

GUESSING GAMES AND FLASHCARDS AS LEARNING STRATEGIES TO  
IMPROVE ENGLISH VOCABULARY



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**NOTA DE RESPONSABILIDAD**

“Tanto el desarrollo del contenido como las ideas aportadas en este trabajo de grado son responsabilidad exclusiva de los autores”

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## Guessing Games and Flashcards as Learning Strategies

### RESUMEN

El objetivo de esta investigación es identificar la efectividad de las flashcards y los juegos de adivinanzas en el mejoramiento del vocabulario en inglés. Por lo tanto, esta investigación presenta estas dos estrategias de aprendizaje que permiten a los estudiantes trabajar en clases para fomentar el aprendizaje de vocabulario en inglés. Esta investigación intenta guiar a los estudiantes a usar tarjetas didácticas y juegos de adivinanzas. Además, pueden mejorar el proceso de aprendizaje del vocabulario en inglés de una manera fácil y eficaz.

**Palabras clave:** *Estrategias de aprendizaje, juegos de adivinanza, estrategias de aprendizaje, vocabulario.*

### ABSTRACT

The aim of this research is to identify the effectiveness of flashcards and guessing games in the improvement of English vocabulary. Therefore, this research introduces these two learning strategies which allow students to work in classes in order to foster the English learning vocabulary. This research attempts to guide students to use flashcards and guessing games. Moreover, they can enhance the learning process of English vocabulary in an easy and effective way.

**Keywords:** *Flashcards, guessing games, learning strategies, vocabulary.*

## TABLA DE CONTENIDO

RESUMEN .....	4
ABSTRACT .....	4
GLOSSARY .....	7
INTRODUCTION .....	8
CHAPTER 1 THE PROBLEM .....	10
Problem Description .....	10
Problem Statement .....	11
Significance of the study .....	11
Research Objective .....	11
General Objective .....	11
Specific Objective .....	11
Research Question .....	12
General Question .....	12
Specific Question .....	12
Limitations .....	12
CHAPTER 2: LITERATURE REVIEW .....	13
Guessing Game .....	13
Flashcards .....	13
Learning Strategies .....	14
Guessing Games and Flashcards as Learning Strategies to Improve Learning English	
Vocabulary .....	14

## **Guessing Games and Flashcards as Learning Strategies**

Vocabulary .....	15
Vocabulary Learning Strategies .....	16
Antecedents .....	16
CHAPTER 3: RESEARCH METHODOLOGY .....	20
Method .....	20
Population .....	20
Sample .....	21
Data Collection Instruments .....	21
Pretest and Posttest .....	21
Applying Guessing games and flashcards strategies to improve English vocabulary ...	22
Analysis of Data Procedures .....	24
Comparison process: .....	24
CONCLUSION .....	25
SUGGESTIONS .....	26
REFERENCES .....	27
Appendix A FLASHCARDS .....	29
Appendix B Pretest and Posttest .....	44
Appendix C Applying Flashcards and Guessing Games .....	47

## Guessing Games and Flashcards as Learning Strategies

### GLOSSARY

**Learning strategies:** a learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in nonacademic settings (Schumaker & Deshler, 1992).

**Guessing games:** The guessing game is a strategy in teaching technology that uses context to guess the meaning of English words.

**Flashcards:** One of the teaching strategies to improve students' vocabulary in an integrated classroom is an activity that involves the student in an active situation.

**Vocabulary:** It is one of the most important micro-skills to develop for second language learners because a limited vocabulary in a second language impedes successful communication. In language, there are many words that you use regularly when speaking or writing.

**Strategy:** Strategy can also be defined as “A general direction set for the company and its various components to achieve a desired state in the future”.

# **Guessing Games and Flashcards as Learning Strategies**

## **INTRODUCTION**

Today, speaking a language like English is an important tool to be a successful person. This is because English language allows us to communicate with people from around the world. Learning English can provide a great possibility of opportunities for life. Also, it will be able to get a deeper knowledge and understanding about different cultures. Learning English can be challenging but it is a crucial part of the success. It is known that for learning English, it is very important to focus on different skills such as Listening, Speaking, Writing and reading. And also, having an extensive vocabulary development, idioms, and other characteristics of the spoken language. Learning strategies are useful in both teaching and learning language processes. This research is related to the use of flashcards and guessing games as learning strategies to learn English vocabulary. Therefore, in this research it is introduced two learning strategies which allow students to work in classes in order to foster the English learning vocabulary. There are several strategies to follow for learning vocabulary, but this paper works on flash cards and guessing games as learning strategies to improve or learn English vocabulary.

