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Thesis Submitted to Obtain the Bachelor in English

The Effect of Using Flashcards Based on Drilling Techniques as a Tool to Improve Speaking in Sixth Grade Students at Barrio del Carmen School during The Scholar Year 2017

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Abstract

The main objective of this investigation is to analyze the effect of using flashcards based on the Communicative Drilling Techniques as a tool to improve speaking in sixth grade students. The investigator utilized different instruments to identify the reasons why the students were having problems when they wanted to speak the English language. The division of this chapter is the following. In chapter I, the introduction explains the reasons why the researcher decided to make this study; it includes the background of the study, the research question, the purpose and significance of the study, the general objectives, the three specific objectives and limitations of the research.

Chapter II incorporates the antecedents which will show to the readers with proven information and theories in which the researcher based the investigation and it also includes the Literature Review.

Chapter III, the researcher provides methodological framework that demonstrate the methods, description of the public institution, description of the population and the investigation instruments used through the investigation.

Chapter VI demonstrates the data and the analysis collected from the participants by using tables and graphs. On the other hand Chapter V involves the conclusion and recommendations for future teachers who want to investigate and apply about how to enhance oral skills and vocabulary

Through years, many teaching techniques had been applied, but the researcher decided to combine drilling techniques with flashcards, as a solution to the problem that had been facing these sixth graders. The researcher decided to take into consideration the students' needs, and using topics from the MEP program but introduce it in a different way in which they used to learn.

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Chapter 1

Introductory Framework

“It is important to work hard, without doing the work; you will not learn or exercise your brain”

Amanda Shutz

According to *Why research is so important for students (2017)* Research means to carefully analyze the problems or to do the detailed study of the specific problems, by making use of the special scientific methods. In order to do a research, first of all, an investigator needs to have a topic or the problem on which research. The topic must have relevant questions to answer. For research, certain steps have to be followed like first observation, background research, preparing of hypothesis, and eventually conducting a simple experiment.

Learning English is essential and people all over the world decides to learn it as a second language. Many countries include English as a second language in their school sillaby and children start learning English early in life. Diana Petruta (2012), mentioned that around the world through decades, English language has been common in every single country. Studying a foreign language will give a person the unique opportunity of stepping outside the boundary of their everyday life.

In this investigation, the first chapter provides a brief explanation on the topic and every content but also every detail about the topic that is going to be developed. On the other hand, it will explain why this specific topic was chosen, the purpose of the study and the student population. The relation between the background of the study will be explained, in which the problems and hard situations that the students are having in the school since the first grade, but the main and most important reason that guided the investigator is why this research was started is to know why it is so important to develop the theory “Flash Cards based on Communicative Drilling” and their positive effects on the students. Furthermore,

there will be a terse explanation of the study question along with the general and specific objectives. Lastly, other possible limitations that can be faced during the development of the investigation and some interesting solutions that the investigation offers to face all the difficult situations that will be mentioned in this chapter.

1.1 Background of the study

According to Puja Mondal (2005), “all learning process represents some activity on the part of the mind. The activities of the mind express themselves through the use of the sense organs and through the exercise of memory, imagination, will, judgment, and reasoning”.(parr.2) Nowadays people have decided to learn a second language, and the world chose English because it has become essential for the majority of jobs. According to Deccan Herald (Sunday 02 June 2017) The ability to use a language efficiently is very much required to remain employable. Communication skills are very much essential for one's professional growth. The ability to express fluently in both written as well as an oral form of English language is essential for a person's career growth. Nowadays, English is a core subject, for that reason the students have the necessary and important tools to learn English. Some students can start learning English and improving their four skills: listening and speaking, writing, reading and speaking since pre-school. Unfortunately, a large portion of the student's population does not have this opportunity.

The student population used for this research is sixth-graders. These students are from Barrio del Carmen School, that is located in El Carmen, Tres Rios. The students are between twelve and fifteen years old who belong to the lower class, which means that their financial situation is very hard and difficult. They are from Barrio del Carmen in Tres Rios which is their home town, where they are getting a negative influence in many ways. As a matter of

fact, all of these students feel the consequences of necessitousness and poverty, but also there are other elements and factors, that may affect all the areas specially the English area such as less confidence when a student wants to learn the English language because this student might think that this language will be not necessary for their future since there is a sense that learning a second language is not necessary because their destiny is only getting a position with no language requirements.

In this kind of situations, these students have trouble learning a second language, this happens because the only learning resource the children have is an over-crowded school. There is just one teacher trying to teach at all of them at the same time, but the most important fact is that the system of the Ministry of Public Education is not a system that develops content where teachers can teach advanced English. The teacher must be adjusted to teach basic programs, which results in a very low level of English. Another important factor is the parents who do not have the financial capacity to enroll their children in a private school or in an institute to learn a second language. Without forgetting that the difficult economic situation as a day-to-day reality, most of these students do not have access to technological sources such as a computer or a cell phone to support their learning experience.

It should be mentioned that some teachers seem to lose interest in education, which is reflected in the classes that teach students because of the lack of use of teaching materials and Visual effects. Therefore, the vast majority of students in Barrio del Carmen School show disinterestedness in the process of English language learning. Nowadays Learning English as a second language is a required in the majority of jobs and colleges, and according to Five minute English (2016), it says that English is one of the most known and used languages throughout the world. (page 98)

The English Language is considered to be a tool for employability, it means that this language will be needed in many jobs in the future and even in the present. In addition, these students will need English if they pursue a major because most of the programs require the student to learn English. For these and many more reasons it is necessary that all educational systems provide an optimal English learning system for students. Although, it is well-known around the world.

Research shows a direct correlation between the English skills of a population and the economic performance of the country. Indicators like gross national income (GNI) and GDP go up. In our latest edition of the EF English Proficiency Index (EF EPI), the largest ranking of English skills by country, we found that in almost every one of the 60 countries and territories surveyed, a rise in English proficiency was connected with a rise in per capita income. And on an individual level, recruiters and HR managers around the world report that job seekers with exceptional English compared to their country's level earned 30-50% percent higher salaries. (Christopher McCormick, November 15, 2013,pag3)

The previous information states that a good development of the English language helps people increase their earnings, and with that, their spending capacity. Because of all these reasons, it is important for these children to learn a second language such as English because it is a plus that will be an important step forward in their lives.

Similar to these students from Barrio del Carmen School, there are thousands of students who do not have at least a basic English knowledge. Their vocabulary level is therefore quite low. The level is even lower with grammar and sentence structure. These students cannot learn the English level required by the Ministry of Public Education (MEP) in

order to use it at school and in real life conversations. In this school, all of the students have had different teachers, but the last teacher they had had a physical disability, this only made things worse since students did not have respect for the teacher because they found his disability amusing. Besides, the teacher did not have an English level required to teach in a school.

As mentioned before, in some cases teachers are not the best for many reasons. Some of those possible reasons are: the time established for each lesson is not enough, the classes are interrupted or the techniques and strategies used by the teachers are not the best for all of the students especially for students with a difficult social and economic condition.

This investigation arises based on the wide issues presented before and to provide students with a useful method that enhances their vocabulary and their oral skills. The investigator wants to set a method for teaching English in an effective, efficient, and permanent, which also draws the attention to students. Drilling is known as a technique that has been used for teaching foreign languages.

