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THESIS TITLE:

“ANALYSIS OF THE FLASH CARDS USE IN THE LEXIS LEARNING IN THE
PROCESS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE AT THE INITIAL II
OF PARALLEL “A” AT COMBATIENTES DE TAPI HIGH SCHOOL, IN THE CITY OF
RIOBAMBA, DURING THE QUIMESTER SCHOOL PERIOD 2017-2018”.

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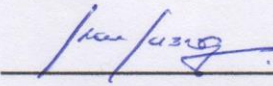
**CERTIFICATE OF MEMBERS OF COMMITTEE OF THE TRIBUNAL
UNIVERSIDAD NACIONAL DE CHIMBORAZO**

FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS

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II OF PARALLEL “A” AT COMBATIENTES DE TAPI HIGHSCHOOL, IN THE CITY
OF RIOBAMBA, DURING THE QUIMESTER SCHOOL PERIOD 2017-2018”.**


Work presented as a part of requirements to obtain the degree of “Licenciada/o en Ciencias de la Educación, Profesor/a de Inglés.”

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HUMANAS Y TECNOLOGÍAS. CARRERA DE IDIOMAS DE LA UNIVERSIDAD
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INFORMO O CERTIFICO

Que el presente trabajo **“ANALYSIS OF THE FLASH CARDS USE IN THE LEXIS LEARNING IN THE PROCESS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE AT THE INITIAL II OF PARALLEL “A” AT COMBATIENTES DE TAPI HIGH SCHOOL, IN THE CITY OF RIOBAMBA, DURING THE QUIMESTER SCHOOL PERIOD 2017-2018”**, de autoría de la Señorita **Gabriela Alexandra Amán Cauja**, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud autorizo la presentación del mismo.

Mgs. Mónica Cadena F.



UNIVERSIDAD NACIONAL DE CHIMBORAZO
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Riobamba, 12 de Junio de 2018

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CERTIFICA

Que, el proyecto de grado de la señorita Gabriela Alexandra Amán Cauja, portadora de la cédula de identidad N° 1900480698, estudiante de la Carrera de Idiomas con el título “ANALYSIS OF THE FLASH CARDS USE IN THE LEXIS LEARNING IN THE PROCESS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE AT THE INITIAL II OF PARALLEL “A AT COMBATIENTES DE TAPI HIGH SCHOOL,” IN THE CITY OF RIOBAMBA, DURING THE QUIMESTER SCHOOL PERIOD 2017-2018.”, luego de haber pasado el URKUND, refleja con un resultado del 9% de PLAGIO. Es todo cuanto puedo certificar en honor a la verdad.

Atentamente,


Mgs. Mónica Cadena
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ACKNOWLEDGEMENTS

To my thesis Tutor Msc. Mónica Cadena, my teachers, parents and friends for their eagerness to share their knowledge and support in this process. My special thankfulness to the students and teacher of Initial II Parallel “A” At Combatientes De Tapi High School for their collaboration during this important research process.

Gabriela Alexandra Amán Cauja

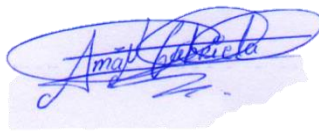
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Content of this project is under the only responsibility of the author Gabriela Alexandra Amán Cauja, students' Language School, with the following topic:

“ANALYSIS OF THE FLASH CARDS USE IN THE LEXIS LEARNING IN THE PROCESS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE AT THE INITIAL II OF PARALLEL “A” AT COMBATIENTES DE TAPI HIGHSCHOOL, IN THE CITY OF RIOBAMBA, DURING THE QUIMESTER SCHOOL PERIOD 2017-2018”.

As well as the contents, ideas, analysis and conclusions are those of the author and correspond to the National University of Chimborazo.

Riobamba junio, 2018



.....
Gabriela Alexandra Amán Cauja

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DEDICATORY

The present study is for all of my family, who supported me in every single moment, especially for my parents who have been the axis of my life, I want to thank to my boyfriend Cristian, who had supported me every instant during this process, to my best friends, since they have been my complement along this academic journey.