Rubin (1987) states “Learning strategies are defined as those which can contribute to the development of the language”. Therefore, the purpose of this research is to help students to enhance English vocabulary through the use of two learning strategies. The idea for researching this topic emerged from the experience of the researchers as students where they realize that the lack of vocabulary prevents having a suitable communication. The purpose of this research is to guide students to use flashcards and guessing games, so they can enhance the learning process of English vocabulary. Moreover, it will be a quantitative



## **Guessing Games and Flashcards as Learning Strategies**

study because it has as a main characteristic the collection of data in the educational environment and find possible implications after applying the strategy.

**GUESSING GAMES AND FLASHCARDS AS LEARNING STRATEGIES TO  
IMPROVE ENGLISH VOCABULARY**

**CHAPTER 1 THE PROBLEM**

**Problem Description**

Language students and teachers have noticed how hard it can be to state ideas when there is not enough vocabulary. Taking into account the previous information, it is relevant to develop vocabulary strategies that allow language students to create an indispensable vocabulary repertoire. Moreover, the teaching and learning vocabulary process is not an easy issue to approach but it is essential to achieve a suitable communication in all its forms. The British linguist David A. Wilkins says: “Without grammar, very little can be expressed; without vocabulary, nothing” (Wilkins, 1972). For example, in an English class, students learn vocabulary related to body parts and they remember them after some hours but in the next week they do not remember it to express an idea in writing or speaking form, this is due to learners not really internalizing the vocabulary lesson. The main objective in this research is working with two strategies which helps students to learn and improve English vocabulary.

According to the New Standard of National Curriculum (2003) in China, “learning strategies are defined as various actions and procedures that students take to learn and develop their English effectively” (as cited in Nie and Zhou, 2017, p.102). Based on the previous information, learning strategies are a series of plans, schemes and scenarios that a person or students use in order to achieve a goal in this case is the learning of a language. The actions or procedures are related to using the guessing games and flash cards as a

## **Guessing Games and Flashcards as Learning Strategies**

means of vocabulary learning taking into account the diversity in the learning processes, needs and contexts.

### **Problem Statement**

The problem statement identified in this paper is linked with: Are guessing games and flashcards a useful strategy to increase English vocabulary with second language learners?

### **Significance of the study**

The importance of this study focuses on providing possible solutions and suggestions for learning English vocabulary for students. This is important when students acquire a foreign language. The main objective of this research is to investigate how guessing games and flashcards as learning strategies can be useful in the process of learning a foreign language. Moreover; learning a new language allows communication and vocabulary plays a fundamental or crucial role in this learning process; in addition, to have a positive impact since it reflects on the mastery of the language.

### **Research Objective**

#### **General Objective**

- ✓ To identify how effective guessing games and flashcards can be as learning strategies in the process of learning English vocabulary.

#### **Specific Objective**

- ✓ To create some flashcards and design a guessing game useful as learning strategies to improve English vocabulary.

# **Guessing Games and Flashcards as Learning Strategies**

## **Research Question**

### **General Question**

✓ Are guessing games and flashcards effective learning strategies to increase English vocabulary?

### **Specific Question**

✓ How do design guessing games and flashcards work as learning strategies for learning English vocabulary?

## **Limitations**

- At this time due to the pandemic, a big limitation is obtaining a group of English learners where these strategies can be applied.
- Another limitation can be the viability of the strategy during the process due to the lack of contact and meetings with the participants.
- Researchers must adapt our strategies to the current situation in order to apply and get the effectiveness of these strategies.

