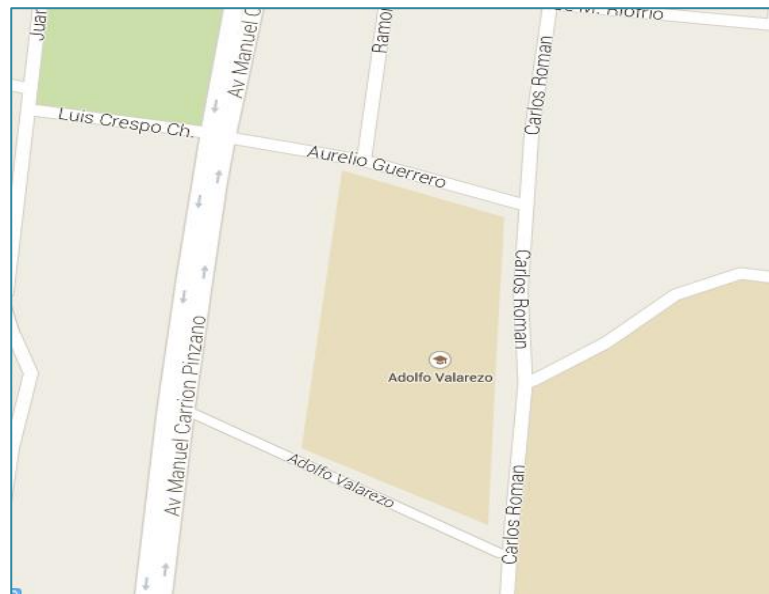
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a. TITLE

THE USE OF FLASH CARDS TO IMPROVE THE VOCABULARY OF THE ENGLISH LANGUAGE AMONG THE 1ST YEAR STUDENTS OF BACHILLERATO, IN PARALLEL "E" AT "ADOLFO VALAREZO" HIGH SCHOOL, ACADEMIC YEAR 2013-2014

b. RESUMEN

Este estudio de investigación acción estuvo orientado a mejorar el vocabulario con el uso de tarjetas de memoria con el primer año de bachillerato "E" en el Colegio "Adolfo Valarezo". Nueve sesiones se llevaron a cabo para mejorar el vocabulario de los treinta y seis estudiantes. Pruebas y cuestionarios confeccionados por el investigador se utilizaron para medir el progreso y la percepción del uso de tarjetas de memoria de los estudiantes. Otro instrumento fue el diario de campo que se utilizó en cada sesión para registrar el desarrollo de los estudiantes. Los resultados indicaron que el uso de tarjetas facilitó el progreso de los alumnos en vocabulario que se vio reflejado en el notable aumento de las puntuaciones del post-examen y en el progreso de los estudiantes. Las respuestas recibidas de los cuestionarios confirmaron también el entusiasmo y la actitud positiva hacia el trabajo con tarjetas de memoria. En conclusión, este estudio descriptivo ayudó a los estudiantes a aumentar su vocabulario y al investigador a perfeccionar sus habilidades en la enseñanza.

SUMMARY

This action research study was focused on improving the vocabulary with the use of flash cards with 1th- E year students of bachillerato at “Adolfo Valarezo” high school. Nine sessions were carried out to improve the vocabulary of the 36 students. Researcher’s-made tests and questionnaires were used to measure the students’ progress and perception of the use of flash cards. Another instrument was the field diary that was used every session to record the students’ growth. The results indicated that the use of flash cards facilitated the improvement of the students’ vocabulary which was reflected in the noticeable increase of the posttest scores and students’ progress. The answers received from the questionnaires also confirmed the enthusiasm and the positive attitude toward working with flash cards. In conclusion this descriptive study helped both the students to increase their vocabulary and the researcher to refine her teachings skills.

c. INTRODUCTION

This study was centered on the use of flash cards to improve the vocabulary with students from fifteen to seventeen years old in a public high school. These students received five English classes a week using the book as unique resource and without the use of activities that enable them to master and confirm what they learned. The current study investigated the strategy to facilitate the improvement of the vocabulary asking how does the use of flash cards improve the vocabulary of the English Language among the 1st year students of Bachillerato, in parallel “E” at “Adolfo Valarezo” high school, academic year 2013-2014?.

This descriptive work has a meaningful relevance for the university, the students and the researcher. This kind of research has not been developed before at the English language Career of the Universidad Nacional de Loja. Action Research is appropriate for education because it has a main purpose to help teachers as researchers to solve their teaching problems “in action”. This study was done to permit the researcher to gain experiences and knowledge too. The research has not only helpful for the researcher but also for the students because they were motivated to learn new words in another language (English).

The current study worked with a sample of thirty six students in an urban high school. The action research work counted with an intervention plan of

lessons, pre and post-tests, pre and post-questionnaires and a field diary, during the intervention. This intervention was planned based on the student's cognitive process to build up their knowledge. The lessons were reinforced with activities that enable students to master new words, remembering and understanding them.

The main goal of this study was to improve the knowledge of vocabulary using flash cards. The researcher to reach this goal investigated the theoretical references about flash cards as a strategy and vocabulary in the English language. Then, she diagnosed the issues that limit learning of the vocabulary and designed an intervention plan with the use of flash cards to identify their effectiveness. After that, she applied the intervention plan as part of the classroom activities to master vocabulary in English. And finally, she reflected upon the effect that flash cards had on 1st year-E of bachillerato about vocabulary.

Through the process of the intervention plan were observed positive and negative attitudes from the students and their teacher. The teacher lets to the researcher imparts the new English words without any interruption. Other positive attitudes were that students liked her classes and were motivated to improve vocabulary, to form and learn new English words using flash cards as a strategy. Nevertheless negative attitudes like the equipment and the space of the classroom were a little problem in this process to develop the

different activities. Thus, the researcher finished with all her planned classes for mastering the student`s vocabulary.

The findings in the pre and posttests reveal an important change in the knowledge and in vocabulary. The findings of the research showed that the use of flash cards improved the knowledge of vocabulary and made the student more satisfied. Additionally, the classes were relaxed through the use of flash cards they learnt new words and at the same time they were motivated to do it.

In the results part is detailed the outcomes of the research. These outcomes are presented in tables and figures with the corresponding logical analysis. The other part is the discussion that shows the major findings of the research, the importance of them and why the information obtained are relevant. The last sections are the conclusions and recommendations. They described what was found in the study and what can be doing in the future to improve any situation.

This research helped the researcher in many ways and one of them is that in the future as a pre-service she will be aware of the advantages and disadvantages of teaching vocabulary with flash cards. Also, this kind of research helped her to practice different themes with a specific strategy and

finally, it enabled her to taste the real work of an English teacher in a public school.

This report has been structured in five main points. The literature review part presents the variables: Vocabulary and Flash cards. Most of the vocabulary literature is organized with information taken from authors like Lewis (1993); Thornbury (2004); Finocchiaro (1973). The literature for flash cards is based on contributions given by Haycraft (1978); Hill (1990); Nation (2001) and also contributions of works of similar researches. The materials and methods part describe the design of the investigation, action research, the methods that help this study and the key points that were considered in the study.

d. LITERATURE REVIEW

The literature has been organized in order to know about the two variables related with this researcher work. These variables are vocabulary and flash cards:

VOCABULARY

Hocket (1979) suggested that vocabulary is the easiest aspect to learn and it hardly that requires formal attention in the classroom. Meanwhile Hornby (1995) claimed that vocabulary is a total number of words which (with rules of combining them) make up a language.

Lewis (1993) hold the idea that vocabulary acquisition is the main task of Second Language Acquisition and the language skills as listening speaking, reading, writing and translating all cannot go without vocabulary. Non-native language learners usually trend to make mistakes about vocabulary; the most difficult thing in listening is vocabulary. Foreign language teaching methods are various but all show the importance of vocabulary teaching. To start learning a foreign language is connected with learning the words.

- **Importance of vocabulary**

Wilkins, (1972) claimed that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”, also indicated that “if you

spend most of your time studying grammar, your English will not improve very much, you will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words”, while Krashen (1993) affirmed that vocabulary is so crucial because usually when learners go abroad, they face some problems to communicate with the native speakers of the host country to convey their message.

- **Classification of the vocabulary**

According to Finocchiaro (1973) there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words the student understands, can pronounce correctly and use them constructively in speaking and writing. On the other hand, passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing, while more vocabulary the learners have, is easier for them to develop their four skills (listening, reading, writing, and speaking) and learn English as the foreign language generally.

VOCABULARY LEARNING

Increasingly, research in vocabulary emphasizes the importance of lexical learning in foreign language classrooms. Therefore, learning a foreign

language means acquiring a non-native language outside the country where it is officially used. Vocabulary in the EFL classroom plays a very important role since it is crucial to conveying meaning and expressing one's ideas. Hence, students consider words to be important and are keen to learn them. (Coady, 1997)

- **Vocabulary learning strategies**

Vocabulary learning strategies emphasize the importance of classroom activities since mainstream students are usually exposed to a foreign language only during class. Language activities should be age-appropriate for the learner and appeal to their needs Allen (1998). Classroom activities can be applied to any teaching method as long as the teacher considers the level of language proficiency of the students. Meanwhile, the various factors that affect vocabulary learning in the foreign language class need to be considered by the teacher, who also needs to be aware that second language learners have different academic needs than students learning their first language. Although different types of learner personalities prefer different lexical learning strategies, it is important that students are exposed to various kinds of instruction in order to successfully acquire productive knowledge of words.

Schmitt (1997) claimed two main groups of strategies in the learning of the vocabulary:

- Discovery strategies: Strategies that are used by learners to discover learning of words;
- Consolidation strategies: a word is consolidated once it has been encountered.

He categorized vocabulary learning strategies into five sub-categories:

- Determination strategies: they are individual learning strategies.
- Social strategies: they are learners learn new words through interaction with others.
- Memory strategies: they are strategies, where by learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words.
- Cognitive strategies: they are strategies that do not engage learners in mental processing but is more mechanical means and
- Metacognitive strategies: they are strategies related to processes involved in monitoring, decision-making, and evaluation of one's progress.

- **The importance of English vocabulary learning**

The famous linguist Wilkins (1972) affirmed that people could describe few things without grammar, but they could express nothing without vocabulary. Moreover Widdowson (1987) thought that the native English speaker can

understand those language material with correct vocabulary but not so proper in grammar rules rather than those with correct grammar rules but not so proper in vocabulary use.

Also, Lewis (1993) hold the idea that vocabulary acquisition is the main task of Second and Foreign Language acquisition and the language skills as listening, speaking, reading, writing and translating all cannot go without vocabulary. Non-native language learners usually trend to make mistakes about vocabulary; the most difficult thing in listening is vocabulary. Foreign language teaching methods are various but all show the importance of vocabulary teaching. To start learning a foreign language is connected with learning the words.

TEACHING VOCABULARY

According to Finocchiaro (1973) vocabulary is very important for second and foreign language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. Teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

He also claimed that teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language.

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

Wallace (1982) explained that teaching vocabulary should consider the following factors:

- Aims: The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.
- Quantity: The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new

words. Therefore, the teacher should select new words, which can easy to understand by the learners.

- Need: In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.
- Frequent exposure and repetition: Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.
- Meaningful presentation: In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.
- Situation and presentation: The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

In sum up teachers must know the different kinds of vocabulary and understand well each factor that enables them to teach it in a suitable form.

- **Techniques in vocabulary teaching**

Learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other

materials they work with. A lot of this vocabulary is automatically absorbed. (Harmer, 1993). Besides this incidental acquisition there are “pre-planned lesson stages in which learners are taught pre-selected vocabulary items”. Various techniques and activities are aimed directly at learning vocabulary, which is usually put into sets of somehow related words, often by topic or meaning. (Thornbury, 2004)

McCarthy (1992) suggested that before presenting new language, pre-teaching activities might be beneficial “to activate existing knowledge to make the encounter with new words more meaningful. Pre-teaching activities often arouse students’ attention and desire to explore a particular topic or subject in greater detail.

Both, McCarthy (1992) and Thornbury (2004) suggested two general possibilities of arranging vocabulary presentation. The teacher provides the learners with the meaning of the words and then progresses to introduction of their forms or vice versa – the form is introduced first, followed up with illustration of the meaning.

In the latter, forms are often presented in text or another form of context and students are encouraged to discover meanings and other properties of words themselves. This type of activity is called the discovery technique. (Harmer, 1993)

There are many possibilities how to explain or illustrate the meaning of the words. In the first place, it is necessary to mention techniques typical for 'Direct Method' as Thornbury (2004) specified those "using real objects, pictures or mime."

The same author continues that these means are especially appropriate for teaching elementary levels, where many concrete objects are taught. These types of presentation are usually supplemented with the use of TPR (Total physical response), which is a technique where the teacher gives commands and students perform the actions. In TPR, "the intention is to replicate the experience of learning one's mother tongue"

Harmer (1993) suggested that sense relations, definition and direct translation of words might perform as yet another helpful tool for clarifying the meaning. While Thornbury (2004) listed these options as well and furthermore included an idea of clarifying the meaning by examples, such as "providing an example situation" or "giving several example sentences"

All these techniques are more or less useful for a particular situation, level and vocabulary, the best way would be in many cases to combine them and use several together. Besides explaining the meaning in vocabulary presentation, it is also important to focus on forms, since the sound of words is one of the aspects influencing the organization of the mental lexicon.

This is arranged by various drilling activities. From experience, songs and chants are very suitable for drills, providing rhythm, catchy rhymes and an element of fun. As Thornbury (2004) suggested introducing the written form of the word should follow not long after the presentation of the pronunciation. After presentation, learners should be provided with plenty opportunities to practice the newly gained language in accordance with the principles. In the first stage, usually mechanical practice is applied “in the form of some of kind of oral repetition”.

