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**Title:**

**The Role of Flash Cards and Word Lists in EFL Learners'  
Vocabulary Acquisition.**

**Case study: Babouche Said Middle School First Year Pupils.**

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## ***Dedications***

*First, I want to dedicate this work to my beloved parents who always wanted to see me graduate. Thank you for giving me courage, and your prayers.*

*To my friends: **Kenza, Célia**, and all my classmates*

***Thank you***

***Manel***

To my Dear Family

To my best friends: **Célia, Mina and Manel**

To every person who supported me

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## ***Abstract***

The present work investigates the role of “Flash Cards” and “Word Lists” in EFL learners vocabulary Acquisition in the Middle School “Babouche Said”, Tizi-Ouzou particularly First Year pupils. In order to reach the objectives of the study, the integrated approach that was developed by Rogers was adopted. To conduct the current investigation, a Qualitative Method was adopted in relation to Data Collection and Qualitative Content Analysis for Data Analysis. For collecting data, two instruments were used: a classroom observation conducted with the use of a checklist containing (6) items based on the principles of the Integrated Approach in “Babouche Said” Middle School from 2<sup>nd</sup> to 9<sup>th</sup> May, we attended only few sessions. In addition, a Semi-Structured Interview with (9) questions was conducted with teachers of English Language who work there. The results of this study reveal that teachers use different techniques in teaching, among them Flash Cards as an effective technique in the learning process. The obtained findings indicate that teachers use Flash cards, and learners have a positive attitude towards using them since it helps them to acquire and understand the English vocabulary. Moreover, teachers believe that using Flash Cards make the learning environment rich and attractive. On the basis of the findings, it is concluded that Flash Cards are an effective technique and have a role in teaching and learning the English vocabulary.

***Key words:*** *English Vocabulary, Flash Cards, Integrated Approach, Teaching and Learning Vocabulary, Word Lists*

### *List of Abbreviations*

- *EFL: English as a Foreign Language*
- *LSRW: Listening, Speaking, Reading, Writing*
- *MS: Middle School*
- *MS1: Middle School First Class*
- *MS5: Middle School Fifth Class*
- *QCA: Qualitative Content Analysis*
- *QM: Qualitative Method*
- *VTA: Visual Teaching Aids*

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# ***General Introduction***

### **Statement of the Problem**

A prominent step to learn a second or foreign language is the mastery of its vocabulary. It is an indispensable element in the expression of meaning, and the communication of ideas through language skills (Mehring, 2005, Carpenter and Olson, 2011). It is cited by Cameron in 2001, that vocabulary is the central element to learn a language at the primary level to enrich learners' language acquisition. Thus, without an extensive knowledge of vocabulary and the use of different strategies for learning new words, learners may feel disappointed and lose their confidence.

Vocabulary holds a significant position in language learning and has been the subject of numerous studies, each contributing to the field in its own way. Laufer (1997) asserts that vocabulary is the core of language learning and language use. It is an essential component in any language. As Hilton and Hyder (1993) argue a broad vocabulary can enhance confidence and provide pleasure to both the speaker and the listener. Difficulties arise for learners when attempting to solve problems during the learning process, often due to a lack of necessary vocabulary. This breakdown in communication has been demonstrated by various researchers and studies that focus on vocabulary learning as a means to facilitate effective communication. Students frequently express that their primary obstacle in acquiring a second language is the deficiency in vocabulary. It is a common complaint among learners throughout the language learning journey. In fact, the importance of vocabulary acquisition cannot be overstated, as without it, learners will be unable to effectively utilize the target language for communication purposes (Richards, 2001).

This is why studies in relation to the field of teaching and studying foreign and second languages have to point out that students have trouble in picking up and remembering vocabulary of the target language. Thus, the use of 'Flash Cards' or "Word Lists" is one technique among the others that can be used by teachers to assist students in learning the correct vocabulary quickly and easily. An extensive amount of research have been done on this subject to identify the most

effective techniques for assisting students in building their vocabulary. The first study was conducted in Majmmah High School in Saudi Arabia. It aims to draw a comparison between two techniques “Flash Cards and Word Lists”, by using an experimental study. The results have concluded that there is no significant difference between the two techniques. (Suleiman and Norein Osman, January, 2015).

The second one was conducted at an Iranian university entitled “The Effect of using vocabulary Flash Cards on Iranian Pre-University Students”, using a quasi-experimental method. It aims to try to find the appropriate technique, either Flash Cards or Word Lists. The results of this investigation have shown that Flash Cards have no significant role in promoting vocabulary for students, stressing out the benefits of Word Lists in learning (Komachali, M. & Khodareza. M.,2012).

Vocabulary is an essential component of language teaching and learning, and has been the subject of numerous studies aimed at elucidating its significance in this context. However, in Algeria, this aspect of language education has not received adequate attention. Specifically, First Year pupils in Algerian Middle Schools encounter difficulties in retaining and utilizing the target language vocabulary, which can be attributed to the pedagogical techniques employed by their teachers. Our investigation seeks to explore the effectiveness of Flash Cards and Word Lists as pedagogical tools for vocabulary acquisition as well as, their potential benefits when used side by side.

### **Aims and Significance of the Study**

This dissertation attempts to investigate First-Year English language teachers’ use of “Flash Cards” and “Word Lists” in the Algerian Middle School, namely “BABOUCHE SAID” in Tizi - Ouzou in order to show their effectiveness and the role that the two techniques can play in the acquisition of vocabulary. The work is centered into three objectives: for a start, to highlight the

techniques used by teachers for building a strong vocabulary for learners. The second one is to describe the two techniques together and determine the most useful one. As for the third one, it is to check the role of these two techniques in teaching and learning process. To reach our desired outcomes, we shall employ “The Integrated Approach” formulated by Theodor Rogers in the late of the twentieth century. According to him, this approach entails the amalgamation of two or more approaches. It is principally used for the sake of investigating issues that cannot be investigated relying on one single approach. The aim for utilizing this approach is to facilitate the investigation of the topic that comprises multiple elements. In our topic, we have combined two books, in which each one addressed an element to facilitate the research.

The first book published by “Puchta and Gerngross” under the name “*Playway to English Level 3*”. Within this book, authors emphasize the efficacy of utilizing Flash Cards to enhance pupils’ vocabulary and proficiency in the language four skills, with a particular emphasis on the first principle of the approach “Visualization”. In essence, this book determines the significance of implementing Flash Cards in vocabulary teaching and learning. Additionally, the second element under consideration pertains to the use of Word Lists as discussed in the book devoted by Nation entitled “*Learning a Language in Another Language*”, more specifically on page (217) “*Learning Strategies and Guessing from the Context*”. This book delves into the development of William’s Taxonomy concerning Word Lists with the process of determining their significance in the acquisition of vocabulary.

The findings of this study are anticipated to provide valuable insights for teachers in enhancing the teaching process by employing suitable techniques. Additionally, it is expected to offer learners novel approaches to address and overcome challenges related to vocabulary acquisition in both teaching and learning process. Furthermore, it can help learners improve their vocabulary and they can acquire through the use of different techniques in such a way to attend the purpose of vocabulary acquisition.

## **Research Questions and Hypotheses**

In this present investigation, the subsequent questions are designated:

1-Do EFL teachers in “BABOUCHE SAID” Middle School use “Flash Cards” and “Word Lists” to teach English vocabulary or, at least, one among the two?

2-Which technique among “Flash Cards” and “Word Lists” is effective to help learners acquire vocabulary easily?

In order to address these questions, two hypotheses have been posited:

H1: Yes, teachers in “BABOUCHE SAID” Middle School use Flash Cards most of the time rather than Word Lists to teach the English vocabulary.

H2: Flashcards is the most effective technique that helps learners to acquire vocabulary contrary to Word Lists.

## **Research Techniques and Methodology**

In this dissertation, we adopt the qualitative method for data collection and data analysis. The data are gathered using two main instruments: a classroom observation and an interview. The classroom observation is used to collect valid information and to better understand the topic of the current study. The interview is conducted with teachers for the aim of highlighting whether English teachers use these two techniques or, at least, one among the two and stating whether they offer benefits for their learners.

### **Structure of the dissertation**

Our dissertation contains four chapters following the traditional sample model of writing an academic research work. It starts with a “General Introduction” in which we introduce our topic, presenting the research questions, hypotheses and objectives of the study. Then, it is followed by the “Review of the Literature” which provides the background of the study and it is divided into three parts. The first part “Vocabulary”, deals with its definitions, Aspects, kinds of vocabulary, and its importance in EFL classroom teaching and learning. The second part deals with techniques, in which the first part deals with Flash Cards and its following points that are related to. In addition, the second part comprises Word Lists and its linked sub-titles. As for the third part, it tends to present the theoretical framework adopted to carry out the study.

“Research Design” provides a detailed description of the participants and the content of investigation as well as the procedures of data collection and analysis. The next chapter is entitled “Presentation of the Findings”, it describes the results obtained from the investigation. The last chapter is “Discussion of the Findings”, discusses the results of the whole study. Our work ends with a “General Conclusion” that summarizes the main research findings and gives recommendations for further investigations.



*Chapter one:*

*Review Of the literature*

# Review Of the literature

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## Introduction

The current chapter attempts to show various concepts related to our study. It is developed into three distinct sections. The first section addressed the notion of vocabulary, definitions, Aspects, and types, in addition to its significance in the context of English as a foreign language acquisition.

The second section is titled “Techniques for teaching and learning vocabulary”, and comprises “Flash cards and Word Lists”. The first part, deals with different definitions of Flash Cards and types, previous studies, history and stressing its strengths in teaching and learning foreign language for both teachers and learners. Moreover, determining Flash Cards as a teaching aids, stressing the actual situation of using Flash Cards in the Algerian middle schools.. As an additional point, tends to make relation between Flash Cards to “Puchta and Gerngross” book titled “Playway to English Level 3”.

The second part, pertains to the elucidation of Word Lists, previous research that underscores its benefits in the educational area and its application in the classroom, in relation to William Taxonomy of “*Learning Strategies and the Concept of Guessing from Context*” as it is expounded in Nation’s publication (2001:217) “Learning a language in another language.”

The third part, pertains to the “Theoretical Framework” which expounds upon the theoretical underpinnings employed in conducting this investigation, elucidating its principles, and its relevance to the study. This section elucidates the rationale behind the selection of this theory, and how we utilize it to derive answers to our research questions.

## 1. Definitions of Vocabulary

Vocabulary is the major component of any language, and is an important aspect that must be addressed in both teaching and learning. As a result, many definitions for vocabulary have been given, mainly to reveal the benefits that can vocabulary represents in teaching and learning. As stated

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by Harmer (1991:153) , “*vocabulary is the vital organ of language development.*” we can understand that the author show the role or the significance of vocabulary in a language and describes it as a vital organ, that can not be separated or taught in isolation.

