



Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of English Language and Literature

MASTER THESIS

Letters and Foreign Languages
English Language and Literature
Sciences of the language

Submitted and Defended by:
KHERACHI Lina

Title

**Teaching English Vocabulary to Young Learners Using Flashcards
Techniques:**

The case of Preschool Learners in Harrar Private School-Biskra

A Thesis Submitted to the Department of Foreign Languages as Partial Fulfillment of the
Requirements for the Degree of Master in Sciences of the Language

Board of Examiners

Dr. SALHI Ahlem	MCB Biskra	President
Mrs. HEBIRAT Sara	MAA Biskra	Supervisor
Dr. BASHER Ahmed	MCA Biskra	Examiner

Academic Year: 2021-2022

Dedication

I dedicate this work to

*My little angel my daughter Rayhanat al Jana you were my sunshine and
my mate in*

completing this work . Your birth was my motivation

*My king and queen mum and my dad. Who made me the woman I am
today, believing in my capacities and being my home when my husband is
working far; I love you mummy and daddy*

*My hero and my best friend and supporter my husband even if you were
working far away from us, but you was always pushing me to study and not
to give up; May God protect you for us.*

*My sister who were my only sister and mother at the same time May God
help you to complete your doctoral project and her little princess Rubine*

*the prince of our family, my brother. Love you little brother, you are the
best brother*

You were my motivation, supporters, and my reasons to live

Acknowledgements

In the name of **Allah**, the most merciful, the most beneficent, without God I would never complete this work .All the praise and gratitude goes to God.

I would like to thank my supervisor **Ms. Hebiret Sara**, for her hard work and her advice to do this research.

A special thank for the members of the jury **Dr. SALHI Ahlem** and **Mr. ZENNOU Bilel**, who dedicated their time to read and correct this research paper.

My sincere gratitude goes to **Mr. HARRAR** and all the teachers and learners in **HARRAR private school**, who took part in the experiment and without whom this work could not be realized.

Thank you.

Abstract

This study aims to determine the efficacy of using flash cards as a technique to teach English vocabulary to pre-school learners who are aged between 3 and 6 years olds at “Harrar private school, Biskra with a sample of 20 preschool learners. As a starting point, the researcher hypothesized that the use of flash cards with young and preschool learners will enhance their vocabulary level. This research used the experimental design in applying the pre-test and the post test for the sample of the study. The experimentation used the flash cards as the instrument of the research using the quantitative data to analyze the finding which were collected from the pre –test and the post-test after giving the treatment which was a series of lessons of vocabulary (alphabets, school supplies, and colors) using the flash cards. In addition, the researcher used an interview as qualitative data gathering tool with five teachers of English who teach young learners. Our research findings show that there is a significant difference between the pre-test and the posttest obtained scores in addition to the statistical calculations by hand to find the T-test which represents that the T-test >the critical value. The results obtained from analyzing the gathered data have supported hypothesis to conclude that the teaching of vocabulary for the pre-school learners is significant and fruitful and that flashcards are effective teaching tool to enhance young learners’ vocabulary knowledge. At the end, the researcher suggested set of recommendations.

Key words: vocabulary, preschool learners, flash cards, learner, teaching.

List of Abbreviation and Acronyms

%: Percentage

EFL: English as Foreign Language

List of Tables

Table 1.1: advantages and disadvantages of flashcards.....	18
Table 3.1: Teachers' gender.....	23
Table 3.2: The effectiveness of teaching of English to preschool learners from teachers' point of view.....	24
Table 3.3: The difficulty of teaching English vocabulary to preschool learners.....	24
Table 3.4: Teachers' use of flashcards.....	26
Table 3.5: Teachers' attitudes towards using flashcards.....	26
Table 3.6: Teachers' responses about whether they face difficulties when using flashcards or not.....	26
Table 3.7: The degree of teachers' excitement when using flashcards.....	27
Table 3.8: Classification of scores by percentages.....	30
Table 3.9 : Pre-test score classification.....	31
Table 3.10: The post-test classification.....	32

List of Figures

Figure 1.1: Time line which represents the history of vocabulary (Gill, 2016).....	7
Figure 1.2: Pie chart that introduce the origins of the English vocabulary (Kolowinski, 2009).....	8
Figure 1.3: Vocabularies (Pikulski & Templeton, 2004, p. 07).....	10
Figure 1.4: Word flashcard (www.NicholasAcademy.com).....	15
Figure 1.5: Big picture flashcard (www.mes-english.com).....	17
Figure 3.1: pre and post test scores.....	34
Figure 3.2: Mean Difference.....	35

Table of Contents

Dedication.....	II
Acknowledgements.....	III
Abstract.....	IV
List of Abbreviation and Acronyms.....	V
List of Tables.....	VI
List of Figures.....	VII
Table of Contents.....	VIII

General Introduction

Introduction.....	1
1. Statement of the problem.....	1
2. Research Questions.....	2
3. Research Hypothesis.....	2
4. Research Aims.....	2
5. Research Methodology.....	3
6. Structure of the Study.....	3
7. Limitations of the Study.....	4

Chapter One: Literature Review

Part One: Teaching Vocabulary to young Learners

1.1.History of English vocabulary.....	6
1.2.Definition of vocabulary.....	8
1.3.Importance of vocabulary.....	9
1.4.Types of vocabulary.....	10
1.4.1. Receptive/passive vocabulary.....	11
1.4.2. Productive/active vocabulary.....	11
Conclusion.....	12

Part Two: Teaching Vocabulary to Young Learners

2.1.Definition of Flashcards.....	13
2.2.History of Flashcards.....	13
2.3.Types of Teaching Strategies by Using Flashcards.....	15
2.3.1. Words flashcards.....	15
2.3.2. Pictures flashcards.....	16

2.4.How to Get a Flashcard.....	16
Conclusion.....	18

Chapter Two: Fieldwork and Data Analysis

Introduction.....	22
1.1.Teachers' Interview.....	22
1.1.1. Description of the interview.....	22
1.1.2. Aims of the teachers interview.....	22
1.1.3. Participants.....	22
1.1.4. Analysis of the teachers' interview.....	23
1.2.Test.....	26
1.2.1. Aims of the test.....	26
1.2.2. Description of the test.....	27
1.2.3. Population and sampling.....	27
1.2.4. Analysis of the findings.....	30
1.3.Discussion of the Main Findings.....	39
Conclusion.....	41
General Conclusion.....	44
Recommendations of the Study.....	45

References

Appendices

الملخص

General Introduction

Introduction

Human beings survive through interaction, discussing and transmitting their feelings and needs, vocabulary is important to communicate, read and write humans needs understanding what others want to say , thus the importance of being knowledgeable about a second language is not only for adults , preschool and young learners need a second language to do so , However the capacity and the desire of acquisition is higher than other ages . The use of new techniques and ways of teaching English vocabulary to this category would be a key structure to build a multilingual generation rather than using the old traditional ways of teaching.

In addition, learning a foreign language as the English language and as a second language after our first mother language has an incredible effect because of the world wide spread of this language and it's globalization .Teaching English vocabulary using new techniques with young learners will build a curious intellectual and great users of vocabulary, curios intellectual and great users of vocabulary , readers and writers .words are the power of any language and the greatest tool which teachers could give to his learners in all their life not only to their education

1. Statement of the Problem

Learning English since early ages is the key to achieve a good proficiency. In this period, pre-schoolers need to develop their vocabulary. However, teaching young learners (preschool learners) is not an easy task; it requires the contribution of many factors especially, the knowledge about and the consideration of the different learning styles. Pre-schoolers are known to be visual learners. This learning style is considered to be the most dominant learning style and many traditional classrooms are managed towards visual learners (The Visual Learning Style, 2022). Therefore, teachers are recommended to use

different visual aids. Through this study, the researcher suggested the use of flashcards as a teaching technique to teach new vocabulary.

2. Research Questions

RQ1. Can the use of the flash cards technique enhance preschool learners' vocabulary level?

RQ2. What are the advantages and disadvantages of the use of flash cards?

RQ3. Is the teaching of English vocabulary to preschool learners fruitful?

3. Research Hypothesis

According to the previous research questions we build-up the following hypothesis:

RH0: We hypothesis that the use of flash cards with young and preschool learners will not enhance their vocabulary level.

RH1: We hypothesis that the use of flash cards with young and preschool learners will enhance their vocabulary level.