Additionally Thornbury (2004) affirmed that it is necessary to integrate new vocabulary into existing knowledge in the mental lexicon, which is done by types of activities, where students make judgments about words, e.g. matching, comparing etc. This mechanical practice is then followed by more open and communicative activities “where learners are required to incorporate the newly studied words into some kind of speaking or writing activity. This is often provided by various pair-work or group-work activities.

FLASH CARDS

Cross (1991) claimed that flash cards are 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 card is one of media which can help the teacher to teaching English easily, and in teaching vocabulary are very

simple visual aids that teacher can make the students more active during the teaching learning process. Moreover these can increase their span of attention and concentration to study new words in English. Meanwhile Haycraft (1978) affirmed that flash cards are cards on which words and/or pictures are printed or drawn and can be used for consolidating vocabulary, practicing structure and words order in a variety of games.

TYPES OF FLASH CARDS

Haycraft (1978) argued that there are 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 flash cards can be used as prompts for simple substitution drills. Picture flash cards are also useful for identifying verbs on action.

After introduce the two types of flash cards, below these will be detailed for knowing more about their uses in the teaching-learning process of the English language.

VOCABULARY OR WORD FLASH CARDS

Komachali (2012) affirmed that vocabulary flash card or word flash card is perhaps worth mentioning at this point, even though they are not actually pictures. However, being used in a similar way as picture flash card, they can often enrich the lesson. On top of that, those two can be indeed combined and applied together. As Wright (1990) pointed out, word flash cards are most typically used in teaching reading and writing. Nevertheless, they will find their use in teaching vocabulary too, offering valuable help mainly in teaching the spelling of newly learnt words, which definitely should not be neglected as it often is.

Learning from word card might be the simplest strategy of learning vocabulary. Nation (2001) remarked this strategy in *Learning Vocabulary in Another Language* that a learner writes the foreign word on one side of a small card, and its translation of the first language on the other. The learner goes through a set of cards and tries to recall its meaning. Vocabulary flash card can be fun, colorful, and creative way to aid in memory and retention of

vocabulary words ,also, are a tried and tested teaching and learning device inside and outside the classroom, for kids and adults alike. Some of these flash cards are designed to perfect your English while others can help you learn a new language entirely. The key to 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. So you can perfect your knowledge of the vocabulary on the list and improve your overall vocabulary.

Ur (1998) claimed that vocabulary is the words we teach in the foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language for the learners. Moreover, Hatch and Brown (1995) stated 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. It means that vocabulary as the words of certain language which are used by language speaker in using language.

Cross (1991) stated that the procedure of teaching vocabulary can be divided into three stages, they are namely:

- Presentation. In this stage, the teachers can use various techniques which are recommended in the previous discussion. However, the teachers have to be careful in selecting the techniques that they used in teaching activity;

- Practice. In the second stage, the teacher give 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;
- Production. In this stage the students are expected to apply the newly learn vocabulary through the speaking activities or writing activities.

PICTURE FLASH CARDS

Hill (1990) classified pictures according to their size into three 'key' categories:

- "Large (20x30 cm): useful for whole-class work"
- "Medium (10x15 cm): useful for group-work"
- "Small (5x5 cm): useful for games and other group-work activities"

This classification applies to picture flash cards as well. I have simplified Hill's classification and divided them into two groups only. The first group covers "Big flash cards" (about 15x20cm or larger), typically used by the teacher for whole-class activities such as presenting new language, controlled practice or as prompts for speaking activities. The second group then covers "small picture flash cards" (smaller than about 15x20cm), usually

used by students for working individually or for games and activities in pairs or groups.

- **Big picture flash cards**

Big picture flash cards are very helpful tools in presenting and drilling forms of new words, since they draw learners' attention and make these often boring activities more enjoyable. And that is exactly what teachers need when presenting new language – to catch their learners' full attention, to raise their interest in the presented subject and hence also their motivation. At the same time flash cards (as well as other forms of pictures and visual aids in general) enable students to link the meaning of the words with real-world images immediately. When using flash cards in presentation, it is easy to involve learners actively and to combine the presentation with controlled practice. The presentation of vocabulary with flashcards can be done in lots of various ways, for example in telling a story or just simply based on a set of vocabulary for a particular topic.

Wright (1990) and Haleem (1996) listed several possibilities how to illustrate the meaning of a new word or a piece of language through pictures. A single picture might often serve this purpose well enough; yet, employing several pictures might be in some cases preferable if not necessary to make sure that students get the correct idea about what aspect of the picture the

teacher had in mind. Displaying several different pictures with one identical feature should suffice for this purpose. E.g. to teach the phrase 'to be horrified', the teacher could show three pictures of people horrified by different things.

Contrasting meanings could be another possibility: The teacher works with two antonymous pictures, or similarly, compares two pictures with things very alike in their meaning, such as 'hill' and 'mountain'. Yet another possibility is to employ the sense of a collective idea or to present the word as a part of a larger thing. As for the first case, the verb 'to work' can be accompanied by pictures of different people working in various jobs; in the second case, the word 'leaf' can be put into context as a part of 'a tree'

Big flash cards are suitable for vocabulary practice and testing. To draw students' attention, it is advisable to reveal pictures in an interesting way. Wright and Haleem (1996) presented several activities that might be modified for this purpose, such as 'Flashing picture', where the teacher just flashes the cards quickly and students guess or describe what they saw.

In this sense, the picture is used in a more meaningful and 'real-life communicative' way than being just displayed for students to say what they can actually see. This will probably have a greater impact on the retention of a piece of vocabulary again and also subsequently on the ability to use it in communication.

Hill (1990) illustrated this idea on the example: “In the same way that the idea of holding up a pen and asking ‘What’s this?’, expecting the answer ‘It’s a pen’ is uncommunicative, it is uncommunicative to hold up a picture of a pen and ask ‘What’s this?’ expecting the same answer.”

- **Small picture flash cards**

A plenty of variations of these cards are typically applied in communicative activities in pairs or small groups of students, thus finding a meaningful role in reviewing and practicing vocabulary. In a closer look, we will find one-side-only cards, both-sided ones and sets of pairs (antonyms or synonyms, a picture and the corresponding word or phrase) or sets of cards connected e.g. by their meaning.

Being flexible in their way of use, these cards offer teachers and their students a large amount of possibilities in applying them in a number of activities and games such as ‘domino’ or various forms of word matching activities. Moreover, they are fit for a range of sorting or ordering activities, e.g. creating a story. These cards can also be used for games based on asking each other questions and exchanging them while searching for a set. On top of that, they might be helpful in individual practice of vocabulary, e.g. looking at a picture and guessing the meaning written on the other side. Both

Hill and Wright (1990) considered activities with this type of visual material very useful and presented plenty of them in their books.

ADVANTAGES TO USE 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 are has free moment;
- 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; and
- Flash cards also can be used for practicing structure and word order or for a variety of games.

TEACHING ENGLISH VOCABULARY

Harmer (1991) affirmed that Teaching English vocabulary is an important area worthy of effort and investigation. Recently methodologists and linguists

emphasize and recommend teaching vocabulary because of its importance in language teaching. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”.

According to Nation (1990) we can get information about which words will be most useful for learners of English by looking at frequency counts of vocabulary. Usually a vocabulary count is done by making a list of the words in a particular text or group of texts and counting how often and where they occur. Some of the more recent counts have used computers to list the words and count their frequency. Besides that teachers can decide which words are useful and should be taught to their learners on the basis of semantics. This means, that the word is more useful if it covers more things than if it only has one very specific meaning. For example, the word ‘book’, which is taught at beginning levels, has wider usage than the words ‘notebook’, ‘textbook’, etc.

Furthermore, Nation said that frequency and coverage are not enough to be used when teachers select and prepare a word list for learners of English. So he suggested other criteria, such as language needs, availability and familiarity, regularity and ease of learning or learning burden. Teachers can help their learners enrich and increase their vocabulary. They can also help

the learners to build a new store of words to select from when they want to express themselves. If any learner can handle grammar correctly, that does not mean that he can express him fluently unless he has a store of words to select from. Therefore, teachers are a very important factor in selecting and teaching English vocabulary, and they have to design vocabulary syllabi according to their learners' needs. As a result, "(Teachers') vocabulary work can be directed toward useful words and can give learners practice in useful skills".

The selection of words which are to be taught to the students is a very important procedure in the language learning process. However, the word selection process doesn't mean that the students will be fluent in expressing themselves in English upon learning that list, i.e., what students need to know regarding vocabulary is the word **meaning**, the word **use**, the word **formation** and the word **grammar**.

When conveying the meaning to the students, teachers should teach their students that a word may have more than one meaning when used in different contexts. For example, the word "book" has at least twelve different meanings when used in context. It has eight meanings as a noun, two meanings as a verb and three different meanings when used with prepositions as phrasal verbs. One may say "I booked my ticket three days ago"; another "I booked him for speeding" and so on. (Harmer J, 1991)

Teachers should make the teaching learning vocabulary process clear and easy for their students when conveying any meaning; otherwise the student may feel bored and become fed up with learning vocabulary.

The meaning of words can be communicated in many different ways. Nation (1990) suggested that teachers can convey meaning to their students by **demonstration** or **pictures** (using an object, using a cut out figure, using gesture, performing an action, photographs, blackboard drawings or diagrams and pictures from books) and by **verbal explanation** (analytical definition, putting the new word in a defining context, and translating into another language). Besides that, teachers should involve their students in discovering the words' meanings by themselves and let them make efforts to understand words' meanings.

When the students are involved in discovering meaning, they will never forget those meanings and they will be able to express themselves fluently. When a single word has various meanings, the teacher should decide which meanings are to be taught first, i.e., the teacher must decide which meanings occur most frequently and which meanings the learners need most. As a result, the students will be motivated, and gradually they will build their own store of words which will be a basis for communication at any time.

Furthermore, students should be familiar with the words' meanings when words are used in metaphors and idioms, and they should know when to

choose the right word for the right place. “We know that the word ‘hiss’, for example, describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (“Don’t move or you’re dead,” she hissed). That is metaphorical use”. (Harmer J, 1991)

Students also need to know the different forms words have and when to use them. Thus the verb ‘run’ has the participle ‘running’ and ‘run’. The present participle ‘running’ can be used as an adjective and ‘run’ can also be a noun. Word formation is a very important part in teaching vocabulary. Getting familiar with the different forms of words, the students can easily know how to use the words in writing and speaking. Moreover, word grammar is one of the most important parts that students should be taught carefully. Teachers should give the students the opportunity to be exposed to grammatical patterns and to practice them frequently, such as nouns (countable and uncountable), verb complementation, phrasal verbs, adjectives and adverbs. Therefore, “different parts of speech should usually be taught separately because they occur in differing sentence pattern, but they need not be widely separated in a course if their meanings are very similar”. (Nation I, 1990)

Teaching vocabulary is not just conveying the meaning to the students and asking them to learn those words by heart. If teachers believe that the words are worth explaining and learning, then it is important that they should

do this efficiently. Teachers should use different techniques and activities in teaching English vocabulary to motivate the learners, enrich their vocabulary and enable them to speak English properly.

There are many techniques and activities that teachers can employ and use in teaching vocabulary, such as presentation, discovery techniques and practice. We will look at the “_ **C’s approach** (**conveying** meaning, **checking** understanding, and **consolidation**), which Celce-Murcia (1991) recommended that every teacher to follow when using the above mentioned techniques. “In stage _ (conveying meaning), the items are presented to the students. In stage (checking for comprehension) exercises test how far the students have grasped the meaning of the items. In stage _ (consolidation), students deepen their understanding of the items through use and creative problem-solving activities”.

e. MATERIALS AND METHODS

In this section by methods and materials it is meant the methodology of this research work. The section 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 where the researcher carried on the following process: firstly she observed some English classes to identify a specific problem, then she made a plan with the classes that were shared with students; after that she applied two types of tests (questionnaires and tests) in order to evaluate the student's performance. 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 and to know why action research was applied to this study.

CONTEXT

“Adolfo Valarezo” public high school was selected as the place for the present research work, and it is the high 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. “Adolfo Valarezo” high school is located in Sucre Parish and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this urban public high 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 compulsory as it is for middle and high schools. In the case of “Adolfo Valarezo” High School, the treatment of English as a subject within the curriculum of the school is compulsory and this is reflected in the five class periods devoted to teach it. It has five English teachers as part of its teaching staff.

PARTICIPANTS

The development of this research work was done with the collaboration of the 1st – “E” year students of bachillerato at “Adolfo Valarezo” high school.

They were 36 students (6 girls) and (30 boys); the students were 15-17 years old. They receive five periods of English classes per week and each period is about 40 minutes. Furthermore, teacher uses the English Book (provided by the Ministry of Education) Level N° 2 with the respective CD as a didactic resource.

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 improvement of vocabulary. 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 of seven questions, two tests of five questions and teacher's field diary. 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 pre-post tests and; a questionnaire before the intervention and a post programed questionnaire as well as the qualitative text analysis of the data received from teacher's field 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 the information were the following:

- Two Questionnaires, (Annex page 116) the pre- questionnaire was applied at the beginning and the post- questionnaire at the end of the intervention. Both questionnaires contained seven multiple choice questions that were focused on student's perception about the vocabulary, both questionnaires have the same contents.
- Two tests, (Annex page 119) the pre- test and post-test, were also applied one at the beginning and the other at the end of the intervention. These contained five questions about vocabulary in order to assess student`s knowledge about it.
- The field diary, (Annex page 122) that collect qualitative data for recording the students' progress in each class. It contains detailed information and

questions for knowing about the students' development in the intervention process.

