UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

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Work presented as a part of requirements to obtain the Degree of "Licenciatura en Ciencias de la Educación, profesor de Inglés."

TITTLE OF RESEARCH WORK:

"THE ANALYSIS OF FLASHCARDS AS A DIDACTIC TECHNIQUE TO INTRODUCE NEW VOCABULARY IN THE STUDENTS OF 8TH LEVEL OF GENERAL BASIC EDUCATION PARALLEL "A" OF THE UNIDAD EDUCATIVA "CAPITÁN EDMUNDO CHIRIBOGA" LOCATED IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR SEPTEMBER 2016 - FEBRUARY 2017".

AUTHOR
MARTHA ELVA CARRILLO PATARÒN

THESIS' DIRECTOR
MsC. ELSA BASANTES
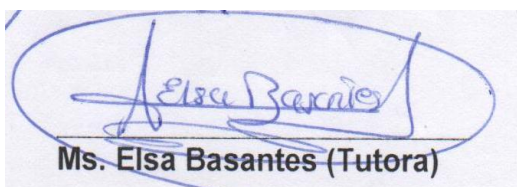
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CERTIFICATE OF THESIS DIRECTOR

MsC. Elsa Bastantes

THESIS DIRECTOR AND PROFESSOR AT FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS.

The thesis work: **"THE ANALYSIS OF FLASHCARDS AS A DIDACTIC TECHNIQUE TO INTRODUCE NEW VOCABULARY IN THE STUDENTS OF 8TH LEVEL OF GENERAL BASIC EDUCATION PARALLEL "A" OF THE UNIDAD EDUCATIVA "CAPITÁN EDMUNDO CHIRIBOGA" LOCATED IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR SEPTEMBER 2016- FEBRUARY 2017"**. Which belongs to Martha Elva Carrillo Patarón, it has been guided and revised during the whole process of its development. This work reaches all methodological and fundamental requirements according to general norms of graduation. Therefore, I authorize its public presentation and evaluation by the respective tribunal.

Ms. Elsa Basantes (Tutora)
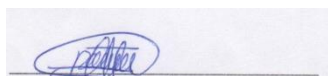
CERTIFICATE OF THE TRIBUNAL MEMBERS

Members of the tribunal of graduation of the research entitled:

"THE ANALYSIS OF FLASHCARDS AS A DIDACTIC TECHNIQUE TO INTRODUCE NEW VOCABULARY IN THE STUDENTS OF 8TH LEVEL OF GENERAL BASIC EDUCATION PARALLEL "A" OF THE UNIDAD EDUCATIVA "CAPITÁN EDMUNDO CHIRIBOGA" LOCATED IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR SEPTEMBER 2016 - FEBRUARY 2017".

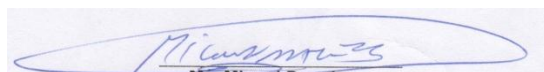Submmited by: Martha Elva Carrillo Patarón and directed by MsC. Elsa Basantes.

The defense and final reviewing of this research work accomplish the whole requirements. The written work was elaborated for getting the degree of "Licenciado en Ciencias de la Educación, Profesor del Idioma: Inglés" and it has been approved by the tribunal members. The tribunal authorizes this thesis work for its usage. As a final step, this research work will be kept in the **FACULTAD CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS** library at **UNIVERSIDAD NACIONAL DE CHIMBORAZO.**

MsC. Mónica Cadena
Tribunal President   **Signature**

MsC. Miguel Paredes
Tribunal Member   **Signature**

MsC. María Vallejo
Tribunal Member   **Signature**

RESEARCH AUTHOR

Martha Elva Carrillo Patarón, student of the Languages Career of the Facultad Ciencias de la Educación, Humanas y Tecnologìas at Universidad Nacional de Chimborazo, declares that is the only author of the research work which title is:

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The opinions, ideas, information and commentaries are responsibility of the author of this work.

Martha Carrillo P.

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It is a pleasure to say thanks to Lord, who has give me the opportunity to be part of this beautiful creation, to my family because without their help I could not start and finish this investigation project, especially to my mom Manuela, who motivated and trusted on me. In the same way to the teachers from The Languages Career at Universidad Nacional de Chimborazo especially to Master Elsa Basantes, who is the tuthor of my investigation project.

By: Martha E. Carrillo P.

DEDICATION

This research is dedicated first to God, to my family, and especially to my parents Carlos and Manuela for their motivation, and support. Finally, I really appreciate them for the things they gave me day by day; thanks to their encouragement now I am finishing one of my aims.

By: Martha E. Carrillo P.

GENERAL INDEX

RESUMEN

Las flashcards como técnica didáctica son una herramienta esencial en la enseñanza del vocabulario en el idioma Inglés. Estos recursos permiten a los alumnos practicar, adquirir y recordar nuevas palabras en el proceso de enseñanza-aprendizaje. El presente proyecto de investigación describe la manera en que el docente usa las flashcards como técnica didáctica en la enseñanza del vocabulario a los estudiantes. La investigación se realizó en 8vo Año de Educación General Básica paralelo "A" de la Unidad Educativa "Capitán Edmundo Chiriboga" durante el año lectivo Septiembre 2016 - Febrero 2017. El propósito de este proyecto fue "Observar el uso de flashcards como una técnica didáctica para introducir un nuevo vocabulario en los estudiantes". Se realizó una investigación de tipo exploratorio con nivel descriptivo y el método cualitativo etnográfico lo que permitió aclarar y analizar el problema. Se usó la técnica de observación. Como instrumento de recolección de datos se utilizó una Guía de Observación diseñada por la ejecutadora de la investigación. Se trabajó con una población de 40 alumnos y 1 profesor. Se lo aplicó desde el 03 al 28 de Octubre de 2016, donde el docente por 2 semanas no usó las flashcards y en las dos semanas posteriores si las utilizó. Luego del análisis de los datos se determinó que el uso de las flashcards como una técnica didáctica es excelente para enseñar, aprender, y practicar un nuevo vocabulario y mejorar las habilidades de comunicación y escritura.