In addition, Hornby (1995:1331) defines vocabulary as the total number of words in a particular language, all the words known to a person or used in a particular book, subject, and so on. A list of words with their meaning, especially one that accompanies a text book”. Through this definition, we can understand that vocabulary contributes the fundamental or initial element that must be proficiently acquired in the process of language acquisition, particularly in the context of English. Subsequently, it is followed by the mastery of other components within the English language.

Furthermore, according to Procter (1996:628), the term vocabulary can be defined as the entirety of words utilized by an individual or the complete set of words present in a given language. This implies that vocabulary is comprised of words that are exclusively found within specific language. The comprehension of vocabulary is therefore dependent on the utilization of words that constitute it. In essence, the presence of words within a particular language is a fundamental prerequisite for the understanding of its vocabulary

Richards (2002:255) defines vocabulary as “*the core component of language proficiency and provides much of the basis of how learners speak, listen, read and write*”. This means that, vocabulary is the heart of any language wanted to teach and helps learners to improve their skills to communicate easily with one another.

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## 1.1. Types of Vocabulary

When coming to define vocabulary, it is indispensable to know its types as well. Researchers divide vocabulary into two types: Active and Passive vocabulary. Harmer (1990) made a difference between these two types of vocabulary. The first type of vocabulary refers to the one that learners are taught and the ability to it. In addition the second type, refers to all words that learners will learn and receive when they will meet each other, but they will not be able to use, and pronounce as it is quoted by Haycraft in Hatch and Brown (1995), who made another distinction of the types of vocabulary to discover the new ones which are the following:

**1.1.1. Receptive:** refers to the words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or come across in reading texts but do not use it in speaking and writing. ( Stuart Webb, 2009)

**1.1.2. Productive:** it consists of words that learners understand and can pronounce correctly and use constructively in speaking and writing. (Stuart Webb, 2005 )

## 1.2. Aspects of Vocabulary

When coming to learn vocabulary, teachers need to convey several aspects to their learners, which are the following:

### 1.2.1. Meaning

The semantic interpretation of a word can vary depending on the contextual framework in which it is employed, as a results the possibility of having multiple meaning. Teachers can use a variety of methods or strategies to help students discover meaning, including guided search, contextual guessing, and the use of dictionaries to help students uncover the meaning.

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### 1.2.2. Spelling

Spelling is an indispensable element within vocabulary learning because it makes reading easier. As for spelling, this is why the same word can have multiple spellings in the same English variant, or more commonly belongs to different variants, as it is the case with many terms in British or American English. (Lopez, 1998:38).

### 1.2.3. Pronunciation

Most words have only one pronunciation, but sometimes a word has several pronunciations. This can be seen in some words for example: word “present” which is pronounced /preznt/. Or, /pri' zent / and the word “read”, which is pronounced / ri:d / and / red /. The English pronunciation is difficult for learning because it has nothing to do with the spelling of words, students will become fluent in learning English words without stimulation which makes it easier to communicate with the receiver.

### 1.2.4. Word Classes

Word classes are categories of word. There are grammatical patterns that should be practiced fluently by the students such as noun (countable and uncountable), verb complementation, phrasal verbs, adjectives and adverbs. (Kareem, 2000, p.04 ).

### 1.2.5. Word Use

Terminology is the manner in which a word, phrase or idea is used in a language. It might also entail grammar, making it a topic for in depth research analysis, taking into consideration the contextual framework in which it is used to understand it well as for the meaning, also to determine its regional and social use. (As it is cited in Mardianawati, 2012:11)

## 1.3. The Importance of Vocabulary in Teaching and Learning Foreign Language

Vocabulary is very important in learning any language, because, it is considered as being the basic and the foundational element to communicate. It combined the four English language skills

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which are; listening, speaking, reading and writing. Its basic aim is to enable students to better acquire and learn a language.

Lewis (1993, p.89) declare that “*Lexis is the core or heart of the language.*” Based on this quotation, we can clearly understand that without lexis we cannot learn any language, and in order to master the last you are obliged to learn before the lexis. As far vocabulary, it is used in recognizing different things’ names, actions, as well as different concepts. Thanks to vocabulary which makes us understand what is written which promotes the skill of reading. Many researchers and studies reveal that learning a vocabulary motivate students and help them to better engage in the process of learning and teaching.

According to Palmer in Richards 2001, stated that vocabulary was one of the most essential aspects of foreign language. That is to say, in order to learn and acquire a foreign language, we need to learn many aspects and the most important one is vocabulary.

## 2. Techniques for Teaching and Learning Vocabulary

### 2.1. Flash Cards

Flashcards are a pedagogical tool that employs visual aids to convey meaning for students.

Specifically, Flash Cards used images to illustrate concepts and facilitate comprehension.

In fact, some authors define Flash Cards as follow:

Harry Lorayne and Jerry Lucas ( 1974, p.130) , Flash Cards are defined as” *a system of learning using small, portable cards with questions or information on one side and answers on the other side.*” This means that Flash Cards are used for quick and repetitive aid to memory retention. Another definition provided by Dave Meier (2000, p.79), Flash Cards are defined as ”*Tools used to present small pieces of information on portable cards.*” Which means that they are used to aid learning,

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reinforce concepts. Flashcards can be used in an easy, comprehensive, and in a clear way since they are in form of portable cards to support memory retention. Teaching vocabulary with the use of Flash Cards help learners to understand the meaning of the word, pronunciation and spelling, memorizing the new words, and practice the structure, and word order.

Schmitt (1997, p. 212), “*new words can be learned by pictures and meaning by definitions*”. In other words, Flash Cards are a very useful element to teach vocabulary, because the students will easily memorize all words and their meanings, and they can use them in real life situations to enrich their vocabulary pocket. Flash cards either printed or digital have a great impact and role on students since they include visualization which reinforces teaching and learning of vocabulary. Flash Cards are used everywhere and anywhere; teachers can use them for saving time. Gerngross and Puchta (2009, p.15 ), admit that Flash Cards are the media that can be used to introduce new concepts and new context visually.

### 2.1.1 Memory and Motivation

Memory is a crucial cognitive function that facilitates the acquisition, storage and retrieval of vocabulary. Waring (2002, p.1) believes that, “*It is easier to forget a word than remember it. Initial word knowledge is very fragile and memories of new words that are not met again soon, are lost. This is because our brains are designed to forget, not remember*”. That is to say, if the knowledge acquired in initial stages it is not repeated and integrated to the old knowledge. It will be easy to forget, since it is stored in the short term memory and would not be transmitted to the long term memory. In which, it will be retrieved the time we want. Motivation is another crucial element that controls the acquisition of vocabulary of foreign language. Thornbury (2002, p.159), states that “*As language teachers, we want to arouse interest in words and a certain excitement in personal development in this area*”. Many techniques could be used to boost young students’ arousal and interest in vocabulary learning, so for teachers to bring more fun to the classroom, it is really

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important to integrate interesting activities such as using flashcards with games, songs, and with storytelling in order to improve learners' motivation.

Which means, it is up to the teachers to lead students to remember or forget the vocabulary knowledge depending on the technique used by them during vocabulary lessons, such as integrating Flash Cards in various activities in order to keep the students' willingness to learn.

### **2.1.2. The Use of Flash Cards in Drilling Vocabulary**

Flash Cards can also be used to drill vocabulary for learners. This is how it can reinforce vocabulary. First, teachers need to show the Flash Cards for their learners, then saying the words written so loud and ask them to repeat (learning a word through repetition). Furthermore, teachers show them words regularly in such a way to not forget it. It is better showing words with pictures to focus on the visual. Here, learners will see the picture and they will try to find the word missing. In fact, teachers must organize some workshops to test their learners by dividing students into groups, playing with cards (pictures), or showing them cards and they will try to guess, to think about the meaning of the words written on the cards, here teachers will play with them for the purpose of expressing themselves and to get them involve in teaching process, as well as trying to develop their skills depending if it is speaking, listening, reading or writing. This kind of technique can make them love the class, excited, motivated and learning in the same time.

### **2.1.3. Previous Studies in relation to Flash Cards**

Many studies were conducted in favor to highlight the importance of using Flash Cards technique in learning vocabulary, and to question whether it is effective or not. We can mention the one of Nakata (2008) which is entitled “**Compared Vocabulary Learning with the use of Flash Cards and Word Lists**”. The findings of this study indicate that learning and teaching with the use

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of Flash Cards can be effective, and can be considered as a great and big opportunity to learn Vocabulary.

In the same vein, another study was conducted by Baleghizadeh and Ashoori ( 2011 ) in the purpose of exposing the different advantages of Flash Cards as well as they tried to make a comparison between Flash Cards and Word Lists and to know which one is more effective than the other one by doing a test with an experimental group. At the end, the two researchers perceived that Flash Cards have a strong and an important influence on students' learning.

### **2.1.4. History of Flash Cards (Reading Disentangled, 1834)**

Flash Cards have a long history and have been used as a learning tool for centuries. The origins of Flash Cards can be tracked to Ancient China and Greece, where scholars and educators used small cards to aid memorizing and learning. In Ancient China, during the Tang Dynasty ( 618 – 907 AD ), scholars used small cards known as “ bingjiapan ” to study and memorize classical texts, poetry and historical facts. These cards had information written on them, and were used to reinforce knowledge. Also, in Ancient Greece, the philosopher Socrates ( 469 – 399 BC ), used a similar method of teaching by using questions and answers on small tablets. This aforementioned approach, was recognized as “The Socratic Method.”

Then, the modern concept of Flash Cards, as we know them today emerged in the late 19<sup>th</sup> and 20<sup>th</sup> century with reference to Disentangle ( 1834 ), a set of phonic Flash Cards which were prepared by English educator, “ Favell Lee Mortimer ”, and were regarded as the first Flash Cards. A single sided book was used for early literacy education prior to that. In 1970's, the German Scientific Journalist “Sebastian Leither” in his book entitled “So learnt Nan Lerner – Der Weg Zum Erfolg- (How to learn) introduced “The Leither System” for scheduling Flash Cards. Today, Flash Cards continue to be recognized as an effective tool for reviewing and reinforcing knowledge, promoting

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active learning, and enhancing memory retention. They are frequently employed in classrooms as means of facilitating the pedagogical, and cognitive process of instruction and acquisition.

### **2.1.5. Strengths of Using Flash Cards as a Teaching Tool for Vocabulary for both Teachers and Learners**

#### **2.1.5.1. For Teachers:**

Flash Cards are considered as being the effective tools for teachers as for learners thanks to the different opportunities and advantages they offer to them. We are going to start by listing their advantages first for teachers, as we mentioned before, the use Flash Cards in learning English language is very beneficial and helpful, in addition, it entertains and help to create an atmosphere of joy in classrooms. Besides, this tool enhances the overall educational experience. Furthermore, the use of Flash Cards in teaching have been identified a useful and effective resource for educators and teachers; because they facilitate the construction of students by virtue of their size, which is comparable to that A4 paper. Thanks to this characteristic, students can easily match the cards, and as a result; promoting their comprehension.

