

EFFECTIVENESS OF USING FLASH CARDS FOR TEACHING VOCABULARY
AT BASIC LEVEL

A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master Education in English

Submitted By
Bhagat Lal Harijan

Janta Multiple Campus, Itahari Sunsari
Faculty of Education
Tribhuvan University

2024/2081

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2024/2081

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Submitted Date

2024

Bhagat Lal Harijan

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date:

.....

Bhagat Lal Harijan.



जनता बहुमुखी क्याम्पस

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इटहरी, सुनसरी, नेपाल

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Bhagat Lal Harijan** has completed this thesis entitled **Effectiveness of Using Flash Cards for Teaching Vocabulary at Basic Level** under my guidance and supervision.

I recommend the thesis for acceptance and evaluation.

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EVALUATION AND APPROVAL

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Bhagat Lal Harijan

ABSTRACT

The research study entitled **Effectiveness of Using Flash Cards for Teaching Vocabulary at Basic Level** was an attempt to find out the effectiveness using flash cards for teaching vocabulary at grade seven students of public school of Ramdhuni Municipality of Sunsari District. The study involved an experimental research design where quantitative data were collected and presented in the charts and tables. Pre-test and post-test were the major tools for collecting data. Experimental group was guided with exposure. Data collected were analyzed using descriptive statistics including frequency and simple percentages. After analysis and interpretation of data, it was found that using flash cards was really interesting and supportive for mastering vocabulary to the seventh's graders. To support this statement, it was found that 'experimental group obtained 74.14 average percentage in the pre-test and 84.14 average percentage in the post test. Here, experimental group had increased 10 percentage score in the post test. However, control group obtained 68.42 average percentage in pre-test and 66.71 average percentage which is -1.71 average percentage than the pre-test (see table 1 and appendix. Similarly, in experimental group, boys obtained 74.57 average percentage in the pre-test and 86.57 average percentage in the post test. Similarly, girls obtained 73.71 average score in the pre-test and 81.71 average score in the post-test. Here boys obtained 4.86 more average percentage in the post-test. (see table no.10 and appendix). Similarly, we have found various uses of flash cards to teach vocabularies like similar and opposite meaning, fill in the blanks, changing main verbs into present participle and past participle, making sensible sentences with the given words, filling in the blanks with various form of language like dialogue, conditional sentences, subject verb agreement and so on. Use of flash cards was found very effective because experimental group performed better than the control group where experimental group obtained 17.43 less percentage in the post test.

This thesis consists of five chapters. The first chapter deals with the introduction the study which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of study, delimitation of the study and operational definition of the key terms. Similarly, second chapter contains of review of theoretical as well as empirical literature and implications for the study. Moreover, it includes the conceptual framework. Likewise,

the third chapter incorporates with the methods and procedures of the study, which covers design and method of the study, population, sample and sampling strategies, research tools, sources of data, data collection procedures, data analysis procedures. In the same way, the fourth chapter includes the analysis and interpretation of the data. Furthermore, the fifth chapter incorporates the findings and conclusions of the study followed by some recommendations based on the study. Finally, the references and the appendices, which are necessary to the validation of the research have also been presented.

ABBREVIATIONS

Avg. Average

CD : Compact Disk

CDC : Curriculum Development Centre

CET :The Common Entrance Test

DEO : District Education of Office

CUP : Cambridge University Press

DVD : Digital Versatile Disc

EFL : English as foreign Language

ED: Education

EG : for example

ELT : English Language Teaching

ETC : Etcetera

IE : That is

JMC : Janata Multiple Campus

MOE : Ministry of Education

NELTA : Nepal English Language Teacher Association

PhD : Doctor of Philosophy

TM. : Teaching Materials

TU : Tribhuvan University

UK : United Kingdom

USA : United State America

% : Percentage

TABLE OF CONTENTS

Declaration.....	i
Recommendation for acceptance	ii
Recommendation for evaluation	iii
Evaluation and Approval	iv
Acknowledgements.....	v
Abstract.....	vi
Abbreviations.....	viii
Table of contents.....	ix
List of tables.....	xii
Chapter one	1
INTRODUCTION	1
Background of the Study.....	1
Statement of the Problem	3
Objectives of the Study	3
Research Questions	4
Significance of the Study	4
Delimitations of the Study.....	4
Operational Definitions of the Key Terms.....	5
REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK.....	6
Review of Theoretical Literature	6
Teaching Materials and Teaching.....	6
Types of Teaching Materials	7
Flash Cards	10
Type of Flash Cards.....	11
The Function of Flash Cards	11
The Procedure of Using Flash Cards	12
The Advantages of Flashcards.....	12
Reasons for Using Teaching Materials in Classroom	13
Review of Empirical Literature.....	13
Implication of the Review of the Study	16
Conceptual Framework	17
chapter three.....	18

METHODS AND PROCEDURE OF THE STUDY.....	18
Design of the Study	18
Sources of Data	18
Primary Sources	18
Secondary Sources.....	18
Population of Study.....	18
Sampling Procedure	19
Tools for Data Collection.....	19
Process of Data Collection	19
Ethical Consideration	20
chapter four.....	21
RESULT AND DISCUSSION	21
Results	21
Discussion	23
Holistic Analysis of Pre-test and Post-test	24
Proficiency in Matching with Similar Meaning	25
Proficiency in MCQ Test.....	26
Proficiency in Arranging jumbled Letters to Form Correct Word	27
Proficiency in Fill in the Blanks	28
Proficiency in Matching Words with their Opposite Meaning.....	30
Proficiency in Formation of Adverbs and Past Participle	31
Proficiency in Making Sensible Sentence by Using given Words.	32
Proficiency in Writing Similar Meaning to the Given Words.....	33
Proficiency in Writing a Short Paragraph in the Given Topic	34
Boys and Girls Proficiency on Vocabulary (Experimental Group.	36
Testing Statistical Significance	37
chapter five.....	40
SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS.....	40
Summary of Findings	40
Major Activities Carried by ELT Teachers Using Flash Cards.....	42
Usefulness of Flash Cards in ELT Classes at Basic Level	42
Conclusion.....	42
Implications.....	43

Policy level	43
Practice level.....	44
Further Research Level.....	44
REFERENCES	45
Appendix I	48
Questionnaires for Pre-Test	48
Appendix II.....	50
Questionnaires for Post-Test.....	50
Appendix - III	53
The Result of Pre-Test And Post-Test of Group 'Experimental'.....	53
Appendix IV.....	55
The result of pre-test and post-test of group 'Control'	55
Appendix V.....	56
Individual questions obtained marks by Experimental Groups.	56
Appendix VI.....	57
Individual questions obtained marks by Control Groups.	57
Appendix VII	58
Marks Obtained by Girls` in Experimental Group.	58
Appendix VIII.....	59
Marks Obtained by Boys in Experimental Group.....	59
Lesson Plan	60

LIST OF TABLES

Table 1	24
Holistic Analysis of Pre-test and Post-test.....	24
Table 2	25
Score Obtained in Match the Word with their Meaning.....	25
Table No 3.....	27
Scores Obtained in 'MCQ and Conditional Sentences'	27
Table 4	28
Score Obtained in Arranging Jumbled Letters.....	28
Table 5	29
Score Obtained in Fill in the Blanks with Correct Word.....	29
Table 6	30
Score Obtained in Opposite Meaning	30
Table 7	31
Score Obtained in Formation of Adverbs and Past Participle`	31
Table 8	32
Score Obtained in `Making Sensible Sentences`	32
Table 9	33
Score Obtained in Writing Similar Meaning to the Given Words.....	33
Table 10	35
Score Obtained in Paragraph Writing	35
Table 11	36
Score Obtained in ` Letter Writing` Items	36

CHAPTER ONE

INTRODUCTION

Background of the Study

Teaching is an art where a teacher always tries to activate students to take part in the classroom activities. According to Harmer (2008, p. 107) teaching is defined as "Letting students participate in decision-making tasks more effort and organization than controlling the class from the front." This definition emphasizes that teacher is not the end but it's a means only who always motivates students to achieve goal of teaching. To teach English language in the class, we have to use many techniques and many teaching materials in the classrooms. Teacher is a driver of the classroom who drives the class as per his/her desire. It is only possible to drive the class and made students goes into the ocean of the knowledge only by using the teaching and learning materials and aids in the classrooms. According to Bitchener (2006, p. 48). "The teaching aids help the teacher to do his/her job better and they also help students to focus their attention of objects, actions, events and situations which give meaning and context to the words and sentences presented in the classroom by the teacher."

According to Cross (1991: 119), "flashcards is a simple picture on a piece of cards or paper, which is probably the most widely used visual aids in language teaching. Flashcards is a great tool to capture the attention of the young learners since it attracts the visual sense." As he mentioned the teacher may use the flashcards when introducing the new vocabulary to the learners. By flipping the flash cards the curiosity of the learners may be stimulated and thus they get more receptive. It is also very useful in terms of fulfilling the Multiple Intelligences Theory of Gardner (1983) since flashcards appeal to different types of learners. Flash Cards are the visual materials which can be used in classrooms to encourage students learning process and make it easier and interesting. Visual materials are the best tool for making teaching effective and the best dissemination of knowledge. Clark and Lyons (2004), states that the "visual impact of images has been proved to be superior to the one of text, and that is why visual aids result to be very effective to help students in memorizing new vocabulary and structures". Using visual aids such as pictures, graphic organizers, charts, video, and computers can help students easily understand and realize the main points they have learnt at the lesson.

"Teaching materials" is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student access. There are many teaching materials and they categorized into different types. For example, there are audio materials, visual materials, audio-visual materials, display materials, support materials and so on. Richard (1981), in his study found that a normal human being remembers 10% of what they read, 50% of what they saw and heard, above 70% of what they heard, seen and done. To assimilate knowledge of the language easily we have to use many teaching materials in the classrooms.

Widdowson (1978, p. 152) defines authentic text as "the reader's response to it is more important than whether it is simplified or not." All good and authentic material has got the characteristics of having the language input and skill development, positive impression in learner's mind, useful information to deal with language, an easy familiarity and sense of security and confidence to the language teachers.

While, Hutchinson and Waters (1987, p. 107) maintain that "ELT materials provide a stimulus to learning, help exemplify a view of the nature of language and learning, reflect the nature of the learning task, can have a very useful function in broadening the basis of teacher training, and provide models of correct and appropriate language use".

