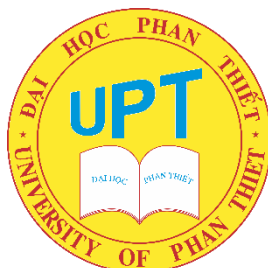**MINISTRY OF EDUCATION & TRAINING**

UNIVERSITY OF PHAN THIET

NGUYỄN THỊ THU QUỲNH

USING FLASHCARDS AS AN EFFECTIVE TEACHING TECHNIQUE TO ENHANCE LEARNING ENGLISH VOCABULARY FOR FOURTH- GRADE STUDENTS OF TIEN THANH 1 PRIMARY SCHOOL

MASTER'S GRADUATION PROJECT MAJORED IN ENGLISH LANGUAGE
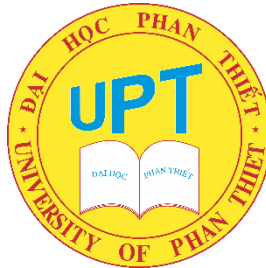
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CODE: 8220201

MASTER'S GRADUATION PROJECT

INSTRUCTOR:

LY THI MY HANH, Ph.D.

Binh Thuan Province - 2024

STATEMENT OF AUTHORSHIP

I confirm that the work presented in this research entitled **"Using Flashcards as an Effective Teaching Technique to Enhance learning English Vocabulary for Fourth- Grade Students of Tien Thanh 1 Primary School"** has been performed and interpreted solely by myself.

I confirm that this work is submitted in partial fulfilment for the MA course in English Studies at University of Phan Thiet and has not been submitted elsewhere in other form for the fulfilment of any other article/paper.

Phan Thiet, April 2024

Nguyễn Thị Thu Quỳnh

ACKNOWLEDGMENTS

Without the support, encouragement, and contribution of many people during the process of carrying out this study, I would not have completed my thesis.

First and foremost, I would like to express my gratitude to my supervisor, Dr. Ly Thi My Hanh, my lecturer, for all the guidance, support, and instruction provided to me throughout my study.

Secondly, I am thankful for the approval and support from the Phan Thiet University and the English Department who offered me the opportunity and the best condition to carry out the research.

Thirdly, I would also like to acknowledge the enthusiastic participation of the students at Tien Thanh 1 Primary School. Thanks to their participation, I could collect the data for the thesis successfully.

Last but not least, I would like to dedicate this study to my parents and my sister who have always sympathized, inspired and motivated me to strive for important achievement in my profession. I would not have had the opportunity to study the postgraduate course without their support and encouragement.

ABSTRACT

This study aims to determine the effects of using Flashcards when teaching vocabulary to fourth-grade pupils in elementary school. This study was conducted on two classes (n = 60) in order to investigate the effectiveness of Flashcards in learning vocabulary of students. The instruments included test, English questionnaire and interview. The writer administered a test to the fourth-grade pupils in Tien Thanh 1 Primary School as the last step after applying flashcards in teaching vocabulary. The researcher used structured interview techniques where interviews are conducted by providing a number of questions to be asked to the interviewer and interviewer in conducting interviews using a list of detailed questions and a questionnaire based on the Likert five-point scale. Besides, SPSS was utilized to analyze the collected quantitative data in terms of descriptive statistics (means and standard deviation). According to the study's findings, students who practiced vocabulary using Flashcards demonstrated an improvement in their vocabulary mastery and students were encouraged to learn English because they could readily memorize and comprehend the vocabulary. Furthermore, teachers can know how to use Flashcards effectively in teaching vocabulary. As a result, the researcher could draw the conclusion that using Flashcards to teach vocabulary to kids in grade fourth is a good learning strategy for English.

Keywords: *vocabulary, vocabulary learning, Flashcards, teaching strategy*

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

ALM   The Audio-Lingual Method

CLT   Communicative Language Teaching

EFL   English as a Foreign Language

FC   Flashcard

TPR   Total Physical Response

CHAPTER 1. INTRODUCTION

Vocabulary is an important aspect of learning a language, especially a foreign language, because it influences our capacity to communicate successfully through speaking, reading, and writing. Without language understanding, students struggle to articulate their ideas in speech and writing, as well as comprehend what they read and hear. Today's classrooms must take other options into account if they are to accommodate the issues that students may be experiencing. Using Flashcard is one possibility. It has been determined through study that Flashcard can help students improve their language abilities, including issues with vocabulary. For students, the success of acquiring a foreign language is crucial because vocabulary is an integral component of the language.

1.1 Background and Context

English is taught in classrooms from primary to college levels as a foreign language. People all across the world communicate in English, which is a universal language. Students must comprehend that they are communicating with individuals all across the world in English. English is a compulsory subject at all levels of education in Vietnam, from basic to university.

It is obvious that there have been significant changes in this field since a national project which is entitled. One of the fundamental abilities in acquiring English is vocabulary. Using suitable and accurate vocabulary will ensure that the teacher and student have the same understanding. Vocabulary is an essential component in second language learning because it is needed for expressing meaning and conveying thoughts through both receptive and productive skills (Mehring, 2005, Carpenter & Olson, 2011). The use of Flashcard is seen to be an enjoyable strategy for EFL learners to boost their vocabulary retention (Robillard et al., 2014). It states that vocabulary mastery enables people to clearly communicate their thoughts and comprehend other fundamental skills. Students examine simple words or items in their surroundings to learn how to understand simple English used in everyday

situations. Without a sound vocabulary foundation, pupils will struggle to learn other abilities such as reading, writing, listening, and speaking. This is because vocabulary is the essential skill that pupils must master in order to do well in other courses, such as reading and writing.

Tien Thanh 1 Primary School is located on the outskirts in Phan Thiet City. The distance to the city center is roughly 20 kilometers. One of the primary challenges in teaching English at Tien Thanh 1 primary schools is the limited availability of resources and infrastructure. It lacks access to audio-visual aids, and technological tools that facilitate language learning. Insufficient infrastructure, such as computer labs or internet connectivity, further hampers the integration of technology into the classroom. In fact, there are only three TV-equipped rooms in the school. This school has 360 students and the background knowledge of the students are not very well informed. A small number of students which is generally found in different standard levels of students, i.e., in first-grade to fifth-grade classes. Therefore, it leads to the need to determine appropriate teaching approaches and methods for the purpose of fostering the students' second language acquisition, together with exposing students to adequate linguistic competence and communicative competence. Because the students are not homogeneous in terms of English proficiency since they come from suburb areas, teachers often encounter troubles using only English in the classroom.

The researcher believes Flashcards are an appropriate teaching aid for solving the difficulties. According to Cross (1991: 119), Flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. It suggests that flashcards can assist students expand their vocabulary and are helpful in helping students recall previously taught words. Flashcards in vocabulary teaching are relatively simple visual aids that allow the teacher to engage the pupils in the teaching-learning process. Flashcards are a form of approach that teachers might employ in class. They can increase their attention span and concentration in order to learn new English words. According to Haycraft (1978:

102), Flashcards can be used for consolidating vocabulary, practicing structure and words order or a variety of games. Because of the broad potential utility of Flashcard education, teachers can benefit from learning research-based guidelines for achieving the best results with this technique. Currently, students at Tien Thanh 1 School are taught vocabulary using traditional tactics such as teaching new terms in class or forcing pupils to remember lists of vocabulary items, which are out of date. Thus, the purpose of this study is to look into how Flashcards might help students expand their vocabulary while also improving their entire language learning experience.

1.2 Problem Statement

The researcher identified a number of issues with student vocabulary proficiency, including difficulties with word meaning comprehension, difficulties with word pronunciation, students' inability to spell words correctly, and students' inability to use and comprehend references correctly. The motivation of the students to take part in the teaching-learning tasks is also lower. These issues include the fact that some students are distracted by other activities while learning activities are taking place, others are busy with other tasks, some students are less active and more passive during teaching and learning activities, and some students disobey the teacher's instructions.

The researcher discovered that, in addition to pupil issues, teacher issues were also a factor. As a result, the students lacked adequate vocabulary-learning skills because the teacher only instructs them by giving them assignments to complete the questions. Students lose interest in and motivation for studying English as a result of this. According to the researchers, when selecting the media to be used to teach vocabulary, the teacher must have a creative concept. The use of images as an educational tool for vocabulary is one of the media. The teaching-learning procedure is not interesting to the students.

The majority of primary school students struggle greatly with learning English, particularly with mastering vocabulary. They obviously have a lot of vocabulary comprehension issues. The majority of pupils have trouble remembering English words. Using a specific media can boost students' enthusiasm in learning English. Furthermore, one of the reasons kids fail to learn English, particularly vocabulary, is the scarcity of media that teachers can use for education. For example, at each class meeting, the lecturer and students used only the student handbook and worksheets. As a result, the author wants to illustrate why Flashcards are one sort of media that can assist with this issue. The teacher must boost pupils' vocabulary through active learning using appropriate media such as flashcards. Further research is needed to determine the effectiveness of flashcards as a teaching aid for language learning, particularly vocabulary instruction.

1.3 Research Aim

Flashcards can be used for teaching vocabulary effectively for young learner. They are also used for word order and structure practice, and vocabulary consolidation. Although the Flashcard format is straightforward and efficient, it does necessitate previous planning and thoughtful consideration. Secondly, Flashcards make them easily repeatable. Using Flashcards for learning eliminates the need to go out and purchase a set of cards. Instructors can also create their own Flashcards depending on the subject, or they can get Flashcards online, in newspapers, magazines, and other places. Flashcards can therefore help the students concentrate more on the most crucial aspects of what they are learning. Flashcards are another tool that can grab pupils' attention. As a result, it facilitates the students' easier acquisition and retention of new words. In order to accomplish the goals that have been specified, the use of Flashcards in the teaching and learning process has finally become entertaining, engaging, and full of different activities.

The purpose of the study is to find out how useful flashcards are for teaching vocabulary at Tien Thanh 1 Primary School and how they might improve students'

vocabulary. With the use of flashcards, teachers can teach English to students in a number of engaging activities, such as role-playing, card games, and riddles, all of which foster a love and enthusiasm for the language. The researcher believes that adopting this media will help Tien Thanh 1 Primary children increase their vocabulary.

1.4 Scope of the study

This study will be conducted at Tien Thanh 1 Primary School. The participants of this study will be the fourth-grade students who are currently learning at school. As the thesis focuses on 60 fourth- grade students, other students not involved in the major section are not invited to take part in the study. Besides, other issues about learning English vocabulary, in general, are beyond the scope of the study. In order to gain the results, two instruments used for data collection will be questionnaires and semi-structured interviews.

1.5 Research Questions

To achieve the research aims, the following research questions need to be addressed:

1. What are the advantages of Flashcards in teaching vocabulary for students?

2. How to use Flashcards effectively in teaching vocabulary?

1.6 Significance of the study

With the increase in English use recently, it is unavoidable for the appearance of Flashcards in teaching English. Theoretically, the study may bring benefits to teachers and English majors regarding the employment of FC with the hope that it can contribute more significance to language teaching and learning in English-majored classrooms at Tien Thanh 1 in particular and in Vietnam in general. Practically, to English teachers, the study may shed light on how to get a profound understanding of their students through the reality of their English-majored

classrooms; therefore, it is easier to choose suitable teaching methods and approaches which strengthen their teaching experience. Besides, for English classes, the study will provide more beneficial information to have their learning strategies suitable to their language proficiency and successfully achieve their language learning goals.

1.7 Chapter Summary

This chapter emphasizes the importance of vocabulary in learning a foreign language, specifically English, because it has a direct impact on students' capacity to communicate effectively. It emphasizes the difficulties experienced by children, particularly at Tien Thanh 1 Primary School in Vietnam, where low resources limit efficient English instruction. The chapter promotes the use of flashcards as a feasible way to improve vocabulary acquisition and recall. According to research, flashcards can enhance learning and assist students in overcoming common vocabulary-related challenges such as pronunciation and comprehension.

The study's aim is to investigate the benefits of using flashcards to teach vocabulary and to develop successful techniques for using them in the classroom. It focuses on fourth-graders and collects data using questionnaires and semi-structured interviews. The chapter finishes by detailing the study's significance for teachers and students, with the goal of improving English teaching practices and enriching students' language learning experiences.

CHAPTER 2. LITERATURE REVIEW

Key ideas related to vocabulary, flashcards, and their efficiency in teaching English are illustrated in this chapter. A review of previous studies linked to this current topic is also included in this chapter.

2.1 English at General Education in Viet Nam

In Vietnamese, there are three different levels of general education: primary level (for children ages 6 to 11; Form 1–5), lower secondary level (for children ages 11–15; Form 6–9), and upper secondary level (for children ages 15–18; Form 10–12). There are twelve grades or forms in each level. In upper secondary education, English was mandated from 1982 and 2002, whereas in lower secondary education it was offered as an elective. At this period, English textbooks were utilized in Vietnamese schools for three years (for Forms 10–12 students beginning language instruction) and seven years (for Forms 6–12 students beginning language instruction). All the knowledge and skills needed for the three years were tested in the upper secondary school final exam.

In 2008, the Prime Minister of the Socialist Republic of Vietnam issued Decision 1400 approving the national Project entitled *Đề án dạy và học ngoại ngữ trong hệ thống giáo dục quốc dân giai đoạn* 2008-2020 (Teaching and Learning Foreign Languages in the National Education System Period 2008-2020) which states that at the general school education, English is a compulsory subject taught from grade 3 through to grade 12. Based on Article 2 of Circular 32/2018/TT-BGDDT, the General Education Program is implemented according to the following timeline:

- Beginning with Grade 1 in the 2020–2021 school year.

- Beginning with the school year 2021–2022, for both Grades 2 and 6.

- Beginning with the school year 2022–2023 for Grades 3, 7, and 10.

- Beginning with the academic year 2023–2024 for Grades 4, 8, and 11.

- Beginning with the school year 2024–2025 for Grades 5, 9, and 12.

Accordingly, the 2018 General Education Program for English subject will be implemented according to the above timeline.