SUMMARY

Flashcards as a didactic technique are an essential tool in the teaching vocabulary of English language. They are resources that allow to learners practice, acquire and recover new words. This present investigation project describes how the teacher uses flashcards as a didactic technique in teaching vocabulary to the students. The investigation was done with students of 8th level of General Basic Education room "A" at the Unidad Educativa Capitán "Edmundo Chiriboga" located in Riobamba city, Chimborazo province, during the academic year September 2016-February 2017. The purpose of this project was to observe the use of flashcards as a didactic technique to introduce new vocabulary in the students". The type of research was exploratory with descriptive level and qualitative method employed was an ethnographic which allowed to clarify and analyze about the problem. The technique was used the observation. The data collection instrument was an Observation Guide designed by the research implementer. This work was done with the population of 40 students and one teacher. This was applied from 03rd to 28th October 2016 where for two weeks the teacher did not use the flashcards, but the next two did. After the analysis of the data it was obtained that the use of flashcards as a didactic technique is an excellent resource to teach, learn, practice a new vocabulary and improve communication and writing skills.

Reviewed by: Barriga, Luis
Language Center Teacher

INTRODUCTION

Nowadays English is considered as the most spoken language worldwide. It has become an essential tool for international treatments being an effective mediator for important deals.

The English learning process has been converted in compulsory subject at high schools. Considering that the acquisition of the language in Youngers has to be in deep.

The most important and effective technique in English language teaching, talking about vocabulary acquisition is flashcards. Students can get new vocabulary according their multiple intelligences permanently. Flashcards are handly resources to present, practice and to recover vocabulary longer. Learners can apply this didactic technique to expand their lexical and improve the speech and writing skills.

This research work is presented as a part of the requirements to obtain the Degree of "Licenciatura en Ciencias de la Educación, profesor de Inglés" at Universidad Nacional de Chimborazo.

This research is about "The analisis of flashcards as a didactic technique to introduce new vocabulary in the students of 8th level of General Basic Education parallel "A" of the Unidad Educativa Capitán "Edmundo Chiriboga" located in Riobamba city, Chimborazo province, during the academic year September 2016 - February 2017. This work was chosen because of teachers need to use enough didactic techniques into the classroom to teach students.

The principal aim of this study is to analyze the importance of flashcards as a didactic technique to introduce new vocabulary which allows improving speaking skill, getting a

good communication during the learning process. Therefore, English has been one of the most important languages around the world, for this reason it is a tool to overcome in the future.

The purpose is to explore the use of flashcards as a didactic technique to introduce vocabulary in the students of 8th level of General Basic Education parallel "A" of the Unidad Educativa "Capitán Edmundo Chiriboga" acquiring a high level of knowledge of the language by interactive way and improving their daily education.

This final project is divided in five chapters.

Chapter I: In this chapter the context of the problem is analyzed in detail, which contains; the formulation of the problem, questions and guidelines, justification and the objectives that pretend to be achieved.

 Chapter II: This is about theoretical framework which contains background of previous investigation, theoretical foundation and definition of basic terms.

 Chapter III: It deals with methodological framework, research design, type of research, level of research, population and sample, technique and tool for collecting information also techniques for processing and interpreting information.

Chapter IV: This chapter contains interpretation and analysis of the results.

Chapter V: Finally, it contains conclusions, recommendations, bibliography and annexes.

CHAPTER I

3.- REFERENCE FRAMEWORK

3.1 RESEARCH PROBLEM

Problem: Flashcards as a didactic technique were not commonly applied to introduce new vocabulary in the English learning process.

3.2 PROBLEM DEFINITION

English language is the principal tool used in any international deal; not only in business treatment but in academic aspects. The priority for students is to obtain a wide vocabulary which helps them to get a fluent speech and correct writing. Therefore, teachers have to improve ways to manage new technique such as flashcards.

Flashcards as a didactic technique is a helpful way for learners to practice and keep in their minds certain amount new words. This technique can make the process of learning vocabulary more dynamic, interesting and active.

The Unidad Educativa "Capitán Edmundo Chiriboga" is located in Riobamba city, Lizarzaburo Parrish, Chimborazo province, at Av. 9 de Octubre and García Moreno streets. This school was founded on 11th November 1970 by Victor Lobato. It is a public high school. Nowadays, there are two thousand five hundred students and around one hundred and eighty professors included personal stuff. It has sixteen English teachers. At present, there are fifthy four classrooms, a library, a lab, and multimedia classroom. However, each classoom is small for 35-40 students, for this is very uncomfortable for teaching and to students learning.

