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**Using Flashcards to Develop EFL Middle School Pupils'
Vocabulary Retention
The Case of Fourth-Year Middle School Pupils at Remishi
Mohamed Middle School in Biskra**

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Dedication

In the name of Allah, the Most Gracious, the Most Merciful. Praise be to Allah, the Lord of the Worlds, and peace and blessings of Allah be upon the noblest of the Prophets and Messengers, our Prophet Muhammed.

This humble research work is dedicated to:

The Jasmine flower of my life, the light of my eyes, the ease of my night: My beloved and dearest mother who supports me all the time with her prayers and encouragement to continue my work. Words can never be sufficient to express my profound love to her.

The soul of my father, may God rest him in peace.

All the members of my family and particularly my brothers and sisters who helped me with their courage to follow my interest.

Everyone who knows me and supports me.

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Abstract

This study examines the effect of using flashcards to improve English as foreign language learners' vocabulary retention. It has been hypothesized that when flashcards are used to teach vocabulary, learners will have the ability to retain easier new words. To examine the stated hypothesis, the researcher followed a descriptive method. To collect the needed data, two collecting methods were used. First, a questionnaire for eight EFL middle school teachers was designed to gather their opinions about the use and effectiveness of flashcards in facilitating pupils' vocabulary mastery. In addition, a participant classroom observation was conducted with one fourth year class of 35 pupils at Remishi Mohamed Middle School in Biskra in the academic year 2019-220. The results obtained revealed that the use of flashcards help pupils be interested, engaged, and energetic participants and create motivating sessions in which they can actively and easily retain the words grasped from the use of flashcards. Indeed, learners' attention is attracted thanks to flashcards since it seems to be a direct application to their imagination that ameliorate their memory in increasing and improving the retention of English vocabulary. Results also pointed out that the use of flashcards is a hopeful motivating teaching tool for both pupils and teachers in terms of availability, easy use and effectiveness. Therefore, it is recommended for teachers and educators to be aware to use this enriching technique the time of presenting new EFL vocabulary to beginners.

Keywords: Vocabulary teaching strategies- flashcards- retention- EFL middle school pupils

List of Abbreviations

EFL: English as a Foreign Language

L2: Second Language

L1: First Language

TPR: Teacher Points and Races Activities

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General Introduction

Introduction

English is a foreign language that has an interesting function in developing countries in several domains of life. In education, more particularly, learners need to acquire and to master its four skills: writing, reading, listening, and speaking as well as pronunciation, grammar and vocabulary. The latter is considered to be one of the most necessary elements to make the previous skills easier to learn.

Vocabulary is a base component in English language, and it is specifically important to consider in teaching beginners. In fact, it has been observed that the majority of Algerian middle school's pupils confront lots of instigation and difficulties in learning English especially in acquiring and retaining vocabulary. The problem became significant as English is a quite new foreign language to learn and which is much different from their mother tongue. Indeed, pupils struggle to memorize English words for a long period of time and easily disremember them since it is not their native language.

Teachers are the principal sources of input. They are the ones who can help the learners to enrich their lexical items. They have to present new concepts using effective strategies and employing suitable material in a motivating and attractive way. Thus, the teacher is responsible to apply and to develop effective tools. Using visual aids and graphics are now widely used in schools. One particular pedagogical visual tool is flashcards.

Flashcards are clear and have positive effect on the visual learning process of the students. They create an active and energetic classroom environment which makes enjoyment during the lesson; thus, pupils are more motivated in their participation.

1. Statement of the Problem

Lots of middle school pupils (beginners) are confronted to various difficulties in learning English as a foreign language especially in terms of learning vocabulary. This is mainly caused by a lack of memorization. This assumption is based on our personal experience as an English foreign language middle school teacher for many years. In fact, pupils tend to forget easily the new words they learn in class and cannot remember them the next session. For that reason, teachers ought to create a suitable atmosphere using different techniques to improve pupils' vocabulary such as the use of visual aids especially flashcards. Flashcards have a positive result on learners' retention of vocabulary in English

language learning. As a result, learners, especially beginners, would enjoy learning the target language and would overcome their difficulties to acquire and to retain the target vocabulary.

2. Significance of the Study

This study is important whether to teachers or to pupils of middle schools. In fact, it tries to find strategies to help learners memorize words more effectively. When the teachers use flashcards in the classroom, pupils will be more active, excited and involved in the lesson. Thus, learners can acquire and retain a lot of words. In brief, flashcards are noteful for teachers in facilitating the process of teaching vocabulary and for pupils in the process of retaining words.

3. Aims of the Study

The main objective of the present study is to explain and to describe the contribution of using flashcards to improve and to increase learners' interest in memorizing English vocabulary. More particularly, this study tries to prove and determine the effectiveness of flashcards in developing middle school pupils' vocabulary retention.

4. Research Questions

- Why do middle school pupils have difficulties to memorize English words?
- What are the effective tools to ameliorate vocabulary teaching and develop vocabulary memorization?
- Do flashcards help heightening learners' vocabulary memorization?

5. Hypothesis

This study intends to investigate the use and the effectiveness of flashcards on middle school pupils' vocabulary learning. This needs to look into the following hypothesis: If teachers use flashcards in middle school classes as a tool to teach vocabulary, pupils' vocabulary memorization and retention processes will improve.

6. Research Methodology

6.1. Choice of the Research Method

This research study is built on the descriptive method as a suitable way to understand the topic and to confirm or reject the research hypothesis. This method was selected to help us describe, evaluate and determine the use and effectiveness as well as the strengths and the weaknesses of the technique; namely, flashcards.

6.2. Population and Sampling

This work is concerned with fourth year pupils at Remishi Mohamed Middle School in Biskra, academic year 2019-2020. The whole population consists of 93 pupils divided into three classes. One class that contains 35 pupils has been chosen to work with as the researcher is actually their teacher of English. We have chosen this class, on purpose, because pupils really struggle with retaining vocabulary. So, we assume that using flashcards with them will help them be more motivated to learn new words in English. This need is quite perceived as fourth year pupils are about to sit for an official exam (BEM).

In addition, a sample of eight (8) teachers from different middle schools in Biskra was selected randomly to answer the questionnaire.

6.3. Data Collection Tools

To collect data, a questionnaire (a teacher's questionnaire) and classroom observation were used as research tools. The descriptive statistical analysis was used for the quantitative data and qualitative content analysis for qualitative data. First, the teacher's questionnaire has been designed to collect middle school EFL teachers' opinions and attitudes towards teaching vocabulary in general and whether they use flashcards in their classes to present new vocabulary. In fact, the teachers' responses and reactions would help confirm or disconfirm our hypothesis as they are directly concerned with applying this tool to improve pupils' vocabulary retention. Moreover, a classroom observation was conducted to perceive the fourth-year middle school pupils' consciousness and as for the importance of vocabulary and the technique/tool used: Flashcards. Indeed, the observation would help first diagnose pupils' difficulties to learn vocabulary. Then, it would serve to observe pupils' reactions and attitudes while learning with flashcards as well as to see any improvement in the retention of vocabulary.

7. Structure of the Dissertation

This dissertation is divided into two principal parts: The theoretical and the practical part. The former consists of two main chapters. The first chapter is dedicated to vocabulary retention under which the following elements are regarded: definition of vocabulary, definition of the term “word”, the importance of vocabulary, types of vocabulary, vocabulary description, difficulties in learning vocabulary, aspects of vocabulary, techniques in teaching vocabulary, vocabulary learning strategies, and strategies to remember words and reasons behind forgetting words. The second chapter is devoted to flashcards and deals with teaching visual aids and vocabulary teaching, flashcards as a pedagogical tool, types of teaching strategies by using flashcards, how teachers can improve the students’ memorization of words via flashcards, functions of flashcards, flashcards, memory and motivation, importance of using flashcards and advantages of using flashcards. The third chapter is the practical part of the research. It deals with the interpretation and analysis of results obtained from teacher’s questionnaire and classroom observation.

Chapter One

Vocabulary Retention

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Introduction

Vocabulary is an important element in learning and teaching a foreign language since it is needed in learning and mastering the four skills. Indeed, students have to know and understand what they hear and read in class to make a successful communication. Wilkins (1972, p.111) stated, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Hatch & Brown (1995) add, “vocabulary is the foundation to build language, which plays a fundamental role in communication”. Thus, learners can understand the main components and express their thoughts.

For long, increasing EFL learners’ vocabulary mastery became one of teachers’ main interest. Therefore, in this chapter, we will illuminate the definition of vocabulary, its types, aspects of vocabulary knowledge, the importance of learning vocabulary, and the main techniques of teaching vocabulary.

1.1 Definition of Vocabulary

To learn a language requires knowing its vocabulary. This latter refers to the words we know to communicate effectively. Generally, it can be described as oral or written vocabulary. The former refers to the words we use in speaking or recognize in listening whereas the latter refers to the words we recognize in print. Thornburg (2005) defines vocabulary as a collection or list of words with brief explanations of their meanings.

Vocabulary is a strong component to acquire a second or a foreign language because the more students’ vocabulary is rich, the more they can speak and write the target language with fruitful and significant communication. McCarthy (1990, p. 85) points, “no matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meaning, communication in L2 just cannot happen in any meaningful way”.

Moreover, vocabulary is essential to express the meaning and the use of both receptive and productive skills. In this sense, teachers prepare for the development of learners in speaking, listening, reading and writing.

Harmer (1993, p. 53) claims, “if language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”. Thus, if someone hopes to master using language, he/she has to gain build a powerful background of vocabulary.

Furthermore, Flohr (2008) adds that vocabulary “is the collocation of words which are part combination of words” (p. 4). That means that the language consists of couple words that used together as a single and meaningful word.

Additionally, McArthur (1992) states, “vocabulary derives from the Latin word ‘vocabularium’ a list of vocabulary words. The mediaeval vocabularium was a list of Latin words to be learnt by clerical students. It was usually arranged thematically, with a translation equivalent in vernacular language” (p. 1090). In other words, vocabulary is group of words in a language which has a meaning and differs from a subject to another.

Based on the definitions stated previously, vocabulary alludes to the different words from a language to another one. So, the process of teaching and learning vocabulary can assist the learners in developing their language, thus, interacting and conveying the meaning in their communication.

1.2. Definition of the Term “Word”

Thornbury (2002) claims the necessity of being aware of both the meaning and the form of a word together since the form doesn’t indicate its meaning. Also, he stated that knowing other principle components such as the words’ grammatical function its meaning associated with its collocation and its connotations is needed.

Referring to Nation (2001), he defines, “words are not isolated units of language, but fit into many interlocking systems and levels” (p. 23). This means that to learn words, it is needed to know its aspect, form, spelling and pronunciation. Thus, the use of the words will be correct in the language.

In addition, McArthur (1992) pointed that the word is as “a combination of vocal sounds, or one such sound, used in language to express an idea” (p.1119). So, a word is a set of united letters to form a meaningful unit.

1.3. The importance of Vocabulary

Without a sufficient understanding of words, students are not able to understand others or express their own ideas. Thus, vocabulary is an interesting component of the language; that is why, learners have to develop their learning.

Krashen added, “When students travel, they do not carry grammar books, they carry dictionaries” (as cited in Lewis, 1993, p.iii). In addition, Cameron (2001) states that vocabulary is a principle and an interesting element in the language. That is why, to expert a language, it is important to learn its vocabulary. Moreover, Nation (2000) implies that learners are asked to use vocabulary during their writing process. Therefore, he focused that passive vocabulary must be transmitted to active vocabulary.

Flohr (2008) demonstrates that learners cannot speak a foreign language well if they do not learn vocabulary, which means that learners are able to communicate just if they know and learn vocabulary. Lewis (1993) mentions, “lexis is the core or heart of language” (p. 89). The purpose is to make the learners able to speak, to write and to understand items during reading and listening skills.

Bishop, Yopp and Yopp (2009) showed the role of vocabulary in reading. They have discovered that learners face obstacles to comprehend the word’s meaning. Therefore, they emphasized the significant role to teach vocabulary to ease the language comprehension. Furthermore, Thornbury (2002) demonstrated that teaching just grammar is not satisfactory to learn the language, and learners are not able to be aware of the language’s meaning or use language without learning vocabulary.

1.4. Types of Vocabulary

Many Scholars differentiate between two kinds of vocabulary known as productive and receptive (active and passive) vocabulary. Harmer (1991) distinguishes between two sorts of vocabulary. The first type of vocabulary refers to the words which students have been taught and who are expected to use. The second kind refers to the ones that students will perceive and which possibly will not be able to pronounce.

1.4.1. Productive Vocabulary

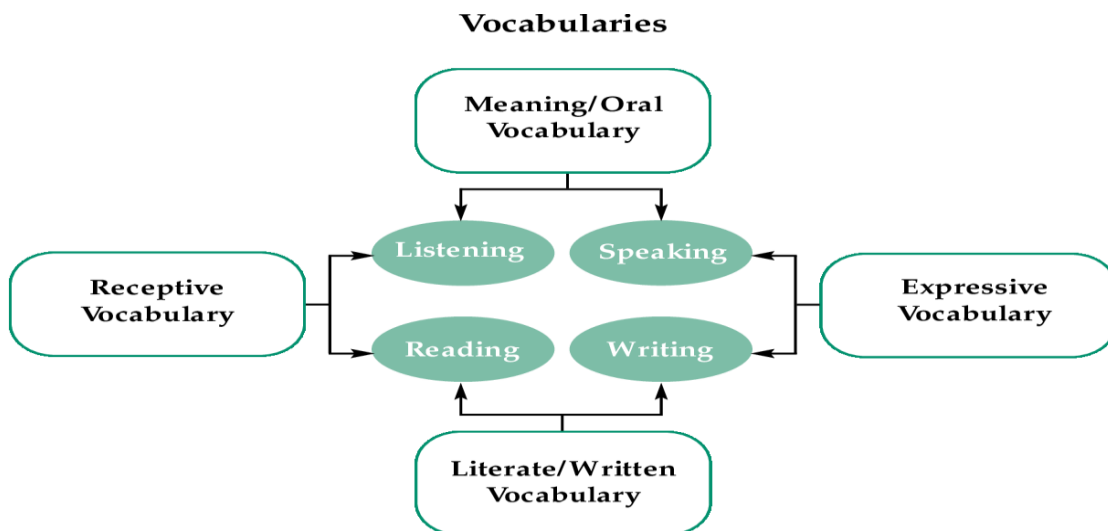
Is a set of popular and familiar words that are frequently used in writing or speaking? It is the capacity of pronouncing, writing and spelling the words and using them in grammatical patterns. Nation (1990, p. 25) argues, “.... productive vocabulary is wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form”. Also, Nation (2001) states that productive

vocabulary depends on the learner's effort in producing language through speaking and writing. Thus, active vocabulary is regained from the memory.

Additionally, Hedge (2000) shows that active vocabulary is the capacity of the learner to make words in writing and speaking. Moreover, Crow & Benjamin (2013) indicate that in productive vocabulary, learners give much more importance to both the pronunciation and the spelling of the words to remember their sounds and letters.

1.4.2. Receptive Vocabulary

It is a set of less popular and familiar words where the learners can discover its meaning during their listening or reading. It is witnessed as 'comprehension' in which students understand or comprehend when they read and listen. Nation (2001) states that receptive vocabulary is when the learners try to comprehend any piece of language they find in listening and reading. According to Hedge (2000), learners just perceive passive vocabulary but with no use of it. Besides, Crow & Benjamin (2013) demonstrate that in receptive vocabulary, learners do not focus on the spelling and the pronunciation of the words.



.Figure : Vocabularies (Pikulski & Templeton, 2004, p. 07)

1.5. Vocabulary Description

Two interesting types deal with the study of vocabulary which focus on the different forms, meanings and uses of vocabulary. They are lexicology and lexicography.

1.5.1. Lexicology

It is a branch that analyses the items of language and their meaning. It is interested with word category, word formation and word meaning.

Word category is a grammatical term that describes words belonging to parts of speech. Thornbury (2002) explains that words have distinctive roles in a text; they are classified in eight classes which are nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and determiners.

Word formation is the process of combining two or more words to form a new word. The main ways of the word formation are affixation, compounding, and conversion. First of all, affixation is the formation of words by adding derivation affixes to different types of bases: Suffixes, which change part of speech and prefixes that change the meaning. Second, compounding words means two or more words joined together to form a new word such as compound nouns, compound verbs and compound adjectives. According to McCharter (1992), compounding words create new words with different meanings through the combination of two or more other words. Third, conversion is the process of creating a new word from an existing one by changing its part of speech. It is the function of the word without any reduction. Thonbury (2002) states, “a word can co-opt from one part of speech and used as another process called conversion”.

Word meaning means the study of the words' meaning and the relationship between them. It is conveyed by using synonyms- words that have the same or nearly the same meaning as another word. Besides, there are antonyms. An antonym refers to a word having opposite meaning to another. However, hyponyms show the relationship between more general term with the more specific instances of it. In addition, polysemy means the multiple meaning of a word or an association of a word with two or more distinct meanings.

1.5.2. Lexicography

Lexicography is the process that is involved in the determination of word meaning and the construction of dictionaries. Bussmann (1996, p .683) states, “Lexicography; i. e., the technique of preparing dictionaries”. Lexicography is divided into two related disciplines which are practical lexicography and theoretical one.

1.6. Difficulties in Learning Vocabulary

Effective teaching is to be familiar with the difficulties learners face. Thornbury (2004) proposes some elements that make some words more difficult to learn than others. He mentions a number of aspects like pronunciation, spelling, length and complexity, grammar and meaning.

Concerning pronunciation, it has been found that the words which are difficult to pronounce are, consequently, difficult to be learned. Referring to Thornbury (2002), when learning foreign languages, learners are not able to realize some words’ pronunciation; the written form of certain words is not the same way that is pronounced such as in “cough” or “enough”, the letters “gh” are pronounced as the sound /f/.

Another aspect of the target language that causes difficulties is spelling. In fact, the mismatches of sounds-spelling causes errors either of pronunciation or spelling. Thus, it leads to its difficulty such as words that contain silent letters like “listen”, “often”, “firm”, etc. Grains & Redman (986) claimed that teachers exemplify grammar rules through vocabulary; they teach, for example, the plural through vocabulary: mouse –mice, bush – bushes, etc.