According Hatch and Brown (1995: 1), "Vocabulary is the foundation to build languages, which plays a fundamental role in communication". Based on the theory, vocabulary is one of the language aspects that are very important for communications English. If we have less vocabulary, we will not understand what people say. Harmer (2001, p. 23) said "An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used." Based on theory, vocabulary is one of important skills in language and needed to support the four language skills that consist of listening, speaking, reading and writing.

I am sure that nobody will deny the fact that a teacher is an aid and the activities used by the teachers are materials in the classroom. The existence of materials is totally based on the creativity and innovative ways of teachers. No one can assume even a single material without a teacher because it is a teacher who uses

the materials in the classroom effectively and the effective usage of those materials is reflected by the involvement of the students.

Statement of the Problem

Generally, it is agreed that visual materials like flash cards assist in the learning process and students find it easy to understand and learn in classroom. Although lots of benefits of using Flash Cards in our country, they are not used properly. Many parts of Nepalese schools followed lecturing method without using any Visual Materials. Many schools only use board and marker and chalk as materials in this 21st century. In the context of Nepal, materials shortage, economy, motivational inadequacy and poor learning environment, hard to assess to visual aids are some of the problems. However, use or non-use of visual materials i.e. flash cards is the major problem in basic level. Besides this, teachers are also not interested with using flash cards. They followed lecturing method and hesitate to use technology. So, this study focused on how flash cards are effective while teaching vocabulary at basic level i.e. grade seven, important of using it and the reaction of students on it.

However, in the countries like Nepal due to inaccessibility of authentic teaching materials, the teachers do not get enough exposure. Students of basic graders feel very difficult to learn English in ELT classes. Teachers are also found worried to teach English vocabulary to the basic graders because students are not able to understand meaning, spelling and pronunciations of the various words. As a result, there is poor learning outcome in the community-based school.

I had various queries regarding why students could not understand meaning of the word, spelling of the words and pronunciation of the certain words? How can we make learners proficient in grammar, meaning, spelling and pronunciation? What makes class instruction more effective in ELT classes? I am interested to conduct this research work to find out the Effectiveness of Using Flash Cards for Teaching Vocabulary at Basic Graders. So, I have chosen this topic to find out the effectiveness of flash cards to teach vocabulary in ELT classes.

Objectives of the Study

The research was based on the following keen objectives:

- a. To find out the effectiveness using flash cards for teaching vocabulary at grade seven students.

- b. To find out various uses of flash cards for teaching vocabulary.

Research Questions

Questions for this research work were as below:

- a. How effective flash cards are for teaching vocabulary at grade seven students?
- b. How can language teacher use flash cards for teaching vocabulary at grade seven students?

Significance of the Study

This study will be much more helpful to the teachers and students as it comprises the burning issue of the use of flash cards in ELT classes to teach vocabulary effectively to the lower graders. This study will be highly beneficial in the sense that it helps the readers, researchers and stakeholders to find out general trends, uses and impacts of teaching materials i.e. Flash Cards in ELT classes. This research will even advantageous to policy makers to draw policies in the curriculum design. This study will provide various ways to use flash cards as a teaching material to teach various language skills i.e. listening, speaking, reading and writing. So, it will be useful for those hunting authentic data on the use of teaching materials in ELT classes. It is significant also because it solves some vocabulary problems practically in the use of the flash cards in ELT classes by English teachers.

Similarly, it is also believed to be beneficial to subject experts, curriculum designers, language trainers, producer of teaching learning materials, and the novice teachers. This study helps the language trainers to conduct the training where necessary. This research will also be significant to the researchers who want to study in the similar area.

Delimitations of the Study

This research had following delimitations:

- a) The area of the research was limited to Sunsari district only.
- b) This research was limited to basic graders i.e. grade seven students only.
- c) This research was carried on public school only.
- d) There was Rising Star Secondary School of Baklauri only.
- e) There were 28 students of class seven only.

Operational Definitions of the Key Terms

In addition to the abbreviations and acronyms provided, the key terms throughout this study are defined to increase understanding about the study. In the context of this research work, the terms listed below have the following specific definition.

Authentic material: Authentic materials are print, cards, video, and audio materials students encounter in their daily lives, such as change-of-address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic.

Experimental Group: This term was used to refer to group of students to whom language exposure was provided frequently to develop language skills.

Controlled Group: This term was used to refer to group of students to whom language exposure was not provided frequently to develop language skills.

Flash Cards: Teaching materials used to teach experimental group.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This topic includes review of theoretical literature, review of empirical literature, implication of the review and conceptual framework. This section reviews literature on what has been observed about the importance of grouping learners on participation in English activities and the extent to which availability and adequacy of vocabulary through the use of flash cards to the basic graders. The section contains theoretical basis and empirical basis of the study and the conceptual framework.

Review of Theoretical Literature

This section mainly deals with the theoretical aspect of the study. In this sub heading, various theoretical previous researches, approaches, concepts and issues are reviewed thoroughly to build the strong theoretical foundation of the study. I tried my best to review the related literature to get sharp insightful knowledge for my study.

Teaching Materials and Teaching

Teaching materials are the materials used by the teachers or the students in the classroom to facilitate the students in their learning. According to the Wikipedia: "Instructional Materials, also known as Teaching/Learning Materials (TLM) are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives."

The term encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. Similarly, Araby (1974, p.2) defines teaching materials as: "Teaching aids are designed to help the teacher save time and effort. Many of them can be effectively used in large classes. Some of them relieve the teacher from many routine tasks. All of them make the class lively and more interesting for the teacher and the students."

Finally, we can say that teaching materials are those tools which always motivates students and make them active in teaching and learning activities in a classroom. Generally, teacher prepares all the types of teaching materials required for particular lesson or topic and sometimes teacher may use students also to prepare

teaching material as a project work. There we find various types of teaching materials like: visual, audio-visual, models, charts, film strip, projectors, radio, television, maps etc.

Regarding visual various scholars have defined variously in their work. Rather (2004), defines visual material as ‘Tool that invest the past with an air of actuality.’ Visual materials distribute the learners with true knowledge, which detention their devotion and help in the understanding of the ancient marvels. They demand to the mind through the visual auditory senses. When Teachers use visual aids as teaching aid, it is one of the aspects which root participation of students in the lesson because when students look at visual 10 model or aid, it is measured as a kind of contribution. Also, the uses of visual materials encourage the body movement and it may strengthen the control. All these factors lead students to become more participative and communicative members of the class group.

Types of Teaching Materials

Agrawal (1996;161p), gives the following list which shows different types of teaching materials.

Audio Materials

Audio-aids can be defined as models and devices that can be heard and give an image of something, somebody and some situations. They include recorded materials, radios, cassette players, cassettes and the like which are relatively cheap and available and which the language teacher with a little training can use in the L2 class so as to make the teaching methods, techniques and materials considerably effective and interesting, and to help the learner have maximum benefit (Akanbi 1988). Unlike most other types of aids and means used in the language class, on the one hand, this type of aid enables the teacher to modify the teaching method and technique, and change the classroom situation quickly and immediately as necessary; and on the other, it attracts the learner’s attention, stirs his/her imagination, reduces his/her exhaustion, motivates him/her to be engaged in the learning process, and thus helps him/her to acquire expected proficiency in the language skills especially listening and speaking. Some examples are: language laboratories, Radio, Sound distribution system set, Tape and disc recordings.

Visual Materials

Visual materials are things that we can watch at, such as a film, model, map, or slides, to help us to understand or to get required information. Clark and Lyons (2004), states that the “visual impact of images has been proved to be superior to the one of text, and that is why visual aids result to be very effective to help students in memorizing new vocabulary and structures”. We can use different types of visual materials in ELT classes. Some of the commonly used visual materials are:

PowerPoint: Microsoft PowerPoint is probably now the most commonly used form of visual aid. Used well, it can really help us in our presentation. It is very useful to show different types of teaching and learning activities in language classes. Teachers get more easiness to present it in the classes because it does not require continuous lecturing in front of the students. Teachers also do not get tired and can continue teaching more classes.

Overhead projector slides/transparencies: Overhead projector slides/transparencies are displayed on the overhead projector (OHP) - a very useful tool found in most lecture and seminar rooms. The OHP projects and enlarges your slides onto a screen or wall without requiring the lights to be dimmed.

White or Black Board: White or black boards can be very useful to help explain the sequence of ideas or routines, particularly in the sciences. Use them to clarify our title or to record our key points as we introduce our presentation. Rather than expecting the audience to follow our spoken description of an experiment or process, write each stage on the board, including any complex terminology or precise references to help our audience take accurate notes. However, once we have written something on the board we will either have to leave it there or rub it off - both can be distracting to our audience. We have to make sure our audience has taken down a reference before rubbing it off - there is nothing more frustrating than not being given enough time! Avoid leaving out of date material from an earlier point of our presentation on the board as this might confuse your audience

Paper handout: Handouts are incredibly useful. We use a handout if our information is too detailed to fit on a slide or if we want your audience to have a full record of our findings. Consider the merits of passing round our handouts at the beginning, middle and end of a presentation. Given too early and they may prove a distraction. Given too late and our audience may have taken too many unnecessary notes. Given out in the

middle and our audience will inevitably read rather than listen. One powerful way of avoiding these pitfalls is to give out incomplete handouts at key stages during our presentation. We can then highlight the missing details vocally, encouraging our audience to fill in the gaps.

Flip chart: A flip chart is a large pad of paper on a stand. It is a very useful and flexible way of recording information during your presentation - we can even use pre-prepared sheets for key points. Record information as we go along, keeping one main idea to each sheet. Flip back through the pad to help we recap our main points. Use the turning of a page to show progression from point to point. We have to remember to make our writing clear and readable and our diagrams as simple as possible.

Video: Video gives us a chance to show stimulating visual information. We Use video to bring movement, pictures and sound into our presentation. We always make sure that the clip is directly relevant to our content. We have to tell our audience what to look for.

Artefacts or props: Sometimes it can be very useful to use artefacts or props when making a presentation (think of the safety routine on an Aeroplane when the steward shows us how to use the safety equipment). If we bring an artifact then, make sure that the object can be seen and be prepared to pass it round a small group or move to different areas of a large room to help our audience view it in detail

Audio-video materials

Audio visuals aids are being used increasingly and widely to make the teaching learning process effective, interesting and impactful. Stevic (1957) states, "...anything audible or visible which helps your students learns the language more quickly or more accurately..." (As cited in Sharma and Phyak, 2006, p.300). Audio visual aids are instructional materials. They are: television, video tape, computer, films etc. Audio literally means 'hearing' and visual means that which is found by seeing. So, all Audio-visual aids help to:

- a) Draw attention of the participants
- b) Secure interest in the information being discussed
- c) Transmit information quickly and efficiently to large number of people
- d) Explain facts, ideas and processes more clearly, illustratively and elaborately

- e) Facilitate the learnt information to be retained as memory
- f) Present information systemically in an organized way
- g) Enhance the confidence level and enthusiasm of the presenter

Display Materials: It is the process of presenting various teaching materials in language classes. Teacher can prepare locally available materials as a teaching aids and sometime request students to prepare and present in language class. Some of the examples are real object, pictures, maps, charts, diagram and so on. They help teachers to create authentic presentation of teaching materials. Learns also gets chance of live learning.

