

**Effects of using digital flashcards in English vocabulary learning in sixth grade students at  
I.E.M Liceo Central de Nariño-Pasto**

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at I.E.M Liceo Central de Nariño-Pasto**

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## **NOTA DE RESPONSABILIDAD**

“Las ideas y conclusiones aportadas en el Trabajo de Grado son responsabilidad exclusiva del autor”

Artículo 1° del acuerdo 324 de Octubre 11 de 1966, emanado del Honorable Concejo Directivo de la Universidad de Nariño.

**NOTA DE ACEPTACION**

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San Juan de Pasto, Abril de 2018

**Abstract**

One important fact in teaching is to find attractive and challenging techniques to enhance learning. This research project is focused on the use of digital flashcards to learn English vocabulary. Associating pictures with sounds and taking it in a virtual format may be a powerful and motivating tool to enhance students' vocabulary learning. This study seeks to determine the effects of the use of digital flashcards in learning English vocabulary.

Key words: Digital flashcards, learning, vocabulary

**Resumen**

Un hecho importante en la enseñanza es encontrar técnicas atractivas y desafiantes para mejorar el aprendizaje. Este proyecto de investigación se centra en el uso de tarjetas digitales para aprender el vocabulario en inglés. Asociar imágenes con sonidos y tomarla en un formato virtual puede ser una herramienta poderosa y motivadora para mejorar el aprendizaje del vocabulario en los estudiantes. A través de este estudio se pretende determinar los efectos del uso de tarjetas digitales en el aprendizaje de vocabulario de inglés.

Palabras clave: Tarjetas digitales, aprendizaje, vocabulario

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## INTRODUCTION

The use of the different materials in the classroom develops a more agreeable atmosphere for students in which the interaction between teacher and students can be fostered.

Flashcards have always been a valuable tool when teaching or sharing knowledge. Although its origin is not known exactly, they may have a great impact in education since they can simplify the complexity of many subjects. Its use becomes more frequent specifically in the teaching of the English language in children. They can be used to teach vocabulary since it is the basis of a language and it usually helps to have a better understanding of the language and it also helps to perform better in communication, and supports the development of all skills like reading, writing, listening and speaking.

The aim of this paper is to determine the effects of the use of digital flashcards in learning vocabulary. It is expected that the finding of this project, contribute future teachers and future researchers to consider this technique not only for teaching vocabulary, but also to try to find other alternatives to use it.

## **1. Chapter I. The research problem.**

This chapter presents the research problem, the problem description, the problem delimitations and the statement of the problem. Additionally, the general objective and the specific objectives will be established. Also, the importance of this study and the limitations it may have will be presented. Then, a brief conclusion will be provided. In the next chapter, the author may provide the definition of some important concepts from different sources. Moreover, it will present the antecedents of this research project.

### **1.1 Problem description**

The origin of the problematic goes back to time ago, couple of decades approximately. English classes seemed to be very traditional; the teacher arrived and took the board as the unique resource during the class. The teacher only taught some grammatical rules and some basic vocabulary. Because of the prior factors, students tend to do not feel motivated to learn English.

The current situation with respect to bilingualism and mastery of a second language in Colombia is worrying. Lizarazo (2015) in her publication on the magazine "EL TIEMPO" shows the results in the international tests which indicate a low and basic level of vocabulary and grammar. This may be due to education policies, readiness of teachers or even the lack of motivation in students. Moreover, Sánchez (2013) mentions that it has been shown that the level of English students and teachers does not reach the expected levels of the MEN (A1, A2, B1, B2, C1, C2) and in general, results indicate that the language proficiency can be classified as low.

Due to the development of technology and the globalization, English has become a very useful tool in terms of communication, industry, business and culture. Results on the international tests become a very important issue. Not having language proficiency and mastery

of a second language such as English Colombians are losing great opportunities for cultural, academic and economic exchanges, which would be very productive in the development of education, science and business.

The previous circumstances may lead the Colombian government to take concrete decisions, strengthen policies of bilingualism, strengthen teaching staff, encourage students to learn a second language and to provide financial support for educational institutions and give them the necessary tools to make teaching and learning more effective. One possible solution to this problem would be to include the use of digital flashcards and audio-visual aids to learn vocabulary of a foreign language, in this case English. Through this, motivate students to learn more vocabulary and so get effective results in different context.

## **1.2. Problem delimitations**

The topic has some delimitations that have been classified in three: conceptual, population and geographical.

### **1.2.1 Conceptual delimitations**

The key terms for conducting this study are: Audiovisuals, Digital, Flashcard, motivation and vocabulary which will be briefly defined next.

Audiovisuals: .For Barros and Barros (2015) audiovisuals are set of tools that are designed to instruct or to guide through different types of devises being based on the use of new technologies. For Casallas and Londoño (2000) audiovisuals are some tools which have many roles to play related to language learning, they facilitate instruction. Moreover, According to Morgan (1982) visual aids are a great support to help to stimulate the learning of a foreign language.

**Digital:** The concept is now closely linked to technology and computer science to refer to the representation of information in binary mode. Also, digital is a term that defines any machinery that is computed no matter its nature: so in this way, according to Witten and David (2003), digitalization is the process known as scanning traditional materials like books or papers and to convert them into electronic elements that can be manipulated using computers.

**Flashcard:** Komachali and Khodareza (2012), state that a flash card is a cardboard consisting of a word, a sentence, or a simple picture on it. Besides, flashcards commonly involve photographs and pictures to communicate a new idea or a word as Prasad (2005) (cited in Samreen Akram et al, 2012) said. Also, Guerrero and Serrato (2008) affirm that flashcards are represented in a little piece of paper, which has on one side a new word in the foreign language and on the other side a picture related to the meaning of the new word.

**Vocabulary:** it is the basis of all language, it is the set of words, lexicon that conforms a language and which is very important. Vocabulary means different words which are used by all speakers in all languages Hatch and Brown (1995) (cited in Hashemi and Pourghari, 2013). Pursuant to Diaz (2015) vocabulary refers to known words that are used frequently and they can be identified by a person.

### **1.2.2 Population delimitation**

This investigation will be conducted with 30 students, male and female from sixth grade at I.E.M. Liceo central de Nariño, selected at random and divided in two groups of 15 students. Their social strata are one or two approximately. Students' age ranges between 10 to 13 years old and. Also, three English teachers were chosen from five in order to develop this work. They were selected because they work with the grades already mentioned.

### **1.2.3 Geographical delimitation**

This research will be conducted in a public school, which name is I.E.M. Liceo Central de Nariño and which is located at Cra 22 F Av Boyaca No 11-62, in the center of Pasto, Department of Nariño. Colombia.

### **1.3 Statement of the problem**

What are the implications of the use of digital flashcards in the learning of English vocabulary in sixth grade students at I.E.M Liceo Central de Nariño- Pasto?

### **1.4. Objectives of the study**

#### **1.4.1 General objective.**

To determine the effects of using digital flashcards in English vocabulary learning in students from 6th grade at I.E.M Liceo central de Nariño- Pasto.

#### **1.4.2 Specific objectives.**

To determine the mastery of English vocabulary in seventh grade students at Liceo central de Nariño School.

To apply flashcards as strategy to enhance English vocabulary learning in sixth grade students at Liceo central de Nariño School.

To describe the perceptions of sixth grade students at Liceo central de Nariño School, regarding the use of digital flashcards in learning English vocabulary.

To describe teachers' perceptions in Liceo central de Nariño School, regarding the use of digital flashcards in learning English vocabulary.

### **1.5 Justification of the study**

One of the most challenging parts of language learning is the acquisition of vocabulary. Students tend to complain that they cannot remember the vocabulary they have learned. To solve

this problem, teachers can attempt to include learning devices into their classes. On the other side, the aim of this work is the use of digital Flashcards. These may be very useful for memorizing vocabulary, learning sentences, reviewing grammar rules and among others. Knowing how they influence learning vocabulary, contribute to understand how we can help students to make that learning another language can be something not so complex and it can become engaging. This study may also contribute to bring different alternatives to change, somewhat, the way English teachers teach. Although, traditional classes have been useful, today some help is needed to make them productive and entertained too. Besides, by making use of technology attention can be caught by the present generation who are very interested in these media. Moreover, this research project will bring not only group impact but also individual impact since students will learn more vocabulary and they will develop interest for learning the foreign language. This project may be productive because it may increase and help in somewhat the language proficiency because of its pedagogical intervention. Besides this study may provide future researches a new way of focus and it is the use of technology in teaching.

#### **1.6. Limitations of the study.**

The possible limitations could be difficulties in obtaining the permissions for applying the research project. Also, when students miss class because of holidays and suspension of activities in the institution. Lack of seriousness answering questionnaires. But for this not to happen possible solutions can be to ask for the permission in written form, being respectful. Besides, for the lack of seriousness, the author may tell the participants about the importance of this research and make them feel comfortable to express themselves without pressure.

The chapter contains the research problem, problem description, problem delimitations and statement of the problem. Also, it established the general objective of the research project and its

specific objectives. Finally, the author expressed the importance of this study and the limitations it has had so far. In the next chapter, it will be presented the theoretical framework and the definition of some main concepts from different sources. Moreover, the antecedents of this research project.