2.2 Young learners

2.2.1 Definition of young learners

According to Philips (2002), young learners are children between the first year of formal school (five or six years old) and eleven or twelve years of age. Scott (2009) divides young learners into two categories: level one (5-7 years old) and level two (8-9 years old). Ytreberg (1993) classified young learners into two categories based on class level: lower class (students in grades 1, 2, and 3), and upper class (students in grades 4, 5, and 6).

2.2.2 The characteristics of the young learners

According to Scott and Ytreberg (1993) the characteristics of young learners as the active learners, learn through sensory, respond the language through concrete things, interested in physical movements and real activities to stimulate thinking. They will be eager if they are taught through engaging activities, as they enjoy playing and learn best when they are having fun. Furthermore, because young learners differ from adults, teachers must be aware of the following characteristics:

(1) Participating in activities and learning via experience.

(2) Become more interested and fascinated about something.

(3) Being capable of indirect learning.

(4) Capable of imitation but unable of abstract thought.

(5) Speaking frequently and being innovative despite low language and grammar.

(6) Capable of comprehending meaning and creating one's own imagination.

(7) Having short concentration, like playing and learning best when having fun activities

2.2.3 Learning English of young learners

According to Broughton, et al. (2003), the benefits of learning English at a young age are described as follows:

Firstly, young children have time to learn through play-based activities.

Secondly, young children continue to absorb their native language through their unique, natural language acquisition mechanisms. They quickly realize that they can use these strategies to their English learning. Young children learn languages through shared activities with adults.

Thirdly, younger children have more time to incorporate English into their daily lives. Schools' programs are frequently unstructured, and children's minds aren't yet overburdened with information that needs to be retained and examined.

Young children who acquire language rather than learn it on purpose are more likely to have better pronunciation and a better understanding of the language and culture. Children should consequently be given educational tools that are appropriate for their personalities and nature.

2.3 An Overview of Vocabulary

2.3.1 Definition of Vocabulary

According to Hatch and Brown, as cited by Nugroho (2012), they say that "Vocabulary is the foundation to develop languages, which has a role as a basis in communication". Nobody learns every word in any language, although they can increase their vocabulary. It is difficult to grasp a foreign language without knowing a certain number of words.

Students who do not comprehend their language may struggle to listen, read, talk, and write. In addition to the four English abilities of reading, writing, speaking, and listening, vocabulary is an important component of teaching English.

2.3.2 Type of Vocabulary

Vocabulary includes a various type that must be known (Harmer, 2001:16-22). They are as follows:

2.3.2.1 A corpus of languages

The work of lexicographers and other scholars who can examine large amounts of linguistic data stored in computers is one of the reasons we can now make statements about vocabulary with greater accuracy than ever before. From a corpus of millions of words, the machine can now quickly and accurately offer information on how frequently words are used and in what linguistic context.

2.3.2.2 Word Meaning

The fact that vocabulary deals with meaning is the vocabulary's least problematic matter. A word's definition is frequently connected to other words. For instance, we define "full" as the opposite of "empty," and we comprehend that "cheap" is the inverse of expensive.

2.3.2.3 Increasing Word Count

It's not just that words can signify different things. To suit various situations and purposes, they can also be bent and stretched. When we describe someone is yellow or in a black mood, we are not describing a color. In these circumstances, black and yellow have different connotations.

2.3.2.4 Word Arrangements

Words can occur in groups of two or more items in addition to appearing as a single item merged in a sentence. They frequently combine with one another in ways that proficient language users immediately understand, but which outsiders

frequently find strange. Words that live together in one tongue are frequently completely different from words that do so in another.

2.3.2.5 The grammar of word

Through the use of word classes or parts of speech like noun or adjective, there is a crucial meeting point between words and phrases and syntax. A word's potential function in a phrase is revealed when we identify it as a noun. The same applies to word groups like verbs, determiners, and prepositions. Knowing a word's part of speech helps us understand what other words it can be used with in a statement or sentence as well as where it can be inserted synthetically. There are various limitations within word classes. The ability to create well-formed sentences is made possible by knowledge of these.

2.3.3 Classifications of vocabulary

According to Thornbury (2002) the classification of words based on their functional categories called part of speech; verb, adjective, noun and adverb. They may substitute for words in one of the greatest as signals for diverse patterns or tie one group of words to another, and in this case emphasis on the verb and noun.

2.3.3.1 Definition of Verb

A verb is a word that expresses an action or state of being. Verbs can be classified into several groups:

An infinitive verb is a type of verb that can be used as a noun, adjective, or adverb.

Regular and irregular verbs. A regular verb is one that forms the past tense and past participle by adding -d, -ed, or, in some situations, -t to its basic form. An irregular verb is one that does not adhere to the usual criteria for verb forms.

Verbs can be either transitive or intransitive. A transitive verb cannot be comprehended without the presence of an object. An intransitive verb is one that does not require an object and has a complete meaning.

A full verb is one that can stand on its own since it has a complete meaning even without the use of to.

An auxiliary verb is one that is employed to build a phrase or to add meaning to it.

A linking verb connects the subject to a pronoun or adjective that explains the topic.

2.3.3.2 Definition of Noun

Nouns are words that show the name of persons, places, animals, or things. The part of a word can be split according to its form, which is:

Concrete nouns are things that have shape and can be seen, touched, or felt with our bodily senses. Concrete nouns exist in two forms: proper nouns and common nouns. Proper nouns are words that show the names of persons, countries, cities, schools, days of the month, and religions. Common nouns are objects that we see frequently in our daily lives or that demonstrate the general noun.

Countable nouns are items that can be counted. Countable nouns include both common and group nouns. Uncountable nouns are those that cannot be counted, namely material nouns and abstract nouns.

Singular nouns are those that indicate that the thing exists only once. Generally, singular nouns begin with the article an or an.

Plural nouns are used to indicate that there is more than one of anything. Generally, plural nouns are produced by adding -s/-es to the singular noun.

2.3.4 The source of vocabulary

Thornbury (2002:32-51) examines five potential sources of word input for learners:
Lists are an economical manner of organizing vocabulary for learning, and it makes little difference if they are arranged in a random order.
Course books choose vocabulary for active study on the basis of usefulness,

frequency, learner ability, and teacher ability.

Supplementary vocabulary books are usually thematically organized and include a wide range of vocabulary abilities.

The instructor is a potentially useful source of vocabulary input, not only for incidental acquisition, but also for introducing language through teacher conversation. Other students in the class are an excellent source of vocabulary input.

2.3.5 The importance of vocabulary

Acquiring knowledge of vocabulary is crucial because it plays a major role in communication. It can make connections between speaking, writing, listening, and reading skills. As a result, vocabulary should be taught to pupils as early as feasible.

(Lewis. M., 1993) states, "Lexis is the core or heart of language." While vocabulary is the most crucial component of comprehension—knowing what objects, activities, and concepts are called. By expanding his vocabulary, a person can read, write, and comprehend written language in addition to understanding what other people are saying (listening). From their statement above, it can be concluded that vocabulary is the core of language and must be mastered by people in learning integrating four aspects of language skill, such as listening, speaking, reading and writing.

Nunan in her research stated that vocabulary is essential for successful language use because without an extensive vocabulary, people unable to use structures and functions, we may have learned for comprehensible communication. Furthermore, Wilkins in Thornbury noted that "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed."

Thus, a student's proficiency in vocabulary can indicate their strong language skills and ultimately, their proficiency in English. Taking into account all of the previously provided explanations, it can be said that mastery of vocabulary refers to the ability to select and utilize words appropriately for specific contexts in written and spoken

communication. In short, because language mastery influences all other abilities, it is an essential component of effective communication. With vocabulary being the foundation of language and something that all speakers must acquire, it follows that vocabulary training is one of the most important components of foreign language learning.

2.4 Method in teaching English vocabulary

2.4.1 Direct Method

The direct approach is one way to teach language that incorporates discussion, conversation, and reading in a second language without the need of translation or formal grammar (Marriam Webster). The Direct approach, as noted by Richards and Rodgers (2002), is a second language teaching method in the classroom. If the students do not comprehend the meaning of the words spoken by the teacher, the teacher will employ visual aids or demonstrations to illustrate the meaning without having to translate them.

The usage of its medium in a direct manner can increase enjoyment in learning English. Richards and Rodgers said that its system has eight principles, which are as follows:

1) The target language is utilized extensively in the classroom.

2) Effective oral communication skills emerge via careful interaction between teachers and students in the classroom.

3) Sentences and vocabulary are taught daily.

4) New lesson focuses are delivered orally.

5) The instructor teaches grammar inductively.

6) Educators teach tangible language by demonstrations, objects, and drawings, while abstract vocabulary is taught through association of ideas.

7) Teaching effective speaking and listening skills.

8) Prioritize proper pronunciation and grammar.

The Direct Method is a type of teaching and learning approach in which an English teacher uses real-world objects, brief verbal exchanges, and natural language usage to teach vocabulary. Nonverbal cues like body language, facial expressions, and gestures all help to transmit meaning and facilitate understanding. Language, after all, is face-to-face interaction (verbal language). The first step in the direct approach is to start a discussion in English using a contemporary conversational style. First, the information will be delivered verbally along with any accompanying visuals. There is no translation and no usage of the mother tongue. A sequence of questions based on dialogue and questions answered in the target language comprise the style of exercise that is currently most popular.

Richards illustrates the ideas and practices of the direct method as follows:

(1). Schoolroom instruction was conducted within the target language

(2). Vocabulary and sentences were educated everyday

(3). Oral communication skills around questions and answers exchanges between teachers and students in tiny intensive categories

(4). Grammar was educated inductively

(5). Concrete vocabulary was educated

2.4.2 Communicative language teaching method

Such observations influenced the field's shift from a language structure-centered to a Communicative Approach in the late 1970s and early 1980s (Widdowson 1990; Savignon 1997). According to Harmer (2017: 84), CLT underlines that it is more important to language functions than Grammar and Vocabulary. According to Brown (2007), "learning a second language is a time-consuming and complex process. As you struggle to move beyond the boundaries of your original language and into a new language, culture, and way of thinking, feeling, and doing, your entire being is influenced. To properly send and receive signals in a

second language, total dedication, involvement, and a complete physical, intellectual, and emotional reaction are required.

Teaching English vocabulary by using Communicative Language Teaching (CLT) is one of the alternative ways to teach vocabulary. Communicative Language Teaching (CLT) is hoped can lead the students to actively mastering some vocabularies through the activities in the class by working individual and groups or pairs. Furthermore, utilizing the CLT to teach English vocabulary is one of the alternative approaches to teach vocabulary (Richards & Rodgers, 2014). Games, role plays, and simulations are required to accompany classes that employ the CLT method. Additionally, Richards & Rodgers (2001) mentioned that there are five principles in using the CLT method, namely:

(1). Learning language to communicate;

(2). Classroom activities aim to promote authenticity and understanding of communication;

(3). Fluency is an important dimension in communicate;

(4). Communication includes the integration of the four skills in language learning, and

(5). Learning is a process of creative construction rather than trial and error.

2.4.3 Audio lingual method

The audio-lingual method (ALM) is a form of language training that takes a behaviorist approach. According to Brown (1994:57), the audio-lingual technique has several fundamental aspects, including the presentation of new content in dialog form, repeating exercises, memorizing of a set of phrases, and so on. This strategy aims to develop communicative competence in language students through extensive repetition and drilling. The method was theoretically founded on the results of structural linguists, who established a psychology and philosophy of language

learning that differed from traditional approaches. The technique was finally established by combining structural linguistic theory, contrastive analysis, aural-oral procedures, and behaviorist psychology (Richards and Rodgers, 2001: 54-55).

The author advises that teachers give far more repetitions, drilling, and thorough memory in English teaching and learning, based on the theory and research findings of the audio-lingual technique. The instructor provides practice problems by repeating words and sentences. In addition, the teacher helps the pupils understand the dialogue they read, gives them instructions on how to decipher it and practice it in front of the class, and keeps an eye on their progress and offers corrections when needed. The duties of a teacher include carrying out teaching-learning activities, exerting control over students' learning, and serving as a counselor. The learner's perspective presents their responsibilities as problem solvers, performers, and processors. As a result, it is an effective and essential technique for vocabulary illustration.

2.4.4 Total Physical Response

According to Brown, TPR is founded on the idea that the human brain has a biological blueprint for learning any language. Based on the developmental psychology, the proponents of TPR claim that memory is increased if it is stimulated through association with motor activity and the process of learning a foreign language is a parallel process to learning the first language. Whereas, Total Physical Response is a method of teaching which is able to combine the English vocabulary meaning with actions, pictures, and objects (Brown, 2001: 29)

According to Richards and Rodgers (2001: 87), TPR is a language education method based on speech and movement coordination; it aims to teach language through physical (motor) activity." According to the statement, the main idea behind the Total Physical Response Method is for students to hear something from the teacher and then respond physically to it, with the teacher serving as a model for the pupils. The

TPR enables language learners to learn the target language in the same way as a child learns his/her mother tongue. In a TPR-based lesson, a language teacher begins by demonstrating Total Physical Response actions, which students then observe and perform. Students follow simple instructions and commands before passing them on to their classmates. Students will eventually direct the lesson and pick who gets to deliver directions.

2.5 The procedure of teaching vocabulary

According to Cross (1991: 11-13) the procedure of teaching vocabulary can be divided into three stages:

The first stage is presentation. At this point, teachers can employ a variety of strategies discussed previously. Teachers must carefully choose instructional strategies.

In the second stage, they provide exercises for students to practice topic material, such as completion, matching, and word classification. The teacher might employ many types of exercises during this stage.

The last stage is production. At this stage, students are encouraged to use their newly learned vocabulary through speaking and writing tasks.

Furthermore, in order to assist students in understanding vocabulary, Ur (1998: 60–62) outlines a few areas that both the teacher and the student should be proficient in. They are namely: Form (pronunciation and spelling), Grammar, Collocation, Aspect of meaning (a. Denotation, connotation, appropriateness and b. Meaning relationship) and Word formation.