Flash Cards

Flash cards is one of media material to teach English especially in vocabulary. There is no single definition about flash cards. There some relevant explanation by some experts about meaning of flash cards. According John Haycraft (1978: 102) states that flashcards are cards on which words and/or pictures are printed or drawn. According to Oxford Advanced learner`s Dictionary (1995: 94), "flashcards is a card with the word or words and sometimes a picture down it". 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. Flashcards are a powerful memory tool write questions on one side of the cards and the answer on the other side (Edwards, 2006: 98).

Flashcards are the cards on which words and or picture and painted or drawn (Insaniyah, 2003:19). Flashcards show picture or words. Usually flashcards include of group with kind or classes. Flashcards is a piece of cards board about 18 X 6 inches on which appears a word, a sentence or a simple outline drawing. The lettering should be large, net and clear so that it can be seen from the rear of the room. Capital letters are preferred. Print should be used since it is easy to read at a distance (Nasr, 1972:119)

In addition, Haycraft (1978: 102-106) states two types of flashcards. They are word flashcards and picture flashcards. Word flashcards are cards on which words have been printed. When practicing word order, the teacher can use a number of cards representing all the words in a sentence. The cards can be fixed to the board, or given to a student, and arranged correctly either by the class a whole or individual student.

The word flashcards also can be used to practice structure. Then, picture flashcards are useful for presenting, practicing and revising vocabulary or as prompts for other activities – for example, to illustrate the characters in a dialogue, to help students improvise. Picture flashcards can be used as prompts for simple substance drills. Picture flashcards are also useful for identifying verbs on actions.

Type of Flash Cards

According Haycraft (1978: 102-106) states two types of flashcards, there are:
World Flash Cards: Word flashcards are cards on which words have been printed. When practicing word order, the teacher can use a number of cards representing all the words in a sentence. According Suzanne (1997: 12), flash cards sentences: Divide the class into groups of three or four. Give each group the same pictures, or put it on overhead. Instruct the groups to describe the flashcards in as many sentences as possible the time allowed using Present Continuous Tense. The sentences must be grammatically correct and accurately depict what is happening in the picture. Each group read sentences or write them on the board. The group with the most correct sentences wins.

Picture Flash Cards: Picture cards are useful for the teaching of vocabulary and reading (Nasr, 1972: 67). These picture cards can be drawings or cut outs from magazines or perhaps photos. It is easiest to sort these picture cards according to size really big ones for class work, and smaller ones for individual or group work. They are: Picture cards match up, picture cards treasure hunt, picture and word match up, picture cards snap games, picture cards can be used as part of a communication aid, picture flashcards designed.

The Function of Flash Cards

The use of flashcards in the English teaching learning process used to help the teacher: (Kasihani and Suyanto, 2008:109)

- To be familiar and stable with singular and plural concept
- To be familiar and stable with numbers
- To be familiar and stable with a few and a lot of concept
- To get the students attention using extract pictures with appropriate (Vocabulary and Color)

- To give variation in the teaching learning process. Flashcards is so useful to help the teacher in the English learning.

Flashcards is so useful to help the teacher in the English learning process. The teacher is easier to explain of material and give example clearly. Because the students can see a picture that appropriate with the theme so the students are easier to receive the explanation of teacher.

The Procedure of Using Flash Cards

According Kasihani & Suyanto (2008), there are procedure uses flash cards:

- Sit comfortably facing the students.
- Arrange the flash cards in the order she would like to present them.
- Starting with the first flash cards, hold it up so students can clearly see the front.
- Shows the flash cards front to students that consist of words cards and said in English and asked the students to repeat after several time to make sure that they could say it in a correct pronunciation.
- Give question to them by showing flashcards one by one randomly.
- If students give an incorrect response or no response, tell him the correct answer, and place these flash cards in a pile on your right side.
- After you have finished showing your students all of the flash cards, you may continue your flash cards teaching session by using the stack of incorrectly answered cards.

The Advantages of Flashcards.

Flashcards are one of visual aid which can be used in teaching and learning process. It helps the students to understand the material is given by their teacher. According to Haycraft (1978: 102) and Cross (1991: 120) there are some advantages of using flashcards in language teaching. They are namely:

- Flashcards can be used for consolidating vocabulary
- Flashcards are motivating and eye-catching
- Flashcards are effective that can be used for any level students
- Flashcards can be taken almost everywhere and studied when area has free moment

- Flashcards can be arranged to create logical grouping of the target words
- Flashcards are cost effective/inexpensive
- Flashcards provide visual link between L1 and the target language
- Flashcards also can be used for practicing structure and word order or for a variety of games.

Reasons for Using Teaching Materials in Classroom

Teaching materials make learning more interesting, practical, realistic and appealing. They also enable both the teachers and students to participate actively and effectively in lesson sessions. They give for acquisition of skills and knowledge and development of self-confidence and self-actualization. It promotes teachers' efficiency and improve student performance. Peacock (1997) who gives the following reasons to use teaching materials.

- They have a positive effect on learner motivation.
- They provide exposure to real language.
- They relate more closely to learner's needs.
- They support a more creative approach.

Review of Empirical Literature

Empirical literature refers to the application of theory in practical field. A number of research studies have been carried out on teaching materials in foreign countries and a few in Nepal. Some related literature from both inside and outside of the country have been reviewed with their major findings, which are mentioned below.

Singh (2009) Carried out an experimental research entitle ` Effectiveness of Language Games in Primary Classes in Teaching Sentence Structure`. The objective was to find out whether or not language games useful in primary level in teaching sentence structures. She divided a class into two groups: control group and experimental. She gave pre-test to both groups. After that she taught the control group in usual way and introduced new treatment to the experimental group. After one-month post tests were given to both groups. When the pre and post tests were result were compared, the study found that experimental group performed better.

Likewise, Pandey (2011) carried out a research on 'Effectiveness of Task based approach in teaching creative writing'. The main purpose of carrying out this research was to find out the effectiveness of task-based approach in teaching creative writing. He found that the task-oriented activities are effective in language teaching and valuable tool for reinforcing learning

In the same way, Carr (2012) Carried out a research entitle `Effectiveness of Homework for all Learners in the Inclusive class`. The objective was to find out a valuable tool for reinforcing learning. This article discussed how teachers can increase the effectiveness of homework assignments for all learners. Homework, when designed and implemented properly, was a valuable tool for reinforcing learning. With the increasing number of students with special needs included in general education settings and the increasing pressure placed on students to make academic gains on standardized tests, it was more important than ever that teachers were equipped with the tools necessary to effectively use homework as a learning tool for all students regardless of their ability levels.

On the other hand, Rijal (2012) conducted a research entitled, "Teachers' Beliefs on Using Cassette Player in Teaching Listening." The purposes of her study were, to find out the beliefs of secondary level English teachers on using cassette players in teaching listening skill; to find out the problem faced by teachers while using cassette player to teach listening skills in their classes and suggest some pedagogical implications of using cassette player in language teaching. The English language teachers of different twenty schools, i.e. ten from community based and 10 from private schools of Nawalparasi district were the sample for her study. She used purposive non- random sampling procedure to collect the data. Questionnaires were the tool for her study which was related to the use of cassette player and teachers' beliefs on using it. The study concluded that, most of the respondents agreed towards using cassette player and said that cassette player in listening improves pronunciation. But on the other hand, lack of technical knowledge in using cassette player creates other problem for teachers and unusual load shedding is the main cause in using it.

Similarly, Abdullah (2014) conducted a study was to investigate the benefits that the language teachers as well as the learners get in using audio-visual aids in teaching English language. A qualitative method had been followed to collect 14 the data. The research comprised both observation method and interview method with

open ended questions. 5Experiences teachers and 25 students were selected and among teachers interview and among students focus group discussion (FGD) were conducted to collect in depth data. It had been found that the use of audio-visual aids assists both the teachers and the learners in teaching and learning language skills. This research provides guidelines for the novice teachers on effective use of audio-visual aids in language teaching.

In the same way, Neupane (2015) carried out a survey research entitled, “The Programme English by Radio and its Role in Developing Teachers` English Language Skills.” The objectives of his research were; to find out the contribution of radio training programme for developing teachers` language skill at primary levels in terms of, a) Listening and speaking skills. b) Language teaching and learning.

Also, Subedi (2016) conducted a research on “Use of ICT in teaching: A case of secondary Level” with objectives of finding out general uses of ICT in teaching for secondary level and claimed that ICT can play significant role in language teaching. It proves that teaching can be facilitated with ICT which means better teaching learning environment resulting in teachers` career promotion.

Similarly, Khan (2017) conducted a research study entitled ‘the effects of visual aids in enhancing the learning performance of students at elementary level in district Peshawar’. The objective of the study is to enhance the effects of visual aids on students learning performance at elementary level in district Peshwar. For this research he selected 100 students as sample size through random sampling procedures to fulfill the objectives. To achieve the purpose of study questionnaire was design as research tool to collect the required data. The study concluded that majority of the students had positive perceptions of the use of visual aids and use of visual learning aids can make difficult ideas easy to understand, the use of aids made learning effective in classroom and it saves students time.

On the other way, Master (2018) has carried out research entitled ‘Influence of visual aids in strengthening the learning processes. The objective of this study was to analyze teacher`s point of view towards using the visual aids. The research was conducted with the help of qualitative approach and close-ended questionnaire was developed for this purpose. The sample size used 200 and the population was selected teachers and the students from the public and private schools in Illinois through

random sampling method. The primary data was used for 16 analyzing the quality of research and data was presented by using SPSS software for validating data and different types of graphs, pie chart, and bar chart are used. This research conducted that teachers and the students are positively motivated to use the visual aids for teaching and learning processes as it makes things more interactive and engaging.