At the Unidad Educativa "Capitán Edmundo Chiriboga" 8th level of General Basic Education parallel "A" there are fourty students in which 24 are male and 16 women. The English teaching has been very important to students. It is an essential tool to have an apportunity in the future. Despite this, students are not benefited in learning English especially to acquire a new vocabulary. They have been had problems because of flashcards as a didactic technique were not commonly applied to acquire new vocabulary during the class. To get as a result that to students can have a large vocabulary that way them have a good communication improving their speaking during the learnig process.

This research project describes how the teacher should use flashcards as a didactic technique in teaching vocabulary. It helps to use the correct way the flashcards to introduce new vocabulary in order to improve the students´ speech.

The beneficiaries are the students and teacher at 8th level of General Basic Education parallel "A" of the Unidad Educativa "Capitán Edmundo Chiriboga".

3.3 PROBLEM FORMULATION

How does the teacher use flashcards as a didactic technique in teaching vocabulary in the students of 8th level of General Basic Education parallel "A" of the Unidad Educativa "Capitán Edmundo Chiriboga" located in Riobamba city, Chimborazo province, during the academic year September 2016 - February 2017?

3.4 QUESTIONS AND GUIDELINES.

- How important is the use of flashcards as a didactic technique to teach English vocabulary in the classroom?
- What are the benefits to teach new English vocabulary using flashcards as a didactic technique during class?
- How do flashcards help to introduce new vocabulary in the classroom?

3.5 OBJECTIVES

3.5.1 GENERAL OBJETIVE

To observe the use of flashcards as a didactic technique to introduce new vocabulary in the students of 8th level of General Basic Education parallel "A" of the Unidad Educativa "Capitán Edmundo Chiriboga" located in Riobamba city, Chimborazo province, during the academic year September 2016 - February 2017.

3.5.2   SPECIFIC OBJECTIVES

The purposes of the research are:

- To define how important flashcards are as a didactic technique to teach.
- To analyze the benefits to teach by using flashcards as a didactic technique during class.
- To establish what type of flashcards are used to introduce new vocabulary in the classroom.

3.6 JUSTIFICATION

The present research work is important because enriches the field of English vocabulary learning, therefore it helps to know and apply appropiate didactic technique that permits to students of 8th level of papallel "A" to increase their vocabulary effectively. For that reason, flashcards are tools used by teacher into the classroom in vocabulary teaching, with the purpose to improve the students´ ability of communication during the learning process.

The purpose of this research is to analyze the correct use of flashcards as a didactic technique to introduce new vocabulary to improve speaking skill of the students of 8th level of General Basic Education parallel "A" of the Unidad Educativa "Capitan Edmundo Chiriboga" located in Riobamba city, Chimborazo province, during the academic year September 2016 - February 2017.

This investigation is meaningful to increase vocabulary and improve speaking skill. Also it is useful for teachers to present topics in a better way, doing a more dynamic class, using the flashcards during the teaching process.

The beneficiares were 40 students of 8th level of General Basic Education parallel "A" of Unidad Educativa "Capitán Edmundo Chiriboga", and a English teacher. To develop this research, the researcher had one quimestral period from September to February with the collaboration of the teacher, and authorities of Unidad Educativa Capitán "Edmundo Chiriboga".

The feasibility of the research is the low cost, also with the unconditional cooperation of the tutor, English teacher of the institution, students and the library resources. Finally, it is feasible in time, space, and resources. This was feasible in time, space, and resources.

CHAPTER II

4. THEORETICAL FRAMEWORK

4.1. Background investigations regarding to the Problem to be investigated.

This investigation project has been reviewed first in the library's files at Universidad Nacional De Chimborazo, Facultad Ciencias de la Educación, Humanas y Tecnologías, and there is a similar research to teach new vocabulary.

- "Realia, Flashcards, labels and contextualization as techniques to teach vocabulary and their influence in the English teaching Learning Process, Addressed to the Segundo Año de Bachillerato de la especialidad de Organización y Gestión de la Secretaría at Unidad Educativa Isabel de Godín in the academic year 2014-2015. " By Adriana Carolina Lara Velarde. To sum up, who comments that the use of some didactic techniques are so effective for students and teachers because they help that the learners understand a better and easy ways the new vocabulary in the classroom during teaching learning process.

Moreover, It was revised the online database about the investigation project in some universities of Ecuador:

- THE IMPORTANCE OF INTEGRATING FLASH CARDS AS A VISUAL TOOL IN ORDER TO IMPROVE THE RETENTION OF THE MEANING OF

VERBS IN THE STUDENTS OF THE NINTH YEAR OF BASIC EDUCATION IN THE YEAR 2011

By: María de Lourdes Patiño, MorochoTania, Silvana Tepán (Universidad de Cuenca).

This research determines that, flashcards help to students acquire the vocabulary in a positive way during the learning process, beside improve the students´ speaking skill for they will have a good communication.

- IMPORTANCE OF USING FLASHCARDS TO LEARN BASIC ENGLISH VOCABULARY IN KINDERGARTEN, IN THE YEAR 2011.

  By: Jessica Paola Sinchi Sibri, Tania Esmeralda Sinchi Sinchi (Universidad de Cuenca).

  As a conclusion this study describes that, the flashcards are very important students because they do that the learners understand the meaning of the difficult vocabulary and learn satisfactory.

- ” LAS FLASH CARDS EN EL DESARROLLO DEL LÉXICO DEL INGLÉS EN LOS ESTUDIANTES DEL DÉCIMO AÑO DE EDUCACIÓN BÁSICA DEL COLEGIO NACIONAL ANDRÉS BELLO DE LA CIUDAD DE QUITO, AÑO LECTIVO 2012-2013”.