2.6 An overview of Flashcard

2.6.1 Definition

There are many definitions of Flashcards. According to Dictionary (1995:1894), Flashcard is a card with the word or words and sometimes a picture

down it. Typically, A4-sized paper that is fairly dense and stiff is used. It includes images and words categorized by kind and class, including Flashcards for cuisine, fruits, vegetables, household items, travel, careers, and clothing. Harmer (1998:134) stated the teacher has always used picture or graphics taken from books, newspaper, and magazine or photographs. Picture can be in the form of Flashcards. Flashcards are little cards that we may hold up for our pupils to see, as well as enormous wall pictures that allow everyone to see details. They are little cards that students utilize in pairs or groups, as well as images or illustrations that are often found in textbooks. According to Cross (1991:119), a flashcard is a basic image on a piece of card or paper and is one of the most commonly used visual aid in language education. Based on the discussion above, flashcards can be defined as cards featuring a word or words, a number, or an image on them for use in the classroom by teachers and students to help them learn and memorize new words.

Haycraff (1978: 102-106) states that Flashcards are cards on which words and/or pictures are printed or drawn. Based on discussed above, it can be taken a general view that Flashcards are cards with a word or words, number, or a picture on it for use in the classroom by teacher and students that help to learn and memorize new words. It means that Flashcards are one type of material that can assist teachers in teaching English effectively. Flashcards in teaching vocabulary are very simple visual aids and the teacher can make the students more active during the teaching learning process. It means that Flashcards are one type of material that can assist teachers in teaching English effectively.

2.6.2 Type of Flashcards

Haycraft (1978: 102-106) distinguishes two sorts of flashcards. They are as follows:

2.6.2.1 Word Flashcards

Playing cards with words printed on them are called word flashcards. To assist children can learn word order, teachers might utilize a variety of cards that represent every word in a sentence. Both the class as a whole and individual pupils can arrange the cards correctly. You can either assign a student to use the cards or fix them to the board. Word slides can also be used for structure drills. Applications for word flashcards can be both general and specialized; typical uses include:

They could be put on show to highlight a function or activity. They can be used in drills or to vary up the replacement during class. These can be used as drill questions for young children's reading comprehension. And Students can create sentences using cards that have been randomly arranged on an exhibit.

2.6.2.2 Picture Flashcards

Picture flashcards are useful for teaching, learning, and reviewing vocabulary. They can also serve as prompts for other exercises, including having pupils improvise by drawing the characters in a dialogue. Picture Flashcards can serve as a prompt for basic replacement activities. You can learn to detect verbs of action by using picture representations. The image or drawing on the card should be captivating, interesting, and large enough for the entire class to see since it will grab their attention.

2.7 The Application of Flashcard

Ideas and examples for using the Flashcards in fourteen various areas of classroom learning are provided by Gelfgren (2008). The games can be utilized in a number of different contexts and linked with an example worksheet. Enhance your learning experience by using your imagination. The teacher might use specific language in a variety of tasks until the students master it.

2.7.1 Lexicon

Flashcards are invaluable for teachers who teach small children, school children and adults (Gelfgren, 2008). You may make hundreds of different games and

exercises for your students by combining word and picture flashcards. The various strategies assist pupils to remain focused rather of becoming bored with repetitious drilling sessions.

2.7.2 The alphabet

For preschoolers and adult learners whose native tongue does not use the Latin alphabet or symbols, knowing about the alphabet is crucial. Use different methods with pictures, words, or only with 34 letters or phonetic letters to find the most appropriate way for your students to learn them (Gelfgren, 2008).

2.7.3 Pronunciation

Pronunciation cards are very useful because students can practice words and pronunciation in several ways while learning to communicate effortlessly (Gelfgren, 2008).

2.7.4 Grammar

Grammar instruction doesn't always have to focus on fill-in-the-gap activities, written assignments, theory, and translations. Grammar theory can be combined with spoken exercises employing grammar flashcard games, which can help students develop their communication skills. This is a modern technique that has become more common during language training lessons for adults, where students often are more concerned about their communication skills than their written skills (Gelfgren, 2008).

2.7.5 Discussion

The ability to ask questions, respond, express ideas, and provide descriptions is a crucial element of everyday life and communication. The discussion cards are used to start talks, such as how to get to know one another or discussing current events. Your children will learn how to utilize their creativity to construct long phrases and engage in conversation. Students will find it easier to learn new vocabulary related to specific topics when presented with Flashcards including

21

keywords and/or images, as well as to pick up a topic of discussion using keywords. Debate cards can be used in schools with older students to liven up discussions by splitting them into pro and con groups (Gelfgren, 2008).

2.7.6 Quiz Cards

Quiz cards can be used to change the methods used to evaluate students' abilities, turning the test into an enjoyable game, in place of only written exams. You can make quizzes on a range of subjects, themes, and skill levels that are customized to your students' needs. Lower-level students may take quizzes with multiple-choice questions. Consider use the cards in this way rather than just testing the students' knowledge! It might provide your kids with new perspectives and spark conversation about a topic. Individuals can learn by listening to other students' comments regarding the theme (Gelfgren, 2008).

2.7.7 Role play

Use role-play cards to motivate pupils to learn in an entertaining way. Students can pick up new vocabulary in a foreign language by using what they already know. Moreover, role-playing cards can support improvisation and creativity. These flashcards can be educational, increase communication skills, and be used as a supplement for teaching the cultural aspects of the language, such as manners and customer service in other nations (Gelfgren, 2008).

2.8 The use of Flashcards in teaching vocabulary

2.8.1 The role of Flashcards in teaching vocabulary

To be easy and interested in studying English, a range of instructional tools should be used by English teachers to clarify the subject matter. When instructing students in the teaching and learning process, teachers should choose an efficient method that is innovative and flexible. Students become disinterested in the subject if teachers only employ one strategy. Teaching aids offer a way to make lessons more

literate and present information in a different way. They provide a purpose beyond simple classroom décor—teaching, illustrative, and reinforcement of lessons. Four sorts of boards can be distinguished from them: charts, Flashcards, experiments, manipulatives, and bulletin boards. Stated differently, media are teaching aids. "Medus" is the Latin root of the word "media." English classes should use aids in the teaching and learning process, particularly visual aids. Examples of such aids include pictures, flashcards, dolls, puppets, realia, miniatures, and real objects that students might bring into the classroom.

The definitions provided above allow the researcher to conclude that media serves as a vehicle for teachers to communicate with their students. Furthermore, it has the potential to enhance pupils' comprehension or ideas about the subjects they have studied. Visual aids are one type of media that can pique pupils' interest. A vital part in teaching and learning activities is played by visual aids. It can help students learn concepts more easily and strengthen their memory. In addition, it fosters students' curiosity and establishes a link between the subject matter and reality. Flashcards are particularly useful for drilling grammar item for cueing different sentence or practicing vocabulary (Harmer, 2001: 134). A quick and easy technique to commit certain vocabulary terms to memory is by using flashcards. Flashcards are a more useful and efficient method of memorization for acquiring new vocabulary when learning English. It is appropriate for English language beginners to use flashcards. By using this strategy, the emphasis is placed on how words are pronounced when spoken. Additionally, students may be more active during their English learning process as opposed to passive.

2.8.2 The advantages of Flashcards in teaching vocabulary

According to Cross (1991: 120), there are a few benefits of utilizing flashcards in language instruction. They are specifically:

First and foremost, Flashcards are visually appealing and inspiring. The quality of the drawing is higher than that of a blackboard sketch and they might be eye-catching. Additionally, they are reusable. Flashcards are an easy and entertaining approach to teach vocabulary in a clear and colorful way.

Besides, Flashcards are effective that can be used for any level students. Gelfgren (2008) expresses that different students learn in different ways, and it is relevant to make use of visual teaching methods since studies show most of students learn through visual ways. According to the author, flashcards can be used for any subject, including math, biology, geography, and advanced or primary language training (vocabulary and grammar). Flashcards are easy-to-use educational resources that can be used at any level. They are perfect for repetition, drilling, and language instruction. Using flashcards to learn new grammar and vocabulary is an enjoyable method for many students.

In addition, Flashcards can be taken almost everywhere and studied whenever has free moment. The portability of Flashcards can improve efficiency in learning new material. By taking the cards everywhere, students can make effective use of their time when they would otherwise not be studying, such as using them while walking on the treadmill (Lewis, 2010). Additionally, flashcards are printed cards containing words and pictures that are simple for the teacher to manage, according to Wright (1968:73). Using the provided material, the instructor can make the flashcards. Teachers can create engaging teaching methods with the aid of flashcards.

Furthermore, Flashcards are affordable and cost-effective. One of the most affordable methods of learning stuff is using flashcards. Purchasing a deck of elaborately decorated playing cards is not necessary. Make Flashcards instead using plain 3 x 5 index cards, which you can use with or without lines based on the kind of information you need (Lewis, 2010).

Last but not least, Flashcards may be used for a number of games as well as for teaching word order and structure. Flashcards stop pupils from merely memorizing the sequence of the answers in long-list items because the order can be changed. Flip the flashcards so that the answers are visible first, and require the students to infer the questions from the originals (Lewis, 2010).

2.8.3 Teaching Vocabulary by Using Flashcards

According to Gelfgren (2008), flashcards are effective for individual, pair, and group work. Students can use Flashcards to ask and help one another. They can start by using pictures to teach them new words and expressions. Next, they can move on to word cards and simple graphics, and finally, they can use flashcards for workouts and activities. Using flashcards to help children learn and practice language is a quick and simple technique to use visual assistance. Children and adults learn more efficiently when they use flashcards. Children who finish their coursework early can receive flashcards, which can also be used in groups. Picture and word flashcards can be used together by young readers.

Wright (1990) discussed the methods for teaching vocabulary using flashcards, such as:

(1) Phonological Practice: Each card shows one person-perhaps a funny depiction, whose name contains the sound to be practiced.

(2) Sentence-Building Word Cards: These can be placed on a stand. As an alternative, every student receives a word card, which they can arrange in order to present a statement to the class as a whole.

(3) Reading Recognition: Every student is given a word or sentence card, most of which point to an item or situation in the classroom or in the accompanying picture. Alternatively, the pupils follow the instructions on the card. Relevant answer cards and question cards are combined. It is up to the student or group of students to match and organize them.

(4) Connecting Spoken and Written Forms.

(5) Guessing Game: The class is shown several cards with activities on them by the teacher. He starts by asking them to recall the images. Then, ostensibly to test the kids' extrasensory perception abilities, he picks up one, hides the picture, and asks them to identify it. Every pupil makes a guess. After glancing over the card, the teacher asks each pupil once more, "What did you say?" Contrasts for Meaning: You can practice oral reproduction and strengthen your ability to identify contrasting concepts by using flashcards with graphics on both sides.

Therefore, based on the vocabulary teaching methods described above, it can be concluded that teachers are crucial in planning activities utilizing the Flashcard procedures mentioned above so that they go smoothly. This indicates that the most crucial factor is the way in which educators efficiently spark students' curiosity and drive to acquire vocabulary in English.

2.8.4 Effectiveness of Using Flashcards in Teaching Vocabulary

The most effective tools for learning and memorizing knowledge are Flashcards. "The key of using Flashcard is to look at the word or definition on one side, and test yourself to see if you can remember the answer written on the others" (Wright, 1990). Additionally, to (Hill, 1990) who stated that Flashcards can assist the learners for a direct answer which is the principle aim of all significant language learning in general and vocabulary specifically. Aside from the same point as Harmer (2001, p. 135) implies that "one of the most appropriate uses for pictures and Flashcards is for the presenting and checking of meaning".

The size and design of the cards are ideal for quick and engaging activity. Flashcards can be used to learn vocabulary, mathematical equations and formulas, terms and definitions, main ideas and themes, or any other subject being studied in class. Flashcards are a form of media in which cards with information—such as words or numbers—on one or both sides are used for general classroom teaching or

specialized study. Any topic matter that can be acquired through a question-and-answer format, such as vocabulary, historical dates, formulas, etc., can be contained on a Flashcard. Flashcards are frequently used as a learning exercise to help with spaced repeat memorization. The use of Flashcards will make vocabulary learning activities more engaging for the application of vocabulary teaching at the primary school level.

Many students quickly lose interest, awareness, and drive when studying vocabulary. Teachers must thus change up their teaching strategies to prevent students from becoming bored while completing these kinds of vocabulary exercises. In order for students to retain and acquire new vocabulary, they need to be motivated. Thornbury (2002, p. 159) states "As language teachers, we must arouse interest in words and a certain excitement in personal development in this area" Referring to Wright (1976, p. 14) who stated the importance of Flashcards for both of students and teachers in his study that is clear in his saying: "Flashcards motivate students to speak and assist teachers by giving them time for necessary classroom activities". For this reason, it is better when teachers combine the use of flashcards with games, songs, and storytelling to increase students' interest and willingness to learn new vocabulary. Flashcards create an engaging learning environment that stimulates participation and builds confidence in students by encouraging them to participate in speaking exercises. In addition, they give teachers time to concentrate on other crucial teaching responsibilities, indicating that flashcards are a useful tool for striking a balance between good classroom management and student involvement. This dual purpose emphasizes how crucial it is to use these tools into instructional strategies in order to maximize learning and teaching outcomes.

2.8.5 The activities with Flashcard

There are several ways to utilize Flashcards to help students learn new words, practice them, and consolidate to improve their language skills. According to Soberón (2012), there are several ways to employ flashcards:

2.8.5.1 Flash

Quickly show each flashcard to the students by holding it between your thumb, index, and second finger and flashing or spinning it around. Children look and try to figure out what it is. Recast and introduce the word in English.

2.8.5.2 Slowly, slowly

Choose the Flashcards you'll be using and prepare a plain piece of card the same size. Hold up each Flashcard in turn, initially covering the card fully. Pull the card down to gradually reveal the image, and encourage children to guess what it is.

2.8.5.3 Mime the Flashcard

Hold up each flashcard and speak its name. Children respond by miming, such as pretending to eat a certain item (if they are using food Flashcards), imitate a specific animal (animal Flashcards), or put on clothes. Then, either do mimes of different Flashcards yourself or encourage individuals or pairs of youngsters to take turns doing so. Children are watching and calling out the names.