Drilling refers to a type of audio-lingual technique based on students repeating a model provided by the teacher. The focus is on accuracy rather than fluency. They are used to practice: Grammar, vocabulary, and pronunciation. (Mohammed Rhalmi, May 12, 2016). Drilling was the feature of audio-lingual approaches to language teaching which put emphasis on repeating structural patterns through the oral practice. The drilling practice is based on repeating words and phrases and repeats it many times, then the student would learn, improve and master the language.

Although a drilling technique is repetitive, it will help the students memorize vocabulary and to learn the patterns and structures of the sentences. Drilling is emphasized in the speaking and listening skills. This will be a way for the students to learn, achieve and promote new vocabulary in a more natural and interesting way.

The he students of the Barrio del Carmen School have a low English level, in this way, all students could participate in an appropriate, convenient, comfortable, and even entertaining way. Because all students have the same English as the vast majority of students have been at this school since they started the first cycle, all of them will do the same activities at the same time. In this way, all the students will be interested and motivated. Perhaps drilling works on the repetition of a structure over and over again and then it becomes boring for students. Even though drilling is repeating words over and over again for many people it can be boring, however, it may be just the opposite. It can become an interesting, fun and very communicative method. Students will enjoy it and they will be so busy communicating in order to complete a game, a task or an activity that they are not going to realize that they are drilling.

In this investigation, some ideas will not be new for the students, but maybe students have never thought of them just „drilling' potential. Students will enjoy and learn at the same time. This communicative drilling can be used with the combination of flashcards to perform the drills to increase and increase vocabulary and the oral skill. The students will be able to have the vocabulary and grammar structures and the improvement of their oral skills. This study is focused on how it can be useful to combine Communicative drilling with Flashcards as an alternative to enhance oral skills in the sixth graders of Barrio El Carmen School.

1.2 Research Question

According to Research Methods in Psychology (2016) “is an answerable inquiry into a specific concern or issue. It is the initial step in a research project. The 'initial step' means that after the teacher has an idea of what you want to study, the research question is the first active step in the research project.” (parr.3) What is the effect of using Flash Cards based on Communicative Drilling as a tool to Acquire New Vocabulary and Enhance oral skills in Sixth Graders at Barrio del Carmen School during the III quarter of 2016?

1.3 Purpose and Significance of the Study

According to Anywhere Inc (2016) In Costa Rica education is mandatory and free for every inhabitant. Costa Rica's educational emphasis dates back to 1869 when education compulsory for everyone. In fact, Costa Rica was the first country in Central America to take this step. After Costa Rica's army was dissolved in 1948, money has been increasingly poured into education. Indeed, Costa Rica's emphasis on providing free, universal education is easy to see in its English-speaking, globally-minded citizens.

However, both public and private institutions have the same purpose when it comes to English language education. In Costa Rica, most of the well-paid jobs are those in which people have a college degree. Even for each profession regardless of what is involved, an intermediate level of English is required. On the other hand, people who wish to work to pay for their major or to make a living have the opportunity to acquire well-paid jobs in international companies.

Everyone is aware of this situation. The population of students for this study in the vast majority is well aware of the need to acquire a well-paid job for the fact that these

students have a challenging economic situation and come from families in great social risk. For all of these reasons, these students feel the need to take advantage of the employment opportunities available in the Costa Rica and especially of the classes taught at school because it is said that if the students get a good comprehension of the target language; they will start setting the bases of their learning process, and in the future, they can be able to find better jobs and have better earnings that will allow them to have a better lifestyle, afford a major and thus become professionals and carry out their lives and those of their families.

Therefore, the main purpose of this investigation is to analyze the effect of Communicative Drills with the use of flashcards used as the teaching technique. The investigator has been looking for information regarding the unification of Communicative Drilling with flashcards; there has not been a satisfactory answer. The researcher thinks that the topic is interesting and relevant and would be useful for many teachers whether for primary or secondary school teachers whether for primary or secondary school teachers.

A variation of the Communicative Drilling method with the use of flashcards will help the students of Barrio del Carmen School to improve their vocabulary since they show a large deficiency in terminology, which means that their English vocabulary is almost non-existent. On the other hand, their oral skills will not be the only skill to improve, but also their ability to communicate successfully. The combination of Communicative Drilling and flashcards is a strategy that takes out the best the students have to offer and integrates it for the reality of teachers and students because they will learn by associating the use of the drill with the images and words contained in the flashcards.

In this class there are no differences in terms of level of knowledge since they all have a very basic level of English. However, in this population of students, there are some very outstanding students although they have been taught a very basic level of English. On the other hand, the majority of students have a very poor concentration level, so it is hard for an English teacher to give a class just for the outstanding students, and go back to the most basic structures of the target language and explain the meaning of some words.

The Communicative Drilling with the use of flash cards will be used to integrate the whole class, in which all of them should participate to emphasize in the acquisition of vocabulary and grammar structures. It must be done in a useful, interesting and significant way while using topics from the MEP's program so that they exercise their visual and auditory potential. In other words, the teacher needs to create and make this learning process enjoyable and appropriate for students in order to help them improve their English learning process.

1.4 Objectives of the Investigation

1.4.1 General Objective

To analyze the effect of using flash cards based on the Communicative Drilling Method as a tool to acquire vocabulary and improve the oral skills in the sixth graders from Barrio del Carmen School during the III quarter of 2016.

1.4.2 Specific Objectives

- To identify the student's vocabulary and oral skills level to comprehend the problems that students are facing in these areas in sixth graders at Barrio del Carmen School during the third trimester of 2016.
- To apply repetition drills based on interesting topics by using flash cards with the purpose of improving the students' vocabulary and oral skills.
- To evaluate the results and effectiveness of flashcards to enhance the vocabulary and speaking skill in sixth graders at Barrio del Carmen School during the third trimester of 2016.

1.5 Delimitation of the study

First, the investigator might find a financial limitation because the researcher needs to use a lot of flashcards printed in color and lined with plastic in order to develop the method, and also when applying some techniques, it is generated a lot of expenses to build the activities.

Second, in terms of time, it is difficult to get a profound result in a short period of time, because in order to evaluate the learning progress, the investigator needs more time to do it. Also, the investigation began in October and the research must have begun at least in September, for this reason this is an important problem because the investigator will be affected with less time to apply the strategy and to finalize the research.

Third, to get a better result the investigator has to know the level of motivation students have, which was affected by the monotonous teaching methodology of teachers who have taught them since they started school. A student motivated helps to develop in the best way the investigation process.

Fourth, the investigator may find is the lack of interest of some students to develop knowledge through oral tasks, because they feel they do not know anything about the English language. Some students used to be shy when they face oral activities because they are worried about making mistakes.

Fifth, the majority of the parents are not able to help their children because of the lack of interest or they do not speak English. The most important factor in this case is that half the parents of these students are not interested in having their children in the future have a stable and well-paid job. In addition, the parents of these students do not consider that learning the English language is necessary for the academic development of their children. On the other hand, their obligations do not let them spend the enough time with their children's school duties. For that reason, students make an extra effort in their educational process. The first chapter provides the reader to know an extensive idea of the research, because define some important meanings about that topic will be developed, these meanings are totally important to know because help the investigator to have a general idea of the study. On the other hand, the reader will be excited to continue reading about this helpful research.