  By: Arcos Garcés, Miguel Eduardo González Paredes, Eduardo Marcial. (Uiversidad Central del Ecuador)

  This work describes that, flashcards are the most important didactic technique that help to increase students´ vocabulary in English doing their class more dynamic.

- "LAS TÉCNICAS DIDÁCTICAS EN LA ENSEÑANZA DE VOCABULARIO A NIVEL INTERMEDIO PARA DESARROLLAR LA DESTREZA DE SPEAKING EN LAS ESTUDIANTES DE TERCERO DE BACHILLERATO DE LA UNIDAD EDUCATIVA IBARRA DURANTE EL AÑO LECTIVO 2013-2014"

By: Carrillo Yépez Marco Santiago (Universidad Técnica de Norte, Facultad de Educación Ciencia y Tecnología)

Who coments that, the use of flashcards is effective because the students can concentrate, get, understand, keep in their mind the information easily; also they put in practice the knowledge acquired in the future.

4.2 THEORETICAL FUNDATIONS

4.2.1 FLASHCARDS

The flashcards are short pieces of paper useful for the students and teacher during their teaching learning process, they are tools which contain a wonderful colors picture, image, letter and numbers, beside it helps to motivate the students and keeping the information in their memory and it will use in a near future.

Flashcard is a piece of cardboard about 18 X 6 inches on which appears a word, a sentence or a simple outline drawing. The lettering should be large, net and clear (Nadziroh, 2010, Pag. 09) quoted to (Nasr, 1972:119)

It means that the flashcards are the most useful didactic materials in the classroom for the teachers and students, flashcards are easier to make with hands, and teachers can draw

according the topic base on the students´ needs, level and age during their daily teaching-learning process. They on one side can write in the language "English" that the students are learning and the other side can write in the students' mother tongue "Spanish".

The flashcards are tools for acquiring vocabulary especially when students are learning a second language L2, they help to get the students´ attention, and motivate them, getting as the result a dynamic class. Flashcards can be used for testing orally; they are used inside or outside the classroom by teachers, which are helpful for the kids, youngs and adults learners.

4.2.2 IMPORTANCE OF FLASHCARDS.

As flashcards and others didactic materials are very important tools into the classroom, especially when   the students are learning vocabulary because these help to learn and feel motivated during their teaching learning process.

   Flashcards are ideal for infant stimulation and fascinating to many children, making learning a fun part of everyday play. Children who develop their language skills before starting school have higher self-esteem than their peers (BrainyKids, 2008).

To coming up there are reasons why the flashcards are the most important didactic technique to students who acquire the first or second language in the classroom.

Students.

- Students acquire the language unconsciously.

- Students can practice the vocabulary making their own flashcards at home in order to increase the knowledge.

- Students can focus on the activities easily.

- They show more interest in learning.

- They can improve the lexical vocabulary.

- They can develop the four macro skills, such as: listening - speaking and reading - writing, also sub skills: grammar, vocabulary, spelling and rhythm.

- They can understand easily the difficult meaning of the words.

Teachers:

- They allow to present their topics easier and getting the positive results.

- Flashcards are helpful to teachers because they catch students' attention during the teaching process.

4.2.3 TYPE OF FLASHCARDS

To teach second language (L2) there are several type flashcards, (Joklová, 2009, pág. 17_23) in her investigation specify type the most used by teacher to teach vocabulary to students in the classroom.

Picture flashcards

She quoted to David A 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"

Big flashcards

Teachers can prepare the class according students´ needs using the flashcards because they are very helpful tools, the reason why the big flashcrads are important.

- ✓ To raise students´s interest
- ✓ Catch learners' full attention
- ✓ Motivation.
- ✓ Make boring activities, more enjoyable
- ✓ Useful for vocabulary testing

 Small picture flashcards

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. They help to teachers and students:

- ✓ Can order the activities

- ✓ Create a story

- ✓ An individual vocabulary practice

These flashcards can be used for games based on asking, questions exchanging, looking at a picture and guessing the meaning.

Words flashcards

These words flashcards are most typically used in reading and writing skills. Moreover they are used for teaching vocabulary too, where the students can spell the words easily improving the lexical vocabulary.

Drawing

They are the most important in teaching language, because students can draw according their needs and they can create the picture according their imagination. Bisade, it is simple and fredoom to students and teachers. Finally, learners can practice the vocabulary, undertand the difficult meaning of the words natural way while they are drawing.

Drawing on the board

These are very flexible to the teachers and students because they can draw at the momento of the class, which the teachers can take a marker or take a short pieces of paper to draw the picture and ask to students what he or she is drawing. There are a lot of interactions among them because they can describe and guess. These do that the students be curious and speculate about the picture. It is wonderful type to present and practie vocabulary and uses the vocabulary orally into the context.

Drawing as a students' activity

Drawing is an activity where the students can develop all of the skills (not just) listening, writing, reading and speaking. It is particularly useful for checking object vocabulary, prepositions, colours and numbers. So it is not so useful for actions, since drawing people doing things is quite difficult for the teacher.

Goal: The goal of this activity is that the students put in practice the vocaublary during their teaching learning process.

Wall-pictures and posters, compiled pictures

These are anothers visual material for language classes, He quoted to Wright and Haleem (1996: 45) specified in their characteristics of wall-pictures that these are often complex pictures, illustrating a scene and containing lots of objects and details. They are big enough to be seen by the whole class.