2.8.5.4 What's missing?

Place a set of Flashcards on the blackboard. Hold up each one and have the kids pronounce their names while you do so. Then, close your eyes and demonstrate the meaning. When the children's eyes are closed, rapidly take one of the flashcards from the chalkboard. Children open their eyes and announce the name of the lost Flashcard.

2.8.5.5 Magic eyes

Place a maximum of six Flashcards in a row on the blackboard. Say each name and ask the students to say them multiple times. Then, one by one, remove the flashcards. Point to where they were, and kids repeat their names as if they were still there.

2.8.5.6 Lip reading

Place a set of Flashcards on the board. Choose one Flashcard and mouth the word silently to the class; the students will lip read what you are saying and reply by speaking it aloud.

2.8.5.7 Flashcard charade

Divide the class into three or four-person groups. Give each group a Flashcard while ensuring that other groups do not see it. Explain that the youngsters must come up with a way to mime their Flashcard. Give them a minute or two to get things ready. Each group then takes turns miming for the rest of the class and guessing each other's flashcards.

2.8.5.8 Match the Flashcards and words

Place Flashcards on the blackboard. Give word cards to each youngster. Children take turns coming out to the blackboard and sticking their words to the appropriate Flashcard.

2.9 Related Studies

There are some articles related to the use of Flashcards in foreign language class. Firstly, a thesis, by Yosephus Setyo Nugroho, entitled Improving Students' Vocabulary Mastery Using Flashcard (A Classroom Action Research at the Fourth Grade of SD Negeri II Watuagung, Baturetno, Wonogiri in the Academic Year 2011/2012). The research aimed to increase the student's vocabulary mastery by using Flashcard as the media. The writer used two cycles on his research and the result of his research shows that Flashcard can improve the students' vocabulary mastery. Based on interview, observation, document analysis and test result, the students made improvement in vocabulary mastery.

Another study carried out by Khelaf (2020) Using Flashcards to develop EFL Middle School Pupils' Vocabulary Retention, adopted the descriptive design which

includes both the qualitative and quantitative methods and they used a questionnaire to collecting data. The research aimed to assess how the use of flashcards influenced students' ability to remember and apply new vocabulary. The findings indicated that flashcards significantly improved vocabulary retention compared to traditional teaching methods. Students reported increased engagement and motivation when using flashcards, which facilitated more active learning. Overall, the study highlighted the value of flashcards as a practical tool in vocabulary instruction.

The third study was conducted by A. A. Putu Arsana and A. A. Putri Maharani. This study is about the use of flashcards in English learning, specifically vocabulary, to help students enhance their knowledge and vocabulary skills. The study's findings are likely to be valuable, providing a positive learning experience as well as useful information for instructors, students, and researchers. This study was a library research project that sought to describe the usage of flashcards in English vocabulary learning. This study employs a literature review strategy. The findings revealed that students in elementary and high school preferred and were interested in utilizing flashcards with a range of images and colors for English vocabulary learning. Furthermore, flashcards keep students engaged and prevent boredom while learning English vocabulary.

Also, Lisa (2019) with the effectiveness of Flashcards on the motivation to increase English vocabulary at the junior high school, the writer used an experimental method in investigation, and used instruments like, validity and reliability. Results indicated that students enjoyed learning with flashcards, which made the learning process more engaging and effective. Overall, the study concluded that flashcards are a valuable tool for improving vocabulary acquisition and student motivation in language learning contexts.

A study conducted by Le Huong Hoa and Luong Thanh Duy (2023) aimed to explore the perspectives of students by test, questionnaires and semi-structured interviews were employed for 18 Vietnamese EFL student and an experienced-

teachers. The results demonstrated the result of the test and positive views of students on FC; moreover, it indicated the functions as well as the benefits of FC in classrooms. Additionally, the dominance of FC consisted of accelerating students' comprehension, saving time, obliging students with proper English knowledge, and motivating students.

In short, there has been rising attention towards the employment of FC in English teaching from many parts of the world. It can be found that the aforementioned studies mainly focus why teachers uses FC in teaching vocabulary and its functions were the aims of some studies.

2.10 Conceptual Framework
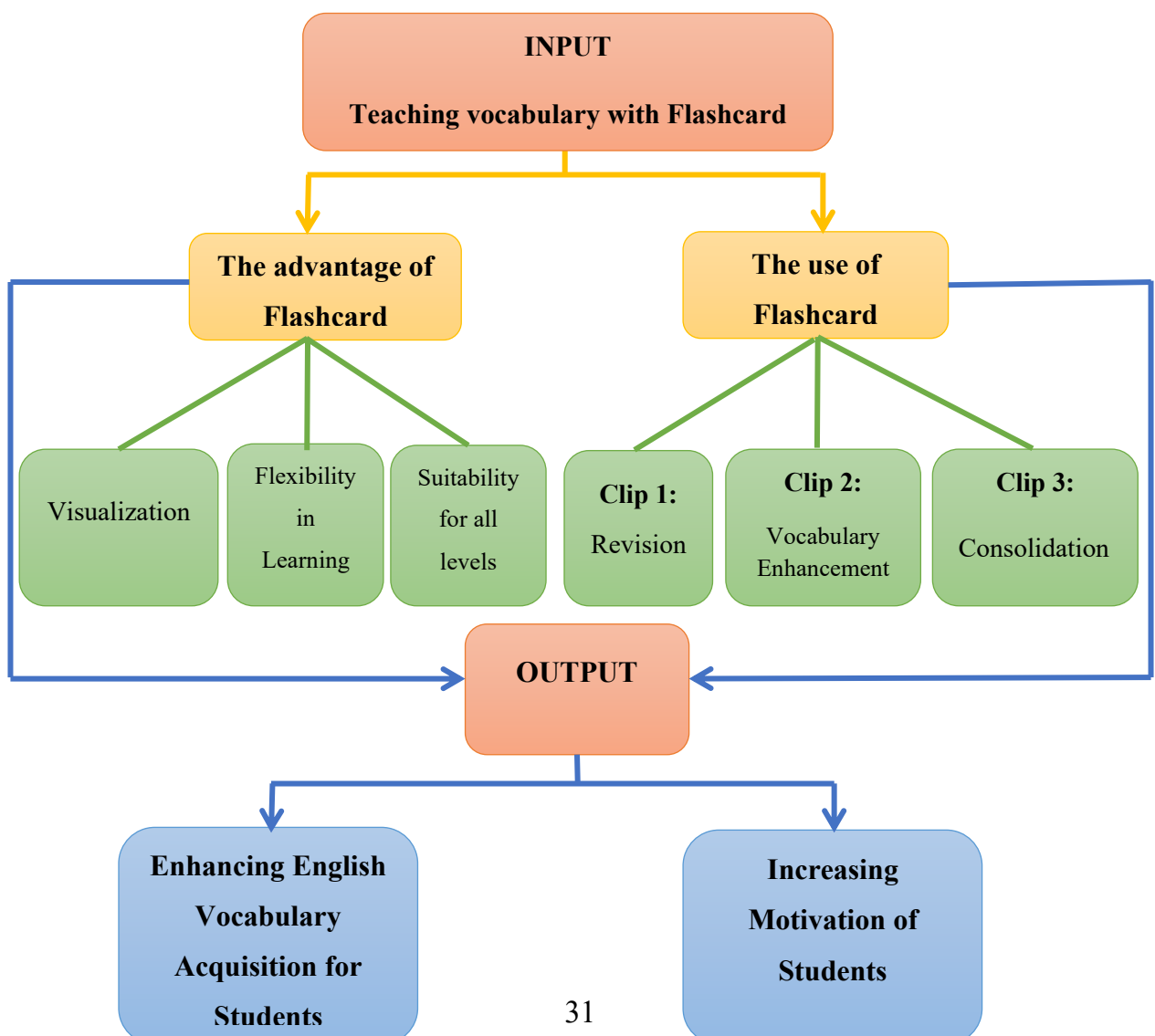
Figure 2.1: *Conceptual framework of the study*

The conceptual framework above shows the two variables; input and output. Input refers to teaching vocabulary. Flashcards can be used to teach vocabulary in a variety of ways, considerably improving students' language acquisition. One of the key benefits of using flashcards is their ability to enhance memorization; the mix of visual signals and repetitive review reinforces word retention. Furthermore, flashcards are extremely adaptable, allowing educators to include them into a variety of lesson plans and adjust their use based on the time available and the individual needs of different learners. This versatility makes them appropriate for students of every competence level, from beginners to advanced speakers, ensuring that everyone may benefit from this learning tool.

Three key clips demonstrate the practical application of flashcards: the first shows reviewing previously learned vocabulary to foster reinforcement and recall; the second shows introducing new words to make the learning process engaging; and the third shows consolidating knowledge to help solidify understanding and usage of the vocabulary.

Overall, the output refers to know not only enhances English vocabulary acquisition among students but also serves to increase their motivation to learn, creating a more interactive and enjoyable educational experience. the students' achievement in students' vocabulary and the motivation of Students.

2.11 Chapter Summary

This chapter provides a comprehensive review of English education in Vietnam, detailing its three stages—primary, lower secondary, and upper secondary. It stresses the importance of vocabulary in language development by categorizing distinct categories and highlighting their relevance in communication skills such as speaking, reading, writing, and listening. The chapter also looks at some of the most effective vocabulary teaching approaches, such as the Direct

Method, Communicative Language Teaching, and Total Physical Response, all of which encourage active participation and contextual learning. It also addresses the use of flashcards as a valuable educational tool, identifying their types, applications, and processes for their implementation in vocabulary instruction. Flashcards enhance student interaction and motivation, making them essential resources for both educators and learners in the pursuit of vocabulary mastery and overall language proficiency.

CHAPTER 3. METHODOLOGY

This chapter provides an accurate and thorough overview of the study methods and procedures in order to achieve the goals outlined in Chapter Two. It starts out by giving a general overview of the research design's methodology. It then provides more thorough details about the research location, the participants, and the sample protocols. The research tools are then completely presented, together with the methods for gathering and analyzing data. There will have several rationales for this mixed-methods research. This chapter continues with the section on validity and reliability which reveals the truthfulness of the measurement.

3.1 Research Design

The selection of data collection methods was contingent on the research questions and the objectives of this research. Therefore, in order to investigate the teachers' and English majors' perceptions of the implementation of FC in classes, the mixed method was utilized to collect the data, including the qualitative and quantitative approaches. Mixed methods design is useful as Pardede (2018) notes that "mixed methods can address both of the 'what' (quantitative and qualitative) questions and 'how' or 'why' (qualitative) questions. This enables the researchers to understand the different interpretations of a certain phenomenon." (p.232). Besides, questionnaires and interviews were administered in order to collect the data for this study. Questionnaires and interviews were delivered to English teachers and the fourth- grade students at Tien Thanh 1 Primary School. Quantitative data was processed by SPSS version 20.0.

3.2 Participants

The subjects in the study will be 60 fourth grade students in Tien Thanh 1 Primary School. The students will be attentive and responsive during the lessons and show they were able to work individually, in pairs, or groups as required in the classroom activities quite well.

3.3 Research instruments

As the nature of the study is the mixed-method, including, test, questionnaires and semi-structured interviews, were utilized to collect the data. Three instruments, namely test, questionnaires and interviews were utilized to examine how students perceive the implementation of FC in classrooms and what their views towards the advantages of FC were. The items in the two questionnaires and interview questions were designed upon the research questions and relevant literature.

3.3.1 Test

To collect quantitative data, a test was administered to a group. According to Creswell (2012), post-tests should be used after the interventions to determine whether the suggested treatment is effective with the experimental group or not.

For quantitative method, the researcher used test as the instrument. The test was divided into pre-test and post-test which are similar in level of difficulties. Both were used to measure the students' ability in vocabulary mastery and to find the effectiveness of using flashcards technique. The pre-test was conducted to find out the prior knowledge of vocabulary mastery of the students and the post-test was to measure the students' mastery after got the treatment. This pretest-posttest between groups quasi- experimental study was carried out in the school year 2023-2025 from 27th March to 24th April of 2023 (4 weeks) at Tien Thanh 1 Primary School. The participants in the study were 66 fourth grade students (EG, n= 30) and control group (CG, n= 30).

3.3.2 Questionnaires

The questionnaire is one of the most popular instruments often employed to collect data in educational research. Commonly, the questionnaire is generally used to acquire the beliefs, perceptions, views, or even experiences of participants. It is defined as "a set of questions which can be answered by the research participants in

a set of ways" and consists of closed and open questions (Matthews & Ross, 2010, p.201).

Using questionnaires for data collection is considered to bring some advantages to the research. The first and most crucial advantage is efficiently collecting data from a large number of participants in a short period, which no other instruments can do better. In addition, the items and a range of answers are provided in the questionnaires, making it easy and convenient for the researcher to gather the data in a standardized layout and analyze the collected data (Matthews et al., 2010). In this study, the items in student questionnaires related to the advantages of FC as well as the perceptions and views towards the effectiveness of FC in learning vocabulary.

Students' questionnaires involved general statements designed to obtain this study's main objectives. The student questionnaire was designed in English and Vietnamese. The Vietnamese version was given to students to avoid misunderstanding and confusion while they gave their responses. After the researcher collected the questionnaires from participants, the Cronbach Alpha tests were conducted on both sets of questionnaires so as to measure the reliability. The aims of the questionnaire will gather some demographic information about individual students, their perceptions, and recommendations for the use of Flashcards in vocabulary. The student questionnaire also included three sections for the same purposes and encompassed 17 items. It began with:

Section A required student participants to fill in their personal information:

Section B, which consisted of ten items aimed at investigating English majors' perceptions of the functional effect of FC in learning vocabulary and;

Section C, which consisted of seven items were to examine students' views towards how to use FC effectiveness in class.

Furthermore, the 5-point Likert Scale, which was used for all items in Section B and C followed the responses as '5' for Strongly Agree (SA), '4' for Agree (A), '3' for

Neutral (N), '2' for Disagree (D) and '1' for Strongly Disagree (SD) and the participants were 60 fourth grade students.