4. Research Aims

Through this study, the researcher aims at:

- Exploring whether the use of the flash cards technique can enhance preschool learners' vocabulary level or not.
- Identifying the advantages and disadvantages of using of flash cards as a teaching aid/material in preschool English language classes.
- Knowing whether the teaching of English vocabulary to preschool learners is fruitful or not.

5. Research Methodology

This study seeks to investigate the teaching of English vocabulary to preschool learners using flash cards technique. The researcher followed a mixed-methods approach. She used the quantitative data to collect and analyse the findings which were collected from the pre-test and the post-test after the treatment to the preschool learners in addition to qualitative data which were collected via an interview with five teachers of English who teach young learners.

5.1. Population and sample

This study was conducted with the preschool learners in a private language teaching school. Our population consists of three classes of preschool learners aged between three (3) and six (6) years old. Each class consists of 20 students, which means sixty (60) young learners in whole. However, the researcher dealt only with twenty (20) participants. In addition to the students' tests, the researcher conducted an interview with five teachers of English who teach young learners.

5.2. Data Gathering tools

As a quantitative data gathering tool, the researcher used a pre-test, a treatment and a post-test. However, she used an interview as a qualitative data gathering tool with five teachers who have an experience in teaching young learners.

6. Structure of the Study

This research is served into two main parts: the theoretical part and the fieldwork. The former include two parts, which are devoted to study the two variables. The first part focuses on the vocabulary, its definition, its importance and its types. The second part, however, focuses on the teaching English vocabulary through the use of flashcards. On the

other hand, the third chapter covered the analysis, description and discussion of the obtained findings from two data tools, teachers' interview and preschool learners' test.

7. Limitations of the Study

The experimentation of our study was done only in 3 weeks-time due to personal circumstances. However the lack of teaching English to preschool learners is rare and it was difficult to find a sample for the study .In addition, the protocol of COVID-19 was as barrier to search for a school or kindergarten to test the research hypothesis and answer the research questions .the lack of guidance and supervising for the teacher was a great limitation for our study by making the researcher feel at ease then the supervisor made a great pressure on the student to complete the work then she gave up supervising by the last minutes.

Chapter One

Literature Review

Introduction

The most important element of any language is vocabulary or the knowledge of words and their exact meaning. While learning a language, learning vocabulary is the first step before starting to master other aspects and skills. The more vocabulary we know, the more we can master the language and understand words and discussions. Introducing the English vocabulary to preschool learners is much different and difficult than to other ages. The preschool learners are totally not similar to other learners; they differ in their learning and teachers play a major role in teaching them using special entertaining techniques and ways such as using flashcards to make the learning efficient. This chapter deals with vocabulary, its history,

Part One: Teaching Vocabulary to Young Learners

1.1. History of English vocabulary

The word vocabulary entered the English lexicon in the 1530s and is derived from the Latin word 'vocabularium,' meaning 'a list of words (Gill, 2016). The English language is first originated in England and it belongs to the Indo European family of languages, its history is a history of wars, innovations and movements of people around the world, the English language vocabulary is borrowed from many other languages, French, Latin, Greek and so many others, the history of this language started according to scholars in the 5th century and it is divided into three major parts: the Old English: 450-1100, the Middle English: 1100-1500, the Modern English: 1500-our present days. The history of the English language vocabulary would be summarized as follows (Gill, 2016):

The History of the English Language

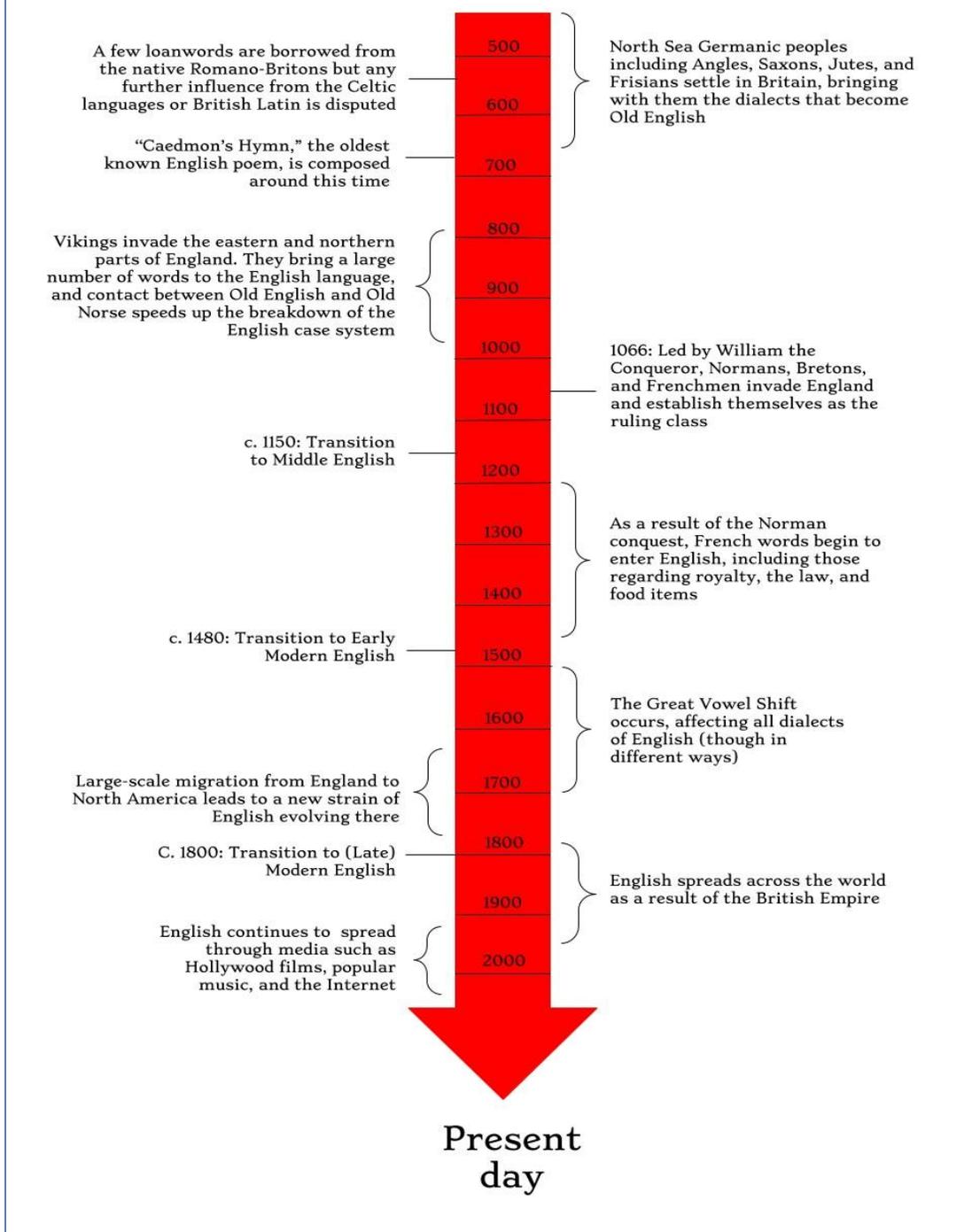


Figure 1.1: Time line which represents the history of vocabulary (Gill, 2016).