Additionally, pictures are effective, clear, and useful because it is a visual tool which serves to attract the attention of students, then, enriching their visual learning experience. The use of Flash Cards by the teachers provides them a diverse and a range of options that help them in teaching and transmit the messages in a better way for learners due to the elements that incorporates such as pictures and games. All the mentioned advantages help to promote, create a dynamic and engaging learning environment. ( Faroukhi & Zohrabi, 2021)

#### **2.1.5.2. For Learners**

In this paragraph, we tend to cite the advantages of using Flash Cards for learners. First, it is important to mention that this technique in teaching and learning a foreign language is very

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exciting, playful, entertaining, and motivating because it facilitates the English Vocabulary comprehension. Second, this tool help students to engage mentally and emotionally since it is an entertaining and a relaxing learning experience. Third, it promotes active participation among students even those who do not like to participate, fourth, the utilization of Flash Cards has been considered as being an interesting teaching and learning process compared to traditional methods, for the reason that Flash Cards aid in retaining words through visual representation and contextualization. ( Faroukhi & Zohrabi, 2021)

### **2.1.6. Flash Cards in relation to the Book of Gerngross and Puchta “Playway to English Level 3” ( 2009 )**

“Playway to English Level 3” is an English Language Learning book authored by “Gerngross” and “Puchta”, is designed for young learners. Flashcards can be a valuable resource to supplement the use of this book, flashcards can be related to and used in conjunctions to this book, for example “Visual Aid”, “Playway to English level 3” emphasizes on visual learning and the use of illustrations to support language acquisition. Flash Cards align well with this visual approach presented in this book. Also, with combining Flash Cards to this book, that is what we called “Language Expansion”, they can be used to expand on the language presented in the book. Teachers can create cards with additional words, idioms, or phrases that relate to the themes, and language structures covered in “Playway to English Level 3”, this help students broaden their vocabulary and language usage beyond the content of the book. This book support visual learning, and provide additional opportunities for practice and reinforcement of language skills.

### **2.1.7. Flash Cards as a Teaching Aids**

English as a foreign language, is not commonly used in daily social interactions, and is often considered a challenge subject for learners. As such, it requires careful consideration and strategic

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approaches to facilitate effective learning. In order to make the study of English more accessible and engaging, teachers should employ diverse range of teaching aids to aid in the explanation of course material. Effective teaching strategies should be creative, and adaptable to the needs of individual students throughout the teaching and learning process, failure to do may results in student disinterest and disengagement from the subject matter.

Teaching aids serve as a valuable tool for enhancing the learning experience, providing opportunities for students to engage with course material in new and innovative ways. These aids can be broadly categorized into four main categories: bulletin boards, charts, Flash Cards, manipulative and experiments. Beyond classroom decoration, these aids are designed to teach, illustrate, and reinforce lesson content. Flash Cards are along these visual aids that play a significant role in enhancing learners engagement, and interest in the learning process. They facilitate comprehension and memory retention, as well as establishing connections between the subject matter and real-life applications. Flash Cards are effective; they are contextually meaningful and encourage learners interactions, thereby promoting information processing. (Azhar Arsyad, 2002).

In order to ensure successful vocabulary instruction, teachers must use effective teaching strategies. These strategies aid students in vocabulary comprehension, more easily, in the context; the use of Flash Cards as a visual teaching aid is adopted as a teaching strategy for vocabulary instruction.

### **2.1.8. The Current Situation of Using Flash Cards in the Algerian Middle Schools**

The use of visual aids in educational settings determines the extent to which visual teaching aids are readily accessible. This availability can range from being plentiful, and abundant to being scarier or non-existent. In Algerian Middle Schools, relevant teaching aids such as Flash Cards witnessed a great presence in teaching and learning English vocabulary classrooms. Nowadays, in

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addition to pictures in textbooks, Flash Cards are among the techniques used to teach vocabulary in middle schools in Algeria. In one hand, to implement and integrate new technique to teach, on another hand to facilitate the task for teachers as well as for learners, in such a way that it is up for teachers to raise the importance, and the role that can Flash Cards display by showing its effectiveness and integrating it in various activities. ( Farahman & Zohrabi, 2021)

### 2.2. Wordlists

A Word Lists can be defined as a sheet of paper where learners write the L2 words along with their L1 definitions, or translations to one side of each word. It is commonly used by teachers mainly in teaching vocabulary, and to discover new concepts and words that can be helpful for them.

The efficacy of this technique divided authors, and their opinions into two sides: proponents and opponents. The proponents of this technique, believe that working with Word Lists is one of the most effective ways of acquiring L2 language as it is cited by Maera and Nation in (1995). On the other hand, others came to criticize this technique in a way that it acquire complex nature of words, and learners need to encounter words, so they criticize it from the side of assimilation and describes it as being a boring tool of teaching. Furthermore, as it explained before that the opponents of Word Lists argue that it is context limitation, which means that it can not adequately account for manners and context dependent nature of language, they add that it has several negative points in teaching and learning vocabulary.

The term “Word Lists”, was originally used in reference to Word Lists made by researchers for the purpose of designing syllabuses, developing language tests, analyzing texts, and teaching vocabulary in a specific field. Those Word Lists include “Academic Word Lists” (Coxhead, 2000), “Business Word Lists” (Konstantakis, 2007), “Science Word Lists” (Coxhead and Hirsh, 2007), “Medical Academic Word Lists” (Wang, Liang, and Ge, 2008). “First 100 Spoken Collocations”

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(Shin and Nation, 2008), “Agro Corpus Lists” (Martinez, Beck, and Panza, 2009), “Basic Engineering Lists” (Ward, 2009), and “Phrasal Expressions Lists” (Martinez and Schmitt, 2012).

### **2.2.1. Previous Studies in relation to Wordlists**

Robert Van Benthysen (2003), investigated the benefits of using Word Lists in vocabulary instruction. His study was carried out with a class of fourteen Japanese College Students. The findings of the study confirmed that using Word Lists help learners in acquiring vocabulary effectively. To carry out his study, he used tests to point out the level of learners, and how their reaction was and how they assimilate which means the manner of assimilation and understanding. From his study, Benthysen noticed that teachers working with Word Lists during vocabulary classroom provide motivation and create a safe space when learning. Benthysen’s conclusion, tends to support that learning vocabulary using Word Lists has some value in language and vocabulary instruction. Another point to shed light on, was that Benthysen described Word Lists as “Decontextualized tool”. It refers to a tool or instrument that has removed from its original context. This type of tool used significantly in research or the educational context in which it is necessary to examine and analyze the tool in isolation.

In the same line, Lu in Taiwan ( 2004 ) conducted a study that indicated that learning with Word Lists and using them as a tool in the process of teaching and learning has great benefits. He points out that teachers during lesson, for instance teachers gave their learners a bilingual list of words which contain word in L1 language and words in a foreign language. Teachers have noticed that learners, who used the bilingual lists performed much better than the ones who learned from same target lists with translation. He concluded that Word Lists continue to be a beneficial learning tool depending on their use by teachers.

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When coming to discuss the topics of these previous studies, either the studies related to Flash Cards or Word Lists, we have noticed that they do not receive attention in Algerian Context, through these previous studies we see that they were investigated each one in isolation either Flash Cards alone or Word Lists as well. So, we will combine the two techniques trying to find the most effective technique among the two which has a significant impact in teaching and learning vocabulary for students relying on “The Integrated Approach” as a theory. ( Farahman & Zohrabi,2021)

### **2.2.2. Advantages of Word Lists in Teaching and Learning Foreign Language Vocabulary**

The use of Word Lists as a tool for teaching and learning vocabulary presents numerous advantages. One such advantage is the expansion, whereby Word Lists expose learners to a diverse range of words including those that they may already be familiar with, as well as new words that they may encounter during conversations. Through the use of Word Lists, learners are able to discover new words, including synonyms and idiomatic expressions, thereby enriching their vocabulary repertoire and enhancing their vocabulary proficiency. Additionally, Word Lists facilitate targeted learning, enabling learners to focus on specific areas of vocabulary. Learners are able to select and utilize Word Lists that are relevant to their field of study, personal, or professional context depending on their desired learning.

Reinforcement and Practice, is another advantage of this technique which facilitates the review and reinforcement of previously learned words, for example when teacher came to class and divided it into groups, and asked them to write such as essays using the words that they have already learned them before, learners in this case can review the Word List given by their teacher periodically to refresh their memories to practice the words usage, and analyze their understanding, this example of

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advantage reinforce and helps in long term memory retention, and as well the application of vocabulary.

Another different advantage which is Reference and Resource, as it is known that Word Lists serve as a valuable reference and resource for learners. They can consult Word Lists to either check words mistakes, sometimes word pronunciation to make sure that they are on the right path. In addition, it helps in understanding words usage which means the use of words in some different contexts. Word Lists provide as a valuable reference and resource for learners and it serves as sources of information. These benefits demonstrate the role of Word Lists in supporting and reinforcing vocabulary learning process and to improve learners' skills as well.( Oxford & Crookall,1990)

### 3. Theoretical Framework

In this current investigation, we tend to investigate the role of Flash Cards and Word Lists in teaching and learning vocabulary for First Year pupils in Middle school. By the use of Theodore Rogers "The Integrated Approach", which was formulated during the twentieth century involves the relation of two distinct works.

The first work authored by "Puchta and Gerngross", in book titled "*Playway to English Level 3*". They emphasize the significance of Flash Cards in the teaching and learning of vocabulary, as well as their role in developing of the four language skills, namely (Listening, Speaking, Reading and Writing). This work provides evidence in supporting the use of Flash Cards in language education.

In addition to that, the book of Nation titled " Learning a language in another language" specially in page 217 titled " Learning strategies and guessing from context" by William, where he draw a taxonomy of guessing words from context and he called it " William Taxonomy". The present

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study was conducted by combining two distinct works, with the aim of seeking answers to questions asked in the General Introduction. ( Theodore Rogers , 20<sup>th</sup> Century)

### 3.1. The Integrated Approach

It is an approach that incorporates two or more approaches; the primary purpose of its utilization is to conduct through investigations of issues that cannot be sufficiently explored through relying on one single approach. It is developed by “Theodore Rogers” in the twentieth century. The former is based on developing materials where teacher try carefully to select the appropriate material, for example for vocabulary this principle can rely to our investigation in case that teacher will try to find or to select which material is the most appropriate one either using pictures which is known as “Flash Cards” or “Word Lists” and to select them depending on the purpose of the lesson , and what the teachers want to have or to collect at the end which means to reach the objectives drawn at the beginning.