3.3.2 Interview

According to Silverman (2001), interview is one of the four predominant methods which are often used for data collection in qualitative research. Saldaña (2011) also indicates that interviews allow the researchers to elicit individuals' opinions, views, perceptions and experiences efficiently and conveniently. Thus, along with the questionnaires, the interviews were utilized with the aim of supplying more beneficial information and allowing the participants to willingly share their own views. Semi-structured interviews in which participants of teachers and students give their responses to a standard set of topics and questions were employed in this study. This instrument takes some beneficial aspects, such as concentrating on a specific issue and creating an incredible amount of data in a short period (Cohen, Manion, & Morrison, 2002). These interviews were conducted at a mutually convenient time for both participants and the researcher.

The interview questions (refer to Appendix) were formulated based on the research questions and relevant literature to guarantee that the participants could respond with precise answers to the research analysis. The teacher interviews consisted of four questions and the student interviews also included three questions. While the teacher interview questions were prepared in English, the student interview questions were prepared in English and translated into Vietnamese to ensure the complete understanding of student participants. Students could choose to give their responses either in English or Vietnamese. The aim of the semi-structured interview in this study will support the conclusion of the research and provide an in-depth understanding using Flashcards in learning English vocabulary.

3.4 Data Collection Procedures

The present study conducted two tests to measure students' ability to understand vocabulary. The test was given to measure students' knowledge about how many vocabularies that they know in learning English. Post-test was given to the students' after being given treatment in the last lesson. Post–test was given to measure the students' vocabulary retention after doing treatment based on the material which has been taught to students.

To conduct the research, the researcher will seek permission from Tien Thanh 1 Primary School for research at the end of the second semester of the school year 2023-2024. As for data collection, 60 copies of questionnaire were administered to the fourth-grade students. Before being circulated to all participants, the English questionnaire for students will be translated into Vietnamese in order to avoid a risk of misunderstanding from the participants. It will be checked by another teacher for ensuring the equivalence of the two versions. It will take students from five to seven minutes to complete the questionnaire and there will be a further explanation if it is necessary.

The interview will be conducted with teachers and students who will be chosen conveniently. Each individual participant will have ten to fifteen minutes to answer the interview questions. Especially, interviews for students will be in Vietnamese to help the interviewees express their ideas easily and cogently. The purpose of the interview will be explained in advance. Moreover, the answers will be recorded and taken note of for later analysis.

The instruments in relation to the research questions for the whole study were summarized in Table 3.1

Table 3.1: *Instruments in relation to research questions*

Research questions	Instruments
RQ1. What are the advantages of Flashcards in teaching vocabulary for students?	Test Questionnaire Semi-structured interview
RQ2. How to use Flashcards effectively in teaching vocabulary?	Questionnaire Semi-structured interview

3.5 Data Analysis

This research primarily employs a mixed-method combining qualitative and quantitative analysis which "provides a more complete understanding of research problems than does the use of either approach alone" (Fraenkel, Wallen, & Hyun, 2012, p. 557). Qualitative data will be collected and analyzed from semi-structured interview questions. The response of the interviews will be analyzed by using a content analysis approach.

In order to have an overview and the trends of the data collected from the tests a descriptive statistics test was computed. The researcher displayed the summary of the data in terms of the maximum score (Max), minimum score (Min), the average score (Mean), the range of the score, the distributions of the score around the mean (Variance), and the standard deviation (SD), which is the square root of the variance. According to (Pallant, 2020), if the Sig. value is more than 0.05 (Sig. > 0.05), the distribution of the scores is not different from the normal distribution. It is assumed that there is a significant difference in the mean scores of the two groups if the Sig. (2-tailed) value is equal to or less than the significance level of 0.05 and vice versa.

Quantitative data from the questionnaires was calculated by using SPSS 20.0 for Windows to find out the value in terms of mean, standard deviation, and frequency, and the meaning of the mean scores were clearly interpreted as follows:

- 1-1.80: strongly disagree
- 1.81-2.60: disagree

- 2.61-3.40: neutral
- 3.41- 4.20: agree
- 4.21 – 5.00: strongly agree

The data from the interview was transcribed three steps employed in this research will be familiarizing and organizing, coding and recoding, and summarizing and interpreting. The researcher presented the results of the interview in three main categories: (1) students' motivation and attitudes about the impact of FC in vocabulary, (2) student's language acquisition about the impact of FC in vocabulary and (3) students' opinions about the procedure used FC in teaching vocabulary of teachers. After that, the data from the interviews were compared with the assumptions from the questionnaires to come to the conclusion.

3.6 Validity & Reliability

In doing social science research, validity and reliability are two essential components that contribute to research success.

3.6.1 Validity

The validity of the study and the instruments can be ensured by the researcher by selecting the students in the same classroom setting and having the supervisor evaluate the research instruments, which include questionnaires, interviews, and assessments. Additionally, in order to support one another's shortcomings and fortify the research's conclusion, the researcher attempted to triangulate the data utilizing questionnaires, and interviews as the three data collection instruments. In addition, the participants received comprehensive and unambiguous instructions from the researcher regarding the questionnaire, and interview prior to application.

In this study, the researcher considered three types of validity: face validity, content validity, and construct validity. According to Oluwatayo (2012), face validity refers to simple and straightforward content which is appropriate for the participants

to take the test. In other words, it is related to the likelihood that a question will be misunderstood or misinterpreted. In this study, the content of the questionnaires and interview questions was intimately related to teachers and students. The style and formatting of the questionnaire were feasible, readable, and consistent, as well as the language used in this study, was understandable.

Straub, Boudreau, & Gefen (2004) define the meaning of content validity as "the degree to which items in an instrument reflect the content universe to which the instrument will be generalized". The instruments which were used in this study thoroughly covered the domain of what it purported to examine. Both teacher and student questionnaires and interview questions were adapted from prior studies to ensure that the content would be sufficient for the participants in the context of Viet Nam. The selection of two instruments provided adequate coverage of the topic and upheld the research's content validity. In addition, sampling of items is carefully conducted to ensure their representativeness.

Furthermore, construct validity is the most important type of validity, which refers to the theoretical foundations underlying a particular scale or measurement. The construction of issues in this study concurred with other constructions of the same underlying issues. The theoretical foundations were correlated to relevant literature which was mentioned in Chapter 2.

3.6.2 Reliability

The researcher attempted to ensure the clarity of the interview and questionnaire questions in an effort to ensure the validity of the study. For the subjects to complete, the researcher translated the questionnaire into Vietnamese. Using the Cronbach's Alpha method, the questionnaire's reliability was also examined; the results are shown in Table 3.2 below.

Table 3.2. *Reliability of the questionnaire and constructs*

Constructs	Number of items	Cronbach's Alpha value
Motivation and Attitude of Students toward learning vocabulary by FC	4	0.812
Language Acquisition of Students toward learning vocabulary by FC	6	0.853
Views about the procedure used FC in teaching vocabulary of teachers	7	0.829

Due to the Cronbach's Alpha values of the whole questionnaire and each individual construct being greater than 0.7, the questionnaire of this study had a significantly high-reliability value and was considered to be a good and appropriate data collection instrument for the study. Additionally, the interview was conducted in Vietnamese so that the interview was stress-free and it was easy for the participants to understand and give responses to the questions.

3.7 Chapter Summary

Chapter 3 outlines the methodology employed in the study, aiming to investigate the perceptions of teachers and English majors regarding the implementation of flashcards (FC) in vocabulary teaching. It begins with an overview of the research design, which utilizes a mixed-methods approach, combining both qualitative and quantitative data collection methods, including questionnaires and semi-structured interviews. The participants consist of 60 fourth-grade students from Tien Thanh 1 Primary School. The chapter details the research instruments used, emphasizing the advantages of questionnaires for gathering data efficiently, and the

semi-structured interviews that allow for in-depth insights. The data collection procedures are meticulously described, ensuring clarity and reliability through pilot tests and participant familiarization. The chapter also discusses data analysis methods, including the use of SPSS for quantitative analysis and content analysis for qualitative data. Finally, it addresses the validity and reliability of the research instruments, confirming their appropriateness for the study's goals and highlighting the robust measures taken to ensure accurate and reliable results. Overall, this chapter establishes a comprehensive framework for understanding the methodology used to explore the effectiveness of flashcards in teaching vocabulary.

CHAPTER 4. FINDINGS AND DISCUSSION

In this chapter, the first section demonstrates the quantitative findings from the test and questionnaires, along with the qualitative findings obtained through interviews. The quantitative results elaborate on the data of the test and questionnaires. The results collected from the interviews with teachers and students also support the quantitative findings. The following section accentuates the discussions of the present findings with reference to previous research.

4.1 Findings

4.1.1 Pre-test and Post-test Results of Experimental Group

Experimental Group's vocabulary pre-test and post-test results are presented in Table 9 below. As demonstrated in the table, the mean of the pre-test score is 5.98, much lower than the mean of the post-test score (M=7.12). although the range of scores is 4.0, there is a significant difference between the pre-test and post-test's minimum and maximum scores. In particular, the results of the post-test (Min=5.20, Max=9.20) are higher than the ones of the post-test (Min=3.60, Max=7.60).

Table 4.1. *Descriptive Statistics of EG's Pre-test and Post-test*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EG_Pre_Test	30	3.00	7.00	4.8833	1.02287
EG_Post_Test	30	5.00	10.00	7.6500	1.16818

In order to check the normality distribution of the data collected from the pre-test and post-test of EG, the Shapiro-Wilk test of normality and the Q-Q Plots test were computed.

Table 4.2. *Test of Normality for EG's pre-test and post-test scores*

| | Shapiro-Wilk | | |
	Statistic	Df	Sig.
CG_Pre_Test	.944	30	**.128**
CG_Post_Test	.950	30	**.755**

The statistical test of normality for EG's pre- and post-test results is presented in Table 4.4. In both the pre- and post-test Shapiro-Wilk tests, the significance level (Sig.) is higher than 0.05 (Sig.=0.128 for the pre-test and Sig.=0.755 for the post-test).

4.1.2 Motivation and Attitude of Students toward FC

4.1.2.1 Questionnaire Result

Table 4.3. *Descriptive Statistics of Motivation and Attitude of Students toward FC*

	N	Minimum	Maximum	Mean	Std. Deviation
To help me enjoy the lesson	60	1	5	4.13	.791
To make me feel more confident and motivated in learning English	60	1	5	3.98	.983
To encourage me to actively participate in classroom activities.	60	1	5	4.07	.880
To attract my attention	60	1	5	3.87	.892
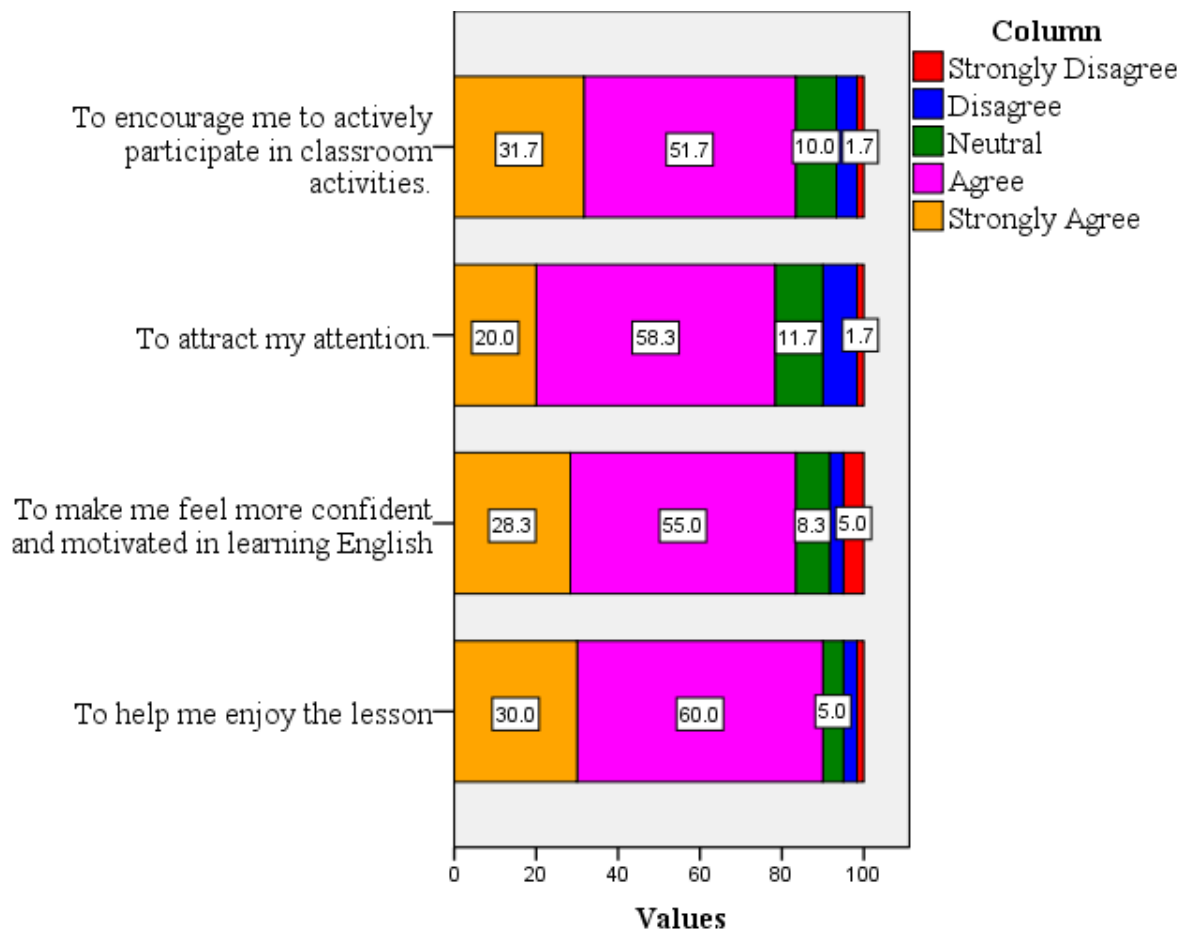
Figure 4.1. *Percentage of the Motivation and Attitude of Students toward FC*

According to Table 4.1 and Figure 4.1, the student respondents presented their attitude towards the impact of FC in learning vocabulary. It can be seen in this table that all of the items had high mean scores, which were higher than 3.87 and lower than 4.13.