(Wrightt, 2005) Mentions several type of picture flashcards too.

Picture of the single objects

Picture which imply

Picture of one person

Picture of famous people

Picture of several people

Picture of people in action

Picture of places

Picture from history

Picture with a lot of information

Picture of the news

Picture of fantasies

Picture of maps and symbols.

To sum up, there are several reasons about the use of flashcards because they help to students remember the meaning of the words and to teachers make the class more interesting and beneficial, they can be used to practice, and organize the vocabulary during the teaching - learning process.

4.2.4 ADVANTAGES

The flashcards are very useful for all of people who learn a second language especially to students and teachers in the classroom, for that reason they have some advantages in the teaching - learning process.

- ✓ They are inexpensive to elaborate.
- ✓ Teacher can make flashcards with recycled materials
- ✓ The teachers carry easily in their hands or bag. It is not heavy.
- ✓ They help to students get more concentration, show interest in the class
- ✓ They do that the students fell motivated during the teaching - learning process.

However, Hogroho, Y. (2014) quote to: Haycraft (1978: 102) and Cross (1991: 120) there are some advantages of using flashcards in language teaching. They are namely:

a) Flashcards can be used for consolidating vocabulary;

b) Flashcards are motivating and eye-catching;

c) Flashcards are effective that can be used for any level students;

d) Flashcards can be taken almost everywhere and studied when are has free moment;

e) Flashcards can be arranged to create logical grouping of the target words;

f) Flashcards are cost effective/inexpensive;

g) Flashcards provide visual link between L1 and the target language;

h) Flashcards also can be used for practicing structure and word order or for a variety of games.

Based on the points above, flashcards have many advantages for applying in the classroom. Flashcards are helpful tools, first to make the class more active, motivate students self steem, catch students´ attention, interest and concentration during the teaching - learning process, especially to students who have some difficult to learn. Teacher can use flashcards whatever time, place, and in whatever type of students, and age. They can be used in the garden, elementary schools, colleges, even at the universities (Pg.24).

4.2.5 BENEFITS OF USING FLASHCARDS

Flashcards are benefits for the students, because they allow that the learners feel comfortable with teachers and classmates during the class, and they get information.

According Colbran,S. (2016) indicates that. "Flashcards are considered a powerful tool that can help people remember information such as maths formulas, words vocabulary, history facts and difficult medical terminologies" (Pag. 05).

It means they are very benefits because they are useful to learners which can help them to remember information learned, facilitate the learning process, they are effective and efficient to get a positive results, finally they can menorise, understand, and acquire the knowledge, expresing the ideas more freely during the participation.

The best teachers use a different tools to expose their students with the aims that they learn language according students´ needs, interest, and the things that will allow to improve their learning in the future.

4.2.6 CHARACTERISTICS THAT THE FLASHCARDS MUST POSSESS TO TEACH NEW VOCABULARY

Teaching vocabulary is extremely important because the students improve the speaking skill. Wherefore there are the principal characteristics that the flashcards must possess to teach new vocabulary because they provide the ease of acquiring of new language to learners during the learning process.

- ✓ Students can understand the instructions in a better way.
- ✓ They can look at the picture and recognize the meaning of the words.
- ✓ Flashcards help that the students feel motivated.
- ✓ Flashcards help to catch students´ attention when the teacher present the topic.
- ✓ Flashcards do that the students participate and show interest to learn a new vocabulary.
- ✓ Flashcards are effective according students´s level and needs.
- ✓ Flashcards are related with the topic presented.
- ✓ Flashcards help that the students put in practice the vocabulary acquired.

4.2.7 WHERE TO GET AND HOW TO MAKE FLASHCARDS

The teachers have to look way to present the class and to know where they can find that didactic materials. Especially if to students acquire English as a second language. English teachers can find or make in:

Buy them.- Some course books provide a supplementary pack of flashcards or they can be bought in sets. Teacher can find these materials in the books market, bookstores sometimes into the classroom.

Make them yourself – it is not necessary to buy the flashcards. Teachers can make themselves at home; they can use short pieces of paper to draw on, after tha they can paint and write the meaning of the words in the back.

They can get the picture and make flashcards cutting form magazines, internet, printer and make with recycled materials. The aim is that the flashcards be very creative, they have different colours, and the size has to be adequate for that the students can look and participate during the class.

Students make them – they can make themselves their own flashcards according their necessities, they can make at home, get from internet, cut from amazine, newspaper or they can draw and paint (BritishCounsil, 2016)**.**

The flashcards can be find in whatever place, or teachers and learners can make for their class at home using some materials, they help to teach and learn a better way, even students can make to pratice the vocabulary according their needs, it depents on the students.

4.2.8 DEFINING VOCABULARY

If the students learn a second language (L2) first have to acquire vocabulary because it is the most important for communicate with anothers, they have to have a good lexical vocabulary, according Ur, P. (2013) says that, **"Vocabulary can be defined, roughly, as the word in the language"**. It means whatever words to learners acquire, they come to be a new vocabulary which will serve them, to have good speaking during the dialogue with the native speaker, in this case students will have an excellent communication in the future (pág. 60).

Vocabulary is all about words – "**the words in a language or a special set of words**" you are trying to learn, According to Vocabulary D (2017). Which means vocabulary is so important and fundamental tool for communication and acquiring knowledge.