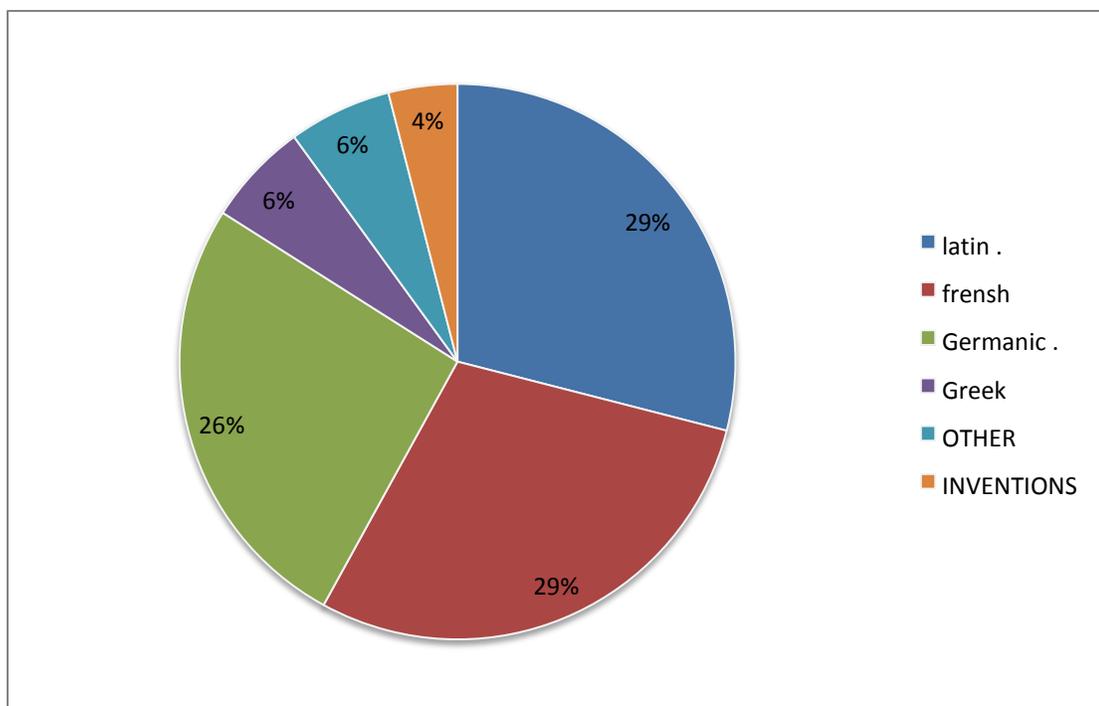


Figure 1.2: Pie chart that introduce the origins of the English vocabulary (Kolowinski, 2009)

1.2. Definition of Vocabulary

According to various scholars and researchers, the term Vocabulary was given different definitions. To start with, Oxford Advanced Learner’s Dictionary defined vocabulary as “all the words that a person knows or uses”. Further, it is “all the words that a person could know or use to produce a language, making conversations and transmitting messages between humans” (Honerly, 2006, p. 16-45). Webster (2003), on the other hand, explained vocabulary in different points, they are as follows: 1) A list or collection of words and phrases usually alphabetically arranged and explained or defined; 2) A sum or stock of words employed by a language, group, individual, or work in a field of knowledge; 3) A list or collection of terms or codes available for

use. In another words vocabulary is a list of items and phrases generally organized and explained in any subject, register and particular group.

Within the same vein, learning a language equals knowing its vocabulary; therefore, “if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”. That is why it is believed that mastering and using the language effectively requires a good background of vocabulary. However, Ur (2000) added that there are some items contains more than one word as in the word ‘make-up’, in which it consists of two words but convey one meaning.

1.3. The Importance of Vocabulary

Without a sufficient of vocabulary knowledge, learners would be unable to understand with others and express their own thoughts and ideas. Therefore, many researchers indicated the important role which vocabulary plays in teaching/learning a foreign language, as it is supported by Wilknis (1970, p. 111) “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. That is to say, learning a language is not only about learning its grammatical rules, but it relies much more on its vocabulary, and hence, the meaning can be properly transmitted and understood.

Additionally, Dellar and Hotcking in Thornbury's book (2003, p.273) states that “if you spend most of your time studying grammar, your English will not improve very much, you will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words”. Based on this view, having a limited vocabulary hinders the process of communication process. Learners need to know a large amount of words and lexis in order to convey and interpret the messages with native speakers,

without encountering any problems. Thus, knowing words and how to use them is much better than memorizing the grammatical rules, because, “when students travel, they do not carry grammar books, they carry dictionaries” (Krashen as cited in Lewis, 1993, p. iii).

Addressing young learners, another importance of vocabulary is put by Linse and Nunan (2005) “improve learner’s overall language ability by improving their vocabulary”. For this reason, teachers need to pay more attention on vocabulary development because it goes hand in hand with language development. By having extensive vocabulary, the learner will engage his/her thinking inside the classroom and develop his/her cognitive skills. That is to say, if the learner uses the language, s/he will use the vocabulary and in such situation, the learner may encounter different problems. The teacher, here, will explain and try to overcome these problems and as a result, this process improves the learners’ thinking skills.

1.4. Types of Vocabulary

Dealing with vocabulary means dealing with its types. Different researchers and scholars distinguish two types of vocabulary. The first type is called ‘passive (receptive) vocabulary; whereas, the second is called ‘active (productive) vocabulary’.

Figure 1.3: Vocabularies (Pikulski & Templeton, 2004, p. 07)



1.4.1. Receptive/passive vocabulary

According to Aebersold and Field (1977), receptive vocabulary refers to the words that can be recognized and understood in the context of reading and writing, but cannot produce or pronounce. However, Palmer (1921, p. 118) viewed this type as “receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it”. In other words, receptive vocabulary means those language items that learners meet in reading context but they cannot do not use it (Stuart & Webb, 2009). However, Crow and Benjamin (2013) stated that in receptive vocabulary, learners do not concentrate on the spelling and pronunciation of words.

1.4.2. Productive/active vocabulary

Productive vocabulary is set of words that learners know and understand in writing or speaking. It is connected to the ability of pronouncing, spelling and writing the words, besides, using them in grammatical patterns in correct manner. Nation (1990, p. 25) argues, “...productive vocabulary is wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form”. On the other hand, Gains and Redman (1986) added that active vocabulary refers to language words which the learner can remember and can employ in writing and speaking context. Unlike receptive vocabulary, in productive vocabulary, learners focus more on both pronunciation and spelling of the words in order to recall their sounds and letters (Crow & Benjamin, 2013).

Equally important, productive vocabulary is also called as active vocabulary, is the learners’ ability to produce words and use them appropriately to express their ideas, thoughts and feelings to others (Stuart & Webb, 2005). It can be said that receptive vocabulary and

productive vocabulary are two related concepts. One affects the other, learning a language adequately involves what is needed in receptive vocabulary plus the capacity to write or speak in the correct time.

Conclusion

As provided in this chapter, vocabulary is essential in learning English as foreign language. Therefore, teaching vocabulary to learners is fundamental in order to provide them with number of words and items. Moreover, it helps them communicate effectively and enrich their knowledge, enhance their skills and facilitate language learning. Therefore, teachers need to use different strategies to increase the learners' retention of words. Among these strategies flashcards in which the researcher will deal with it in the following chapter.

Part Two: Teaching English Vocabulary Using Flashcards

2.1. Definition of Flashcards

According to the oxford language dictionary (n.d) the word flash card is a singular noun with flash cards as its plural , referring to an educational tool as a card containing a small amount of information, held up for pupils to see as aid of learning . In other words it refers to a small piece of paper in the form of small cards which may contain numbers , words , pictures used by teachers and students to facilitate the learning process.

According to the dictionary.com (2022) website the flash card is a noun of a card which contains numbers or letters on it , it contains both side .The purpose of it is to get a rapid response from pupils especially while reading or in vocabulary drills.

According to Gardner's multiple intelligence theory reminds teachers that learners can be divided to many types with one class (Cherry, 2021), learners are many types and each one has his own suitable style of learning and his own way of acquiring language. However, each teacher should vary his activities to get in touch with all types of learners. The use of flash cards in teaching vocabulary is considered as the best method to be used for learning and memorizing the information (Cherry, 2021).

2.2. History of Flash Cards

The history of flash cards was not easy to be traced due to the lack of the documentation in the old ages of the educational techniques; it is difficult to know who did create this educational aid (Brainscape Academy, 2022). In the ancient history it was so expensive to create and work on using flash cards due to the lack of papers and the expensive life at that time.

Scholars agree that the spread of flash cards goes back to the development and the great demand of more updates and qualities in education (Brainscape Academy, 2022).

Joseph Lancaster , in his book “*Improvement Education*” 1805s ‘ he gave the flash cards the name of the reading cards which was made by teachers , directors and all educators and this was the start of the culture of using flash cards around the schools of the country (“The History of Flashcards”, 2017).

MRs LOVE CHILD’s book which contains three hundred and thirty six cuts of flash cards created for children. This book was sold out all around the countries of the United States coming from Britain in 1803 ((Brainscape Academy, 2022).

In the program of the program of the middle school of children “ favell lee Mortimer’s educational book for children titled “reading disentangled introduced some flash cards to the middle school students program .helping the upper classes to start using and learning with flash cards (“Reading disentangled – The beginnings of flashcards”, 2012).

By the 1923, the flash card technique was popularized and the word flash cards was introduced in the Oxford Dictionary (n.d), the spread of flash cards start growing via magazines, books and even students started working on their own cards, through numerous studies which were done on the credibility of the flash cards .Students created their own aids and teachers try to offer the tips of the creation. Flash cards start growing, interring in so many domains including more context.