Firstly, most of the English majors agreed FC "to help them enjoy the lesson" (M=4.13, SD=.791, 30% strongly agree, 60% agree). The fourth-grade students also recognized that FC was used as a tool in order to "to encourage them to actively participate in classroom" (M=4.07, SD=.880, 31.7% strongly agree, 51.7% agree).

Additionally, the participants found the advantage of FC which were "activities to make them feel more confident and motivated in learning English" (M=3.98,

SD=.983, 28.3% strongly agree, 55% agree) and "to attract their attention." (M=3.87, SD=.892, 20% strongly agree, 58.3% agree).

To sum up, all items related to the motivation and attitude of students toward the effectiveness of flashcards received high mean scores. It is proved that a majority of English majors felt that flashcards helped them enjoy lessons. Fourth-grade students also indicated that flashcards boosted their confidence and motivation in learning English. Furthermore, participants noted that flashcards encouraged active participation in class activities and helped pay attention to the lesson. So, the results suggest that flashcards significantly enhance motivation and engagement in vocabulary learning.

4.1.2.2 Interview Result

This theme of the interview was designed to asked the interviewees about their attitude toward the usefulness and impacts of the FC on vocabulary skills.

Interview with Students

With regard to the usefulness of FC, all the students made the same positive attitude toward FC.

Student S3 clarified:

"I felt more interested in learning vocabulary because of Flashcard."

Student S1 shared:

"It's easier for me to learn vocabulary and I raise my hands to answer the questions more often"

Interviewee S4 mentioned:

"The lessons with Flashcard are very fun. I pay attention to the teacher more"

In addition, student S7 recognized:

"I love doing the group work with FC. My friend and I enjoy it a lot"

Based on the aforementioned data, it is evident that every participant had good positive attitude on FC's value. It leads to students' confidence in their language learning process and reduces anxiety in classrooms.

Interview with teachers

Aligning with quantitative data, qualitative data indicated that most teachers perceived the valuable employment of FC in teaching vocabulary. The FC was perceived to function effectively through teacher interviews. The majority of teachers used them in facilitating students' English learning process.

In the interview, (T2), (T5) also expressed their views as well as more information about their support:

(T2) "Flashcards are a fantastic learning tool that I use extensively in my classroom. One of the key advantages is that they allow for active recall practice. When students are quizzed on a Flashcard, they have to actively retrieve the information from memory rather than just passively recognizing it."

(T5) *"Flashcards are a simple but highly effective learning tool. Flashcards are portable. Students can review them anytime, even during free time. Furthermore, with the combination of another techniques like games, songs, FC will boost student's motivation and lets them take part in activities actively"*

In summary, teachers have left many positive ratings on Flashcards, demonstrating the effectiveness of FC in vocabulary instruction.

Thanks to flashcards, students reported feeling more involved, confident, and interested in their vocabulary. Students reported that using flashcards simplified their learning process and increased their engagement in class discussions. They also noted how entertaining and captivating flashcard lectures are. The collaborative nature of use flashcards in group projects was also valued by the students, as it improved the overall educational process. These encouraging sentiments suggest that flashcards

lessen tension and promote a welcoming learning environment. Instructors acknowledged the value of flashcards as well, highlighting their contribution to deeper memory retrieval through active recall. The teacher emphasized that students can review flashcards at any time due to their portability, and that combining flashcards with other strategies, like games and music, can increase motivation even further.

4.1.3 Language Acquisition of Students toward FC

4.1.3.1 Questionnaire Results

Table 4.4. Descriptive Statistics of Language Acquisition of Students toward FC

	N	Minimum	Maximum	Mean	Std. Deviation
To enable me to apply the vocabulary in structure easier.	60	1	5	3.73	.972
To save time in learning the new words.	60	1	5	3.83	.977
To help me recognize words faster	60	1	5	3.77	.963
To help me grasp the meaning of vocabulary easily	60	1	5	3.90	.838
To learn vocabulary appropriately at my level.	60	1	5	3.75	.985
To assist me to understand the lesson better	60	1	5	3.80	.953
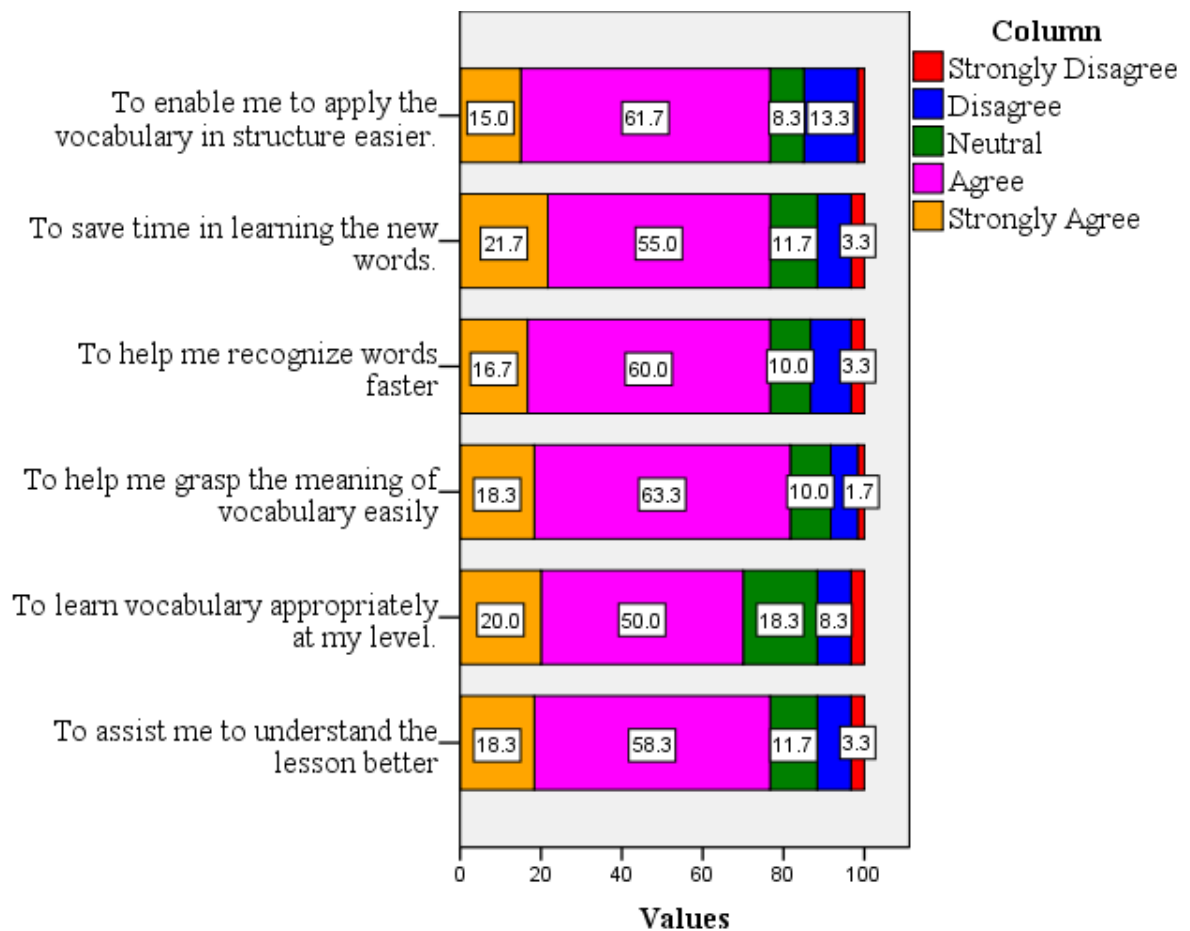
Figure 4.2 *Percentage of Language Acquisition of Students toward FC*

The results from Table 4. shows that the students considered FC "to help them grasp the meaning of vocabulary easily" (M=3.90, SD=.838, 18.3% strongly agree, 63.3.7% agree) and "to save time in learning the new words" (M=3.83, SD=.977, 21.7% strongly agree, 55% agree).

Furthermore, it can be seen that FC contributes "to assist them understand the lesson better" (M=3.80, SD=.953, 18.3% strongly agree, 58.3% agree) and "to help them recognize the words faster" (M=3.77, SD=.953, 16.7% strongly agree, 60% agree).

Lastly, the rest items also got lower mean scores, mainly "to learn vocabulary appropriately at their levels" (M=3.75, SD=.985, 20% strongly agree, 50% agree) and" to enable them to apply the vocabulary in structure easier." (M=3.73, SD=.972, 15% strongly agree, 61.7% agree). In general, the student respondents who gave their

responses to the questionnaire perceived the advantages in learning vocabulary as an effective technique in their language learning process.

To summary, students felt that flashcards helped them easily grasp vocabulary meanings and recognize words more quickly. Flashcards were also seen as time-saving tools for learning new words and enhancing understanding of lessons. Additional benefits included helping students learn vocabulary appropriate to their levels and enabling easier application of vocabulary in structure. The results highlight that flashcards significantly aid in vocabulary acquisition and comprehension.

4.1.3.2 Interview Results

Interview with Students

Student S5 shared:

"With the help of FC, I am able to get the meaning of the words quickly"

When asked whether they thought FC was helpful, other students made similar claims about its benefits and provided supporting evidence. Every one of them stated that after FC's assistance, their vocabulary had improved.

*"I really like it, before, it was difficult for us to remember vocabulary, but after using Flashcard media we can remember the words better." (*S2)

"I think it's really useful because it helps me remember the vocabulary and use it in sentence" (S6)

"I love learning English vocabulary by looking at the Flashcards. I can know the meaning of seeing the image." (S1)

With the use of FC, the meaning of new words could be more quickly and effectively given to students, especially those with low English proficiency.

Interview with teachers

Three teachers (T1, T3, and T4) stated that using FC was a convenient approach. According to participant T1:

"At some certain points, teachers should consider FC employment in teaching vocabulary. FC can bring everywhere and easy to use for teachers and they can be used on any class level"

(T3) *"I think it is good. It is an essential technique for teachers. Most of the time, explaining something in English may cause obstructions to what we are teaching. For example, we have to wait and let them absorb that and then wait again. That is time-consuming. That is why I use FC in order to let them remember the words easily."*
(T4) *"FC is, of course, useful in teaching vocabulary which I am teaching at the moment; because in teaching vocabulary, we need students to be able to understand the words and aplly them into a full sentence. Therefore, I think FC is useful in teaching."*

The interviews with students and teachers reveal numerous advantages of using flashcards (FC) for vocabulary learning. Students reported that using flashcards greatly improves their capacity to understand word meanings fast. One student even mentioned that they can now recall vocabulary far more effectively than they could previously. Others emphasized that flashcards help with vocabulary recall as well as sentence construction, which is especially helpful for visual learners who associate words with pictures. In agreement, educators emphasized the adaptability of flashcards as a teaching aid that works well in any kind of classroom. They observed that by cutting down on the amount of time spent on in-depth explanations, flashcards facilitate vocabulary instruction and improve students' ability to assimilate and use new words. Overall, flashcards are a great tool for improving vocabulary learning and understanding, according to both teachers and students.

4.1.4 The implementation of FC in teaching vocabulary

4.1.4.1 Questionnaire Results

Table 4.5 Descriptive Statistics of Students' perceptions on the implementation of FC

	N	Minimum	Maximum	Mean	Std. Deviation
I would prefer the teacher to use English during lessons.	60	1	5	2.33	.795
I would prefer the teacher to use both English and my first language during lessons.	60	1	5	3.97	.974
I find it difficult to learn when the teacher does not explain new words/topics/concepts in my first language.	60	1	5	3.78	.976
I would prefer the colour Flashcard in learning vocabulary.	60	1	5	4.05	.832
I would prefer the teacher instructed the speaking activities by Flashcard.	60	1	5	3.90	.986
I think that teacher should apply games used by Flashcard in teaching vocabulary	60	1	5	4.00	.864
I think that teaching vocabulary used by Flashcard is boring.	60	1	4	2.23	.647
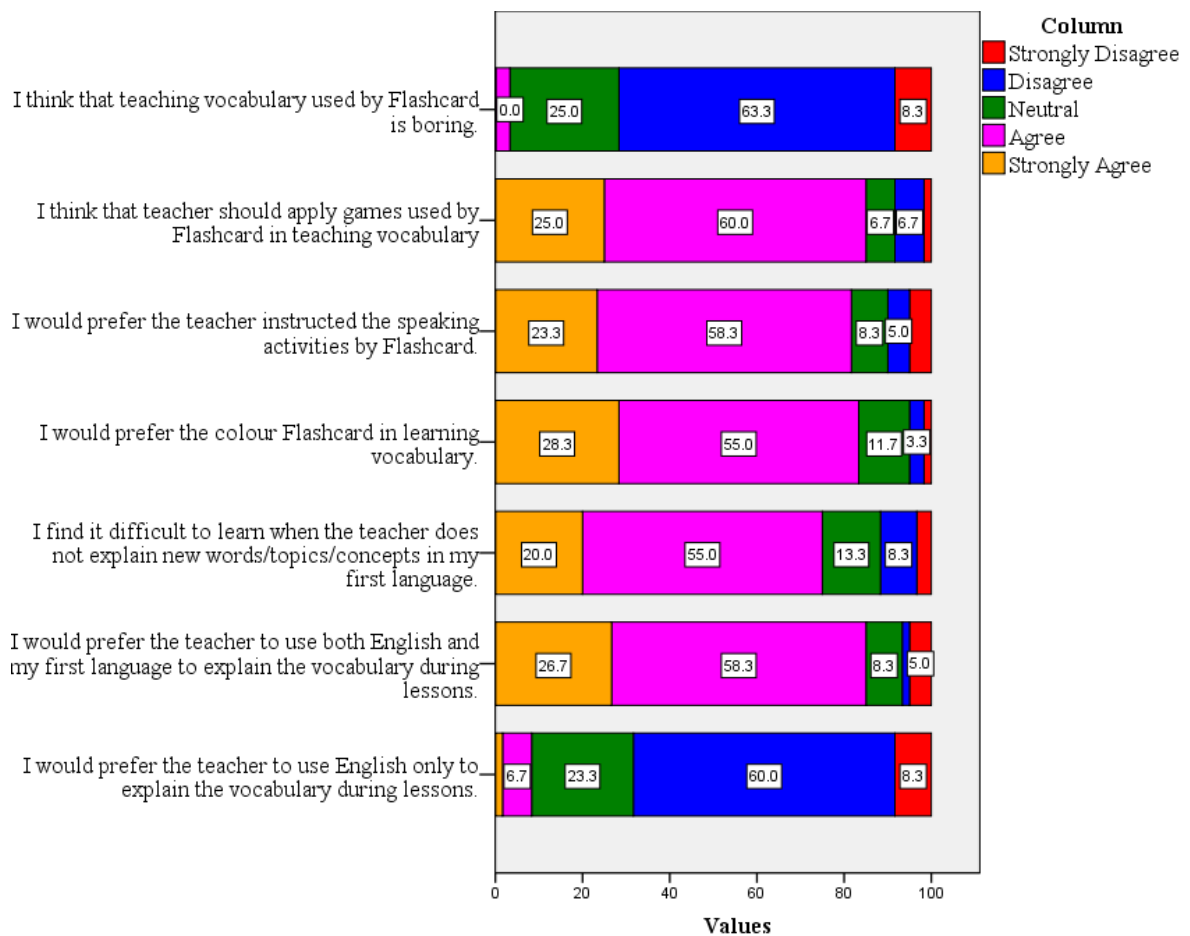
Figure 4.3. *Percentage of Student's perceptions on the implementation of FC*

Table 4.3 displays the overall mean score of fourth-grade children about their opinions of how teachers utilize FC to teach vocabulary. The highest score went to the statement, "I would prefer the color Flashcard in learning vocabulary" (M=4.05, SD=.832, 28.3% strongly agree, 55% agree).