The second principle is Visualization, here it can be shown for the two sides and for the two techniques means that visual memory took part in teaching and learning, this principle can helps students to memorize easily, and especially for those who face difficulties in retaining new items using other sources. Another principle according to Rogers, is arranging what is to be taught in terms of the four skills (listening, speaking, reading and writing), teacher should divide the skills and the objectives of the lesson in terms of four skills beginning by receptive one, which means that learners will receive all information introduced by their teachers using one of the two techniques either Flash Cards or Word Lists. Furthermore, teachers ask their learners at the end of the lesson to practice and to produce, so focusing on the productive skills which are speaking and writing which means that teacher will ask them to produce either or oral expressions or the written one, and they will try to get learners involve in teaching and learning and they can make challenges to create a lively classroom,

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and a well amused atmosphere in which learners can express themselves without shyness.( Theodore Rogers , 20<sup>th</sup> Century)

### 3.2. Flash Cards and Word Lists and the Integrated Approach

In the educational process, it is known that Flash Cards and Word Lists are often used as tools in teaching and learning a language. They are integrated in teaching and learning process, the integrated approach aims to combine various and multiple approaches to solve a given issue, it is a combination of various language learning techniques to enrich and attend the solution to a certain complicated issues this is why we tend to use it to carry out our study because we did not find a theory that fits our topic of our thesis.

Flash Cards and Word Lists are often used as tool in the integrated approach to language learning, Flash Cards as a tool present a word, or sentence on one side and its meaning on the other side. They can be used to reinforce learning, test recall and promote active recall, and to develop the four skills as well. As far for Word Lists, which are typically comprehensive lists of vocabulary words, or phrases organized by topic or level can be used to build vocabulary, and to reinforce learning through repetition.( Theodore Rogers, 20<sup>th</sup> Century )

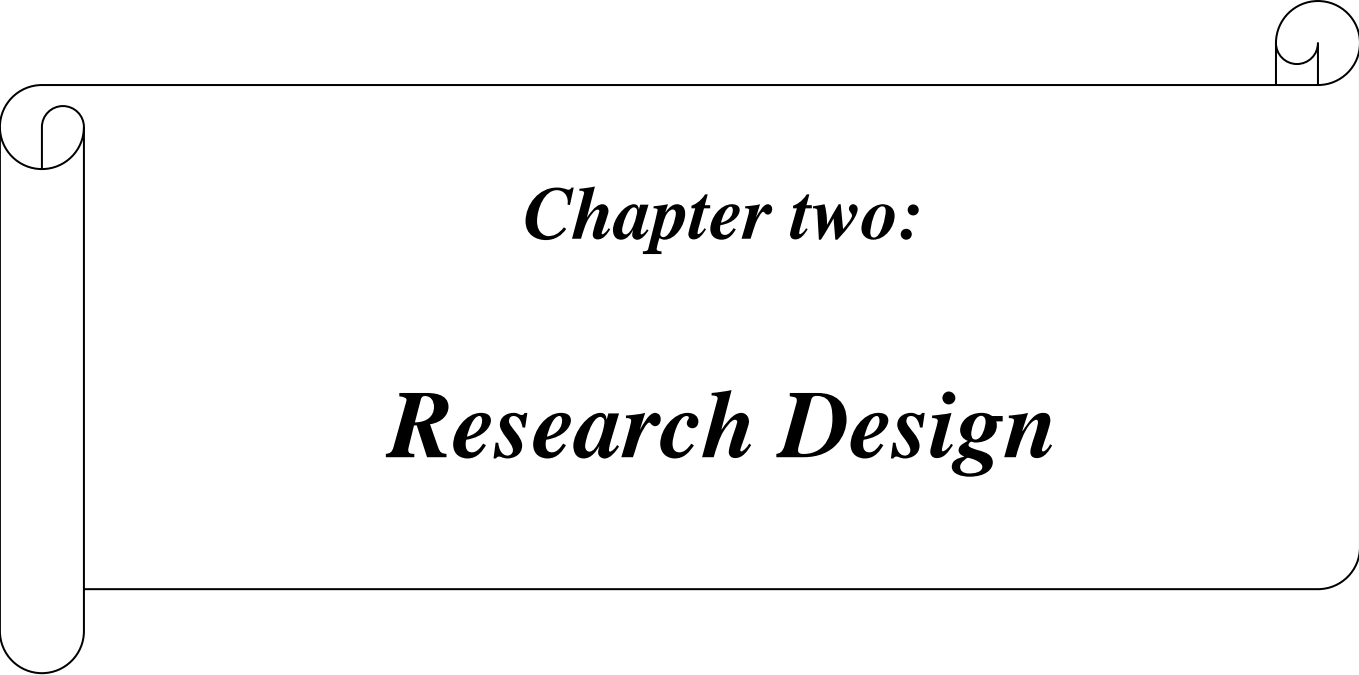
### Conclusion

This chapter is concerned with the Literature Review which is divided into three parts. The first part deals with vocabulary and its definitions, aspects and its importance in EFL teaching and learning vocabulary. The second part, titled “Techniques for teaching and learning vocabulary” where it discusses the techniques used to teach and learn either “Flash Cards” or “Word Lists”, coming with their definitions, previous studies, history of Flash Cards and its relation to a previous work by “Gerngross and Puchta”. Flash Cards as teaching aids, then determine the actual situation of using Flash Cards in Algerian Middle Schools. Furthermore, the present study incorporates Word

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Lists and their corresponding definitions, previous research findings relying to word Lists that highlight the benefits of utilizing such tool in the context of teaching and learning. Additionally, the third section of this paper delves into the theoretical framework that underpins the theory employed in this investigation. Specifically, this section outlines the theoretical perspective that informs the study's approach. In the next chapter, we shall expound upon the methodology employed in this study.



*Chapter two:*

*Research Design*

## Chapter two: Research Design

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### Introduction

This chapter entitled “Research Design” of our investigation, it aims to achieve and answer the research questions asked in the general introduction. It is divided into two sections.

The first one entitled “Procedures of Data Collection” which includes: method used to carry out the investigation, the context and participants. Moreover, it terms of delineating the instruments employed to advance the investigation, the present discourse aims to explicate the methodologies utilized to pursuit the knowledge.

Furthermore, it describes the tools which were used to progress the inquiry. The second section, entitled “Procedures of Data Analysis”, it is mainly for the description of the tools through which the information gathered is analyzed.

### 1. Data Collection Procedures

#### 1.1. Research Method

The qualitative method ( QM ) has been adopted to carry out our research, for both data collection and data analysis. Qualitative data are concerned with interpretation and explanation of data, this method was defined by Kothari in 2004, that qualitative data are concerned with research deals with data that are in forms of words or pictures rather than numbers. Which means that data represented in several forms like texts, documents, so the data are analyzed qualitatively.

In this investigation, the qualitative data are gathered through the use of a semi- structured interview and classroom observation, and the data were analyzed through the use of Qualitative Content Analysis (QCA).

### 1.2. Context of Investigation and the Participants

Our study is conducted in an Algerian Middle School situated in Tizi-Ouzou namely “Babouche Said”. This work was carried out in a public school since we have noticed that the majority of previous investigations were done in private one. The present study will center on public schools that employ the techniques referenced in the title of our research topic.

Accordingly, “Babouche Said” School was chosen as a sample to be focused in our study. In addition to this, we have attended different classroom observation sessions according to the information gained from classroom observation , the total number of the pupils in two classes that we have concentrated on were approximately 60 pupils, 30 pupils in MS1 and 30 in MS5. The purpose behind the choice of first year pupils specially ( MS1, MS5 ) was the level of pupils, and the way of teaching vocabulary using the techniques. Moreover, at this level they learn English and they do not possess any background information about English Language. Furthermore, teachers of first- year level took part in this study to provide us with information , and to know their opinion about the topic of investigation.

### 2. Data Gathering Tools

#### 2.1. Interview

The first tool that is used in our study is the interview. It has been defined as a conversation that takes place between an interviewer and an interviewee to achieve a specific goal ( Dexter, 1970; Moser and Kalton, 1972 ). Preparing for a good interview requires patience, careful attention, and sensitivity in choosing the right language to find the right answers to questions that will help you to better understand the issues you have been asked before.

## **Chapter two: Research Design**

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### **2.2. Description of Teachers' Interview**

To carry out our research, we adopted a semi-structured interview. As it is defined by Dawson ( 2007: 29-30 ) that semi structured interview is when researcher desires to know information that can compared and contrast with information ( data) collected with the use of any other type of interviews. This interview was conducted with teachers of first year in “Babouche Said” Middle School. To record the interview, we used an audio record ( mobile phone) in order to remember all the information and answers gained from the teachers in details. Furthermore, it helps us to order and organize all the answers reported by the teachers with the use of this interview that consists of ( 8 ) questions based on the principles of “ Integrated Approach” developed by Rogers. Through this interview, we aim to investigate the role of flash cards and word lists to discover the opinions of teachers there, and whether they use these techniques, and to determine the most useful and effective technique among the two that facilitate teaching and learning the English vocabulary.

### **2.3. Classroom Observation**

To carry on our study, we also adopted a second research instrument to reinforce our research and to get more valid data to give the results collected from the interview more importance and value. The observations conducted with the use of a checklist containing ( 6 ) items based on the principles of “ Integrated Approach”. As it is stated by Bell in 2001, a classroom observation is an examination with a purpose of teaching and learning through collecting valid data. In other words, a classroom observation is very important tool to conduct any research because it gives chance to the researcher to study the issue more deeply and in details than other data sources. In current study, classroom observation allows us to discover whether teachers use these two techniques in

## Chapter two: Research Design

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their classroom during vocabulary lessons or at least one among the two, and how learners interact with their teachers either by employing flashcards or wordlists. Furthermore, in these classroom observations conducted in “Babouche Said” Public Middle School of Tizi-Ouzou from 2<sup>nd</sup> until 10<sup>th</sup> May, we have attended only few sessions with first level because of time limitation.

### 3. Data Analysis Procedures

Data analysis means transforming raw data into valid, useful information that help and serve the researcher to achieve the goals of a given study. For this reason, we used the qualitative content analysis for a deep understanding of the issue and analyzing data obtained using both interview and classroom observations.