### **CHAPTER 2: LITERATURE REVIEW**

#### **Guessing Game**

The guessing game is one of some games in teaching strategy that uses context to guess the meaning of English words. In addition, Philip (2003) pointed out that most of the texts children read are written in their native language, but some English words are mixed in it (p, 87). It can be a tool to introduce, review and strengthen new vocabulary to students. It can make students remember more words. Obviously, guessing games is a good way to teach vocabulary in the classroom, it can make learners or students interested in learning, and make it easy for them to improve their English vocabulary.

Wilma Rivers in Thornburg (2002) states that "vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, and experienced in all manner of associations but it is learned by the individual" (p.144). Teachers know that games are an activity with rules, a goal or objective and also an element to have fun. Teachers can notice that teaching vocabulary through the use of games will facilitate students memorizing the words, having fun and making their learning easier.

#### **Flashcards**

One of the teaching strategies to improve students' vocabulary in an integrated classroom is an activity that involves the student in an active situation. Alexis's, (2001) states that student's knowledge and understanding is reinforced in special classrooms when the teacher involves students in active learning by suitable media such as flashcards. Flashcards may facilitate the students to improve their vocabulary. Cross (1991) notes that, flashcard is a simple picture on a piece of card or paper, which is probably the most widely visual aid in language teaching. It is used as a personal dictionary for students to improve

## **Guessing Games and Flashcards as Learning Strategies**

their vocabulary. Flashcards also can be the instrument to play a game. This learning strategy is expected to make the students be more active, enjoy and motivated in the learning English process. There is research related to this study. It is a research done by Muttahidah (2011) entitled Improving Students' Vocabulary Classroom Action where through using flashcards as media does improve the students' vocabulary mastery. Based on the previous research, the use of flashcards in improving students' vocabulary was successful in increasing the students' score in regular class.

### **Learning Strategies**

As students are promoted in their grade of schooling, the level of difficulty increases. So, they have to read more information from textbooks, take notes from lectures, work independently, and express understanding in written compositions and on paper and pencil tests (Schumaker & Deshler, 1984). For this reason, learning strategies have been implemented to allow for good results despite the lack of knowledge and skills that are required.

### **Guessing Games and Flashcards as Learning Strategies to Improve Learning English Vocabulary**

To sum up, a learning strategy is one that enables an individual to be successful in a task. To be more specific, a learning strategy helps a learner to comprehend content or accomplish a task in a more effective and efficient way through an individual process of organizing and implementation of a particular set of skills. (Schumaker & Deshler, 1992). Therefore, the main objective of a teacher is to guide students using the learning strategies to increase the learning process rather than share Specific knowledge or Specific skills.

### Vocabulary

Vocabulary is one of the most important micro-skills to develop for second language learners because a limited vocabulary in a second language impedes successful communication. In language, there are many words that you use regularly when speaking or writing. These words are part of your active vocabulary. And then there are many words that you understand when you hear them, on television for example, but do not use in everyday speech. These words are part of your passive vocabulary. Schmitt (2000) exposed that “lexical knowledge is central to communicative competence and to the acquisition of a second language” p. 55) Nation (2001) it describes in which the vocabulary knowledge and language use are related; vocabulary knowledge limits language use and, conversely, language use drives to an increase in vocabulary knowledge. The importance of vocabulary is shown every day in and out of the school. Philip (2003) pointed out that most of the texts children read are written in their native language, but some English words are mixed in it (p, 87). In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary has a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation,2011). Rivers and Nunan (1991), proposed that the acquisition of an adequate vocabulary is important for successful second language use because without an extensive vocabulary, learners will be unable to use the structures and functions that may have learned for comprehensible communication. Research has demonstrated that second language readers depend on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Huckin,1995). When learners have a concept that they want to express or say, they need to have a reservation of words from which they can choose to express the meaning. “When students travel, they don’t carry grammar books, they carry dictionaries” (Krashen, as cited in Lewis, 1993, p25).

## **Guessing Games and Flashcards as Learning Strategies**

Researchers proposed that vocabulary is the most important component in learning a foreign language. Wilkins (1972) affirmed that: “There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed” p97).

### **Vocabulary Learning Strategies**

According to Steven Stahl (2005), “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.” Therefore, every day is a new opportunity to learn new vocabulary. Every person does it until the end of his/her days. Words are of great importance, as they offer many possibilities around the world and it is what many teachers try to offer to their students.