Chapter II

Theoretical Framework

The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists. (University of Southern California). The theoretical framework expects the reader can understand exactly what the research is about.

2.1 Antecedents

Five previous investigations were studied and are part of this research; they work as a support for this study. Unfortunately, the researcher could not find any investigation that supports the Communicative Drilling and the use of flashcards in teaching to enhance vocabulary and oral skills.

The first investigation found is “Improving Students” Pronunciation through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia” The researcher of this study developed an interest in observing and studying the teaching pronunciation, this investigation informs of the lack of knowledge of the school students regarding the errors that learners make and may impact on successful communication. These errors are mostly caused by several factors such as: mother tongue, age, amount of exposure phonetic ability, personality, and motivation.

Derwing and Murno (2012) states that “the study of pronunciation has been marginalized; teachers are often left to rely on their own intuition with little direction”.

Considering the issue of pronunciation, the researcher conducted this research to find out the strategy of teaching pronunciation using drilling, which teaches pronunciation in every English lesson.

During the formulation of the previous investigation, the writer used several types of drills to confirm if the drill that had been chosen would work with these students, and as a conclusion, the researcher succeeded. The students comprehended the structures and their English level in general increased. However, the investigator feels that it is important to improve their pronunciation and vocabulary due to the indicator of success has not been reached yet, because some students still lack of motivation and they have little practice time.

The second investigation found is “Effectiveness of Oral Drill in Teaching Grammar”. This thesis was written by Prahlad Chandra Lamsal in 2011, and it is based on fifth graders studying at Shree Satyawati Higher Secondary School, Damauli, Tanahun.

For this thesis the student’s populations was forty students and were divided into two groups. The two groups did a pretest and posttest related with grammatical items. Then, after twenty four days teaching using the drill technique to group A and the group B used the conventional way of teaching. The percentage of interest in the class and the knowledge about the language increased considerably just in the A class.

Finally, their scores were analyzed and were compared to find the efficiency, efficacy and effectiveness of the Communicative Drill technique. As a result, the group taught with the drill technique which was group A got better results than the group B that were taught

with conventional way of teaching. In conclusion, the study was that Communicative Drilling technique has positive effects in teaching grammar, rather than the conventional method.

The third investigation found is, “The Effects of Using Communicative Activities to Improve Oral Skills and Motivate Fifth Grade Students at the Christian Foundation School during the Second Quarter Of 2015” was also read. It was written by Angie Calderon Gonzales at U.I.A, and it was chosen because it emphasized on the improvement of the oral skills throughout communicative activities. For Calderon (2015) it was important to improve students’ oral skills, but at the same time to motivate them to make students feel capable and comfortable of the acquisition of a second language which in this case is English. To achieve the objectives, Calderón Gonzalez observed the students trying to figure out which their weaknesses and areas to improve were. To accomplish this, she made some pretests and posttest, which reflected the real problem. After the application of the strategies activities such as dialogues were performed, conversation in pairs, short presentations and role plays; all of them were focused on the oral part. Calderon (2015) concludes that the implementation of the strategies used was very effective and the students’ response was very acceptable.

The fourth investigation is “The use of Flashcards to Improve Vocabulary Mastery”. The thesis was written by Setia Rini in August 4th, 2010 and it is based in a Classroom of fourth graders in Duren Bandungan School. She decided to make this investigation because she wanted to help other teachers to teach in an effective way, and to help students enhance their communicative skills throughout accuracy activities that also help them as a motivation in the English classes.

The writer from “The use of flashcards to improve vocabulary mastery”(2010) that she wanted to find out whether flashcards can improve the students’ interest to study English, and to find out whether flashcards can improve the vocabulary mastery. In other words, flashcards through images and words attract the student's attention. It is known that many students learn through the visual part rather than the written form. Karla Gutierrez (July 8th, 2014) stated that “We are now in the age of visual information where visual content plays a role in every part of life. As 65 percent of the population is visual learners, images are clearly key to engaging people in language learning process”. In this way the student will learn the vocabulary in a more efficient way. She concludes that it is very effective, and argues the benefits that the use of flashcards had influenced students’ vocabulary and oral skills.

The fifth and last investigation is “The use of flashcards to improve student’s understanding on present continuous tense”. The thesis was written by Siti Inayah in 28th December 2010, and it is based on 7th Grade of MTs Yamida Grobogan in the Academic Year of 2009/2010. The searcher decided to make this investigation because this study is based on the importance of grammar. Grammar is important to learn because correct grammatical sentences should be used to communicate with other people in order to make the meaning clear, but in fact the students’ understanding in learning grammar is low. It is caused by several factors. One of them is the fact that there are no tenses in Indonesia language system. In this research, the investigator used flashcard to improve students understanding on present continuous tense. The researcher focuses on present continuous tense because most of students were confused in differing simple present tense and present continuous tense. The researcher used flashcard because flashcard as one of teaching media is an

interesting aid in teaching to activate the students in learning process and most of them are interested.

Based on the problems above, “The use of flashcards to improve student’s understanding on present continuous tense” was done to answer the following questions:

1. How is the implementation of flashcard in teaching Present Continuous Tense?
2. How does students’ understand on Present Continuous Tenses before the use of flashcard?
3. How does students’ understand on Present Continuous Tenses after the use of flashcard?
4. How can flashcard improve students understanding on Present Continuous Tense?

The way in which the author improves the use of flashcards, throughout different activities and the classroom action research that was done in four different cycles. In the first step the researcher used test and observation to collect the data. The second step was to analyze the data, descriptive quantitative analysis is used. Third, it is to present the result of study in the form of descriptive explanation. Finally, statistic analysis is used to analyze the data about the improvement of students’ understanding on present continuous tense.

As a final thought, the result of this study demonstrated the usefulness of the use of flashcards in teaching present continuous tense at the seventh grade of MTs Yamida Grobogan in 2010 in order to improve students’ understanding. Success is reflected in the result of students’ good responses and their average score. The result of this study is helpful information for English teachers in teaching grammar.

2.2 Literature Review

The review of literature consists of information gathered from different authors and sources to realize the investigation of the project. Also, for an investigation project it is needed to find out several theories to support the topic of the research. “A review of prior, relevant literature is an essential feature of any academic project.” (Webster & Watson, 2002). The topics in this paper are Communicative Drilling and Flashcards. The first one is about Communicative drilling; the second one explains the effectiveness of the use of Flashcards. Furthermore, a profound description of vocabulary and oral skills will be given, and also the relationship between the use of Flashcards and Communicative drilling.

2.2.1 The Audio-lingual Method

The Audio-lingual Method was used in the 1950s and 1960s. In the beginning of World War II the armies needed to learn the languages of the great majority of the countries participating in the World War as fast as possible, both the languages of allied countries and of the enemy countries. This teaching method was originally called the Army Method, but also was the first one to be based on behavioral psychology and linguistic theory. The principal objective in the audio-lingual method is certain grammar and pronunciation, the capacity and competence to respond immediately and precisely in speech and knowledge of sufficient vocabulary. This method was not just emphasis on the understanding of words, but also was focused on the acquisition of structures and patterns.