#### 3.1. Qualitative Content Analysis ( QCA )

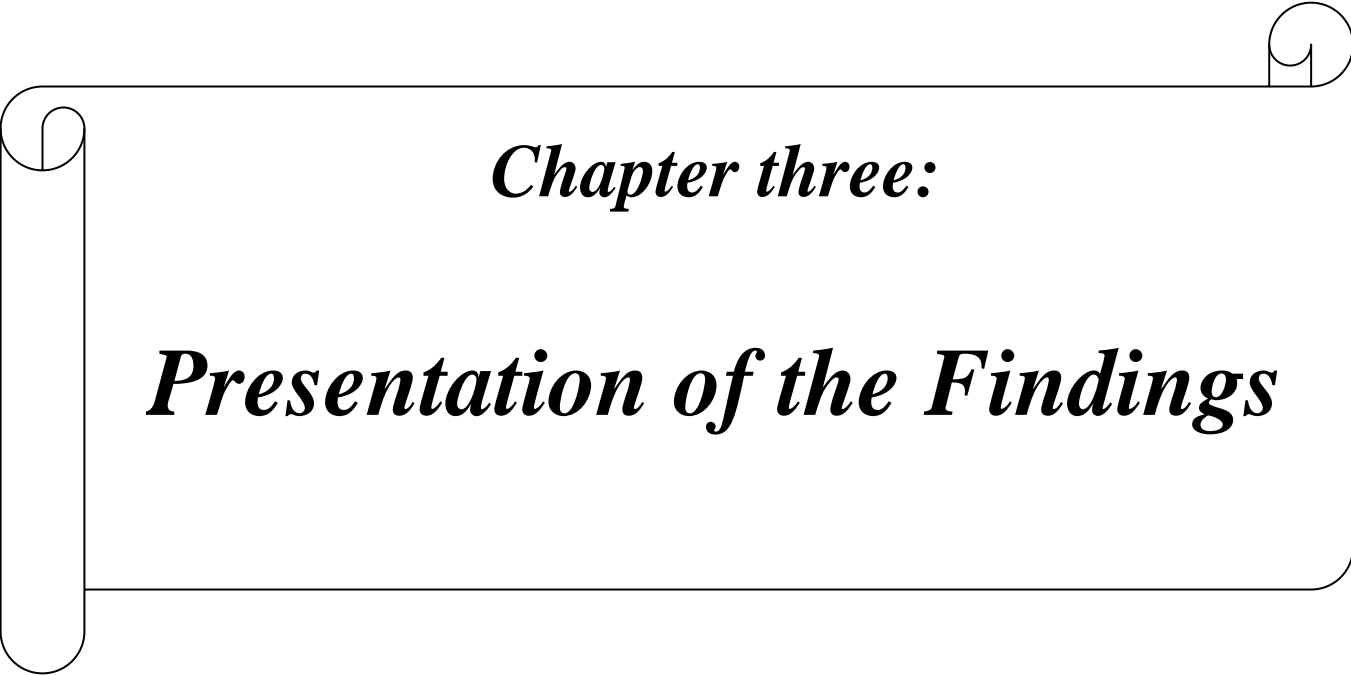
Qualitative Content Analysis is a technique used to classify raw data in to categories or themes based on reliable sources and interpretations. It is defined by Hsieh and Shannon,(2005, p.1278): *“as being a research method for the subjective interpretation of the content of the text data through the systematic classification process of coding and identifying themes or patterns”*. Which means that qualitative content analysis tend to interpret, analyze and explain the meaning within a given text, and for better understanding of the issue, it helps the researcher to understand well the issue and the topic of the study since it helps in decoding the meaning of a given theme, text.

## Chapter two: Research Design

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### Conclusion

The present chapter “ Research Design” describes the method used, the participants and the content in details. Furthermore, it gives a general view about the instruments adopted for data collection and for data analysis as well involving an interview for teachers and classroom observation in “ Babouche Said” Public Middle School. In addition, this chapter tends to present the method used for data collection “Qualitative Method” and “Qualitative Content Analysis” for data analysis. In the forthcoming chapter, we shall expound upon the findings of the investigation.



*Chapter three:*

*Presentation of the Findings*

### Introduction

This chapter attempts to present the data that have been collected through the use of two instruments namely an “interview” and “classroom observation”. It tends to present the results achieved from the use of a semi-structured interview conducted with two teachers from First - Year level to collect information about our topic. As well as, presenting the data collected from the classrooms observations.

It is divided into two sections, the first section is devoted for the presentation of the results of the interview. The second section, is concerned with presenting the results of the classroom observation

### 1. Presentation of the Results of Teachers’ Interview

The interview is the first data collection instrument used for the sake of gaining in depth information that provides answers to research questions, and confirmed or refuted the suggested hypotheses.

#### 1- As an English teachers, do you introduce new lexical words to your pupils within your lessons?

Teachers answered this question with a ‘yes’, ‘of course’, ‘sure’ and ‘100%’. They added that when coming to start with a new lesson, they endeavored to introduce words from the lesson at the outset, with the aim of facilitating comprehension and generating enthusiasm among their pupils about the content of the lesson. Moreover, teachers added and emphasized their answers through using some special expressions like “*It is logic*” and “*Generally speaking*”.

**2- How do you present your lessons to your pupils?**

The respondents have provided several techniques that they use when presenting their lessons to learners. Teachers of First Year claimed that they used variety of activities among them: filling the gap, matching, and sometimes games such as: quiz, and crosswords. They used some pictures in relation to the content of the lessons wanted to teach, or by distributing some Word Lists containing words that are linked to the lesson. Contrary to another teacher recommendation, like dividing class into groups to create a challenging atmosphere, to solve some subjects matter, and asking them for either an oral or written presentation. The teacher's aim is to bridge gap in pupils abilities, and providing them with chance to speak avoiding fear.

**3-Do you see that your learners face difficulties when learning? How do you manage to solve this kind of situation?**

When coming to analyze the teachers responses, we see that all teachers agreed that their learners face difficulties when learning English vocabulary. One of the teachers, claimed that due to varying levels of learners aptitude, there exist who exhibit a slower, moderate or accelerated rate of learning, they differ in time to assimilate and understand as well. In this case to solve this situation, teachers tend to use other techniques like Flash Cards as teacher of first level suggested in a way that it facilitates teaching and learning process.

**4-Do you think that is better to teach vocabulary through activities?**

For this question, the respondents said “*sure*” and they added that they prefer and agree to use activities most of the time, such as ludic one which refer to kinds of playful games like songs and games. Teachers sing with their pupils for example to learn “Daily activities”, “Days of the week”

to facilitate memorization through repetition. In addition, they added that these activities motivate and get pupils participate in the classroom.

**5- Have you ever noticed that these activities reinforce learning, or you suggest other activities or techniques?**

For this question, we noticed that the teachers of First Year have identified “Flash Cards and Word Lists” as supplementary techniques to activities they employed. They expounded on the effects, functions, and advantages of these methods in terms of enhancing memorization, and promoting active participation among their pupils. One of the teachers interrupted us and shared the extensive use of Flash Cards which primarily used in teaching practice. Also, added that the goal behind using this kind of teaching technique can reinforce pupils’ visual memory and way of interpreting phenomena.

**6- As teachers of English language, do you use Flash Cards and Word Lists, or you use just one technique instead of the other one to teach English vocabulary?**

In this question, all the teachers supported the use of Flash Cards rather than Word Lists and they describe Flash Cards as being a ‘*magic tool*’, ‘*time gaining*’, and also ‘*flexibility*’ in using it that make teaching easy and clear for learners, for them using Flash cards bring a lovely, amusing atmosphere. In contrast, they claimed that they do not use Word lists, it is not the same like Flash Cards. In short, they do not use Word Lists at all.

**7- Do you see that when using flash cards or word lists your learners are attentive in classroom?**

From the previous answer of the previous question, they all supported Flash Cards so they answer with a big ‘*yes*’, they said that learners are really attentive and motivated, even if when

there are learners who are not attentive or not motivated during the whole lesson, but when coming to use this technique, the classroom become lively and they become more active, they described it as ‘*vitamin*’ for learners. But, they do not neglect the effectiveness of Word Lists but they do not implement it.

**8-As English teachers, do you agree that it is the ideal technique to improve learners’ language skills? Do you select them for a specific purpose or just you select it randomly? (Both techniques)**

To answer the first part of the question, teachers of First Year reported that Flash Cards is the best technique to improve learners’ skills, and they support it rather than Word Lists, since it combines the four skills (LSRW) and it provides a simple way of teaching. Learners can understand only through using this technique with the help of their teachers, they are learning in a smooth way.

For the second part of the question, they said that they select techniques for a purpose not randomly depending on the context where it is used, and also for the objectives of the lesson mentioned in the beginning.

## **2. Presentation of the Results of the Classroom Observation**

During the period of the observation, which spanned from 2<sup>nd</sup> until 10<sup>th</sup> May, we have attended only few sessions because of time limitation. From the sessions that we have attended, we have noticed that vocabulary plays a great role in learning any foreign Language, and it is like the first step to learn any language. Before the beginning of the classroom observation, we tried to discuss with teachers responsible for First level debating with them major points, and the content that they provided during their lessons like the objectives of the lesson, the way and the techniques that are

implemented, and used in the classroom to transmit the message for their pupils, and how they interact. So, to reach our objectives we have prepared a checklist containing (6) questions to collect the information needed.

#### **1-Do teachers teach vocabulary through Flash Cards or Word Lists?**

Through the observation we have made, we have noticed that teacher in both classes MS1 and MS5 teach vocabulary with the use of Flash Cards most of time rather than Word Lists.

#### **2-Do teachers in both classes use one of these two techniques to introduce new lessons to their learners?**

We have noticed that teacher in MS1 class use flash cards. In a way, in this class comprises of learners who possess a superior level of comprehension, their aptitude is demonstrated through their examination papers, accent, expression, and their ability to communicate solely in English without the need for translation, even when the teachers introduce new words using this method.

In contrast, in MS5 class teacher here use the two techniques for the sake of clarifying some words, introducing new lessons, teacher used both techniques in order to present for them new words since they need more explanation and teacher here makes more and more effort to teach for them new lesson.

#### **3-Since teachers make efforts to facilitate teaching process, Are learners active in classroom or not?**

For the class MS1, learners are really active and motivated with the teacher specially when coming to use Flash Cards, they seem excited, happy and very concentrated with teacher to learn

with her new things, new words. In contrast to MS5 class, we have noticed they are less attentive and they don't make efforts to learn, their teacher makes effort using the two techniques, teacher made the impossible possible trying to facilitate, for example during the lesson titled "I do" and "I don't" (First Year English Book), trying to mime actions, using facial expressions, gestures. The teacher's aim, was to confirm that learners are learning and enjoying at the same time and it is seen through practice.

#### **4-Do Flash Cards or Word Lists help learners to develop their English Language Skills?**

Actually, teachers use both techniques to develop learners' language skills: Listening, Speaking, Reading, and Writing (LSRW), but Flash Cards are favored. For instance, when teacher design workshops for learners including activities like presenting Flash Cards with missing words, spelling lists, songs to learn "Days of the week", "Body parts", and group assignments. The goal is to engage learners in teaching and learning process, enhance learners' language skills, reinforce learning, and stimulate cognitive abilities through visual aid "Flash Cards. These kinds of activities refresh learners' memories.