Gabriela Alexandra Amán Cauja

RESUMEN

Esta investigación está enfocada en el análisis del uso de flashcards como una estrategia para presentar vocabulario nuevo en el proceso de enseñanza aprendizaje del idioma inglés como lengua extranjera, con los estudiantes de Inicial paralelo “A” de la Unidad Educativa “Combatientes de Tapi”. Este estudio está enmarcado en un enfoque cualitativo debido a que se llevó a cabo un proceso de observación para describir el uso de los flashcards como un material didáctico para la enseñanza de vocabulario. El método etnográfico y la observación directa fueron utilizados para recopilar la información necesaria para desarrollar la investigación. Los resultados evidenciaron que las palabras presentadas son lo suficientemente fáciles para los estudiantes, por lo que los niños pueden captarlas sin ninguna dificultad; pero al mismo tiempo estas palabras se presentan de manera aislada, lo que significa que no hay conexión entre las palabras aprendidas y su uso en el contexto extracurricular de los niños; por otro lado, este material didáctico es elaborado en su totalidad por la profesora sin la participación de los pequeños. Se recomienda que la profesora identifique las estrategias que mejor se ajusten a la edad, nivel, interés y necesidades de los pequeños de forma que se modifique o adapte a su realidad social y educativa.

PALABRAS CLAVE: Flashcards -Estrategia-Vocabulario-Proceso.

SUMMARY

This research focuses on analysing the use of flashcards as a strategy to introduce new vocabulary in the process of teaching English as a foreign language, with students at Initial II class "A" At Unidad Educativa "Combatientes De Tapi". The study is framed in the qualitative approach due to it carried out an observation process to describe the use of flashcards, as a didactic material to teach vocabulary. The ethnographic method and the direct observation technique were used to gather the necessary information to develop the research. The results evidenced that the words presented are easy enough for the students, so the little kinds can effortlessly catch them; but at the same time they presented in isolation, it means that there is not any connection of the new word with its use in extracurricular contexts, the flashcards are completely done by the teacher without the students' participation. It is recommended for the teacher to identify the strategies that best fits the students' age, level, interest and needs, and modify or adapt them to their social and educational reality.

KEY WORDS: Flash Cards-Strategy-Vocabulary-Process.



A handwritten signature in blue ink, appearing to be 'J. P. P.' or similar, written in a cursive style.

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INTRODUCTION

Lexes have a crucial role in learning the English language, mostly when children course preschool levels. Giraldo, (2016) supports the idea that, “Teaching vocabulary to young children implies a variety of strategies including conversations or thoughtful questions”. In addition, there exist a good acceptance among the faculty to the Geraldo’s idea that “images (flashcards) help teachers and young learners in both teaching and learning new vocabulary”.

This research aims to describe the usage of flash cards in the learning process of English-vocabulary in the students at the initial II level, class “A” at Unidad Educativa Combatientes de Tapi. To achieve the proposed objective, some direct observations to normal English classes were carried out and the review of specialized bibliography related to the topic was also performed.

The Unidad Educativa Combatientes de Tapi is situated in the city of Riobamba in the Chimborazo province. Its mission states its compromise with social change and offers integral education to students at Inicial, Básica and Bachillerato levels fostering the development of the students’ abilities to be creative, entrepreneurs and competitive within the perpetual practice of values.

The study is framed in the qualitative approach due to it carried out an observation process to describe the use of flashcards, as a didactic material to teach vocabulary. The ethnographic method and the direct observation technique were used to gather the necessary information to develop the research.

The importance of the study is proven on the thorough description of how English vocabulary can be taught through the use of flash cards. The feasibility to develop the research was marked by the co-operation of the authorities and teachers of the institution and the god attitude and acceptance of students to participates in the study.

For a god handing and understanding of the research it has been structured in four chapters which are presented as follows:

Chapter I.- Covers the referential framework that includes the problem statement, objectives and justification of the research problematic, where the importance and the objectives too be achieved are explained in detail.

Chapter II. – In this chapter all the theoretical foundation, that scientifically supports the study is presented, here it is possible to find the necessary information used for the analysis, discussion and interpretation of the gattered findings.

Chapter III. – Explains how the research was developed. It contains, the data about the design, type and level of the research; and the used methodology and techniques for the facts collection, analysis and interpretation, as well.