Learning vocabulary can be tricky, and there are pros and cons to the various methods that students use to expand their vocabulary. Some prefer the flashcard method, which is very useful because students can learn a large number of words in a fairly short period of time. Others prefer guessing games or reading which is useful because it provides the context and the utility of the new words. There are different strategies that students can use to improve their vocabulary. The main idea is that students can build their vocabulary as efficiently as possible whatever the strategy they use.

### **Antecedents**

The following research papers are related in some topics to the research work in progress. They coincide in some of their points such as problem, design or methodology. Reason for which they have been taken as a reference or support of the research in



## **Guessing Games and Flashcards as Learning Strategies**

progress. Vocabulary knowledge is central to communicative competence. Some strategies such as guessing games and flashcards can get some goals like increasing vocabulary knowledge which makes all areas of communication stronger for comprehension; as it is shown in this paper and in the following studies. For instance: Sri Wahyuni (2018) asserted in her thesis called *The Use of Guessing Game in Improving Students' Vocabulary: A Study at Sd Inpres Perumnas Antang ii/i Makassar* that through observations she realized that teaching English vocabulary is done in a conventional way by memorization or presented in a list; so she to improve this process used guessing games to enhance vocabulary in English. Her research was done with a mix of methods; with quantitative methods used pre-tests and post-test and qualitative methods used questionnaire analysis. To develop the research, research used a population of 58 students and a sample of 23 students chosen randomly. The treatment for improving English vocabulary consisted of contextualizing students with the topic, making work groups, one member of the group described the word and the other members guessed the word. Basically, the field research was done with pre-test, treatment, post-test and questionnaire to obtain results. Finally, the findings in this research are related with the analysis of data which showed the positive impact of guessing games for improving English vocabulary in students in terms of motivation, internalizing vocabulary, being active in the process of learning vocabulary and a clear improvement in mastering English Vocabulary. This previous study is related with our own research in terms of methodology; it used pre-test, post-test as well as the treatment using guessing games to improve English vocabulary; the objective of both researchers is to investigate how effective guessing games are as a tool to increase vocabulary in English. Auliya (2016) In this paper, the researcher found that the use of flashcards improves English vocabulary mastery in seventh grade students of SMP PGRI

## **Guessing Games and Flashcards as Learning Strategies**

Karangampel. From the analysis during that process, it showed that there was improvement of positive responses in the teaching-learning process of vocabulary through the use of flashcards. The mean of the pre questionnaire that was applied was 47 %. Then, the mean of the post questionnaire was 72.9 %. It improved 25.9 %. After processing the data, it can be stated that flashcards can improve English student's vocabulary mastery, as it is shown in this paper with our proposal of using guessing games and flashcards to improve English student's vocabulary.

According to Giraldo Kevin, Ossa Natalia, Perea Yulieth (2016), in this research project they analyzed the effect that flashcards have in the process of teaching English vocabulary to preschoolers. Professional growth, responses of the students and linguistic outcome were the findings that participants of this study could see. For example, in terms of professional growth their finding was that the use of rewards were helpful strategies for controlling the misbehavior of the students. From the second finding about the response of the students, they concluded that body language was a significant tool that helped students to interpret meaning of new words, given the fact that learners were able to recognize the words and repeat them in their mother tongue, but also they could recognize which word was when teacher asked them to identify it from the flashcards. The last one finding from the linguistic outcomes of the students revealed that learners showed big problems pronouncing long phrases and words, to solve this, they gave correct feedback of the mistakes that learners made when talking. On the other hand, they remarked on the importance of giving clear and understandable instructions; moreover, they recommended adjusting the lessons according to the age and level of students for a better comprehension of the content and to make the lessons enjoyable. They also observed that setting time for

## **Guessing Games and Flashcards as Learning Strategies**

activities was not as easy as it seemed. At the moment of the practice the activities took more time than it was originally planned for doing them. Another important finding about material design was that creating their own material was very time-consuming because it took more time than it was expected. Furthermore, it was seen that implementing funny games in their classes helped students to take risks to participate in an active way in the classroom. Finally, they concluded that flashcards were useful resources for children to learn and associate English words with the knowledge of Spanish words that they already knew. This work is similar to the research in progress since they coincide in the problem to solve, which is the effectiveness of flashcards to learn English. Also, they coincide in the importance of creating their own material according to the age and level of the students.