Likewise, Shah (2019) conducted a research on “Effectiveness of Homework in Teaching English to the Sixth Graders”. To carry out this research work, the researcher has prepared the test items including different test items related to the text book of standard sixth. Then a pre-test was administrated to a number of 40 students in order to find ability of the students. Then, students were divided into two groups. Finally, after a month of teaching post-test was administered to the both groups. The sources of data were 40 students from Bha.Si Secondary School of Sunsari District (sixth graders only). After the administration of both tests, the answer sheets of the students were collected, analyzed and score of both groups were compared. It has been found that this research shows that group 'Experimental' group performed relatively better in every aspect of language, where Group - 'Experimental' has got 18.575 more average percentage than 'Control` group in post-test. So, it can be said that regular home work is relatively better for language learning.

Implication of the Review of the Study

The literatures reviewed in this thesis have been used as guidelines to make this study complete. Moreover, this study is different than that of the other literatures in its objectives and nature of study.

These literatures reviewed have drawn background and foundation for this study. Their researches either focused on ICT but this research will be focused on effectiveness of using flash cards for teaching vocabulary for basic level i.e. seven graders in ELT classes. These researches provided me to get ideas for the process of researching and some of the ways for collecting data. This research is not depended on those literatures only and is a very different research as I have brought only framework from those. Therefore, this study is first in the department on teaching materials in ELT classes.

From the study of Shah (2019), the researcher has got special core details of the experimental research about homework problems faced by English teachers in

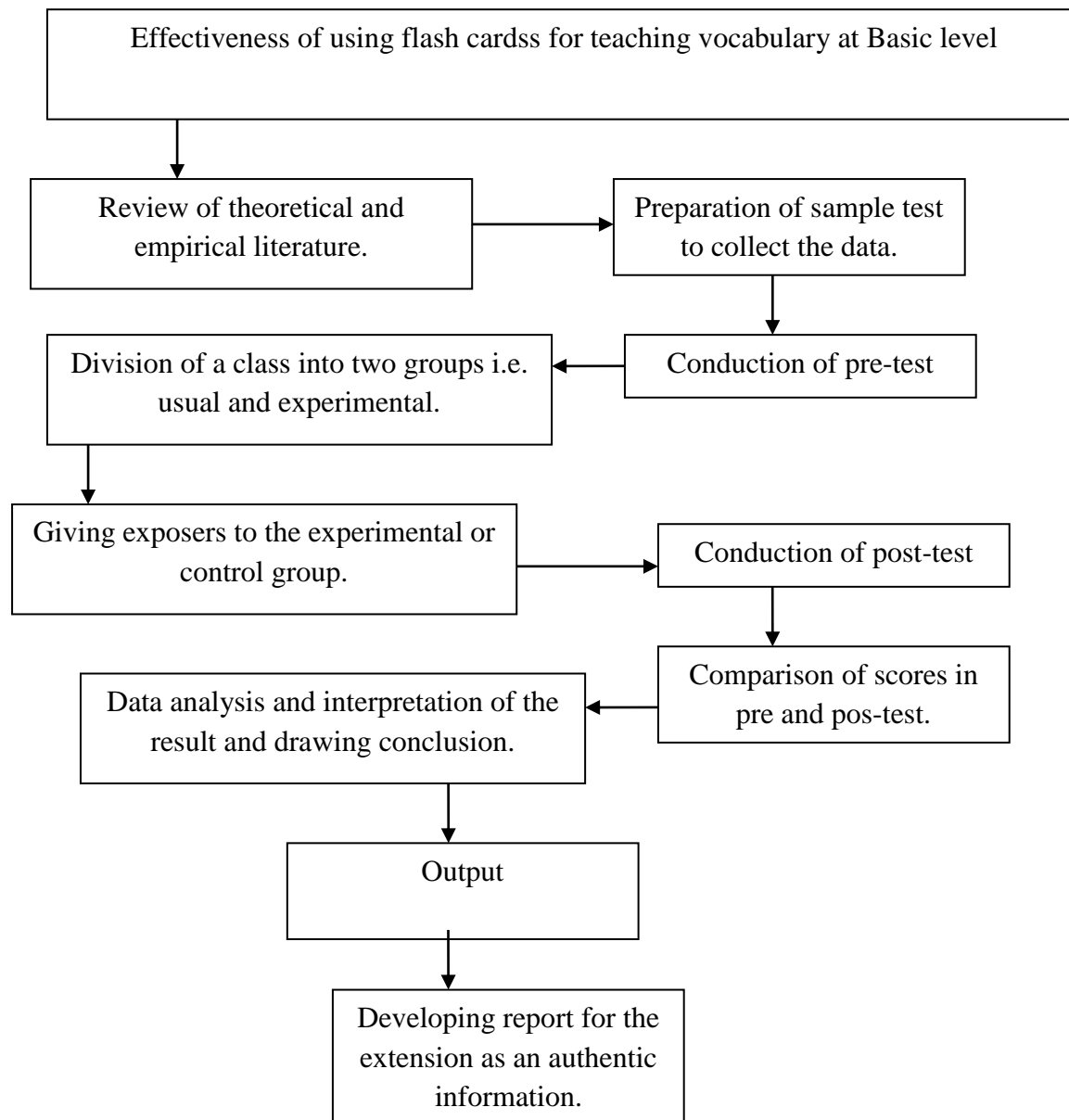
teaching English. However, no study had been carried out on 'Effectiveness of Using Flash Cards for Teaching Vocabulary at Basic Level' yet. Thus, this is the first study on the aforementioned topic which is different from these all.

Conceptual Framework

The following is the conceptual framework set in mind to carry out the present study. The entire study goes as per the conceptual framework mentioned.

Figure 1

Conceptual framework



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

This section deals with all the methodological foundation of this study; as design of the study, sources of data, population and sample size, sampling procedures, data collection tools, data collection procedure and so on. This includes all the procedures that are necessary to collect data as well as to analyze them.

Design of the Study

According to the nature of my researcher objectives, I have used an experimental research to achieve the objectives. Collected data were analyzed and interpreted statistically and descriptively.

Sources of Data

The researcher used both primary and secondary sources of data for the completion of this research, students studying in class seven were primary sources of the study.

Primary Sources

It is the first-hand data which is collected by researchers themselves. So, I have used flash cards as teaching material regularly to teach vocabulary to the class seven students i.e. experimental group regularly and gather information. I have administered questionnaires, recorded progress and classroom activities.

Secondary Sources

The secondary sources of data were the various related books like Hutchinson and Waters (1987), Harmer (2008), Richards (2008), Rather (2004), Rivers (1987), (Akanbi 1988), Phyak, 2006), Bitchener (2006), Widdowson (1978), Brown (2001), Sharma (2015), Shah (2019)), and journals, websites, theses etc. from where data were taken to facilitate the study.

Population of Study

The population was 28 students studying in grade seven at Rising Star Secondary School of Sunsari district. (See Appendix IV)

Sampling Procedure

I have purposively selected Rising Star Secondary school for my study. Data were collected through test papers i.e. pre-test and post-test.

Tools for Data Collection

The main tools for data collection test papers i.e. pre-test and post-test and the classroom observation.

Process of Data Collection

At the beginning visited to the JMC administrative and took permission letter to collect the data based on the research paper. I selected Rising Star Secondary school of Ramdhuni Municipality area through purposive sampling procedure and talked the school's administration for permission to launch an experimental research work at school after the school time. Thirdly, I visited to the class seven and informed about my visit and purpose too. After that I administered pre-test to the whole class. Then, I had dividing class seven students of the school into two groups, i.e. experimental and control group, I also informed about the purpose of division of the groups. Control group taught usual way without giving pressure i.e. using flash cards to teach vocabulary like grammar, meaning, spelling, pronunciation and experimental group taught giving pressure in teaching materials of using flash to teach vocabulary like grammar, meaning, spelling, pronunciation and force them to practice regularly. I had taken regular classes for a month by giving exposures in the form of flash cards to the experimental group. After implementing treatment, post-test was administered to the both groups i.e. experimental and control, based on their grade text which were taught already. Finally, I have compared the mean scores of both the groups and findings was drawn.

Data Analysis and Interpretation Procedure

Data were collected through pre-test and post-test. Answer of the both groups control and usual group were checked and tabulated. Marks of both tests were divided into two group boys and girls too. Finally, collected data were analyzed and interpreted by making figure, table, chart by both qualitatively and quantitatively.

Ethical Consideration

During my study I took informed consent from the authority to maintain confidentiality regarding the information collected from seventh graders of Rising Star Secondary School of Ramdhuni Municipality. I have not used the data for the sake of other purpose without the permission of respondents except for my research. I have not made any manipulation in collected data. I have not done any harm to the creation while collecting data and presenting it and have not been analyzed data subjectively rather I have paid attention on accuracy, honesty, truthfulness of the data in my study. I have given the proper credit to the authors of the books, journals, articles and research works to avoid the risk of plagiarism.

CHAPTER FOUR

RESULT AND DISCUSSION

In this chapter, data collected from both tests, pre-test and post-test were analyzed and interpreted qualitatively and quantitatively through figure, table and charts. The main instrument used to seek information about the effectiveness of using flash cards to develop vocabulary to the seventh graders were pre-test and post-test. A total of 28 respondents were sampled. Two groups were made with 14 students in each group. Experimental group had seven girls and seven boys. And the raw data were analyzed and interpreted both qualitatively and quantitatively. Data were analyzed and interpreted using statistical tools such as measures of frequency and percentile in tables.