Chapter IV. – In this stage the principal conclusions and suggestions are presented. Furthermore, the most significant findings obtained from the results analysis and interpretation.

CHAPTER I

1. REFERENCIAL FRAMEWORK

1.1. PROBLEM RESEARCH

How does the usage of flashcards benefit in the acquisition of English-vocabulary of the students at the initial II level, class “A” at Unidad Educativa Combatientes de Tapi?

1.2. PROBLEM DEFINITION

Lexes have a crucial role in learning the English language, mostly when children course preschool levels. Giraldo, (2016) supports the idea that, “Teaching vocabulary to young children implies a variety of strategies including conversations or thoughtful questions”. In addition, there exist a good acceptance among the faculty to the Giraldo’s idea that “images (flashcards) help teachers and young learners in both teaching and learning new vocabulary”.

Stewart (2009) affirms that, “Vocabulary is about building meaning and understanding, which comes from putting words into action and making meaningful connections.” Stewart (2009) mentions that this study appropriates this concept and seeks to describe how these connections appear to be possible with the use of flashcards.

Tamayo & Ossa (2016) share the idea stated by Stewart and adds that, “it is important teaching vocabulary from a young age because it has a wide impact on the students’ reading comprehension and academic success as they grow.” The same authors affirm that, “Children are like sponges, they learn as much as their environment lets”; thus, it is the teacher’s work to create the suitable context to help the little kids acquire the English-lexis, and this research argues that a good strategy is using flashcards.

The Initial II level, class "A" at Unidad Educativa Combatientes de Tapi, houses to 26 students (10 boys and 16 girls). Along the investigator’s pre-professional practices, it was evidenced that the teacher recurrently supported her classes with flashcards when teaching new vocabulary, and that students’ attitude in front of using this technique was positive.

The research was possible to be done thanks to all the knowledge the researcher acquired along her studies in the Languages Career at Unach. The authorities of the participating institutions supported the study all of the time, and the teacher and students

were open to all the activities the study demanding. In addition, the research counted with the necessary human, technological, bibliographic and economic issues to achieve its goals.

1.3. OBJECTIVES

1.3.1. GENERAL OBJECTIVE

- To analyze the usage of flashcards as a strategy to introduce new vocabulary in the process of teaching English as a foreign language at Initial II level, class "A" at Unidad Educativa "Combatientes de Tapi."

1.3.2. SPECIFIC OBJECTIVES

- To observe how the teacher uses flash cards when teaching English vocabulary.
- To describe the most appropriate strategies to use flashcards, for teaching English lexes to non-English speaking learners.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 BACKGROUND

In the digital repository of Unach there are some related studies to the present, which constitute a support to the theoretical foundation of this research.

This study is about “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”, by Carrillo (2017). In this study was established that flashcards are considered as a didactic technique as an important tool in training vocabulary in English language. This resource allows students to put in practice what they know about English and express effectively using this language.

2.2 THEORETICAL FOUNDATION

2.1.1 FLASHCARDS

Flash cards usually contain words and pictures (Budden, 2003). Flash cards, due to their versatility allow teachers to encourage creativity, should be used more often especially for teaching young learners (Budden, 2003). Budden (2003) also claims that flashcards encourage creativity and are very adaptable to the topic at hand, and are inexpensive resources.

2.1.2 ADVANTAGES OF USING FLASH CARDS

Lewis (2010) states that flash cards are useful instruments to help memorizing words and concepts effective memory-aid tools that can help students learn new material quickly. Flash cards present many advantages. e.g. they are inexpensive, portable efficient, etc. Table 1 compiles and summarizes the advantages of flashcards.

Tabla 1 Advantages of using flash cards	
Inexpensive	This a very cheap material to be used. It is not necessary sets of things. The size could be between 3 by 5 inches and depends on the text you put in it.
Portable	Students could move the flashcards everywhere and study them as many times as they consider..
Efficient	The time is very important for everyone, so that this material can provide the possibility to transform in efficient the periods of study, because students can use them including when are walking.
Make Learning Easier	One error is committing by the students is trying to study a lot of material at the same time. It could transform the learning process in to an awkward experience. Flashcards make focus on specific elements to be studied and significant to remember
Versatile	This resource can be used for other subjects to perfect learning process and remembering important things like: dates, formulas, new terminology, etc.
Offer Various Study Methods	Flash cards prevent just memorizing without sense of purpose. They give the possibility to review what students need at the time.
From: Lewis (2010)	

2.1.3 CHARACTERISTICS OF FLASHCARDS

According to Wyner (2010), flashcards are easy to remember, they teach you *precisely* what you want to learn, and generally, they make you smile when you see them.