The history of flash cards does not end, but it is up till our present days , those small shits of paper are used as a useful aids of learning even though the technology of the smart phones

and the computers does eliminated this technique but it helps in creating new apps in which learners could find a large numbers on an online flash cards .

2.3. Types of Teaching Strategies by Using Flashcards

David and Hill (1990) classified flashcards depending on their size into three main types. The first one is Large Flashcards (20 x 30 cm) which they are appropriate for the entire class, the second one is Medium Flashcards (5 x 5 cm), which used with group work; however, the third type is Small Flashcards (5 x 5 cm): they are used for both group work and games activities.

2.3.1. Words flashcards

According to Wright (1990, p. 59), words flashcards are teaching aids materials that are used in teaching both skills reading and writing. They can be also used to teach vocabulary because they provide a significant help in teaching spelling of new words, which teachers should not neglect this teaching material with beginner learners and rather they should give it more importance to facilitate learning vocabulary for learners.

Figure 1.4 : Word flashcard (www.NicholasAcademy.com)



2.3.2. Pictures flashcards

2.3.2.1.Small picture flashcards

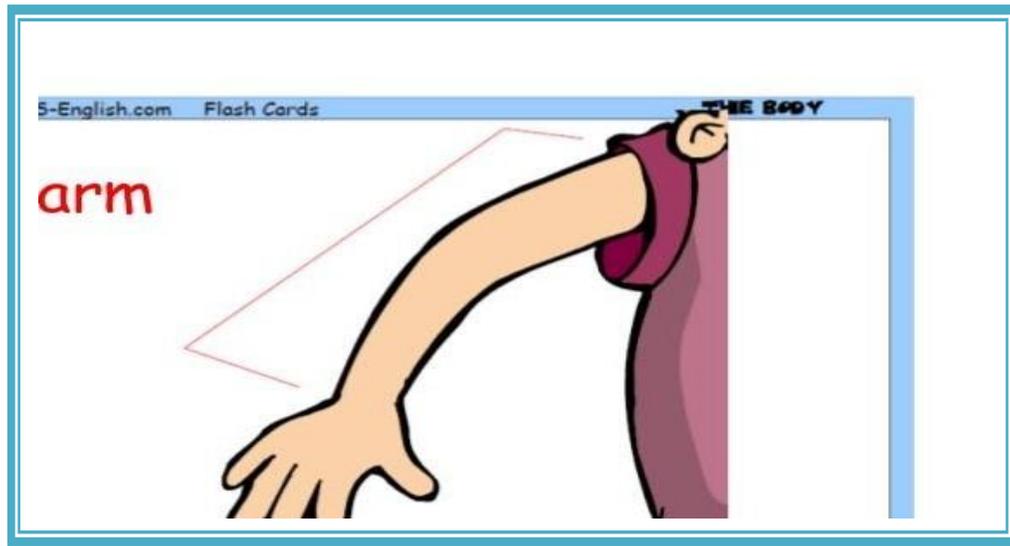
Both researchers Hill and Wright claimed that visual tools can be applied in pairs, in communicative tasks or in small group work of learners. Such type of flashcards are divided into: one side only cards, both sided cards and sets of pairs (synonyms or antonyms, a picture and a correspondent word or phrase) or sets of connected cards; for instance, as it is clarified in the following picture. Small picture flashcards provide learners and teachers the opportunity to engage in multiple forms of activities; from one side, playing games to writing a story. On the other side, they are employed to teach vocabulary games through asking questions and answering them.



2.3.2.2.Big picture flashcards

Jaclova (2009) illustrated that big flashcards help teachers to present the new vocabulary and drilling forms in an interesting and motivating way. Learners, therefore, will feel entertained and fun during the classroom tasks. Flashcards play a very important role in linking the words with their meaning and with their suitable image.

Figure 1.5: Big picture flashcard (www.mes-english.com)



2.4. How to Get a Flashcard

- Students or teachers could buy flash cards from libraries finding them inside the course books
- The teacher or the student could be an artist and create his own flash cards in a creative way , using highlighter , colors
- The teacher would add happiness and joy to his little learners by giving the tools and work as a group inside the class
- The beauty of flash cards is that you quickly find out what you want to know
- Technology it a helper in providing a large number of flash cards for learners and one of the great apps are as follows:

2.5. Advantages and disadvantages of Flashcards

According to the Atlassian University (2022), using flashcards has advantages and disadvantages. Both are summarized in the following table:

Advantages of flash cards	Disadvantages of flash cards
<ul style="list-style-type: none"> • Flash cards are a quick learning aid • Flash cards are one of the least expensive ways of teaching and learning that any student can carry to his different destinations • Flash cards are portable and parents will never be scared of the heavy weight of the school bag. • Flash cards make the learning easier and they offer a large learning methods within one method. • Flash cards are a motivator for the visual memorization • Flash cards facilitate the explanation of what is a noun , verb , adjectives and other vocabularies • Flash cards are a creative method of teaching and learning 	<ul style="list-style-type: none"> • Flash cards are usually a small cards thus the students sitting in the front could easily understand the context where the behind students cannot see • Teachers could not explain the whole program using the flash cards • Making flash cards takes time and money specially if teachers make a creative ones • Researchers states that the context studied by flash cards could be easily lost

Table 1.1: Advantages and disadvantages of flashcards

Conclusion

Flash cards are one of the best used media for teaching and memorizing information kids would enjoy colors and images .teachers face a different challenges and different difficulties in teaching English vocabulary and the write approach of teaching will help the chapter two

gives information about the use of flash cards to teach English vocabulary ,which is considered as one of the basic mechanisms of any language .The use of flash cards helps in approving the different language skills : reading , listening , speaking and writing ,specially the motivation of the visual system of the learner.

Flash cards have advantages and disadvantages and teachers should know how and when to use the technique with his learners to facilitate learning and make it efficient

Chapter Two

Fieldwork and Data Analysis

Chapter Two: Fieldwork and Data Analysis

Introduction.....	22
3.1.Teachers' Interview.....	22
3.1.1. Description of the interview.....	22
3.1.2. Aims of the teachers' interview.....	22
3.1.3. Participants.....	22
3.1.4. Analysis of the teachers' interview.....	23
3.2.Test.....	27
3.2.1. Aims of the test.....	27
3.2.2. Description of the test.....	28
3.2.3. Population and sampling.....	28
3.2.4. Analysis of the findings.....	30
3.3.Discussion of the Main Findings.....	39
Conclusion.....	41

Introduction

The aim of our study is to highlight the role of using flashcards to preschool learners in improving their vocabulary. In this work, the researcher describes and discusses the results obtained from the test and the interview. The former was dedicated for young learners to measure their abilities and attitudes towards flashcards; however, the latter was devoted to teachers in order to investigate their interest and opinions.

3.1. Teachers' Interview

3.1.1. Descriptions of the interview

The interview is served into ten questions. The first four questions seek to know the participants' general idea about teaching English in preschools. However, the question five and six are measure teaching English using teaching aids; while, the remaining questions evolve the teachers' attitudes towards using flashcards with young leaners.

3.1.2. Aims of the teachers' interview

Through this data tool, a semi-structured interview has been conducted for the sake of investigating the usefulness of using flashcards and collecting the main data needed for the research. The interview tends to study the different opinions and attitudes of the teachers towards the use of flashcards with preschool learners.

3.1.3. Participants

The interview targets the teachers of preschool phase. There was a random selection of five (5) participants. The main reason of choosing this population is due to the fact that they have already experienced teaching English to young learners.

3.1.4. Analysis of the Teachers' Interview

Q1: Would you please specify your gender?

Table 3.1 Teachers' gender

Option	Number
a) Male	2
b) Female	3
Total	5

The above table demonstrates the teachers' gender. At a quick glimpse, it can be noticed that the majority of participants are females, with number of (3); however, males are only two.

Q2: How could you explain the idea of teaching English to preschool learners?

This question is sought to know the participants' perspective towards the idea of teaching English to preschool learners. According to the provided answers, all of the teachers showed positive attitude towards the given opinion. Some of them declared that teaching English is an entertainment tool, in which learners will be able to have at least an overview of this language and can obtain a foundation of it. Unlike a single participant who said that since learners are at an early age, it would be beneficial for them to introduce them to what they need to know about it; at this age, learners are able to acquire any language so teaching English language to them is an important step to achieve.