Another difficulty concerns length and complexity. Thornbury (2002) claims that learning long words are more difficult than short ones. Moreover, he states that even complex words tend to be difficult in learning.

Meaning is another serious difficulty for non-native learners. These are confused when two words intersect in meaning. In fact, many words have the same meaning, but they are used differently. It is the case, for instance, of the verbs “make” and “do”. We say “make breakfast, make an appointment” whereas we rather say “do housework or do a questionnaire”.

Thus, the different kinds of difficulties mentioned above lead to the learners to make mistakes with words which are resulted from lexical errors because of the incorrect choice of both form and meaning. Therefore, it is not sufficient to learn only the form of new vocabulary word and its denotation. The ability of proper understanding and use of the new words in the language correctly needs the awareness of the learners of words' connotation, grammar and formation and its collocation.

1.7. Aspects of Vocabulary

Each word has its characteristic that differentiates it from others. It is essential to be familiar with the different levels of a lexical component to understand it during listening or reading and to produce a successful speaking and writing production. Nation (2001) refers to the terms receptive and productive to vocabulary knowledge description covering all aspects of what is involved in knowing a word, namely form, meaning and use.

1.7.1. Form

To understand a word, it is necessary to know its correct form which depends on being aware of in speaking, writing and word part (lexical form). Firstly, in speaking, it is concerned with the correct pronunciation of a word. Secondly, in writing, it requires the right spelling of the word's letters. Finally, the lexical form includes knowing that a word is formed by joining elements, stem with affixes.

1.7.2. Meaning

"the meaning of a word is primarily what refers to in the real world, its denotation" (Ur, 2000, p. 61). It is not for the learners to understand the exact meaning of words since they have different meanings. Nation (2001) concludes that both of form and meaning of a word are connected. When the learners hear or see a word, they relate it to its meaning. Also, when they want to express the word's meaning, learners have to think of its spoken and written form. Moreover, context plays an important role in knowing the real meaning of a concept.

1.7.3 Use

It is essential to know the specific grammatical functions and constraints which the use of words is based on. Moreover, it is necessary to know how to use words in sentences. Thus, learners must know the grammatical prosperities to produce sentences grammatically

correct. Depending on Nation (2001), the use of words is to focus knowing its grammatical functions, collocations and constraints on use. Firstly, knowing words means be aware of how to use it in a sentences. Secondly, collocation is to recognize the appropriate word that are commonly used together in the language. Finally, there are words that are affected by constraints that transform their meaning; on the contrary, other words remain neutral.

1.8. Teaching Vocabulary:Importance and Techniques

Teachers are needed to teach vocabulary in their classes to aid their learners to learn words that can assist them in mastering the language. Thus, learning vocabulary helps learners to extend and vary their words as well as to be aware of its meaning in different contexts. Additionally, the process of teaching vocabulary needs various techniques. Schmitt (2000) claims that teaching vocabulary is focused on lot of factors: the types of learners, types of words and the curriculum requirements. Consequently, there are multiple techniques suggested to teach vocabulary.

There are multiple techniques that teachers can use to facilitate for their learners the process of grasping vocabulary. The responsible teachers are free in the selection of vocabulary which suits the aims of the lesson. These techniques can be split into two groups which are visual techniques and verbal ones.

1.8.1. Visual Techniques for Teaching Vocabulary

Visual techniques mean strategies that encourage or allow the learner to visualize what is going on. Commonly, visual techniques compose of two important techniques which are visuals, mime and gesture.

1.8.1.1. Visuals

They include flashcards, photographs, drawings, pictures on the board, wall charts and realia to convey meanings and to institute a productive environment for fruitful learning. Strategies of teaching vocabulary make learners enjoy learning and discover new vocabulary in a highly motivating manner. Thornbury (2002) states that there are various visual aids for teaching vocabulary. For instance, there are flashcards, wall charts, pictures and drawing particularly pictures and objects that permit learners to memorize words. In addition, Marquez, Allen, and Kate (2011) claim that teachers who use the visual tools have the opportunity to provide time to learners to think of the word either individually or

collectively. Thus, presenting words via visuals may be useful and helpful vocabulary teaching.

Furthermore, there are investigators who focus on the significance of memorization of foreign language which means that the method of learning some knowledge visually make learners more attentive because they link it to their life experience. Besides, Gairns & Redmen (1986) implied that the principle goal of visual aids' use is to interpret the vocabulary meaning through actual aids such as food.

1.8.1.2. Mime or Gesture

Klippel (1994, p. 115) demonstrates, “mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication”. At the essence, it cannot only be used to indicate the meaning of a word found in a reading passage but also in a speaking activity as it stresses mostly on communication. Gairns & Redmen (1986) claimed that in teaching vocabulary, teachers are able to combine the blackboard and gestures to strengthen the process of teaching through illustration; thus, learners will be able to remember the meaning of words. Moreover, Tellier (2008) states that in presenting vocabulary, it is a good method to incorporate gesture with the lexical item to improve the memorization of words. As a result, learners can remember words more and more.

1.8.2. Verbal Techniques

Verbal techniques refer to the use of illustrative situation, synonym, definition, opposite, scale and translation. Referring to the idea of Thornbury (2002), teachers may not have the occasion of using real objects, so instead they use words by giving an example situation, providing multiple example of sentences, synonyms, antonyms, or subordinate terms and full definition to help the learners guess the meaning of the word or use it in sentences.

1.8.2.1. Illustrative Situations (Oral or Written)

This strategy is used to teach abstract objects. Teachers can use different contexts to ease the pupils' understanding and interpretation of notions. Additionally, the use of flashcards helps learners to grasp, attain and memorize words without difficulty. Based on what is stated by Gairns & Redmen (1986), teachers rely on multiple situations and contexts to help learners comprehend abstract words as well understanding its meaning.

1.8.2.2.Synonyms, Definition and Contrast

The teacher is able to use this technique to explain the meaning of a word that has the same or nearly the same meaning as another word. For instance, to explain the meaning of “gorgeous”, the teacher can use a synonym word “beautiful”. In addition, definition is another essential strategy to convey the sense of an item. A good choice of a clear context helps in clarifying the word. Referring to Gairns & Redmen (1997), teachers use synonyms as a mean to teach the word’s meaning especially with low level learners. They give examples to the meaning of items clear rather than explain it; for example, cheerful means very happy. Then, they use synonymy with high level. Additionally, on certain cases, defining words is not enough to express the item’s meaning that needs to be contextualized to make the limits of words’ meaning clear. They have proposed opposites as another strategy for teaching. According to Bagheri (2015), when the learners can use the language, this strategy is used, so they develop their vocabulary.

1.8.2.3.Contrast, Opposite or Antonym

This strategy can also help learners to grasp the meaning of a certain word. For example, to indicate the sense of “horrible”, the teacher can use its opposite word which is “beautiful”.

1.8.2.4.Scales

It is a quantifying measure; a combination of items that is progressively arranged according to value in order to measure how often something happens. This is the case of adverbs of frequency like always, usually, often, frequently, sometimes, occasionally, seldom, rarely, and never. Referring to Bagheri (2015), scales tool is a method where teachers use to teach items from the same family. Depending on Gairns & Redmen’s (1997) explanation, in using scales, learners are able to know new words and retrieve the previous contrasting and related words.

1.8.2.5. Translation

It is a process of transferring meaning from one language to another; to understand the meaning of a word in a target language from the mother tongue. This strategy can solve the problem of explaining the difficult words in a fewer time. Thornbury (2002) claims that to translate the target item to L language has been used to teach vocabulary. As a result, researchers pointed out that the majority of learners have difficulties to remember words.

Additionally, Gairns & Redmen (1986) implied that using translation do not take much time, so teachers use this tool to present difficult words. Nevertheless, it seems to be a dangerous strategy since it affects learning the new language.

1.9. Vocabulary Learning Strategies

Cameron (2001) defined vocabulary learning strategies as “actions that learners take to help themselves understand and remember vocabulary” (p. 92). Vocabulary learning strategies are methods that learners rely on memorizing the words’ meaning and keep using them. Thus, to learn vocabulary means to follow some strategies. Besides, Nation (2000) states that learners ought to know vocabulary learning strategies and the method to use them. Additionally, Schmitt (2000) classified them into five types as the following:

1.9.1. Determination strategy

Schmitt (2000) implied that this kind of strategies is used to find a new item’s meaning which are used when the learners lack of words’ meaning sources. Consequently, they predict from context, cognate or use reference materials rather than predict from one’s structural knowledge of language.

1.9.2. Memory strategy

According to Schmitt (2000), the memory strategy can help learners to acquire new or study words. Learners are able to join what they already learned as a new item to their old knowledge as to join them with synonyms, antonyms, using images, suffixes, or to say the words loudly and so on.

1.9.3. Social Strategy

This technique is used to practice the vocabulary which means that learners can extend vocabulary and develop their language as they communicate and interact with people. Therefore, the more learners communicate with others, the more occasion will grasp to use words and raise their language.

1.9.4. Cognitive Strategy

Referring to Schmitt (2000), the Cognitive technique focuses on repetition and mechanical tools rather than intellectual process and using manipulation to learn

vocabulary. So, learners can ameliorate and improve their language when they use such a technique.

1.9.5. Metacognitive Strategy

Schmitt (2000) states that this method permits learners to choose their way of learning. They have the opportunity to opt for the suitable items as well as the techniques that fit the learning vocabulary; thus, learners develop their language, their lexis and their knowledge of learning style.

1.10. Strategies to Remember Words

Referring to Thornbury (2002), to learn grammar means to rely on rules whereas to learn vocabulary needs learners to remember words. Besides, he stated three different working memories which are short term memory, working memory and long-term memory.

1.10.1. Short Term Memory

Thornbury (2002) explains that short term memory is the brain's capacity to stock knowledge just for a few seconds. Nevertheless, learning vocabulary does not rely on storing the items for few minutes but depends on multiple steps to memorize the words in long term memory.

1.10.2. Working Memory

According to Thornbury (2002), working memory is performed for a various task such as reasoning, learning and understanding. Additionally, storing items from the long term memory is compared by using the same word in working memory to discover differences between them. This means that when conditions of retrieval are similar to conditions of encoding, retrieval is more likely to be successful. Thus, learners are more likely to remember things if the conditions under which they recall them are similar to the conditions under which they learned them.

1.10.3. Long Term Memory

Thornbury (2002) demonstrates that this memory is the ability to retain and remember items for a long time. Learners are able to recollect vocabulary which are converted from short term memory into long term memory. Reaching a such result, Thornbury has suggested a various of fundamental aspects as the following:

1.10.3.1.Repetition

Thornbury (2002) shows that repetition provides an improvement in storing words; it means to learn the same item more than once to emphasize an idea and make it clearer. Besides, Nation (2001) states that repetition can strengthen and expand knowledge of items.

1.10.3.2.Retrieval

According to Thornbury(2002),retrieval is another occasion that enables the learner to retract the word again later which can be done through activities such as using the new word in a written sentence, “oil the path” for future recall. Moreover, Nation (2001) explains that retrieval is a useful technique to learn vocabulary. That is why, teachers are needed to give time to learners in order to remember items they have learned in different tasks as in listening or reading and so on.

1.10.3.3.Spacing

Referring to Thornbury (2002), distributing memory works via long term period of time and is better than presenting items as a single block alike to teach words over a sequence of lessons. Exactly, teaching a certain number of vocabularies and testing it is better than teaching many items with no test and reviewing them which leads to disremembering the words.

1.10.3.4.Use and Pacing

Thornbury (2002) states thatlearners have various learning styles. Thus, they ought to be given the opportunity to pace their own rehearsal activities. Additionally, pacing gives learners time to remember the vocabulary because each learner has a way of learning. Hence, learners need time in solely to organize and thus learn new items. The learners have the occasion to use items via practice and tasks which helps them retrieve words in long term memory easily.

1.10.3.5.Cognitive Depth and Imaging

According to Thornbury (2002) cognitive depth is a method that assists learners to memorize vocabularies through the learner’s decisions regarding the idea to identify the word’s part of speech; the greater decisions learners do about the word, the greater it is retained. Furthermore, Thornbury (2002) states that imaging is a visual technique that helps remembering words better than teaching vocabulary with no flashcards. It is also useful even for abstract items that are associated with a fun image.

1.10.3.6.Attention and Personal Organizing

When improving the learners' remembering words, their conscious attention called arousal is needed. In opposition to the famous claim, learners are not able to ameliorate their words during their sleep. Thornbury (2002) states that Personal Organizing means that when the items are personalized and adopted to the needs of an individual, it is more efficacious. Thus, it eases word's retention in case of reading words in sentence loudly.

1.10.3.7.Mnemonics and Motivation

Thornbury (2002) claims that Mnemonics mean rules or cues that the teachers use to facilitate the learners' words retention which is used even by native speaker, and the successful type of Mnemonics are often visual. In addition, Thornbury states that Motivation assists in retrieving lexis because both motivated learners are able to retrieve new items which are used much time as well as unmotivated learners who do activities help them to remember them.

1.11. Reasons behind Forgetting Words

Despite the fact that a lot of words are kept in long term memory, it is not easy to remember them. Gairns & Redmen (1986) discussed various reasons that show the factors behind forgetting words as they pointed in the following:

The absence of practice and revising the new data can be the result of forgetting them. Also, learners do not have difficulties in storing words, but they find difficulties in recalling them. In addition, the total time is able to cause forgetting which means that when the learners are tested about the new words in a short time, they will have the opportunity to remember them whereas those who are tested about words learned for long period, they will not have the ability to retract them. That is why, learners require to do tasks and to revise to help them in retaining and storing items in long term memory.

According to Thornbury (2002), forgetting items is a problem that faces not just the weak learners but also the excellent ones. He claims that the absence of using the language is a reason that makes learners forget vocabularies. He also points out that remembering simple words is not as difficult as remembering complex ones. He adds, "those words that were learned over spaced learning sessions were retained better than words were learned in

concentrated bursts-consistent with the principle of distributed practice”. Obviously, the words that are learned in more than one session and learning simple words can lower the learner’s forgetting items. Moreover, learners can forget the words that are studied previously when they are engaged to learn new ones with the same meaning. On the other side, he explains that insufficient recycling or presenting words twice or more with one method may cause forgetting vocabularies which means that they ought to recycle the items in different techniques.

Conclusion

Mastering vocabulary is essential in learning English as a foreign language. Therefore, teaching vocabulary to learners is important to provide them with numerous and sufficient words. Moreover, it helps them to communicate effectively. Nevertheless, the majority of EFL learners do not succeed in recalling and in producing words that they have studied. Particularly, learners can perceive items via listening and reading; however, they are unable to use them in writing and speaking. Since teaching vocabulary is a hard procedure to deal with, an effective teacher is asked to reach the need of students to increase and ameliorate the words retention. Moreover, teachers have to employ strategies to create an appropriate atmosphere to motivate learners master vocabulary. In brief, this chapter focused on the importance of vocabulary; and more specifically, it emphasized the causes of forgetting words and the strategies of teaching vocabulary.

Chapter Two

Flashcards

Chapter Two: Flashcards

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Introduction

Nowadays, technology becomes essential in our daily life activities especially in case of teaching and learning processes and precisely the foreign language. Arsyad (1997) says that media is a technique that makes the process of learning more effective and the teacher gets the opportunity to have various needs and interests of their learners. Through media, it becomes easier for teachers to produce the required materials in teaching. Thus, learners can better understand their lessons especially in terms of learning vocabulary since this latter seems to be difficult to grasp. Thus, teachers use a variety of strategies to facilitate such kind of lessons which can be audiovisual or visual techniques to motivate students acquire comprehending and memorizing the words to easily communicate using the foreign language.

Therefore, in this chapter, we will shed the light on teaching aids by presenting definitions, explaining their types and importance with a deeper focus on visual aids. The main concern will be then put on “flashcards” by, here again, setting definitions, types and importance. Advantages of using flashcards will be also discussed in relation to teaching vocabulary in foreign language.

2.1. Teaching Visual Aids and Vocabulary Teaching

2.1.1. Definition of Visual Aids

According to Canning (2000), a visual aid is any planned or non-planned image which may be classified into illustrations, visuals, pictures, perceptions, mental images, figures, impressions, likeliness, or any tool which helps learners to visualize the meaning directly. As a matter of fact, visuals would be as flashcards, pictures, posters, realia, etc.

The Dictionary of English Language and Culture (1998, p. 1490) defines visual aids as “something that people can look at to help them understand, learn, remember, etc.” Such as a picture, map, photograph, or film. Visual aids are often used as materials in education.

2.1.2. The Importance of Visual Aids on Memorizing Vocabulary

Visual Aids play a strong influence on memorizing and recalling vocabularies. They assist both of teachers in teaching and learners to be autonomous, independent, active, and

creative participants. Therefore, the use of visual aids allows learners to learn by heart and recall a various of lexical items.

Chamot et. al (1999) state,

Although students often mention repetition to learn language [...] more efficient strategies may be necessary for students to learn and remember information for long period of time, such as building bridges in the students' minds, mental links or pathways that are mapped onto an individual existing schemata. If the links are numerous and personally meaningful, the information is easier to memorize and recall later. Making meaningful association with new words and phrases can make vocabulary acquisition more effective and efficient.

So, visual resources defined various strategies used by learners to comprehend and retain new items. In addition to repetition that is not the only efficacious aid, there are other useful and beneficial strategies that help learners to memorize and retain vocabularies; for instance, there is mind maps, mnemonics and drawings, etc. These tools help learners storing knowledge in long-term memory to ease the retention of word; i.e., it aids them understand and remember information that the teacher talked about before. Visual aids make it easy for the students to acquire new items.

2.2. Flashcards as a Pedagogical Tool

2.2.1. Definition of Flashcards

Flashcards are cards that have words, numbers or pictures. They are used to help learners learn about a subject. It is a card having words, numerical 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.

A flashcard is a cardboard consisting of a word, sentence, or a simple picture on it (Komachali & Khodareza, 2012). It is regarded as a helpful method because of its advantages. Also, teachers are able to use flashcards to drill and to present new vocabulary.