Here are some principles to bear in mind when making flashcards. First of all, they must have pictures with some words because they make more outstanding along the time. Second, more is better, it means that the more number of flashcards used during a topic, the more number of words students will remember. Third, keep it simple, it will help students to recall them. It must be a short. This kind of activities make the possibility to remember in detail. (Wyner, 2010)

2.1.4 ACTIVITIES WITH FLASHCARDS.

Primary teachers advise some stimulating activities and games that joined with flashcards can be successful tools to brought to the classroom and teach young people.

- Anuthama (2010), claims that memory tester is an activity to be practiced with children, in order to practice remembering flashcards in established periods of time.
- The TPR activity is one that flashcards are located around the classroom, the teacher mentions the word and students immediately have to run and touch it (Anuthama, 2010). To complement this, Pearl (2012) proposes a musical flash cards, in this activity students are walking or moving round the classroom meanwhile the music continues, if it discontinues, the professor exclaims the name of one card and immediately children must touch it. To sum up Tamayo and Ossa states that flashcards are incredible instruments in the learning process, because they help creating an amazing experiential atmosphere of education (Tamayo & Ossa, 2016).

Joanna Budden (2003) published in the British Council magazine, some activities which from the author's point of view is; the one that this research shares, are useful for teaching new lexis using flashcards. They are presented as follows:

Activities for using flash cards

For a better understanding and appliance, the author divides the activities into the following categories: 1) Memory, which consist on locating cards in a round on the floor, then children count with just one minute to remember them, and at the end the activity is to write down the flashcards they have in their memory. 2) Drilling, is other fantastic activity in which students have nine flashcards on the board, drawn with a web on them, while the teacher is mentioning each one of them and eliminating from the web. 3) Identification and TPR activities, in this activity is necessary to cover the card with the hand or other material and gradually expose it, while children speculate what is the card, other variance could be to let them repeat the word using other modulation of voice, up and down, according to the teacher's instruction. 4) TPR activities, is an activity which maintains students moving, here they have to run to touch the sticky cards on the classroom, while the teacher use Simon says to give instructions to follow. (Joanna Budden, 2003)

2.1.5 LEXIS

Lexis is considered as words can help to communicate efficiently in speaking and writing Neuman & Dwyer (2009). Neuman & Dwyer (2009) also states that these letters contribute to communicate ideas, opinions and feelings and of course understand others when speak or write

One of the essential elements to build communication is vocabulary, it is considered as the axis of how scholars acquire a new language and the ability they have for speaking, writing, reading and listening Segura (2012). Segura (2012) mentions that lexis is the principal tool to understand and figure out ideas and opinions in our daily routines.

Vocabulary is considered as the basis of communication to construct languages Hatch and Brown (1995). Hatch and Brown (1995) express that while people improve their lexis, is possible to express adequately thoughts, feelings and ideas; by the other side the productive skills cannot be developed if students do not have a variety of vocabulary.

Communication depends in big part of vocabulary as the necessary resource to generate an effective communication among people Armbruster & Osborn (2001). Armbruster & Osborn (2001). According to Hornby (1995) it means that all of the skills are determined on the amount of words a person has. By the other hand lexis is considered as the list of words a person possesses to express ideas, thoughts and feelings with others in a proficient way.

2.1.6 VOCABULARY SIZE IN CHILDREN

The numbers of words a kid has to handle depends on different situations Tamayo & Ossa (2016). According to Tamayo & Ossa (2016) a normal child without brain problems when is one year young approximately uses from 2 to 6 words, when is one year and three months can say 10 words, at one year and six months those kids can express 50 different words, at two years can the possibility to express approximately from 200 to 300 and when are three can communicate with 1000 words.