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 cooperating English high school teacher, the thesis advisor and the researcher. In this research the target population was the first-E year students of bachillerato at "Aldolfo Valarezo" high 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, flashcards, textbooks and bibliography were important material components as well.

PROCEDURE

The study started with the observations of the English classes of the 1st- "E" year of Bachillerato in order to identify the issues the students were

facing; Observation sheets, (Annex page 123) were filled out at every visit to the class to record the activities and the students work did. The analysis of observations helped to form the problem statement and create a possible solution, in order to support the questions raised during the observations a theoretical framework was developed.

An intervention plan (Annex, page 107) was organized in nine lessons, was designed with the help of the literature framework about the vocabulary in flash cards. Then, the intervention plan was applied in April. 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 tables. Means for each test section were calculated to have a better overall view of performance of the 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 posttest results.

Observation data was also obtained by periodical monitoring of the evaluation of the language skill by means of a researcher-designed field diary.

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 pre-test and post-test are presented in tables and figures. The data is presented in table N^o 1 and 2 and the logical analysis is done after each one.

- Table 1

PRE-TEST

STUDENT'S CODE	REMEMBERING			UNDERSTANDING		TOTAL /10
	Q. 1 /2	Q. 2 /2	Q. 3 /2	Q. 4 /2	Q. 5 /2	
AVHS01	1,32	1	2	1,5	1	6,82
AVHS02	0,33	1	2	1,5	2	6,83
AVHS03	1	2	1	1,5	0,5	6
AVHS04	1,32	1	1,32	0	1,5	5,14
AVHS05	1,32	2	1,65	1,5	2	8,47
AVHS06	0,66	1	2	1,5	2	7,16
AVHS07	1,65	2	1	0	0	4,65
AVHS08	1,32	1,5	0,66	0,5	2	5,98
AVHS09	0,66	1	0,33	1	1	3,99
AVHS010	1	1,5	0,33	1	0,5	4,33
AVHS011	1	2	1,65	2	2	8,65
AVHS012	0,66	2	1,65	0,5	2	6,81
AVHS013	1,32	1,5	1,65	2	2	8,47
AVHS014	0,66	2	1,65	2	1,5	7,81
AVHS015	1	1,5	0	1,5	0	4
AVHS016	0,33	2	1	0,5	0,5	4,33
AVHS017	0,66	1,5	0,33	0	2	4,49
AVHS018	1	2	1,32	1	2	7,32
AVHS019	0,66	2	1,65	1	2	7,31
AVHS020	1	1	0,66	1	0,5	4,16
AVHS021	1,65	1,5	2	1	2	8,15
AVHS022	0,66	1	0	1	1	3,66
AVHS023	0,66	1	0	0,33	1	2,99
AVHS024	1	1	2	1,5	2	7,5
AVHS025	0,66	1,5	2	2	1,5	7,66
AVHS026	0,66	2	0,66	1,5	1	5,82
AVHS027	1,32	0	2	0	2	5,32
AVHS028	1	1	2	1,5	1	6,5
AVHS029	0,33	1	0	1,5	1	3,83
AVHS030	0,33	1,5	1,32	0,5	0,5	4,15
AVHS031	0,66	1,5	2	1,5	1	6,66
AVHS032	0,66	1,5	2	1	2	7,16
AVHS033	1	1,5	1	1	0	4,5
AVHS034	1	1	1,32	0	2	5,32
AVHS035	0,33	2	2	1	2	7,33
AVHS036	0	2	0,66	0	0	2,66
Σ	30,79	52,5	44,81	36,83	47	211,93
Mean	0,85	1,45	1,24	1,02	1,30	5,88

Note. Q= question; R= remembering; questions are grouped according to the cognitive process, the ability to apply knowledge (Bloom's cognitive behavior theory); AVHS01= Adolfo Valarezo: students 'code

In the table 1, the results indicate that twenty-four students (66.7%) had difficulties to answer the five questions that were about vocabulary. However, the most difficult questions about the results were the first and fourth, so, in the question N° 1 was associated with pictures in order to write the correspond name to each and the N° 4 students had to read and complete sentences about the context of sentences. Twelve students (33.3%) were able to recognize, spell and write the vocabulary in a satisfactory average. In this case the data demonstrate that some students had some weaknesses in the first question where they had to recognize the picture and write the right name. In general, it means that the majority of students did not have enough knowledge about the vocabulary evaluated.

- Table 2

POST-TEST

Student's Code	REMEMBERING			UNDERSTANDING		TOTAL /10
	Q 1 /2	Q2 /2	Q3 /2	Q4 /2	Q5 /2	
AVHS01	2	2	2	2	2	10
AVHS02	2	1,5	2	1,5	2	9
AVHS03	2	2	2	2	2	10
AVHS04	1,32	1,5	2	1,5	2	8,32
AVHS05	1,32	2	2	2	2	9,32
AVHS06	1,65	1,5	2	2	2	9,15
AVHS07	1,65	2	2	1,5	1	8,15
AVHS08	2	2	2	2	2	10
AVHS09	0,66	0,5	0,33	1	1	3,49
AVHS10	2	1,5	2	2	2	9,5
AVHS11	2	2	2	2	2	10
AVHS12	1,65	1,5	2	2	2	9,15
AVHS13	1,65	2	2	2	2	9,65
AVHS14	1,32	2	2	2	2	9,32
AVHS15	2	2	1,65	1,5	1,5	8,65
AVHS16	1,65	2	2	1	1	7,65
AVHS17	1	2	0,66	2	2	7,66
AVHS18	2	2	2	2	2	10
AVHS19	2	2	2	1,5	2	9,5
AVHS20	1,32	2	2	2	2	9,32
AVHS21	1,32	1,5	0,66	1,5	2	6,98
AVHS22	0,66	1	0	1	1	3,66
AVHS23	1,32	1,5	1,5	1,65	2	7,97
AVHS24	2	2	1,65	2	2	9,65
AVHS25	1,65	2	2	1,5	2	9,15
AVHS26	1,32	2	2	2	1,5	8,82
AVHS27	2	1,5	2	0	2	7,5
AVHS28	1,65	2	2	1,5	1	8,15
AVHS29	0,66	1	0	1,5	1	4,16
AVHS30	1,65	2	2	2	2	9,65
AVHS31	1,65	1,5	0,66	2	2	7,81
AVHS32	1	2	2	2	2	9
AVHS33	1,65	2	2	1,5	2	9,15
AVHS34	1,32	2	2	2	2	9,32
AVHS35	1,65	2	2	1,5	2	9,15
AVHS36	2	2	1	1,5	1	7,15
Σ	56,69	64	60,11	60,65	64	305,45
Mean	1.57	1.77	1.66	1.68	1.77	8.48

Note. Q= question; R= remembering; questions are grouped according to the cognitive process, the ability to apply knowledge (Bloom's cognitive behavior theory); AVHS01= Adolfo Valarezo: students 'code

In the table 2, the results present a remarkably difference compared with the first test. In this case thirty-two students (88.9%) were able to answer the vocabulary questions in a correct way. In this case, these results demonstrate the vocabulary acquired by students during a specific period of

time. About the data presented in both tests a minimum of four students (11.1%) had some difficulties where the students got low scores; in the first question to label the pictures and in the third to use the vocabulary word in context.

In the second results, is shown a great progress in vocabulary learning then to apply the use of flash cards as a technique and was a good tool because these helped students to improved their English vocabulary; for instance, they learned the meaning of words, spelling and completing sentences using the exposed words.

- Table 3

COMPARING TESTS RESULTS

S`S CODE	Pre-test		Post-test	(X)(Y)	(X) ²	(Y) ²
	X	Y	Y			
AVHS01	6,82	10		68,2	46,5124	100
AVHS02	6,83	9		61,47	46,6489	81
AVHS03	6	10		60	36	100
AVHS04	5,14	8,32		42,7648	26,4196	69,2224
AVHS05	8,47	9,32		78,9404	71,7409	86,8624
AVHS06	7,16	9,15		65,514	51,2656	83,7225
AVHS07	4,65	8,15		37,8975	21,6225	66,4225
AVHS08	5,98	10		59,8	35,7604	100
AVHS09	3,99	3,49		13,9251	15,9201	12,1801
AVHS010	4,33	9,5		41,135	18,7489	90,25
AVHS011	8,65	10		86,5	74,8225	100
AVHS012	6,81	9,15		62,3115	46,3761	83,7225
AVHS013	8,47	9,65		81,7355	71,7409	93,1225
AVHS014	7,81	9,32		72,7892	60,9961	86,8624
AVHS015	4	8,65		34,6	16	74,8225
AVHS016	4,33	7,65		33,1245	18,7489	58,5225
AVHS017	4,49	7,66		34,3934	20,1601	58,6756
AVHS018	7,32	10		73,2	53,5824	100
AVHS019	7,31	9,5		69,445	53,4361	90,25
AVHS020	4,16	9,32		38,7712	17,3056	86,8624
AVHS021	8,15	6,98		56,887	66,4225	48,7204
AVHS022	3,66	3,66		13,3956	13,3956	13,3956
AVHS023	2,99	7,97		23,8303	8,9401	63,5209
AVHS024	7,5	9,65		72,375	56,25	93,1225
AVHS025	7,66	9,15		70,089	58,6756	83,7225
AVHS026	5,82	8,82		51,3324	33,8724	77,7924
AVHS027	5,32	7,5		39,9	28,3024	56,25
AVHS028	6,5	8,15		52,975	42,25	66,4225
AVHS029	3,83	4,16		15,9328	14,6689	17,3056
AVHS030	4,15	9,65		40,0475	17,2225	93,1225
AVHS031	6,66	7,81		52,0146	44,3556	60,9961
AVHS032	7,16	9		64,44	51,2656	81
AVHS033	4,5	9,15		41,175	20,25	83,7225
AVHS034	5,32	9,32		49,5824	28,3024	86,8624
AVHS035	7,33	9,15		67,0695	53,7289	83,7225
AVHS036	2,66	7,5		19,95	7,0756	56,25
Σ	211,93	305,45		1847,513	1348,786	2688,4287

Note. S`s code: student; X: pre-test; Y: post-test

N = the number of the students

Σ X = the sum of total score of X item

ΣY = the sum of total score of Y item

ΣXY= the sum of X and Y items

$$N = 36$$

$$\Sigma X = 211,93$$

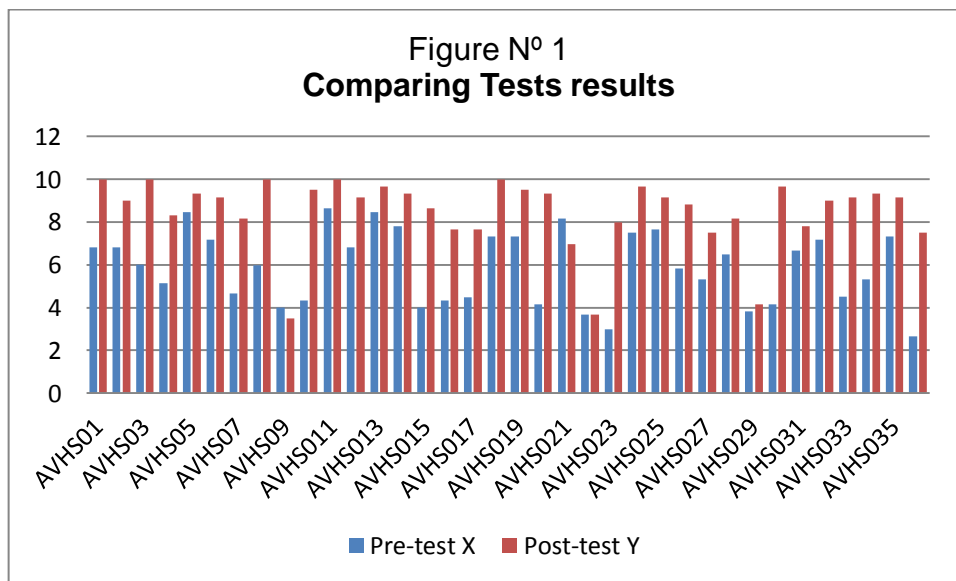
$$\Sigma Y = 305,45$$

$$\Sigma XY = 1847,513$$

$$\Sigma X^2 = 1348,786$$

$$\Sigma Y^2 = 2688,4287$$

$$r = \frac{36(1847,513) - (211,93)(305,45)}{\sqrt{[36(1348,786) - (211,93)^2][36(2688,4287) - (305,45)^2]}} = 0,5$$



The table 3 reveals the results about the comparison among both tests and these are really different because in the first test most of students projected some problems recognizing and writing the names of the pictures and completing the sentences with the words exposed. Meanwhile in the second test the majority of students show that they were really encourage with the use of flash cards to improve the English vocabulary and achieve to improve their scores. However four of them had similar score in both tests, it was because they didn't assist regularly to classes. The researcher determined that students had problems in the pre-test because they didn't have sufficient vocabulary at the time to answer the vocabulary questions. Meanwhile in the second test the results were remarkably because the majority of questions were answer right. In conclusion, with the use of the r of Pearson where it was 0, 5 show the positive tendency of correlation between the two variables.