Q3: Is the teaching of English to preschool learners fruitful?

Table 3.2: The effectiveness of teaching of English to preschool learners from teachers' point of view

Option	Number
a) Yes	5
b) No	0
Total	5

This question is asked in order to know the effectiveness of teaching English to preschool learners. The table above shows that all the participants showed positive response to the given question. In order to know the reason behind their choices, the participants were asked to justify. Teaching English to preschool learners is fruitful because it helps them to have a general idea about it. Two participants added that it will help them foster their knowledge because the age, here, helps them acquire the language easily. On the other hand, two of the teachers advocated that teaching English at this age will give them the opportunity to master it and to be fluent by time.

Q4: According to you, is teaching English vocabulary to preschool learners more difficult than to other levels?

Table 3.3: The difficulty of teaching English vocabulary to preschool learners

Option	Number
a) Yes	2
b) No	3
Total	5

The majority of the participants said that teaching English vocabulary to preschool learners is not difficult, because it is useful for them as beginners and the age of the students play an effective role because in this age the kid can acquire language easily. However, only two participants argued that it is difficult because learners in this age will be overloaded with too much new information.

Q5: As a teacher, what do you prefer to use as a material to teach vocabulary to preschool learners? Justify your answer, please.

The majority of the participants supported the use of visual aids. Some prefer to use games and songs within visual aids; however, others like to use posters, videos and pictures. Different answer was provided by one participant that for young learners are highly visual, so the use picture, videos and the school book will help them acquire new vocabulary. Additionally, using drilling to pronounce the new vocab and pictures to visualize it can be an effective way as well.

Q6: According to you, what are the main aspects that should be considered when selecting the appropriate teaching materials?

According to the provided answers, the main criteria should be taken into account when selecting teaching materials is the level of comprehension of the learners; in addition to their age of learners, their cultural background and availability of resources. However, teaching materials must be simple and clear so that they can match the learners' capability to learn and their culture.

Q7: Do you use flashcards to teach vocabulary to preschool learners?

Table 3.4 Teachers' use of flashcards

Option	Number
a) Yes	4
b) No	1
Total	5

Q8: How do you find using this technique?

Table 3.5 Teachers' attitudes towards using flashcards

Option	Number
a) Very effective	4
b) Somehow effective	1
c) Not effective at all	0
Total	5

More than half of the participants find the use of flashcards as a very effective technique to teach learners new vocabulary, and this, because learners will be able to match between the word and its meaning without wasting time in explaining or using the mother tongue.

Q9: When using flash cards in teaching English vocabulary, do you face any difficulties?

Table 3.6 Teachers' responses about whether they face difficulties when using flashcards or not

Option	Number
a) Yes	4
b) No	1
Total	5

According to the displayed results, the majority of participants encounter difficulties when using flashcards; however, only participant declared the opposite.

Q10: Knowing that the flash cards are one of the best ways of teaching English vocabulary, how excited are you to use this technique?

Table 3.7 The degree of teachers' excitement when using flashcards

Option	Number
a) Very excited	4
b) Somehow excited	1
c) Not excited at all	0
Total	5

According to the table above, teachers find very excited when using flashcards inside the classroom, because it will make the work easier, beneficial, and interesting; in addition, it is helpful method for both the learner and the teacher. However, only one participant finds it somehow excited because s/he uses it only for the sake of children.

3.2. Test

3.2.1. Aims of the Test

Young learners' test deals with the role of using flashcards in English sessions in order to improve their vocabulary, and it aims to gather the necessary data about the participants' performance before and after the test.

3.2.2. Description of the test

The test used in this research is divided into three tests: pretest, treatment and posttest. This research tool consists of 10 different flashcards which contain colors, alphabets and some school supplies. The cards were given in the pre-test and post-test in order to collect the needed data.

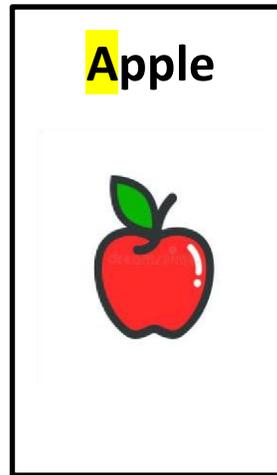
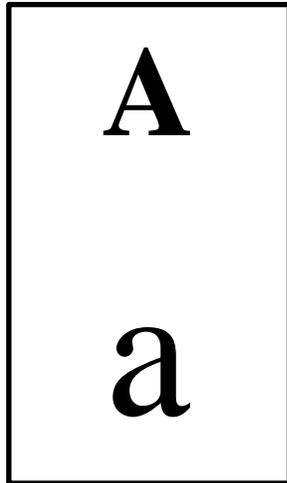
3.2.3. Population and sampling

This data collection tool was employed in a school of language teaching, Harrar private school. The participants were the preschool learners in which they were chosen with purpose. The selected sample is totally dissimilar to other learners and they differ in their learning and their age.

This study takes place with the preschool learners in a language teaching school. Our population consists of three classes of preschool learners aged between three (3) and six (6) years old. Each class consists of 20 students, which means sixty (60) young learners in whole. However, the researcher dealt only with twenty (20) participants.

a. The first treatment

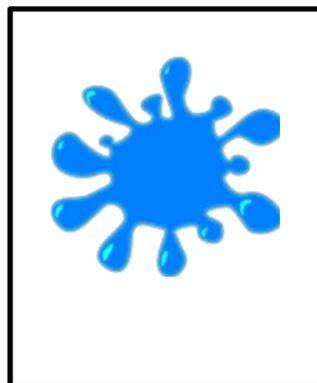
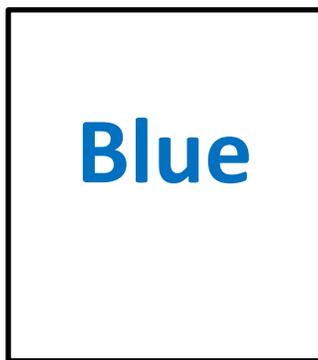
Our first treatment was introducing and teaching the Alphabets using the flash cards adopted from Nakata, Frazier and Graham book (1998) '*Let's Go Starter Book: Students Book*' which consist of two sides .The first side consists of lines to let the student learns how to write in his copy book and the letter was written both capitalized and non-capitalized .The second side consists of a word that starts or contains the same letter and a picture of that word:



At the beginning, we were obliged to use the mother language with learners because they are facing the language vocabulary for their first time and they are preschool learners. We introduced the vocabulary for students many times until they get the new vocabulary.

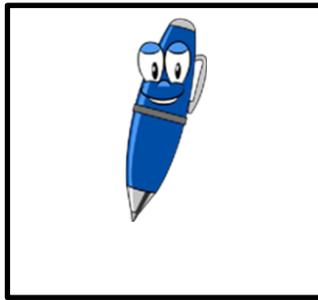
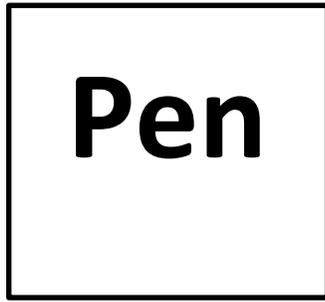
b. The second treatment

Our second treatment was introducing and teaching the colors using the flash cards which consist of two sides. The first side contains the color and the second side contains the written name of this color. We used to as a second explanation cards which were colored to introduce the concept, as follows:



c. The third treatment

In third treatment our aim was to teach the school supplies vocabulary using the flash cards .The first side of the cards contains the name of the school supplies and the second side contains the drawing of the word as follows:



d. The post test

our preschool learners are still do not know how to write , thus the post test was done orally using the10 items the aim of our research is to know the new level of vocabulary and to know the efficiency of the flash cards.