Bard & Mitchell Bard (2002, p.164) state, “flashcards are effective tool for memorizing spelling words, multiplication tables, and other information that does not require analysis”.

Moreover, Charles (2009, p. 123) define, “flashcards are especially useful for memorizing vocabulary words and their definition, dates in history and their significance, and picture artwork or other items that you will be responsible for identifying”. Thus, flashcards are effective and useful way in the process of teaching and learning various vocabulary words. Therefore, visual aids seem to be beneficial to teach any kind of information. Firstly, it improves the acquisition and retention of new words. Furthermore, learners can comprehend new reading texts that are combined with flashcards. Secondly, it causes amusing and pleasant lessons because students would be motivated, attracted and more active during the presentation of lessons. That means, it will create a united atmosphere of work between teachers and students.

Referring to Huebener (1967, p. 55), a flashcard can be made of oak or cardboard with the dimension around 8 x 6 inches, consisting of a word, a sentence, or a simple configuration drawing. The letters on it must be big, organized, and visible for every one sitting in the classroom. It will be better to use capital letters rather than script since capital letters are much more comprehensible for learners as they are watching at a distance.

Their use is beneficial to explain big size objects that the teachers cannot bring with to the class such as animals, air craft transportation, etc. The following flashcard exemplifies a set of means of transportation.

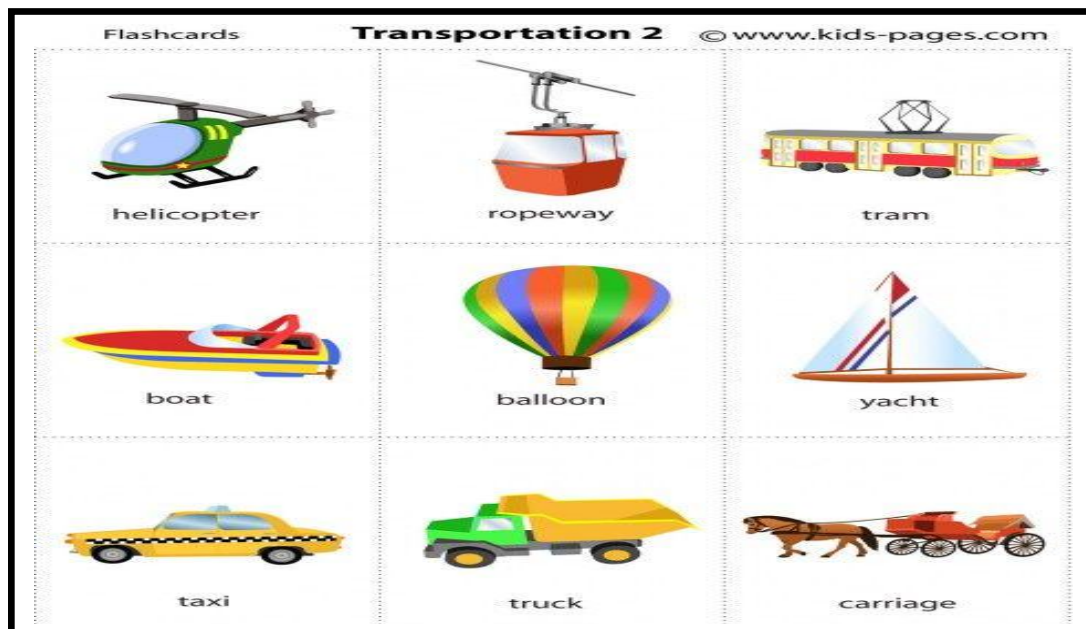


Figure 2: Transportation flashcard (Retrieved from www.kids-pages.com)

2.2.2. Types of Flashcards

Gelfgren (2012) states the following different flash cards' types:

2.2.2.1. Quiz Cards

This type can be used to vary the strategy used to test students' skills but also to turn the test into a fun game. Quizzes are available for students and can be carried out on multiple subjects for various levels. Using these cards simplify testing the students' knowledge. Moreover, it helps learners make intention and stimulate debates about the theme they are dealing with. Learners, here, are able to learn while listening to each other discussing about the subject.

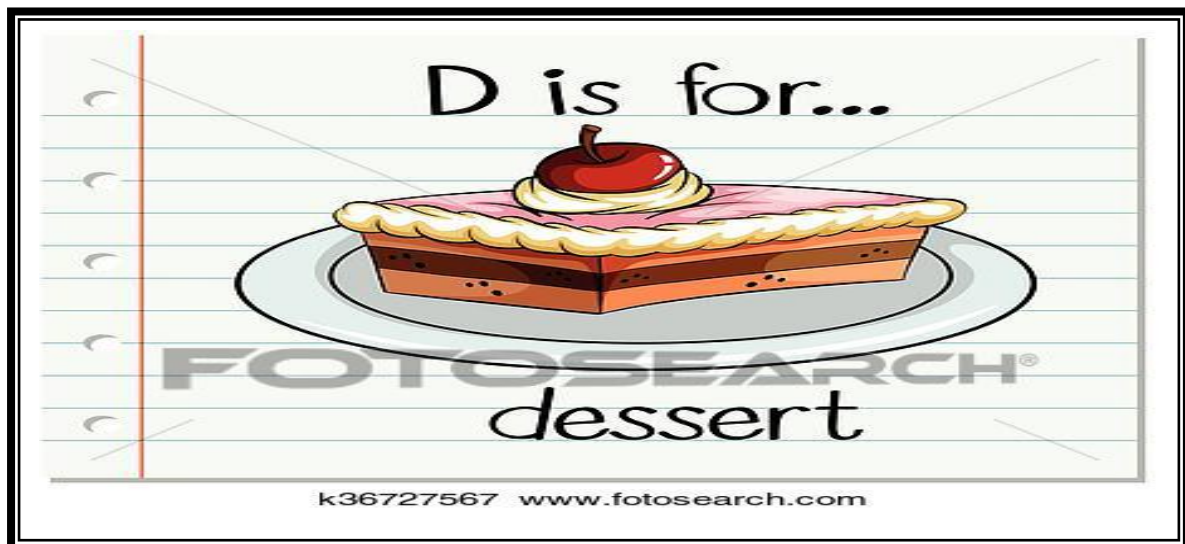


Figure 3 : A modal of quiz cards (Retrieved from www.fotosearch.com)

2.2.2.2. Role-play Cards

The teacher is able to motivate learners to learn new vocabulary by, for example, using role play cards which can help learners develop their imagination and their communication skills. Pupils are obliged to follow the instruction from the situation to improve the words by themselves.



Figure 4:Role-play flashcards (Retrieved from www.twinkl.co.uk)

This flashcard represents adjective words accompanied with pictures which help the learner to understand the meaning of both adjectives: “friendly” and “unfriendly”. Then the learner can see the other pictures with no name and try to guess the suitable adjective of each picture and act it in pair work or group one. So, the learner grasps these two adjectives with a fun action.

2.2.2.3. Flashcards with Association, Synonym, and Opposite

These kinds of flashcards can enhance the students’ vocabulary and their language fluency. Furthermore, such kind of flashcards helps learners increase their vocabulary independently. The learners here look to picture that assist them to understand the meaning of the word with no help of their teacher.

2.2.2.3.1. Synonym Flashcards

Teachers use these flashcards which seem to be easy for pupils to comprehend words that are closest in meaning. Their attractive colors and large size create an enjoyable atmosphere to motivate pupils to participate and, thus, enrich their vocabulary.

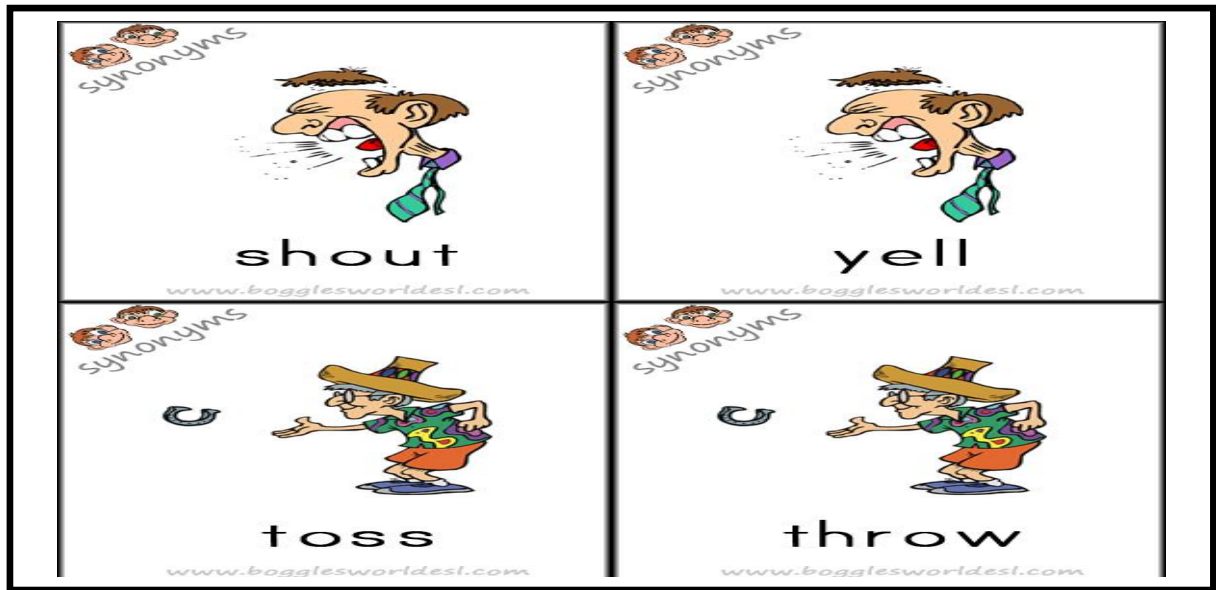


Figure 5: Synonyms flashcard (Retrieved from www.bogglesworld.com)

Here, students can play the games fish and Memory. They have to find the synonym card to the one that they have. The synonym covered in these flashcards are “shout” = “yell” / “toss” = “throw”. To practice it, pupils can play game fish or memory. Fish goes like this:

A: (has the card for “shout”); Do you have “yell”?

B: yes, I do. (No, I do not)

If the answer is “yes”, B gives the card to A and A gets a point.

If the answer is “No”, A takes a card from the deck.

2.2.2.3.2. Opposite flashcards

It is a motivating means in the classroom especially if it is chosen for playing games such as guessing game. One pupil chooses a flashcard and the other one may find its opposite. The picture facilitates the meaning of words. Learners can match the opposite flashcard easily by seeing it. So, they grasp new words and can memorize them through amusing atmosphere.



Figure 6: Opposite Flashcard (Retrieved from www.isLCollective.com)

2.2.2.3.3. Association Flashcards

When the teachers tend to present a topic, they should prepare an association of flashcards which means a set of an object. For instance, if teachers want to present a topic about food or animals, they have to prepare an association of flashcards comprising a picture of an apple, banana or grapes. They may use a picture of a dog, cat, or fish to represent animals as it is exemplified in the following figure:

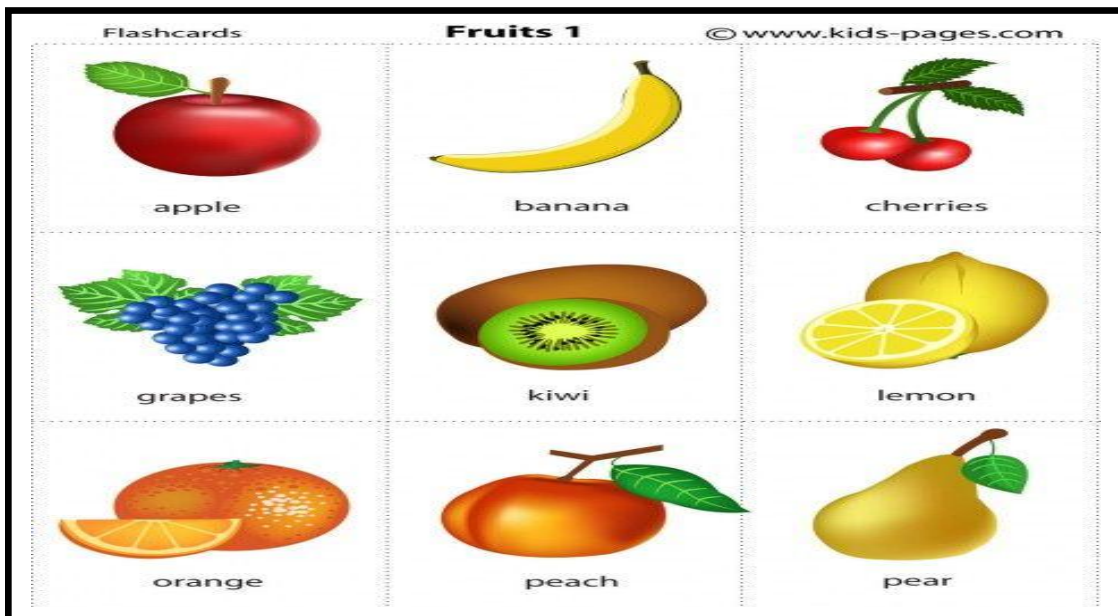


Figure 7: Association flashcard “fruits” (Retrieved from www.kids-pages.com)

2.2.3. Flashcards about numbers and times

Pupils (young learners) need to understand numbers and time in English. Thus, multiple tasks or games can be done with flashcards as it is shown in the following:

2.2.3.1. Numbers flashcards

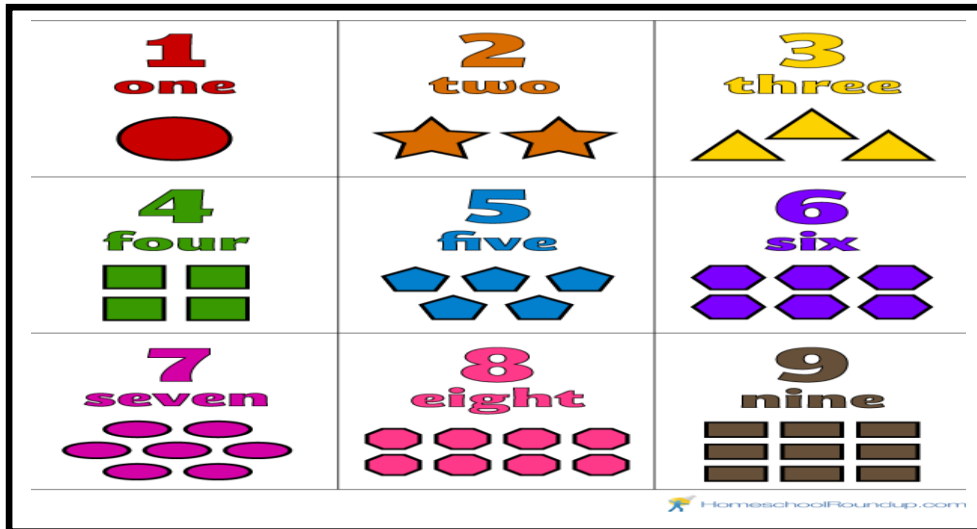


Figure 8: Numbers flashcards (www.homeschoolRoundup.com)

This kind of flashcards contain numbers accompanied with colorful shapes to attract and facilitate the comprehension of students of the written form of numbers and memorize them easily. Teachers can play a game using questions /answers depending on the color of each square, and for each correct answer, learners gain points by answering the question “how many” or let’s do some maths (addition, subtraction, etc)

2.2.3.2. Times flashcards

Teaching time using flashcards has positive results. This kind of cards will help the teacher to present time lesson in the classroom; thus, pupils understand better and easier telling the time. As teachers tell the time in English (nine o’clock, ten past ten, quarter past seven, half past eight, ...) , they use colored and fun flashcards as it is shown in the picture bellow to explain the meaning of new words “o’clock”, “past” , “quarter” , “half”. Consequently, students understand it directly with no difficulty and then they grasp new items

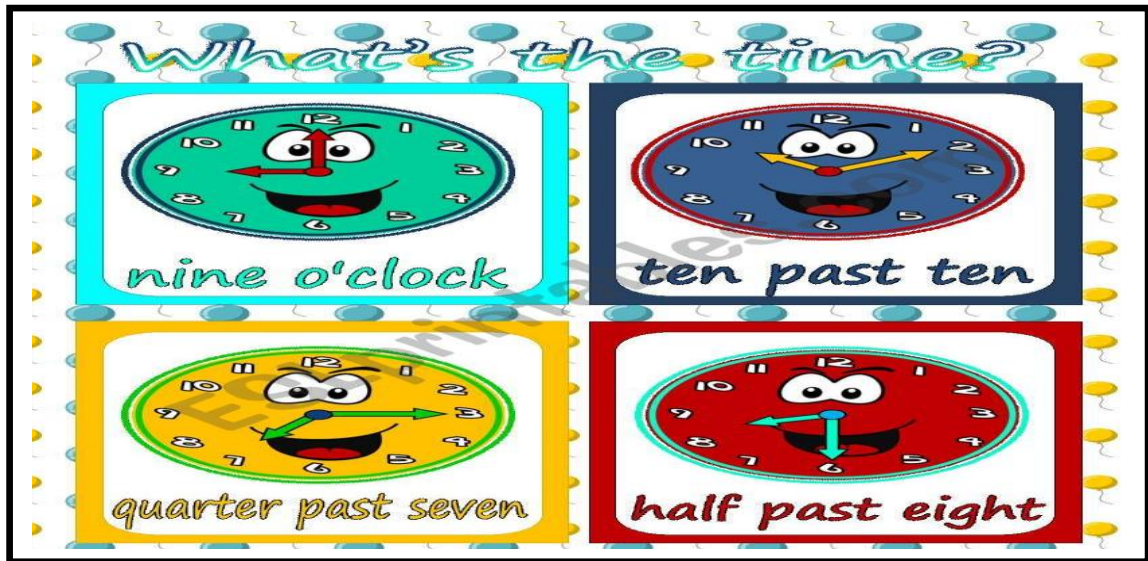


Figure 9: Time flashcards (Retrieved from www.eslprintables.com)

2.2.4. Flashcards for dictation and reading

Cards with text is a great method to prepare the lesson. It can be a fruitful strategy for both teachers and learners. The aim of dictation cards is to facilitate learning spelling by reading the card. As the learners read the text in the card, they do some mispronouncing words. Thus, teachers spell the wrong items and make a good pronunciation. For example in “birthday: b - - - - -”

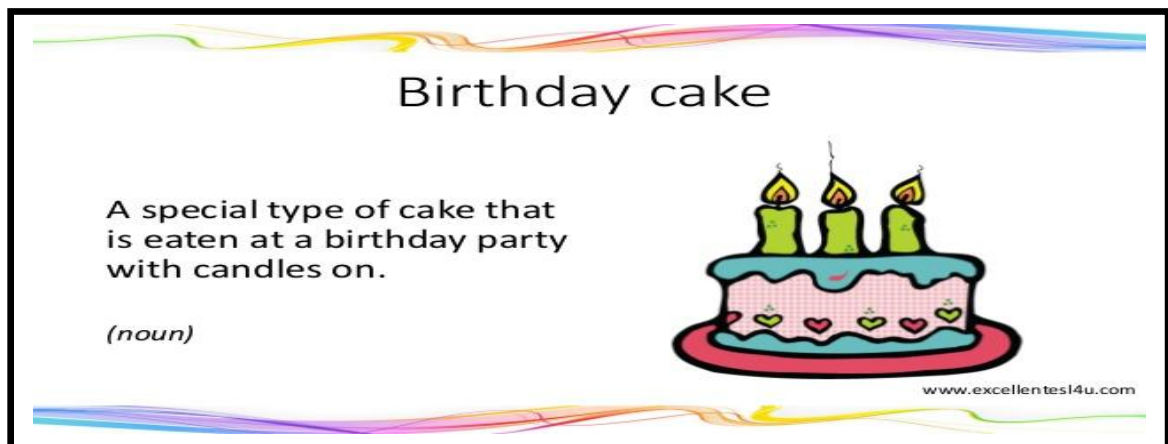


Figure 10: Flashcards for dictation and spelling (www.excellentesl4u.com)

Thus, Flashcards are a means of media which can be used in all the different learner’s levels with certain topics. Its multiple types can assist teachers to design diverse teaching activities so that to create an excited atmosphere in classes and results better on the students’ vocabulary mastery and retention with the creativity of teachers’ use of media.