Questionnaires

The researcher used the questionnaires for tabulating the qualitative data in order to assess the student`s knowledge about this strategy

Question 1

Table 4

Interest for English Language

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	17	47,2	30	83,3
No	19	52,8	6	16,7
Total	36	100	36	100

Note: f: frequency; %: percent

Researcher: Ximena Soledad Solano Villalta

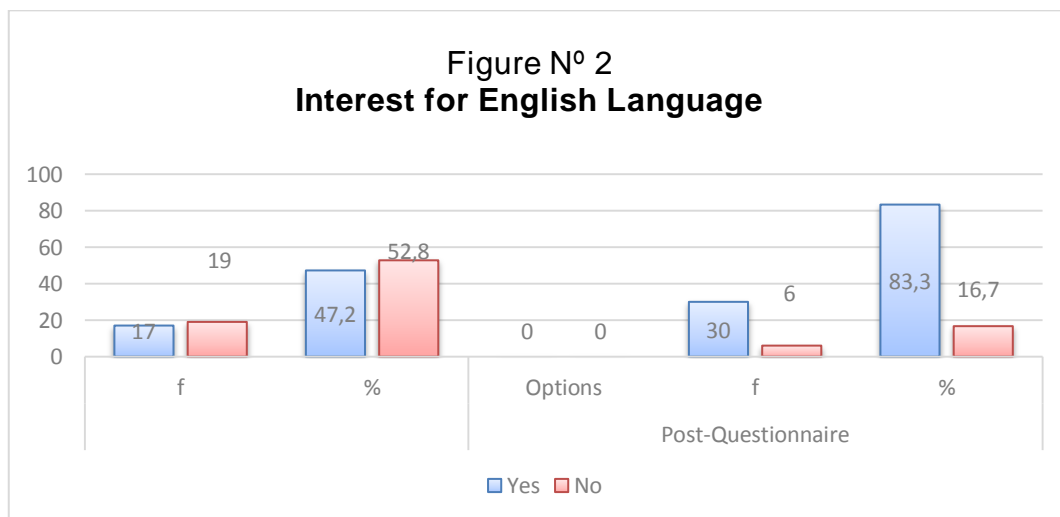


Table N° 4 shows the results about the first question of the pre-questionnaire where indicates that more than half of students answered they

did not like English, while in the post-questionnaire the majority of them indicated that they like it. The results are relevant because students admitted to be interested for learning English with the use of flash cards. These results proved the notion of Coady (1997) and Cross (1991) who stated that learning a foreign language plays a very important role since it is central to express ideas and flash cards can increase the students 'interest for studying the English language.

Question 2:

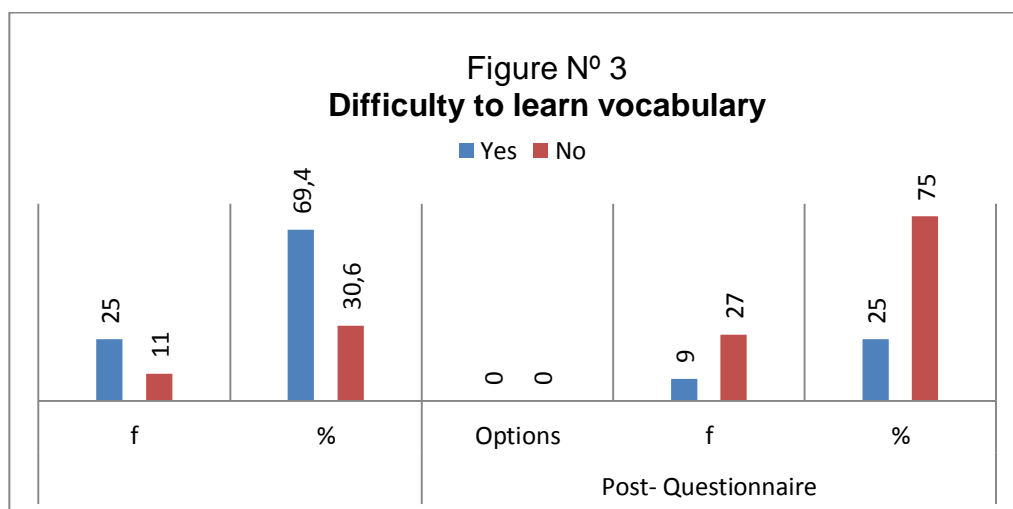
Table 5

Difficulty to learn vocabulary

	Pre-Questionnaire		Post-Questionnaire	
Options	f	%	f	%
Yes	25	69,4	9	25
No	11	30,6	27	75
Total	36	100	36	100

Note: f: frequency; %: percent

Researcher: Ximena Soledad Solano Villalta



The results show that in the pre-questionnaire a great part of students affirmed they had difficulties for learning vocabulary, while in the post questionnaire the results were different because most of population stated that they did not have difficulties to learn vocabulary. It means that after having used a different strategy like flash cards to teach vocabulary really changed the students' attitudes. It demonstrates some advantages of the use of flash cards in language teaching where Haycraft (1978) and Cross (1991) suggested that these are motivating and can be used for learning vocabulary. Also are effective for any level of students. It provides visual link between L1 and the target language and can be used for practicing structure and word order or for a variety of games.

Question 3:

Table 6

New words meaning explanation

Options	Pre- Questionnaire		Post- Questionnaire	
	f	%	f	%
Yes	11	30,6	19	52,8
No	25	69,4	17	47,2
Total	36	100	36	100

Note: f: frequency; %: percent

Researcher: Ximena Soledad Solano Villalta

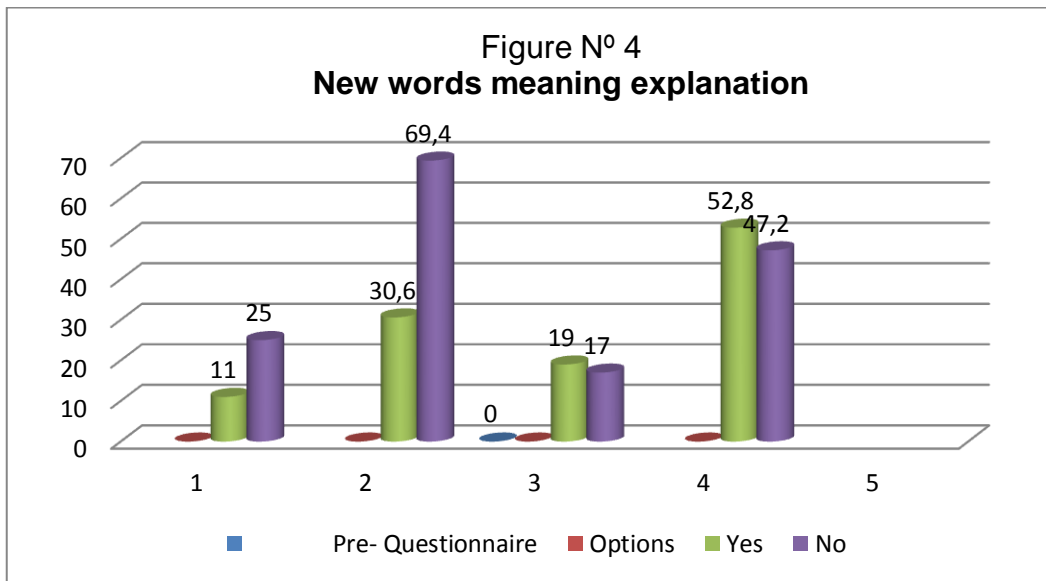


Table N° 6 shows that in the pre questionnaire a great part of students affirmed did not like how the teacher explained the new words meaning. However more than half students in the post questionnaire reveals that there is a significant difference because they like how the teacher explains the new words meaning. It means that after having used a different strategy like flash cards to explain the new words meaning certainly changed the students' attitudes and these outcomes exposed the important concept of Allen (1998) who thought that the teacher can apply classroom activities where students can be involved in order to learn the English language.

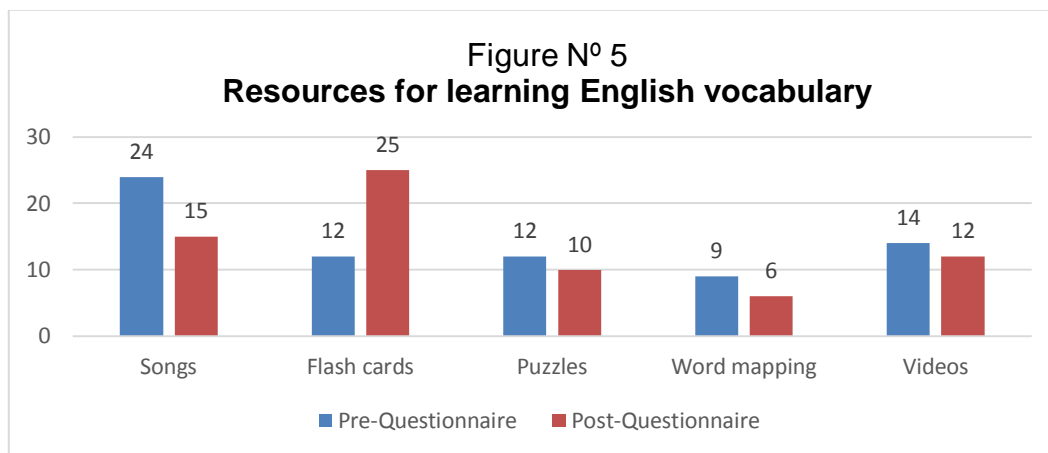
Question 4:

Table 7

Resources for learning English vocabulary

Resources	Pre-Questionnaire	Post-Questionnaire
	f	f
Songs	24	15
Flash cards	12	25
Puzzles	12	10
Word mapping	9	6
Videos	14	12

Note: resources: multiple didactic material to teach English vocabulary; f: frequency
Researcher: Ximena Soledad Solano Villalta



The results from the pre-questionnaire show that the most used resources to teach vocabulary before the intervention were the songs. Meanwhile in the post-questionnaire changed the outcomes where the majority of students stated that the most used resources were flash cards. It means that the flash cards as a strategy provided a significant contribution in the improvement of

the students' vocabulary helping them memorizing and reminding new words at any moment. It is evident now that the most used resources are the flash cards and confirms the proposition of Haycraft (1978) who affirmed that flash cards are the resource on which words or pictures can be used for consolidating vocabulary, practicing structure and words order using a variety of games.

Question 5:

Table 8

Frequency of resources for vocabulary

Resources	Pre- Questionnaire				Post- Questionnaire			
	f				F			
	Always	Once- twice a week	Once- twice a month	Never	Always	Once- twice a week	Once- twice a month	Never
Songs	21	10	3	1	17	7	1	6
Flash cards	4	18	8	4	9	22	19	0
Puzzles	12	7	13	2	3	5	8	24
Word mapping	5	12	8	9	3	7	5	21
Videos	5	2	6	23	2	0	5	22

*Note: resources: multiple didactic material to teach English vocabulary; f: frequency
 Researcher: Ximena Soledad Solano Villalta*

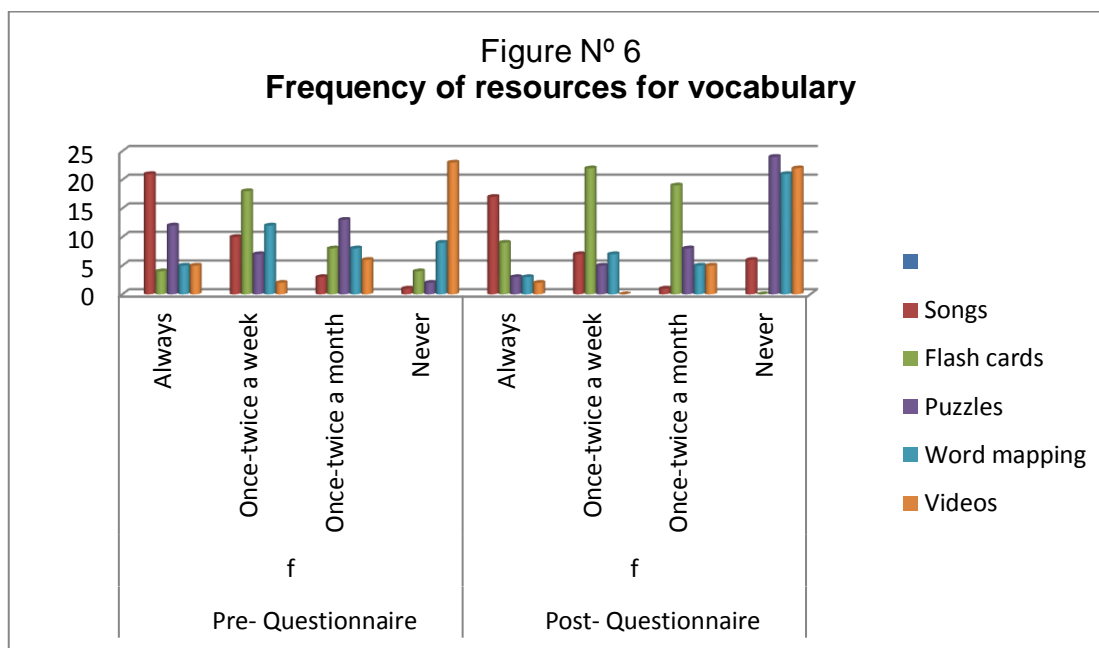


Table N° 8 reveals that in the pre-questionnaire the most used resource are the songs. Nevertheless after having used a different strategy to teach English vocabulary such as flash cards during the intervention, it can be appreciated in the results of the post-questionnaire that the most used strategy was flash cards as the principal resource applied for learning English vocabulary. Subsequently the results demonstrated that flash cards were beneficial in order to increase students' vocabulary mastery because these encourage student to participate and involve them actively. It evidences the Nation (1990) idea who said that teachers can help their learners enrich their vocabulary using different resources and frequency depending to the words that the students have or want to learn.