#### **5-Do learners' reaction happen when their teachers used Flash Cards or Word Lists? In what manner do they react to the utilization of either both or at very least, one of the two?**

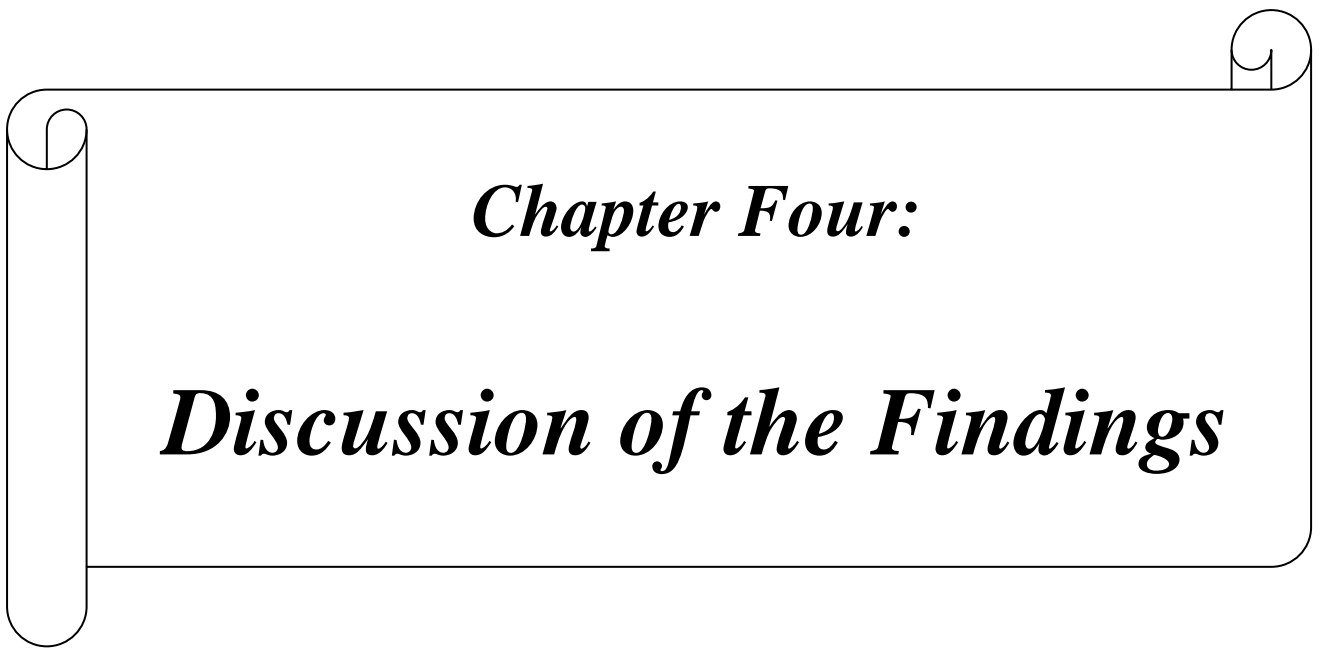
For this question, we have noticed that learners in both classes MS1 and MS5 react only when using Flash Cards by their teachers, rather than Word Lists. To answer this question, it was observed that learners engaged solely in the utilization of Flash Cards as a means of interaction. Specifically, learners exhibited a high level of activity and enjoyment when Flash Cards were employed by their teachers, as opposed to the use of Word Lists, the classroom environment was characterized as being positive and learners demonstrated a keen, positive interest in vocabulary acquisition.

### **6-Is it efficient the use of these techniques by teachers in teaching and learning English vocabulary?**

To respond this question, and from all the questions asked in the beginning and also from the interview conducted with teachers, it is confirmed at 100% that Flash Cards are the most effective technique in the educational process for both teachers and learners. It is shown through the benefits and the advantages that offer for teachers, like “facilitating teaching”, “time gaining”, “flexibility”. As far as for learners by making them active, motivated and confident in expressing themselves in an easy way as it is described by one of the teacher as being a ‘*vitamin*’ .

### **Conclusion**

This chapter has presented the results gained from the two tools: Interview and Classroom Observation. The results of the Classroom Observation demonstrated that learners learn vocabulary through the use of Flash Cards, which helps them gain a better knowledge of the English vocabulary, and show that students are both engaged in the teaching process and motivated. The data collected from teachers’ interview displayed that teachers support the use of Flash Cards as being a useful technique rather than Word Lists which is shown through motivation, understanding and clarification that provided. In the forthcoming chapter, we shall expound to the discussion of the results of the two data collection instruments.



***Chapter Four:***

***Discussion of the Findings***

## **Introduction**

This chapter entitled “Discussion of the findings”, as it names indicates, it aims to discuss, interpret as well to clarify the results gained from the semi-structured interview that was conducted with English teachers of First Year in “Babouche Said” Middle School. In addition, the observation sessions that we have attended for gathering more information to understand the topic in details. The results are discussed in the light of the “Integrated Approach” provided by Rogers in the twentieth Century.

The main goal of this chapter is to answer the research questions, and determine whether the hypotheses are confirmed or refuted that were suggested in General Introduction. This chapter is divided into two sections: the first one devoted for discussing the results of the semi-structured interview, while the second part is for explaining the results of the classroom observation.

### **1. Discussion of the Results of Teachers’ Interview**

The interview was held with English teachers of First-Year “Babouche Said” Middle school, it was adopted as a first data collection in our study helping us to collect information needed. The goal of this current investigation is to examine and determine the techniques used by teachers to teach English vocabulary, moreover to check the role of these techniques for acquiring vocabulary for First-Year middle school pupils. These techniques seek to provide teachers with new ways of facilitating teaching process as well as providing learners with a new atmosphere while learning.

Generally speaking, the First-Year English teachers in “Babouche Said” Middle School claimed that they teach and introduce new words in class, and of course they show their acceptance by answering by a ‘yes’, they added that it is an important step in teaching English and an important factor that will keep students interested in understanding the content of the lesson. In this case, it is very important for the teacher to see that the language is presented and taught in each

lesson. For example, teachers used some activities, examples showing some words or symbols related to the content of the lesson so that learners can find the title of the lesson. In addition, teachers use words such as “this is true” and “mostly” to emphasize their answers; teachers’ responses confirmed and agreed that they tried to add new words in each lesson. To strengthen this answer, according to Alderson and Bachman in (2002), language can be considered as an important factor in language teaching. This means that, language represents the core, an indispensable element for teaching any language (second or foreign language) which means that through language we can speak, create relations with other people. But its specify in language teaching is that it enables learners to get more creative, to speak and get them active in the teaching process, and it gives teachers opportunity to interpret well the message wanted to transmit for their learners.

The result from the question (2), show that teachers use, demand and accept reality, they use many techniques in a way to explain and introduce lessons to their learners such as filling the blanks, matching and sometimes playing games such as quizzes or by using some pictures related to the content of the lesson by guessing words, other teachers attach importance to these kinds of activities implemented in classroom, it is shown through study conducted by Ogott, Indoshi and Okwara (2010), it has been noticed through this study that most of the teachers use Flash Cards to introduce lessons to their learners, they choose to use an easy available resource in order to facilitate students’ understanding of the new words presented in lessons, and of course their meaning. Another teacher asserted that the categorization of pupils into groups and assigning the learners’ proficiency in effectively communicating the knowledge acquired during lessons. This indicates that teachers are employing an appropriate approach, as their pupils are capable of comprehending and resolving some subject matters.

The results shown in the third question revealed that all teachers answered with a big “yes”, acknowledging that their learners had problems in learning English because of their different abilities which means there are slower, moderate and advanced learners, it is observed in a way of time assimilation and manner of understanding. That it is to say, teachers play a great role to find a way to transmit the message for their learners, this is why they provided the use of other techniques for example “Flash Cards” and “Word Lists” that can be an addition in facilitating teaching and learning as well. In the second part of the question, of how to solve this kind of situation, teachers have added that through using Flash Cards and Word Lists in classroom for the benefits that they can offer for their learners.

From the fourth question, teachers agreed and answered “yes” which means that they tend to use these activities especially the Ludic one for the fun that they can create during lessons and also by making learners motivated while learning, for example teachers use to sing with them, these kinds of activities help learners to learn easily in a funny way to improve for example their speaking skill, also developing their memory retention through the choice of the right technique and the right activity. To illustrate the idea, we may rely on Allen statement in (1983), in which he stated that choosing correct words and useful one can help them to learn also motivating them, as well allowing them to practice in the lesson. In other words, in the process of teaching vocabulary many factors can help learners to boost their vocabulary acquisition such as selecting the most appropriate and correct words which help them to engage more and being excited to learn during the courses. In fact, these activities create a strong vocabulary bank by enabling learners to learn immediately.

The Findings of the interview indicated that teachers endorse the utilization of Flash Cards as a pedagogical tool. They possess an understanding of the significance of Flash Cards and their contribution to instruction and acquisition of English vocabulary. As a result, teachers commonly employ this technique for both educational and recreational purposes. The findings of this

interview, elaborate the idea of that using “Visual aid” which is “Flash Cards” offer benefits for learners, and contribute as an additional element in the teaching and learning process. As it is shown within the study conducted by Baleghizadeh, & Ashoori, in 2011 in which they determine the effectiveness and the significance of using Flash Cards in teaching learning process.

The sixth question, investigates the preference of English teachers regarding the use of Flash Cards and Word Lists as teaching techniques. The responses indicate unanimous support for the use of Flash Cards, which are described as a highly effective tool in both teaching and learning. According to Kasihani and Suyanto in 2008, assert that the use of Flash Cards in the English teaching and learning process enables teachers to explain the material by providing learners with examples, thereby engaging them in the teaching process. They also describe Flash Cards as a time-saving method, as teachers can quickly explain lessons by showing cards that are relevant to the content, allowing learners to use their visual sense to understand the lesson. Additionally, teachers may provide questions to aid in comprehension.

Flash Cards are highly beneficial in the teaching and learning process, as they enhance learners’ interest and facilitate the acquisition of vocabulary in the target language. This teaching technique is supported by Gerngross and Puchta’s publication in 2009 “Playway to English level 3”, who argue that the implementation of Flash Cards provide teachers with a new curriculum and techniques for facilitating the teaching process as well as for learners by offering them new ways of interpreting phenomena independently, and becoming active and autonomous participants in their learning.

From the teachers’ responses, we see from the seventh question that learners are highly motivated and active even if there are uninterested and less attentive learners. The classroom will become stronger and fresher when it comes to the use of Flash Cards, as a teacher explained and described Flash Cards as a being a ‘*vitamin*’ for learners. Information can be transmitted only by

using visual memory, this means using their sense of vision since Flash Cards contain pictures, and also teacher tend to mime and use gestures; in this case we can refer to the book of Puchta and Gerngross “ *Playway to English Level 3*”, (2009) who set aims. One of the aims is letting learners develop their senses as it is mentioned “the visual sense” which means through Flash Cards “the visual aid” can help them in learning foreign language through their senses. (Gerngross and Puchta, 2009).

As we progress on the study, it is noticed that all teachers focused and supported only one technique which is Flash Cards rather than Word Lists. So for them teaching with the use of Flash Cards can led to longer retention of words as ( Baleghizadeh and Ashoori,2011; Baddley,1990; Komachali and khodareza, 2012; Nakata, 2008; Mondria Mondria-de Vries, 1994 ) conducted some studies about the benefits and the role of Flash Cards as a teaching technique sharing the same answers and confirm what teachers have said that Flash Cards had a great impact on Learners’ vocabulary acquisition.