## **2. Chapter II. Theoretical framework.**

This chapter contains the definitions of several concepts relevant to the research topic as well as the support of the reviewed literature. First, the definition and the explanation of each concept may be reviewed, in order to know the importance of the research topic. Second, there will be the background that may provide the reader a clear idea about the issues raised here.

### **2.1 Theoretical framework.**

Since decades English teachers have wondered about how to make students feel motivated and they can learn and acquire more effectively English vocabulary knowledge. Through the information read about this issue, the use of audiovisuals as a tool for learning vocabulary, specifically digital flashcards, could be a possible solution to those questions. But it is necessary to define and clarify the terms that are involved around the use of this tool.

#### **2.1.1 What are audiovisuals in teaching?**

The present situation claims for comprehensive change in almost every level of education. Therefore, a practical and a dynamic strategy can be given in this field of education. For Barros and Barros (2015) audiovisuals are a set of tools that are designed to instruct or to guide through different types of devices being based on the use of new technologies. For Casallas and Londoño (2000), audiovisuals are some tools which have many roles to play related to language learning, they facilitate instruction. Moreover, According to Morgan (1982), visual aids are a great support to help to stimulate the learning of a foreign language because they catches students curiosity, they facilitate the explanation of any subject matter, in this case English vocabulary, they can serve to contextualize students and they can be modified in order that they have more impact in students perceptions.

Furthermore, for Danan (1992), (cited in Hashemi and Pourghari, 2013) language teachers can use different visual materials in order to foster student's interaction and motivation in classroom.

Taking into account the definition of other authors, it can be sad that audiovisuals are tools, materials, substrates, strategies, a set of visual and audio techniques that could be very useful in teaching a foreign language, inasmuch as these tools can help students to obtain greater understanding and interpretation of ideas. The efficiency of audiovisual media in education is based on the perception through the senses. Audiovisuals, can help students to obtain vocabulary more effectively in a foreign language as Finocchiaro and Bonomo, (1973) (cited in Benavides., Murcia., and Child, 2009), point out that visual aids are any tool that teachers can use to clarify or provide an effective explanation of any subject matter.

### **2.1.2 Audiovisuals, what are they for?**

There can be plenty of ways in which teachers can use audiovisuals. Audiovisual aids can bring many benefits in the classroom, they enrich the classroom. Taking a picture of something, the student may feel closer to reality; Audiovisuals awake student's imagination (Morgan, 1982). According to what the teacher seeks to develop through audiovisuals can develop in students all the skills, either in listening, reading, and writing or in the communicative side.

Audio- visual aids provide optimum services to energize both the learner and the teacher in teaching and learning process as Viswanath and Maheswara (2016) said.

- They help to clarify a subject matter.
- They can wake up curiosity in learning new things.
- They can make possible that classroom environment strength students' memory.
- They help catch the attention of students in an easy way.

- They help us communicate the information to a huge crowd of people faster. (Viswanath and Maheswara, 2016)

Audiovisuals constitute a privileged way by which you can access to the real understanding and by which it is possible to think beyond the concepts. Audiovisual media serve to attract attention and through them be able to perceive the different types of sensations, effects, interests and pleasures. Furthermore, the main purpose of the use of audio-visual aids is to enable the teacher to make his lessons effective and interesting (Daniel, 2013)

### **2.1.3 What types of audiovisual aids are there?**

The theme of the audiovisuals is a very extensive and a wide field which encompasses numerous terms, concepts, materials, such as camcorders, recorders, images, boards, projectors, televisions and some others, but Morgan (1992) (cited in Pérez and Tovar, 2007) tells us that videos, recordings, pictures, flashcards are the most powerful audiovisuals and they are the most striking in the field of education. Viswanath and Maheswara (2016) classify audiovisuals in three categories: Visual aids, Audio aids, and Audio visual aids. The first of them has to be with everything that can be perceived through the eyes, and this includes materials such as charts, black and white board, flashcards, slide projector, maps, flannel board, pictures and models. The second of them has to be with what we heard and the materials that can be used such as the radio, the tape-recorder, the gramophone, the linguaphone, audio C.D. Finally, the latest of them that has to be with both the audio and the visual part, it includes materials such as: LCD projector, film projector, TV, Computer, VCD player, Virtual classroom multimedia.

Flashcards in education are a very useful tool and are also very easy to use in the classroom Guerrero and Serrato (2008), though they can be obtained very good results. But to go deeper into the subject, we must begin by defining what the flashcards are.

#### **2.1.4 What are Flashcards?**

The flashcards are part of audiovisuals. They are a very useful and a practical tool to use, Komachali and Khodareza (2012) state that a flash card is a cardboard consisting of a word, a sentence, or a simple picture on it. Besides, flashcards commonly involve photographs and pictures to communicate a new idea or a word as Prasad (2005) (cited in Samreen Akram et al, 2012) said. Also, flashcards are represented in a little piece of paper, which has on one side a new word in the foreign language and on the other side a picture related to the meaning of the new word. According to Guerrero and Serrato (2008), flashcards can bring many advantages, such as: these allow the illustration of several concepts or structures, they can call the attention of students, they help students to understand what the teacher is saying, they are fun and they help to the good development during the class. Through the use of them, students' attention is active, their motivation increases and the interaction between teacher and students becomes better. Flashcards in several different forms are not only handy and useful in the English language learning classroom, but also they are highly effective, versatile and fun. They could be made by the learners themselves and they can represent vocabulary elements, images, phrases or even grammar aspects to help students to contextualize the teacher speech. (Guerrero and Serrato, 2008).

Additionally, Oxford and Crookall (1990) point out that the flashcard technique involves at least three components: the first of them is writing down the L2 word on the front of a card, the second is writing the word's L1 meaning on the back, and the third is using the card to become familiar with the new word and its meaning.

In accordance with Scrivener (2005) a few of the more typical uses that we can give to the flashcards can be:

- To show in a faster way the meaning of a word.
- To illustrate a presentation, for example showing an image of something to clarify it.
- To tell a story through images, giving students something that they may have in their hands and that will help them to have a better understanding.
- To give a notice, to remember something.
- To create a story through a group of images.
- To provide information, for example instructions.

As we see, the flashcards have a wide variety of applications and it just depends on the use we give them to reach the results we want. It could be a great help during this process. Children are very curious and through them, it can lead us to develop other activities. Right now, we are in the era of technology and globalization, so that it could be necessary and also innovative to use that technology to make digital flashcards and to see if it they work effectively. Although, traditional flashcards are very useful, it is necessary to have numerous of them to explain a topic or a word. If we use technology, we are able to make digital flashcards and have more easily images that as Oxford and Crookall (1990) said the use of images is a very useful semi-contextualizing aid for learning L2 vocabulary. The use of visual imagery for vocabulary learning is based on making associations between a picture and a word. So that it could be better to use technology in that way. However it is necessary to explain briefly what is digital.

### **2.1.5 Flashcards to learn English vocabulary.**

Flashcards are one of the most common tools and teachers prefer them to teach vocabulary, so they can be suitable for learning English vocabulary. Additionally, flashcards in several different forms are not only handy and useful in the English language learning classroom, but also they are highly effective, versatile and fun. They could be made by the learners themselves and they can represent vocabulary elements, images, phrases or even grammar aspects to help students to contextualize the teacher speech (Guerrero and Serrato, 2008).

### **2.1.6 Recommendations for using flashcards in classroom.**

Impact is achieved when materials have an evident effect on learners, that is when their interest and their attention are attracted. Tomlinson (1998) suggests that materials can achieve impact through innovation, variety, attractive presentation, content that would be appealing and achievable challenges.

Komachali and Khodareza (2012) suggest that letters on flashcards must be visible and large enough for everyone can be able to see it in the front or in the back of the classroom. Both sides of the flash card should be used in teaching vocabulary, they also said that they may include on one side, the new word written in L2 and perhaps with a picture beside it and on the other side the translation of the word. Additionally, Oxford and Crookall (1990) prompt that the flashcard technique may involve at least three components: the first of them is writing down the L2 word on the front of a card, the second is writing the word's L1 meaning on the back, and the third is using the card to become familiar with the new word and its meaning.

### **2.1.7 Digital, technology and digital flashcards.**

The concept is related to technology and computer science. Something digital, is the representation of information in binary mode. Besides, digital is a term that defines any

machinery that is computed no matter its nature: so in this way, according to Witten and David (2003), digitalization is the process known as scanning traditional materials like books or papers and to convert them into electronic elements that can be manipulated using computers.

Nowadays, the development of science, technology, multimedia technology and its application to teaching sets a favorable platform for exploration in the new era Shyamlee and Phil (2012). The use of technology makes comprehension easier, bringing to the user additional information Souleyman (2009). The new children's generation comes ready to work with these new technologies. With the help of new technology it is possible the exchange of new information, especially on mobile devices as Lazar Stošić (2015) said. In addition, Shyamlee and Phil (2012) point out that using multimedia software, teachers can use pictures and images to enrich the content of classes, and also imagine different contexts so that students in the class can understand the class in a better form.

Since technology, digitalization is becoming and important in teaching. Digital flashcards can be suitable for this generation. As Colbran, et al (2015) said, they can provide an opportunity to revisit old learning activities from a new perspective. So that the learning of vocabulary can be suitable inasmuch as learning vocabulary is very important for developing L2 proficiency Oxford and Crookall (1990).

Digital flashcards can be defined as the electronic elements that can be manipulated by a computer device or any machinery that can reproduce them.