Question 6:

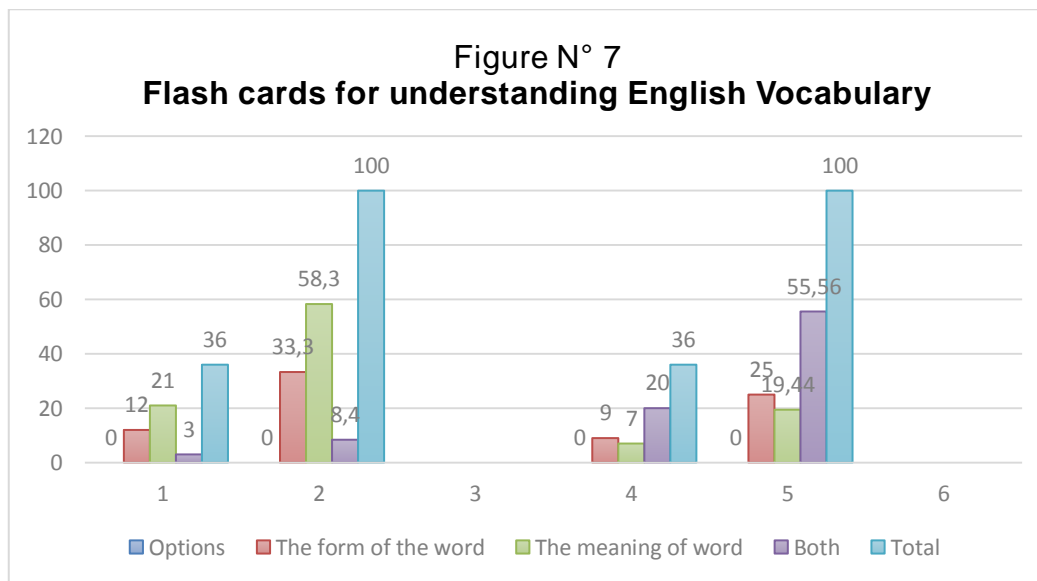
Table 9

Flash cards for understanding English vocabulary

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
The form of the word	12	33,3	9	25
The meaning of word	21	58,3	7	19,44
Both	3	8,4	20	55,56
Total	36	100	36	100

Note: f: frequency; %: percent

Researcher: Ximena Soledad Solano Villalta



According to outcomes of the table N° 9, the pre-questionnaire support that more than half of students learned the meaning of words and less than half of them stated have been learned the form of the word. It shows that the meaning of the words was considered the most essential. Nonetheless after

having used flash cards as a strategy, more than half students said that learned both of these are indispensable in order to understand the meaning and the form of words. It is associated with the Nation (1990) suggestion where teachers can demonstrate the words (using a figure with the respective name) and verbal explanation (analytical definition, putting the new word in a defining context). Thus, students will be able to discover the form and the meaning of the words in order to learn more easily the English language.

Question 7:

Table 10

Flash cards learning

Options	Pre- Questionnaire		Post- Questionnaire	
	f	%	f	%
Boring	10	27,8	3	8,3
Fun	8	22,2	17	47,2
Difficult	14	38,9	6	16,7
Interesting	4	11,1	10	27,8
Total	36	100	36	100

Note: f: frequency; %: percent

Researcher: Ximena Soledad Solano Villalta

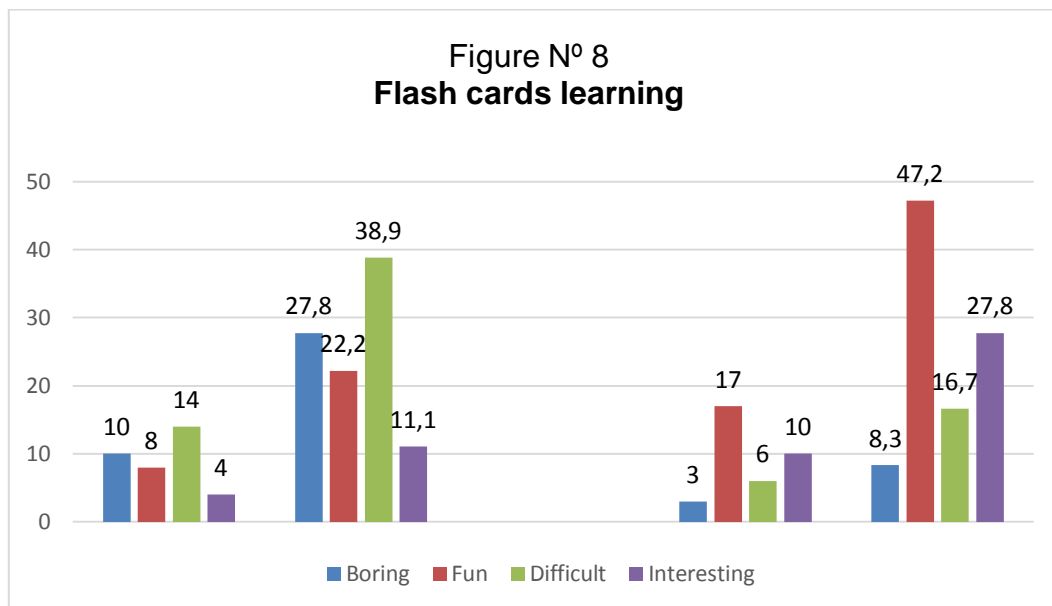


Table N° 10 indicates that less than half of students believe that learn vocabulary using flashcards is difficult in the pre-questionnaire. Nevertheless in the post questionnaire after having used flash cards to improve students' vocabulary, the outcomes express that the students' perception toward learning with it changed. It means they felt fun for learning new words in English using this strategy. These results are supported by the theory of Cross (1991) who claimed that flash cards are pictures and words on a piece of card or paper, which are probably the most widely used visual aids in language teaching. It means that flash cards can help both teachers and students because it can make them more active during the teaching learning process.

g. DISCUSSION

This research work about the use of flash cards to improve the vocabulary of the English language among the 1st-E year students of bachillerato at “Adolfo Valarezo” high school reached significant results. The findings in the pre and posttests showed a great progress in the students’ vocabulary. The pre and post questionnaires revealed the change of the students’ attitude toward to work with flash cards to learn the vocabulary. This action research study enables the researcher to help students to master the vocabulary taught and sharpen her skills as a candidate teacher.

The findings in the pre and posttests reveal an important change in the knowledge of the students’ vocabulary. The pre-test showed that most of the students did not recognize, spell and write the vocabulary. The mean obtained from the pretest was 5, 88 which confirmed it. The major difficult showed by students in the pretest was related in matching the symbol with its name. However In the post test, after the intervention, the results changed. The students achieved a mean of 8.48 over 10. In conclusion the results demonstrated that the students’ vocabulary knowledge was improved meaningfully.

In the same way, the pre and post questionnaires revealed the change of the students’ attitude toward to work with flash cards to learn the vocabulary. The pre-questionnaire indicated that most of students had some difficulties in

order to learn new vocabulary but in the post-questionnaire the results were improved because most of them revealed that the use of flash cards can increase their vocabulary. Besides the pre-questionnaire showed that most of students did not like how the teacher explains the meaning of new words. However with the use of flash cards as strategy students demonstrated to be motivated how the researcher explained the meaning of words in a fun and interesting way in order to understand and relate the meaning with the picture. These results demonstrated that this strategy was good and were consistent with Haycraft (1978) who suggested that flash cards can be used for associating vocabulary, practicing structure and words order.

The field diary designed by the researcher was used to inform the relevant events during the intervention. Here was recorded that at the beginning, the majority of students did not know much about flash cards but little by little with each class taught they demonstrated: enthusiasm, interest and cooperation to work with this resource. However, there were three students who attended only two of the nine planned classes.

During the intervention process the study had some strengths and weaknesses. A main strength was the coloboration of the English teacher who let her carried out this work. Another strength was that students conformed a great group because they were cooperative, enthusiastic, interest and respectful in each class taught. However there were some

limitations during this proces as the following: The researcher was to work with a population of 36 students in the class and some of them did not assisted regularly. Another weakness was the equipment and the space in the clasroom.

This action research was an excellent experience not only for doing this work but also for gaining experience in this field. This work enables the researcher to realize about the importance of use a strategy to helpful students to learn the vocabulary. This action research was an excellent practice because through it the researcher could design lesson plans, make tests to diagnose the students` knowledge and analysis their results. In short, this study improved the candidate teachers` skills.

h. CONCLUSIONS

Based on the findings of this action research and after the analysis of each one it was possible to draw the following conclusions:

- The issues that limited the vocabulary learning of 1st - E year students of bachillerato were the lack of experiences that students had to learn and master it with a strategy that facilitate the understanding and learning of new words. The results got in the observation, pre-questionnaire and pre-test applied to the students showed that vocabulary was taught with textbooks and songs, also, they had more difficulties labeling the pictures and using the words in context.
- The nine sessions designed in the intervention plan were addressed to face the issues that students had in learning vocabulary. They were planned based on the students' cognitive process to build up their knowledge. Each lesson was organized considering this approach for helping to improve the students' vocabulary with the use of flash cards as a strategy. The nine lessons were reinforced with activities that permit students to mastering, remembering and understanding new words.
- Picture and word flash cards were implemented to improve the vocabulary learning. Picture flash cards were applied to associate symbols with their names in some activities that facilitated to the students

identify and understand the words' meaning and word flash cards were used to master the spelling of the vocabulary words.

- The use of flash cards as part of the classroom activities reduced the students' limitations meaningfully. It was confirmed with the students' participation in each lesson and the progress they reached performing their tasks. The range of the students' scores from the pretest (5, 88) and posttests (8, 48) is relevant evidence that demonstrates the positive impact that flash cards had in this intervention.
- In summary, the action research presented dealt with the influence that flash cards have on the improvement of the English vocabulary. The outcomes of this work determined positively the improvement of new vocabulary and made the students more active and cooperative to learn new words for expressing their ideas in English.

i. RECOMMENDATIONS

- Researcher suggests English teachers to improve the knowledge of English language by implementing a triangulation method applying before to start the introduction of a new theme; this method starts with observation, questionnaires and tests in order to identify the students' weaknesses in English vocabulary.
- The researcher proposes to use an intervention will help to detail and facilitate the teaching-learning process of English language focusing on vocabulary; this process will be planned according to objectives, activities, and assessment of the class theme using flash cards as strategy to improve the acquisition of new vocabulary.
- Researcher suggests to use picture and word flash cards as a helpful strategy to master the student's vocabulary for taking advantages of the students' attention, motivation and participation in classes in order to understand the meaning and the form of the words in a funny way for expressing their ideas and, so, obtain a meaningful result in the teaching-learning process.

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k. ANNEXES

1859

UNIVERSIDAD NACIONAL DE LOJA

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN**

ENGLISH LANGUAGE CAREER

THEME

THE USE OF FLASH CARDS TO IMPROVE THE VOCABULARY OF
THE ENGLISH LANGUAGE AMONG THE 1ST YEAR STUDENTS OF
BACHILLERATO, IN PARALLEL "E" AT "ADOLFO VALAREZO" HIGH
SCHOOL, ACADEMIC YEAR 2013-2014

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

AUTHOR:

Ximena Soledad Solano Villalta

LOJA-ECUADOR

2014

1859

a. THEME

THE USE OF FLASH CARDS TO IMPROVE THE VOCABULARY OF THE ENGLISH LANGUAGE AMONG THE 1ST YEAR STUDENTS OF BACHILLERATO, IN PARALLEL "E" AT "ADOLFO VALAREZO" HIGH SCHOOL, ACADEMIC YEAR 2013-2014

b. PROBLEM

2.1.BACKGROUND

The present research will be carried out at “ADOLFO VALAREZO” High School, which is located in the Sucre Parish in the east of the city of Loja. The Educational Center opened the doors in 1964 by the ministerial decree No. 3231 of October 28th of the same year. It began as a High School annexed to the faculty of philosophy, literature and science education at the National University of Loja.

The High School has about 1000 students, 57 teachers and 11 administrative staff. The institution is organized in eighth, ninth and tenth years of basic education, and the first, second and third years of Bachillerato.

The vision of the center is to build a school that offers to society, people with the principles of progressive education who are trained with the highest level of scientific, technical, and axiological Education. In addition the mission is based on the principles of educational, freedom and democracy that emphasizes the development of full potential, ensuring a comprehensive education.

2.2. CURRENT SITUATION OF THE RESEARCH PROBLEM

The English classroom of 1st year of Bachillerato in parallel “E” at “Adolfo Valarezo” High School has 40 students and one certified English teacher. They receive five periods of English classes per week and each period is about 40 minutes.

During the period of observation of English classes, the researcher saw that the students are facing some difficulties in the learning of the English language vocabulary. These difficulties are reflected in the speaking, listening, reading and writing skills. Most of the classes are developed in this way: The classes start without any warm-up or lead-in activities that engage the students’ attention; instead teacher spends the time controlling the attendance.

The English classes with this group are more focused on the explanation of the grammar rather than the vocabulary to improve the communication of the English Language. In this class the topic, the explanation and some examples are written on the board by the teacher. For this, teacher uses the textbook as a didactic resource to teach. Some students work in the book but others prefer to talk. It seems some of them are not motivated to do it. When teacher asks for examples they do not know how to express themselves using the

appropriate vocabulary in English. Most of the time students claim the teacher to ask them in Spanish for understanding.

When students do the autonomous work in their textbooks, most of the time, the class is disrupted by students' questions about the meaning of words. Teacher keeps spending time explaining to each student the meaning in Spanish; it makes that students do not completed the tasks on time.