In the Audio-lingual Method the language patterns are obtained, repeated and approved as far as the responses given by the student in the foreign language are correct and automatic. Within this method the following characteristics can be found: First, the audio-

visual aids are used in the classes. Second, the phrases, words and sentences are memorized with a focus on intonation. Third, drills are used to teach structural patterns. Finally, the considerable amount of repetitions, memorization and over-learning of patterns was the key to this method's success, and also students could often see instantly outcomes.

2.2.2 Drilling

According to *State Institute of Islamic Studies(2012)* Drilling technique refers to behaviorist approach where the students are suggested to be used to with foreign language the students learn. In behaviorist, there are two crucial elements of learning. They are stimulus and reinforcement. Stimulus refers to mark of appropriate and inappropriate and repetition encouragement. Moreover, reinforcement is the vital element in learning process because it increases the likelihood that the behavior will occur again and eventually became habit. Consequently, the students have habit to use the target language. Furthermore, in this case drilling technique involves or includes: repetition, inflection and transformation. On the other explanation, Senel (2006) stated that drilling technique is very useful in teaching pronunciation because it can create correct and accurate pronunciation.

2.2.2.1 Principles

Maria Ramirez Garcia (2012) stated that the methods of teaching the acquisition of language should be relevant and useful for all the students. The uses of visual materials are considered as a great didactic support for every teacher who teach classes as well as for children, adolescents, or adults. In the area of English teaching, the visual materials work as a very important and useful tool to demonstrate the culture of the target language. But, the most important fact is that through images teachers can show vocabulary or structures in a more

direct and striking way. That is what many students expect from English classes they receive, not only words on the board, instead of those students prefer to learn through images or more dynamic classes.

Maria Ramirez Garcia (2012) stated that: “visual aids turned out to be very effective to help students memorize new vocabulary and structures. There are several memory-strategies that can be put into practice when using visual materials”. The teacher will start by saying short pieces of a sentence in order to make students memorize every part of the sentence little by little. The teacher must speak clearly and understandable, with an excellent tone of voice and paying complete attention to the pronunciation, intonation, and fluency of the students. If the teacher does not perform this activity correctly, students are going to repeat the sounds incorrectly while they are trying imitating the teacher. In drilling the intention is to set excellent bases instead of an incorrect and a poor learning.

For the previous reasons English teachers who use this technique should be very careful with students’ repetitions because if their pronunciation is incorrect, it may become a really inappropriate habit which will be difficult to correct or which in the worst case will never be corrected. Larsen and Freeman also think Drills to Enhance Oral Skills 20 that “the more often something is repeated, the stronger the habit and the greater the learning” (n.d., p.43)

The drilling technique has been known by many teachers as a repetitive and boring technique for students and this technique has become obsolete. However, many students react positively to the drilling technique because in that way through repetitions is how the students manage to learn more effectively. In that form through repeating words and phrases they will

not forget what they have learned. Drilling is seen as a mechanic teaching but it is quite the opposite. Instead, it comes in a natural order, just as children learn, in their native language, repeating and imitating sounds, not by learning grammar rules. According to Arntsen (2014), there are some activities in which teachers can perform drilling. The first one is by choral repetition, in which the teacher speaks and the students repeat what they hear. It is recommended that teachers prevent students to feel bored because students can feel bored by just repeating words. To avoid that, teachers should change the speed or tone of voice expecting that the students have some fun and keep focused.

2.2.2.2 Uses

Based on Teaching English for Foreign Language (2011) “Drilling is a technique that is still used by many teachers when introducing new language items to their students” It means that the drilling technique has been used in the foreign language teaching that is emphasis on repeating patterns and words through the oral practice in the class in order to show the student’s ability using a foreign language in a controlled way.

Drilling aims to help students achieve better oral skills of language items, and to remember new items. During the teaching learning process using drilling, students are most dependent on the teacher because drilling involves the teacher saying a word, and getting the class to repeat it. Being able to drill properly is a basic and fundamental language teaching skill.

2.2.2.3 Types of drilling

In schools and colleges many teachers believe that drilling exercises are monotonous, boring and tiring for the students, but the fact is that there are seven types of drilling.

Therefore, this is a technique for English teaching which is very effective and varied, because the teacher can find seven different ways to use the drilling technique.

The first type of drill is “The Repetition Drill” in which the teacher says the word, phrase or sentences and the students repeat it. For example, the teacher says “I did not sing, but I want to sing with you”, and then the student has to say “I did not sing, but I want to sing with you”. In other words the student has to be paying special attention to the pronunciation and intonation that the teacher has done with the words and with the whole sentence and trying to imitate him.

Secondly, there is “The Substitution Drill” As its name says it is all about substitution. For example, the teacher says “I go to the church. She?” and according to the word the teacher says later, the student change it like “She goes to the church”. This type of method helps the teacher when teaching pronouns or different parts of the sentences because it makes the students to watch out of the different changes within the sentence. The substitution drill can be used to practice different structures or vocabulary items in a sentence.

Then, there is “The Question and Answer Drill” in which the teacher gives students a practice with answering questions. In this case the students must have to answer the teacher’s questions immediately. The students will practice asking questions and this gives students practice with the question pattern too. For instance, the teacher says “Does he go to church? Yes?” Later the student answers “Yes, he does”. The teacher asks again ”no?” and the student answer “No, he does not.”

Following, there is “The Transformation Drill” which is based on the last two types of drills explained before, but the difference is that the student has to transform the sentence

according to the teacher's instructions. For example, the teacher says "I clean the bedroom" then the teacher asks the student to change the verb or the noun but in this case is the verb "I do not clean the bedroom." Then the teacher asks the student to change the noun and ask a question. So, the student says something like: "Is the kitchen clean?" So the student changed the noun bedroom, for kitchen, and used the question form. In this case the teacher gives students a certain kind of sentence, for example, students should transform a sentence into a positive or negative sentence. Other examples of this type of drilling are to ask to the students to change a statement into a question, or a question into a statement.

The fifth element is "The Chain Drill" in which the teacher begins the chain by or asking a question to a student or greeting a student. Then, the student will answer the question, after that turns to the students sitting next to her/him. The first student asks questions or greets the second student and in that way the chain will continue because the next pair of students repeats the same exercise. A chain drill concedes some orderly and controlled communication. On the other hand, the chain drill also allows the teacher the opportunity to check each student's speech. For instance, the teacher asks "What is the color of ocean?" then the students answer "The color of ocean is light blue". After that, the students ask "What is the color of an apple?", and the other student answers "The color of the apple is red".

2.2.3 Communicative Language Teaching

Over the years the methods of teaching English have changed, some methodologies are still used and others are completely obsolete. Ann Galloway (1993) stated that: "Communicative language teaching makes use of real-life situations that necessitate

communication. The teacher sets up a situation that students are likely to encounter in real life. Students' motivation to learn comes from their desire to communicate in meaningful ways”

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

2.2.3.1 Background

The Communicative Language Teaching (CLT) has the origins in British dating from the late 1960s and was found in the changes in the British language teaching tradition as a tool to improve English language. Soon after those years, Aniezaamiruddin (2012) relates that in the early 70's different researchers investigated and agreed that learning a language must be emphasized not only on grammar competence but also on communicative competences, which means that learning in a deductive way won't be the best. As a result, the beginning of the Communicative language teaching (A.K.A communicative approach) starts. Mohamed Rhalmi (2009) stated that: “Communicative Language Teaching is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as Communicative Approach”.