The following high mean score were "I think that teachers should apply games used by Flashcards in teaching vocabulary" (M=4.00, SD=.864, 25% strongly agree, 60% agree)

Furthermore, a great proportion of students asserted that the implementation of the teacher through Flashcard improved their vocabulary aspects "I would prefer the teacher to use both English and my first language to explain the vocabulary" (M=3.97, SD=.974, 26.7% strongly agree, 58.3% agree).

Moreover, many students found the procedure of teaching vocabulary by FC by teacher were helpful, particularly, "I would prefer the teacher instructed the peaking activities by Flashcard" (M=3.9, SD=.986, 23.3% strongly agree, 58.3% agree) The next orders to the lower mean score were "I find it difficult to learn when the teacher does not explain new words/topics/concepts in my first language" (M=3.78, SD=.976, 20% strongly agree, 55% agree).

All of the items above belonged to positive views; therefore, the result showed students' positive views towards the Teacher's employment of FC in class. Although receiving positive views, the FC employment still had some negative points from the fourth-grade students, particularly, "I would prefer the teacher to use English only to explain the vocabulary during lessons." (M=2.33, SD=795, 8.3% strongly disagree, 60% disagree) and "I think that teaching vocabulary used by Flashcards is boring" (M=2.23, SD=.647, 8.3% strongly disagree, 63.3% disagree).

In general, although students still have some negative views about the implementation of FC in class, most of them had positive views towards this.

4.1.4.2 Interview Result

The information above related to FC's value in vocabulary instruction and was taken from the first interview question. The participants were then questioned by the researcher about how to apply it in teaching vocabulary.

Interview with students

There were three students (S1, S3, and S7) said that FC is convenient to use in class. As participant S1 said:

"I like teachers using FC in teaching the new words."

S3 and S7 participants also claimed:

"In class, we practice with the FC. We take turns to review the words." (S3)

"I love learning vocabulary when teachers teach the new words with FC." (S7)

Besides, other participants (S2, S4, S5, S6) had other opinions.

As participant S2 said:

"Teachers do not need much time to explain the vocabulary because of FC" (S2)

"I like looking at the big size and colour Flashcards. "(S4)

"I love play games by Flashcards such as: Slap the board, What's the missing word? It's very fun and interesting." (S5)

S6 also shared:

"Teacher usually uses FC in warm up activities, it makes me review the previous lesson better" I think it's good in vocabulary activities by teachers and helps me improve other skills as well"

Interview with teachers

Similarly, other teachers reported the implementation of FC in teaching vocabulary:

Teacher T4 clarified:

"When introducing new vocabulary words, I have students look at the picture at one side first. This gets them actively engaged with the meaning of the words from the start. Then I show the word on one side and the definition on the other."

T2 shared:

"I dedicate a warm up of each class, maybe 5 minutes, to vocabulary review using the Flashcards. Students work independently or in pairs to quiz each other on the words. This regular, practicing is the key for committing the words to memory."

Furthermore, (T1), (T5) and (T3) have the similar ideas:

(T1) *"I encourage students to also include sample sentences or visual images on their vocabulary Flashcards. This helps them get a deeper, more contextual understanding of how to properly use the new words."*

(T5) *"I sometimes have students sort their vocabulary Flashcards into topic. This boosts the connections between related words and concepts."*

(T3) *"Towards test time, I have students conduct self-assessments by going through their vocabulary Flashcard decks. They can quickly identify which words they've have known which ones they still need to work on. This allows them to focus their study time more efficiently."*

The above data from the interview question was about the participants' general evaluation of FC in vocabulary activities. In short, the interview gained show that the surveyed teachers acknowledge the implementation of FC on their teaching vocabulary in the classrooms. The teacher highlighted the value of student engagement by having them interact with the definitions of new terms through pictures on flashcards before releasing the definitions and text that go with them. The teacher proposed that students review vocabulary during a quick warm-up time at the start of each lesson. This encourages memory retention as students can test one another. To help pupils gain a deeper contextual knowledge of the language, the teacher also encouraged them to make flashcards with example phrases and images. To help students make stronger connections between related words, the teacher suggested arranging flashcards by topic. They also suggested that students self-assess throughout exam preparation to determine which words they should concentrate on. Students agreed, adding that flashcards improve vocabulary acquisition effectiveness and enjoyment. One student even noted how convenient it is to use flashcards in the classroom. Others emphasized how entertaining it is to combine games with flashcards to make studying more interesting.

All of these observations show that flashcards can greatly improve vocabulary teaching and student engagement in the classroom when they are used carefully. Teachers and students alike describe how well the use of flashcards (FC) in vocabulary exercises works in the interviews.

4.2. Discussion

4.2.1. RQ1: What are the advantages of Flashcards in teaching vocabulary for students?

The results of test, questionnaire and interview above revealed the advantages of Flashcards based on the theory of Cross (1991:120). Flashcards offer numerous benefits as a learning tool.

Firstly, they strengthen the relationship between words and their meanings by offering a concrete mechanism for memory and recall, which efficiently consolidates vocabulary. The statements in the questionnaire, which were intended to make it easier for them to understand vocabulary meanings, identify words more quickly, and save time while learning new words, were used by fourth-grade children to demonstrate this. They also claimed to be able to recall vocabulary more quickly than before.

Furthermore, their eye-catching appearance increases motivation, grabbing students' interest and adding excitement to study sessions. It is demonstrable that when students are motivated, they become more engaged in the course and actively participate.

Additionally, because Flashcards are so portable, kids can study whenever they have free time, whether at home or on the move. This ease of use encourages regular learning, which is essential for language development. Flashcards are an affordable resource that can be utilized by a diverse group of students due to their low cost.

To practicing vocabulary, Flashcards can be customized for interactive games, sentence construction, and word order practice, all of which contribute to a fun and engaging learning environment. This explains why a certain proportion of children prefer when teachers use games and flashcards to teach vocabulary.

In addition, this study totally agrees with other previous studies that investigated the advantages of FC in learning vocabulary (Khelaf, 2020; Lisa, 2019; Le Huong Hoa and Luong Thanh Duy, 2023). In particular, FC is perceived to help English majors achieve the pedagogical purpose of the target language classroom. For instance, it is indicated in this study that FC facilitates students' language learning process. This notion had a strong resemblance to Khelaf (2020) study. The researcher used a questionnaire to find out students' feelings and perceptions of Flashcards. That way, researchers will get detailed data. After the researcher gave the questionnaire to the students and got the results, the researcher used percentage distribution to see the frequency and percentage in the questionnaire to analyze the data. It aligns with a study by Le Huong Hoa and Luong Thanh Duy (2023) also used a questionnaire to see students' perceptions of the use of Flashcards. The results of their researches show that students' perceptions of understanding vocabulary by using Flashcards are positive. Using Flashcards media in the learning process makes students more interested in following the learning process.

Furthermore, Flashcards are an interesting teaching aid that motivates students to take part in class debates and activities (Wright, 1976) and it has also been demonstrated in Lisa's research (2019). Students feel more freedom to express themselves in the classroom when they are prompted to practice and learn the new information quickly. A stronger desire to learn and better knowledge retention are frequently the results of this increased motivation.

Based on the above findings, it can be concluded that the use of Flashcard successfully attracts students' attention in the learning process and can help students understand and improve students' vocabulary motivation. It can be interpreted that students have good and positive perceptions and feelings when they use Flashcard

in the learning process, and this increases students' vocabulary retention. Overall, the multifaceted advantages of Flashcards make them a valuable tool for both teachers and students.

4.2.2. RQ2: How to use FC effectively in teaching vocabulary?

Additionally, the findings pointed out the strategies using FC that teachers follow during their teaching the new English vocabulary. The questionnaire of students and the interview of teachers focused on the how teachers use FC to help their pupils overcome their difficulties to assimilate the new presented words in class based on the instruction of Cross (1991: 11-13) in teaching vocabulary and Wright (1990) in teaching vocabulary by Flashcards

To effectively leverage Flashcards for teaching vocabulary, First, in the presentation stage, teacher can employ a variety of engaging techniques recommended for Flashcard use, such as depicting words with funny or memorable visuals. However, the teacher must carefully select the most appropriate techniques for their specific teaching context. In the practice stage, students are given exercises like matching, and word classification to reinforce the learned vocabulary. The production stage then allows students to actively apply the new words through speaking or writing activities. Specific Flashcard-based procedures can also be incorporated, such as phonological practice where each card shows a person representing a sound to be learned. Word cards can be used for sentence-building, where students arrange themselves to display a sentence. Reading recognition exercises involve matching words or sentences to objects or actions.

Furthermore, the writer also did a demo clip in demonstrating the Flashcards in teaching vocabulary to the fourth-grade student at school. Here is a sample demonstration lesson on how to effectively use Flashcards to teach vocabulary, let's consider a demo lesson on animals.

The teacher began with warm-up activities. The teacher introduced the game by presenting each card, shouting out the animal's name, and having the students repeat the word. Following that, teachers planned a Slap the Board game to help pupils review the previous lesson.

Then, the teacher presented a set of Flashcards, each showing a clear image of animals. As the teacher held up each card, opened the audio, clearly pronounced the corresponding word and had the students repeat it. This establishes the core vocabulary and links the visual representation to the spoken form.

Next, the teacher shifted to the practice stage. Teachers let students play "What's the missing word?" with Flashcards. This activity helped students to recall the words and practice in spoken form.

Moving to the production phase, the teacher displayed Flashcard on the board and had students take turns using the vocabulary words in short sentences to describe the structure. "This is…." That is…." This allows students to actively apply the vocabulary in context.

Finally, the teacher introduced a sorting or categorization activity, distributing a mix of the animal words to the students. The teacher called out a word, and the students must match with the correct card. The teacher could then have students work in pairs, testing each other by taking turns calling out the words.

Furthermore, based on the questionnaire throughout the lesson to use Flashcards effectively in vocabulary instruction, teachers should consider a balanced approach. While some students prefer explanations solely in English, others benefit from a combination of English and their first language, especially for new concepts. Flashcards can focus attention on correct pronunciation and help assess understanding of sentence structures. Incorporating colorful Flashcards can enhance engagement, and using them in interactive speaking activities makes learning more dynamic. Additionally, integrating games into Flashcard activities can alleviate

boredom and make vocabulary acquisition more enjoyable, proving to be a preferable method over traditional translation.

As a result, teachers try to employ a variety of methods to introduce new language and help students grasp its meaning. Flashcards can further reinforce the relationship between written and spoken forms, and facilitate guessing games and exercises contrasting word meanings. By systematically progressing through these stages and utilizing a range of Flashcard techniques, teachers can leverage this versatile tool to effectively teach and reinforce vocabulary.

4.3 Chapter Summary

This chapter analyzes the effectiveness of flashcards (FC) in vocabulary teaching and how to use FC integrating quantitative data from questionnaires and qualitative insights from interviews. Students generally perceive flashcards as valuable tools that enhance motivation, engagement, and confidence in learning English vocabulary. Although some find the approach occasionally boring, many appreciate the use of colorful flashcards and game-like activities, as well as the option to incorporate their first language. Teachers also recognize the effectiveness of flashcards, employing strategies such as engaging visuals and interactive review sessions to facilitate memory retention. Ultimately, the chapter concludes that flashcards are beneficial resource for fostering vocabulary acquisition and enhancing student participation in the classroom.

CHAPTER 5. CONCLUSION

Research conclusions will be made in this chapter based on the interviews and questionnaire presented in Chapter 4. Furthermore, a few of this study's shortcomings will be anticipated and mentioned. A few suggestions for more research will be included at the end of the chapter.

5.1 Conclusion

The study explains the benefits of Flashcards and shows fourth-grade students how to use them effectively to teach vocabulary. Regarding how the test, interview and questionnaire are seen in the process of improving language retention. The majority of students concurred that employing flashcards during the learning process captured their interest. They also concurred that it was simpler for them to learn the content and new language when they used Flashcards. The use of Flashcards in the learning process makes the pupils pleased as well. Students' comprehension and vocabulary memory both improve as a result. It will positively affect pupils' vocabulary retention since they feel more driven and excited about learning language.