Some problems are affecting the development of the English Language acquisition in this group. It might happen because teacher is using only the textbook as a didactic resource, especially to teach. Using other didactic materials will facilitate to teach vocabulary. In this case the researcher is focused on using flash cards to improve the learning of it.

2.3. RESEARCH PROBLEM

How does the use of flash cards improve the vocabulary of the English Language among the 1st year students of Bachillerato, in parallel "E" at "Adolfo Valarezo" High School, academic year 2013-2014?

2.4. DELIMITATION OF THE RESEARCH

a) TEMPORAL

This research project will be carried out during the academic period 2013-2014.

b) SPATIAL

This research project will be carried out in 1st year of Bachillerato at “Adolfo Valarezo” High School”, located in Loja City.

c) OBSERVATION UNITS

People who will be involved to provide the information about the research theme are:

- The researcher
- The Students at “Adolfo Valarezo” High School

d) SUBPROBLEMS

- What kind of theoretical references about vocabulary and flash cards are effective to help 1st year students of Bachillerato at Adolfo Valarezo High School, academic year 2013-2014?

- What are the issues that limit the vocabulary learning with 1st year students of Bachillerato at Adolfo Valarezo High School, academic year 2013-2014?
- What are the important phases of the intervention plan that address the current issues of the vocabulary learning on 1st year students of Bachillerato at Adolfo Valarezo High School, academic year 2013-2014?
- Which flash cards are implementing to improve the vocabulary learning on 1st year students of Bachillerato at Adolfo Valarezo High School, academic year 2013-2014?
- How do flash cards as part of the classroom activities reduce the limitation of the vocabulary learning on 1st year students of Bachillerato at Adolfo Valarezo High School, academic year 2013-2014?

c. JUSTIFICATION

This action research project is focused on using flash cards to improve the vocabulary with 1st year students of Bachillerato at “Adolfo Valarezo” High School, because they have difficulty understanding the meaning of words. Also it will help students to increase the vocabulary and will give the researcher the chance to practice in depth and learn from her experiences. Furthermore it will be enable her to obtain her bachelor’s degree.

Nilawati, (2008) states that vocabulary is a central aspect of language and it has critical importance. Without it, people cannot communicate effectively or express their ideas in both oral and written form. The researcher has found that using flash cards is a good technique to improve vocabulary, so, it is one of media that can help the teacher to teach English easily. Moreover teaching vocabulary provides very simple visual aids and the teacher can make the students more active during the teaching learning process, and help students learn vocabulary because they can increase students’ span of attention and concentration to study new words in English; in this case Haycraft, (1978) affirms that flashcards can be used for consolidating vocabulary and practicing structure and word order.

Finally this project will allow the researcher the experience of teaching vocabulary using flash cards. Furthermore it will help to obtain a bachelor's Degree in Sciences of Education, English Language Specialization.

d. OBJECTIVES

GENERAL

- To improve the English vocabulary through the use of flash cards among the 1st year students of Bachillerato, parallel “E” at “Adolfo Valarezo” High School, academic year 2013-2014

SPECIFICS

- To investigate the theoretical references about vocabulary in the English language and flash cards to help 1st year students of Bachillerato, parallel “E” at “Adolfo Valarezo” High School, academic year 2013-2014
- To diagnose the issues that limit the vocabulary learning with 1st year students of Bachillerato, parallel “E” at “Adolfo Valarezo” High School, academic year 2013-2014
- To design an intervention plan with the use of flash cards to improve the vocabulary with 1st year students of Bachillerato, parallel “E” at “Adolfo Valarezo” High School, academic year 2013-2014

- To apply the intervention plan as part of the classroom activities in order to solve the limitations in vocabulary learning on 1st year students of Bachillerato, parallel “E” at “Adolfo Valarezo” High School, academic year 2013-2014

- To reflect upon the effect that flash cards had with 1st year students of Bachillerato parallel “E” at “Adolfo Valarezo” High School, academic year 2013-2014

e. THEORETICAL FRAMEWORK

5.1. Vocabulary

Nilawati (2008) states that vocabulary is a central of language and of critical importance of typical language, without sufficient vocabulary, people cannot communicate effectively or expresses his ideas in both oral and written form. To support the speaker's interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. Meanwhile Hornby (1995) defines the vocabulary as a list of words used in a book, usually with definition and translation.

Furthermore Ur (1998: 60) claims that vocabulary is the words we teach in the foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language for the learners. Moreover, Hatch and Brown (1995: 1) explain 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. It means that vocabulary as the words of certain language which are used by language speaker in using language.

According to Cross (1991: 11-13) the procedure of teaching vocabulary can be divided into three stages, they are namely:

a) Presentation. In this stage, the teachers can use various techniques which are recommended in the previous discussion.

b) Practice. In the second stage, the teacher give 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;

c) Production. In this stage the students are expected to apply the newly learn vocabulary through the speaking activities or writing activities.

5.1.1. Classification of the Vocabulary

According to Finocchiaro (1973) there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words the student understands, can pronounce correctly and use them constructively in speaking and writing. On the other hand, passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing, while more vocabulary the learners have, is easier for them to develop their four skills (listening, reading, writing, and speaking) and learn English as the foreign language generally.

5.1.2. Types of Vocabulary

Risdiana (1997: 3) remarks that there are four categories of vocabulary:

Listening Vocabulary

Listening vocabulary refers to all the words that children recognize and understand when they hear them in oral context. It is the first vocabulary to develop during the language acquisition stage and is also the one that continues to grow most rapidly during Elementary school years.

Speaking Vocabulary

Speaking vocabulary includes all the words that children use in everyday speech. It forms the basis for development of the reading and writing vocabulary.

Reading Vocabulary

Reading vocabulary consists of all the words that children recognize and understand in writing. The students' vocabulary mastery is

generally limited when they enter schools. By the time they reach reading maturity in the upper grades, their reading vocabulary overtakes and surpasses their oral vocabulary. The more students read the larger is their reading vocabulary.

Writing Vocabulary

Writing vocabulary is the last to develop and includes only the words that children can use in written compositions. It is closely tied to spelling instruction.

Cheek (1989: 113) remarks that there are three reading vocabulary the students may encounter when they are reading.

- a) General vocabulary: referring to the words that comprise the major portion of one's vocabulary usage in everyday communication, such as "house", "table", and "chair".
- b) Specialized vocabulary: referring to the words with multiple meanings that change from one content to another, such as "mass", "root", and "raise".
- c) Technical vocabulary: referring to the words that are essential to the understanding of a specific content area. These words only relate to one content area and the understanding of its concepts, such as

“gene” (science), “embargo” (social studies) and “exponents” (mathematics).

General vocabulary is the main vocabulary found in the primary school students’ reading text. The writer focused on the general vocabulary since it contains the words used in daily communication and is useful for the students as their basic knowledge.

5.1.3. Vocabulary Learning

Increasingly, research in vocabulary emphasizes the importance of lexical learning in foreign language classrooms. Therefore, learning a foreign language means acquiring a non-native language outside the country where it is officially used. Vocabulary in the EFL classroom plays a very important role since it is crucial to conveying meaning and expressing one’s ideas. Hence, students consider words to be important and are keen to learn them (Coady, 1997).

Vocabulary learning strategy emphasizes the importance of classroom activities since mainstream students are usually exposed to a foreign language only during class. Language activities should be age-appropriate for the learner and appeal to their needs (Allen, 1998). Classroom activities can be applied to any teaching method as long as the teacher considers the level of language proficiency of

the students. Meanwhile, the various factors that affect vocabulary learning in the foreign language class need to be considered by the teacher, who also needs to be aware that second language learners have different academic needs than students learning their first language. Although different types of learner personalities prefer different lexical learning strategies, it is important that students are exposed to various kinds of instruction in order to successfully acquire productive knowledge of words.

5.1.4. Vocabulary Learning Strategies

Schmitt, (1997) claims that there are two main groups of strategies:

- 1). Discovery strategies: Strategies that are used by learners to discover learning of words;
- 2). Consolidation strategies: a word is consolidated once it has been encountered.

He categorized vocabulary learning strategies into five sub-categories:

- 1). Determination strategies: they are individual learning strategies.

- 2). Social strategies: they are learners learn new words through interaction with others.
- 3). Memory strategies: they are strategies, where by learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words.
- 4). Cognitive strategies: they are strategies that do not engage learners in mental processing but is more mechanical means and
- 5). Metacognitive strategies: they are strategies related to processes involved in monitoring, decision-making, and evaluation of one's progress.

5.1.5. The importance of English vocabulary learning

The famous linguist Wilkins (1972) affirmed that people could describe few things without grammar, but they could express nothing without vocabulary. Widdowson (1987) thought that the native English speaker can understand those language material with correct vocabulary but not so proper in grammar rules rather than those with correct grammar rules but not so proper in vocabulary use. Lewis (1993) held the idea that vocabulary acquisition is the main task of Second and Foreign Language Acquisition and the language skills as listening; speaking, reading, writing and translating all cannot go without vocabulary.

Non-native language learners usually trend to make mistakes about vocabulary; the most difficult thing in listening is vocabulary. Foreign language teaching methods are various but all show the importance of vocabulary teaching. To start learning a foreign language is connected with learning the words.

5.1.6. Teaching Vocabulary

According to Finocchiaro (1973: 38) vocabulary is very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. Teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

He also claims that teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language.

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

Wallace (1982:207) explains that teaching vocabulary should consider the following factors:

1) Aims: The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

2) Quantity: The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words.

Therefore, the teacher should select new words, which can easy to understand by the learners.

3) Need: In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

4) Frequent exposure and repetition: Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well.

They also give opportunity to the students to use words in writing or speaking.

5) Meaningful presentation: In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

6) Situation and presentation: The teachers tell the students that they have to use the words appropriately.

The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

5.1.7. Teaching English Vocabulary

Harmer (1991) affirms that Teaching English vocabulary is an important area worthy of effort and investigation. Recently methodologists and linguists emphasize and recommend teaching vocabulary because of its importance in language teaching. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh".

According to Nation (1990) we can get information about which words will be most useful for learners of English by looking at frequency counts of vocabulary. Usually a vocabulary count is done by making a list of the words in a particular text or group of texts and counting how often and where they occur. Some of the more recent counts have used computers to list the words and count their frequency.

Besides that, teachers can decide which words are useful and should be taught to their learners on the basis of semantics. This means, that the word is more useful if it covers more things than if it only has one very specific meaning. For example, the word 'book', which is taught at beginning levels, has wider usage than the words 'notebook', 'textbook', etc.

Furthermore, Nation (1990) remarks that frequency and coverage are not enough to be used when teachers select and prepare a word list for learners of English. So he suggests other criteria, such as language needs, availability and familiarity, regularity and ease of learning or learning burden. Teachers can help their learners enrich and increase their vocabulary. They can also help the learners to build a new store of words to select from when they want to express themselves. If any learner can handle grammar

correctly, that does not mean that he can express himself fluently unless he has a store of words to select from. Therefore, teachers are a very important factor in selecting and teaching English vocabulary, and they have to design vocabulary syllabi according to their learners' needs. As a result, "(Teachers') vocabulary work can be directed toward useful words and can give learners practice in useful skills".

The selection of words which are to be taught to the students is a very important procedure in the language learning process. However, the word selection process doesn't mean that the students will be fluent in expressing themselves in English upon learning that list, i.e., what students need to know regarding vocabulary is the word **meaning**, the word **use**, the word **formation** and the word **grammar**. Moreover (Harmer, 1991) explains that when conveying the meaning to the students, teachers should teach their students that a word may have more than one meaning when used in different contexts. For example, the word "book" has at least twelve different meanings when used in context. It has eight meanings as a noun, two meanings as a verb and three different meanings when used with prepositions as phrasal verbs. One may say "I booked my ticket three days ago"; another "I booked him for speeding" and so on.

Teachers should make the teaching learning vocabulary process clear and easy for their students when conveying any meaning; otherwise the student may feel bored and become fed up with learning vocabulary.

The meaning of words can be communicated in many different ways. Nation (1990) suggests that teachers can convey meaning to their students by **demonstration** or **pictures** (using an object, using a cut out figure, using gesture, performing an action, photographs, blackboard drawings or diagrams and pictures from books) and by **verbal explanation** (analytical definition, putting the new word in a defining context, and translating into another language). Besides that, teachers should involve their students in discovering the words' meanings by themselves and let them make efforts to understand words' meanings. When the students are involved in discovering meaning, they will never forget those meanings and they will be able to express themselves fluently.

When a single word has various meanings, the teacher should decide which meanings are to be taught first, i.e., the teacher must decide which meanings occur most frequently and which meanings the learners need most. As a result, the students will be motivated,

and gradually they will build their own store of words which will be a basis for communication at any time.

Furthermore Harmer (1991) remarks that students should be familiar with the words' meanings when words are used in metaphors and idioms, and they should know when to choose the right word for the right place. "We know that the word 'hiss', for example, describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other ("Don't move or you're dead," she hissed.). That is metaphorical use.

Students also need to know the different forms words have and when to use them. Thus the verb 'run' has the participle 'running' and 'run'. The present participle 'running' can be used as an adjective and 'run' can also be a noun. Therefore, word formation is a very important part in teaching vocabulary. Getting familiar with the different forms of words, the students can easily know how to use the words in writing and speaking.

Moreover, word grammar is one of the most important parts that students should be taught carefully. Teachers should give the students the opportunity to be exposed to grammatical patterns and to practice them frequently, such as nouns (countable and

uncountable), verb complementation, phrasal verbs, adjectives and adverbs. Therefore, “different parts of speech should usually be taught separately because they occur in differing sentence pattern, but they need not be widely separated in a course if their meanings are very similar” (Nation, 1990).