2.2.3.2 Activities

Communicative language teaching method is characterized by being flexible with students as well as with the activities that teachers can choose for practice. According to Rahman (2010), the most popular activities that are used in the Communicative language

teaching are: role play, interviews, information gap, games, language exchanges, surveys and pair work. For better comprehension, all of them will be explained below.

2.2.4 Games

Who do not like to play? Everybody, including young and adult students, enjoys this technique because based on Mackai (2013) “games help us develop non-cognitive skills that the panelists agreed are as fundamental as cognitive skills in explaining how we learn and if we succeed.” It has been proved that learning through games will facilitate the learning process because the students are relaxed, and the atmosphere in the class is very positive.

2.2.5 Role play

According to Nopiani (2014), speaking requires interaction with one or more individuals and, that in order to have a good interaction all of the participants will require good listening skills to be able to respond appropriately.

According to the online Cambridge Dictionary (2017) A role play means to pretend to be someone else, especially as part of learning a new skill. But also, role play is used in training courses, language-learning and psychotherapy. This technique is much asserted because it is funny, and students get involved in the character. When role playing, students can be dressed like the characters they are going to interpret in order to make it more real.

2.2.6 Interviews

According to the Cambridge dictionary, an interview is “a formal meeting and discussion with someone. Interviews are popular when a person applies for a job, or a communication media ask questions to somebody.”

2.2.7 Communicative Drilling

The next type of drilling is “Communicative drills” This type of drills is different mechanical drills used in English teaching and in traditional grammar given by some teachers. In this type of drill the students do not do mimic adults’ speech in a parrot fashion, without really needing to understand or communicate anything, but make selective use of simulation to construct the grammar and make sense of the expressions according to the grammar. In fact this technique should be totally the reverse because the students and even the teacher will enjoy it and will be so busy communicating in order to complete an activity or playing a game that they won’t even realize that they are drilling at all. If the teacher used different interactive activities even if some of those activities are game because that will arise the „drilling“ potential as a technique for the students and including the teacher.

This kind of drilling can be formed by using the other drilling types. But the emphasis is that the student involving something real as well as communicative value and the practice creates an information gap.

2.2.7.1 Activities

In English teaching there are considerable activities that can be used with different purposes according to the students’ needs. There are some activities which are focused on helping to improve oral skill or learning vocabulary or grammar patterns, in which interaction among students and with the teacher is fundamental because they share their knowledge and ideas using a target language as much as possible in classes. Some examples of activities will be explained below.

2.2.7.1.1 ID game

Everybody loves to play, including children, young and adult students, every person enjoys this technique. An example of this teaching technique is to adhere a name of a famous person or a picture of a famous person to the back of each the students. The students then walk through the class asking each other yes/no questions or WH questions for example, the student will ask: “Is it a woman?” or “Is she Costa Rican?” Is he an actor? “What is her occupation? “Then the students can ask only one question to each student ones at a time until every student has enough information to guess correctly who their person is.

2.2.7.1.2 Questionnaires

This strategy can be used when students need to learn how to find information from others students, and it is very similar to an interview. These activities which in this case are questionnaires are excellent for drilling just about any language and are very easy to complete for students. This type of questionnaire drills question forms and the reporting back drills the positive and negative forms of whatever structure teacher prefers to teach. An example of a questionnaire drilling is; the teacher asks: “Have you ever been to Asia? Where? When?” another student asks “Have you ever been on a plane? Where? When? Another student asks “Have you ever met an actor? Who? When?” And so on.

When the students have completed the questionnaire the students have to report their answers found to another student. This questionnaire technique can be done in groups or in pairs. As a follow up students write a biography of his/her partner. After been answering the questions, follow up students write a biography of the student interviewed.

2.2.7.1.3 Find Someone Who (FSW)

This is an activity in which the students interact with all the class to practice their oral skills. This style of questionnaires called FSWs can work for drill any type of language and can be easily prepared in just a few minutes. In this case the teacher has to prepare some sentences. There are some examples for drilling tenses: The teacher asks a student “find someone who is meeting family tonight?”, then the student to whom the teacher asked the question asked another classmate “Find someone who is eating in an expensive restaurant?” and so on. You can compile a personalized FSW from the information collected from the questionnaire in the previous section. For example: Find some who went to Florida last year to learn English.

The “Find Someone Who” activity is remarkably useful for teachers. For instance, teachers can use this activity the first day of classes as a getting-to-know activity. The professor can create questions as the previous example. This exercise is an entertaining way for everyone to learn their classmate’s name and their classmate’s information by joining it. In this way teachers can have an idea of what these students are expecting from the course.

2.2.7.1.4 A Day in the Life of...

The teacher must have to paste a picture, a word, and a phrase on the board or on the walls such as get up – time? Breakfast – food? Drink? Get to church – how? How long? One of the students sits at the front of the class and other students find out about the day by asking yes/no questions or even WH questions. In this case the students cannot move on to the next

question until they give an answer. For instance, did you eat breakfast at 6:00? No, I did not. Did you eat breakfast at 6:30? No, I did not. Did you eat your breakfast at 8:30? No I did not eat breakfast. The students will keep asking between each other. The teacher can adapt this type of questions by asking about the student's daily routine in their life. On the other hand, these activities can then be followed up by repeating the same procedure in groups. The students can comment their findings in the class.

2.2.7.1.5 Switch

Communicative drilling is characterized by being flexible with students as well as with the activities that teachers can choose for practice. This activity is a very dynamic activity and work with any self-contained dialogue involving an exchange of information with the target language and it will work for any cycle.

The following example is designed to drill the present perfect and past simple at intermediate level and above but it can easily be adapted for lower levels by substituting simpler questions and answers. For example, the teacher should divide the class in 2 groups A and B group A stands in a circle back-to-back facing outwards. Group B will form a circle each student facing a student from group A so it means that both groups will be face to face. The group B will receive a flashcard with a verb + a noun (feed+ cat / climb + mountain) that fits into the dialogue they have been practicing.

Every pair has to follow the conversation as quickly and then the teacher will say they can "Ready and go" and as soon as possible and then when one of the groups have finished the student's group says aloud switch. The other group then moves and starts again the game. The teacher can substitute groups around the class and give then a new card. This is another useful example of a vocabulary and grammar game.

2.3 Flashcards

According to Larsen & Freeman (2000), the teacher is responsible of the dialogues. The teacher can use pictures and attractive material to catch students' attention; by doing this, the class will be done more effectively. Didactic material is very important because it will awake students' interest and the class will be developed enthusiastically.

Teachers should remember that they will find different types of students with varied learning styles but also with different types of intelligence in their class. Teachers must find different types of techniques and teaching methods for classes at some point during the course. The use of flash cards as a technique for teaching a foreign language can be colorful and brilliant and this activity will make a real impact on visual students. On the other hand the majority of the flashcards activities will also work perfectly for the kinesthetic learners.