Also, Hidayah (2015) comments that a kid by the age of five have about four or five thousand word in their lexicon. Additionally, Biemiller and Slonim (2001) states that the words a child brings from the early period until finishing primary school are 600 approximately, expressing that children have a great ability to catch new words everywhere.

2.1.7 MULTIPLE INTELLIGENCES-VISUAL LEARNERS.

According to Gardner (1991) it has been recognized that the human being possesses seven different intelligences. Gardner (1991) states that "we are all able to know the world through language, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."

Gardner (1991) says that these differences "challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. Indeed, as currently constituted, our educational system is heavily biased toward linguistic modes of instruction and assessment and, to a somewhat lesser degree, toward logical-quantitative modes as well." The same author argues that "a contrasting set of assumptions is more likely to be educationally effective. Students learn in ways that are identifiably distinctive. The broad spectrum of students - and perhaps the society as a whole - would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means." The author mentions the infinitive number of how students learn, can be assessed and the different forms the have the possibility to be considered.

2.1.8 THE PROCESS OF TEACHING ENGLISH TO PRE-SCHOOL CHILDREN

It is completely necessary to start learning a new language as soon as possible, due to all the connections happen in the brain Frydrychova (2012). Frydrychova (2012) states that while early a person starts to learn a language, they will better react to this language and the information provided, because children are considered like sponges that absorb what give to them due to their active brains spheres, it means that in a near future they will not have difficulties in school subjects.

2.1.9 ACTIVITIES DURING ENGLISH LESSONS

Different resources are now available to present to students and use in class with them, visual material like: pictures, books, dictionaries with pictures especially for children Frydrychova (2012). Children like making practical activities, where they are involved, making for example: cards, postcards, etc Frydrychova (2012).

Children learn when they are involved in practicing and making things, there are many activities which can involucrate them and the teacher may apply the topic prepared in advance Frydrychova (2012). Frydrychova (2012) establishes some methods to work with children as follows: 1) Method of real-world works, 2) Drawing and conversation. 3) Singing and reading poems, 4) TPR; establishing this by investigations and experience, that TPR is one of the most effective methods, due to students can remember just a 10% what they read, 20% what they hear, 30% what they see, 50% what they say and a 90% what they do.

2.3 DEFINITION OF KEY TERMS

FLASH CARDS: are short pieces of paper useful for students and teacher during their teaching learning process. They are tools which contain colors pictures, images, letters and numbers.

LEXIS: the vocabulary of a language, as distinct from its grammar; the total stock of words and idiomatic combinations of them in a language; lexicon.

LEARNING PROCESS: activities carried out to achieve educational individual or group objectives, although this takes place in a cultural and social context, in which people combine their new knowledge with their previous cognitive structures.

STRATEGY: The science of planning and marshalling resources for their most efficient and effective use.

CHAPTER III

3 METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

The study belongs to the qualitative approach and have the characteristics to be a descriptive research because, it thoroughly explores the usage of flashcards when teaching English vocabulary to students at initial II level. The method used was the ethnographic, since the necessity to be involved directly with the population to carry the research out, was marked. Furthermore, a methodical process of observation was applied to later analyze and validate the compiled information and subsequently document the findings.

3.2. TYPE OF RESEARCH

Qualitative. – the study pretends to describe how the population participating in the research perceive the use of flashcards for teaching English vocabulary, it belongs to the qualitative field due to it incorporates real-life contexts, take different perspectives and experience which cannot be adequately expressed numerically. In other words, it focuses on describing and interpreting scientific and empirical information.

3.3. LEVELS OF RESEARCH

Descriptive research. - For the reason that it describes the usage of flashcards for teaching English vocabulary to young children. To accomplish this target, some normal class in which the teacher used this academic resource were observed, to determine how she uses it and identify the activities she proposes with its usage.

3.4 METHODS OF RESEARCH

The Ethnographic method was the most suitable one for this study, since it provided the necessary tools to let the researcher get involved in the educational context where the research was carried out, and therefore identify what was happening with the learning process of English vocabulary and also the teacher's role in this.

3.5 POPULATION AND SAMPLE

The population of this research is built up by: 26 students and 01 teacher of the Initial II level, class "A", at Unidad Educativa "Combatientes de Tapi", situated in the City of Riobamba, Chimborazo province.