### **2.1.8 Procedures to teach English vocabulary through digital Flashcards**

Guerrero and Serrato (2008) mentioned some steps to use Flashcards and they were adapted with the inclusion of digital by the researcher. As follow:

-The teacher could play with new words using electronic flashcards as the main material. To begin, the teacher shows students the digital flashcards using a T.V or a computer or any device that can reproduce the material.

-Suddenly, he/she acts them out in front of the classroom. The teacher has to use body movements and different actions to provide comprehensible input.

- While the teacher is showing the digital flashcards, he /she pronounces aloud the vocabulary.

- The teacher repeats the last step but he/she does not ask students to repeat.

- Students look at the digital flashcards and take care of the performing of the teacher and the pronunciation of the new words.

- The teacher shows the pictures and students say its meaning in Spanish

- The teacher show again the pictures, pronounce each one of them and make students pronounce it.

- After several repetitions of the pronunciation of the new vocabulary and the students internalize it. In this step the teacher can make students repeat the words in order to reinforce the association of the images with their meaning.

- The teacher may create activities in groups or in pairs where students pronounce the new vocabulary and perform the action through interaction between them.

- Students can create sentences short sentences with the new vocabulary learned.

- Students can do a role play using the new vocabulary learned.

### **2.1.9 What is vocabulary and why it is important?**

Teaching and learning vocabulary from time back is one of the most transcendent issue in foreign language courses aspects. Maybe because one has the erroneous belief that the most



important is the structural mastery of the language, grammar and leaving aside the lexical aspect (Mosquera, 2011). The vocabulary is the basis of all languages. It is the set of words, lexicon that conforms a language and which is very significant. According Hatch and Brown (1995) (cited in Hashemi and Pourghari, 2013) vocabulary means different words which are used by all speakers in all languages. Pursuant to Diaz (2015) vocabulary refers to known words that are used frequently and they can be identified by a person. For this reason, the vocabulary is transcendent in the process of teaching the English language, as it tries to involve the student of languages to be able to recognize and produce the vocabulary of a language.

Additionally, Vocabulary learning is very relevant for developing L2 proficiency as it is said by Oxford and Crookall (1990). Vocabulary learning- helps to have a better understanding using a foreign language, it also helps to perform better in communication, and supports the development of all skills like reading, writing, listening and speaking. Vocabulary acquisition helps improve spontaneous communication in class, supporting the teaching and learning of other language skills, such as listening, writing, reading, and speaking as Chengqian, (2009) (cited in Diaz, 2014) mentioned.

In addition, for Diaz (2014) there are two different forms of vocabulary: The vocabulary that is oral, and the vocabulary that is printed. The first of them in which oral represents the receptive skill that allows learners to understand or recognize the words, and the productive skill which allows students to write or speak using different vocabulary.

Oral vocabulary is the set of words in which a person knows the meaning when speaking or reading aloud. Written vocabulary is a set of word meanings encoding information that is meant to be written or read silently. Moreno (2011) states that vocabulary learning involves semantic, spelling and phonetic aspects. It can be said that when an English student has learned a word he

or she is able to know its meaning and is able to write and pronounce it correctly. Otherwise, it is said that spoken vocabulary is often smaller than written vocabulary (Oxford and Crookall, 1990). Language learning can be explicit or implicit.

#### **2.1.10 implicit learning**

Some definitions of the term could be that implicit or incidental vocabulary learning has to be on acquiring vocabulary as the by-product of other activities as it is said by Abolghasem (2015).

For Souleyman (2009) learning is implicit when its real object is not included in the instructions made available to the learner. Implicit is when the learners are not aware of when and what they are learning (Tomlinson, 1998). Ellis (1994) states that implicit learning is the acquisition of knowledge by a process which takes place naturally, simply and without conscious operations. That means that implicit learning is the learning that we acquire without being conscious of that.

#### **2.1.11 explicit learning.**

For Ellis (1994) explicit learning is related to a more conscious operation where the individual makes and tests hypotheses in a search for structure. Explicit or intentional approach that proposes teaching words through direct instruction that engages language learners in activities that focus attention primarily on vocabulary. Explicit when learners are aware of when and what they are learning (Tomlinson, 1998). In addition, Abolghasem (2015) affirms that the explicit learning condition is the situation in which learners are consciously aware of features under investigation and are overtly instructed on what is expected of them within the activity. Moreover, Souleyman (2009) describes explicit learning as the condition in which the learners attempt to memorize information by using mnemonic techniques in a conscious form.

## **2.2. Background**

This section contains the literature review that may provide readers a clear understanding about the use and the effect of audiovisuals in English vocabulary learning.

### **2.2.1 Developing Listening Comprehension in an EFL Children Classroom Through the Use of Flashcards Based on the TPR Method.**

Juli Leidy Liliana Guerrero and Natalia Serrato (2008), students graduated from the English and French program in University of Nariño. They conducted the research project called "Developing Listening Comprehension in an EFL Children Classroom Through the use of Flashcards Based on the TPR Method ". A qualitative research that seeks to know which the pedagogical aspects are related to the use of flashcards based on the TPR method to develop listening skills in children and then describe them. The research was developed with small children ranging from 3 to 6 years old, at the school "The Art of Growing Kinder Garden". The investigation had to adapt the method of TPR to include in this the use of flashcards. The flashcards were shown to children; each word was represented with gestures and body movements to turn every word repeated by students. After several repetitions, students imitated what looked and listened. Through this research the authors determined that using flashcards with TPR method can develop listening and reading comprehension skills in the process of learning a second language.

In the work we can see that this investigative process had a positive result, if we are trying to develop listening skills in a student, flash cards can be very useful and its use make it easier to understand. This work is related with the project that the author is trying to conduct because it has to be with the use of flashcards and it will provide a general view about how it works and the results it has in this previous investigation.

### **2.2.2 Learners' Preferences about the Types and Uses of Audio-Visual Aids in the Process of Learning Speaking (oral interaction).**

Stephanie Jennifer Perez and Angela Yacqueline Tovar (2007), students graduated from the English and French program in University of Nariño. They conducted a research which is entitled "Learners' Preferences about the Types and Uses of Audio-Visual Aids in the Process of Learning Speaking (oral interaction)". The purpose of this research was to determine the uses and types of audiovisuals that students prefer when developing their communication skills. To do this, it was took 20 students of Antonio Nariño school and 20 students of the Libertad municipal school. Students with the ages from 16 to 19 years old among men and women. Through questionnaires, interviews, classroom observations the information was collected, selecting two courses in eleven grade selected at random and applying various forms of data collection. Data collection revealed that students prefer the use of videos and audiovisual helps to develop their communication skills; it also concludes that with the help of these audiovisual aids the learning process is motivated and enriched in the developing of communicative skills.

Innovation and the use of different technologies motivates students to learn and develop their skills, audiovisual are chosen by students. So that it has to be with the research project that the author is carrying out because he tries to implement technology in his project so that with the results of this research it is possible to have an overview about what are the preferences of the students.

### **2.2.3 On Materials Use Training in EFL Teacher Education: Some reflections**

Adriana Gonzales Moncada (2006), teacher at the language school at the University of Antioquia, in her investigative article "About training in the use of materials in training for teaching English as a foreign language: Some Reflections". Seeks to explore in the training given

to undergraduate students about the use of materials and their effectiveness in teaching. Also presenting the results of a study conducted at the University of Antioquia. The participants of this research were five undergraduate students and eighteen English teachers. He invited the students of a class of "Materials and Design Course" to participate but only five of them expressed their willingness to do so. It was to analyze the data collected to make a revision about how students are exposed to this use and explore the training in the use of materials in the University of Antioquia. For this, the research questions that took in the study were 1) How effective is the training on the use of materials for our students' performance in practice? And 2) what elements should include teachers to improve this training? The conclusion is that on the one hand the access to programs relating to the use of materials in universities in Colombia is quite limited. On the other hand, the author says that we need to do more research on the consequences of the changes implemented in the different programs. Also, he says that there should train future teachers in the use of multimedia applications in teaching and learning foreign languages.

In the article it is reflected the reality of many institutions in Colombia. In Colombia there is lack of resources and lack of training in the implementation of new programs in teaching. It is important, and it is related with the research topic because for the application of this study it is necessary to be aware about the different materials and to know and have an overview about which of them can be used to improve the mode of teaching.

#### **2.2.4 Flashcards as a didactic strategy in the process of learning English vocabulary in students of second grade in I. E. Normal superior de Sincelejo.**

This study was conducted by Peñafiel and Mercado in the year 2015, this research seeks to investigate the effects of the use of flashcards in the expansion of English vocabulary. The participants of this study were 10 male and female students of second grade. Students' age

ranged between 7 and 9 years old. This work was carried out from a qualitative approach and research-action; students in this study were exposed to a series of planned activities. The techniques used to collect information were observation and survey. The results showed that the use of flashcards increased students' vocabulary learning since they can associate images with the vocabulary.