2.3. Types of Teaching Strategies by Using Flashcards

David and Hill (1990) categorized flashcards depending on their size into three principle types. Firstly, “Large (20 x 30 cm) flash cards” that are effective for the whole class work. Secondly, “Medium (5 x 5cm) flash cards” that are effectively used with group work. Thirdly, “Small (5 x 5 cm) flash cards”. These kinds of flash cards are noteful for both games and group work tasks.

2.3.1. Words flashcards

According to Wright (1990, p. 59), words flashcards are those teaching aids which are usually used in teaching reading and writing skills. In fact, they can be used in teaching vocabulary too because they offer a significant help essentially in teaching the spelling of newly learnt terms, which undoubtedly should not be neglected with beginner students. This means that word cards facilitate learning vocabulary.

Moreover, Nation (2001) claims that a learner writes the foreign item on one side of a small card, and its translation of the first language on the other side to assist the student to recall a set of words as it exemplified in the following picture



Figure 11 : Word flashcard (www.NicholasAcademy.com)

2.3.2. Picture Flashcards

2.3.2.1. Small Picture Flashcards

Both Hill and Wright claimed that visual tools are used since they are applied in pairs, in communicative tasks, or even in small groups of students. Such kind of flashcards are one side-only cards, both-sided cards and sets of pairs (synonyms or antonyms, a picture and the correspondent word or phrase) or sets of cards connected; e.g. by their meaning as it is exemplified in the following picture. Small picture flash card gives the occasion to both

teachers and learners in doing multiple forms of activities; from one side, to play a game to write a story. On another side, they are used in exchanging games vocabulary through asking and answering questions.



2.3.2.2. Big Picture Flashcards

Jaclova (2009) demonstrated that big flashcards help in presenting the new vocabulary and drilling forms; they rise learners' interest and motivation. Moreover, learners feel happiness and fun during the tasks in the class. Flashcards play a role in linking words; they link the meaning with the suitable image.

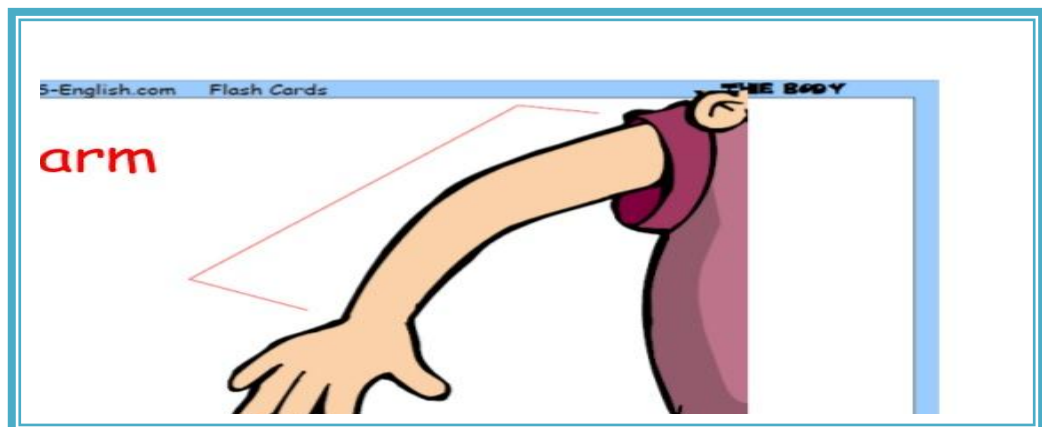


Figure 13: Big picture flashcard (www.mes-english.com)

2.4. How Can Teachers Improve the Students' Memorization of Words Via Flashcards

2.4.1. Activities for using flashcards

Flashcards are an important method since they are visual and used with all learners of different levels specially the young ones. Teachers can modify them according to the need of the student, to create an effective atmosphere of understanding. Indeed, lots of activities the teacher can rely on their classes to facilitate the students' retention of vocabulary. The activities are divided into various types that are: memory, drilling, identification, and TPR activities.

2.4.2. Memory activities

Referring to Gardner (2004), this kind of activities help in student's retention. Teachers choose a set of flashcards on the floor in a circle. They ought to hold them to their students to retend them in a one-minute time. After that, learners in a small group work together for two minutes to make their trial for their memory to remember the name of each flashcards.

2.4.3. Drilling activities

Referring to Gardner (2004), drilling activities contain "invisible flashcards activity". During this activity, teachers can stick a number of flashcards; it may be nine flashcards on the board with drawing a grid around them. Teachers have the ability to use a helper to drill the need of flashcards such as a pen, a pointer or an indicator. Later on, teachers start removing the flashcards gradually at the same time keeping pointing to the grid of the removed flashcard. Then, when the flashcard is removed, the teacher invites the students to name it, in which they need to remember and stay drilling as if there is no removed flashcard. Thus, drilling activities shed light on the beneficial side of visual aids that flashcard still stock in the memory of the learners.

2.4.4. Identification Activities

Gardner (2004) explains that in identification activities, teachers show the word. In the first step, the teacher ought to uncover the used flashcard or the word card and show it with a low speed. Then, the teacher needs to repeat the items with learners through various intonation in which he /she rises or falls his /her voice to say the word because learners may follow their teacher and try to create an enjoyable atmosphere in the classroom. In the second step, the teacher ought to change the card over rapidly and the learners have a brief

look. For the final step, the teacher repeats the method a lot of time till the learners find the word.

2.4.5. Teacher points and Races activities

Gardner (2004) states that this kind of activities depends on certain steps in which the teacher is needed to follow. Firstly, the teacher points or races the flashcards. Secondly, the teacher sticks them around the class. Thirdly, the teacher alters one of the stuck flashcard to let the student point or race it. Finally, students are able to do the instruction together. Teachers are able to apply the method by saying, “hop to the cat”, “if you have a blond hair”, “swim to the fish” or include a game of Simon by saying, “Simon says, jump to the T-shirt”, etc.

Two important examples are chosen to exemplify the above activities: The first activity is about Drilling activities- A What? Game (Gardner, 2004) and the second one is about Identification Activity- Fast Finger game.

Example N⁰¹: Drilling Activity (A What? Game)

- Students sit in a circle.
- You show a flashcard to student and say “This is a hamster”.
- Student looks at the flash card and asks you “a what?”
- The teacher replies “a hamster” and passes the flash card on.
- Student passes the flash card to student 2 and say “this is a hamster”.
- Student 2 asks student “a what” and student asks the teacher “a what?” the teacher replies to student “a hamster” and student replies to student 2 “a hamster” and so it goes on until the flashcard travels full circle.
- When the group has mastered it, 2 flash cards can go around the circle in opposite directions. They will cross over mid circle.
- When students know the game, choose one of them to do the teacher’s role.

Example N⁰ 2: Identification Activity (Fast Finger game)

Gardner (2004, p. 94) supposed the fast finger, a funny game activity where it is necessary to:

- Stick flash cards on the board or on the wall (for very little students who will not reach the board!) in a line.
- Give a clue to indicate which flash card you are thinking of. When presenting a new lexical set for the first time, give the whole word; e.g. “say stop when the fast finger is above the cat”. When revising or with higher levels, you can just give a clue; e.g. “It’s an animal that can’t fly, but it can climb trees”.
- Ask students to shout STOP when your finger is above the required flash card.
- Then bounce your finger along in a random fashion to a silly tune until they shout STOP at the right time.
- When they get the idea, ask a student to be the “Fast Finger”.
- You can also use the word cards instead of a finger. When the word is above the corresponding pictorial flash card students shout STOP!

Therefore, all these kinds of activities play an important role to assist students to understand new words through eagerness and amusing ways.

2.5. Functions of Flashcards

According to Kasihani & Suyanto (2008, p. 109), the aim of flashcards in the process of English teaching learning is to assist teachers

- To be familiar and stable with singular and plural concept.
- To be familiar and stable with numbers.
- To be familiar with a few and lot of concepts.
- To get the students’ attention using extract pictures with appropriate vocabulary and color.
- To give variation in the teaching-learning process.

Therefore, flashcards are able to facilitate the teachers’ way of teaching objects to the students and make clear examples. So, students can easily grasp the teacher’s explanation

of the needed theme. Flashcards can ameliorate the students' interest, make them pay attention and be aware and be willing toward the concepts.

Using flashcards in teaching learning vocabulary is a resting tool of teaching because flashcards are made of pictures, words or symbols of items. They are used basically to teach, to comprehend better and to enrich vocabulary which are the basic information of the language. They can aid the teacher to present the objects' name to students who directly and clearly perceive it with no big imagination of its shape.

2.6. Flashcards, Memory and Motivation

Memory performs an interesting role in ameliorating vocabulary. Waring (2002, p.1) states, "It is easier to forget a word than remember it. Initial word knowledge is very fragile and memories of new words that are not met again soon, are lost. This is because our brains are designed to forget, not remember". This means that if the new information that is grasped is not repeated or related to the old one, it will be forgotten easily because it is stocked only in a short term memory and may not be transmitted to long term memory in which it will be memorized and attained in any needed time.

Additionally, Nation (1994, p. 5) believes, "A very important factor in learning is the quality of mental activity in the brain of the learner at the moment the learning occurs. If this activity is at a deep and thoughtful level, the learning will remain for a long time". Moreover, Thornbury (2002, p.25) argues, "The more decisions the learner makes about a word, and the more cognitively demanding these decisions, the better the word is remembered". thus, the retention of words depends on the sorts of techniques and tasks applied in the classroom such as the use of flashcards.

Referring to Howard Gardener's Multiple Intelligences' Theory (2000), it exists a multiple styles of learners in each class which the teacher ought to know about to offer a suitable technique that will suit all the students during the presentation of the lesson. Flashcards can be the effective tool and have an important influence on them because of its brightness and colorful that attract learners' concentration to follow the steps of the lesson.

Teachers ought to teach the new words using activities that hold the learners' thought and mental work to activate vocabulary learning. Relying just on comprehensive input is

not enough to learn foreign language vocabulary due to the effect of various factors; for example, how many occasions are prepared for recycling, the ability of learners to remember the new items and their motivation. In terms of recycling occasions, Cameron (2001, p. 74) emphasizes, “learning words is a cyclic process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language”.

Comparable to Waring’s (2002, p.1) point of view, “we do not learn a word from one meeting ... it takes between 5 – 6 meetings (or more) to ‘learn ‘an average word’”. This means that repetition is a way of learning and remembering that’s why teachers need to bear in mind the importance of both the time of repeating words and the method of motivating the learners to learn.

In learning vocabulary, lots of learners easily fall in losing their interest, awareness and motivation. Thus, teachers have to vary the used techniques to avoid learners’ boredom during doing a such kind of vocabulary tasks. Learners should be motivated in time of acquiring and retaining new vocabularies. Thornbury (2002, p. 159) states, “As language teachers, we must arouse interest in words and a certain excitement in personal development in this area”.

Lots of strategies can have used to arise their interests when they learn vocabulary. Referring to Moon (2000, p.6) “ when they (children) are enjoying themselves, they are usually absorbed by the activity and want to continue with it. They are not always aware that they are learning language.” That’s why it is preferable; teachers incorporate using flashcards with games, songs and storytelling to ameliorate the motivation and willingness of learners to learn vocabularies. Thus, teachers play an important role to guide learners to retain or forget vocabulary through creating motivated atmosphere especially using flashcards following different kind of activities to increase their interest and keep them energetic to rise up their memorization.

2.7. Importance of Using Flashcards in EFL Teaching and Learning

Flashcards are a type of visual aids that can be seen and read used in the teaching learning process. They are the mostly used and important in teaching material especially with the beginners.

Referring to Wright (1976, p. 14) who stated the importance of flashcards for both of students and teachers in his study that is clear in his saying: “ flashcards motivate students to speak and assist teachers by giving them time for necessary classroom activities “. Additionally, to (Hill, 1990) who stated that flashcards can assist the learners for a direct answer which is the principle aim of all significant language learning in general and vocabulary specifically. Besides to the same point of Harmer (2001, p. 135) implies that “ one of the most appropriate uses for pictures and flashcards is for the presenting and checking of meaning ‘’.

Thus, flashcards are very interesting foreign language teaching resources. Teachers are able to use them in any lesson and at every level of teaching. Actually, flashcards are very important especially for the beginner and elementary level. Indeed, students are in stage of developing and enriching their words in a various way such as matching words to drilling vocabulary, concentration games, pictures, nouns, singular and plurals, adjectives, verbs, etc. They are also notable for sequencing, activities, pair work and group work as well as they are helpful for teaching grammar structures.

Flashcards give teachers a direct feedback from students. This is very useful for teachers as they assist them to know which way a lesson should be presented. Flashcards help students ameliorate their knowledge and capacity to comprehend and improve visual memory. In fact, learners are not known for their ability to focus, so flashcards make it easier for them to make small pieces of information in a memorable and important way. Flashcards transmit the most effective way for motivating learners to study and to retain real information especially when they are used smartly.

2.8. Advantages of Using Flashcards

Referring to Haycraft (1978, p. 102), Cross (1991, p. 120), and Schmitt & McCarty (1997, p. 215), flashcards have some advantages in teaching language. They are as follows:

- Flashcards can be used for consolidating vocabulary.
- Flashcards are motivating and eye-catching.
- Flashcards are effective that can be used for any level students.
- Flashcards can be taken almost everywhere.
- Flashcards can be arranged to create logical grouping of the target words
- Flashcards are cost effective / inexpensive.
- Flashcards provide visual link between L and the target language.
- Flashcards can be used for practicing structure and word order or for a variety of games.

Depending on the above explanation, flashcards have a lot of benefits in the process of teaching and learning. They have a worthy influence in motivating and encouraging learners. They are a good media to assist both of learners and teachers in learning process particularly teaching middle school learners. Furthermore, they are a useful tool since teachers poses the ability of using them at any time and any situation; teachers can use them whenever and wherever they want to teach.

Gerlash & Elly (1980 as cited in Harjuno, 2008, p. 13) enumerated a set of advantages of flashcards. These have been summarized in the following points:

- They deliver common experiences for the whole group.
- Their visual detail makes it possible to study which would otherwise be impossible.
- Pictures can help to prevent and correct misconceptions.
- Pictures offer stimulus to further study, reading and research. Visual evidence is a powerful tool.
- They help to focus attention and to develop critical judgment.

Moreover, Hill (1990 cited in Joklovà, 2009, p. 14) listed various benefits of flashcards.

- They are easily available (on the internet, magazines, books, etc.).
- They are cheap.

- They are personal: the teacher chooses them.
- They are easily kept: flexibility
- They are worthwhile for other types of tasks (drilling, comparing, etc.).

Therefore, flashcards are seen as a flexible and a visual instruction strategy that strengthen learners' interests and motivation and contribute in acquiring a positive attitude towards the process of learning and teaching the English language.

Conclusion

Flashcards are worthy and pleasing visual aid which rises learners' memorization, comprehension and acquirement of new words. Firstly, teachers can succeed in the way of teaching vocabulary and assist students grasping them. Secondly, teachers have a multiple choice of using flashcards in different ways to increase the learners' acquisition as well as it is possible to ask learners to shape their own flash cards to create an atmosphere of learning full of cooperation and competition. So, using flashcards carries out a lots of goals.

Chapter Three

Fieldwork and Data

Analysis

Chapter Three : Fieldwork and Data Analysis

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Appendices

Résumé

Introduction

This chapter concerns the data analysis and the interpretation of results. It incorporates the research methodology which is concerned to examine the effect of using flashcards to develop pupils' vocabulary retention in English as a foreign language.

This chapter is designed to show the methods and tools to collect and analyze data. It displays the population and the sample that are used in the study as well as it describes the research strategies that help in collecting the needed information in this research which are the questionnaire and classroom observation. Moreover, this chapter tends to discuss the results of the collected data that seek to answer the research questions and to validate the hypothesis stating that using flashcards will improve middle school pupils' vocabulary retention.