### CHAPTER 3: RESEARCH METHODOLOGY

#### Method

In this research our investigative approach will be a quantitative study. Fellows and Liu (2008) said that quantitative research methods are typically adopted because they are scientific methods and provide immediate results. Moreover, this approach is more efficient, can test hypotheses and is always aimed at clarifying features, counting them and building statistical models to explain what is observed during research. In contrast qualitative research is mostly used in disciplines where focus is on explanation and description such as sociology, social anthropology and psychology rather than on predictions (Hakim 2000).

In this case, the quantitative research was selected due to the nature of this research and the procedures to follow in the process. For example, this study will consist of two groups. One group that will serve as the experimental group in which strategies such as flashcards (See appendix A) and guessing games are going to be applied to realize how the strategy will affect the improvement of English vocabulary. And the second group will be the control group in which the strategies will not be applied. Moreover, researchers will implement the pretest and posttest design to collect the results of the research.

#### Population

This study is going to be developed with thirty (30) learners from Pasto, Nariño. They are going to be mixed males and females. Also, they are Spanish speakers and form part of I. E. M. ARTEMIO MENDOZA CARVAJAL high school. They are between 12 and 15 years old. They are in seventh grade. Researchers are going to have two groups, the experimental group and the control group.

## **Guessing Games and Flashcards as Learning Strategies**

### **Sample**

The sample for this study consists of ten (10) students. Five (5) students from the Experimental Group and five (5) from the Control Group. They are going to be females and males who are going to be chosen randomly.

### **Data Collection Instruments**

To collect data instruments, researchers have to ask for permission from the school and from parents of the students to do direct and participatory tests and apply the learning strategies to students. Then, this can help researchers to know how effective flashcards and guessing games are as strategies for enhancing English vocabulary.

First of all, researchers will apply a pre-test (See appendix B) to recognize the English level of students. After that, the strategy will be applied to start the learning process. The purpose is to apply these strategies. To get this, researchers will have two groups. The first group will be called the experimental group and the second group will be called the control group which receives the normal instructions as they work every day. In addition, researchers will take a post- test to know the final English level after applying the strategies. Finally, to know the effectiveness of the strategy, a Comparison Process will be made between the two groups.

### **Pretest and Posttest**

Pretesting and post testing are the stages when questionnaires are used to test members or a study population, to evaluate the reliability and validity of the survey. Pretesting is widely regarded as indispensable in survey questionnaire development and it is also crucial to improve data collection for quality-of-life research. It incorporates a variety of methods or combinations of methods. Pretest can be used to refer to two different

## **Guessing Games and Flashcards as Learning Strategies**

activities. A pretest is where a questionnaire is tested on a small sample of respondents before a full-scale study, in order to identify any problems. A pre-test can also be used to refer to an initial measurement before an experimental treatment is administered and subsequent measurements are taken. Post testing will be the stage where an evaluation will be applied to analyze the data collected on the outcome measure after the strategies application to know how effective it will be

A pretest-posttest design is usually an experiment where participants are studied before and after the experimental manipulation. Researchers will implement this design to see if the strategies implemented will cause a change in the participants. This means, researchers will test students before doing the application of the strategies, then they will apply the strategies, and finally they test them again to see if there are any changes. In this design, researchers will use two groups, one group is given the treatment and the results are gathered at the end. The control group receives no treatment, over the same period of time, but undergoes exactly the same tests.

### **Applying Guessing games and flashcards strategies to improve English vocabulary**

The process begins with the design of flashcards. These will be original, colorful, and will be created by researchers. Flashcards and guessing games are going to be used in this research as strategies to improve English vocabulary.

To develop the activity, researchers are going to divide the whole group into two groups. Each group will have 15 students. The first group is going to be called Experimental Group (EG) and the second group is going to be called Control Group (CG).

## **Guessing Games and Flashcards as Learning Strategies**

The idea is that the strategies can be applied just with the EG and the CG is going to have normal classes as usually.