### **2.2.5. Teachers' Technology Use in Vocabulary Teaching.**

Kilickaya and Jaroslaw conducted a study in the year 2010 which they titled "Teachers' Technology Use in Vocabulary Teaching". This study had the objective to gather information about what computer resources are predominant in teaching and learning vocabulary. The participants for this research were 80 language teachers in university-affiliated language schools in Ankara, Turkey. 60 were males and 20 were females and their age average was around 32 years old. They used a pre-survey and a post-survey interview in order to collect the necessary information for this study. The results showed that it was clear the preference of wordlists, flashcards and online dictionaries in the participants. The conclusion the authors gave was that as wordlists, flashcards and online dictionaries are the most frequently used in teaching and learning vocabulary and they are easier to use. Teachers lack on training in the use of technology and it is more difficult for teachers to implement that technology.

With this study we can infer that one of the teachers' preferences is the use of flashcards and it is close related to the topic of this research because it includes both technology and flashcards.

### **2.2.6 The Effect of Using Vocabulary Flash Card on Iranian Pre-University Students' Vocabulary Knowledge**

The study developed by Komachali & Khodareza in 2012, seek to investigate the effect of using vocabulary flash card on Iranian pre-university students' vocabulary knowledge. The

Purpose of the Study was to increase the students' vocabulary knowledge through using seven-step vocabulary flash card (VFC) as a model to boost vocabulary learning. Participants of the study comprised all per-university students. They were 50 female Iranian pre-university students at a public school in Astaneh. They were randomly selected among the 100 students who participated in a general proficiency test and their close homogeneity was confirmed by utilizing the statistical technique of t-test. All participants were EFL learners, aged 18 and all of them had studied English as a compulsory subject in the previous six years. The 50 students were randomly assigned into two homogeneous groups each consisting of 25 learners. The control group received the traditional treatment while the experimental group received the vocabulary flash card treatment. Before starting the treatment, the author prepared two similar tests as the pretest/posttest to find out students' vocabulary knowledge at the beginning and at the end of the study. The results of the study indicated that though both methods enhanced vocabulary development of the learners from the pretest to the posttest, the experimental group seemed to be better than the control group. That is, the experimental group students had significantly better vocabulary gain scores than the control group students at the end of the study.

The previous article is attached to this investigation because it is so close to the topic that the author is trying to develop. It includes terms, concepts and some results that the author can use in order to guide better his own research.

### **2.2.7 The Effect of Visual Instruction on New Vocabularies Learning**

Hashemi & Pourgharib conducted a study in the year 2013, which title is "The Effect of Visual Instruction on New Vocabularies Learning" this study had the objective of improve vocabulary learning by the use of visual materials. So, In order to have enough number of participants, 39 female students between 16 to 20 years old agreed to cooperate with the

researcher. Their proficiency in English was intermediate level and their native language was Persian. Participants were divided into two groups, one experimental group with 20 students and one control with 19 students. During the 8 sessions of the treatment, 56 vocabularies were instructed to the participants, the experimental group was instructed with the words visually, and control group was instructed traditionally. After instruction, two groups were tested (Post-test) by the conductors of the study and the result of tests showed that it was noticeable the progress of the experimental group. It was found that the learning and retention of words in experimental group was increased by use of visual materials, but control group did not and there was a meaningful difference between two groups. Finally, it is concluded that visual learning in experimental group was an effective way for all of students.

The precedent article has to be with the actual project because of the term vocabulary learning and because of the use of images. It can be useful the information and the results of this article because it is linked to what the author is trying to know, in order to conduct his research.

The articles presented above, gave the author really good bases and suitable information that will help him to conduct his project of research. They were captiously selected and the author read and summarized them. They are connected with the main topic of his project because each of them contains information that will support what he will be doing with this study. Some of them have to be with the use of flashcards, some others with motivation, other with strategies, others with learning vocabulary. So that they are joined with this actual project that is the use of digital flashcards in learning vocabulary.



### **3. Chapter III. Research design**

#### **3.1. Research design**

This research focuses on determine how the use of digital flashcards influences the learning of English vocabulary, that is the main reason why the author focuses on the empiric analytical paradigm, the experimental method and the techniques of questionnaires and interviews. Each of them will be defined and described next.

##### **3.1.1 Paradigm**

The positivistic paradigm is based on the scientific methodology of knowledge. It is characterized by ensuring the accuracy and rigor that requires science. In this, the researcher does not take into account morality during the research, knowledge is justified through the use of methodologies which allow to generalize and to replicate results. According to Perez (1994) cited in Melero (2012), the most important feature of positivist theory is the search for a systematic, verifiable and measurable knowledge. The quantitative paradigm focuses primarily on finding effective results, based on the use of statistic starting from the observation, then, the measurement and statistical treatment to generalize the results. Finally this paradigm was selected because through the use of this, the methodology and its techniques the author can collect data and be able to generalize the results of the study.

##### **3.1.2 Methodology**

The quasi experimental methodology is one that allows to establish cause and effect relationships (Ross and Morrison, 2003). Its features are: Rigorous manipulation of variables, the control group and the artificiality and restraint. This method has four elements: manipulation, control, random assignment, and random selection. Manipulation means that something is purposefully changed by the researcher in the environment. Control is used to prevent outside

factors that can influence the study outcome. Random assignment means that if there are groups or treatments in the experiment, participants are assigned to these groups randomly. With that, no matter who the participant is, the results of the study will be similar. Finally, this method was chosen because it enables the researcher to apply the study with the two groups of people selected at random.

### **3.1.3 Techniques**

The techniques selected to carry out this study are questionnaires and interviews that will be described next.

According to Hopkins (1985) (cited in Bastidas, 1994), questionnaire is a technique that consists in a number of questions about a certain aspect and its aim is to obtain extensive and substantial information that can be quantified. It is characterized because it does not require a qualified interviewer to apply this and it allows to make comparisons but it can be difficult to design, elaborate and it requires to be constantly evaluated and monitored. The context is important in this technique because it intervenes in its answers. Through this technique the author can be able to analyze the data collected and account certain patterns that may appear in the results. Finally, this technique was selected because asking questions provides the author information about the knowledge students consider have learnt and he can notice the different results.

According to Hopkins (1985) (cited in Bastidas, 1994), interview is a technique that involves a series of questions between teacher and student, observer and a student, student and student and between teacher and observer. It is characteristic because it is a conversation where questions are asked and answers are given, it must need two persons to apply it (interviewer and interviewee), where the interviewer needs to have a certain grade of preparation to make feel the

interviewee comfortable during the interview. This technique can give the researcher useful information about the leaning and the different points of view of the teachers and it allows creating a general diagnosis. That is the main reason why the author selected this technique.

### **3.2. Population sample and setting**

There are some characteristics about the items involved in this study, they are: Population, sample and setting. Each of them will be developed next.

#### **3.2.1 Population**

The population selected for this study is going to take place at I.E.M. Liceo central de Nariño which contains around 1200 students in its main headquarters, around 22 teachers, both conformed by men and women. Student's ages goes from 10 to 19 years old and teachers with ages from 25 to 60 years old approximately. They are considered as the population for this study. Their social status is around one or two approximately.

#### **3.2.2 Sample**

The sample chosen to carry out this study is 30 students from sixth grade at I.E.M. Liceo central de Nariño, selected at random and divided in two groups of 15 students. Participants are both gender male and female. Their social strata are one or two approximately. Students' age ranges between 11 to 13 years old. They were selected because this course presents problems in the English subject and their scores are low. On the other hand, three English teachers were chosen from five to be the sample for this work. Their age ranges between 45 to 60 years old.

#### **3.2.3 Setting**

The place selected to develop this study is the I.E.M Liceo central de Nariño. This Institution is located in CrA 22 F No 11-62 Av Boyacá, San Juan de Pasto, in the department of Nariño. It is a public institution which has the basic resources of teaching. The classrooms are comfortable,

they have an adequate ventilation and illumination and each student has an individual desk. In addition, it has good physical infrastructure where students are able to develop different activities in their free time. They have an auditorium and a library which contains some books that can be useful to the English classroom. Besides, it provides students with a classroom full of computers where students can have access to internet. There is also a classroom with a TV where students can develop different activities using this tool.

### **3.3. Procedure and treatment**

In order to carry out the proposal there is a procedure that has to be followed in order to implement the suggested procedure and treatment.

#### **3.3.1 Procedure.**

The procedure that the author is going to follow starts asking for the necessary authorization to the institution's administration and the students for applying this study. Having the permission, a pilot study will be applied to a similar course with 28 students, in order to know students and teachers' perceptions about the use of digital flashcards to learn vocabulary and the students' vocabulary mastery. The English teacher is going to receive an interview and the students will answer to a questionnaire to know their perceptions. Besides, a test with 22 items with the most relevant English vocabulary learned during prior years according to the subject planning (Places in town, professions, animals, household items) may be applied to the students. This pilot study will help to know if the techniques measure what it should, and that everything is set up right.

Having the techniques and the test proved. The next step is going to be the application of them with the population selected for conducting this work. The participants of the study comprised 30 male and female learners from sixth grade. They are going to be randomly

assigned into two homogeneous groups each consisting of 15 learners. The experimental group is the one that is going to receive the treatment with the strategy suggested that is digital flashcards and the control group is going to receive classes traditionally. Before starting the pedagogical intervention the same test with 28 items is going to be prepared with some strategic changes as the pretest and the posttest to find out the mastery of English vocabulary at the beginning and at the end of the study. Finally, the researcher may thank all the participants and a report of the study may be presented after each application.