Another finding is that teachers understand how to use flashcards effectively to convey a good lesson for pupils. It is true that when teachers and students discuss the content using Flashcards as instructional media, the students find it much easier to retain language since it provides them with a clear and colorful picture. Furthermore, students respond positively when lecturers explain the content. When students encounter difficult words in the curriculum, they always ask the teacher for clarification, and passive students become more active, with the majority of them participating in all stages of learning.

In conclusion, the researcher thinks that if students use Flashcards, they will be better able to understand the value of learning and will also have the chance to use the language they have already learned by their experiences. Considering that students will learn more effectively if they are actively involved in class activities,

they will be able to strengthen their vocabulary and develop their knowledge of many words along with their meanings, pronunciations, and spellings. This study encourages students to apply the knowledge they have learned in the classroom to their daily lives. Flashcards are a teaching and learning tool that assist teachers in connecting the importance of a lesson to reality. This indicates that using flashcards to teach vocabulary will help students become more proficient speakers, and that the process of learning will be worthwhile.

5.2 Limitation

Even though Flashcards improved students' vocabulary, there are still a few issues with them that this study will be able to address.

First and foremost, this study may not provide a comprehensive picture of the perceptions and views of teachers and students towards FC among a large number of participants. the comparison among two classes was not administered because the limited sample size would lead to an unreliable result.

One of the study's shortcomings is thought to be the English proficiency of the students. Although the children were at the same school in Tien Thanh 1 Primary School, they had reached different levels in the English course. Students often lack exposure to English language environments, which inhibits their language acquisition and fluency. They also have few opportunities to use their English outside of the classroom, in contrast to their urban schools. Even though English is now widely used in Vietnamese contexts for English instruction, it is not advised for teachers or students to speak English as their first language. However, using English exclusively in the classroom appears to be a different and difficult practice for both teachers and pupils.

Next, all of the students in the class must be able to see the clear, large flashcards that are utilized. The images on Flashcards must be vibrant in order to grab students' attention. As a result, if the teacher simply provides a duplicate of the

picture, the pupils will rapidly grow bored and divert. In addition, because there are many different types of flashcards, the teacher needs to choose them carefully. Fruits, animals, families, body parts, and other topics are covered in various types of flashcards.

5.3 Recommendation

The following recommendations for further research are given in light of the aforementioned limitation.

The current study's findings support the notion that FC is a useful and successful strategy for accomplishing the educational goals of target language classes. The results offer teachers a valuable experience to examine and assess their own FC in order to have a thorough understanding of how FC is being used in classrooms. As a result, EFL teachers will have the freedom to modify and create methods and approaches that better fit the demands and skill levels of their students. Since students had positive opinions of teachers' FC, it is acceptable for teachers to keep using FC in their instruction for certain purposes. The teacher should first assess the students' behavior before introducing the lesson to select the most effective teaching method. It's important for the teacher to utilize engaging techniques and materials, like Flashcards, to capture the students' interest in the lesson. In addition, students may learn in comfortable classrooms, the instructor must also be able to establish a pleasant learning atmosphere. By incorporating a variety of techniques alongside Flashcards, the teacher can keep the students engaged and prevent boredom.

The second idea is for the students. If there is no desire to learn, some pupils may view English as a challenging subject. Students should never be frightened to participate actively in the teaching and learning process, and they should continuously study English at home and in the classroom. Furthermore, they have to listen to the teacher's explanations when they are teaching vocabulary.

This study is in a specific and limited context, and further research is needed to determine the values of FC in language pedagogy more broadly. Further research should be done to investigate the FC employment of the fourth-grade students at Tien Thanh 1 in the hope of drawing a complete picture of primary school. The FC implementation of teachers and students at other levels, particularly at primary schools, should also be investigated in future research.

It may be fruitful to take teacher-related factors in terms of FC into consideration, especially the teachers' English proficiency, their teaching experience, teaching styles, and the subject, and then explore how these factors have considerable influence on their decision to utilize FC.

The goal of the study's conclusions is to help English teachers choose the best teaching style to enhance their students' vocabulary learning. According to the explanation that the researcher would like to provide to other researchers, the study's findings can be utilized as supplementary references for further research using various samples and times. This comprehensive approach enhances the educational process and gives students the confidence to participate actively in their education, which eventually improves retention and comprehension of the subject matter.

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APPENDIX A

QUESTIONNAIRES

Section A Personal and Academic Information

Class:

Section B

Please rank the following statements according to your personal views of the advantages of Flashcard in learning vocabulary in English lesson.

1= Strongly disagree	2= Disagree	3=Neutral	4= Agree	5= Strongly agree

(Statements 1-10 are rated based on the above scale)

	1	2	3	4	5
Motivation and Attitude of Students towards FC					
1. To help me enjoy the lesson					
2.To make me feel more confident and motivated in learning English					
3. To attract my attention.					
4. To encourage me to actively participate in classroom activities.					
Language Acquisition of Students towards FC					
5.To assist me to understand the lesson better					
6. To learn vocabulary appropriately at my level.					
7. To help me grasp the meaning of vocabulary easily					
8. To help me recognize words faster					
9. To save time in learning the new words.					

The procedure used flashcards in teaching vocabulary of teachers in English lessons.	1	2	3	4	5
10. To enable me to apply the vocabulary in structure easier.					

Section C

Please rank the following statements according to your views toward the procedure used flashcards in teaching vocabulary of teachers in English lessons.
(Statements 11-17 are rated based on the above scale)

The procedure used flashcards in teaching vocabulary of teachers in English lessons.	1	2	3	4	5
11. I would prefer the teacher to use English only during lessons.					
12. I would prefer the teacher to use both English and my first during lessons.					
13. I find it difficult to learn when the teacher does not explain new words/topics/concepts in my first language.					
14. I would prefer the colour Flashcard in learning vocabulary.					
15. I would prefer the teacher instructed the speaking activities by Flashcard.					
16. I think that teacher should apply games used by Flashcard in teaching vocabulary					
17. I think that teaching vocabulary used by Flashcard is boring.					

APPENDIX B

BẢNG CÂU HỎI KHẢO SÁT

Phần A: Thông tin cá nhân

Lớp:

Phần B

Vui lòng xếp hạng các phát biểu sau đây theo quan điểm cá nhân của bạn về

ưu điểm của thẻ từ (Flashcard) về việc học từ vựng trong các tiết học tiếng Anh.

1= Hoàn toàn không đồng ý	2= Không đồng ý	3= Trung lập	4= Đồng ý	5= Hoàn toàn đồng ý

(Các câu 1-10 được đánh giá dựa trên thang điểm trên)

	1	2	3	4	5
Động lực và Thái độ về việc học tử vựng bằng Thẻ từ (Flashcard)					
1. Giúp tôi thích thú với tiết học					
2. Giúp tôi tự tin và có động lực học Tiếng Anh hơn					
3. Giúp thu hút sự chú ý của tôi					
4. Khuyến khích tôi tích cực tham gia vào các hoạt động trong lớp học					
Khả năng tiếp thu ngôn ngữ về việc học từ vựng bằng Thẻ từ (Flashcard)					
5. Giúp tôi hiểu bài tốt hơn					
6. Giúp tôi học từ vựng phù hợp với lứa tuổi của em					
7. Giúp em nắm bắt nghĩa của từ vựng một cách dễ dàng					
8. Giúp tôi nhận biết các từ nhanh hơn					
9. Giúp tôi tiết kiệm thời gian học bài mới					

10. Giúp tôi áp dụng từ vựng vào cấu trúc câu dễ dàng					

Phần C

Vui lòng xếp hạng các phát biểu sau đây theo quan điểm cá nhân của bạn về quy trình sử dụng thẻ từ (Flashcard) trong dạy từ vựng của giáo viên trong các bài học tiếng Anh.

1= Hoàn toàn không đồng ý	*2= Không đồng ý*	*3= Trung lập*	*4= Đồng ý*	*5= Hoàn toàn đồng ý*

(Các câu 11-17 được đánh giá dựa trên thang điểm trên)

Quy trình sử dụng thẻ từ trong việc dạy từ vựng của giáo viên trong các bài học tiếng Anh.	**1**	**2**	**3**	**4**	**5**
11. Tôi muốn giáo viên chỉ sử dụng tiếng Anh trong các tiết học.					
12. Tôi muốn giáo viên sử dụng cả tiếng Anh và Tiếng Việt trong các tiết học.					
13. Tôi thấy khó học khi giáo viên không giải thích các từ/chủ đề/khái niệm mới bằng Tiếng Việt.					
14. Tôi muốn sử dụng thẻ từ màu trong việc học từ vựng.					
15. Tôi muốn giáo viên hướng dẫn các hoạt động nói bằng thẻ từ.					
16. Tôi nghĩ rằng giáo viên nên áp dụng các trò chơi được sử dụng bằng thẻ từ trong việc dạy từ vựng.					
17. Tôi nghĩ rằng việc dạy từ vựng bằng thẻ từ rất nhàm chán.					

CẢM ƠN CÁC EM RẤT NHIỀU!

APPENDIX C

INTERVIEW QUESTIONS FOR TEACHERS

1. What kind of activities that you always do in teaching vocabulary?

2. In your experience, what are the main benefits of using flashcards when teaching vocabulary to primary students?

3. Can you provide specific examples of how you use flashcards to help primary students remember new vocabulary words?

4. Do you advocate the implementation of FC in English-majored classrooms? Why and why not?

APPENDIX D

INTERVIEW QUESTIONS FOR STUDENTS

1. What kind of the teaching technique that your teacher ever used in teaching?

2. What do you think about learning vocabulary using Flashcards?

3. How do you feel when your teachers use FC in English classrooms?

APPENDIX E

CÂU HỎI PHỎNG VẤN DÀNH CHO HỌC SINH

1. Giáo viên của bạn đã từng sử dụng phương pháp giảng dạy nào?

2. Bạn nghĩ sao về việc học từ vựng bằng Thẻ từ (Flashcard)?

3. Bạn cảm thấy thế nào khi giáo viên sử dụng Thẻ từ (Flashcard) trong lớp học tiếng Anh?
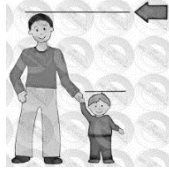
APPENDIX E

(PRE-TEST)

Exercise 1: Look and read. Write the correct words next to their descriptions.
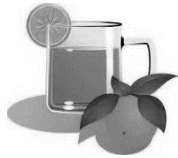
a driver   **orange juice**   **tall**   **crocodile**

1. It's a kind of drink   _____

2. The person who can drive.   _____

3. He isn't short.   _____

4. You can see them at the zoo.   _____

Question 2: Look at the pictures and choose the correct answer. . (1 pt)

(1)   **(2)**   **(3)**   **(4)**
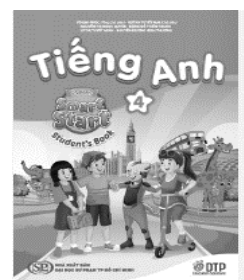
a. taking photos   a. at home   a. Malaysia   a. English

b. reading   b. at the zoo   b. England   b. Art

Exercise 3: Write the words

1. ➔_____   2. ➔_____   3.➔_____   4. ➔_____

Exercise 4: Read and circle the letter A, B, or C.

1. What time……………you go to school?

    A. does   B. do   C. to

2. I am……………I'd like some chicken.

    A. thirsty   B. hungry   C. hungry and thirsty

 3. I like monkeys because they are very……………

    A. scary   B. fat   C. funny

 4.   I want to see a movie. Let's go to the……………

    A. zoo   B.   bakery   C. cinema

Exercise 5 : Complete the passage with the words in the box.

job   milk   breakfast   school   o'clock   dinner

Every day I get up at six (1)...................... I take a shower and get dressed. Then I

have bread and eggs for my (2).............................. I drink a glass of (3).............. It is

my favourite drink. Finally, I prepare to go to (4)................... What time do you get

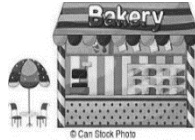up? What do you have for breakfast?

APPENDIX G

(POST- TEST)

Exercise 1: Look and read. Write the correct words next to their descriptions.

a driver   **bakery**   **soccer**   **strong**

1. It's a kind of sport.   _____
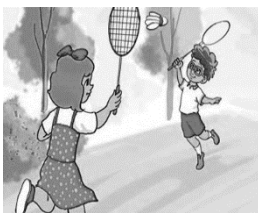
2. You can buy bread here.   _____

3. He isn't weak.   _____

4. He works at a hospital.   _____

Exercise 2: Look at the pictures and choose the correct answer.

(1)   **(2)**   **(3)**   **(4)**

a. play chess   a. bookshop   a. Turn left   a.   an office worker
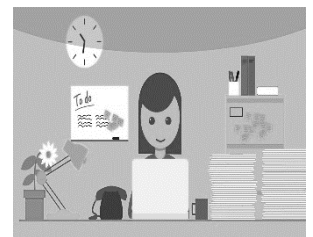
b. play badminton   b. pharmacy   b. No parking   b.   a nurse

Exercise 3: Write the words.
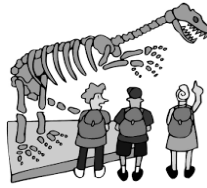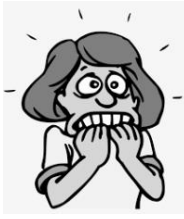
1._____   2._____   3._____   4. _____

Exercise 4. **Read and choose the correct answer.**

9. My father's a farmer. He works at the_____

A. hospital

B. farm

C. office

D. factory

10. What do they look like? – They are _____ and _____.

A. older ; slim

B. tall ; younger

C. old ; slimmer

D. tall ; young

12. When's New Year? – It's on the first of _____

A. March

B. October

C. January

D. September

Exercise 5: Fill in the blank.

hospital	often	is	gets up	footballer

My family are always busy every day. My grandfather (1).......... a dentist. He goes

to his clinic early. My mother is a nurse. She goes to the (2)...................... at 7:45.

My father is a businessman. He never (3)...................... late because his company is

far from my house. He is very busy. And I am a pupil of grade 4. I (4).................. go

to school on time. I like to play football with my friends. I want to be a

(5).......................in the future.