Teaching vocabulary is not just conveying the meaning to the students and asking them to learn those words by heart. If teachers believe that the words are worth explaining and learning, then it is important that they should do this efficiently. Teachers should use different techniques and activities in teaching English vocabulary to motivate the learners, enrich their vocabulary and enable them to speak English properly.

There are many techniques and activities that teachers can employ and use in teaching vocabulary, such as presentation, discovery techniques and practice. We will look at the “**_ C’s approach** (**conveying** meaning, **checking** understanding, and **consolidation**), which Celce-Murcia (1991) recommends every teacher to follow when using the above mentioned techniques. “In stage **_** (conveying meaning), the items are presented to the students. In stage (checking for comprehension) exercises test how far the students have grasped the meaning of the items. In stage **_**

(consolidation), students deepen their understanding of the items through use and creative problem-solving activities”.

5.1.8. Techniques in vocabulary teaching

Learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other materials they work with. A lot of this vocabulary is automatically absorbed. (Harmer, 1993: 159)

Beside this incidental acquisition there are “pre-planned lesson stages in which learners are taught pre-selected vocabulary items” Thornbury, (2004) .Various techniques and activities are aimed directly at learning vocabulary, which is usually put into sets of somehow related words, often by topic or meaning.

As McCarthy (1992) suggests, before presenting new language, pre-teaching activities might be beneficial “to activate existing knowledge to make the encounter with new words more meaningful.” (McCarthy 1992: 108) Pre-teaching activities often arouse students’ attention and desire to explore a particular topic or subject in greater detail.

Both McCarthy (1992: 110) and Thornbury (2004: 76) suggest two general possibilities of arranging vocabulary presentation. The teacher provides the learners with the meaning of the words and then progresses to introduction of their forms or vice versa – the form is introduced first, followed up with illustration of the meaning.

In the latter, forms are often presented in text or another form of context and students are encouraged to discover meanings and other properties of words themselves. This type of activity is called the discovery technique. (Harmer 1993: 160)

There are many possibilities how to explain or illustrate the meaning of the words. In the first place, it is necessary to mention techniques typical for 'Direct Method' as Thornbury (2004) specifies them "using real objects (called realia) or pictures or mime." (Thornbury 2004: 78)

The same author continues that these means are especially appropriate for teaching elementary levels, where many concrete objects are taught. These types of presentation are usually supplemented with the use of TPR (Total physical response), which is a technique where the teacher gives commands and students

perform the actions. In TPR, “the intention is to replicate the experience of learning one’s mother tongue”. (Thornbury 2004: 79)

As Harmer (1993: 161-162) suggests, sense relations, definition and direct translation of words might function as yet another helpful tool for clarifying the meaning.

Thornbury (2004: 81) listed these options as well and furthermore included an idea of clarifying the meaning by examples, such as “providing an example situation” or “giving several example sentences”

All these techniques are more or less useful for a particular situation, level and vocabulary, the best way would be in many cases to combine them and use several together.

5.2. Flash cards

Cross (1991: 119) states that flash card is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. It means that flash card is one of media which can help the teacher to teaching English easily, and in teaching vocabulary are very simple visual aids that teacher can make the students more

active during the teaching learning process. Moreover these can increase their span of attention and concentration to study new words in English. While Haycraft (1978: 102) affirms that flash cards are cards on which words and/or pictures are printed or drawn and can be used for consolidating vocabulary, practicing structure and words order or a variety of games.

5.2.1. Types of flash cards

Haycraft (1978: 102) argues that there are 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 flash cards can be used as prompts for simple substitution drills. Picture flash cards are also useful for identifying verbs on action.

5.2.2. Picture flash cards

According Hill (1990: 1) pictures bring not only images of reality, but can also function as a fun element in the class. Moreover he classified pictures according to their size into three 'key' categories:

- "Large (20x30 cm): useful for whole-class work"
 - "Medium (10x15 cm): useful for group-work"
 - "Small (5x5 cm): useful for games and other group-work activities"
- (Hill, 1990: 5)

The first group covers "Big flash cards" (about 15x20cm or larger), typically used by the teacher for whole-class activities such as presenting new language, controlled practice or as prompts for speaking activities. The second group then covers "small picture flash cards" (smaller than about 15x20cm), usually used by students for working individually or for games and activities in pairs or groups.

5.2.3. Big picture flashcards

Big picture flash cards are very helpful tools in presenting and drilling forms of new words, since they draw learners' attention and make these often boring activities more enjoyable. And that is exactly what

teachers need when presenting new language – to catch their learners' full attention, to raise their interest in the presented subject and hence also their motivation. At the same time flash cards (as well as other forms of pictures and visual aids in general) enable students to link the meaning of the words with real-world images immediately. When using flash cards in presentation, it is easy to involve learners actively and to combine the presentation with controlled practice. The presentation of vocabulary with flash cards can be done in lots of various ways, for example in telling a story or just simply based on a set of vocabulary for a particular topic.

Wright (1990) and Haleem (1996) listed several possibilities how to illustrate the meaning of a new word or a piece of language through pictures. A single picture might often serve this purpose well enough; yet, employing several pictures might be in some cases preferable if not necessary to make sure that students get the correct idea about what aspect of the picture the teacher had in mind. Displaying several different pictures with one identical feature should suffice for this purpose. E.g. to teach the phrase 'to be horrified', the teacher could show three pictures of people horrified by different things.

Contrasting meanings could be another possibility: The teacher works with two antonymous pictures, or similarly, compares two pictures with

things very alike in their meaning, such as 'hill' and 'mountain'. Yet another possibility is to employ the sense of a collective idea or to present the word as a part of a larger thing. As for the first case, the verb 'to work' can be accompanied by pictures of different people working in various jobs; in the second case, the word 'leaf' can be put into context as a part of 'a tree'

Big flash cards are suitable for vocabulary practice and testing. To draw students' attention, it is advisable to reveal pictures in an interesting way. Wright (1990) and Haleem (1996) presented several activities that might be modified for this purpose, such as 'Flashing picture', where the teacher just flashes the cards quickly and students guess or describe what they saw.

In this sense, the picture is used in a more meaningful and 'real-life communicative' way than being just displayed for students to say what they can actually see. This will probably have a greater impact on the retention of a piece of vocabulary again and also subsequently on the ability to use it in communication.

Hill (1990) illustrated this idea on the example: "In the same way that the idea of holding up a pen and asking 'What's this?', expecting the answer 'It's a pen' is uncommunicative, it is uncommunicative to hold

up a picture of a pen and ask ‘What’s this?’ expecting the same answer.”

5.2.4. Small picture flash cards

A plenty of variations of these cards are typically applied in communicative activities in pairs or small groups of students, thus finding a meaningful role in reviewing and practicing vocabulary. In a closer look, we will find one-side-only cards, both-sided ones and sets of pairs (antonyms or synonyms, a picture and the corresponding word or phrase) or sets of cards connected e.g. by their meaning.

Being flexible in their way of use, these cards offer teachers and their students a large amount of possibilities in applying them in a number of activities and games such as ‘domino’ or various forms of word matching activities. Moreover, they are fit for a range of sorting or ordering activities, e.g. creating a story. These cards can also be used for games based on asking each other questions and exchanging them while searching for a set. On top of that, they might be helpful in individual practice of vocabulary, e.g. looking at a picture and guessing the meaning written on the other side. Both Hill (1990) and Wright (1990) considered activities with this type of visual material very useful and presented plenty of them in their books.

5.2.5. Word flash cards

Word flash cards are perhaps worth mentioning at this point, even though they are not actually pictures. However, being used in a similar way as picture flashcards, they can often enrich the lesson. On top of that, those two can be indeed combined and applied together, e.g. in a matching or labeling activity. As Wright., 1990: 59) pointed out, word flashcards are most typically used in teaching reading and writing.

Nevertheless, they will find their use in teaching vocabulary too, offering valuable help mainly in teaching the spelling of newly learnt words, which definitely should not be neglected as it often is.

5.2.6. Advantages to use flash cards

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

- a) Flash cards can be used for consolidating vocabulary;
- b) Flash cards are motivating and eye-catching;
- c) Flash cards are effective that can be used for any level students;

- d) Flashcards can be taken almost everywhere and studied when one has free moment;
- e) Flash cards can be arranged to create logical grouping of the target words;
- f) Flash cards are cost effective/inexpensive;
- g) Flash cards provide visual link between L1 and the target language; and
- h) Flash cards also can be used for practicing structure and word order or for a variety of games.

5.2.7. Vocabulary flash card

Nation (2001) remarks this strategy in Learning Vocabulary in Another Language that a learner writes the foreign word on one side of a small card, and its translation of the first language on the other. The learner goes through a set of cards and tries to recall its meaning. Vocabulary flash card can be fun, colorful, and creative way to aid in memory and retention of vocabulary words ,also, are a tried and tested teaching and learning device inside and outside the classroom, for kids and adults alike. Some of these flash cards are designed to perfect your English while others can help you learn a new language entirely. The key to 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. So you can perfect your knowledge of the vocabulary on the list and improve your overall vocabulary.

f. METHODOLOGY

6.1 DESIGN OF THE RESEARCH

Action research has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation at the same time as conducting research. Action research 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 study is an applied educational research work since it is a practical action research that will allow the practitioner to study aspects of practice with the introduction of flash cards for improving the new vocabulary to students of 1st year of Bachillerato "E" at "Adolfo Valarezo" High School and see the reflections of her intervention.

6.2 METHODS, TECHNIQUES AND INSTRUMENTS

6.2.1 METHODS

This study will make a description of the data resulting from the application of an intervention plan. The following general methods will be applied along the descriptive research:

The Scientific method will facilitate the study of flash cards applied in the developing of improve vocabulary. It will help in the observations done before and during the intervention. This one will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The analytic-synthetic method will be used to analyze the obtained results through the questioners and teacher's diary .It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The statistic method will be used to make the quantitative statistical analysis of the data received from the questionnaires and the qualitative text analysis of the data received from the teacher's diary.

This work will use the research spiral cycles proposed by Kemmis & McTaggart (2000) since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests.

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based

outcomes will then contribute to the researching practitioner's continuing professional development (Koshy, 2005; p.2). 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 how future practice should be.

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. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand information (McNiff, 1993; Atweb, Kemmis & Weeks, 1998). Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped her reflect upon her teaching and improve her students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve her students' language learning.

6.2.2 TECHNIQUES AND INSTRUMENTS

Data Collection

Researcher's close observation of students' performance during class, a teacher field diary, two sets of structured tests and questionnaires will be used to collect data in this study. Quantitative data will come from the

questionnaires, tests and qualitative data will come from the teacher's field diary. All the data will be triangulated to confirm validity.

Questionnaires

A questionnaire will be used to collect students' answers about the vocabulary at the beginning of the intervention. This will allow the students to provide a wide range of responses. Questionnaire will be conducted in class so that researcher gives a clear explanation to students and clarify all queries raised.

Tests

Two sets of face-to-face tests will be used. A pre-test and post-test will be used to collect students' answers about the vocabulary at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. Tests will be conducted in class so that researcher gives a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

Field Diary and Notes

The researcher will use a diary 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 situation that happen.

6.3 PROCEDURES

The action research work process will include the following stages:

The intervention plan will start and end with questionnaires or interviews. Two semi-structured interviews will be conducted. Two questionnaires will be applied; one at the beginning of the study to collect data on students'. A variety of activities using flashcards will be introduced to improve the vocabulary and will help them to understand the words. A teacher's field diary will be used as instrument to help the researcher to observe students' performance during class and will be written after each lesson.

Finally, the second questionnaire will be applied to check the overall students' progress after the intervention plan. A semi- structured interview will be conducted to see teacher's perception of the students' progress. The Students' progress before and after the intervention will be compared and analyze to draw the conclusions about the action research work.

After the intervention the researcher will analyze the data collected. Then, she will draw the conclusions of the intervention. Finally, the report of her intervention will be presented for the private and public presentation.

6.3.1 Tabulation

The tabulation of data will be done with the data collected in the two questionnaires conducted. A logical analysis will be done with the information received.

6.3.2 Organization

The researcher will organize the work with the information received in all the strategies applied to compare and analyze the impact of the intervention. A report of the intervention will be disseminated with the findings and ideas among the teachers, the partners and the school.

6.3.3 Description

The description of the data collected and graphics will be described considering the information pre and post intervention. The description of each questionnaire's data will be completed to facilitate the interpretation of the information shown; and also do the logical analysis of the data received.

6.3.4 Population Sample

This research will be carried out with the first year of Bachillerato "E" at "Adolfo Valarezo" High School, where there are 40 teenagers among women and men, so, they will be the sample in this process.