Moreover, it is important to take into account that the strategies will be applied several times during the first scholar period and will be modified according to the needs of the students if it is necessary. These strategies will be applied together with the different activities that will be carried out during the first period of the school year.

This learning strategy is designed for 15 students from the Experimental Group. It will be implemented in order to improve the level of English vocabulary in students.

The procedure consists of; first, Teacher (T) is going to teach the vocabulary using the flashcards. T has to show a flashcard and say the name of it. T has to repeat as much as possible the words, so students (SS) can remember all of them.

As reviewing activity T will develop a guessing game which is the second strategy in which focuses this research. The guessing game consists of: The teacher will show a flashcard to the whole group. In order to win the chance to say the name on the flashcard, the group should sound a whistle or a bell and choose a student who can say the name of the image shown in the flashcard. If a student guesses the word. He or she will have to give one step closer to the box. Then the teacher will show another flashcard and the team whose first sound the whistle gives the opportunity to the student who is over to say the name of the image of the flashcard and gives another step.

This continues in the same way until they get as close as they can to the surprise box. If there is a mistake with the name of the image of the flashcard, the student will have to go back one step and give the opportunity to the other team. Who first gets to the

## **Guessing Games and Flashcards as Learning Strategies**

surprise box should take a flashcard and give some characteristics so that his or her team can guess which flashcard it is. He or she will have a minute to give clues to make his or her team guess as many flashcard names as they can.

In this case, researchers will teach vocabulary related to places and the topic will be “There is and there are”.

### **Analysis of Data Procedures**

#### **Comparison process:**

According to Helena Sauras (2016), the comparison establishes similarities and differences between two concepts, two objects, two elements or two realities with the objective of classifying or ordering them.

Researchers will develop a comparison between two groups of learners from I. E. M. ARTEMIO MENDOZA CARVAJAL high school from Pasto, Nariño. This comparison process will help to know the level of English vocabulary and results after applying the learning strategies. First of all, Researchers will compare the results of the pretest with the results of the posttest with the experimental group. This, to recognize the effectiveness of the strategy. Then; researchers will compare the results between the two groups in terms of effectiveness of the strategies, advantages and the use of flashcards and guessing games as learning strategies to improve English vocabulary.



### **CONCLUSION**

This research project was done in order to highlight the importance of vocabulary in the process of learning a foreign language. Also, this project tried to analyze the effect that flashcards and guessing games had in the process of teaching English vocabulary to students of seven grade from I. E. M. ARTEMIO MENDOZA CARVAJAL. Moreover, it was done in order to prove the effectiveness of flashcards and guessing games as learning strategies of vocabulary. Language students and teachers have noticed how hard it can be to state ideas when there is not enough vocabulary; so, this paper contributes to the teaching and learning process of a new language through flashcards and guessing games. Researchers concluded that these strategies can help learners to be motivated to learn English and also to obtain better results, making this process faster, enjoyable and more effective to understand and achieve a suitable communication in all its forms.

Based on the implementation of Guessing games and flashcards as learning strategies for improving English vocabulary, researchers concluded the importance of carrying out this proposal to reality. Teachers need to be aware of the vocabulary problems for applying their strategies that get them involved and attract students' attention by making learning more accurate, to provide your students with opportunities to improve English skills and learning. Finally, researchers concluded that flashcards and guessing games could be useful resources for learners to learn and associate English words with the knowledge of the mother tongue that they already knew.

### **SUGGESTIONS**

It is suggested that in future studies which decide to apply these two strategies to children, teachers simplify as much as possible the activities and provide clear instructions.

It is also suggested that researchers and students have more meaningful learning to use as much as possible the foreign language and avoid using the mother tongue.

Moreover, it is necessary to take into consideration the level of their respondents and the influence that it could have.

Furthermore, other relevant variables can be investigated to find if vocabulary learning contributes to them or not. One of these variables which is expected to be affected by vocabulary learning strategies is reading comprehension. If there is a relationship between reading comprehension and vocabulary learning.