### **3.3.2 Intervention**

The researcher seeks to know the effect of the use of digital flashcards, for this study it was needed an experimental group and a control group. The experimental group is going to receive the treatment as follows:

They are going to receive classes using digital flashcards with the most relevant English vocabulary learned during prior years according to the subject planning (Places in town, professions, animals, household items). These classes are going to take part during four weeks in the computer room due to the student's schedule. Each topic is going to have two sessions of 50 minutes during the week, in which students are exposed to the digital flashcards with the vocabulary presented on the T.V and they are asked to develop different activities during each session. (The lesson planning of these classes are presented in the annexes)

### **3.4. Validation criteria**

In this part of the work, the different aspects for validation criteria will be presented and described.

#### **3.4.1 Validity**

According to Edward G. Carmines and Richard A. Zeller (1979, p. 11-13), Validity:

“Concerns the crucial relationship between concept and indicator “

To give validity to the study, the researcher has to demonstrate that the instruments which he will use have the capacity to measure the ability, skill or characteristic which are required to be measured.

### **3.4.2 Pilot study**

In order to ensure the minimum criteria for validation in this work the researcher may apply a pilot study to a similar course with 35 students, in order to know students and teachers perceptions about the use of digital flashcards to learn vocabulary and the students' vocabulary mastery. The English teacher may receive an interview and a questionnaire may be applied to know students' perceptions. Besides, a test with 28 items with the most relevant vocabulary learned during prior years according to the subject planning (Places in town, professions, animals, household items) may be taken by the students. The pilot study is a small experiment designed to test logistics and gather information prior to a larger study in order to improve the efficiency and quality.

It serves to check whether the research techniques are appropriate. In addition, it helps to determine whether the selected techniques work in the field of the research. This ensures that the experiment measures what it should, and that everything is set up right. Minor errors, which could potentially destroy the experiment, are often found during this process. With the pilot study, the researcher can get information about errors and problems, and improve the design, before putting a lot of effort into the real experiment.

### **3.4.3 Reliability**

According to Edward G. Carmines and Richard A. Zeller (1979, p. 11-13), reliability:

“Concerns the extent to which an experiment, test, or any measuring procedure yields the same results or repeated trials”. The 28 item test has not been applied yet, but considering the English level of the students, the objectives and purposes of the class syllabus, the test is adequate to their necessities and level. It is important to say that before taking the test they already were taught with the vocabulary in prior years that make that the test can be reliable. Besides, two English teachers may review the test before its application.

### **3.5. Ethical issues**

In order to carry out this study, the author has set in mind to consider the ethical aspects essential for such studies. They are: Copyright, permission, voluntary participation, avoiding personal damage, anonymity, reciprocity and thanking participants.

#### **3.5.1 Copyright**

As the issue of plagiarism is very important, the author of this study has the obligation of avoiding plagiarism during his investigation. For that reason, he compromises to respect other authors' thoughts and to desist of stealing their ideas.

#### **3.5.2 Permission**

For conducting this study, the researcher compromises to ask for the necessary permission to the institution, the teachers and the students who make part of the investigation. This has to be presented in oral and written form.

#### **3.5.3 Voluntary participation**

As participation is voluntary, the researcher promises not to force anyone if their decision is not to make part of the study that will conduct. Participants have the right to decide whether they want to participate or not and researcher has to accept and respect their decisions.

### **3.5.4 Avoiding personal damage**

The conductor of this investigation promises that any single person will be treated in such a way that they won't suffer any psychological and physical damage during the application of this study

### **3.5.5 Anonymity**

The name of the place where the investigation will be taking place will be presented anonymously or it will be substituted by other in the case that the institution does not allow researcher to disclose the information collected with the research.

### **3.5.6 Reciprocity**

For this to happen the author will give the institution and administrators a report obtained from observations to the research and thanking for the permission

### **3.5.7 Thanking participants**

The researcher will present to the participants the respective appreciation whether in writing or orally.

Through this third chapter, it was developed an important topic of our research, it was about the research method and its components: research design in which it is described the paradigm, the method and the techniques that will help us with the collection of information; population sample and setting, that described the people and the place where the study will be held; procedure and treatment; validation criteria where it is exposed the validity and the reliability and finally there are mentioned the ethical issues that this project involves. For the next chapter we will be able to make the necessary corrections and to apply the theory and the practice to obtain the final results of this research work.



#### 4. Administrative aspect

##### 4.1 Chronogram

Year	2017											2018							
Months	J	F	M	A	M	J	J	A	S	O	N	J	F	M	A	J	J	A	S
Reading about research		■																	
Bibliographic research			■	■	■														
Work elaboration						■	■	■											
First work presentation									■	■									
First advisor's revision									■	■									
Work correction											■	■	■						
Second presentation to advisor														■					

**4.2. Budget**

A. Transportation.	\$200.000
B. Photocopies.	\$ 30.000
C. Food	\$ 60.000
D. Internet.	\$ 30.000

## 5. Conclusion

With this research project was possible to evidence several important implications; the presents study showed a new technique in vocabulary learning that is digital flashcards in order to facilitate students' vocabulary learning in students. Besides, this strategy may be very practical and useful for those who prepare themselves for international exams such as IELTS and TOEFL because these exams contain high vocabulary content and this strategy may help them to understand the vast majority in the case they apply for them. In addition, the results of this study may prove that digital flashcards is an effective way to enhance students' vocabulary learning. On the other side, the results of this research can be valuable for language teachers at any level, primary school, high school, or universities. Also, the findings of this study may be applicable not only for teaching vocabulary but also to expand them for teaching any other skill or sub-skill such us reading, writing, listening, grammar, pronunciation among others through the use of digital flashcards adapted and modified according to the students' needs . It is expected that the findings of this project, contribute future teachers and future researchers to consider this technique for their classes and for new researches in this field.

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## Annexes

### Annex 1. Formato encuesta estudiantes

#### Cuestionario diagnóstico para estudiantes de sexto grado de la I.E.M Liceo central de Nariño

Por favor, contesta verazmente al siguiente cuestionario, la información que proporcionas será usada con fines estadísticos en un proyecto de investigación y será de carácter confidencial. Es muy importante que contestes el cuestionario completo y con honestidad. Te doy las gracias anticipadamente por tu colaboración.

Sexo: Masculino ( ) femenino ( )

Edad: \_\_\_\_\_

Marca con una (x) tu respuesta.

1. ¿Te gusta el inglés?

Si( ) No( ) No sé ( )

2. ¿Tienes dificultad para aprender el idioma inglés?

Si( ) No( ) No sé ( )

3. ¿Crees que el inglés es importante para tu vida?

Si( ) No( ) No sé ( )

4. ¿Practicas lo que te enseñan en la clase de inglés por fuera del aula?

Si( ) No( ) No sé ( )

5. ¿Te gusta aprender muchas palabras en inglés?

Si( ) No( ) No sé ( )

6. ¿Tu profesor utiliza material llamativo en sus clases de inglés?

Si( ) No( ) No sé( )

7. ¿Piensas que el uso de material didáctico mejora tu aprendizaje del idioma?

Si( ) No( ) No sé( )

8. ¿Piensas que el uso de imágenes brinda un mayor contexto a la hora de aprender el idioma?

Si( ) No( ) No sé( )

9. ¿Sabes que son Flashcards?

Si( ) No( ) No Se( )

10. ¿Tu profesor ha utilizado alguna vez flashcards en su clase de inglés?

Si( ) No( ) No sé( )

11. ¿Piensas que las flashcards pueden ayudarte a aprender nuevas palabras en inglés?

Si( ) No( ) No sé( )

## **Annex 2. Formato entrevista docentes de inglés.**

### **Entrevista para docentes de inglés de la I.E.M Liceo central de Nariño.**

**Objetivo de la entrevista:** conocer la perspectiva de los docentes de inglés de la I.E.M Liceo central de Nariño, con respecto al uso de digital flashcards para el aprendizaje de vocabulario en inglés.

**Tiempo aproximado de la entrevista:** 15 a 20 minutos

**Recursos:** La guía de entrevista, audio o video grabadora y/o cámara de fotos.

**Fecha:** por definir.

#### **Guion.**

1. How many years have you been teaching?
2. What grades have you taught?
3. How many years have you been teaching English as a second language?
4. What methods or strategies do you use in your common classes?
5. Do you include technology in your English classes? If yes, what type of technology do you use in the classroom?
6. Have you ever used flashcards in your English classes? If yes, with what objective did you use them?
7. What is your teaching philosophy in regards to the use of digital flashcards in teaching English vocabulary?
8. How do you think digital flashcards may help students to learn vocabulary?

**Thank interviewed.**

### Annex 3. Vocabulary test

#### Vocabulary test

**Level:** Beginner.

**Objective:** Determinar el nivel de vocabulario en los estudiantes de grado sexto en la I.E.M Liceo central de Nariño.









**Time:** 40 Mins

**Scoring:** El siguiente test sera evaluado de la siguiente manera: El test está dividido en cuatro puntos, debido a la complejidad de los mismos, los dos primeros puntos tendrán un puntaje de 1 punto cada uno, y los dos últimos puntos tendrán un puntaje de 1,5.