Flashcards can be used as a means of transmitting vocabulary not only through images but also flashcards can be used for learning to read. As an example, flash cards can be used in conjunction with word cards. How can a teacher do it? These are just common cards that display the written words or phrases. After the use of picture's cards, the words cards must be introduced correctly so it will not to interfere with the correct sound and pronunciation.

For teachers the use of flashcards is a favorable and an excellent way to teach a new topic, but also flashcards can be used to practice vocabulary. When students become familiar with the activities used in class, this material can be given out for students who finish first to use in groups. This is a very useful tool for student learning but it is also useful because the teacher can use this material to recycle it and continue to use this material for future classes.

Also, an excellent exercise that a student can achieve is if the teacher creates influence over the students to create their own sets of flash cards. By creating this habit in a student, they can take to home for them to learn but at the same time to play with the material, with their family or with their friends.

2.4 Memory Activities

In the “Memory Tester game” the teacher will place selection flashcards. The teacher asks students to circle, sit on the floor and select a flash card which will be placed face down. After that, the students have less than one minute to memorize the cards. When the students had memorized the content of flashcards, in groups, they have two minutes to write as many of the names as they can remember. With this type of activities students exercise memory and at the same time use visual memory which is the memory that most students have.

2.5 Drilling Activities

In teaching, the activities should be useful, understandable, interesting and flexible with students as well as the teachers. There are some activities which are focused on learning vocabulary or helping to improve oral skills such as the pronunciation. The interaction among students, but also the interaction between the teacher and the students is fundamental because they share their ideas using a target language as much as possible. The most useful categories of activities by using flashcards are: Memory, drilling, identification and Total Physical Response activities. After introducing new vocabulary words, grammar points, or sentence structures, you have to drill them with your class. There are many ways to drill new material. Using a variety of drilling methods in your classes will help make this portion of the lesson

more interesting and keep students focused. (Tara Arntsen. How to Drill. Drilling Activities for Your English Classroom, *Busy Teacher*. Web, 2017)

As it was previously mentioned, the drilling technique is useful because as this technique is based on been constantly listening and repeating, the students become familiarized with the target language that in this case is English. In this case students are completing practices; the complexity of the sentences becomes higher which helps students increase their vocabulary, the oral skills and comprehension of the target language.

The “Invisible Flash cards” activity consists in each student choosing a flash card and put it on the board and draws a grid around the card. Then the student uses a pen or a pointer to drill every word. In this case the students have always to point to the flashcard which they are drilling. In the following step the student has to extract the flashcards but at the same time keep drilling and point to the space in where the flash card was pasted. Finally, when the first student had removed the flashcard and the teacher point to the blank space, the student has to say the word of the flash card that was removed. The students must have to recognize and remember and continue as if the flash cards were still pasted in the same part of the board. After all of this procedure the students will be astonished that can remember the pictures pasted on the board. This kind of activities will depend on the way in which the teacher develops the activity.

2.6 Relationship of the Communicative Drilling and the use of Flashcards

Now that the theories of this investigation are already explained, several teaching methods and activities that exist in the learning process and that have been used throughout the years, were described with the purpose of expanding the outlook of different learning

methods that exist. The relationship among the use of flash cards joined with Communicative drilling is a positive combination because it helps improving the student's skills.

When introducing vocabulary to young learners, it is advantageous to use real items that capture children's attention. However, it's not always possible or realistic for teachers to use real items in the classroom. Flashcards can be a great way to introduce new vocabulary so that learners have a very clear understanding of the word or concept.

When using flashcards or picture cards to introduce vocabulary inside the classroom, the teacher should try to create some suspense or mystery about the cards. Students are more receptive to learn when they are curious. Rather than just flipping through the cards and having students repeat the words, incorporate the cards into activities. This will help students be more invested and more likely to remember the words.

This research combine two techniques for teaching a foreign language that in this case will be used for teaching English. This combination consists of using communicative drilling and the use of flash cards at the same time. Flashcards are a very useful medium for teaching the vocabulary because the student identifies the meaning of the words through images which is indispensable for students to achieve a greater understanding of the vocabulary of a foreign language.

On the other hand, as mentioned earlier, there are different types of drilling and one of those types is the communicative drilling where drilling is used in a way that is educational for the student but which in turn is enjoyable for the student. This type of drilling becomes a type of dynamics for learning and if it is combined with the use of images as flashcards it will be a very interactive means of learning for the student.

In conclusion, the unification works both the learning of the vocabulary, as the pronunciation and the part of listening in the students. Therefore, the researcher believes that it can be very useful for teachers to make use of this combination because it is an interactive form of learning for students whether primary, secondary or university. However, in this project it is intended that the combination of communicative drilling and with the use of flashcards be especially for elementary students.

Chapter III

Methodological Framework

In this chapter of the investigation, the facilitator includes the methodology the investigation is based on. On the other hand, will be mentioned the description of the participants, the population, the selected group and institution will be given because all those elements helped the researcher develop this investigation project. Additionally, there is also an explanation of the strategies implemented to collect the information of the participants and the instruments chosen according to the specific objectives which permit the researcher to accomplish the investigation propitiously and correctly.

3.1 Research Method

The method used to develop this investigation was the qualitative method in order to have concrete bases. According to Wyse, (2011) is “A method used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research.

Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem. Qualitative data collection methods vary using unstructured or semi-structured techniques.”(parr. 2). This method is look for the points of view, reactions, feelings instead of statistics, so numerical factors are not included; for this reason, it is a must to document interviews, questionnaires and other strategies to apply in which the researcher confirms and prove all the information, the progress and can analyze the results of

the research. This investigation looks for the ideal of enhance oral skills by using drilling techniques combined with the use of flashcards.

The qualitative method is characterized to be descriptive and exploratory. “Descriptive” as Cauas (n,d, p. 5) expresses that “this type of investigation is directed to describe social or educative phenomenon within a temporal and spatial determined circumstances” (Cauas, n,dp.5) It means that, this investigation is descriptive because the facilitator has to explain step by step the procedures done to get the information, such as group observations, a pretest and a post test, and also a questionnaire for the students. As this project is qualitative, it is also considered “exploratory” because as it is done with the purpose to examine a topic or an investigation problem which has very few or no previous investigations” Hernández, Fernández y Baptista, (2004, p. 114).

This investigation is exploratory because at least in UNED,UCR, UNA, and UIA there neither internet are no theses or investigations related that combines Communicative Drilling technique and the Flashcards. In other words, it means that this is the first thesis that joins the Communicative Drilling techniques with flashcards.

3.2 Selection and description of population

In this section, the description of the institution will be detailed; the population and the participants that are part of this investigation will be mentioned. It is mandatory and important to give all the information about this because the reader needs to take into account all the details, such as the student’s age, their grade, the socio-economic conditions, as well as the description of the institution in which they study, and places around the educational institution.

This project can give the reader ideas on how to use the Communicative Drilling Technique in combination with flashcards in an educational institution or even with their own children. But also, it gives the reader an idea in case of been interested in making an investigation project similar to this one and can use this investigation as a point of reference.

3.2.1 Description of the institution

The school in which this investigation was carried out is in a public school named Barrio del Carmen located in El Carmen, Tres Rios. Although, it is a public educational institution, students are middle to low class and a small percentage; almost 5% can attend a private academy to learn English. In addition, this school is facing some problems like poverty, drug addiction, and robbery in a community near the school; this is an alarming situation because those who live near the school can lure children into robbery or drugs.