There was not the necessity to take a sample since the population is relatively small.

3.6. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.6.1. Techniques

Observation: the observation stage took place in some normal English classes with students at Initial II level, class "A", with the objective of collecting real information about the use of flashcards to teach vocabulary to these young children.

Instrument

Observation sheet: this instrument was developed considering the main characteristics and issues of the usage of flashcards for teaching lexes, which are broadly presented in the theoretical framework. It was applied to observe some normal English classes with students at Initial II level, class "A", with the objective of collecting real data about the use of this academic resource.

3.7 PROCEDURE

For developing the present research, the principal activities performed are listed as follows:

- Identification of the research problem
- Administrative procedures before the proposal
- Proposal of the study
- Development of the study
- Documentation of the principal findings
- Establishment of conclusions and recommendations.

CHAPTER IV

4 INTERPRETATION OF THE DATA

As the observation process concluded, the analysis stage took place where the empirical data obtained and the scientific information presented in the theoretical framework were analyzed to later document the principal findings and establish the conclusions and recommendations of the study.

In the following matrix, the data obtained is presented in detail, considering and respecting the chronological order they were developed according to the research objectives.

4.1 INTERPRETATION OF THE GATHERED INFORMATION ABOUT THE USE OF FLASHCARDS FOR TEACHING ENGLISH LEXIS WITH STUDENTS AT INICIAL II LEVEL CLASS “A” AT UNIDAD EDUCATIVA “COMBATIENTES DE TAPI”.

Table 1.- Specific Objective 1

OBJECTIVES	ITEMS	ANALYSIS AND INTERPRETATION OF THE GATHERED RESULTS	CONTRAST WITH THEORY
<p>To observe how the teacher uses flash cards when teaching vocabulary in the process of learning English as a foreign language.</p>	<p>The teacher makes her own flashcards.</p>	<p>Along the observation process, it was evidenced that the flashcards were completely made by the teacher, these didactic material is colorful, their size is about 30cm² and the words presented are mostly represented by cartoons. Fact that seems to have priceless benefits for the students when learning a foreign language. There are many advantages when the teacher makes her own didactic material, since she knows her students' needs, and how they prefer learning new lexis; the teacher also knows how to didactically make a flashcard in terms of colors, size, and images which represent the new word depending on de students' academic contexts.</p>	<p>According to Oxford Advanced Learner's Dictionary, flashcard is a card with a word and sometimes it has some colorful pictures inside. flashcards are a simple, versatile and underexploited resource for teaching young learners</p>
	<p>The flashcards are made by the students</p>	<p>As explained in the previous item the flashcards are completely developed by the teacher, because the teacher has been working with this kind of strategy with children in this English level.</p>	

	<p>The flashcards are bright and colorful and make a real impact on learners.</p> <p>The flashcards display the written word.</p> <p>The flashcards display the English pronunciation of the word.</p>	<p>In the first item, it is explained the characteristic observed in the flashcards the teacher uses in class, now it is important to add that these instruments also display the written word and its pronunciation and in some of them, there is an example of the word use in real situations. This fact is thoroughly supported in theory but even experts worldwide suggest to make flashcards with the image of the word they represent, its written form and pronunciation and if possible a real example; in this research, it is considered not so useful to have these kind of flashcards in this level, as the population belonging to this level (II initial) are not able to read. The point is that students have to see what they are learning and they have to enjoy it.</p>	<p>Lewis (2010) affirms that flash cards are effective memory-aid tools that can help students learn new material quickly. They must have specific characteristics to be thought. While Wyner (2010) adds that some of them are easy to remember, they teach you precisely what you want to learn, and they generally make you smile when you see them.</p>
	<p>The flashcards are used to practice and recycle vocabulary.</p>	<p>The teacher used flashcard for introducing, practicing and recycling vocabulary; it could be said that, it resulted a wonderful tool for these purposes; furthermore, flashcards</p>	<p>Anuthama, B. (2010) proposes some involving activities when using</p>