1. Review of the Research Methodology

This part deals with explaining the selected research methodology of this research and the gathered data tools which helped in collecting the needed information to answer the research questions and analyze the findings. The study aimed to find whether the use of flashcards as a method of teaching in the classroom would ameliorate the retention of English vocabulary for the four year pupils at Remishi Mohamed Middle School in Biskra.

1.1. Research Method

We adopted the descriptive design which includes both the qualitative and quantitative methods. The choice of this method was because we intended to describe and investigate the effectiveness of flashcards in developing pupils' vocabulary retention.

1.2. Population and Sampling

In this study, we have chosen fourth year pupils of Remishi Mohamed Middle School in Biskra. We have followed the work with a class out of three classes which contains 35 pupils. This population was chosen because they sit for an official exam (BEM) and they still have problem in retaining words. Also, the strategy of using flashcards is supposed to be appropriate to help them. So, we anticipated positive results using flashcards tasks to facilitate their retention.

Concerning the teachers' sample, eight fourth year English teachers from different Middle Schools in Biskra have been chosen randomly to collect various points of view about their use of flashcards and to know the reaction of their pupils during the lessons that are presented using this visual aids "flashcards".

1.3.Data Collection Tools

1.3.1. Teacher's questionnaire

The questionnaire is a collection tool that permits to gather data in short time. Referring to Anderson (1990, p. 207) the questionnaire "allows the gathering of reliable and valid data, relatively in a short time". In addition, Wilson & McLean (1994 cited in Cohen et al., 2007, p. 317) stated, "The questionnaire is a widely used instrument for collecting information providing structured, often numerical data, being able to be administrated without the presence of the researcher".

A questionnaire was designed for middle school teachers of English language to gather their opinions and experience about strategies to teach vocabulary. Moreover, the questionnaire intended to collect teachers' attitudes about the use and effect of flashcards on developing beginners' vocabulary learning.

1.3.2. Classroom Observation

The classroom observation is another tool used in this research work aiming to gather data and to complete the results gathered through the questionnaire.

It is a way for collecting data in a natural context. Referring to Bailey (2001), classroom observation is "the purposeful examination of teaching and learning through the process data collection". In our study context, it permitted to find how the teacher uses flashcards during teaching vocabulary. It also aimed at observing how this tool (flashcards) allows the learners to memorize and retain the lexical words in a more effective and easier way. Moreover, it assisted to examine the truthfulness of the data collected from the teacher's questionnaire as well as to confirm or to reject the research hypothesis.

2. Data analysis and discussion of results

2.1. Teacher's Questionnaire

2.1.1. Aims of the Teacher's Questionnaire

The questionnaire was prepared to explain the aim of our research which is to search about the effect of using flashcards to memorize English vocabulary. The main aim was to gather the teachers' experience, opinions, and attitudes about the use of flashcards and their effectiveness in helping middle school pupils (beginners) learn and memorize new English words.

2.1.2. Description of Teacher's Questionnaire

We have designed a semi-structured questionnaire in which teachers were asked to answer different kinds of questions by ticking the suitable box and by giving statements whenever necessary. The questionnaire is made of 15 questions varying from open-ended questions in which teachers are needed to make their own answer and close –end questions which contain predetermined answers from which participants can choose from. The questionnaire consists three sections. The first section contains background information which aims to show teacher's profile. The second section is for teaching vocabulary. The third section turns around the teacher's use of flashcards in relation to the retention of vocabulary.

2.1.3. Administration of Teacher's Questionnaire

The questionnaire was delivered to eight middle school teachers of English in different schools in Biskra. It was sent online via e-mail of facebook because it was difficult to reach them directly due to the Corona Virus pandemic and the closure of schools.

2.1.4. Analysis of Teacher's Questionnaire

Section One: Teacher's Profile

Item 1. Would you specify your degree, please?

Table 3.1 Teachers' degree

Option	Participants	Percentage
a. BA (License)	3	37%
b. MA (Master/Magister)	5	63%
c. Doctorate	0	0%

Total	8	100%
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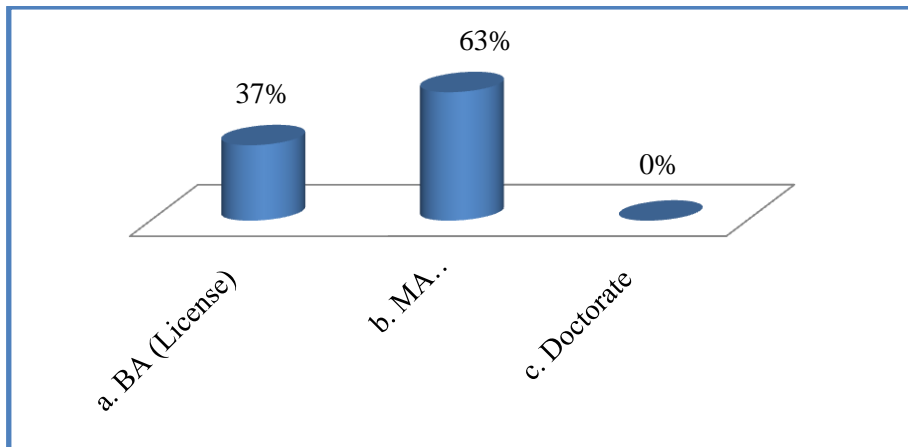


Figure 3.1 Teachers' degree

It is noticed from table 3.1 that three teachers with a percentage of 37% have BA (License) degree, and five other teachers with a percentage of 63% have MA (Master /Magister).

Item 2. How long have you been teaching English in middle school?

Table 3.2 Teachers' experience of teaching English in middle school

Option	Participants	Percentage
a. 1-5 years	7	88%
b. 5-10 years	1	12%
c. More than 10 years	0	0%
Total	8	100%

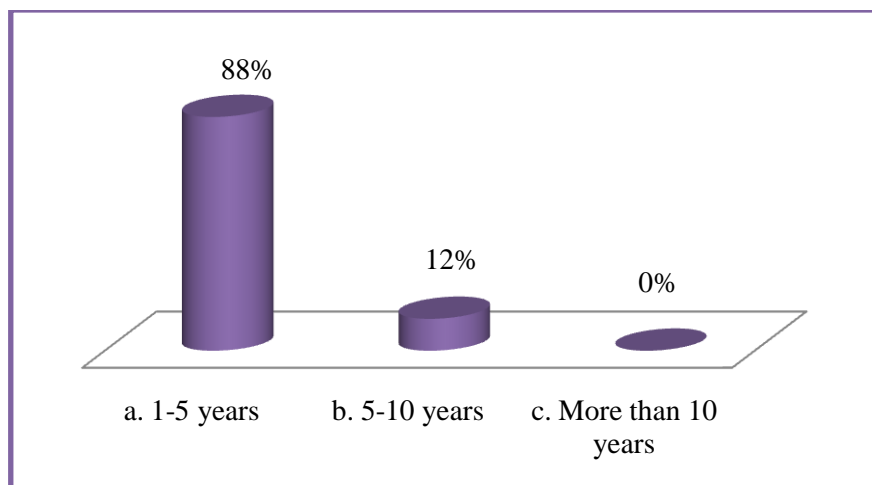


Figure 3.2 Teachers' experience of teaching English in middle school

Table 3.2 shows that the majority of participants have an experience between (1-5) years with a percentage of 88% while a teacher has experience between (5 – 10) years with a percentage of 12%. These results indicate that our participants are novice teachers.

Item 3. Have you ever participated in training periods, seminars or conferences about how to teach English vocabulary to young learners?

Table 3.3 Teachers’ participation in training periods about how to teach English vocabulary to young learners

Option	Participants	Percentage
Yes	5	63%
No	3	37%
Total	8	100%

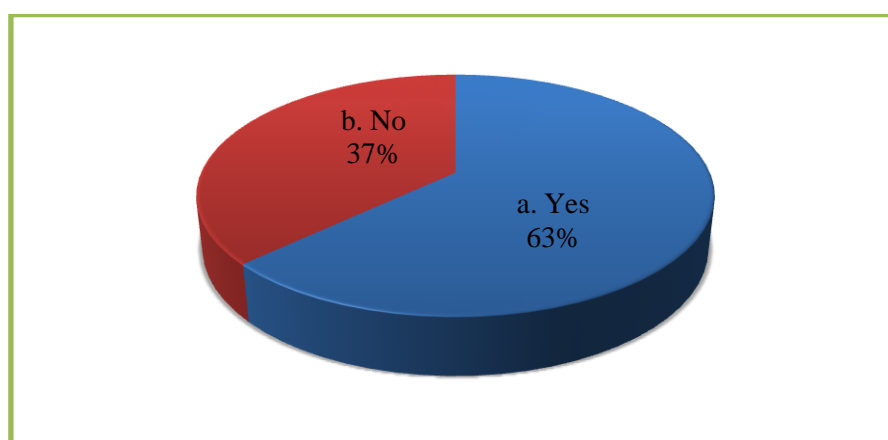


Figure 3.3 Teachers’ participation in training periods about how to teach English vocabulary to young learners

This question aimed to know whether our respondents had a training course about teaching vocabulary for beginners. Findings revealed that five of them (63%) had participated in training seminars about how to teach English vocabulary to young learners. The number of these seminars differed from one teacher and another varying from more than 5 times, 10 times, 7 to 9 times and three times a year. On the other hand, three teachers (37%) of our sample declared that they never participated in training periods.

It can be assumed that those teachers who had a training period about vocabulary teaching strategies may have a wider knowledge and experience about the subject than those who did not have any. Indeed, the trained teachers would be more able to detect their pupils’ difficulties in mastering new vocabulary and to use the appropriate strategies and tools to help improve their vocabulary retention.

Section Two: Teaching English Vocabulary

Item 4. How do you consider teaching English vocabulary to middle school pupils?

Table 3.4 Teachers' views about teaching English vocabulary to middle school pupils

Option	Participants	Percentage
Very important	6	75%
Important	2	25%
Not important at all	0	0%
Total	8	100%

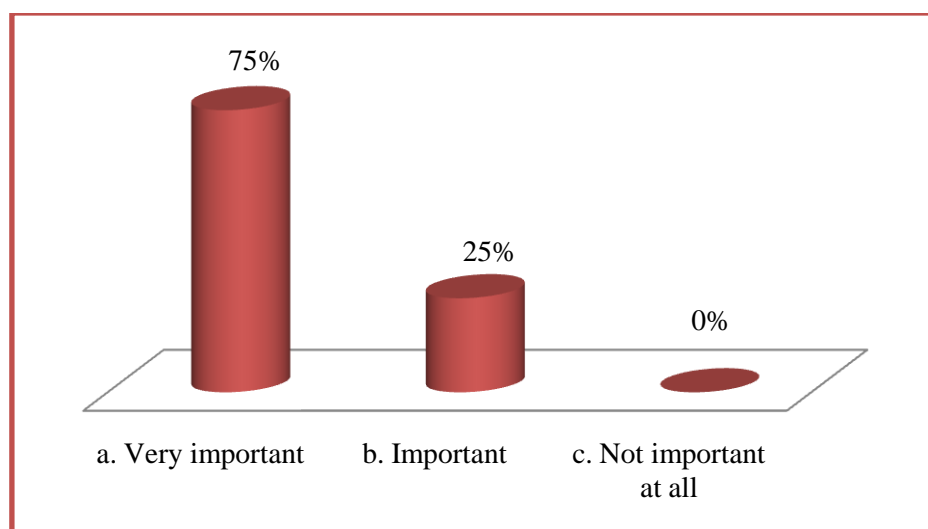


Figure 3.4 Teachers' views about teaching English vocabulary to middle school pupils

This question sought to evaluate the participants' attitude towards the importance of teaching vocabulary to beginners in middle schools. As it is obvious from table 3.4, six participants (75%) consider English vocabulary a very important component to teach in middle schools. In addition, two teachers (25%) view that teaching English vocabulary is important for beginners.

As a sub-question, teachers were asked to justify their answers. For those 75% teachers who view that English vocabulary is a very important, they observe it as a package which helps to improve their learners' language. Moreover, as words have synonyms, pupils will learn a larger amount of vocabulary which allows them, consequently, to learn pronunciation and spelling. In addition, according to some teachers, pupils at middle schools are exposed to the language for the first time; that is why, they need as much exposure as possible to vocabulary so that they can understand it or express their ideas

through it. Pupils can also have a strong background and enrich their spoken discourse when they learn new vocabulary.

The rest of the sample (25 %) who consider that English vocabulary is important argued that it is just as important as other aspects of the language. It has to be repeated and reinforced because what pupils usually learn today, they forget it tomorrow.

Item 5. How often do you introduce new words in every lesson?

Table 3.5 The frequency of teachers' introduction of new words in every lesson

Option	Participants	Percentage
Always	7	88%
Sometimes	1	12%
Rarely	0	0%
Never	0	0%
Total	8	100%

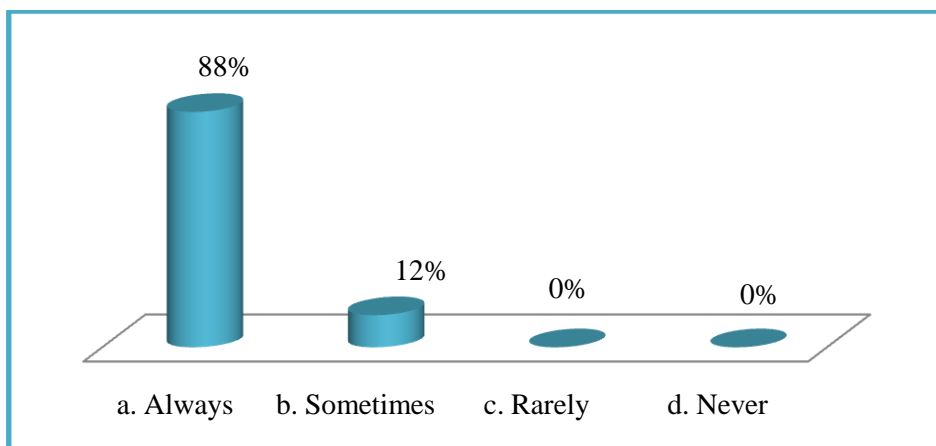


Figure 3.5 The frequency of teachers' introduction of new words in every lesson

This question tries to investigate how much teachers present new words for every lesson to enrich learners' background vocabulary.

Table 3.5 shows that seven participants (88%) always introduce new words in every lesson whereas one teacher (12%) sometimes introduce new words in every lesson. These results seem to be quite logical as every lesson deals with a different topic which includes varied vocabulary.

Item 6. Do your learners assimilate the new presented words easily?

Table 3.6 Teachers' responses about whether their learners assimilate the new presented words easily or not

Option	Participants	Percentage
Yes	4	50%
No	4	50%
Total	8	100%

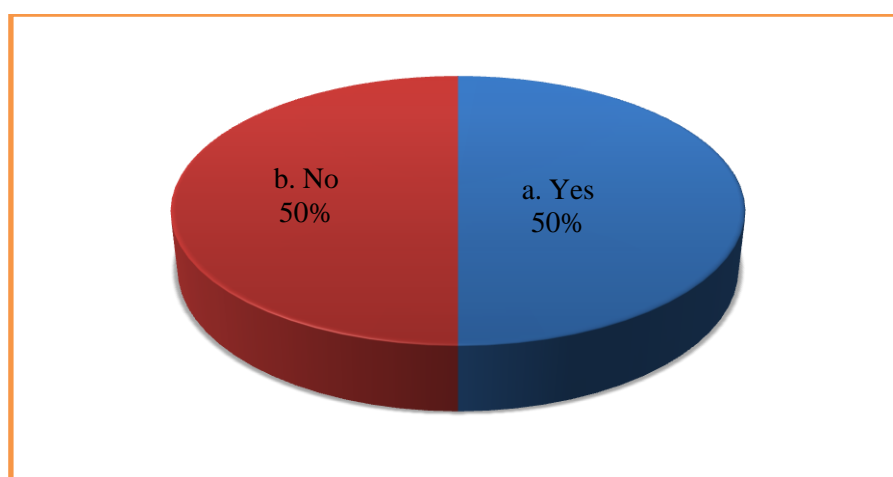


Figure 3.6 Teachers' responses about whether their learners assimilate the new presented words easily or not

As it is illustrated in table 3.6, there is an equilibrium of teachers' points of view (with a percentage of 50%) to clarify that their learners assimilate or not the new presented words easily with. Indeed, half of the sample revealed that their pupils have no difficulties to grasp the new learnt vocabulary. The other half, however, confessed that assimilating the new presented vocabulary is not an easy task for their learners. Hence, teachers have to use effective strategies to facilitate the process of understanding and retention.

Item 7. How do you present new vocabulary in class?

Table 3.7 The way teachers present new vocabulary

Option	Participants	Percentage
Using translation (Into Arabic)	1	12%
Using pictures	3	38%
Using synonyms/antonyms	1	12%
By drawing on the board	1	12%
Using gestures/mime	2	26%
Total	8	100%

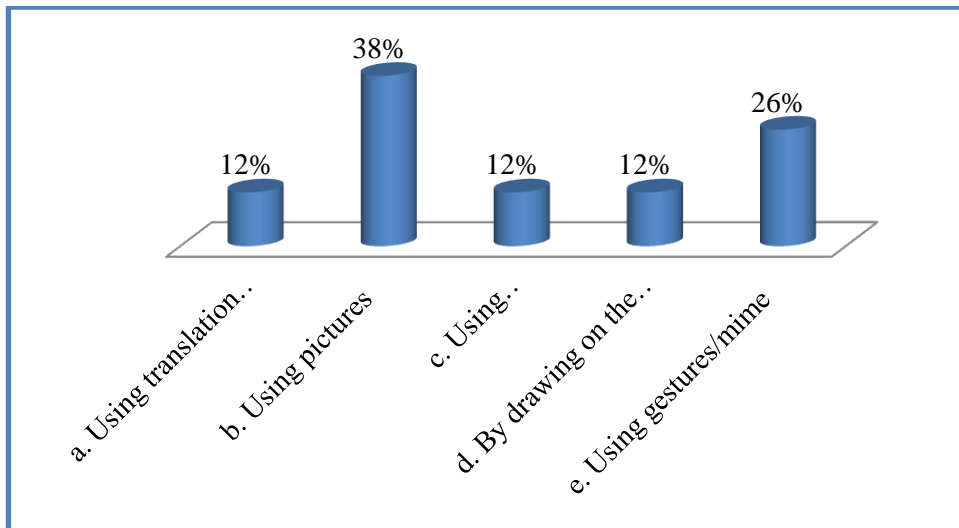


Figure 3.7 The way teachers present new vocabulary

This question aimed to identify the methods teachers use when presenting new vocabulary in class. The findings reveal that our participants use different ways: One teacher uses translation (into Arabic), another teacher uses synonyms/antonyms, and the third one relies on drawing on the board to resent new words to pupils. In addition, three participants with a percentage of 38% use pictures whereas two others (26%) use gestures and mime.