Furthermore, we asked teachers question (The eighth question) regarding the most effective technique for enhancing the four language skills, namely Listening, Speaking, Reading and Writing (LSRW), and it was focused that teachers endorse the use of Flash Cards as the optimal approach for skills improvement. As a result, teachers support and assume that Flash Cards is the best technique for improving skills. Hence, learners for them learn and understand only through Flash Cards rather than Word Lists. The utilization of this technique offers numerous benefits and advantages to individuals, as it facilitates a seamless learning experience for them. To emphasize this idea, we shall rely on a principle developed by Rogers which is that teachers choose the technique and arrange it in terms of skills.

First, “receptive” skill ( listening and reading) then coming to practice through using their productive skills ( speaking and writing ), which is meant by that, learners need to develop their

skills in order to have a strong vocabulary repertoire, but it is up to teachers to divide skills in a way that learners will acquire them in a fluent way; for example teachers will explain lessons through using techniques, here learners will use their listening skill they will listen to every detail provided by teachers. Then, teacher will asked them to read words following by pictures, at this point, teacher will confirm and focus on the skills theoretically (LSRW), whereas, coming to ask them to practice during tutorial sessions depending in the activities and tasks provided by the teachers. The aim behind these tutorial sessions, is that teachers want to confirm if the techniques used during the lessons are appropriate or not and answer the objectives drawn at the beginning of the lesson.

Moreover, the teacher added it is the case of Flash Cards or Word Lists. Teacher also added that “I will only use Flash Cards since it is helpful and a useful technique”. It is shown in classroom during tutorial sessions where learners are practicing; it is the best technique that leads to a strong retention of words in order to have a strong vocabulary repertoire to learn English as a foreign language. All teachers of First-Year claimed that they do not use Word lists so much, but it stills a teaching technique. According to Gerngross and Puchta publication, “Playway to English level 3”, the material is intended for both learners and teachers. This means that the choosen and the appropriate materials are addressing both teachers in their teaching process, and what they can add to their learners. The implementation of Flash Cards, which utilize visual memory, is suggested as a means of improving learners’ skills.

The book authored by Gerngross and Puchta (2009:15), is cited as a valuable resource for developing listening comprehension, speaking skills, and the reading proficiency. The activities outlined in the book are designed to address specific learning objectives, and are intended to facilitate the development of targeted skills. In such a way, learners may have more opportunities and benefits in developing their language skills (Listening, Speaking, Reading, and Writing) in the process of vocabulary acquirement.

Furthermore, the development of writing proficiency can be facilitated by the use of Flash Cards in the classroom. This can be achieved by presenting for pupils visual aids in the form of cards containing images, and subsequently requesting them that they compose a brief paragraph pertaining to the content depicted on the cards. As evidenced by the findings of the aforementioned interview results, it is apparent that the implementation of Flash Cards can significantly enhance the teaching and learning experience, as demonstrated by the numerous benefits afforded to both teachers and learners alike.

The utilization of Flash Cards as a pedagogical technique enhances learners' motivation by engaging multiple senses, thereby rendering the process more enjoyable and pleasant and raise learners' motivation. Hill (1990) supports this notion by asserting that "*when using Flash Cards to teach vocabulary can raise the young language learners' motivation*". This means that the implementation of sensory based techniques in the learning process has the potential to increase learners' interest and motivation. By appealing to multiple senses, these techniques have the ability to make learning experience more enjoyable and pleasant. As a result, learners are more likely to remain engaged and motivated throughout the course of their studies. We understand through the results discussed, above that this technique "Flash Cards" used by teachers virtually in any lesson and at every level of teaching is crucial for each it means that it has no limitation. In fact, it is used even for students at the university since it facilitates the teaching process, offering benefits and giving opportunities by which can learners learn and interpret in an easy way. This teaching aid is very helpful and useful for teaching vocabulary especially for pupils in middle schools, since at this level they are engaged in developing their vocabulary to understand, and transmit the message in a comprehensive way.

The findings of teachers' interview align well with some studies investigating the same issue as the current study, in terms of using Flash Cards as a teaching technique to check its role as well as its effectiveness in the educational process especially for vocabulary acquirement. As a primary

investigation, Nadziroh (2010) conducted a study in her thesis entitled: *“The Use of Flash Cards to enhance Vocabulary Proficiency: A Classroom Action Research for Fourth Year Students of MI Duren Bandungen*. It has the same aims like the current study, the results of the study concluded that Flash Cards can improve vocabulary Mastery for learners. The study proof that Flash Cards are a very useful technique regarding its effectiveness in the teaching and learning process.

The second study, conducted by Suhaimi (2014) in her thesis entitled *“The Effectiveness of Using Flashcards in Teaching Vocabulary for First Year Middle School”*. The two studies share the same aims, as well as the same results regarding Flash Cards as teaching technique, its importance, use and its interpretation in educational process with the current study.

## **2. Discussion of the Results of the Classroom Observation**

In addition to the interview as first tool, we have adopted a second tool for data collection which is classroom observation. It served us as a second tool for data collection, conducted with the use of checklist containing (6) items in “Babouche Said” middle school in two selected classes ( MS1) and (MS5) . It was adopted to gather more detailed information about our topic.

The results obtained from the observation sessions, revealed that teachers used different techniques in both classes, choosing the appropriate technique for each class.

### **2.1. The Use of Techniques “Flash Cards and Word Lists” in Teaching Vocabulary**

From our observation, we noticed that teachers in both classes MS1 and MS5 teach vocabulary with the use of the two techniques, each class with its appropriate one but most of the time teaching through using Flash Cards most of the time rather than Word Lists. Teachers use Flash Cards to improve and facilitate the understanding of the new words, and the content of new lessons, and also to practice what they have already learned. In this respect, Schmitt (1997: 212)

stated that “*new words can be learned by pictures and meaning by definitions*”. In other words, teaching vocabulary with the use of a valuable pedagogical tool enhances the clarity, and efficacy of the learning environment. Learners are able to memorize new words, and their meanings with ease and fluency. This is achieved through the use of visual aids, such as pictures, which aid in the acquisition of new vocabulary. Once the meaning of the words is understood, they can be incorporated into examples or provided with definitions, thereby enabling pupils to utilize them.

Harmer (2001:135) claims that “*One of the most appropriate use of pictures and flashcards is for presenting and checking of meaning*”, which means that Flash Cards represents the whole process of techniques used while teaching and learning. Through this quotation we understand that the aim of Flash Cards is presenting, and interpreting meaning depending on what teachers wanted to transmit, and also on what learners need like knowing the meaning of words that Flash Cards contain. It is observed that in MS1 class, teachers used Flash Cards all the time because this class contains learners with high level of understanding which is shown through their accent, their accent, their expression, and also through their communication with each other easily.

So far, teachers tend to use this teaching technique to a) encourages active engagement, b) promotes motivation as Wright (1976:14) stated that “*Flashcards motivate students to speak and assist teachers by giving them time for necessary classroom activities*”, which means that implementing Flash Cards in classroom give teachers chance to design relevant, and evident activities that can allow their pupils to communicate during courses. This is why, designing relevant activities can motivate learners to speak, and also for promoting problem solving-skills.

The use of Flash Cards, allows teachers to add color to their classroom, and make them learning in a lively environment by creating challenges between pupils, and entertainment and also to learn in the same time, promoting a better learning of vocabulary visually. As it is developed by Rogers in “*The integrated approach*”, that is based on using the visual materials that attract learners

and to not get them bored. The teacher finds that this strategy “Flash Cards” very helpful when using it during English vocabulary lessons and it is easier for learners to understand the material presented. (Harmer and Rohimajaya, 2018)

According to Gerngross and Puchta (2009:15) admit that “*Flash Cards is the media that can be used to introduce new concepts*”. This quotation, illustrate one of the advantages or benefits that Flash Cards can add for the educational process (teaching and learning processes) which is presenting or demonstrating new concepts, since it came with new subjects to show that Flash Cards can assess the pupils learning excitement, as well teachers by giving, and adding a new element for interpreting the message during courses.

The transition to the MS5 class is characterized by the utilization of various teaching techniques by teacher in order to facilitate the comprehension of vocabulary, and the introduction of new lessons. In contrast to MS1 class, teacher in this class predominantly employ Word Lists as a means of introducing new concepts. This is due to the diverse range of learners in the class, each with unique learning capacities that require tailored explanations. In support of this approach, Lu (2004), conducted a study in Taiwan in Ming Chwan college that demonstrated the significant impact of Word Lists in the teaching and learning process. The study revealed that the use of bilingual Word Lists by teachers provided learners with numerous benefits, and opportunities for educational advancement.

Specifically, Word Lists contained words in the target language and their corresponding translations, which facilitated the learning process. Therefore, the use of Word Lists as a valuable teaching technique in teaching and learning process can be beneficial for both teachers and learners as well.

## **2.2. Learners Reaction towards the Use of Flash Cards and Word Lists in Classroom**

It is observed that in MS1 class, learners are really active participants and motivated with teachers when using Flash Cards, we also noticed that they are happy and very concentrated. The majority of them showed a positive reaction, their interest and desire to learn and to get involved in the learning process. To clarify this idea, we shall rely on Wenden (1985; cited in Griffith's, 2006) stated that *"Give man and he eats for a day, teach him how to fish and eats a lifetime"*. The statement posits that teachers ought to furnish learners with suitable techniques, which may facilitate enhanced learning outcomes in the absence of direct teacher intervention.

Hence, the utilization of Flash Cards as a mean of acquiring vocabulary fosters learners autonomy and enhances their active engagement in the lesson, through the process of word guessing, and visual description. also why not asking and answering questions concerning visuals. Additionally, it may be beneficial to engage in the practice of posing, and responding to inquiries pertaining to visual element to know about their use especially in the field of education.

In contrast to MS5 class, we have observed that learners are not concentrated and they are somehow less motivated, they do not make effort like in MS1 class. This is why, teacher do the best and made the impossible possible trying to facilitate the task of understanding while teaching through miming, gesturing, and using facial expressions in a way to make learners enjoying the lesson. As we have observed, we came to say that the two techniques are considered as teaching techniques, depending on the choice of teachers and the contextual use. In the two selected classes (MS1, MS5) different techniques are used but the aim is to understand, and clarify the task without forgetting developing their skills as well learning the English vocabulary. To emphasize this idea, we shall rely on "Theodore Rogers", who claimed that it is up to teachers to divide the tools into

the receptive and productive depending on what teachers focused on and learners need, they also tend to design tutorial sessions.

The aim behind these sessions is to confirm that teachers used the appropriate technique for explaining lessons, it is shown through practice. As one teacher stated *“I only use flashcards since I see it like a useful and helpful one in fact I see my learners acting and doing, but I don’t use wordlists much but it still an effective teaching technique”*. Relying on the book *“Playway to English level 3”*(2009), designed by authors Gerngross and Puchta which is addressed for teachers and learners as well, it is considered like a crucial, enriching source that can offer an additional element to the educational process.