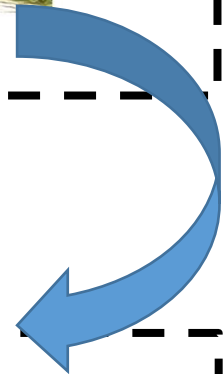
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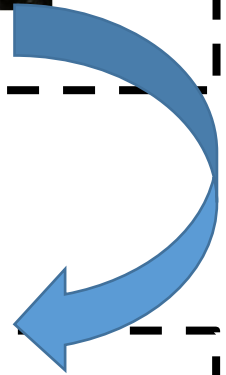
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Appendix A FLASHCARDS



**UNIVERSITY**



**CHURCH**



**PARK**



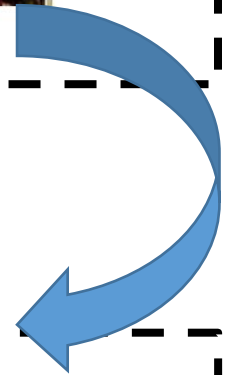


**HOSPITAL**

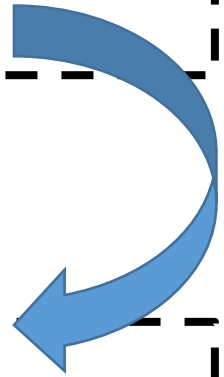




**POLICE  
STATION**



**CITY**

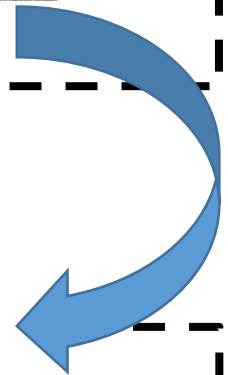


**AIRPORT**

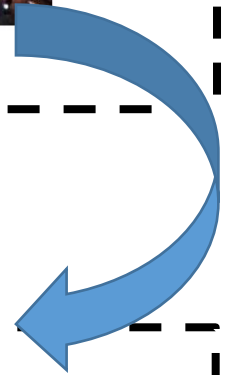




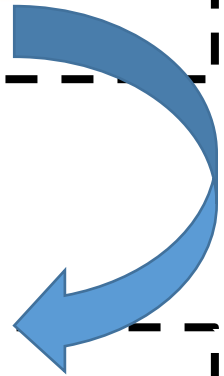
**GAS  
STATION**



**GYM**



**STADIUM**



**BANK**



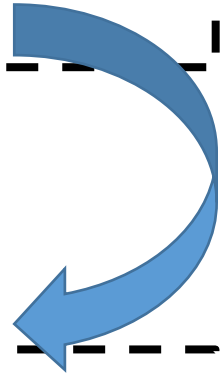


**CINEMA**





**SCHOOL**



**MALL**



**HOTEL**

## Appendix B Pretest and Posttest



### INSTITUCIÓN EDUCATIVA MUNICIPAL ARTEMIO MENDOZA CARVAJAL ÁREA: INGLÉS GRADO: SÉPTIMO



#### FIRST ENGLISH TEST OF VOCABULARY

NAME: \_\_\_\_\_

GRADE: \_\_\_\_\_

DATE: \_\_\_\_\_, \_\_\_\_\_

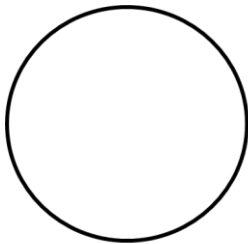
#### 1. FIND THE FAMILY MEMBERS IN THE ALPHABET SOUP

B	F	A	T	H	E	R	D
R	A	M	B	R	O	T	A
O	T	S	O	M	A	F	U
T	I	J	A	T	L	O	G
H	M	O	T	H	E	R	H
E	H	G	R	A	N	I	T
R	S	I	S	T	E	R	E
D	A	U	G	F	O	D	R

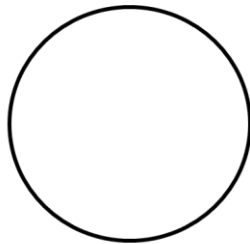
#### 2. Daily routine.

a) Waking up  
b) Taking a shower  
c) Eating breakfast  
d) Going to school  
e) Being in class  
f) Going home  
g) Eating lunch  
h) Making the homework  
i) Playing with friends  
j) Eating dinner  
k) Sleeping