	<p>With the use of flashcards, the teacher put major emphasis on memorization.</p>	<p>help students to correlate the new word and an image that represents it, factor that benefit the process of learning English. But it would be better if the students have the opportunity to practice the new word in different contexts, so internalize it and not just memorize. It was noticed that the teacher lucked to practice the vocabulary learnt in different contexts. On the other hand, the activities involving the use of flash cards were really useful since they fostered cooperative work.</p>	<p>flashcards. one of them is the following: flashcards are put on the floor making a circle; afterwards, children will receive the request of memorizing the cards in one minute, and finally in groups, in a period of two minutes' learners will have to write (in this case the students call out) the words they remember.</p>
	<p>The words presented in the flashcards are easy enough for the little kids.</p>	<p>The words presented are easy so the little kids can effortlessly catch them. It would be possible to affirm that, the words presented by the teacher using the flashcards are proper for the level and age of the students, all of them are concrete words, that are familiar for all of the kids. Factor that makes more effective the process of learning new lexis. But, as it was</p>	<p>According to Garner (1991), teaching vocabulary is more effective when the new words are related with the students' personal</p>

		mentioned previously, they were presented in isolation and just visually and orally since the students cannot read.	experience and if working with children it is better to start the process teaching abstract words.
	<p>The teacher uses the flashcards at the beginning, during, at the end of the class.</p> <p>The teacher overuse flashcards.</p>	<p>The teacher used flashcards along the class, and when it was necessary, she combined these with other resources, such as: videos, realia or puppets. It seems that, the use of flashcards along the class and not just for specific periods have good results in the children since they always are involved in learning through visual issues. From this study criteria, the teacher was not overusing these academic resources, she was just taking into advantage the well-known concept that “children learn better trough visual items”</p>	<p>Yogyakarta (2014) mentions that flashcards cards are a suitable media that motivate children to learn vocabulary and later improve their English skills since flashcard uses colorful images that catch learners’ attention better than abstract concepts.</p>
	<p>The teacher foster students to have their own flash cards</p>	<p>It was observed that the students did not have their own set of flashcards, even it is a priceless strategy to make students be practicing English all of the time, since they can use them to</p>	<p>Lewis (2010), proposes that flash cards provide students with a portable learning tool. Rather than</p>

		play outside the classroom, practice with their parents at home, or self-test their learning in extracurricular contexts.	having to carry around a book or notebook, flash cards allow students the opportunity to transport as many cards as they need.
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<p>To describe the most suitable ways to use flashcards with non-English speaking students.</p>	<p>The teacher uses memory activities.</p> <p>If the answer is positive what is the students' attitude towards memory activities.</p>	<p>The teacher proposed activities in which the students had to memorize the words they observed in the flashcards, for instance she pasted these on the board a draw squares on their borders, after this the students have to recall the words they remember were in each space. Also, she did games in which the students had to look for the picture related with the word they listened to, from some flashcards that were spread on the floor. These activities were related with memory. It was noticed that students had lots of fun while participating in this activities, so it is possible to argue that memory activities were suitable for these kids.</p>	<p>Joanna Budden (2003) published in the British Council magazine, some activities which form the point of view of the author, the one that this research shares, are useful for teaching new lexis using flashcards. They are presented as follows:</p> <p>Memory activities; Memory Tester, first place a selection of flash cards on the floor in a circle, then students have one minute to memorize the cards in groups, and finally they have two minutes to write as many of words as they can remember.</p> <p>Drilling activities; invisible Flash cards, first stick nine flash cards on the board and draw a grid around them, use a pen or a pointer to drill the nine words. Always point to the flash card you are drilling, gradually remove the</p>
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<p>The teacher uses drilling activities.</p> <p>If the answer is positive what is the students' attitude towards drilling activities.</p>	<p>The same strategy (flashcards pasted on the board) explained before was used for doing drilling exercises, in which using a pointer the teacher made students practice set of words in order to make them memorize. This activity challenged students to recall information due to they have to perform the activity individually as well as in chorus; it was noticed they liked this, therefore we would say that drilling activities are also proper for children. But at the same time, it could be suggested for the teacher to include extra practice using real life contexts.</p>	<p>flash cards but continue to drill and point to the grid where the flash card was. Depending on the age group put the flash cards back in the right place on the grid, asking the children where they go, or ask students to come up and write the word in the correct place on the grid. This activity highlights the impact of visual aids. It really proves that the images 'stick' in students' minds.</p>
<p>The teacher uses identification activities.</p> <p>If the answer is positive what is the students' attitude towards identification activities.</p>	<p>For practicing the learnt vocabulary, the teacher used identification activities. In a class, she started showing just a part of the flashcard then students had to guess which word this picture represents. This activity was really funny for the students so; we would suggest to also use this kind of strategies with children.</p>	<p>Identification activities; Reveal the word, first cover the flash card or word card with a piece of card and slowly reveal it, then the students have to guess which one it is, alternatively, flip the card over very quickly so the children just get a quick glimpse. Repeat until they have guessed the</p>