**Description:** El presente test, es un test de dos paginas el cual contiene cuatro punto, en el primer punto, los estudiantes tendrán que identificar las diferentes imágenes de la columna A y relacionarlas con el vocabulario de la columna B, en el segundo punto es de selección múltiple, los estudiantes identificaran las imágenes y tendrán tres opciones para elegir. En el tercer punto los estudiantes tendrán que identificar las diferentes imágenes y escribir en cada una de ellas su nombre en inglés. En el último punto los estudiantes tendrán que identificar el vocabulario en inglés, y escribir su significado. El tiempo aproximado para la realización de este examen es de 40 mins. Y será evaluado de 1 a 5, siendo 5 el valor máximo a alcanzar en este test.

Name \_\_\_\_\_ grade: \_\_\_\_\_ Date: \_\_\_\_\_

1. Relacione las imágenes de la columna A con las palabras de la columna B y escriba bajo cada imagen la palabra que le corresponda. (1.p)

A				B
				1. Library
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	2. Cinema
				3. Bank
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	4. Stadium
				5. Bus station
				6. Supermarket
				7. Park
				8. hospital

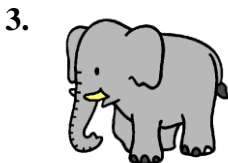
2. Identifique las siguientes imágenes y seleccione la opción correcta de su nombre.(1.p)



- A. Cat
- B. Dog
- C. Tiger



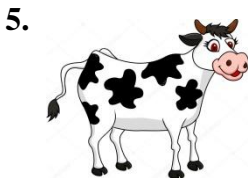
- A. Cow
- B. Pig
- C. Dog



- A. Elephant
- B. Tiger
- C. Walrus



- A. Pig
- B. Elephant
- C. Walrus

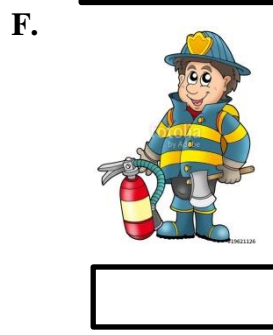
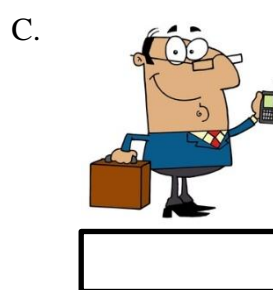
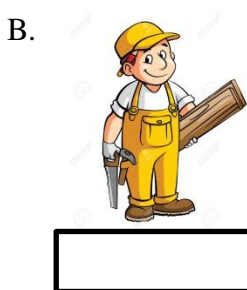
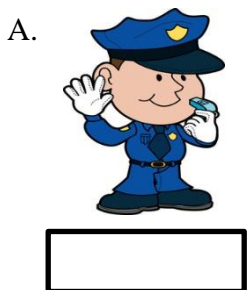


- A. Dog
- B. Cow
- C. Pig



- A. Whale
- B. Cow
- C. Cat

3. Identifique las siguientes imágenes y bajo de cada una escriba su respectivo nombre en inglés.(1,5 p)



4. Identifique el siguiente vocabulario y escriba su significado. (1,5)

- A. Mop: \_\_\_\_\_
- B. Blender: \_\_\_\_\_
- C. Broom: \_\_\_\_\_
- D. Microwave oven: \_\_\_\_\_
- E. Iron: \_\_\_\_\_
- F. Coffee maker: \_\_\_\_\_
- G. Washing machine: \_\_\_\_\_
- H. Stove: \_\_\_\_\_

Good Luck!

## Annex 4. Lesson plans

### Lesson plan 1 Places in town Session N°1

**Subject:** English class **Period:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Lesson:** Places in town **Level:** Beginner **Hours:** 50 Mins (8:10-9:00 AM)

**Grade:** Sixth

**Teacher:** Esteban Rodriguez

**Materials:** Digital flashcards, smart T.V, USB, computer, markers.

**Class Objectives:** The objective of this class is to learn vocabulary such as the school, the park, the supermarket, the bus station, the zoo, the hospital, the cinema, the bank among others. Students at the end of this session may be capable of recognizing the different places and say its name in English.

**Procedures:** For this class, the teacher is going to enter to the classroom, greet students. Then he will present the activities that are going to be developed in the class. Suddenly he is going to introduce the topic by asking a question which is “what places in town do you visit the most?” Having asked some students about this topic, he is going to show the flashcards that include a picture of different places such as the school, the park, the supermarket, the bus station, the zoo, the hospital, the cinema, the bank. Besides, they are going to develop two more activities and the class will be finished.

Time	Activities
<b>8:10-8:15</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>-Greet students,</li> <li>-Present the activities that will be developed during the class, do the warming activity asking what places in town do you visit the most?</li> </ul>
<b>8:15-8:30</b>	<p><b>First activity</b></p> <ul style="list-style-type: none"> <li>-Show students eleven flashcards with pictures of different places such as the school, the park, the supermarket, the bus station, the zoo, the hospital, the cinema, the bank, the library, the stadium, gas station.</li> <li>-Make students recognize the different places and say them in Spanish</li> <li>-Teacher shows all different places with the corresponding name in English at least 3 times</li> </ul>



	<ul style="list-style-type: none"> <li>- Teacher shows the words and students say the place in Spanish.</li> <li>- Teacher shows the pictures and students say the place in English.</li> </ul>
<b>8:30-8:45</b>	<p><b>Second activity</b></p> <ul style="list-style-type: none"> <li>-Teacher presents a map on the T.V locating all the places and asks students to draw a similar map on their notebooks and write its name in English three times bellow each place.</li> </ul>
<b>8:45-8:56</b>	<p><b>Third activity</b></p> <ul style="list-style-type: none"> <li>-Make present students their examples. Eleven students show their draws and each one of them has to show one specific place, say its name and pronounce it.</li> <li>-At the end of the presentations, teacher gives some recommendations or corrects any mistake if necessary.</li> <li>-Teacher makes a review about the vocabulary learned during the class asking some questions to students</li> </ul>
<b>8:56-8:59</b>	<p><b>Final activity</b></p> <ul style="list-style-type: none"> <li>-Share conclusions about the activity and ask them to study again the vocabulary learned for the next session.</li> <li>-Thank students.</li> </ul>

**Conclusion:** At the end of the previous lesson students will be familiar with important vocabulary on buildings and places in town. They will be able to identify the different places and say its name in English.

**Lesson plan 1**  
**Places in town**  
**Session N°2**

**Subject:** English class **Period:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Lesson:** Places in town **Level:** Beginner **Hours:** 50 Mins (8:10-9:00 AM)

**Grade:** Sixth

**Teacher:** Esteban Rodriguez

**Materials:** Digital flashcards, smart T.V, USB, computer, markers.

**Class Objectives:** The objective of this class is to reinforce the vocabulary learned in the previous session. After this session they are going to be capable of recognize the different places, say its name in English and write it correctly.

**Procedures:** For this class, the teacher is going to enter to the classroom, greet students. Then, he will present the activities that are going to be developed in the class. Suddenly he is going to show the flashcards that include a picture of the different places such as the school, the park, the supermarket, the bus station, the zoo, the hospital, the cinema, the bank among others. Next, students are going do some writing activities during the class.

Time	Activities
<b>8:10-8:15</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>-Greet students,</li> <li>-Present the activities that will be developed during the class.</li> </ul>
<b>8:15-8:25</b>	<p><b>First activity</b></p> <ul style="list-style-type: none"> <li>-Show students eleven flashcards with pictures of places such as the school, the park, the supermarket, the bus station, the zoo, the hospital, the cinema, the bank, the library, the stadium, gas station.</li> <li>-Make students recognize the different places and say them in English</li> <li>-Teacher shows all different places with the corresponding name in English at least 3 times</li> </ul>
<b>8:25-8:40</b>	<p><b>Second activity</b></p> <ul style="list-style-type: none"> <li>-Teacher asks students to study the writing of each place.</li> </ul>

<b>8:40-8:55</b>	<p><b>Third activity</b></p> <ul style="list-style-type: none"> <li>-Teacher shows flashcards with different places at random. Next, asks students to raise their hands to come to the board and write the name of the place in English and write a short sentence with the word. If it is not correct, another student who raises its hand will come to the board to do the correction.</li> <li>-Finishing writing all the places at least 2 times, the teacher gives some recommendations or corrects any mistake if necessary.</li> </ul>
<b>8:55-8:59</b>	<p><b>Final activity</b></p> <ul style="list-style-type: none"> <li>-Share conclusions about the activity and ask them to study again the vocabulary learned for the final test.</li> <li>-Thank students.</li> </ul>

**Conclusion:** At the end of the previous lesson students will be familiar with important vocabulary on buildings and places in town. They are going to be capable of recognize the different places, say its name in English and write it correctly

**Lesson plan 2**  
**Professions**  
**Session N°1**

**Subject:** English class **Period:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Lesson:** Professions **Level:** Beginner **Hours:** 50 Mins (8:10-9:00 AM)

**Grade:** Sixth

**Teacher:** Esteban Rodriguez

**Materials:** Digital flashcards, smart T.V, USB, computer, markers.

**Class Objectives:** The objective of this class is to learn vocabulary such as police officer, nurse, mechanic, lawyer, butcher, among others. Students at the end of this session may be capable of recognizing the different professions and say its name in English

**Procedures:** For this class, the teacher is going to enter to the classroom, greet students. Then, he will present the activities that are going to be developed in the class. Suddenly he is going to introduce the topic by asking a question which is “what do you want to be when you grow up?” Having asked some students about this topic, he is going to show the flashcards that include a picture of different professions such as Police officer, nurse, mechanic, lawyer, butcher, among others. Besides, they are going to develop two more activities and the class will be finished.