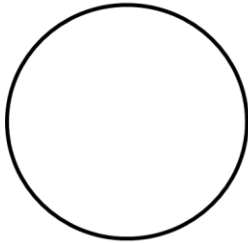
3. DRAW THE FEELINGS BELOW



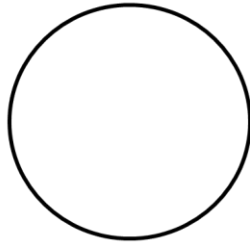
HAPPY



ANGRY



SAD



SURPRISED

4. Choose the correct answer. Look at the picture!

1. A. Walk B. run C. Sing D. Swim



2. A. Sad B. Angry C. Scared D. happy



3. A. fat B. Thin C. Short D. Tall





## Guessing Games and Flashcards as Learning Strategies

4. A. Volcano B. Hill C. Mountain







5. A. Mall B. Store C. Park D. sea



6. A. cabbage B. Onion C. Cherry



### 5. Answer the auto evaluation

AUTO EVALUATION:				
<b>I understand</b>				
When teacher talks to me?				
When I read ?				
When I talk ?				
When I write ?				
When I do the activities that teacher propose?				



TODO CASI TODO CASI NADA NADA

## Guessing Games and Flashcards as Learning Strategies

### Appendix C Applying Flashcards and Guessing Games

I.E.M. ARTEMIO MENDOZA CARVAJAL

#### LESSON PLAN

<b>Topic</b>	THERE IS – THERE ARE
<b>Teacher</b>	
<b>Age</b>	12 – 14 years old
<b>Time</b>	2 hours
<b>Objectives</b>	Students will be able to use correctly there is and there are. Also, they will learn vocabulary related to places. Students will be able to recognize the vocabulary and construct simple sentences.
<b>Grammar Structures</b>	There is and There are in present simple
<b>Materials</b>	Flashcards, box, whistle or bell
<b>Description</b>	During this class students will be provided with vocabulary related to places. For this class students will learn the use of there is and there are mixing with the vocabulary previously learned.

#### Learning and practice activities.

1. Introduce the vocabulary
2. Play “Missing letter”
3. play “guessing game”

#### Lesson Procedure:

<b>Time</b>	<b>Procedure</b>
<b>40 minutes</b>	Before class prepare the flashcards for the different places: school, park, mall, bank, etc. There will be 15 flashcards. The teacher will introduce the topic through a discussion about it. The teacher will present the uses of there is and there are. After that, Teacher will contextualize students with the new vocabulary and the topic. in this case vocabulary related to places and the topic there is and there are. To clarify the topic, the teacher will describe a city or the neighborhood using simple sentences for instance: in my neighborhood there is a bank, there is a mall, there are parks. To sum up. The teacher will hold up each flashcard and teach the word. When students pass

## Guessing Games and Flashcards as Learning Strategies

	each flashcard around the class, each student will say the word as students pass the card.
<b>10 minutes</b>	"Missing Flashcard" with the flashcards all laid out on the board, the teacher will ask everyone to close their eyes. Then the teacher will take away one card and say "Open your eyes!". Everyone should shout out the missing card. Continue to play with other missing cards until all vocabulary has been practiced
<b>10 minutes</b>	"GUESSING GAME Explanation" Teacher will explain the activity that will be developed, solving doubts if it is the case and making teams to start with the game.
<b>40 minutes</b>	<p>"GUESSING GAME" The teacher will show a flashcard to the whole group. In order to win the chance to say the name on the flashcard, the group should sound a whistle or a bell and choose a student who can say the name of the image shown in the flashcard.</p> <p>If a student guesses the word. He or she will have to give one step closer to the box. Then the teacher will show another flashcard and the team whose first sound the whistle gives the opportunity to the student who is over to say the name of the image of the flashcard and gives another step. This continues in the same way until they get as close as they can to the surprise box. If there is a mistake with the name of the image of the flashcard, the student will have to go back one step and give the opportunity to the other team. Who first gets to the surprise box should take a flashcard and give some characteristics so that his or her team can guess which flashcard it is. He or she will have a minute to give clues to make his or her team guess as many flashcard names as they can.</p>
<b>10 minutes</b>	Feedback