Item 8. To what extent do your pupils give importance to vocabulary learning?

This question sought to know the teachers' opinion about how much pupils estimate the importance of vocabulary

Table 3.8 The degree of importance pupils give to learning vocabulary

Option	Participants	Percentage
Very much	1	12%
Much	4	50%
Little	2	26%
Not at all	1	12%
Total	8	100%

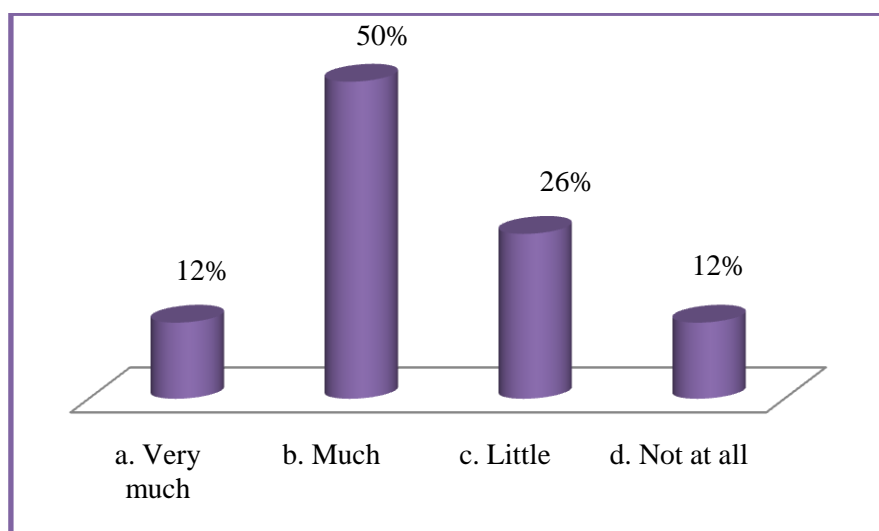


Figure 3.8 The degree of importance pupils give to learning vocabulary

Table 3.8 shows that the majority of teachers (50%) consider that their learners give “much” importance to learning vocabulary while about 26% of the sample revealed that their pupils give just “little” importance to it. Besides, one teacher (12%) declared that his/her learners give “very much” importance to vocabulary learning. However, one respondent confessed that his/her pupils were not interested with learning vocabulary and do not give it any importance.

All in all, findings indicate that the great majority of pupils are aware of the importance to learn new words.

Item 9. Do your pupils have difficulties in learning new vocabulary?

Table 3.9 Teachers’ responses about whether their pupils have difficulties in learning new vocabulary or not

Option	Participants	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

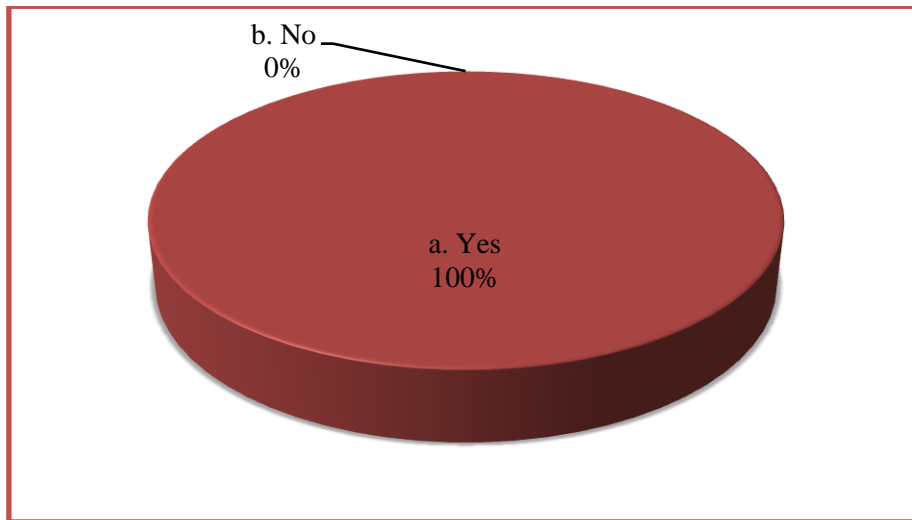


Figure 3.9 Teachers’ responses about whether their pupils have difficulties in learning new vocabulary or not

It is demonstrated from table 3.9 that 100% of the sample replied that their pupils do have difficulties in learning new vocabulary. This shows the urge for teachers to find adequate solutions to help their learners assimilate easily what they learn as new words in class.

- If “yes”, do they have difficulties most with:

Table 3.9.1 Pupils’ main difficulties in vocabulary learning

Option	Participants	Percentage
Spelling	5	61%
Pronunciation	1	13%
Meaning	1	13%
Retention	0	0%
Use	1	13%
Total	8	100%

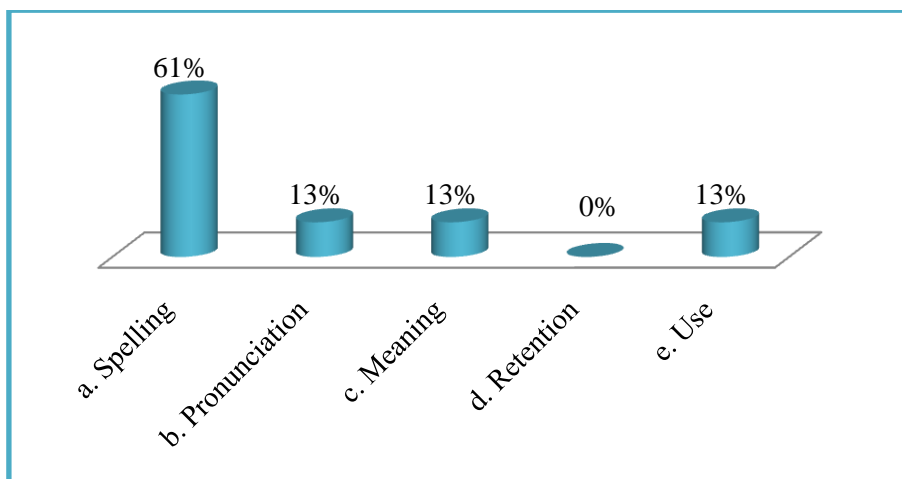


Figure 3.9.1 Pupils’ main difficulties in vocabulary learning

This question (related to the previous) aims to identify what kind of difficulties pupils have when learning new vocabulary. Five participants (61%) showed that their pupils have difficulties with “spelling” the vocabulary. The three other participants gave each a different response: One teacher revealed that his/her pupils have trouble with pronunciation, another teacher have his/her pupils struggle with meaning, and the last teacher confessed that how to use vocabulary is a problem for his/her pupils. In addition, almost all participants affirmed that in addition to all the above aspects of vocabulary pupils have difficulties with, they also struggle with retaining them and tend to forget them quickly.

Item 10. Which of the following teaching materials do you use most to teach pupils new vocabulary?

Table. 3.10 The teaching materials teachers use most to teach pupils new vocabulary

Option	Participants	Percentage
Visual materials	4	50%
Audio materials	0	0%
Audio-visual materials	0	0%
All of them	4	50%
Total	8	100%

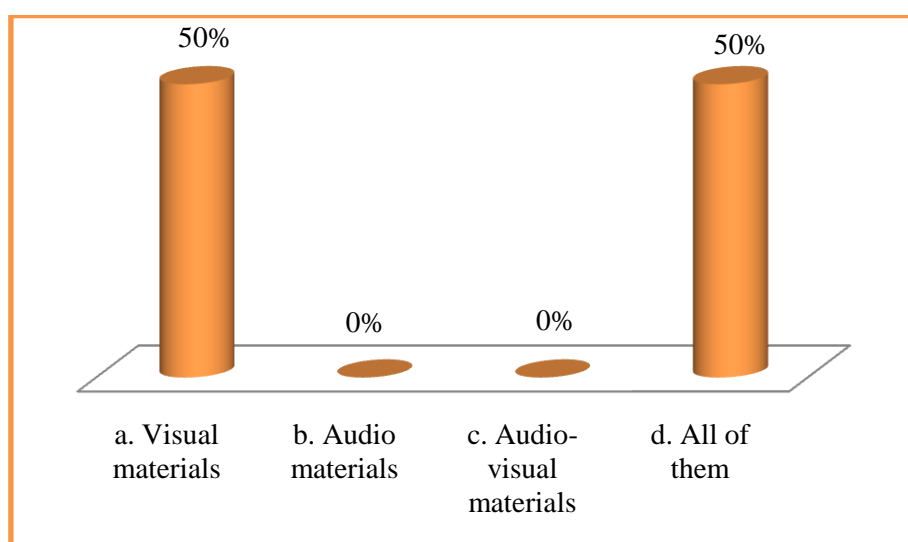


Figure 3.10 The teaching materials teachers use most to teach pupils new vocabulary

The table and figure demonstrate that 50% of the sample uses visual materials in teaching vocabulary because, according to them, these devices help their pupils guess quickly the words and easily memorize them. In addition, pupils tend to be attracted to

visual aids. Moreover, visual materials are always available whereas audio-visual materials are not. Last but not least, teachers argued that the course book depends mainly on pictures and images to teach vocabulary, so they take advantage from them and use them frequently.

On the other hand, the other 50% of respondents declared to use all the mentioned materials, namely visual materials, audio materials as well as audiovisuals to teach vocabulary in class because they view that all of them are important. the teacher tends to give them a holistic view to the vocabulary from spelling to usage and seeing and listening the word from one person or in one atmosphere not enough. According to teachers, the diversity of materials provides more opportunities for pupils to learn vocabulary easily.

Section Three: Using Flashcards to Memorize Vocabulary

Item 11. Do you use flashcards in the classroom?

Table 3.11 Teachers' use of flashcards

Option	Participants	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

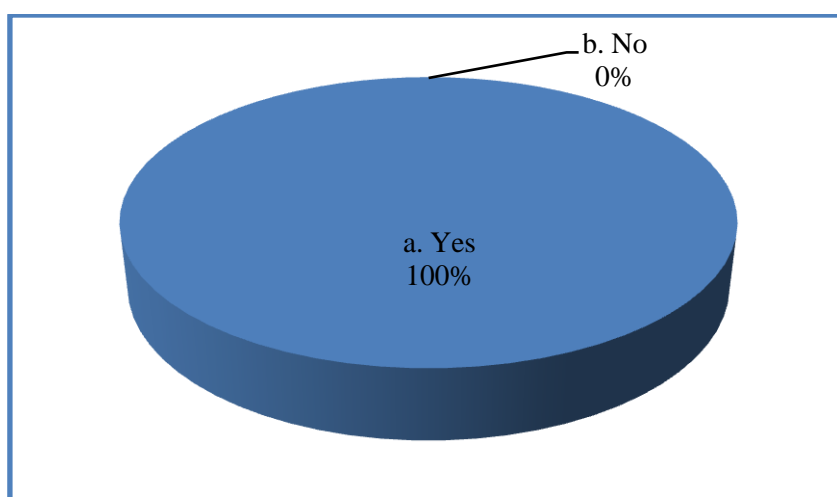


Figure 3.11 Teachers' use of flashcards

In the previous section, the teachers of our sample were asked about the types of materials they use to teach vocabulary for their middle school pupils. This question, however, tends to confirm the teachers' use of visual materials; flashcards, in particular.

The results show that all of the questioned teachers (100%) use flashcards in the classroom to teach their pupils English vocabulary. This reflects the teachers' awareness about the effectiveness and benefits of flashcards as a teaching visual tool.

Item 12. How do your pupils react when you use flashcards?

For his open-ended question, teachers were asked about their pupils' attitudes when they are taught with flashcards. All responses were similar. Indeed, teachers declared that their pupils like flashcards and that they were happy and interested when learning with them. They added that pupils enjoy flashcards because they really like the kind of tasks in which they are more involved. They also feel more excited about using another material rather than the course book.

All in all, all respondents agreed on the fact that their pupils react positively when learning with flashcards focusing on how they are attracted, enjoyed and motivated.

Item 13. Why can flashcards be advantageous in middle school classes?

Table 3.13 Teachers' reasons behind why flashcards can be advantageous in middle school classes

Option	Participants	Percentage
Because they attract students' attention	4	50%
They help pupils improve their vocabulary knowledge	0	0%
They help pupils improve their visual memory	0	0%
They help pupils increase their reasoning skills and attention	0	0%
All of them	4	50%
Total	8	100%

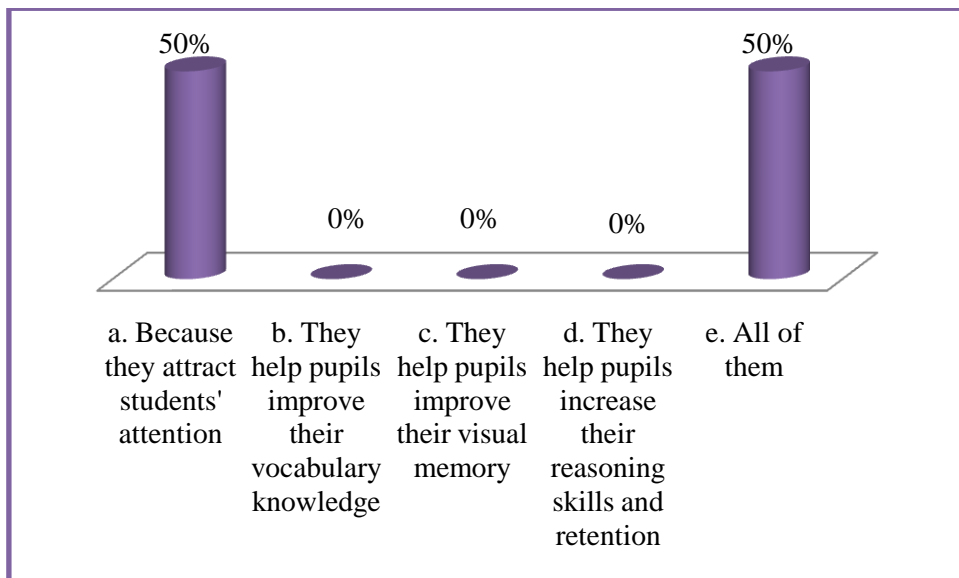


Figure 3.13 Teachers' reasons behind why flashcards can be advantageous in middle school classes

The table 3.13 demonstrates that four participants with a percentage of 50% find that flashcards are advantageous in middle school classes because they attract learners' attention while four other teachers (50 %) opted for all that the mentioned reasons thus referring to flashcards attractiveness as well as their power to improve learners' vocabulary knowledge, visual memory, and retention skills.

In addition to these reasons, some added other advantages to the list. They referred to the fact that flashcards attract learners' attention and help them use English as a foreign language. They also insisted on the fact that pupils like this tool besides that it makes the teaching-learning process more efficient.

Item 14. Do/did you find difficulties when using flashcards in the class?

Table 3.14 Teachers' difficulties when using flashcards in the class

Option	Participants	Percentage
Yes	0	0%
No	8	100%
Total	8	100%

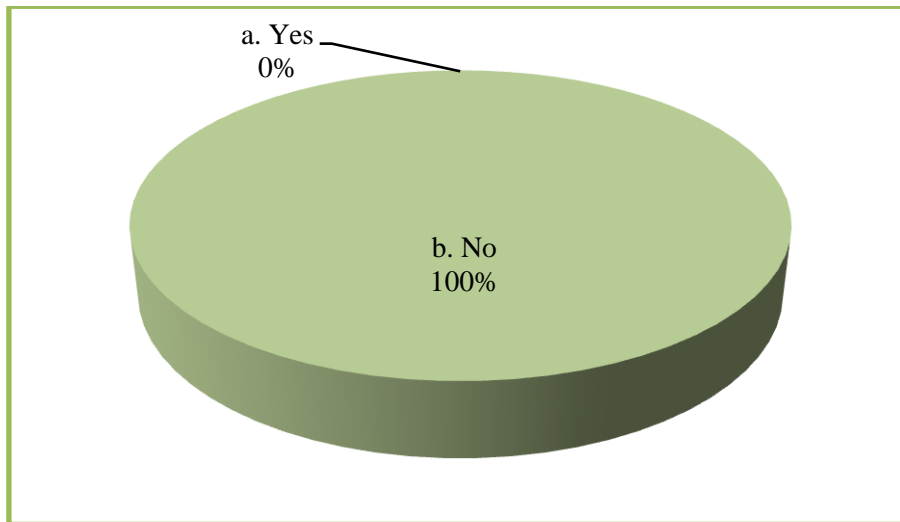


Figure 3.14 Teachers' difficulties when using flashcards in the class

This question aimed to evaluate flashcards in terms of their difficulty to be used in class. Table 3.14 illustrates that all the questioned teachers (100%) stated that they do not have difficulties when using flashcards in class.

In addition to the advantages of flashcards mentioned in question 13, this question's result showed that flashcards are accessible materials and easy to use by teachers. Therefore, they can be utilized more in classes mainly to teach FL vocabulary.

Item 15. To what extent do you find using flashcards useful in improving your pupils' vocabulary acquisition and retention?