6.4 INTERVENTION PLAN (5 hours per week , 40 minutes each period)

➤ General Project Objective: To improve the English vocabulary through the use of flash cards among the 1 st year students of Bachillerato, parallel "E" at "Adolfo Valarezo" High School, academic year 2013-2014				
	Objectives	Activities	Procedure	Resources, Instruments
Week One	To take the questionnaire and pre-test 1period	Answering the questionnaire and pre-test	<ul style="list-style-type: none"> ✓ Researcher explains the test purpose to Students ✓ Students answer the test according their knowledge 	<ul style="list-style-type: none"> ✓ Questionnaires ✓ Pre-test ✓ Pen
	To recognize the thirteen names of places of a City (bookstore, zoo, park, movie theater, hospital, museum, supermarket, mall, bank, restaurant, post office, drugstore, and bus stop) using a description of these 2 periods	Matching the names of places of a City with the right name	<ul style="list-style-type: none"> • Researcher starts the class with the introduction of thirteen places of the City (bookstore, zoo, park, movie theater, hospital, museum, supermarket, mall, bank, restaurant, post office, drugstore, and bus stop) • Researcher makes groups of five students and brings three flashcards to each group with different pictures of places of a City and the other groups have the name of these • Students say a little description about a place that they have on the picture flashcard, meanwhile others try to guess and match with the right name on the table • Researcher and students check the answers 	<ul style="list-style-type: none"> • Word flashcards • Picture flashcards

	<p>To identify the places of a City choosing the correct name for each description of these</p> <p>2 periods</p>	<p>Filling in the blanks using names of places of a City such as: bookstore, hospital, etc</p>	<ul style="list-style-type: none"> ♣ Researcher gives a sheet of paper to everyone with the descriptions of places and a box that contain the names of these ♣ Students choose the correct word and fill in the blanks with the correct places of the City ♣ Students read the answers ♣ Researcher gives feedback about this class in order to improve it 	<ul style="list-style-type: none"> ♣ Pencil ♣ Sheets of paper
Week Two	<p>To recognize the names of the six new words about daily activities (eat out, go shopping, go to a party, watch a DVD, visit grandparents and hang out with friends) using picture and word flashcards</p> <p>2 periods</p>	<p>Matching the six new words (eat out, go shopping, go to a party, watch a DVD, visit grandparents and hang out with friends) with the right picture</p>	<ul style="list-style-type: none"> ○ Researcher reminds students the thirteen names of places studied ○ Researcher sticks on the board the new six picture flashcards (eat out, go shopping, go to a party, watch a DVD, visit grandparents and hang out with friends) in order to explain each one ○ Researcher divide the class in two groups and give six picture and word flashcards with daily activities to each group ○ Students match the names with the right picture of daily activities and stick these on the board 	<ul style="list-style-type: none"> ○ Word flashcards ○ Picture flashcards ○ Tape
	<p>To organize the names of daily activities (eat out, go shopping, go to a party, watch a DVD, visit grandparents and hang out with friends) using the</p>	<p>Building the six names of daily activities learned</p>	<ul style="list-style-type: none"> • Researcher reminds students the six daily activities taught showing the six pictures on the board • Researcher gives students some cut words • Students work in groups of five, in order to form the six names of daily activities 	<ul style="list-style-type: none"> • Picture flashcards • Word flashcards • Tape • Table

	spelling technique 2 periods		studied (eat out, go shopping, go to a party, watch a DVD, visit grandparents and hang out with friends) <ul style="list-style-type: none"> • Students match the words in order to build the names of each one seeing the pictures on the board • Students present the built words 	
	To relate the pictures with the names of the six daily activities learned (eat out, go shopping, go to a party, watch a DVD, visit grandparents and hang out with friends) 1 period	Matching the picture with the right name of daily activity	<ul style="list-style-type: none"> ❖ Researcher gives a sheet of paper to everyone with pictures and names of daily activities ❖ Students match the picture with the correspond name of daily activity ❖ Researcher and students check this activity in order to give feedback about this class 	<ul style="list-style-type: none"> ❖ Picture flashcards ❖ Worksheets ❖ Pencil
Week Three	To assess the nineteen words studied (places of a City and daily activities) 2 periods	Writing the names of places of a City and daily activities	<ul style="list-style-type: none"> ▪ Researcher presents picture flashcards with the vocabulary taught ▪ Students repeat the pronunciation of each word ▪ Researcher makes groups of five students and gives three picture flashcards to each group ▪ Students spell the names that correspond to each picture flashcard ▪ Students take turns and write the names to each picture on the board ▪ Researcher and students check the answers 	<ul style="list-style-type: none"> ▪ Picture flashcards ▪ Markers ▪ Board ▪ Table

	<p>To distinguish the names of places of a City and daily activities in some sentences using the nineteen words learned</p> <p>2 periods</p>	<p>Choosing the right answer for completing the spaces using places of a City or daily activities</p>	<ul style="list-style-type: none"> ○ Researcher gives students a sheet of paper with some sentences and the nineteen words taught in a list ○ Students choose and write the right word in the blanks ○ Researcher and Students check the answers about the vocabulary studied during this period of time 	<ul style="list-style-type: none"> ○ Sheet of paper ○ pencil ○ pen
	<p>To take the post-test in order to know the vocabulary improvement</p> <p>1period</p>	<p>Answering the post-test</p>	<ul style="list-style-type: none"> ✓ Researcher explains the test purpose to Students ✓ Students answer the test according their knowledge 	<ul style="list-style-type: none"> ○ Post - test ○ Pen

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 procedures																█	█	█
	Public presentation																		█

h. BUDGET AND FINANCING

7.1 RESOURCES

7.1.1 Human

- ✓ Researcher
- ✓ Students of 1st year of Bachillerato, Parallel “E” at “Adolfo Valarezo” High School.

7.1.2 Material

- Bibliography
- Copies
- Books
- Office Implements
- Paper

7.1.3 Technical

- ♣ Computer
- ♣ Internet
- ♣ Flash memory

- ♣ Printer

7.1.4 Classroom material

- ✓ Copies.
- ✓ Worksheets
- ✓ Flashcards.

7.2 BUDGET

Internet	\$ 200,00
Impression and photocopies	\$ 100.00
Office materials	\$ 60.00
Unexpected expenses	\$ 100,00
TOTAL	\$ 460,00

7.3 FINANCING

All expenses related to the present research will be assumed entirely by the researcher conducting the investigation.

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Annexes

Questionnaire

The following Questionnaire is part of a research work that deals with the use of flashcards to improve the vocabulary

Your answers will be of great help for this action work. Please tick (✓) the appropriate answer.

1. Do you like English?

Yes ()

No ()

2. Do you have difficulty to learn vocabulary?

Yes ()

No ()

3. Do you like the way your teacher explains the new words meaning?

Yes ()

No ()

4. Which resources are used to learn the vocabulary in the English class?

- Songs ()

- Flashcards ()
- Puzzles ()

Resources	Always	Once or twice a week	Once twice month	or a	Never
Songs					
Flashcards					
Puzzle					
Word mapping					
Videos					

- Word mapping ()
- Videos ()

5. How often are the resources used to master the vocabulary?

6. The flashcards help you to understand:

- The form of the word ()
- The meaning of word ()
- Both ()

7. Do you believe that learn vocabulary using flashcards is:

- ✓ Boring ()

- ✓ Fun ()
- ✓ Difficult ()
- ✓ Interesting ()

Thank you!

Vocabulary

pre-test / post-test

Student`s code: AVHS0_____

Group: 1st year of Bachillerato

“E”

Date: _____

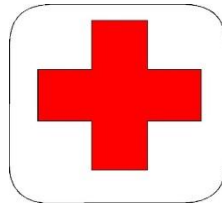
1. Label the pictures.













2. Unscramble the following words.

arpk _____

ozo _____

treosobko _____

ptosubs _____

3. **Read the descriptions and write the name of places of the City.**
Use the words given in the box.

drugstore	museum	post
office		
movie theater		mall
supermarket		

- a. a place where you watch movies _____
- b. a place with lots of stores and restaurants _____
- c. a place where you buy medicine _____
- d. a place where you mail letters and packages _____
- e. a place where you see artwork and other exhibits _____
- f. a place where you shop for food and things for the house _____

4. **Complete the sentences.**

- ✓ My friends go to the _____ to see Guayasamin's pictures.
- ✓ Titanic was played in the Casa de la Cultura _____.
- ✓ I would like to go to the _____. There are different kinds of animals there.
- ✓ My mother buys love story books at Fernando's _____.

5. **Fill in the blanks with the correct activity**

- **go to a party**

- **watch a DVD**
- **eat out**
- **visit grandparents**

- ✓ On Friday I will _____ with my friends.
- ✓ Angel will _____ in the new restaurant.
- ✓ On weekend I _____ my _____.
- ✓ Joseph will _____ after classes.

Thank you!!

Field Teacher's Diary

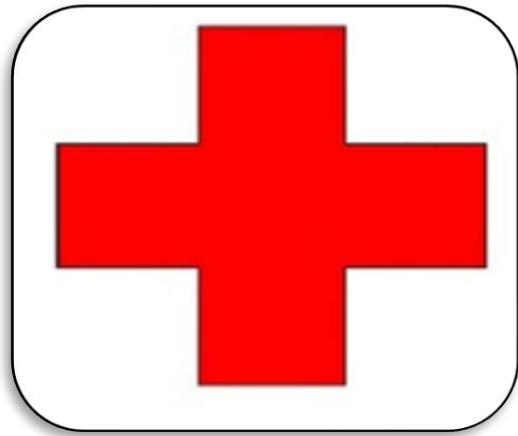
Lesson						
Activity						
objective:						
Materials:						
Timing						
Procedure						
Grouping						
Do students like it?	yes		For a while		Not really	
Are they bored?	yes					
Do they make an effort?	yes					
Do students understand the new vocabulary?	yes					
Comments						

Observation Sheet				
Observer:	date:			
Things to be observed	Activities	Yes	No	Sometimes
Have all the students participated during class?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
Was the activity appropriated for the class?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
Were the objectives of the activities accomplished?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 1			
Suggestions to the activities done	ACTIVITY 2			
	ACTIVITY 3			

Word flash cards:

SUPERMARKET	HOSPITAL
MALL	BANK
RESTAURANT	BOOKSTORE
DRUGSTORE	POST OFFICE
MUSEUM	ZOO
PARK	BUS STOP
MOVIE THEATER	
GO SHOPPING	HANG OUT WITH FRIENDS
GO TO A PARTY	EAT OUT
GR VISIT GRANDPARENTS	WATCH A MOVIE

Picture flash cards:





Matrix

Theme: The use of flash cards to improve the vocabulary of the English Language among the 1st year students of Bachillerato, in parallel “E” at “Adolfo Valarezo” High School, academic year 2013-2014

Problem	Objectives	Theoretical frame	Methodological design (action research)	Instruments
<p>Main (Research) problem:</p> <ul style="list-style-type: none"> • How does the use of flash cards improve the vocabulary of the English Language among the 1st year students of Bachillerato, in parallel “E” at “Adolfo Valarezo” High School, academic year 2013-2014? 	<p>General</p> <ul style="list-style-type: none"> ➤ To improve the English vocabulary through the use of flash cards among the 1st year students of Bachillerato, parallel “E” at “Adolfo Valarezo” High School, academic year 2013-2014 	<p>e. REVIEWING OF THE LITERATURE</p> <ul style="list-style-type: none"> 5.1. Vocabulary 5.1.1. Classification of vocabulary 5.1.2. Types of Vocabulary 5.1.3. Vocabulary Learning 5.1.4. Vocabulary Learning Strategies 5.1.5. The importance of English vocabulary learning 5.1.6. Teaching Vocabulary 5.1.7. Teaching English Vocabulary 5.1.8. Techniques in vocabulary teaching 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> ○ observing the English classes ○ Stating the background of problem ○ Describing current situation ○ Locating and reviewing the literature ○ Creating a methodological framework for research 	<ul style="list-style-type: none"> ✓ Tests ✓ Observation ✓ Teacher’s Field Diary

<p>Sub-problems</p> <ul style="list-style-type: none"> • What kind of theoretical references about vocabulary and flash cards are effective to help 1st year students of Bachillerato at Adolfo Valarezo High School, academic year 2013-2014? • What are the issues that limit the vocabulary learning with 1st year students of Bachillerato at Adolfo Valarezo High School, academic year 2013-2014? • What are the important phases of the intervention plan that address the current issues of the vocabulary learning on 1st year students of Bachillerato at Adolfo Valarezo High School, academic year 2013-2014? 	<p>Specific</p> <ul style="list-style-type: none"> ➤ To investigate the theoretical references about vocabulary in the English language and flash cards to help 1st year students of Bachillerato, parallel “E” at “Adolfo Valarezo” High School, academic year 2013-2014 ➤ To diagnose the issues that limit the vocabulary learning with 1st year students of Bachillerato, parallel “E” at “Adolfo Valarezo” High School, academic year 2013-2014 ➤ To design an intervention plan with the use of flash cards to improve the vocabulary with 1st year students of Bachillerato, parallel “E” at Adolfo Valarezo High School, academic year 2013-2014 ➤ To apply the intervention plan as part of the classroom activities in 	<p>5.2. Flash cards</p> <p>5.2.1. Types of flash cards</p> <p>5.2.2. Picture flash cards</p> <p>5.2.3. Big picture flash cards</p> <p>5.2.4. Word flash cards</p> <p>5.2.5. Small flash cards</p> <p>5.2.6 Advantages to use flash cards</p> <p>5.2.7. Vocabulary flash cards</p>	<ul style="list-style-type: none"> ○ preparing an intervention plan <p>Intervention and observation</p> <ul style="list-style-type: none"> ○ applying, observing and monitoring students’ performance according to the intervention plan <p>Presentation of research findings</p> <ul style="list-style-type: none"> ○ reflecting, analyzing and answering the proposed inquiries ○ organizing the final report 	
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<ul style="list-style-type: none"> • Which flash cards are implementing to improve the vocabulary learning on 1st year students of Bachillerato at Adolfo Valarezo High school, academic year 2013-2014? • How do flash cards as part of the classroom activities reduce the limitation of the vocabulary learning on 1st year students of Bachillerato at Adolfo Valarezo High school, academic year 2013-2014? 	<p>order to solve the limitations in vocabulary learning on 1st year students of Bachillerato, parallel “E” at Adolfo Valarezo High School, academic year 2013-2014</p> <p>➤ To reflect upon the effect that flash cards had with 1st year students of Bachillerato parallel “E” at Adolfo Valarezo High School, academic year 2013-2014</p>			
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