Results

This study was conducted to find out the effectiveness of flash cards to teach vocabulary to the basic graders. At first pre-test was taken to the whole class students of grade seven. After that this class was divided into two groups i.e. 'experimental' and 'control' group. To divide students their name was listed serially and divided through odd and even numbers. Total students were 28 in the class. 14 total students were there in each group. Pre-test and post-test were of full marks 50 marks and there were equal number of questions i.e. 9 questions in both tests. The major findings are listed below:

1. 'Experimental group obtained 74.14 average percentage in the pre-test and 84.14 average percentage in the post test. Experimental group had increased 10 percentage marks in the post test. However, control group obtained 68.42 average percentage in pre-test and 66.71 average percentage which is -1.71 average percentage than the pre-test. (see table no. 1)
2. 'Experimental' group obtained 55 total score i.e. 78.57 average percentage and same group obtained 65 total score i.e. 92.85 average score in the post-test i.e. matching given word with their similar meaning. Here experimental group increased their score with 14 percentage in the post-test than pre-test. Whereas, control group obtained -2.86 percentage in the post-test than pre-test. (see table no. 2)

3. 'Experimental' group obtained 80 average percentage in the pre-test and 88.57 average percentage in the post-test where they obtained 8.57 average more percentage in the post test i.e. completing sentences through MCQ and conditional clauses. Whereas 'control' group obtained 60 percentage in the pre-test and 68.57 average percentage in the post-test. However, 'experimental' group obtained 20 percentage more score in the post test than the 'control' group. (see table no.3)
4. 'Experimental' group obtained 68.57 average percentage in the pre-test and 80 average percentage in the post-test i.e. jumbled letters. Here experimental group obtained 11.43 average more percentage in the post-test than pre-test. In this category experimental group obtained 15.71 average more percentage in the post test than control group in the test item arranging jumbled letter to make a word. (see table no.4)
5. 'Experimental' group obtained 82.85 average score in the pre-test and 85.71 average percentage score in the post. Here experimental group obtained 2.85 more average score in the post-test than of pre-test in the test item fill in the blanks. (see table no.5)
6. On the other hand, control group obtained -4.29 marks in the post-test than pre-test. However, experimental group obtained 7.14 more average score in the post-test. (see table no.5)
7. Experimental group obtained 92.85 percentage in the matching with opposite meaning in the pre-test and 100 average percentage in the post-test and control group obtained 85.71 average percentage in the matching with opposite meaning from the column 'A' with column 'B'. Here, experimental group obtained 14.29 more average percentage in using opposite meaning in the post-test. (see table no.6)
8. Experimental group obtained 97.14 average percentage in the pre-test i.e. changing adjectives into adverbs and 100 average percentage in the post-test i.e. in the formation of past participle. It shows that experimental group has obtained 2.86 more average percentage in the post-test than pre-test. (see table no.7)
9. On the other hand, control group obtained 85.85 average percentage in the pre-test i.e. changing adjectives into adverb and 87.57 average percentage in the post

test i.e. formation of past participle. It was found that experimental group has obtained 7.14 more average percentage in the post test. (see table no.7)

10. Experimental group obtained 11.43 more average percentage in the post test than pre-test. But control group obtained -4.32 average score in the post test i.e. making sensible sentences using given words. This data shows that experimental group obtained 15.75 more average percentage in the post test than control group. (see table no.8)
11. Experimental group obtained 17.14 average percentage more in the post-test than pre-test i.e. writing similar meaning to the given words and which is 20.14 more average percentage than control in the post test with the comparison with pre-test. (see table no.9)
12. Experimental group obtained 12.14 more average percentage in the post-test than pre-test i.e. writing a paragraph on the given topic. Experimental group obtained 13.28 more average percentage in the post test than control group in the post-test i.e. writing a paragraph on the given topic. (see table no.10)
13. In experimental group, boys obtained 74.57 average percentage in the pre-test and 86.57 average percentage in the post test. Similarly, girls obtained 73.71 average score in the pre-test and 81.71 average score in the post-test. Here boys obtained 4.86 more average percentage in the post-test. (see table no.10)

Furthermore, while introducing homework to teach English, the students were found highly motivated so that there was active participation of all students in Group- 'Experimental' whereas students of Group- 'Control' seemed a bit passive. It was observed that the students of group- 'Experimental' has more long-lasting retention than those of Group-'Control' because the former ones learnt by doing. However, the researcher had to face the problem of classroom setting and noise pollution while teaching English through regular homework technique. On the contrary, there were not found such problems while teaching through usual classroom technique. Even though experimental group was a bit noisier, they were busy in learning by doing so that they could achieve better result in post-test.

Discussion

This study was based on effectiveness of using flash cards to teach vocabulary at basic level. Objectives of the study was to find out the effectiveness using flash

cards for teaching vocabulary at grade seven students. Researcher used experimental research design to achieve objectives. Effectiveness of using flash cards to teach vocabulary has been analyzed and compared in the following tables.

Holistic Analysis of Pre-test and Post-test

In this category, to elicit the effectiveness of flash cards to teach vocabulary at basic level pre-test and post-test were designed and tested to both groups i.e. experimental and control group. Total full marks of each set were 50 and within a set of the question different test items were tested about the proficiency of using vocabulary. The students wrote answer of the questions according to their understanding. Students answered all items i.e. match the following, MCQ items, arranging jumbled letter to make a word, matching opposite meaning, changing adjective into adverb, making sensible sentences by using given words, giving similar meaning to the given words and writing a paragraph on the given topic. The test was administered to both pre-test and post-test groups. Here students' overall achievement is presented.

Table 1

Holistic Analysis of Pre-test and Post-test

Group	Total Score		Average Score		Average Percentage (%)		Diff. in Avg. Score	Diff. in Avg. (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	519	589	37	42	74.14	84.14	5	10
Control	479	467	34	33	68.42	66.71	-1	-1.71

Table 1 indicates that, 'experimental' group obtained 519 total marks, 37 average marks and 74.14 percentage out of 700 full marks in the pre-test. Likewise, the same group i.e. experimental group obtained 589 total marks where students

obtained 42 average marks and 84.14 average percentage in the post test.

Experimental group increased their score with 10 percentage in the post-test than pre-test.

On the other hand, 'control' group obtained 479 total scores where 34 is the average score and 68.42 percentage out of 700 full marks. In the same way, control group obtained 467 total marks where 33 is the average score and 66.71 percentage in the post-test out of 700 full marks.

In summary, 'experimental group 10 percentage marks increased in the post test. On the other hand, control group obtained -1.71 average percentage than the pre-test. This shows that use of flash cards plays vital role to develop understanding of classroom activities and last for a long time.

Proficiency in Matching with Similar Meaning

In this category, students were given matching the given words with their meaning from column 'B'. There were five words in column 'A' and their meaning in column 'B'. Total marks for this question no 1 was 5 marks. The test was administered to both pre-test and post-test groups. Collected data were presented in the following table.

Table 2

Score Obtained in Match the Word with their Meaning

Group	Total Score		Average Score		Average Percentage		Diff. in Average Sore	Diff. in Average (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	55	65	3.92	4.64	78.57	92.85	0.69	14
Control	54	52	3.85	3.71	77.14	74.28	-0.14	-2.86

Table 2 indicates that 'experimental' group obtained 55 total marks out of 70 full marks in the pre-test and 65 total marks out of 70 full marks in the post-test. In the same way 'experimental' group obtained 0.69 more average percentage in the post-test than pre-test. Likewise, 'experimental' group obtained 78.57 percentage marks in the pre-test and 92.85 percentage marks in the post test. This data shows quite better performance by the 'experimental' group in the use of vocabulary after the use of flash cards in the teaching learning activities.

On the other hand, 'control' group obtained ' 54 total score and 3.85 average score and 77.24 percentage in pre-test out of 70 full marks. Likewise, same group obtained 52 total score where 3.71 is the average score and they obtained 74.28 average percentage out of 70 full marks.

In conclusion, 'experimental' group obtained 55 total score i.e. 78.57 average percentage and same group obtained 65 total score i.e. 92.85 average score in the post-test i.e. matching given word with their similar meaning. Here experimental group increased their score with 14 percentage in the post-test than pre-test. It shows the effectiveness of using flash cards to teach vocabulary at basic level. Whereas, control group obtained -2.86 percentage in the post-test than pre-test.

Proficiency in MCQ Test

In this test item, students were given to complete the following sentences by using correct option given in the MCQ in the pre-test and students were asked to complete the following by using right conditional clauses given in the box. In the question researcher wanted to elicit the proficiency of students in the use of correct phrase in the right places. There were five blanks and five options were in the post-test and five questions with four MCQ options in each question in the pre-test. Full marks of the question no 2 in pre-test and post-test was 5 marks. Recorded data regarding this question is presented as below;

Table No 3*Scores Obtained in 'MCQ and Conditional Sentences'*

Group	Total Score		Average Score		Average Percentage		Diff. in Avg. Sore	Diff. in Avg. (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	56	62	4	4.42	80	88.57	0.42	8.57
Control	42	48	3	3.42	60	68.57	0.42	8.57

Table 3 shows that 'experimental' group obtained 56 total score where 4 is the average marks and they obtained 80 percentage score out of 70 full marks in the pre-test. Likewise, same group obtained 62 total score, where 4.42 is the average score and 88.57 percentage scores in the post-test. It shows that experimental group obtained 8.57 percentage more scores in the post-test.

On the other hand, 'control' group obtained 42 total scores, where 3 is the average score and they obtained 60 average percentage out of 70 full marks in the pre-test and same group obtained 48 total marks where 3.42 is the average score and they obtained 68.57 average percentage out of 70 full marks in the post-test. This group also increased their score by 8.57 percentage in the post-test.

In conclusion, 'experimental' group obtained 8.57 average more percentage in the post test. However, 'experimental' group obtained 20 percentage more score in the post test than the 'control' group. It shows the effectiveness of using flash cards to use flash cards with conditional clauses to teach vocabulary.

Proficiency in Arranging jumbled Letters to Form Correct Word

In this category, students were asked to arrange the given jumbled letters to form meaningful word in question no 3. In both tests i.e. pre-test and post-test same type of jumble letters were given but word were different. Total 5 word`s jumbles

letters were tested to know the vocabulary proficiency of the students. Total marks for this question was also 5 marks. Students recorded data were presented as below;

Table 4

Score Obtained in Arranging Jumbled Letters

Group	Total Score		Average Score		Average Percentage		Diff. in Avg. Sore	Diff. in Avg. (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	48	56	3.42	4	68.57	80	0.58	11.43
Control	38	35	2.71	2.5	54.28	50	-0.21	-4.28

Table 4 displays the achievement on vocabulary of students in pre-test and post-test on question no 3. From this table we can say that 'experimental' group obtained 48 total score where 3.42 is the average score and 68.57 average percentage out of 70 full marks in the pre-test. Likewise, same group obtained 56 total score where 4 is average score and 80 average percentage out of 70 full marks in the post-test. It shows using flash cards in the language teaching really increase vocabulary proficiency at basic level i.e. seven graders.

On the other hand, 'control' group obtained 38 total marks where 2.71 is the average marks and 54.28 average percentage out of 70 full marks in the pre-test i.e. arranging jumbled letters. Likewise, same group obtained 35 total score where 2.5 is the average marks and 50 average percentage out of 70 total marks in the post-test.

In conclusion, in this category experimental group obtained 15.71 average more percentage in the post test. This shows that arranging jumble letters can be best understood teaching using flash cards.