3.2.1. Analysis of the Findings

The pre-test and post-test of the preschool learners’ scores

Table 3.8: Classification of scores by percentages

Scores	Results
From 0 to 3	Poor
From 3.5 to 5	Fair
From 5.5 to 7	Fair good
From 7.5 to 8.5	Good
From 8.6 to 9.5	Very good
From 9.6 to 10	Excellent

The pre-test score classification

$$P = \frac{F}{N} \times 100$$

P : is the percentage

F : is the frequency of the subject

N : is the number of subjects

Table 3.9 : The pre-test score classification

Number of subjects	Frequency of the subject	Percentage	Classification
0	6	30%	POOR
1	6	30%	POOR
2	4	20%	POOR
3	3	15%	POOR
4	1	5%	FAIR
5	-	-	
6	-	-	
7	-	-	
8	-	-	
9	-	-	
10	-	-	
	20	100%	

From the table, we find that:

- 6 preschool learners get the score of (0) which represents 30% from the sample
- 6 preschool learners get the score of (1) which represents 30% from the sample

- 4 preschool learners get the score of (2) which represents 20% from the sample
- 3 preschool learners get the score of (3) which represents 15% from the sample
- Only 1 preschool learner get the score of (4) which represents 5% from the sample

All in all, we conclude that:

- 95% from the sample get the poor score
- 5% from the sample get the fair score

However these data reveals that all the students were scored under the average (the mark 5) which means $5\% + 95\% = 100\%$ and that would represent that all the sample is suffering from problem in vocabulary and their backgrounds are poor and that would be the pre-test observation.

Concerning the students' problem:

- The lack of vocabulary
- The lack of the use of English vocabulary they used to just use the mother language
- still shy to talk

Table 3.10: The post-test classification

Number of subjects	Frequency of the subject	Percentage	Classification
0	-	-	-
1	-	-	-
2	-	-	-
3	-	-	-

4	-	-	-
5	1	5%	FAIR GOOD
6	3	15%	FAIR GOOD
7	2	10%	FAIR GOOD
8	3	15%	GOOD
9	7	35%	VERY GOOD
10	4	20%	EXCELLENT
	20	100%	-

From the table we found that

- Only 1 student get the score of (5) which represents 5% from the sample
- 3 students get the score (6) which represents 15% from the sample
- 2 students get the score of (7) which represents 2% from the sample
- 3 students get the score of (8) which represent 15% from the sample
- 7 students get the score of (9) which represents 35% from the sample
- 4 students get the score of (10) which represents 20% from the sample

All in all we conclude that:

- 30% from the preschool learners get the fair good
- 15 % from the preschool learners get the good
- 35% from the students get the very good
- 20% from the students get the excellent.

However, the results of table reveals that all the students get the average and they succeeded in post-test.

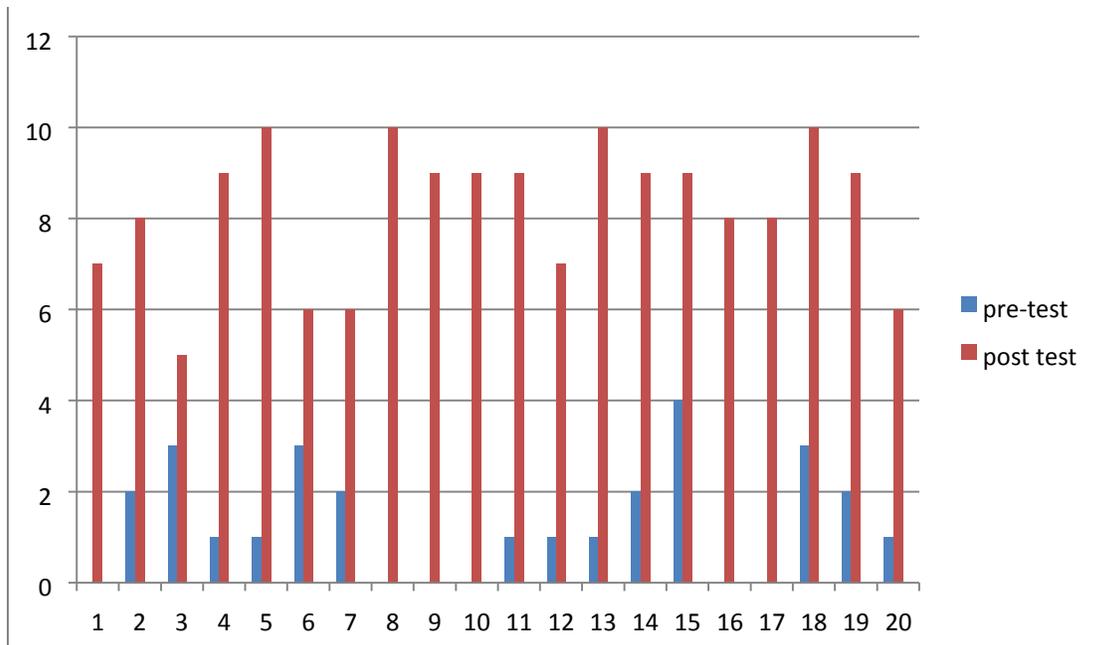


Figure 3.1: pre and post test scores

The following bar chart illustrates the obtained scores from the pre and post-tests .however the pre-test is represented in blue and which shows that the score of the pre-test was low and all under the average with the mark 4 as the upper mark and 0as the lower mark .In the other hand we notice that the score of the post test which is represented in red is developed then the pre-test .all in all we conclude that the score of the pre-test and the post-test are not homogeneous .

Statistically and in order to compare the tests results we are required to calculate the mean which is referred as (\bar{X}) and it represents the average of the score.

$$\bar{X} = \frac{\sum X}{N}$$

X : the sum of scores
N : sample size

The mean is calculate by It is calculated by summing up all the values in the data set and then dividing by the total number of values as is shown in the following formula:

The pre-test mean

$$X' = \frac{\sum X}{N} = \frac{27}{20} = 1.35$$

The mean of the pre-test is: **1.35**

The post test

$$X' = \frac{\sum X}{N} = \frac{164}{20} = 8.2$$

The mean of the post test is: **8.2**

The mean difference:

$$Md = X \text{ post-test} - X \text{ pre-test}$$

$$Md = 8.2 - 1.35 = 6.85$$

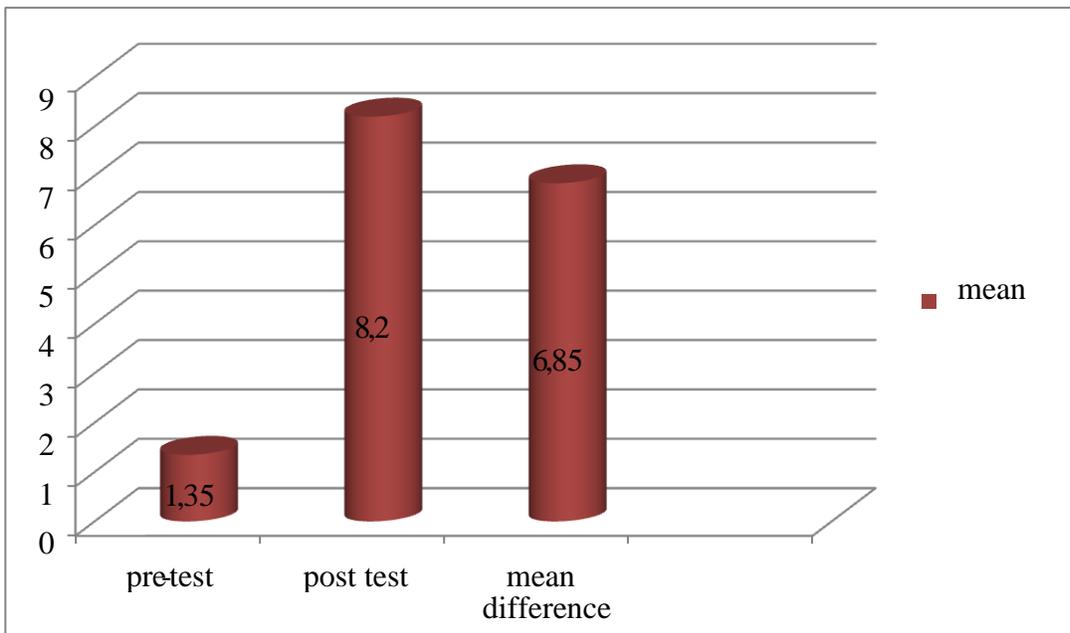


Figure 3.2: Mean Difference

From the table and the figure we observe that:

- The post-test mean is higher than the pre-test mean

X post test > X pre-test

The mean difference between the post-test and the pre-test is a positive number which means that the score of the post test is higher than the pre-test score.

All in all, we conclude that the preschool learners performed better than the pre-test due to the application of treatment.