Table 3.15 The degree of flashcard's usefulness for improving pupils' vocabulary acquisition and retention from teachers' point of view

Option	Participants	Percentage
Very useful	6	75%
Somehow useful	2	25%
Not useful at all	0	0%
Total	8	100%

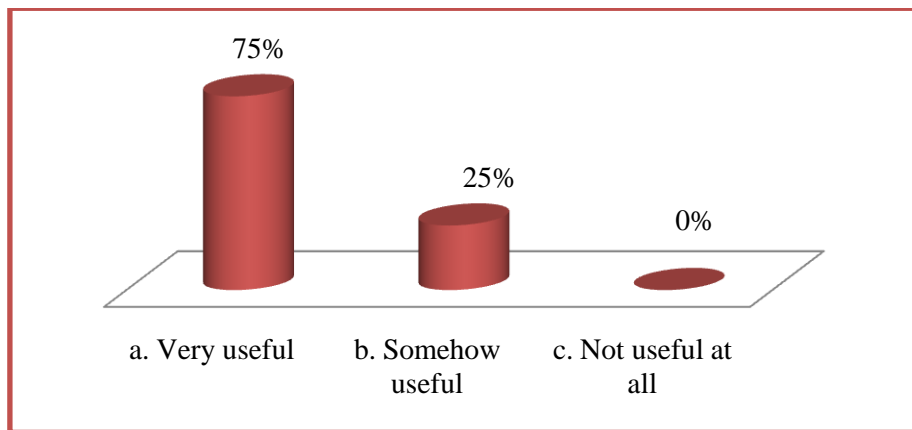


Figure 3.15 The degree of the usefulness of flashcards for improving pupils' vocabulary acquisition and retention from teachers' point of view

This question sought to know the teachers' opinion and experience about how much they find flashcards useful in improving their learners' vocabulary learning and retention.

As it is clear from the table, 75% of the sample asserted that using flashcards in class is very useful to improve pupils' vocabulary acquisition and retention. 25% of respondents, however, see flashcards as somehow useful to improve pupils' retention of vocabulary.

Participants were then asked to justify their answers. Their positive views towards the beneficial use of flashcards in the classroom were explained by the fact that pupils react positively to the use of flashcards as they find them attractive. Indeed, pupils nowadays are influenced to a major extent by technology especially screens, so whenever they find themselves in similar situation of using pictures to understand something, they get more involved and motivated to use it. Furthermore, teachers affirmed that flash cards enhance and improve pupils' memory and help them to have mind maps.

2.2. Classroom observation

2.2.1. Aims of the classroom observation

Classroom observation is an instrument among the ones used in gathering data during the process of our research. It was use to correlate its results with those obtained with the teachers' questionnaire for the sake of confirming the findings and the hypothesis in the same time.

The aim behind using such a method was to observe the implication, attitude, and reaction of learners when learning with flashcards. Moreover, the aim was to see in action the different learning tasks in class and the employment of flashcards as a visual aid. More importantly, the purpose of the observation was to evaluate the pupils' vocabulary learning and to observe any improvement and progress in the process of retention and memorization with the learners.

2.2.2. Procedures of the classroom observation

The classroom observation was conducted during the first semester of the academic year (2019/2020). The observation was done with one class of 4th year middle school pupils at Remishi Mohammed Middle School in Biskra. It comprises 35 pupils. This class was particularly chosen because the researcher is actually the teacher of this class. This fact greatly facilitated the access to pupils as well as the application of the strategy (flashcards). Therefore, it was a participant classroom observation.

Moreover, pupils were learning in a quiet “normal” atmosphere as the teacher was proceeding as usual (in addition to using flashcards) in delivering the lesson and assessing her pupils. Hence, the environment was relaxing and common for pupils.

Six sessions of observation were dedicated to observe pupils' reaction and learning process during the implementation of flashcards in developing their vocabulary background.

As the researcher was a participant observer (i.e. the teacher of the concerned class), the observation procedure was not complicated. Indeed, the researcher followed the academic syllabus and relied on her lesson plan as well as the course book to prepare the lesson and to adequately choose/prepare flashcards. These had to be appropriate to the pupils' level and to the objectives of the lesson. Moreover, to facilitate the process of observation, a checklist had been designed to include only the necessary points that concern the use of flashcards, the attitude of learners, and the process of vocabulary learning. The checklist items came in the form of direct questions. These were formulated as follows:

- Does the teacher use visual aids “flashcard” to teach new vocabulary?
- Does the use of flashcards have a positive impact on learners' motivation?

- Does the teacher provide learners with activities to practice new words through flashcards?
- Does the integration of flashcards help learners to memorize vocabulary?
- Are visual aids “flashcards” efficient to construct learners’ vocabulary?
-

2.2.3. Analysis of the classroom observation

We have noticed that the process of teaching-learning was very interesting since words are the basic things to learn in any foreign language. The lesson plans that contain the lesson objectives, the set of items to be used during the lesson, the materials to be adopted in the lesson were carefully designed.

The teacher used flashcards in the classroom to introduce the new items for the learners, because the teacher bears in mind that it is the perfect strategy to make the pupils remember better the meaning of vocabulary. For instance, the teacher explained the word “frying pan” directly by presenting a flashcard.

In the first session, the teacher aimed to teach her pupils different nouns related to various kinds of utensils. First of all, the teacher stuck eight scrambled flashcards that contain letters then invited her pupils to order them to get ordered letters to have a meaningful word. Pupils tried to do the ordering and the teacher intervened from time to time to aid them till they got the needed word which was “ Utensils “. The teacher presented what the pupils will learn during the lesson.

Then, the teacher asked them whether they understand the meaning of this word or not, but the pupils kept guessing its meaning using Arabic words. So, the teacher hanged printed, colorful and clear flashcards to attract them to deduce its meaning directly.

Thus, the second part of the lesson started as the teacher stuck about eleven flashcards that contain images of a plate, spoon, fork, knife, pot, glass, mug, frying-pan, teapot, bowl, and kettle. The teacher labeled them and her pupils repeated after her to be familiar with the new words. After that, she gave them tasks to make them master the words they already learned to ease their retention.

Pupils were amused about the flashcards used in the given tasks and the classroom was organized and well oriented by the teacher.

In the second session, the teacher warmed up the lesson by placing a selection of flashcards of utensils that they had already seen in the previous lesson on the board in a circle aiming to test their memory. In groups, pupils had five minutes to write as many names of utensils they remember as possible.

Pupils were very interested and active to do the task; they showed a challenge between them to finish first and to answer correctly. They were ready and seemed to memorize the words they learnt the previous session in a good way.

The teacher started the new part of the session. She aimed to teach her pupils the verbs “to eat, to mix, to squeeze, to boil, to bake, to fry and to peel”. To explain each verb, the teacher used the previous utensils flashcards to be easy for them understand the verbs’ meanings without difficulty. She also used seven new printed, colored and attractive flashcards that introduced some of the new items presented in the lesson. The majority of pupils- even the weak ones- were excited with the use of flashcards to do the tasks given by the teacher.

In the third session, the teacher started as usual her lesson by testing her pupils’ memory about the vocabulary they studied previously using new printed flashcards and showed them rapidly; pupils were in a fun atmosphere because they felt to have a quick reflex and a sharp observation. Therefore, they could recall the items they saw before and seemed to be well retained from them.

Then teacher began her new lesson in which she aimed to teach adjectives using the verbs she taught before and presented six new words such as “squeezed lemon, steamed rice, melted butter, grated cheese, boiled eggs, and roasted chicken”. When the teacher said the words orally, her pupils kept calm and astonished hearing these new words without understanding them, so the teacher stuck printed and clear cards on the board to explain them and, thus, pupils got the meaning.

In the fourth session, the teacher reviewed some previous adjectives using flashcards which were divided into three quarters then she invited her pupils to find the fourth missed quarter of each card to name the image they discovered. At the same time, pupils found a new image that they did not see before which was the starting point of the new session. This card was about “pancake”.

After that, the teacher started her new lesson which aimed to write an instruction; its topic was “How to make a pancake”. In here, the teacher prepared printed flashcards with attractive colors. These latter were images with written forms.

Pupils were keen to do the task especially that they used words already studied and easy remembered. At the same time, they saw other three new words such as “a whisk, yeast and flour”. They created an energetic atmosphere in the class because the cards helped them a lot to write a short paragraph which was difficult for them before without using flashcards.

In the fifth session, the teacher warmed up her lesson by doing a short task aiming to test her pupils whether they still remember some of the previous lesson’s words or not. It was, in fact, a usual step that the teacher relied on at the beginning of every session.

Next, the teacher started her lesson which was about giving advice under the title of “instruction for table manners”. As always, pupils tended to do their best to guess its meaning but in a wrong way because they directly translated it to the table of the class. Therefore, the teacher prepared a printed flashcard to make the idea meaningful for them. She brought with her new flashcards to present four new words to help them realize the meanings easily such “napkin, wipe the mouth, big bites, chew the food with closed mouth”.

Pupils were eager to follow their teacher to grasp other new words and to do the tasks presented by the teacher that aid them retaining the vocabulary especially that they contained images.

In the sixth session, the teacher devoted this session to be more and more practical; she integrated the data seen in all of the preceding sessions to check her pupils’ retention

vocabulary and also presented other four new words such as “to heat, an oven, chopped parsley, and chopsticks”.

The teacher prepared various tasks using flashcards aiming to make sure that her pupils well retained the previous and the new items they saw during the lesson. Pupils were motivated to answer and paid attention more than before especially that they felt that there was an integration of a lot of words grasped from many sessions.

All in all, the use of flashcards had a positive impact on learners’ motivation. They were pleased about the use of flashcards. When the teacher presented them in the lesson; they got quickly excited and motivated. Moreover, they tried to practice and to become more energetic in their participation and to express about what they see. So, flashcards attracted pupils’ attention and motivated them because the context given became more significant. Thus, pupils had the chance to gain new vocabulary in an enjoying and attractive way.

Despite this excitement, there was no noise; there was a good movement from the pupils that is needed to be as young learners aiming to change their mood from a boring class that they felt before understanding the words which were presented in the lesson using flashcards.

As it was observed, pupils were surely motivated the same extent all of the six sessions. From a side, in each session they were waiting to show their teacher how much words that studied previously and could be well remembered. From another side, they were keen to discover new vocabulary to grasp and to try retaining them from the use of flashcards.

Even the weak pupils benefited from the use of the cards because they did not feel neglected; they felt themselves integrated with their colleagues and had the ability to participate and share their trial and, thus had opportunities to express ideas.

The teacher set up many tasks using flashcards for the pupils to make them ready to practice the new presented items.

In the first session, the teacher followed “matching tasks” in which pupils worked individually to match the flashcard image with the right flashcard word for five minutes. The teacher used also “Missing cards tasks” in which she placed about four cards in front of pupils. She gave them a few minutes to memorize them. Then, she told them to close their eyes. After that, she took away one of the cards for the first step then two or three. Next, in each step, the teacher told them to open their eyes and to say which card or cards were missing. Thus, the first pupil to guess the missing card could take away a card in the next round.

In the second session, the teacher used “test your memory” tasks in which she placed a selection of flashcards- about six, eight and ten flashcards- on the board in a circle and invited her pupils to have five minutes to memorize the cards. Then, in groups of pupils divided before, they had ten minutes to write as many names as they could remember. In this kind of tasks, the teacher divided the task in three parts to test pupils’ retention: In the first part, she used flashcards of words. In the second part, she used flashcards of images; and the third part, she mixed both words and images flashcards.

In the third session, the teacher concentrated on doing “Match the pairs” and “Odd one out” tasks. In the former task, she placed six flashcards face up in front of the pupils on the desk. These six flashcards were mixed pairs. In ten minutes, the role of pupils was to pull out matching pairs and to place them in front of them. As the pupils finished matching the cards that were in pairs, they read the word from the pair of cards; for example, flashcard/ image of “squeezed lemon” with a flashcard of its matching word and so on. Besides, “Odd one out” task was done in ten minutes doing which pairs of pupils got a few sets of words or pictures, for example three sets of four flashcards. Pupils, here, had to find one word or picture that does not match with the rest, for instance a pan, boiled eggs, a spoon, a fork / grated cheese, melted butter, squeezed lemon, to boil.

In the fourth session, besides the repetition of the words studied, the teacher followed “” have a race” task. She stucked nine flashcards on the board in a row. Then, she made two teams of pupils. She called out one of the flashcards (egg, yeast, bowl, butter , milk) then the pupils raced to touch the correct flashcards they heard.

In the fifth session, the teacher followed “Charades / mime” task which is a good kind to do with action verbs like “big bites / wipe your mouth”. She chose a pupil haphazardly to come to the front of the class who had to select a flashcard, then this pupil tried to act the word that was in the flashcard to his /her colleagues. After three minutes, the one who guessed the word correctly would have the right to be the next player. The task continued till the ideas were acted. The teacher varied doing a such task through dividing the pupils into teams in which they followed the same steps to act.

In the sixth session, the teacher used “Spin the bottle” task that is a good vocabulary reviewing activity. The teacher sat four pupils in a circle. In the class, pupils approached two tables together and sat around them. The teacher used a marker instead of a bottle and spanned it. When it stopped spinning, the pupil landed on must name a flashcard related to the predetermined topics “utensils, adjectives, verbs, nouns”. If it is utensil, the pupil must show the flashcard of a spoon; the next pupil must show the flashcard of a bowl till a pupil from them makes a mistake. Then the teacher moved to another group of pupils and followed the same steps.

The same task had been then followed with another method. The teacher spanned the marker and when it stopped spinning, the pupil had to name the image of the flashcard; this was a good way for pupils to review the vocabulary they retained. The time in this kind of tasks depends on the first mistake the pupil did. Also, the teacher set “test your memory” task in which she placed about eight flashcards in a circle and asked her pupils to memorize the cards for a minute then she gave two minutes for each group of pupils to write as many of the names they can remember.

Flashcards were useful for both learners in their participation and the teacher in helping her learners grasp and retain the new vocabularies.

We noticed that flashcards had a good effect on the learners’ retention ability. Indeed, pupils became more interested and able to remember the words easily which was observed from the revision that was done in each session. The teacher always started reviewing the vocabulary learnt in the previous session using suitable activities to ensure that they still remember them before presenting the new lesson with its new items. All of the pupils seemed to like such a strategy of teaching because they deal with colored

pictures which are attractive for them and aid them to recall and retain better the new vocabulary.

Flashcards were efficient to construct learners' vocabulary. We regarded that it had a great role to make the exact meaning of new words so easy. Flashcards convey the meaning of words because pupils can see the image of the unknown item directly. It helps learners to be attentive since flashcards connect it to their real life which makes the memorization easy. Since learning vocabulary needs remembering items by learners that is the role of their brain to be able to store the words learnt during three important memories which are "short term memory" in which the knowledge is stocked for just few minutes, "working memory" where storing words for long time is if the condition under which the learners recall them are similar to those they learnt them.

Finally, "long term memory" helps learners to retain and remember vocabulary for a long time. These are converted from short term memory through main aspects such as repetition, retrieval, spacing, use and pacing, cognitive depth and imaging, attention and personal organizing, mnemonics and motivation. So, if the new information that is grasped is not repeated or related to the old one, it will be forgotten easily because it is stocked only in a short term memory and may not be transmitted to long term memory in which it will be memorized and attained in any time. Thus, the retention of words depends on the sorts of techniques and tasks applied in the class such as the use of flashcards.

3.3 Discussion of Results

Starting from the teacher's questionnaire, the obtained findings indicate that the majority of teachers have MA (Master / Magister) degree while others have BA (License) degree. The findings also showed that the shortest experience of teachers in teaching English in middle school is one year and the longest period of participants is about ten years. This constitutes an acceptable experience to teach EFL and to be aware of the teaching strategies.

In addition, the results demonstrate that many teachers have participated in training periods about how to teach English vocabulary to young learners. This experience would help teachers use effective vocabulary teaching strategies and techniques and notice if

their learners assimilate the new presented words easily or not which is clear from the percentage founded in the teachers' responses that was 50%.

The questionnaire also tackled the issue of learners' difficulties to learn new vocabulary. All teachers assumed the fact that their pupils struggle to learn new words. This mainly concerns aspects like spelling, pronunciation, meaning, and use.

Additionally, the findings pointed out the strategies that teachers follow during their teaching the new English vocabulary. Teachers reported to use visual materials (at a greater extent) as well as audio materials and audio-visual materials. According to them, visual aids such as pictures, in particular, are available, attractive, and help pupils to guess the meaning of words quickly. They also help pupils to keep the new items a longer time in their memories. So, visual aids are a good means to make sense of the unknown items clearer and more memorable. Teachers also supported the diversity of materials focusing on their importance and stating that they give learners a holistic view to the vocabulary from spelling to usage and because seeing and listening the word from one person or in one atmosphere is not enough.

Concerning teaching vocabulary, teachers were first asked about its importance in middle schools. In fact, teachers find it whether important or very important justifying that it helps improve their learners' language which comprises learning how to use synonyms as well as pronunciation and spelling. Thus, through the numerous words they gain, pupils improve their language to enrich their spoken discourse and ameliorate their level in learning English language.

The questionnaire also focused on the type of techniques/tools teachers use to help their pupils overcome their difficulties to assimilate the new presented words in class. Hence, teachers seek for the use of different techniques to present the new vocabulary and to aid their pupils understand the meaning of the items. Pictures were a recurrent answer with participants. Referring to Hill (1990, p.1), "pictures are one of the valuable aids which bring image of reality to unnatural world of the language classroom". Therefore, pictures are very interesting and have a beneficial use to allure the pupils' interest and aid them to retain the sense of the difficult items and use them in multiple situations.

One of the visual aids this study focused on is flashcards. Therefore, it was necessary to gather the teachers' opinions and attitudes about their use and effectiveness in developing their learners' vocabulary retention. The gathered data indicated that the whole sample uses flashcards as an excellent tool to teach pupils English vocabulary. The reason is that this tool makes pupils happy, interested and excited during the lesson. The participants declared that flashcards are easy to use and beneficial in middle school classes because they improve pupils' vocabulary, their visual memory, increase their retention, and attract their attention as it is pointed by Kishore (2003) who states, "visual aids stimulated thinking and cognize".