Developing a solid vocabulary is essential to gaining proficiency in the students´target language. Vocabulary itself is multi-faceted and should be considered as part ot the larger language structure and use involving spelling, pronunciation, and grammatical behavior.(Williams, 2013)**.**

4.2.9 IMPORTANCE OF TEACHING VOCABULARY

For the students are important to know a large vocabulary because it will allow them to have an excellent communication and a good understanding without any problem, that way students can develop high level of fluency and expression in English.

The vocabulary acquisition is essential and crucial importance for language learning for the whole of the students; (Alqahtani, 2015) quotes to Schmitt (2000), who emphasizes that

"lexical knowledge is central to communicative competence and to the acquisition of a second language" p. 55)

The importance to acquire vocabulary

- To know enough vocabulary is a principal and powerful tool to get an excellent communication with others.

- To have large vocabulary allows to students develop skills such us: listening, speaking, reading, and writing easier.

- If the students know more vocabulary, they can understand better, getting more knowledge, improving the capacity to acquire whatever information.

- One of the most crucial importances in vocabulary learning is that students feel more confident and satisfied during the dialogue.

4.2.10 WAYS TO INTRODUCE VOCABULARY

There are several ways to present new vocabulary, teachers have to seek the ways to become to students during the teaching - learning process, and that way catch students´ attention, getting a good positive results. According Lara, A.(2015) indicates the following:

- **Using Translation:** The translation way is very effective to the students in the classroom because they can understand easily, where the teachers translate in the native language**.** (Thornbury S,2002, pg.81), quote by (Lara A, 2015 pg 16),

- **Explaining meaning**: The English teachers can use real objects into the classroom according the words that they learn during the explanation, it does to students

understand in a better way, they just look at the object and understand the meaning. Also, they can learn through repetition. (Thornbury S, 2002, pg.81), quoted by. (Lara A, 2015, pg 17)

- **Highlighting the form:** The English teachers use this way to teach vocabulary to students can improve their listening drills, oral drills, and board work, the drills help that they learn through repetition. (Thornbury S,2002, pg.80), quoted by (Lara A, 2015, pg 17)

- **Involving the learners:** Teachers use this way to teach, where the learners have the opportunity to speak with their classmates into the room, this is an excellent way because they practice the vocabulary that they learned in real environment. (Thornbury S,2002, pg.80), quoted by (Lara A, 2015, pg 17)

- **Recording new vocabulary:** Recording means when the teachers present the new vocabulary**,** they should do that the learners write in their notebook, which helps to students go home and practice. (Thornbury S,2002, pg.81), quoted by (Lara A, 2015, pg 17)

- **Revising new vocabulary:** it helps that the learners practice the word, teacher can sent at home as homework, and they can make their own pictures, flashcards, categorizing, word-building tasks, memory games, vocabulary quizzes, and so on. (Quote to(Thornbury S,2002, pg.80), quoted by (Lara A, 2015, pg 17)

4.2.11 VOCABULARY DEVELOP THE STUDENT´S SKILLS

When the students learn a new vocabulary they develop reading and writing, listening and speaking skills according (Weiser, 2013) says that about the 4 micro skills.

Reading skill.- When the students learn a new vocabulary the reading comprehension is easier when they acquire the information, it is an essential skill that students need to improve reading performance. In fact, there is strong evidence to support providing vocabulary instruction not only to improve the students' reading comprehension and writing quality.

Writing Skill.- If the students acquire or have a large vocabulary, they do not have any problem during to write an essay or a paragraph using their own ideas.

Listening skill.- Students can increase their vocabulary through listening, they can listen radio, music and watch tv, learning some new vocabulary and expression. It is a good practice.

Speaking skill. - (Joshi, 2006; Kame'enui & Baumann, 2012), Vocabulary knowledge, including both oral and written vocabulary, is critically important for a child's success in school; they can communicate and share their ideas fredoom (Kamil et al., 2008).

4.3 DEFINITIONS OF BASIC TERMS

FLASHCARDS:

According to Sadewo G. (2014) indicates the term flashcards is a card having words, numerals, or pictures on it, designed for gaining a rapid response from pupils when held up briefly by a teacher, used especially in reading, arithmetic, or vocabulary drills. In this paper, the term flashcards is used to mean a card which consists of pictures and words to help young learners improve their vocabulary.

VOCABULARY

Vocabulary is acquired incidentally through indirect exposure to word and intentionally through explicit instruction in specific word and word-learning strategies. (Linda Diamond and Linda Gultohn, 2006) quoted by (Sadewo, 2014)

Vocabulary is all about words — the words in a language or a special set of words you are trying to learn.

DIDACTIC TECHNIQUE

It is a teaching method, when the teacher is a guide, lider, facilitator, and students are receptors of the new knowledge and experiences, and the guide can use different kind of methods and apply into the classroom. "It is a method of doing some task or performing something. By Vocabulary.com (2016)

4.4 OBJECTIVES OPERATIONALIZATION

SPECIFIC OBJECTIVES	ACTIVITIES	PLACE	TECHNIQUES AND INSTRUMENTS
To define how important flashcards are as a didactic technique to teach.	✓ Observation to the teacher´s class. ✓ Bibliographic research. ✓ Internet research.	**UNIDAD EDUCATIVA "CAPITÁN EDMUNDO CHIRIBOGA"**	✓ **Observation** ✓ **Observation guide**
To analyze the benefits to teach by using flashcards as a didactic technique during class.	✓ To develop observation guide. ✓ To apply observation sheets.		✓ **Observation** ✓ **Observation guide**
To establish what type of flashcards are used to introduce new vocabulary in the classroom.	✓ Research information about the type of flashcards used to introduce new vocabulary.		✓ **Observation** ✓ **Observation guide**

CHAPTER III

5. METHODOLOGICAL FRAMEWORK

5.1 RESEARCH DESIGN

Ethnographic.- Using the observation guide to describe the way that students learn throught flashcards technique. This research had been used for four weeks in order to identify the students learning process.