The paired sample T-test

The paired sample or the T-test is a statistical procedure which is used to compare between two results or measurements taken from one sample in two different times. This test is used to prove the significance of the study after using the treatment. In other words, we aim to prove the efficacy of the use of flash cards in teaching English vocabulary to preschool learners. The t-test is based on two hypotheses: the null hypothesis and the alternative hypothesis, and only one hypothesis is accepted.

- The null hypothesis $H_0 = X_{\text{post-test}} = X_{\text{pre-test}}$
- The alternative hypothesis $H_1 = X_{\text{post-test}} > X_{\text{pre-test}}$

To make the procedure clearer: the null hypothesis H_0 is that the mean of the pre test is equal to the mean of the post test and the difference between the pre-test and the post test means is equal to zero. However, the alternative hypothesis is that the mean of the post test is more than the mean of the pre-test and the difference between the two means is more than zero.

Now we are required to calculate the t-test value following the steps and calculating **manually**:

1. Subtracting posttest scores from their corresponding pretest scores (d).
2. Summing the scores of the difference ($\sum d$).
3. Squaring the difference of each score (d^2).
4. Summing the squared difference ($\sum d^2$).
5. Applying the formula to get the t-static.
6. Comparing it to the critical value.

The student	Pre-test Score X	Post test Score Y	Difference D = (Y-X)	Difference squared D ²
1	0	7	-7	49
2	2	8	-6	36
3	3	5	-2	4

4	1	9	-8	64
5	1	10	-9	81
6	3	6	-3	9
7	2	6	-4	16
8	0	10	-10	100
9	0	9	-9	81
10	0	9	-9	81
11	1	9	-8	64
12	1	7	-6	36
13	1	10	-9	81
14	2	9	-7	49
15	4	9	-5	25
16	0	8	-8	64
17	0	8	-8	64
18	3	10	-7	49

19	2	9	-7	49
20	1	6	-5	25
	N= 20		-137	1027

Using the results we need to calculate the T-test value using the following formula :

$$T = \frac{\frac{\sum d}{N}}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}$$

$$T = \frac{\frac{137}{20}}{\sqrt{\frac{1027 - \frac{137^2}{20}}{20(20-1)}}$$

T= 14.19

The next step is to find the critical value from the t-distribution critical value and that is according to :

- The degree of freedom = N-1 = 19
- The prediction of two tailed test = 0.10

The following table would summarize the calculations:

Pre-test	Post test	Mean Difference	P-value	T-value	Degree of freedom	Critical value
1.35	8.2	6.85	0.10	14.19	19	1.729

According to the results above we have:

- Probability value (P –value) = 0.10 according to the social science
- the T-value is 14.19
- the critical value is 1.729

All in all we found that:

t-test > critical value

- The T –test is more than the critical value and from that we deduce that there was a significant difference between the pre-test and the post -test .Thus we reject or neglect the null hypothesis.

- The post test score is higher than the pre-test score.

- All in all there is a true relationship between the dependent variable (the English vocabulary) and the independent variable (flash cards technique).

3.3. Discussion of the Main Findings

Starting from teachers' interview, the obtained results indicate that the majority of participants support the idea of teaching English to preschool learners and they consider it as an entertainment tool, in which it helps their learners to have at least an overview of the target language. The findings also showed that teaching English at this age will give young learners the opportunity to master it and to be fluent by time. It is concluded also that English learning process in this phase will help learners foster their knowledge and they can easily acquire the language.

Equally important, according to the displayed findings, the majority of teachers claimed that they use different strategies to teach young learners the English language. Teachers reported to use visual aids (at greater extent), audio materials and audio visual materials. According to them, visual materials such as picture and flashcards in particular help preschool learners to be motivated, engaged and help them to guess the meaning of words quickly. Therefore, the researcher noticed the effective role that the visual aids play as means to make the unfamiliar items clearer and more memorable. Not only that, teachers also supported the diversity of materials such as: videos, games and songs. However, selecting such materials depends on specific criteria that need to be considered; namely, the level of the learner, his/her cultural background, and their level of comprehension. In addition, appropriate teaching aids must be clear and simple in order to match between the word and its meaning without wasting time in explaining or using the mother tongue.

Concerning teaching vocabulary, one of the visual aids that this work focuses on is the use of flashcards. Therefore, it was highly important to gather data from the teachers' opinions and attitudes about the use and effectiveness of this tool. The findings indicated that approximately the whole sample uses flashcards as an effective tool to teach young learners English vocabulary. The reason is that this tool makes both learners and teachers excited, interested and having fun during the lesson. The participants also added that flashcards technique is difficult to use, but still they are beneficial for their learners.

The analysis from test revealed that in the pre-test phase, (95%) of the participants got a poor score during the activities; however, only (5%) got fair score. These results were due to the lack of vocabulary, lack of using English vocabulary, shyness and using frequently the mother tongue. In the treatment phase; however, the learners were given some vocabularies using

flashcards in order to reach the required objective and it was noticed that there were interaction during the activity. Additionally, in the post-test, the learners scored a high results comparing to the results of the pre-test. Learners were motivated, interested and showed positive attitude towards the use of flashcards and as a result, their outcomes were satisfying and different from the pre-treatment.

The findings also showed that using flashcards as means of teaching tool makes the meaning of new items so clear and easily to grasp. For instance, the teacher showed her learners a picture of the word 'blue' and a 'color' in another picture. The learners, here, could easily comprehend its sense and what the pictures are attempting to convey. Therefore, flashcards permits the pre-school participants to comprehend the unfamiliar words directly with no difficulty or the need for the teacher's explanation.

To sum up, flashcards plays an important and positive role in enhancing young learners' vocabulary retention. They help them to understand and recall the meaning of newly learnt items. Not only that, but they also make the learners motivated, interested and excited with their teachers. Therefore, flashcards is an effective technique for teaching English vocabulary, as well as they create motivational atmosphere and more entertaining. At the end, the results showed a positive relation between both variable (vocabulary and flashcards) and hence, the hypothesis is supported and confirmed.

Conclusion

This chapter displayed the field word and data analysis of this research by describing, analyzing and interpreting the data obtained from the teachers' interview and the test. Additionally, the discussion part indicated both data tools present positive arguments that

support the research hypothesis. It is also confirmed that flashcards are effective teaching tool to enhance young learners' vocabulary knowledge.

General Conclusion

General Conclusion

The aim behind the conducted work was to measure the usefulness of using flashcards in improving the preschool learners' English vocabulary, at Harrar private school. The research was divided into two main parts: theoretical part and the fieldwork. The former is devoted into two parts, the first part deals with vocabulary; whereas, the second deals with flashcards technique; whilst, the latter covered the analysis, description and discussion of the obtained data from the young learners' test and teachers' interview.

The data required for this study was obtained from preschool learners and five teachers at Harrar private school, Biskra. The primary reason behind choosing interview and test tools is to support the investigation and to have more insights about the issue. These tools are suitable for the research in order to confirm or reject the usefulness of using flashcards as technique in improving young learners' English vocabulary.

The findings reveal a positive attitude regarding the use of visual aids, particularly flashcards in teaching and learning process. More precisely, it is found that flashcards are very effective vocabulary teaching tools. The results ensured the importance of using flashcards in increasing the learners' interest and motivation and develop their memorization. Moreover, this technique attracts the attention of the young participants in direct and clear way in order to understand the word without the need of the teacher or big efforts as well as to ameliorate their memory in improving English language vocabulary.

Teaching English vocabulary is not an easy task to do, especially with the preschool learners. Our preschool learners were aged between 3 and 6 years old. We followed a particular

way of teaching, using body gestures, moving around the class room, motivating the learners in each class, using colors and images and forming the class in a U shape.

In order to conduct this study, the researcher used the mixed method approach in collecting both numerical and non-numerical data to prove the effectiveness of the use of flash cards using the pre-test to test the student abilities before the treatment and the post-test to test the success of our experimentation. Introducing English to preschool learners was successful through the use of experimentation, in which, the preschool learners enjoyed the technique and wanted to learn foreign languages. In addition, the motivation plays a great role in helping them to move on

As a conclusion, the study of teaching English vocabulary to preschool learners had a positive effect on the learners and their parents were happy that their kids are learning a new language at an early age and according to the data collection and analysis, we conclude that the study is fruitful.