Time	Activities
<b>8:10-8:15</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>-Greet students,</li> <li>-Present the activities that will be developed during the class, do the warming activity asking “what do you want to be when you grow up?”</li> </ul>
<b>8:15-8:30</b>	<p><b>First activity</b></p> <ul style="list-style-type: none"> <li>-Show students eleven flashcards with pictures of different professions such as police officer, nurse, mechanic, lawyer, butcher, dentist, baker, fireman, carpenter, doctor, and electrician.</li> <li>-Make students recognize the different professions and say them in Spanish</li> <li>-Teacher shows all different professions with the corresponding name in English at least 3 times</li> <li>- Teacher shows the words and students say the profession in Spanish.</li> <li>- Teacher shows the pictures and students say the profession in English.</li> </ul>

<b>8:30-8:45</b>	<p><b>Second activity</b></p> <p>-Teacher presents all the pictures with the different professions and asks students to draw them on their notebooks and write its name in English three times bellow each profession.</p>
<b>8:45-8:56</b>	<p><b>Third activity</b></p> <p>-Have students present their examples. Eleven students show their draws and each one of them has to show one specific profession, say its name and pronounce it.</p> <p>-At the end of the presentations, teacher gives some recommendations or corrects any mistake if necessary.</p> <p>-Teacher makes a review about the vocabulary learned during the class asking some questions to students</p>
<b>8:56-8:59</b>	<p><b>Final activity</b></p> <p>-Share conclusions about the activity and ask them to study again the vocabulary learned for the next session.</p> <p>-Thank students.</p>

**Conclusion:** At the end of the previous lesson students will be familiar with important vocabulary of professions. They will be able to identify the different professions and say its name in English.

**Lesson plan 2**  
**Professions**  
**Session N°2**

**Subject:** English class **Period:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Lesson:** Professions **Level:** Beginner **Hours:** 50 Mins (8:10-9:00 AM)

**Grade:** Sixth

**Teacher:** Esteban Rodriguez

**Materials:** Digital flashcards, smart T.V, USB, computer, markers.

**Class Objectives:** The objective of this class is to reinforce the vocabulary learned in the previous session. After this session they are going to be capable of recognize the different professions, say its name in English and write it correctly.

**Procedures:** For this class, the teacher is going to enter to the classroom, greet students. Then, he will present the activities that are going to be developed in the class. Suddenly he is going to show the flashcards that include a picture of the different professions such as Police officer, nurse, mechanic, lawyer, butcher, among others. Next, students are going do some writing activities during the class.

Time	Activities
<b>8:10-8:15</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>-Greet students,</li> <li>-Present the activities that will be developed during the class.</li> </ul>
<b>8:15-8:25</b>	<p><b>First activity</b></p> <ul style="list-style-type: none"> <li>-Show students eleven flashcards with pictures of places such as Police officer, nurse, mechanic, lawyer, butcher, dentist, baker, fireman, carpenter, doctor, and electrician.</li> <li>-Make students recognize the different professions and say them in English</li> <li>-Teacher shows all different professions with the corresponding name in English at least 3 times</li> </ul>
<b>8:25-8:40</b>	<p><b>Second activity</b></p> <ul style="list-style-type: none"> <li>-Teacher asks students to study the writing of each profession.</li> </ul>

<b>8:40-8:55</b>	<p><b>Third activity</b></p> <ul style="list-style-type: none"> <li>-Teacher shows flashcards with different professions at random. Next, asks students to raise their hands to come to the board and write the name of the profession in English and write a short sentence with the word. If it is not correct, another student who raises its hand will come to the board to do the correction.</li> <li>- Finishing writing all the professions at least 2 times, the teacher gives some recommendations or corrects any mistake if necessary.</li> </ul>
<b>8:55-8:59</b>	<p><b>Final activity</b></p> <ul style="list-style-type: none"> <li>-Share conclusions about the activity and ask them to study again the vocabulary learned for the final test.</li> <li>-Thank students.</li> </ul>

**Conclusion:** At the end of the previous lesson students will be familiar with important vocabulary of professions. They are going to be capable of recognize the different professions, say its name in English and write it correctly

**Lesson plan 3**  
**Animals**  
**Session N°1**

**Subject:** English    **Period:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Lesson:** Animals **Level:** Beginner **Hours:** 50 Mins (8:10-9:00 AM)

**Grade:** Sixth

**Teacher:** Esteban Rodriguez

**Materials:** Digital flashcards, smart T.V, USB, computer, markers.

**Class Objectives:** The objective of this class is to learn vocabulary such as elephant, tiger, cat, dog, fish, whale, among others. Students at the end of this session may be capable of recognizing the different animals and say its name in English.

**Procedures:** For this class, the teacher is going to enter to the classroom, greet students. Then he will present the activities that are going to be developed in the class. Suddenly he is going to introduce the topic by asking a question which is “what is your favorite animal?” Having asked some students about this topic, he is going to show the flashcards that include a picture of different animals such as elephant, tiger, cat, dog, fish, whale. . Besides, they are going to develop two more activities and the class will be finished.

<b>Time</b>	<b>Activities</b>
<b>8:10-8:15</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>-Greet students,</li> <li>-Present the activities that will be developed during the class, do the warming activity asking what is your favorite animal?</li> </ul>
<b>8:15-8:30</b>	<p><b>First activity</b></p> <ul style="list-style-type: none"> <li>-Show students eleven flashcards with pictures of different animals such as elephant, tiger, cat, dog, fish, whale, lion, walrus, cow, pig, chicken.</li> <li>-Make students recognize the different animals and say them in Spanish</li> <li>-Teacher shows all the different animals with the corresponding name in English at least 3 times</li> <li>- Teacher shows the words and students say the animal in Spanish.</li> <li>- Teacher shows the pictures and students say the animal in English.</li> </ul>
<b>8:30-8:45</b>	<p><b>Second activity</b></p>



	<ul style="list-style-type: none"> <li>-Teacher presents all the animals on the T.V and asks students to draw them on their notebooks and write its name in English three times bellow each animal.</li> </ul>
<b>8:45-8:56</b>	<p><b>Third activity</b></p> <ul style="list-style-type: none"> <li>-Make students present their examples. Eleven students show their draws and each one of them has to show one specific animal, say its name and pronounce it.</li> <li>-At the end of the presentations, teacher gives some recommendations or corrects any mistake if necessary.</li> <li>-Teacher makes a review about the vocabulary learned during the class asking some questions to students</li> </ul>
<b>8:56-8:59</b>	<p><b>Final activity</b></p> <ul style="list-style-type: none"> <li>-Share conclusions about the activity and ask them to study again the vocabulary learned for the next session.</li> <li>-Thank students.</li> </ul>

**Conclusion:** At the end of the previous lesson students will be familiar the vocabulary of animals. They will be able to identify the different animals and say its name in English.

**Lesson plan 3**  
**Animals**  
**Session N°2**

**Subject:** English class **Period:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Lesson:** Animals **Level:** Beginner **Hours:** 50 Mins (8:10-9:00 AM)

**Grade:** Sixth

**Teacher:** Esteban Rodriguez

**Materials:** Digital flashcards, smart T.V, USB, computer, markers.

**Class Objectives:** The objective of this class is to reinforce the vocabulary learned in the previous session. After this session they are going to be capable of recognize the different animals, say its name in English and write it correctly.

**Procedures:** For this class, the teacher is going to enter to the classroom, greet students. Then, he will present the activities that are going to be developed in the class. Suddenly he is going to show the flashcards that include a picture of the different animals such as elephant, tiger, cat, dog, fish, whale, among others. Next, students are going do some writing activities during the class.

Time	Activities
<b>8:10-8:15</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>-Greet students,</li> <li>-Present the activities that will be developed during the class.</li> </ul>
<b>8:15-8:25</b>	<p><b>First activity</b></p> <ul style="list-style-type: none"> <li>-Show students eleven flashcards with the pictures of different animals such as elephant, tiger, cat, dog, fish, whale, lion, walrus, cow, pig, chicken. .</li> <li>-Make students recognize the different animals and say them in English</li> <li>-Teacher shows all the different animals with the corresponding name in English at least 3 times</li> </ul>
<b>8:25-8:40</b>	<p><b>Second activity</b></p> <ul style="list-style-type: none"> <li>-Teacher asks students to study the writing of each animal.</li> </ul>

<b>8:40-8:55</b>	<p><b>Third activity</b></p> <p>-Teacher shows flashcards with different animals at random. Next, asks students to raise their hands to come to the board and write the name of the animal in English and write a short sentence with the word. If it is not correct, another student who raises its hand will come to the board to do the correction.</p> <p>-When finishing writing all the animals at least 2 times, the teacher gives some recommendations or corrects any mistake if necessary.</p>
<b>8:55-8:59</b>	<p><b>Final activity</b></p> <p>-Share conclusions about the activity and ask them to study again the vocabulary learned for the final test.</p> <p>-Thank students.</p>

**Conclusion:** At the end of the previous lesson students will be familiar with animals vocabulary. They are going to be capable of recognize the different animals, say its name in English and write it correctly

**Lesson plan 4**  
**Household items**  
**Session N°1**

**Subject:** English    **Period:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Lesson:** Household items    **Level:** Beginner    **Hours:** 50 Mins (8:10-9:00 AM)

**Grade:** Sixth

**Teacher:** Esteban Rodriguez

**Materials:** Digital flashcards, smart T.V, USB, computer, markers.

**Class Objectives:** The objective of this class is to learn vocabulary such as washing machine, refrigerator, microwave oven, blender, among others. Students at the end of this session may be capable of recognizing the different household items and say its name in English.