5.2 TYPE OF RESEARCH

Exploratory. - The research had been explanatory, because explained why the problem occurs. Furthermore, it had been used the relationship of the variables to clarify about matter of this research. Finally, it supported to generalize the results from the population sample.

5.3 LEVEL OF RESEARCH

Descriptive. - The level of the research had been descriptive to analyze in a qualitative level; in this way it had been used real evidence and factors about flashcards as a didactic technique to introduce new vocabulary. Moreover, helps to have a useful understanding about the problem**.**

5.4 POPULATION AND SAMPLE

The research is performed with 40 students and 1 teacher of 8th level of General Basic Education parallel "A" in the Unidad Educativa "Capitán Edmundo Chiriboga¨ located in Riobamba city, Chimborazo province, during the academic year September 2016- February 2017.

5.5 TECHNIQUE AND INSTRUMENT FOR DATA COLLECTION

Technique. - The used of technique was the observation for collecting qualitative date.

Instrument.- Observation guide had been applied based on 8 principles items which were observed from October 3th until 28th 2016, for analyzing and identifying the objectives studies the research. Moreover, as evidence it had been taken photographs to complement of the research.

5.6 TECHNIQUES FOR DATA PROCESSING AND INTERPRETATION

The research was through an observation guide and it was used the following steps.

- Collecting information through the observation guide
- Review the information of the first two weeks and the next two weeks through the observation guide
- Interpretation of results.
- Analysis of results
- Conclusions and Recommendations.

6. ANALISIS AND INTERPRETATION OF RESULTS

Analysis and interpretation of the observation guide of the first two weeks of the students of 8th level "A" without flashcards

DATA PROCESSING

ITEMS	Understand the instruction at the beginning of the class.		Look at the pictures to recognize the words.		Students feel motivated during the class.		Pay attention when the topic is presented.		Show interest to learn new vocabulary.		The flashcards are effective according students´ level and necessities.		The flashcards are related with the topic presented.		Use the vocabulary acquired in class.	
	Without flashcards as a didactic technique															
YES / NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
OBERVATION 1:		X		X		X		X		X		X		X		X
OBERVATION 2:		X		X		X		X		X		X		X		X

SOURCE: Observation guide directed to students of 8 level Educación General Básica, Parallel "A" at Unidad Educativa "Capitán Edmundo Chiriboga".
ELABORATED BY: Martha Elva Carrillo Patarón

ANALYSIS

According to the first two weeks of the observation guide applied without flashcards to the students of 8th level "A" at Unidad Educativa "Capitán Edmundo Chiriboga. From the first item the instruction was given but the students did not understand.

According to the first two weeks of the observation guide applied without flashcards to the students of 8th level "A" at Unidad Educativa "Capitán Edmundo Chiriboga". From the second item the students did not look at the picture to recognize the words.

According to the first two weeks of the observation guide applied without flashcards to the students of 8th level "A" at Unidad Educativa "Capitán Edmundo Chiriboga". From the third item the students did not feel motivated during the class.

According to the first two weeks of the observation guide applied without flashcards to the students of 8th level "A" at Unidad Educativa "Capitán Edmundo Chiriboga". From the fourth item the students did not pay attention when the topic was presented.

According to the first two weeks of the observation guide applied without flashcards to the students of 8th level "A" at Unidad Educativa "Capitán Edmundo Chiriboga". From the fifth item the students did not look at the picture to recognize the words.

According to the first two weeks of the observation guide applied without flashcards to the students of 8th level "A" at Unidad Educativa "Capitán Edmundo Chiriboga". From the sixth item the flashcards were not effective according the students level and necessities.

According to the first two weeks of the observation guide applied without flashcards to the students of 8th level "A" at Unidad Educativa "Capitán Edmundo Chiriboga". From the seventh item the flashcards did not related with the topic presented by the teacher.

According to the first two weeks of the observation guide applied without flashcards to the students of 8th level "A" at Unidad Educativa "Capitán Edmundo Chiriboga". From the eight item the students did not use the vocabulary acquired in class.

INTERPRETATION

The result of this investigation research is negative, according to the observation guide applied in the first two weeks to students of 8th level "A" at Unidad Educativa "Capitán Edmundo Chiriboga" because the students did not show any interest in English learning, which is very bad for themselves because they can not overcome the final exam of the school in order to past the year.

Analysis and description of the observation guide the next two weeks of the students of 8th level "A" with flashcards

DATA PROCESSING

ITEMS	Understand the instruction at the beginning of the class.		Look at the pictures to recognize the words.		Students feel motivated during the class.		Pay attention when the topic is presented.		Show interest to learn new vocabulary.		The flashcards are effective according students´ level and necessities.		The flashcards are related with the topic presented.		Use the vocabulary acquired in class.	
Use flashcards as a didactic technique																
YES/NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
OBERVATION 1:	X		X			X	X			X	X		X		X	
OBERVATION 2:	X		X		X		X		X		X		X		X	
TOTAL																

SOURCE: Observation guide directed to students of 8 level Educación General Básica, Parallel "A" at Unidad Educativa "Capitán Edmundo Chiriboga".
ELABORATED BY: Martha Elva Carrillo Patarón

ANALISIS

According to the next two weeks of the observation guide applied with flashcards to the students of 8th level "A" at Unidad Educativa "Capitán Edmundo Chiriboga". From the first item the students understood the instruction at the beginning of the class.