For this reason, the school's Principal is always at the main entrance, and she is always in charge if a person wants to enter the school, and then they have to sign in and leave. Talking about the infrastructure, it has around 12 classrooms, each of them has the right amount of desks and chairs required; however, the social conditions of some of the students are not ideal. Each classroom has a white board and little decoration.

Nuestra Señora del Carmen has a dining hall which has room for thirty students and offers breakfast and lunch. It also has a computer laboratory and a small gymnasium, a big space to play in the corridors and in a small court which is commonly used to play soccer, special classrooms for students with special needs.

3.2.2 Description of the population

In Barrio del Carmen School, there are around 380 hundred students. In elementary there are six grades: first grade, second grade, third grade, fourth grade and sixth grade. The students' ages range goes from seven years to fifteen years old. These students live in different parts of Barrio El Carmen and Dulce Nombre. Some of them are brought to school by their parents and others come by themselves although they are surrounded by a dangerous environment.

The school schedule is from 7:00 a.m. to 3:30pm. Each group has a teacher in charge who teaches the basic subjects, like Science, Mathematics, Spanish and Social Studies. Also, every section only has one English teacher who works with them daily, at least two lessons per day which is around 40 minutes per each one.

3.2.3 Description of the participants

After observing several English groups and working with first, second, third fourth, fifth and sixth graders, the researcher decided to work with the sixth grade because they are the most appropriate students to perform this investigation. Those students are around thirteen, fourteen and fifteen years old, there are thirty students; twelve of them are female and the other fifteen are male. None of them has special needs, so the researcher does not have to create extra lesson plans, curricular adjustments or modifications in the strategies that will be developed later.

None of these students have a high English level, only a small group, almost five percent has an intermediate level and the other ninety-five percent of the students has a null level because they never received interactive and appropriate English classes. The

methodology used in this institution is constructivist, therefore, they only work with notebooks and the main purpose is for students to learn through just writing on their books. Nevertheless, the researcher decided to implement a new methodology that can improve their imagination and in that way they can learn in a more easy and entertaining way. On the other hand, the use of flashcards in combination with the Communicative Drilling technique is expected to be used as a tool to enhance their oral skills but also their low level of vocabulary. Moreover, it is extremely important to work with all types of intelligence but in this sixth grade class which predominates is the visual one.

An important aspect is that the class is much disciplined but there are three students with a severe attention deficit and they create great disruptions but even though the level of participation is excellent. Furthermore, cell phones and other technological devices are allowed to be used while in class.

3.3 Implemented strategies

The strategies taken for this investigation helped the researcher determine the efficacy and the validity of the results. On the other hand, the investigator used different strategies in order to develop correctly this project. Some strategies used in the group selected are a questionnaire that contains ten questions in order to analyze the students' feelings and interests, then there are the pre-test, and post-test to analyze the students' advance and evolution before and after using different drilling techniques and finally the Lesson plan which includes the objectives, activities, materials used in class, the procedures and finally the evaluation. Well formulated strategies will let the researcher have reliable conclusions

which will also make this investigation organized and easier and clearer for the reader to analyze.

3.4 Data Collection Instruments

According to TechTarget (2017) “is the systematic approach to gathering and measuring information from a variety of sources to get an accurate picture of an area of interest. Data collection enables to answer relevant questions evaluate outcomes and make predictions about future probabilities”. In this part, the author explains the instruments chosen, according to the specific objectives of this investigation while trying to use the technique that fits better and helps to collect the information needed. For instance, the author explains the instruments chosen, according to the specific objectives of this investigation while trying to use the technique that fits better and helps to collect the information needed.

3.4.1 Observations

“The observation is the way in which the children pass from the first disordered movements to those who are spontaneous and ordered. This is the book of the teacher; this is the book which much inspired her actions...”

Maria Montessori

“Observation, particularly participant observation, has been used in a variety of disciplines as a tool for collecting data about people, processes, and cultures in qualitative research”. (Barbara B. Kawulich, May 2005) In this investigation the researcher completed a class observation in order to identify the students’ oral skills. To achieve this objective, the investigator used a check list paper to make the process effective and to have a base that

would allow her to express different situations that may happen in a classroom. At first, the questions are based on the development that students think they have and how much are so familiar with English speaking. Also, the questions to observe students, it was necessary to know their English level, if they spoke English with the teacher and among them, and how often and which areas they thought they had to improve.

After this step, the second observation will be done after the investigator completes the application of the drilling techniques with the use of flashcards. Thus, it helps the teacher and the students to compare the advance of the student's oral skill with this new method. The investigator includes important factors in order to complete correctly the observation with evaluation elements such as the pronunciation, grammar, intonation, posture and fluency.

3.4.2 Questionnaire

According to Key (1997), "The questionnaire is most frequently a very concise, preplanned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic." For the purpose of the investigation, it is important to know the reason why the students may suffer from lack of vocabulary and correct pronunciation. In this questionnaire students have to choose one answer and in some cases explain the reasons; it is not necessary for the students to write their names on it because they may feel under pressure and provide answers that do not reflect the reality; in contrast, on the top of the paper, there are two letters: M-F which stands for male or female just in case it would be necessary in the future of this investigation . This questionnaire has ten questions, which were done in their mother tongue as a way to avoid confusions. Some of the questions include whether they like the English language, do they want to learn it? Are

they afraid while speaking, if the teacher uses drillings in class to explain the topics, and how they would rather to work in class, do they prefer to work in groups or by themselves?

All of the questions written before were done with the intention to know the students' way of thinking about the English language, their personal preferences with the intention to be prepared when doing the pretest and the post test, in aspects like the organization of the students, in groups, or individual, to name some. It is very important to stand out that communicative language teaching seeks to promote a comfortable environment, so if the students feel relaxed, the results are going to be better.

3.4.2.1 Second Questionnaire

A questionnaire will be given to the students to know how if the techniques applied to them have been successful such as if there was an improvement on their oral skills. On the other hand, the questionnaire is it applied to determine the level of satisfaction the students had.

3.4.3 Lesson Plan

According to English Club (1997) "A lesson plan is the teacher's guide for running a lesson; it includes the goal (what the students are supposed to learn), how the goal will be reached and a way of measuring how well the goal was reached (homework)". For this study, a well-developed lesson plan should be used to starts executing the drilling strategies with success because students need a well-structured class. On the other hand, it guides the teacher to be focused on what should be done in every area and to know if it was correctly followed or not. In this research, all the drilling techniques were established in every lesson plan

because these sixth graders students need to follow ordered instructions, and class management for the success execution of the different activities.

3.4.4 Activities

The investigator decided to use some precise and specific types of drilling. The first activity is called Substitution Drilling. The topic chosen is “Places in Town” which is going to be developed by using drillings too. This activity is entertaining and a different way to learn new vocabulary while the students enhance their oral skills. For this activity the teacher uses flashcards to introduce “a place in the town” then the professor says one sentence about one specific place and the students will repeat it correctly through choral repetitions.

For example:

T: I usually go to the supermarket on Fridays. (Then teacher shows a flashcard)

Ls: I usually go to the supermarket on Fridays.

T: always

L1: I always go to the supermarket on Fridays.