We can understand through our observation sessions, that Flash Cards play a great role and have a great impact in vocabulary teaching and learning, since it gives many benefits and advantages to learners in learning vocabulary easily, and in a fluent way such as: they become motivated and interested in learning, an example is that when teacher during class show a card with words missing, learners can rapidly guess the word missing there. Also they can communicate, and express themselves in a comprehensive way relying on what they have learned before. It reflects also their memorization of new words, and their meaning faster through visualization that can Flash Cards offer for them. This technique can be presented in a various forms such as pictures, expressions, illustrations or anything that would help students to see the direct meaning of the words for the aim of helping learners memorization, as it is stated by Charles in (2009), that Flash Cards are especially use to help learners to memorize vocabulary.

Generally speaking, during our observation sessions, we have observed that visual aid help both teachers and learners in teaching and learning vocabulary. On one hand, learners can memorize new words effectively and easily by listening to the explanation of their teachers, and attracting them through seeing visuals, helping them to communicate in the English language

easily, and providing them with some activities to do them in class. In the MS1 class, the teacher engaged the pupils in oral expression activities, such as: describing their preferred season, and engaging in dialogues with one another. Similarly, in the MS5 class, the teacher divided learners into groups, and assigned the questions or texts to analyze. The teacher then prompted the pupils to explain, analyze the content, either orally or in written form, with the aim of developing the skills outlined by Theodore Rogers. This approach was tailored to the teachers' specific focus and the learners needs.

Furthermore, teachers' message will be presented and transmitted orally and visually in a way that lesson will be explained easily in a fluent way. Also, they will have the opportunity to reduce their talking time to explain new words or lesson. This teaching tool "Flash Cards" will help them to interpret in a new, and concrete way making learners coming with a critical thoughts, explaining the lesson in a few minutes, the major goal of teachers is that learners understand and can acquire vocabulary easily and smoothly.

To sum up, we can say that through our observation sessions, that the most useful teaching and learning technique for teachers as well as for learners is Flash Cards, it is very useful for beginners as well as for pupils in Algerian Middle Schools. Regarding its benefits, and the impact that accomplish in the educational process especially for teaching and learning as well.

The findings of classroom observation, align well with a study conducted at kindergarten in Sintang by "Henry Elisa and Tutti" (2020), entitled "*An Evaluation of the Use of Flashcards for Teaching Vocabulary at Kindergartens in Sintang*". The study, aims to evaluate the teachers responses toward the use of Flash Cards as a media for teaching vocabulary at Kindergarten in Sintang and it's impact for learners. The results of the study, revealed that teachers believe that using Flash Cards is essential for teaching vocabulary to young learners, developing students' ability by absorbing vocabulary, and the atmosphere in the classroom become more fresh when

using Flash Cards. It is shown when learners exhibit greater engagement with their teachers, thereby Flash Cards is a commendable pedagogical instrument.

## **Conclusion**

This chapter discussed, interpreted the results obtained from the research tools, a semi structured interview conducted with teachers responsible of pupils in First Year middle school “Babouche Said”. In addition, a classroom observation conducted in the same school.

The findings provide and shown clear, and significant answers for the research questions of the study relying to Rogers “The Integrated Approach” combining two books. The first one entitled “Playway to English level 3” by Gerngross and Puchta (2009). The second one by Nation (2001), titled “Learning a language in another language” theoretical framework. Moreover, the suggested hypotheses in the general introduction are confirmed. First, it is confirmed that teachers of First Year in “Babouche Said” middle school supported and used most of the time Flash Cards as opposed to Word Lists. The preference is attributed to the numerous benefits, opportunities and advantages that Flash Cards can offer for both teachers and learners. Flash Cards serve as an additional element in the educational process, enhancing the overall learning experience.

The second hypothesis, which is that “Flash Cards” is the most effective technique that help learners to acquire vocabulary contrary to Word Lists” is confirmed, since the results revealed that the most effective technique for teaching vocabulary is Flash Cards. To sum up, from the discussion of the results above the two working hypotheses suggested for the research questions at the very beginning of the general introduction are confirmed.

## *General Conclusion*

### General Conclusion

Vocabulary is widely recognized as being a crucial and an indispensable element for language acquisition (Beglar & Hunt, 2005, p.7). Despite this, the topic continues to pose challenges in both public and private Middle Schools. The present study aims to investigate the use and the role of Flash Cards and Word Lists as techniques for enhancing First Year pupils' vocabulary, particularly in the Algerian Middle School "Babouche Said". This inquiry is of great importance, as the subject is relatively new, especially in our university. The current study aims to achieve three objectives: Firstly, to highlight the techniques used by teachers to build a strong retention of vocabulary for learners. Secondly, to compare and contrast the two techniques to determine the most effective one; and thirdly, to examine the role of these techniques in teaching and learning process.

The study is conducted using the "Integrated Approach", with a combination of two different works : the first work, "*Playway to English Level 3*" (2009) by Puchta and Gerngross, which emphasizes on the use, efficacy and the evidence of flashcards in teaching and learning vocabulary, as well as the development of pupils' skills ( Listening, Speaking, Reading and Writing ). The second work, "*Learning a language in Another Language*" by Nation (2001), focuses on Word Lists and learning strategies relying on "William's taxonomy" (2001). These two selected works are combined in order to conduct the current investigation. In the light of this theory, the present research aims to investigate First Year English Language teachers' use of Flash Cards and Word Lists, their effectiveness, and the role they play in teaching and learning process. This study seeks to enhance First Year pupils' vocabulary learning in "Babouche Said" Middle School.

For this aim, the hypothesis posits that teachers predominantly employ Flash Cards over Word Lists, as they precise the former to be the most effective tool for facilitating vocabulary acquisition. Additionally, it is hypothesized that Flash Cards are more beneficial for learners, as they are more engaged and motivated when using this technique, resulting in a greater ease of

## General Conclusion

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understanding and producing new lexical items. To collect and analyze the data, a qualitative research method was employed; two data collection tools were utilized: a classroom observation and a semi structured interview with First Year teachers in “Babouche Said” Middle School. The classroom observations were conducted using a checklist based on the principles of the approach, and carried out from May 2<sup>nd</sup> to May 10<sup>th</sup>, 2023

In addition, a qualitative content analysis was used to analyze the data obtained from the interview and observations. The results of the interview indicated that all teachers introduce new lexical items in each lesson, utilizing various techniques such as filling the blanks, Flash Cards and games. Furthermore, the findings suggest that teachers recognize the varying abilities and levels of their pupils, and thus employ different techniques such as Flash Cards and Word Lists to cater to their diverse learning needs. Overall, this study provides insight into the use of Flash Cards and Word Lists as teaching aids for English vocabulary acquisition in “Babouche Said” Middle School. The findings suggest that Flash Cards are perceived as a more effective tool for facilitating vocabulary acquisition, and that teachers employ a range of techniques to cater to the diverse learning needs of their pupils.

The findings of the interview conducted with the teachers indicate that the use of Flash Cards is widely supported in the teaching of English vocabulary, due to its significant role in facilitating the learning process. The teachers reported that they utilize Flash Cards for both educational and recreational purposes. Subsequently, the study progressed to include classroom observation, which revealed that teachers emphasized the use of Flash Cards during their lessons. They found that Flash Cards provided a more engaging and motivating learning experience for pupils compared to traditional Word Lists, which were deemed monotonous. The teachers employed various teaching techniques in both MS1 and MS5 classes, but predominantly utilized Flash Cards to encourage students’ participation and comprehension of new vocabulary.

## General Conclusion

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Moreover, the study examined that Flash Cards were more frequently used in MS1, where pupils demonstrated a higher level of understanding. The use of Flash Cards in this class was focused to promote active recall, motivation and autonomous learning, while also facilitating visual vocabulary acquisition. In contrast, pupils in MS5 were less attentive and required additional support for the teachers, who employed miming, gesturing and facial expressions to enhance their engagement and enjoyment of the lesson.

The present study has identified that the utilization of different techniques for teaching English vocabulary in MS1 and MS5 classes are dependent of the preferences, and needs of both teachers and pupils. The investigation of various techniques is observed to be instrumental in achieving the desired learning outcomes. The findings of the observation sessions indicate that Flash Cards are a dominant technique in teaching vocabulary, as they offer opportunities for learners to visually comprehend, and interpret new expressions, thereby facilitating easy and comprehension learning. The investigation has revealed that Flash Cards and Word Lists are both effective techniques for teaching English vocabulary, but teachers tend to favor the use of Flash Cards. The analysis of the data collected through interview and observation sessions provided insights into the role of these techniques in teaching and learning English vocabulary of MS pupils.

The results confirm the two working hypotheses proposed at the outset of the study. However, it is noteworthy to acknowledge that the present study is subject to certain limitations. The primary constraint pertains to time, as the insufficient amount of time available prevented us from conducting additional classroom observation sessions to gather more comprehensive data to augment and expand this research. Additionally, some teachers exhibited reluctance to participate, which further impeded our ability to collect a more diverse range of information. It is anticipated that the investigation of the study will not be affected with this expectation in mind.

## General Conclusion

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The present inquiry has concluded an examination of the efficacy of Flash Cards and Word Lists in facilitating vocabulary acquisition for EFL learners at “Babouche Said” Middle School. Additional research may be recommended to explore the potential of these techniques in enhancing one of the four language skills (Listening, Speaking, Reading, Writing), or in promoting the acquisition of grammatical structures. As a final suggestion, the same topic could be investigated to assess the impact of Flash Cards and Word Lists on the development of critical thinking.

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# *Appendices*

## **Appendix 01**

### **Teachers Interview**

The following interview adopted for gathering data, it is a part of our study, you are kindly requested to answer the following questions:

- 1-As an English teacher, do you introduce new lexical words to your pupils within your lessons?
- 2-How do you present your lessons to your pupils?
- 3-Do you see that your learners face difficulties when learning? How do you manage to solve this kind of situation?
- 4-Do you think that it is better to teach vocabulary through activities?
- 5-Have you ever noticed that these activities reinforce learning, or do you suggest other activities or techniques?
- 6-As teachers of English, do you use Flash Cards and Word Lists, or you do use just one technique instead of the other to teach English vocabulary?
- 7-Is it evident to you as teachers that the use of Flash Cards and Word Lists increased attentiveness among your learners?
- 8-As English teachers, do you agree that it is the ideal technique to improve learners' language skills? Do you select them for a specific purpose or just select it randomly? (Both techniques)?

**Appendix 02**

**Classroom Observation Checklist**

Classroom Observation Checklist		
	Yes	No
1-Do teachers teach vocabulary through Flash Cards or Word Lists?		
2-Do teachers in both classes use one of these two techniques to introduce new lessons to their learners?		
3-Since teachers make efforts to facilitate teaching process, are learners active in classroom or not?		
4-Do Flash Cards or Word Lists help learners to develop their English language Skills?		
5-Do learners' reaction happen when their teachers used Flash Cards or Word Lists? In what manner do they react to the utilization of either both or at very least, one of the two?		
6-Is it efficient the use of these techniques by teachers in teaching and learning English vocabulary?		