According to the next two weeks of the observation guide applied with flashcards to the students of 8th level "A" at Unidad Educativa "Capitán Edmundo Chiriboga". From the second item the students looked at the picture and recognized the words.

According to the third and fourth week of the observation guide applied with flashcards to the students of 8th level "A" at Unidad Educativa "Capitán Edmundo Chiriboga. From the third item and the third week the students did not feel motivated during the class, but in the fourth the students felt motivated during the class.

According to the next two weeks of the observation guide applied with flashcards to the students of 8th level "A" at Unidad Educativa "Capitán Edmundo Chiriboga". From the fourth item the students' payed attention when the topic had been presented.

According to the third and fourth week of the observation guide applied with flashcards to the students of 8th level "A" at Unidad Educativa "Capitán Edmundo Chiriboga". From the fifth item and the third week the students did not show any interest of learning new vocabulary. But in the fourth week the students showed a lot of interest in learning new vocabulary.

According to the next two weeks of the observation guide applied with flashcards to the students of 8th level "A" at Unidad Educativa "Capitán Edmundo Chiriboga". From the sixth item the flashcards were very effective according the students level and necessities.

According to the next two weeks of the observation guide applied with out flashcards to the students of 8th level "A" at Unidad Educativa "Capitán Edmundo Chiriboga". From the seventh item the flashcards were related with the topic presented by the teacher.

According to the next two weeks of the observation guide applied with flashcards to the students of 8th level "A" at Unidad Educativa "Capitán Edmundo Chiriboga". From the eight item the students used the vocabulary acquired in class.

INTERPRETATION

According to the next two weeks flashcards had been applied during class. And based on the observation guide it has a positive result because most of the students understood the vocabulary presented using flashcards. Also the students can play with the flashcards. In addition, it helps students to interact and learn in an enjoyable way.

CHAPTER V

7. **CONCLUSIONS AND RECOMENDATIONS**

7.1 Conclusions

- ✓ In the first two weeks of the observation guide applied without the flashcards there was a negative result.

- ✓ In the last two weeks of the observation guide applied with flashcards was obtained positive result because most of the student had understand the technique with flashcards.

- ✓ Big flashcards were used to introduce new vocabulary and work with the whole students in the classroom.

7.2 Recommendations

✓ Flashcards must be applied in the clasrroom because they are very helpful to understand vocabulary in an effective way.

✓ Flashcards must be used by the teachers to helps students to practice new vocabulary.

✓ Teacher must use big flashcards into the classrroom because they are useful to work with the whole students during their teaching learning process.

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9. ANNEXES

OBSERVATION GUIDE APPLIED TO THE STUDENTS OF 8 LEVEL EDUCACIÓN GENERAL BÁSICA PARALLEL "A" AT UNIDAD EDUCATIVA "CAPITÁN EDMUNDO CHIRIBOGA"

SUBJECT: English

OBJECTIVE: To observe the use of flashcards as didactic technique to introduce new vocabulary in the students into the classroom.

INSTRUCTION: Read each one of the items, mark with an **X** in the YES / NO.

NUMBER	ITEMS	YES	NO
1	**Understand the instruction at the beginning of the class.**		
2	**Look at the pictures to recognize the words.**		
3	**Students feel motivated during the class.**		
4	**Pay attention when the topic is presented.**		
5	**Show interest to learn new vocabulary.**		
6	**The flashcards are effective according students´ level and necessities.**		
7	**The flashcards are related with the topic presented.**		
8	**Use the vocabulary acquired in class.**		

SOURCE: Observation guide directed to students of 8 level Educación General Básica, Parallel "A" at Unidad Educativa "Capitán Edmundo Chiriboga".
ELABORATED BY: Martha Elva Carrillo Patarón

OBSERVATION GUIDE APPLIED TO THE STUDENTS OF 8 LEVEL EDUCACIÓN GENERAL BÁSICA PARALLEL "A" AT UNIDAD EDUCATIVA CAPITÁN "EDMUNDO CHIRIBOGA"

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ITEMS	Understand the instruction at the beginning of the class.		Look at the pictures to recognize the words.		Students feel motivated during the class.		Pay attention when the topic is presented.		Show interest to learn new vocabulary.		The flashcards are effective according students´ level and necessities.		The flashcards are related with the topic presented.		Use the vocabulary acquired in class.	
	Without flashcards as a didactic technique															
YES / NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
OBERVATION 1:		X		X		X		X		X		X		X		X
OBERVATION 2:		X		X		X		X		X		X		X		X
	Use flashcards as a didactic technique															
YES/NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
OBERVATION 1:	X		X			X	X			X	X		X		X	
OBERVATION 2:	X		X		X		X		X		X		X		X	

SOURCE: Observation guide directed to students of 8 level Educación General Básica, Parallel "A" at Unidad Educativa "Capitán Edmundo Chiriboga".
ELABORATED BY: Martha Elva Carrillo Patarón

1.- WITHOUT FLASHCARDS   **2.- WITH FLASHCARDS**