Proficiency in Fill in the Blanks

In this category, students were asked to complete following sentences using word given in the bracket. These questions were prepared from the reading

comprehension which they have read in their course book. There were five blanks and five words were given in the box. Students had to use the correct word to make meaningful sentences. Total marks of the question was 5. Collected data is presented is below;

Table 5

Score Obtained in Fill in the Blanks with Correct Word

Group	Total Score		Average Score		Average Percentage		Diff. in Avg. Score	Diff. in Avg. (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	58	60	4.14	4.28	82.85	85.71	0.14	2.85
Control	53	50	3.78	3.57	75.71	71.42	0.18	-4.29

Table 5 displays the achievement of students on fill in the blanks. Here we can see that 'experimental' group obtained 58 total score where 4.14 is the average score and 82.85 average percentage out of 70 full marks in the pre-test. Likewise, same group obtained 60 total score where 4.28 is the average score and 85.71 average score out of 70 full marks in the post test. Here experimental group obtained 2.85 more average percentage in the post-test than pre-test.

On the other hand, 'control' group obtained 53 total score where 3.78 is the average score and 75.71 average percentage out of 70 full marks in the pre-test. Likewise, same group obtained 50 total score where 3.57 is the average marks and 71.42 average percentage out of 70 full marks in the post-test. Here this group obtained -4.29 average percentage in the post-test than pre-test in this question no 5.

In summary, 'experimental' group obtained 2.85 more average score in the post-test than of pre-test in the test item fill in the blanks. On the other hand, control group obtained -4.29 marks in the post-test than pre-test. However, experimental

group obtained 7.14 more average score in the post-test. This result also suggested that using flash cards to teach vocabulary is really necessary at basic level students.

Proficiency in Matching Words with their Opposite Meaning

In this category, students were asked to match words of column 'A' with their opposite meaning word in the column 'B'. Experimental groups were taught frequently using flash cards while giving exposure but control groups were taught without using flash cards. There were also 5 words in column 'A' and five words in column 'B'. Full marks for this question was also 5 marks. Collected data from this question no 5 is presented below in table 6.

Table 6

Score Obtained in Opposite Meaning

Group	Total Score		Average Score		Average Percentage		Diff. in Avg. Score	Diff. in Avg. (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	65	70	4.64	5	92.85	100	0.36	7.15
Control	60	60	4.28	4.28	85.71	85.71	0	0

Table 6 displays the proficiency of students on opposite meaning type vocabulary. This data shows that 'experimental' group obtained 65 total score where 4.64 is the average marks and 92.85 average percentage out of 70 full marks. Similarly, same group has obtained 70 total score where 5 is the average score and 100 average scores out of 70 full marks in the post-test. This data indicates students` proficiency in using opposite meaning bearing vocabulary. This also suggested that flash cards are useful for developing students` vocabulary proficiency.

On the other hand, 'control' group obtained 60 total score where 4.28 is the average score and 85.71 average percentage out of 70 full marks in both tests i.e. pre-test and post-test.

In conclusion, experimental group has obtained 92.85 percentage in the matching with opposite meaning in the pre-test and 100 average percentage in the post-test and control group obtained 85.71 average percentage in the matching with opposite meaning from the column 'A' with column 'B'. Here, experimental group obtained 14.29 more average percentage in using opposite meaning in the post-test.

Proficiency in Formation of Adverbs and Past Participle

In this category, students were asked to change the given adjectives into adverb in the pre-test and same question no 6 is given students to form past participle from the given verbs. Full marks in both tests was 5 marks. Data collected from the students were presented in the following table no 7.

Table 7

Score Obtained in Formation of Adverbs and Past Participle`

Group	Total Score		Average Score		Average Percentage		Diff. in Avg. Score	Diff. in Avg. (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	68	70	4.85	5	97.14	100	0.15	2.86
Control	58	55	4.14	3.92	82.85	78.57	-0.22	-4.28

The table 7 displays the achievement of students of pre-test and post-test. It shows that 'experimental' group obtained 68 total score where 4.85 is the average score and 97.14 average percentage in the pre-test i.e. changing adjectives into adverbs. Similarly, same group obtained 70 total score where 5 is the average score and 100 average percentage out of 70 full marks in the post test i.e. formation of past participle from the main verb given in the list.

On the other hand, 'control' group obtained 58 total score where 4.14 is the average score and 82.85 average scores out of 70 full marks in the pre-test i.e. changing adjectives into adverbs. Similarly, same group obtained 55 total score where

3.92 is the average score and 78.57 average percentage out of 70 full marks in the post-test i.e. formation of past participle from the given main verb.

In conclusion, experimental group obtained 97.14 average percentage in the pre-test i.e. changing adjectives into adverbs and 100 average percentage in the post-test i.e. in the formation of past participle. It shows that experimental group has obtained 2.86 more average percentage in the post-test than pre-test. On the other hand, control group obtained 85.85 average percentage in the pre-test i.e. changing adjectives into adverb and 87.57 average percentage in the post test i.e. formation of past participle. It was found that experimental group has obtained 7.14 more average percentage in the post test.

Proficiency in Making Sensible Sentence by Using given Words.

In this category, students were asked to form sensible sentences by using given words. Five words were given to make five sentences in both tests i.e. pre-test and post-test. Full marks of each question was 5. Collected data were presented in the following table.

Table 8

Score Obtained in `Making Sensible Sentences`

Group	Total Score		Average Score		Average Percentage		Diff. in Avg. Score	Diff. in Avg (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	47	55	3.21	3.92	67.14	78.57	0.71	11.43
Control	47	44	3.21	3.14	67.14	62.85	-0.07	-4.32

Table 8 displays the achievement of students of pre-test and post-test about making sensible sentences by using given words. It shows that group 'Experimental' group obtained 47 total score where 3.21 is the average score and 67.14 average percentage out of 70 full marks in making sensible sentences by using given words.

Similarly, same group obtained 55 total score where 3.92 is average score and 78.57 average score in the pretest i.e. making sensible sentences.

On the other hand, control group obtained 47 total score where 3.21 is average score and 67.14 average percentage out of 70 full marks in the pre-test. Likewise, same group obtained 44 total score where 3.14 is the average score and 62.85 average percentage out of 70 full marks in the post test.

In conclusion, experimental group obtained 11.43 more average percentage in the post test than pre-test. But control group obtained -4.32 average score in the post test i.e. making sensible sentences using given words. This data shows that experimental group obtained 15.75 more average percentage in the post test than control group.

Proficiency in Writing Similar Meaning to the Given Words

In this category, students were asked to write similar meaning to the given words. For this question options were not given, only five words were given and students were asked to given similar meaning according to their own knowledge. Total five words were given and students had given one similar meaning to the each given words. Full marks of this question no 8 was also 5 marks. Obtained data were presented as below in table no 9.

Table 9

Score Obtained in Writing Similar Meaning to the Given Words

Group	Total Score		Average Score		Average Percentage		Diff. in Avg. Score	Diff. in Avg. (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	38	50	2.71	3.57	54.28	71.42	0.86	17.14
Control	55	53	3.92	3.78	78.57	75.71	-0.14	-3

Table 9 displays the achievement of students of pre-test and post-test. It shows that group 'Experimental' obtained 38 total score where 2.71 is total score and 54.28 average percentage out of 70 full marks in giving similar meaning to the given words in the pre-test. Similarly, same group obtained 50 total score where 3.57 is the average score and 71.42 average percentage out of 70 full marks in the post-test i.e. giving similar meaning to the given words.

On the other hand, control group obtained 55 total score where 3.92 is average score and 78.57 average percentage out of 70 full marks in the pre-test i.e. giving similar meaning to the given words. Similarly, same group obtained 53 total score where 3.78 is average score and 75.71 average percentage in the post test i.e. giving similar meaning to the given words.

In conclusion, experimental group obtained 17.14 average percentage more in the post-test than pre-test i.e. writing similar meaning to the given words and which is 20.14 more average percentage than control in the post test with the comparison with pre-test.

Proficiency in Writing a Short Paragraph in the Given Topic

In this category, students were asked to write a paragraph on the given topic to know the vocabulary proficiency of the seventh graders. Total full marks for this question was 10 marks. Students score they obtained in this question no 9 in presented in the following table.

Table 10*Score Obtained in Paragraph Writing*

Group	Total Score		Average Score		Average Percentage		Diff. in Avg. Sore	Diff. in Avg. (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	84	101	6	7.21	60	72.14	1.21	12.14
Control	72	70	5.14	5	51.14	50	-0.11	-1.14

Table 10 displays the achievement of students of pre-test and post-test. It shows that group 'Experimental' obtained 84 total score where 6 is average score and 60 average percentage out of 140 full marks in the pre-test i.e. writing a paragraph on the given topic. Similarly, same group obtained 101 total score where 7.21 average score and 72.14 average percentage out of 140 full marks in the post-test i.e. writing a paragraph on the given topic. Here experimental group obtained 12.14 more average score in the post-test than pre-test. It shows that using flash cards really support for developing the proficiency in the vocabulary.

On the other hand, control group obtained 72 total score where 5.14 is average marks and 51.14 average percentage out of 140 full marks in the pre-test i.e. paragraph writing on the given topic. Similarly, same group obtained 70 total marks where 5 is average score and 50 average percentage out of 140 full marks in the post test i.e. paragraph writing.

In conclusion, experimental group obtained 12.14 more average percentage in the post-test than pre-test i.e. writing a paragraph on the given topic. Experimental group obtained 13.28 more average percentage in the post test than control group in the post-test.

Boys and Girls Proficiency on Vocabulary (Experimental Group).

In this section, researcher tried to compare the pre-test and post-test score obtained by experimental group i.e. boys and girls. Collected data regarding the comparison on score is presented in the following table.

Table 11

Score Obtained in `Letter Writing` Items

Experimental Group	Total Score		Average Score		Average Percentage		Diff. in Average Sore	Diff. in Average (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Boys	261	303	37.28	43.28	74.57	86.57	6	12
Girls	258	286	36.85	40.85	73.71	81.71	4	8

Table 11 displays the achievement of experimental group only like boys and girls score in both tests i.e. pre-test and post-test. It shows 'Experimental' group overall proficiency in the vocabulary in the pre-test and post-test. From the table 11 it is clear that boys obtained 261 total score where 37.28 is average marks and 74.57 average percentage in the pre-test but girls obtained 258 total score where 36.85 is average score and 73.71 average percentage in the pre-test. Here boys obtained 0.86 more average percentage which is 3 marks more in the pre-test than girls.

On the other hand, boys obtained 303 total score which is 43.28 average marks and 86.57 average percentage in the post test. Here boys obtained 12 percentage more score in the post-test than of pre-test. However, girls obtained 286 total score where 40.85 is average score and 81.71 average percentage in the post-test. Here, girls also obtained 8 percentage more marks in the post. In overall, boys obtained 4.86 more average percentage than girls in the post-test.