Moreover, flashcards proved to motivate pupils, raise their interest and make them enjoy the lesson and tasks. Indeed, teachers reported that their pupils display a good reaction and feel excited feeling when visual materials are used. Learners also like the tasks in which flashcards are included. Furthermore, flashcards help pupils remember the new items in an easy way especially that vocabulary is a subject of remembering. This is demonstrated by Thornbury (2002, p. 23) who states, "the learner needs not only to learn a lot of words but to remember them. In fact, learning is remembering". Thus, the use of flashcards can be a direct application to the imagination of pupils that permits them to use the target language properly in the classroom.

The analysis of the classroom observation revealed that the teacher uses flashcards as a means to make the meaning of new vocabulary so clear to help the pupils grasp the exact meaning. For instance, the teacher asked her learner to explain what do we mean by frying pan? As the learners did not apprehend its sense, the teacher directly showed them its picture and said: it is a tool to fry potatoes or eggs. So, we noticed that using the flashcard permits learners to understand unknown words directly with no difficulty.

It was noticed that the teacher used flashcards as a visual aid during her teaching process so as to attract pupils' attention and to improve their comprehension of new lexical words. This technique of learning enhances motivation and encourages learners to express their different ideas without difficulty and enlarge their vocabulary background.

In addition, were marked that all the pupils were interested and involved during the lesson in which the flashcards were used by the teacher since they were able to see them. Thus, a fun class atmosphere was presented and an occasion of knowing the exact sense of new items was given to the pupils. Moreover, the teacher prepared varied activities to practice, learn and recall new vocabularies.

Using flashcards as a visual aid assisted the students to be active and memorize the words. Referring to Hill (1990, p. 1), pictures bring “images of reality into unnatural world of the language classroom” which means that image is a double edge sword; it both illustrates things in reality and brings a joyful component that changes the class atmosphere from boring into interesting. Thus, using flashcards facilitates learning and memorizing vocabularies.

We observed also from the classroom observation that the majority of learners were interested with the use of flashcards because they easily grasped and remembered the meaning of new words. The teacher uses flashcards because she considers that they facilitate and enrich learning. They also assist learners to communicate actively using meaningful language because they can recall the words with no difficulty.

To sum up, flashcards have an important positive effect on the students’ retention of vocabulary. They assist them to understand and retain the meaning of the items. They also make learners more lively and energetic participants with teachers. Therefore, the data gathered showed that the use of flashcards makes a motivated and fruitful atmosphere since they ease the retention of new vocabulary.

Conclusion

This chapter displayed the fieldwork of this study by reviewing the research methodology as well as describing, analyzing and interpreting the data obtained from the teacher’s questionnaire and the classroom observation. To sum up, the discussion part indicates that the results of both strategies present positive arguments that support the research hypothesis and answer the research questions. Teachers and pupils sustain using flashcards in the classroom to raise vocabulary knowledge and improve the process of retention. So, flashcards as a visual aid are very useful to ease the retention of learners’ EFL vocabulary and seem to be a direct contact with the objects to simplify the activities for teachers.

General Conclusion

The present study has researched the effect of using flashcards as a teaching visual aid on the retention of vocabulary for fourth year middle school classes in Remishi Mohammed Middle School. To learn vocabulary is an interesting element in any foreign language. Lots of researchers imply that using flashcards makes learning and storing words easy. Moreover, visual aid (flashcards) seem to be an important tool and an available strategy to help learners not to forget the word of foreign language they already grasped. Hence, Thornbury (2002) theory has been adopted in this study. It focuses on the necessity of using visual aids to learn foreign language and how the learners will be able to better remember vocabulary.

The work consisted of three chapters. The first chapter was about the first variable which is vocabulary retention. It focused on the importance of vocabulary, emphasized on the causes of forgetting words, and displayed the strategies of teaching vocabulary. The second chapter was about the second variable which is flashcards. It focused on its role in improving learners' memorization, comprehension and acquirement of new words. The third chapter was devoted for the methodology of the work which was built on the descriptive method as a suitable way to the research needs of our study. Moreover, it dealt with the analysis and discussion of the findings that were collected by the research tools which are a teacher's questionnaire and classroom observation.

The teacher's questionnaire was one important tool in gathering data as it was necessary to collect teachers' experience, attitudes and opinions about the use of flashcards, teaching vocabulary for beginners, and more importantly the impact of using flashcards to improve vocabulary learning. Indeed, teachers are the first concerned about applying this strategy in class. Therefore, we needed to know how they utilize flashcards in middle school classes, what impact this tool has on learners' motivation and involvement, and how it develops pupils' vocabulary learning and retention. The questionnaire was sent online to a sample of eight (8) EFL teachers from different middle schools.

As a second data gathering tool, a classroom observation was conducted with one class (n° 35) of fourth year pupils at Remishi Mohammed Middle School in Biskra in the academic year 2019-2020. It took 6 sessions (hours). The sampling was purposive as the researcher was the teacher of this class. This could help have easy access to pupils who were observed in their normal setting with their habitual teacher. The purpose was to establish a relaxing and non-threatening environment.

The analysis of the results obtained from both data gathering tools revealed that teachers approve the use of visual aids especially flashcards to teach EFL vocabulary to beginners in middle school classes. The results ensured the importance of using flashcards to increase the pupils' interest and keep them full of energy and develop their memorization; they can actively and easily retain the words grasped from the use of flashcards. Also, the use of flashcards attracts the attention of pupils in a direct and clear way to perceive the word with no big imagination and ameliorate their memory in increasing and improving the retention of English vocabulary.

In addition, results pointed out that the use of flashcards is an effective tool that has an important influence on pupils because of its brightness and colorfulness that attract their concentration to follow the lesson step by step, make them participative, create an atmosphere of enthusiasm and challenge between pupils to acquire and retain vocabulary. Also, pupils could ameliorate their spoken language because they could master at a certain level the difficulties face in spelling, pronunciation and meaning aspects.

Implications and Recommendations

The findings of the research have valuable implications. These are stated in the following points:

✚ Since vocabulary is an important component of any language, teachers have to be provided with pleasing and attractive strategies of teaching it. Thus, the research's findings can be significant for teachers of foreign language at middle schools, basically teachers of English who ought to concentrate their attention on the use of flashcards to ameliorate the pupils' words storage and give them the occasion of acquiring and practicing the vocabulary to memorize them.

✚ Flashcards are sorts of challenge used in the class to teach learners because it demands their attention and interest. Thus, teachers are advised to use this enriching technique the time of presenting the new vocabulary.

✚ Flashcards are suitable tool to enhance vocabulary to pupils in middle schools.

✚ The research presented different steps which make the presentation of vocabulary easy for both teachers and pupils at the same time more energetic and interesting.

✚ Teachers have to form/select colorful, useful and big size flashcards to attract the sight of pupils to ameliorate their learning of vocabulary aiming for better retention.

✚ Memory games are also needed to be included to motivate pupils to participate in the tasks given by the teachers which help them to remember new items.

✚ Pupils are advised to search for various ways to help them learn and memorize the vocabulary and do not rely on just what the teachers present for them or see in their course book.

Therefore, the present study discussed the requirements of flashcards in middle schools to improve the pupils' capacity to comprehend, acquire and memorize the new vocabulary. Thus, it is hoped that the findings of the research could be used as another reference for further research.

Limitations of the Study

This research was primarily based on experimenting the use of flashcards to increase middle school learners' retention of vocabulary. Indeed, the researcher intended to conduct an experimental study to test the use of flashcards in teaching vocabulary and to investigate their impact on pupils' vocabulary retention. The researcher (who is actually the teacher of the case study group) designed and conducted the pretest. She also prepared the procedure/treatment of the experiment. Unfortunately, the academic year was suddenly interrupted because of the Corona Virus pandemic. Consequently, the treatment was shortened and the posttest deleted.

The study then turned into a descriptive research and the researcher used the treatment became a classroom observation in which the strategy (flashcards) have been used for six sessions. In fact, the number of sessions was not enough to deal with

all the vocabulary that are planned to do for the presentation which would like to be continued for long time. However, the research could manage to use flashcards and to observe pupils' reaction, attitude and vocabulary learning improvement.

Another limitation concerns the teacher's questionnaire which was sent online via email or Facebook because of the difficulty to access to the concerned teachers as the schools closed their doors (because of the pandemic). However, all responses were well received.

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<https://www.Amazon.com>

<https://www.bogglesworld.com>

<https://www.isLCollective.com>

<http://www.youtube.com/watch?v=PnCVZozHTG8>

APPENDICES

Appendix A:

A Questionnaire for Middle School Teachers of English Language

Dear teacher,

This questionnaire is a part of a research work addressed to EFL middle school teachers. It aims to gather information that will be used to understand the effect of using flashcards to develop pupils' vocabulary retention in English as a foreign language classrooms. Your answers would be very useful for us. Please, put a tick (✓) in the corresponding box(es) and provide full statements whenever necessary.

Thank you in advance for your collaboration.

Researchers' name

Rabia KHELAF

Supervised by:

Mrs. Sakina BENCHAREF

Section One: Teacher's Profile

Q1. Would you specify your degree, please?

- a. BA (License)
- b. MA (Master/Magister)
- c. Doctorate

Q2. How long have you been teaching English in middle school?

1-5 years

5-10 years

More than 10 years

Q3. Have you ever participated in training periods, seminars or conferences about how to teach English vocabulary to young learners?

- a. Yes
- b. No

If yes, how many times?

.....
.....

Section Two: Teaching English Vocabulary

Q4. How do you consider teaching English vocabulary to middle school pupils?

- a. Very important
- b. Important
- c. Not important at all

Justify your answer please

.....
.....

Q5. How often do you introduce new words in every lesson?

- a. Always
- b. Sometimes
- c. Rarely
- d. d. Never

Q6. Do your learners assimilate the new presented words easily?

- a. Yes
- b. No

Q7. How do you present new vocabulary in class?

- a. Using translation (Into Arabic)
- b. Using pictures
- c. Using synonyms/antonyms
- d. By drawing on the board
- e. Using gestures/mime

Others, please specify

.....
.....

Q8. To what extent do your pupils give importance to vocabulary learning?

- a. Very much
- b. Much
- c. Little
- d. Not at all

Q9. Do your learners assimilate the new presented words easily ?

- a. Yes
- b. b. No

Q10. Do your pupils have difficulties in learning new vocabulary?

- a. Yes
- b. No

If "yes", do they have difficulties most with:

- a. Spelling
- b. Pronunciation
- c. Meaning
- d. Retention
- e. Use

Others, please specify

.....
.....

Q11. Which of the following teaching materials do you use most to teach pupils new vocabulary?

- a. Visual materials
- b. Audio materials
- c. Audio-visual materials
- d. All of them

Justify your answer please

.....
.....

Section Three : Using Flashcards to Memorize Vocabulary

Q12. Do you use flashcards in the classroom?

- a. Yes
- b. No

Q13. How do your pupils react when you use flashcards?

.....
.....
.....

Q14. Why can flashcards be advantageous in middle school classes?

- a. Because they attract students' attention
- b. They help pupils improve their vocabulary knowledge
- c. They help pupils improve their visual memory
- d. They help pupils increase their reasoning skills and retention
- e. All of them

Others, please specify

.....
.....

Q15. Do/did you find difficulties when using flashcards in the class?

- a. Yes
- b. No

If "Yes", what kind of difficulties?

.....
.....

Q16. To what extent do you find using flashcards useful in improving your pupils' vocabulary acquisition and retention?

- a. Very useful
- b. Somehow useful
- c. Not useful at all

Justify your answer please

.....
.....

If you have any comments or suggestions, please feel free

.....
.....

I really appreciate your time, effort and collaboration

Appendix B:

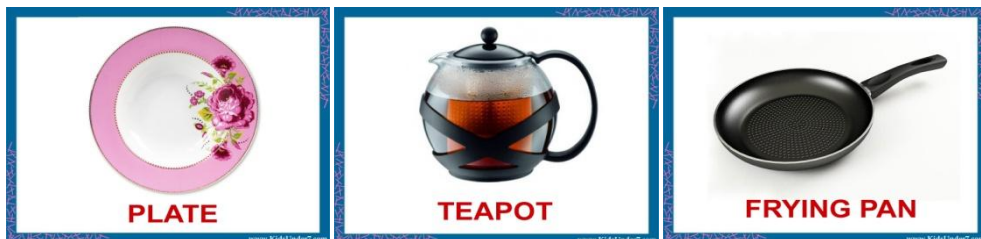
Classroom observation checklist

Criteria	Yes	No	Comments
<p>1). Does the teacher use visual aids ‘ flashcards ‘ to teach new vocabulary ?</p> <p>2). Does the use of visual aids ‘ flashcards ‘ have a positive impact on learners’ motivation ?</p> <p>3). Does the teacher provide learners with activities to practise new words through visual aids ‘ flashcards ‘ ?</p> <p>4). Does the integration of visual aids ‘ flashcards ‘ help learners to memorize vocabulary ?</p> <p>5). Are visual aids ‘ flashcards ‘ efficient to construct learners’ vocabulary ?</p>			

Appendix C:

Flashcards used in the six sessions of observation

Flashcards of the first session (retrieved from www.kidsUnder7.com)



Flashcards of the second session

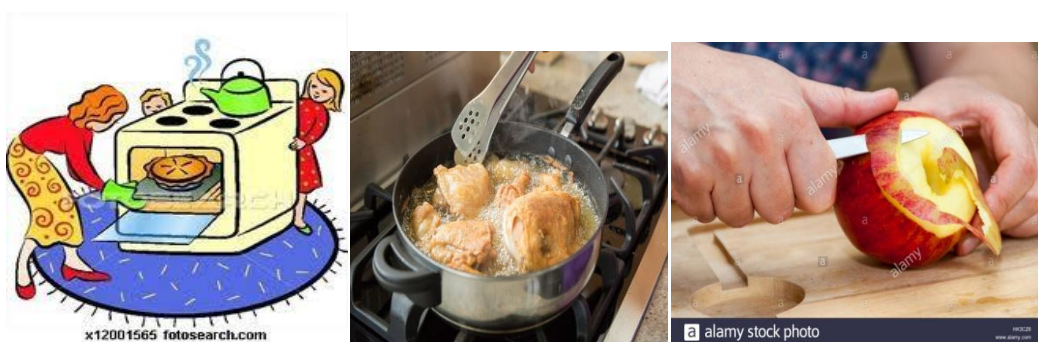
www.vectorstock.comwww.alamystock.com



www.dreamstime.comwww.alamystock.com



www.fotosearch.comwww.bettycrocker.comwww.alamystock.com



Flashcards of the third session

www.fotosearch.comwww.alamystock.com



lv003186 www.fotosearch.com

squeezed lemon



alamy stock photo

steamed rice

www.dreamstime.comwww.moysup.ru



Download from Dreamstime.com

moysup.ru

melted butter



moysup.ru

grated cheese

www.alamystock.comwww.dreamstime.com



alamy stock photo

roasted chicken



Download from Dreamstime.com

moysup.ru

boiled

eggs

Flashcards of the fourth session

<http://www.youtube.com/watch?v=ayIuoNCaD7I>

<http://www.youtube.com/watch?v=PnCVZozHTG8>



Pancake



.....



.....



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.....



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.....



.....



.....



.....

Flashcards of the fifth session

www.dawnjumper.com



www.Amazon.com



wash your hand ✓

www.CraftBoxGirl.com www.vectorstock.com



napkin ✓

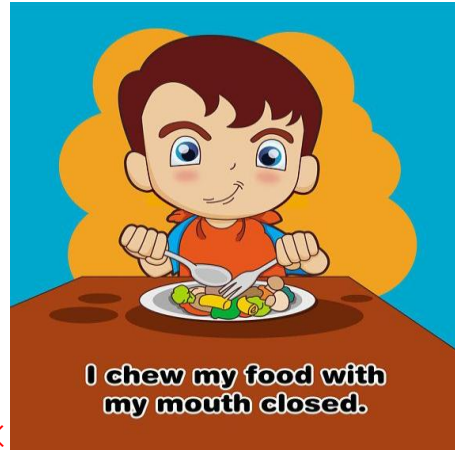


wipe your mouth

www.stockfresh.com www.pinterest.com



big bite ✗



chew ✓

Flashcards of the sixth session

www.alamystockphoto.com www.collective.com



oven



To heat

an

www.kidsUnder7.com www.fotosearch.com



shopped parsely

Résumé

Cette étude examine l'effet de l'utilisation de cartes -éclair pour améliorer la rétention du vocabulaire des apprenants de langues étrangères en anglais. Sur ce sujet, une hypothèse a été émise stipulant qu'en utilisant des cartes-éclair pour enseigner le vocabulaire, les apprenants auront la capacité de retenir de nombreux nouveaux mots plus aisément. Pour examiner l'hypothèse énoncée, la méthode descriptive a été appliquée. Pour collecter les données nécessaires, deux méthodes de collecte ont été utilisées. Tout d'abord, un questionnaire destiné aux enseignants du collège; huit enseignants ont été sollicités pour recueillir leurs opinions sur l'utilisation et l'efficacité des cartes -éclair pour faciliter la maîtrise du vocabulaire des élèves. En outre, une observation en classe a été menée au collège Remishi Mohamed à Biskra avec une classe de quatrième année qui comprend 35 élèves. Les résultats révélés par l'observation en classe ont indiqué que l'utilisation de cartes-éclair aide les élèves à être des participants motivés, intéressés et énergiques. Ainsi, les cartes-éclair améliorent et facilitent la rétention du vocabulaire anglais pour les apprenants. Par ailleurs, les résultats obtenus à partir du questionnaire destiné aux enseignants indiquent que la majorité des enseignants qui utilisent les cartes-éclair déclarent qu'elles attirent l'attention des élèves car elles semblent être une application directe à leur imagination qui améliore leur mémoire en augmentant et en améliorant la rétention des mots anglais. En fait, les résultats ont montré que l'utilisation de cartes-éclair est un bon outil pédagogique pour les élèves et les enseignants. Par conséquent, il est recommandé aux enseignants et aux éducateurs d'être conscients d'utiliser cette technique enrichissante le temps de présenter les nouveaux éléments.