**Procedures:** For this class, the teacher is going to enter to the classroom, greet students. Then he will present the activities that are going to be developed in the class. Suddenly he is going to introduce the topic by asking a question which is “what household item do you use the most? ” Having asked some students about this topic, he is going to show the flashcards that include a picture of the different household items such as washing machine, refrigerator, microwave oven, blender. Besides, they are going to develop two more activities and the class will be finished.

<b>Time</b>	<b>Activities</b>
<b>8:10-8:15</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>-Greet students,</li> <li>-Present the activities that will be developed during the class, do the warming activity asking what household item do you use the most?</li> </ul>
<b>8:15-8:30</b>	<p><b>First activity</b></p> <ul style="list-style-type: none"> <li>-Show students eleven flashcards with pictures of different household items such as washing machine, refrigerator, microwave oven, blender, broom, stereo, T.V, mop, stove, iron, coffee maker.</li> <li>-Make students recognize the different household items and say them in Spanish</li> <li>-Teacher shows all different household items with the corresponding name in English at least 3 times</li> <li>- Teacher shows the words and students say the household item in Spanish.</li> </ul>

	<ul style="list-style-type: none"> <li>- Teacher shows the pictures and students say the household item in English.</li> </ul>
<b>8:30-8:45</b>	<p><b>Second activity</b></p> <ul style="list-style-type: none"> <li>-Teacher presents all the household items on the T.V and asks students to draw them on their notebooks and write its name in English three times bellow each one.</li> </ul>
<b>8:45-8:56</b>	<p><b>Third activity</b></p> <ul style="list-style-type: none"> <li>-Have students present their examples. Eleven students show their draws and each one of them has to show one specific household item, say its name and pronounce it.</li> <li>-At the end of the presentations, teacher gives some recommendations or corrects any mistake if necessary.</li> <li>-Teacher makes a review about the vocabulary learned during the class asking some questions to students</li> </ul>
<b>8:56-8:59</b>	<p><b>Final activity</b></p> <ul style="list-style-type: none"> <li>-Share conclusions about the activity and ask them to study again the vocabulary learned for the next session.</li> <li>-Thank students.</li> </ul>

**Conclusion:** At the end of the previous lesson students will be familiar with household vocabulary. They will be able to identify the different household items and say its name in English.

**Lesson plan 4**  
**Household items**  
**Session N°2**

**Subject:** English    **Period:** \_\_\_\_\_    **Date:** \_\_\_\_\_

**Lesson:** Household items    **Level:** Beginner    **Hours:** 50 Mins (8:10-9:00 AM)

**Grade:** Sixth

**Teacher:** Esteban Rodriguez

**Materials:** Digital flashcards, smart T.V, USB, computer, markers.

**Class Objectives:** The objective of this class is to reinforce the vocabulary learned in the previous session. After this session they are going to be capable of recognize the different household items, say its name in English and write it correctly.

**Procedures:** For this class, the teacher is going to enter to the classroom, greet students. Then, he will present the activities that are going to be developed in the class. Suddenly he is going to show the flashcards that include a picture of the different household items such as washing machine, refrigerator, microwave oven, blender, broom, stereo, T.V, mop, stove, iron, coffee maker. Next, students are going do some writing activities during the class.

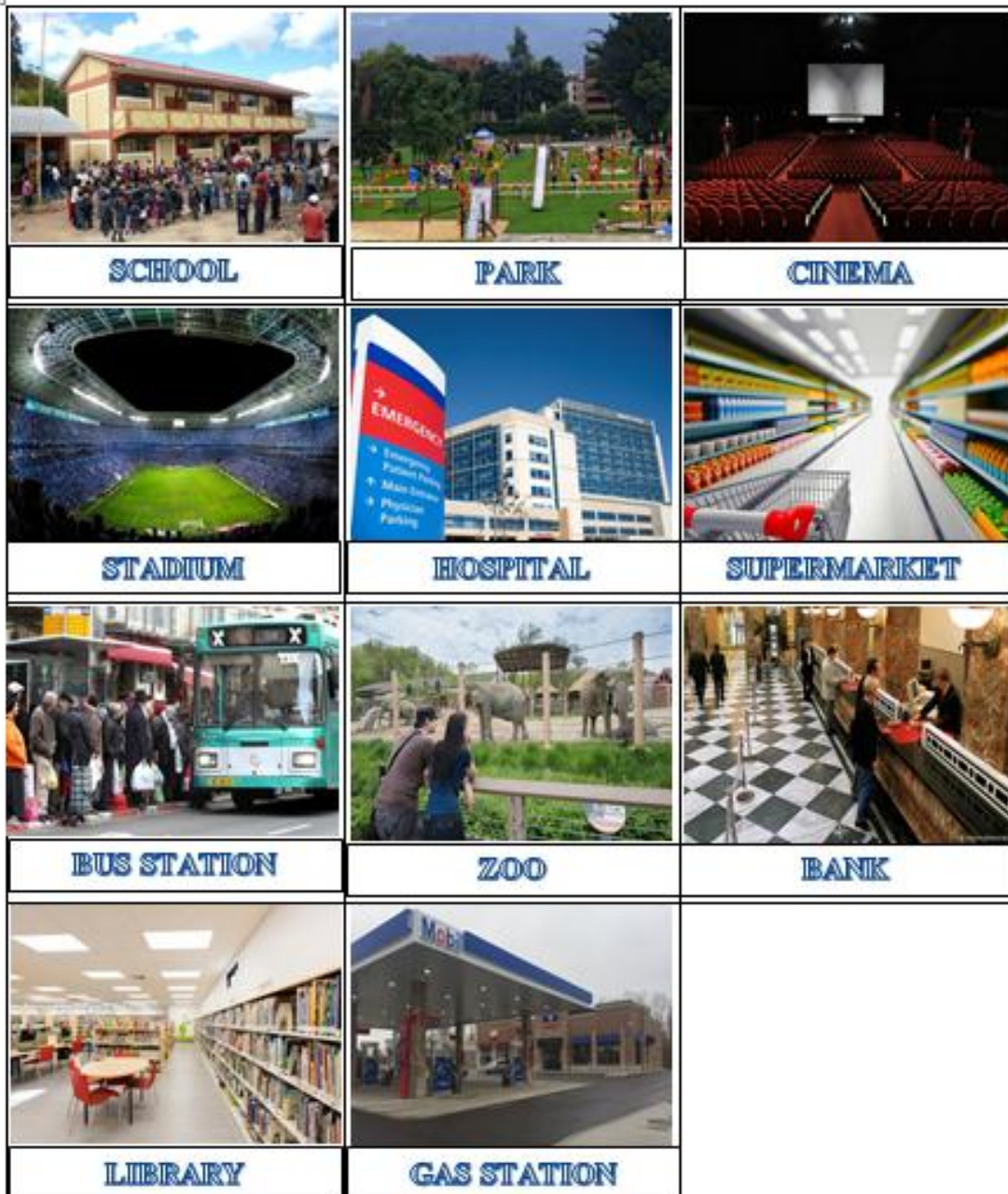
Time	Activities
<b>8:10-8:15</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>-Greet students,</li> <li>-Present the activities that will be developed during the class.</li> </ul>
<b>8:15-8:25</b>	<p><b>First activity</b></p> <ul style="list-style-type: none"> <li>-Show students eleven flashcards with pictures household items such as washing machine, refrigerator, microwave oven, blender, broom, stereo, T.V, mop, stove, iron, coffee maker.</li> <li>-Make students recognize the different household items and say them in English</li> <li>-Teacher shows all different household items with the corresponding name in English at least 3 times</li> </ul>
<b>8:25-8:40</b>	<p><b>Second activity</b></p> <ul style="list-style-type: none"> <li>-Teacher asks students to study the writing of each household item.</li> </ul>

<b>8:40-8:55</b>	<b>Third activity</b> -Teacher shows flashcards with different household items at random. Next, asks students to raise their hands to come to the board and write the name of the household item in English and write a short sentence with the word. If it is not correct, another student who raises its hand will come to the board to do the correction. -When finishing all the household items at least 2 times, the teacher gives some recommendations or corrects any mistake if necessary.
<b>8:55-8:59</b>	<b>Final activity</b> -Share conclusions about the activity and ask them to study again the vocabulary learned for the final test. -Thank students.

**Conclusion:** At the end of the previous lesson students will be familiar with household vocabulary. They are going to be capable of recognize the different household items, say its name in English and write it correctly

## Annex 5. Minimized Flashcards

## Category 1. Places in town





## Category 2. Professions



**Category 3. Animals**

## Category 4. Household items

4

		
<b>WASHING MACHINE</b>	<b>BLENDER</b>	<b>MICROWAVE OVEN</b>
		
<b>MOP</b>	<b>STEREO</b>	<b>TELEVISION</b>
		
<b>COFFEE MAKER</b>	<b>STOVE</b>	<b>IRON</b>
		
<b>REFRIGERATOR</b>	<b>BROOM</b>	