In conclusion, in the experimental group, boys obtained 74.57 average percentage in the pre-test and 86.57 average percentage in the post test. Similarly,

girls obtained 73.71 average score in the pre-test and 81.71 average score in the post-test. Here boys obtained 4.86 more average percentage in the post-test. It shows boys are found having better vocabulary proficient in the grade seven in the students of Baklauri area i.e. Ramdhuni Municipality.

Testing Statistical Significance

This hypothesis can be formulated as follow:

Null hypothesis is $H_0: H_1 = H_2$ (There is significant difference between teaching vocabulary using flash cards.)

Alternative hypothesis is $H_a: H_1 \neq H_2$ (There is significant difference between teaching vocabulary using flash cards. (H_a : alternative).

Calculation of mean and X^2_1 and X^2_2

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \quad \begin{array}{l} \mapsto \\ \mapsto \\ \mapsto \end{array} \quad \begin{array}{l} \text{difference between means} \\ \text{variance} \\ \text{sample size} \end{array}$$

Where,

\bar{X}_1 = mean of experimental sample

\bar{X}_2 = mean of controlled sample

N_1 = number of cases in experimental sample

N_2 = number cases in control sample

S^2_1 = variance of experimental sample

S^2_2 = variance of control sample

If t- value equals or exceeds 1.96, we may conclude that the difference between means is significant at the 0.05 level i.e. we can reject null hypothesis but it indicates that a difference in means as large as that found between the experimental and controlled groups would have resulted from sampling error in less than 5 out of 100 replications of the experiment. This suggests that 95 percent probability that the difference was due to the experimental treatment rather than to sampling error.

Likewise, if the t- value equals or exceeds 2.58, we may conclude that the difference between means is significant at the 0.01 level which suggests that 99 percent

probability that the difference was due to the experimental treatment rather than to sample error.

Now, using the data collected, let's test the null hypothesis

Experimental Group (Experiment) Controlled Group (Control). (*See Appendix III*)

$$N_1 = 14$$

$$\bar{X}_1 = 42$$

$$S_1^2 = \frac{N \sum X^2 - (\sum X)^2}{N^2}$$

$$= \frac{14 \times 1764 - (1089)^2}{700}$$

$$= \frac{24696 - 2178}{700}$$

$$= \frac{22518}{700}$$

$$= 32.16$$

$$N_2 = 14$$

$$\bar{X}_2 = 37$$

$$S_2^2 = \frac{N \sum X^2 - (\sum X)^2}{N^2} = \frac{19166 - 2312}{700}$$

$$= \frac{16854}{700}$$

$$= \frac{16854}{700}$$

Now,

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$\begin{aligned}
&= \frac{42 - 37}{\sqrt{\frac{32.16}{14} + \frac{24.07}{14}}} \\
&= \frac{5}{\sqrt{\frac{32.16 + 24.07}{14}}} \\
&= \frac{5}{\sqrt{\frac{56.23}{14}}} \\
&= \frac{5}{\sqrt{4.01}} \\
&= \frac{5}{2.02} \\
&= 2.47
\end{aligned}$$

Since, a t-value of 2.47 exceeds 1.96; the null hypothesis may be rejected at the 0.05 level of significance that is if this experiment were replicated with random samples from the same population, the probability is that a difference between performances as great that observed the result from sampling error in fewer than 5 out of 100 replications. This test would indicate rather strong evidence that the treatment (use of flash cards to teach vocabulary) would probably make effective difference in the teaching vocabulary when applied to similar population. Thus, the researcher can now claim teaching vocabulary using flash cards has been proven more effective to the basic graders.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter gives a summary of the study findings. The conclusions of the study followed by recommendations are included.

Summary of Findings

This study was conducted to find out effectiveness of using flash cards for teaching vocabulary to the basic graders. This study was conducted in the private boarding school of Ramdhuni Municipality of Sunsari District. According to the nature of the objectives an experimental research was conducted. At first, I took the permission to conduct research to the seventh graders from the Private school i.e. Rising Star Secondary School of Baklsauri. I entered in the classroom and told about the purpose of visit and took pre-test to the whole class. Students names were listed serially from first to last benches and divided them into two groups i.e. experimental and control group. After dividing class seven into two groups, as usual class was taken usually in the control group but regularly one-month researcher took class by using teaching materials i.e. flash cards to the experimental group. Exposure was provided and enough drill practices were conducted in the experimental group while taking classes.

As this research was conducted by using an experimental research design data were taken through pre-test and post-test. The collected data were analyzed qualitative and quantitative methods of data analysis. After analysis and interpretation of data, the researcher found that teaching aids helps the teacher and student activate their learning process and for that process it is vital to identify the suitable materials. All the experimental group of learners found enjoying while using flash cards to teach various types vocabulary like similar and opposite meaning, fill in the blanks, changing main verbs into present participle and past participle, making sensible sentences with the given words, filling in the blanks with various form of language like dialogue, conditional sentences, subject verb agreement and so on.

Data were collected from three processes. First data were collected from pre-test and post-test. Finally, data were collected from the observational of the class activities. The collected data were studied and presented using statistical measurement

and data findings were elicited through qualitative and quantitative method of data calculation. Major findings were listed as below:

- a) 'Experimental group obtained 84.14 average percentage in the post test. Which is more 10 percentage marks than pre-test. However, control group obtained 66.71 average percentage which is -1.71 average percentage than the pre-test. (see table no. 1)
- b) 'Experimental' group obtained 92.85 average score in the post-test i.e. matching given word with their similar meaning. Here experimental group increased their score with 14 percentage in the post-test than pre-test. Whereas, control group obtained -2.86 percentage in the post-test than pre-test. (see table no. 2)
- c) 'Experimental' group obtained 8.57 average more percentage in the post test i.e. completing sentences through MCQ and conditional clauses. In this test item, 'experimental' group obtained 20 percentage more score in the post test than the 'control' group. (see table no.3)
- d) 'Experimental' group obtained 11.43 average more percentage in the post-test than pre-test. In this category experimental group obtained 15.71 average more percentage in the post test than control group in the test item arranging jumbled letter to make a word. (see table no.4)
- e) 'Experimental' group obtained 2.85 more average score in the post-test than of pre-test in the test item fill in the blanks. (see table no.5)
- f) On the other hand, control group obtained -4.29 marks in the post-test than pre-test. However, experimental group obtained 7.14 more average score in the post-test. (see table no.5)
- g) Experimental group obtained 14.29 more average percentage in using opposite meaning in the post-test. (see table no.6)
- h) Experimental group obtained 2.86 more average percentage in the post-test than pre-test in the test items changing adjectives into adverbs. (see table no.7)
- i) Experimental group obtained 11.43 more average percentage in the post test than pre-test. But control group obtained -4.32 average score in the post test i.e. making sensible sentences using given words. (see table no.8)

- j) Experimental group obtained 17.14 average percentage more in the post-test than pre-test i.e. writing similar meaning to the given words and which is 20.14 more average percentage than control in the post test with the comparison with pre-test. (see table no.9)
- k) Experimental group obtained 12.14 more average percentage in the post-test than pre-test i.e. writing a paragraph on the given topic. (see table no.10)
- l) In experimental group, boys obtained 74.57 average percentage in the pre-test and 86.57 average percentage in the post test. Similarly, girls obtained 73.71 average score in the pre-test and 81.71 average score in the post-test. Here boys obtained 4.86 more average percentage in the post-test. (see table no.10)

Major Activities Carried by ELT Teachers Using Flash Cards

Language teachers have to carry various types of activities using teaching materials. Frequency of teaching materials also should be increased. Dealing with vocabulary is not easy task. While teaching vocabulary various types of vocabulary can be taught in an easy way. Teaching similar and opposite meaning, arranging jumbled letters to form sensible words, fill in the blanks, making sensible sentences, changing adjectives into adverbs, changing main verbs into past and present participle, developing story from the skeleton, writing paragraphs on the given topics etc. activities were conducted to teach vocabularies.

Usefulness of Flash Cards in ELT Classes at Basic Level

Teaching materials really arouses willingness of taking part in language classes. Regarding this statement researcher had to prepare various flash covering various language function and use the very carefully in the class room. It reduces teachers talking time and increases students talking time, it facilitates learners in their learnings, learners will easily learn language skills with the help of teaching materials. it makes lesson interesting, students learn with fun, it gives clear concept.

Conclusion

This study has tried to elicit the effectiveness of using flash cards to teach vocabulary at basic level students. Data were collected through pre-test and post-test. Data were collected from twenty-eight students of grade seven. From the above discussion and findings, I brought conclusion that, this study found that 'experimental

group obtained more 10 percentage marks than pre-test. It shows that using flash cards can easily increase students` performance and develops proficiency in various types of vocabulary. Similarly, in experimental group, boys obtained 74.57 average percentage in the pre-test and 86.57 average percentage in the post test. It happened because of using flash cards to teach vocabulary because controlled group could not increase their scores in the post test because of taking usual classes and not using any flash cards.

Similarly, experimental group girls obtained 73.71 average score in the pre-test and 81.71 average score in the post-test. It also shows the effectiveness of flash cards because girls' poor performance in the pre-test was improved in the post-test because they upgraded their score by 8 percentage more scores in the post-test than pre-test.

Implications

Based on the above-mentioned conclusion and result of this study, the following implication have been recommended.

Policy level

On the basis of the study the following recommendations have been given for policy level.

1. The demand-based training for the language teachers should be strongly implemented by the concerned authority to uplift teachers' skills of dealing with new methods of Language teaching.
2. Curriculum Designers must provide hints about the preparation of teaching materials related to the lesson in each of the lesson as a key guideline.
3. Writers should give clear guidelines to teach vocabulary using various types flash cards.
4. The government should organize seminars, workshops and conferences for teachers to enable them to prepare as better flash cards as possible to teach vocabulary.
5. Teachers should prepare various flash cards to teach various language form and function based on the course regularly.
6. The language teachers should use flash cards, sentences cards, word cards etc. to teach grammar, and word meanings.

Practice level

The following recommendations for practice made as result of the study. These recommendations emerged within the context of this bounded study.

1. There should be more practical use of flash cards in the class. This should include more student participation during classroom presentation.
2. Flash cards must make learning more real and meaningful to the learner.
3. Flash cards should be useable and not so complex that the time is spent on just learning to use them.
4. Teaching should include teaching aids when designing and planning their lessons.
5. Teachers should design their own flash cards for effective teaching and learning of vocabularies.
6. The relevant teaching vocabularies should be selected, constructed and used properly by the teachers. Using different flash cards in the classroom helps to motivate all the learners.