	<p>The teacher uses TPR activities.</p> <p>If the answer is positive what is the students' attitude towards TPR activities.</p>	<p>An activity related with TPR was the traditional game "Simon says", in which the teacher called out a word then a specific student had to stand up, and from the different flashcards which were pasted around the class, identify the picture related to the words he/she listened to, and go to touch it. This activity was not so effective since the students spend a lot of time identifying the picture and some of them got stressed. It could be said, that these TPR activities were suitable for children, but the teacher has to work on a strategy to make students calm down and manage to control their anxiety.</p>	<p>word.</p> <p>TPR is a language teaching method developed by James Asher (1966). It is based on the comprehension approach to language teaching. The listening and responding (with actions) serves for two purposes: It is a means of quickly recognizing meaning in the language being learned, and a means of passively learning the structure of the language itself. Bear in mind this principle Budden (2003) proposes the "Point or race to the flash cards" activity which consists in; first stick flash cards around the class, then say one of them and students point or race to it. Students can then give the instructions to classmates.</p>
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Source: Gathered information in the process of investigation.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS.

- The teacher effectively used flashcards, but she did not use the new lexes in different contexts.
- The teacher used three strategies Memory, drilling and TPR, but the TPR strategy was not were suitable for children.
- There is a wide variety of strategies to use flashcards, but the teacher has to identify which fit best with her students according to their ages, needs, level and interests.

5.2 RECOMMENDATIONS

- The teacher should apply this strategy in different contexts were the students can practice the new lexes.
- It is recommended for the teacher to identify the strategies that best fits according to the students' age, level, interest and needs, and modify or adapt them to their educational and social reality.
- It is recommended that the teacher continue using memory and drilling strategies, also the teacher should take training programs for improving her teaching capabilities; at the same time by her own, she should look for updated material about innovative ways to use flashcards.

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5.4 ANNEXES

ANNEX 1: Observation Sheet (Researchers' instrument)



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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

OBSERVATION SHEET

Objective: To observe how the teacher applies or uses flashcards to teach English vocabulary to students at Inicial II level, class “A” at “Unidad Educativa Combatientes de Tapi”, to gather the necessary information to analyze its effectiveness in the lexes acquisition process.

Nº	INDICATORS	Frequently	Sometimes	Hardly ever
1	The teacher makes her own flashcards.	x		
2	The flashcards are made by the students			x
3	The flashcards are bright and colourful and make a real impact on learners.	x		
4	The flashcards display the written word.	x		
5	The flashcards display the English pronunciation of the word.	x		
6	The flashcards are used to practice and recycle vocabulary.	x		
7	With the use of flashcards, the teacher puts major emphasis on memorization	x		

8	The words presented in the flashcards are easy enough for the little kids.	x		
9	The teacher uses the flashcards at the beginning, during, at the end of the class.	At the beginning	during x	at the end
10	The teacher overuses flashcards			x
11	The teacher fosters students to have their own flash cards			x
	OBJECTIVE 2			
12	The teacher uses memory activities.		x	
13	The teacher uses drilling activities.		x	
14	The teacher uses identification activities.		x	
15	The teacher uses TPR activities.		x	
16	If the answer is positive what is the students' attitude towards memory activities.	Positive x	Negative	Indifferent
17	If the answer is positive what is the students' attitude towards drilling activities.	x		
18	If the answer is positive what is the students' attitude towards identification activities.	x		
18	If the answer is positive what is the students' attitude towards TPR activities.			x

Done by: Gabriela Amán

Source: Gathered information from the theoretical framework