Recommendations of the Study

- Syllabus designers should consider English as one of the most important languages to learn at an early age.
- CEIL centers should open the doors for preschool learners and to make the learning easier ,funny and motivated for this category
- Teachers should know how to use his teaching techniques and to change them according to the different types of his learners
- The integration of English language to preschool learners and to start learning at an early age

References

- Aeborsold, K., & Field, P. (1977). *Vocabulary presentation in foreign language classrooms*. Harlow: Longman
- Anderson , Rachel Lynn, “Critical analysis of total physical response as pedagogy (2008) .Theses Digitization project .3416 [https://scholarworks lib.csusb.edu/etd-project /3416](https://scholarworks.lib.csusb.edu/etd-project/3416).
- Atlassian University. (2022). Retrieved June 21, 2022, from <https://text-id.123dok.com/document/6zkwj49pz-the-advantages-and-disadvantages-of-using-flashcards-in-vocabulary-teaching.html>
- Cambridge international dictionary of English .(1995).Cambridge : Cambridge University press
- Cherry, K. (2021, July 28). Gardner's theory of multiple intelligences. Retrieved June 7, 2022, from <https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161>
- Crow, J., T., & Benjamin, A., (2013 b). *Vocabulary at the core: Teaching the common core standards*. USA: Routledge.
- Douglas, B., (jan 2007). *Principles of language teaching and learning* .
- Gairns, R., & Redman, S. (1986). *Working with Words: a Guide to Teaching and Learning Vocabulary*. Cambridge: Cambridge University Press
- Gill. (2016). *Discover the history of English* [Video]. Retrieved from <https://www.youtube.com/watch?v=aEH2GkuRIHs>
- Graham A.runnalls. & D.A.wilkins .(jul 1973) *.linguistics in language teaching*.
- Hornby .(2006) .vocabulary *.International Journal of Teaching and Education* .vol .3,No .3/2006.Page 1645.

Hatch, E., & Brown, S. (1995). *Vocabulary, semantics, and Language Education*. New York : Cambridge University Press

Jákllová, K. (2009). *Using Pictures in Teaching Vocabulary*. Brno: Masaryk University

Richards, J & S. Rogers, T, S. (2000). *Approaches and methods in language teaching*.

Kamil, M.L., & E.H.H. (2005). *Teaching and Learning vocabulary* : Bringing research

Kolowinski, R. (2009, September 13). English words-or are they? Word origins- English words derived from other languages. Retrieved May 11, 2022, from <https://discover.hubpages.com/education/English-Words-Or-Are-They-Word-Origins-English-Words-Derived-From-Other-Languages>

Lewis, M. (1993), *the Lexical Approach: the State of EFL and Ways Forward*. England: Language Teaching Publication.

Linse, C., & Nunan, D. (2005). *Practical English language teaching: young learners*. New York: McGraw Hill Companies.

Merriam-Webster.(n.d).Vocabulary. In Merriam-Webster.com dictionary.Retrieved June 30, 2020, from <https://www.merriamwebster.com/dictionary/vocabulary>.

Nation, I. S. P. (1990). *Teaching and learning vocabulary*. New York: Newbury House. 10.

Nakata, R., Frazier, K., & Graham, C. (1998). *Let's go*. OXFORD University Press.

Oxford Student's Dictionary. (2007). New Edition. Oxford University Press.

Oxford University Press .*Vocabulary* .Oxford English dictionary .retrieved 20 December 2021.

Palmer, H. E. (1921). *The Principles of Language Study*. London: George G. Harrap & Co.

Reading disentangled – The beginnings of flashcards. (2012, April 17). Retrieved from <https://flashcardsguru.wordpress.com/2012/03/20/reading-disentangled-a-short-history-of-the-flashcard/>

Richards, J.C. and R.T.S. (2001). *Approaches and methods in language teaching* .Verneer, A. (1992). *exploring the second language learner* .In L.Verhoeven and J.H.L .de Jong (Eds). *The construct of language proficiency* .

Stuart, W., (2005) : *Receptive and productive vocabulary learning : The Effects of Reading and Writing on Word Knowledge*, *Studies in Second Language Acquisition*/Volume 27/ Issue 01/ March, pp 33 –52

Teaching Vocabulary Using Flash Cards to Young Learners .Volume 1, No.6, November 2018 pp 775-782.

The history of flashcards. (2017, April 16). Retrieved May 26, 2022, from <https://travelflips.com/blogs/travel-and-culture/the-history-of-flashcards>

Thronbury, S. (2003). *How to Teach Vocabulary*. Longman, England: Pearson education limited.

Ur, P. (2000). *A course in language teaching: Practice & theory*. Cambridge: Cambridge University Press.

Webster, M. (2003). Merriam-Webster's Collegiate Dictionary & Thesaurus. Merriam Webster.

Wilkins, D. (1972), Linguistics in Language Teaching. London: Edward Arnold

Wright, A. 1989 . Pictures for Language Learning. Cambridge: Cambridge University Press

Websites:

[https:// www.readingrockets](https://www.readingrockets.org) .org. types of vocabulary

[https://www.dictionary.cambridge](https://www.dictionary.cambridge.org) .org

[https://the teachers toolkit](https://theteachers toolkit.com) .com .

<https://www.mtsu.edu>

Appendices

Appendix 01

Appendix 1: An Interview for Preschool Teachers

Dear teachers,

You are kindly requested to respond the following questionnaire which represents one of the data collection methods of our research study , under the title of Teaching English vocabulary for preschool learners using flash cards. Your answers would be anonymous and will be used as a data for our research purpose only. Please, tick the appropriate answer and give a full statement where necessary.

Q1: Would please specify your gender *

a) Male

b) Female

Q2: How could you explain the idea of teaching English to preschool learners?

Q3: Is the teaching of English to preschool learners fruitful?

a) Yes

b) No

Explain please

Q4: According to you, is teaching English vocabulary to preschool learners more difficult than to other levels?

a) Yes

b) No

Justify your answer, please *

Q5: As a teacher, what do you prefer to use as a material to teach vocabulary to preschool learners? Justify your answer, please.

Q6: According to you, what are the main aspects that should be considered when selecting the appropriate teaching materials?

Q7: Do you use flashcards to teach vocabulary to preschool learners?

a) Yes

b) No

Q8: How do you find using this technique? *

a) Very effective

b) Somehow effective

c) Not effective at all

Justify your answer, please

Q9: When using flash cards in teaching English vocabulary, do you face any difficulties?

a) Yes

b) No

If yes, what kind of difficulties do you face?

Q10: Knowing that the flash cards are one of the best ways of teaching English vocabulary, how excited are you to use this technique?

a) Very excited

b) Somehow excited

c) Not excited at all

Justify your answer, please *

Appendix 2: The Source of Flashcards



المخلص

تهدف هذه الدراسة إلى تحديد فاعلية استخدام البطاقات التعليمية كأسلوب لتعليم مفردات اللغة الإنجليزية للمتعلمين في مرحلة ما قبل المدرسة الذين تتراوح أعمارهم بين 3 و 6 سنوات في مدرسة حرار الخاصة بسكرة مع عينة من 20 متعلمًا في مرحلة ما قبل المدرسة. استخدم هذا البحث التصميم التجريبي في تطبيق الاختبار القبلي والبعدي لعينة الدراسة. استخدمت التجربة البطاقات التعليمية كأداة للبحث باستخدام البيانات الكمية لتحليل النتائج التي تم جمعها من الاختبار القبلي والبعدي بعد إعطاء العلاج الذي كان عبارة عن سلسلة من دروس المفردات (الحروف الهجائية ، واللوازم المدرسية. ، والألوان) باستخدام البطاقات التعليمية. تظهر نتائج بحثنا أن هناك فرقًا معنويًا بين نتائج الاختبار القبلي والبعدي التي تم الحصول عليها بالإضافة إلى الحسابات الإحصائية اليدوية لإيجاد اختبار T الذي يمثل أن اختبار T هو القيمة الحرجة. علاوة على ذلك ، تم توزيع مقابلة على خمسة معلمين من طلاب رياض الأطفال. دعمت النتائج التي تم الحصول عليها من تحليل البيانات التي تم جمعها فرضية استنتاج أن تدريس المفردات للمتعلمين في مرحلة ما قبل المدرسة مهم ومثمر وأن البطاقات التعليمية هي أداة تعليمية فعالة لتعزيز معرفة المتعلمين الصغار بمفردات اللغة الانجليزية. وفي النهاية اقترحت الباحثة مجموعة من التوصيات.

الكلمات المفتاحية: المفردات، متعلمي مرحلة ما قبل المدرسة، البطاقات التعليمية، المتعلم، التدريس