Further Research Level

This research can be one guideline for many researchers to carried out various related researches under following research.

- i. Effectiveness of drill to teach vocabulary.
- ii. Effectiveness of PPT for teaching language form to the Secondary students.
- iii.** Effectiveness of sentence cards to teach tense structures.

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APPENDIX I
QUESTIONNAIRES FOR PRE-TEST

Student's Name:

Class:

FM: 50

Subject- Our English

1. Match the words in column A with their meaning in column B: 5*1= 5

Column A

belly

grab

hold

bend

bites

Column B

bow

grasp and carry

stomach

small pieces

snatch somethings

2. Tick (✓) the correct alternative to complete the sentences. 5*1= 5

a) I late on Saturday.

i. get up usually ii. get usually up iii. usually get up

b) Anillate for work.

i. never is ii. is never iii. are never

c)on weekends?

i. Often do you travel ii. Do you often travel iii. Often you do travel

d) Mrs. Rai early in class.

i. is often ii. often is iii. are often

e) How do yougo on vacation each year?

i. never ii. usually iii. ever

3. Arrange the jumbled letters to form the correct word: 5*1= 5

a. quialty

b. paetck

c. shfre

d. rkmaet

e. eymon

4. Complete the following sentences with the correct word given in the box below: 5*1= 5

wonderful gatekeeper headteacher pleased beautiful
--

- I. My mother works in a community school. She`s thethere.
- II. Thestopped the guests and checks their invitations.
- III. Ganesh wasto meet his friends yesterday.
- IV. Our school`s building looks
- V. Tony`s birthday was really.....

5. Match the words with their opposite meanings. 5*1= 5

Column A

- soft
- beautiful
- polite
- closed
- heavy

Column B

- rude
- hard
- light
- ugly
- opened

6. Add -ly to these adjectives to make adverbs. 5*1= 5

For e.g. slow = slowly, careful =carefully

- a) sudden
- b) beautiful
- c) hungry
- d) brave
- e) easy

7. Use the following words and make sensible sentences of your own: 5*1= 5

- a. please
- b. rub
- c. brilliant.....
- d. enjoy.....
- e. success.....

8. Write similar meaning to the following words 5*1= 5

- a. bright
- b. tiny
- c. angry
- d. well

e. promise

9. Write a paragraph about your School/Family in about 150 words. 10

APPENDIX II
QUESTIONNAIRES FOR POST-TEST

Student's Name:

Class:

FM: 50

Subject- Our English

1) Match the words in column A with their meaning in column B: 5*1= 5

Column A

fasting
nodded
delicious
hungry
promise

Column B

showed agreement by lowering head
staying without food for longer time
having a strong desire to eat food
make commitment to do something
very tasty

2) Complete the following sentences with appropriate endings from the box:

5*1= 5

<p>I would go to meet him.</p> <p>You could win the race.</p> <p>I would tell her the answer.</p> <p>I would fly in the sky.</p> <p>We could secure good marks.</p>

- i. If I were a bird,
- ii. If you ran fast,
- iii. If he called me,
- iv. If we studied carefully,
- v. If she asked me,

3) Arrange the jumbled letters to form the correct word: 5*1= 5

- a. pclibu
- b. pertypro

- c. geavill
- d. utionllpo
- e. buamcelan

4) Complete the following sentences with the correct word given in the box below: $5 \times 1 = 5$

official	keyboard	signal	powerful	suffer
----------	----------	--------	----------	--------

- i. Public opinion is aforce.
- ii. Her cell phone had no..... so she couldn't call you yesterday.
- iii. Farmerswhen they do not have reliable markets for their goods.
- iv. Myis not working. I can't type on the computer.
- v. The Nepali prime minister'sresidence lies in Baluwatar, Kathmandu.

5) Match the words with their opposite meanings. $5 \times 1 = 5$

Column A

modern
problem
suitable
amazing
pleased

Column B

inappropriate
traditional
dissatisfied
solution
boring

6) Change the following verbs into past participle (v3). $5 \times 1 = 5$

For e.g. begin = begun, bend = bent

drink

rise.....

blow.....

burn

break.....

7) Use the following words and make sensible sentences of your own.: $5 \times 1 = 5$

- a) punishment.....
- b) dream

- c) strange.....
- d) actor.....
- e) band.....

8) Write similar meaning to the following words 5*1= 5

- a.melodious
- b. property
- c.mystery
- d. beautiful
- e.cold.....

9) Write a paragraph about your best teacher in about 150 words. 10

APPENDIX - III
THE RESULT OF PRE-TEST AND POST-TEST OF GROUP
'EXPERIMENTAL'

Full Marks: 50

R.N.	Name of students	Pre-test (X)	Post-test (X)	X² of Post-test	D	D%
1	Prabat Thapa	33	45	1485	12	12
3	Aryan Raj Mahat	44	46	2024	2	2
5	Aaditya Basnet	37	44	1628	7	7
7	Risal Bhandari	32	37	1184	4	4
9	Sakshyam Bhattarai	33	41	1353	9	9
11	Aayush Shrestha	45	48	2160	3	3
13	Unique Shrestha	37	42	1554	5	5
15	Pratikshya Rai	44	45	1980	1	1
17	Sanjana Chaudhary	32	36	1152	4	4
19	Gurash Magar	39	43	1677	4	4
21	Shristi Khadka	39	43	1677	4	4
23	Sujata Rajdhami	33	40	1320	7	7
25	Bandana Rajdhami	36	41	1476	4	4
27	Muskan Chaudhary	35	38	1330	3	3
	Total	519	589			
	Average Score	37	42			

APPENDIX IV
THE RESULT OF PRE-TEST AND POST-TEST OF GROUP 'CONTROL'
Full Marks: 50

R.N.	Name of the Students	Pre-test(X2)	Post-test (X2)	X² of Post-test (X)	D	D%
2	Aslan Sunuwar	33	26		-7	-7
4	Pawan Baniya	39	37		-2	-2
6	Rakesh Yadav	28	30		2	2
8	Raj Shah	40	37		-3	-3
10	Krishna Magar	34	33		-1	-1
12	Pallavi Karna	22	22		0	0
14	Diksha Majhi	35	35		0	0
16	Apeksha Chaudhary	36	38		2	2
18	Muna Katwal	39	40		1	1
20	Raman Chaudhary	22	21		-1	-1
22	Bikash Karki	28	27		-1	-1
24	Kamana Rai	34	32		-2	-2
26	Samyog Katwal	44	43		-1	-1
28	Karan B. K	45	46		1	1
	Total	479	467			
	Average Score	34	33			

APPENDIX V
INDIVIDUAL QUESTIONS OBTAINED MARKS BY EXPERIMENTAL
GROUPS.

Q.N	F.M	Obtained Marks		Average marks	
		Pre-test	Post-test	Pre-test	Post-test
1	5	55	65	3.92	4.64
2	5	56	62	4	4.42
3	5	48	56	3.42	4
4	5	58	60	4.14	4.28
5	5	65	70	4.64	5
6	5	70	70	5	5
7	5	45	55	3.21	3.92
8	5	38	50	2.71	3.57
9	10	84	101	6	7.21
		Total 519	Total 589		

APPENDIX VI
INDIVIDUAL QUESTIONS OBTAINED MARKS BY CONTROL GROUPS.

Q.N	F.M	Obtained Marks		Average marks	
		Pre-test	Post-test	Pre-test	Post-test
1	5	54	52	3.85	3.71
2	5	42	48	3	3.42
3	5	38	35	2.71	2.5
4	5	53	50	3.78	3.57
5	5	60	60	4.28	4.28
6	5	58	55	4.14	3.92
7	5	47	44	3.35	3.14
8	5	55	53	3.92	3.78
9	10	72	70	5.14	5
		Total 479	Total 467		

APPENDIX VII
MARKS OBTAINED BY GIRLS` IN EXPERIMENTAL GROUP.

S.N	Name of Students	Obtained Marks	
		Pre-test	Post-test
1	Pratikshya Rai	44	45
2	Sanjana Chaudhary	32	36
3	Gurash Magar	39	43
4	Shristi Khadka	39	43
5	Sujata Rajdhami	33	40
6	Bandana Rajdhami	36	41
7	Muskan Chaudhary	35	38
		Total 258	Total 286

APPENDIX VIII
MARKS OBTAINED BY BOYS IN EXPERIMENTAL GROUP.

S.N	Name of Students	Obtained Marks	
		Pre-test	Post-test
1	Prabat Thapa	33	45
2	Aryan Raj Mahat	44	46
3	Aaditya Basnet	37	44
4	Risal Bhandari	32	37
5	Sakshyam Bhattarai	33	41
6	Aayush Shrestha	45	48
7	Unique Shrestha	37	42
		Total 261	Total 303

LESSON PLAN

Subject: Our English

Class: Seven

Unit: Five

Lesson: Reading One

Plan no: 5

Time: 45 minutes

Total Number of Period: One

Title of the Lesson: The Monkeys Go Fasting

A) Objectives of

the lesson: At the end of this lesson students will be able to do the following activities:

- i. To write the meaning of delicious, nodded, hungry, promise and fasting.
- ii. To tell the opposite meaning of modern, problems, amazing and suitable.
- iii. To arrange the Jumbled letters like deddon, gryhun, misepro, dernmo, zingama and ablesuit.

B) Materials: word cards, sentence cards, jumbled letters flash cards, test book, and PPT of similar and opposite meanings.

C) Activities: Teachers and students will do the following classroom activities

- Teacher will shortly introduce about the lesson through some questions and pictures.
- Teacher will engage students to circle the difficult words in the lesson.
- Teacher will write these words in the white board and helps for the pronunciation.
- Teacher will show flash cards, words cards containing words like delicious, nodded, hungry, promise and fasting with their similar meaning.
- Teachers also shows flash cards like modern, problems, amazing and suitable with their opposite meaning and does drills for 10 minutes.

- After that teachers shows jumbled letters of same words that they discussed in similar meaning and opposite meaning and asked learners to arrange these letters to make sensible words.
- Teacher will involve all the students to discuss and finalize the solution of the jumbled letters.
- Finally, teacher will provide some home assignments from the lesson.

D)Evaluation: Students will be asked to do following activities based on the class discussion.

- Write the meaning of the words delicious, nodded, hungry and promise in your copy.
- Tell the opposite meaning of the words modern, problems and amazing.
- Arrange these jumbled letters into sensible words like deddon, gryhun, misepro, dernmo, zingama and ablesuit.

E) Homework: Read the lesson and do the exercises that flows.