T: Movie theater (then teacher shows another flashcard)

L2: I always go to the movie theater on Fridays.

T: the park (then teacher shows another flashcard)

L3: I always go the park on Fridays.

T: Autumn (then teacher shows another flashcard)

L4: I always go to the park in autumn.

T: she

L5: She always goes to the park in autumn.

T: Do you?

L6: Do you always go to the park in autumn?

The next drilling activity is called meaningful drilling, in which the students have to think before they answer. This is an example of the meaningful drilling practice the modal should:

Student 1: I've got a stomachache.

Student 2: you should see a doctor.

Student 3: you should exercise regularly.

Student 4: you shouldn't smoke as always.

Here is another example to practice could:

Teacher: I'm so exiting for the movie.

Student 1: You could watch it twice.

Student 2: You could go to the cinema with me.

Student 3: You could hang out with your friends.

Student 4: You could go to the theater.

Student 5: You could listen to your favorite music.

Student 6: You could read a book.

The superior drill is more meaningful because responses are uncertain and it gives students opportunity for some creativity in spite of the controlled aspect of the drill. Hence, the students are going to learn and review vocabulary and structure. For them is better to replace only one word in the whole sentence. Also, the students will recognize the pictures from the flashcards. In this way students will enhance fluency but also they will acquire grammar structures and vocabulary.

3.4.5 Tests

As in all the educational systems, test is being used to evaluate students and teachers. The use of tests was proposed to follow the students' progress development and advance. In this case, the test is used to analyze if the strategies implemented by the researcher can improve students' oral skills.

3.4.5.1 Pre-test

Pre-test assessments are tools for measuring the knowledge and performance of the students. In other words, a pre-test is a helpful diagnostic tool for more effective teaching. For the administration of the pre-test, it was necessary to use an oral and written test to evaluate the students' performance in class.

3.4.5.2 Post-test

In this investigation, the researcher used the post test in order to review of the students' progress. Then, after been practicing several times the drilling techniques, students have to make a role play in front of the civic act because of the English day. Students are going to execute what they have learned through the development of this research. In other words, these post-tests will be a speaking activity and the evaluation will be based on verbal and non-verbal to be able to compare results to determine if there was an improvement that will allow the researcher to measure the students' oral skills level after the use of drillings.

Chapter IV

Data Analysis

“In God we trust, all others must bring data”

William Edwards Deming

A thesis or study must present solid bases and the researcher has to present and discuss the results of their inquiry. According to Monash University (2000) “Data analysis is a method in which data is collected and organized so that one can derive helpful information from it. In other words, the main purpose is to look at what the data is trying to tell us”. A data analysis can be exposed in the form of graphs or through a table. On the on the other hand the researcher must use also solid arguments to guide readers through the data analysis. In this section there are four observations; the first examination was made before the application of the tests, and the other three were made at the end of the posttest. The last observations were made to see the student's evolution in their oral skills through the drilling techniques with flashcards.

4.1 Analysis and Interpretation of the Results

4.1.1 Class observation

According to The Great Schools Partnership (2013) “A classroom observation is an observation of teaching while it is taking place in a classroom, typically conducted by teachers. Classroom observations are often used to provide teachers with constructive

feedback aimed at improving their classroom management and instructional techniques”
(parr.2)

The first aspect of the evaluation was the content of the lesson plan used by the teacher. The teacher does not follow any lesson plan; she does not use any to checked, it in order to follow the chronogram of the class. This was an unusual situation, since the teacher must follow a series of steps to make a class. However, she had notes in a notebook about the subject that she had to teach in class.

The second point of the observation was to know if the teacher used a book as a guide, but she did not use any books. The teacher commented that she took the information and exercises for the students from the internet or in different books but that never used a specific book to work. Therefore, she said that students were not asked to buy a book because for most of them it would be impossible to get due to the lack of money. Instead, the teacher gives them worksheets sometimes to practice in class or in most of the time the students only write information from the board.

The third aspect observed was if the teacher applies interesting and meaningful activities in the class for all the students, including for those who have curricular adecuation. It was observed that the class was not very dynamic, only in some classes. It was observed that the teacher did not use illustrative images of the vocabulary; therefore the students sometimes had no idea of what the word meant even if the meaning of the word was in Spanish. Regarding activities such as games, the teacher did one per week due to the lack of time and for those reason students seem to be a little disappointed about their English class.

The fourth observation was focused in order to know if all the students spoke English during their classes. It was observed that no one of all the students spoke in in the target language, neither between them or if they need to ask something to the teacher. These students only spoke English when the teacher asked them a direct question, but they just gave incomplete sentences or in other cases the answer was in Spanish.

The fifth observation showed the students were using English during the class at all times. The investigator found that the students did not speak English at any time, neither among themselves nor with the teacher. This because they had a very low English level but also they were not accustomed or forced to speak in English in their language classes. Hence, this aspect will be evaluated after applying the drilling techniques with flashcards in order to compare this situation with the intention of proving the benefits for all the students.

As the last part of the observation, the sixth aspect was made to analyze if students liked the material the teacher made to decorate the class on topics that are currently being seen. It is a great tool for the teacher to past cards, flash cards and decorates the class so in that way students are familiar with the topics they see and will learn forward to in class. Indeed, all the students were enthusiastic about the new material the teacher brought once a week and even with the poor decoration.

4.1.2 Students´ Questionnaire

This questionnaire was done in Spanish as an aid for the sixth graders to understand all the questions and avoid confusions and wrong answers. The names were not asked, with the intention to make students feel comfortable and to answer sincerely; however, in the right part of the sheet there were two letters “M” which stands for male and “F” which stands for

female. In this way, if the researcher needs to analyze students' responses by genre later, the information will be available and ready to use. It is very important to say that this questionnaire was made before the application of the drilling techniques, so some students' answers changed after their application. The first question was if students liked English. The first opinion is about whether the participants like the English language and based on this is determined why they like the English language.

The second opinion, shows if the students do not like the English language and based on this, it is said why the students do not like the English language. It is very worrying that most of the students do not like English language in their classes. There were 18 students who said that they did not like English. Among the students' answers about why they did not like it, they said that the English language is too complicated for them but also because they do not have strong bases. Besides, finding interesting and useful is something that does not make sense when learning the English language so it becomes boring for them.

On the other hand, 12 students said that they like English because it is interesting but also useful for their future, they want to get a good job with a good salary, because they want a better future for their families. Although, the majority of the students said that they do not like the English language, there is a possibility that they change their opinion and the interest of learning this language through use the drilling techniques with the flashcards. People can change their interest in learning a new language through new methodologies applied in their classes.

The second question shows the students' desire to learn English. This time, twelve students said do not like English language. Hence, the main goal would be to engage those

students using interesting and useful materials. Also, advantageous dynamics that will make the learning stage more striking with drilling techniques with the flashcard. On the other hand, eighteen students are willing to learn and participate in the English classes to improve their level. This motivation toward the target language is very positive because if they really want to learn, the learning process could be achieved faster.

The third question shows that half the students, 15 of them, consider the class interesting because it is the first time they have an English teacher with more concern for their learning process. The teacher shown them at least one activity per week and that seemed important and influential for them. They noted this because the previous English teacher had a physical impediment that did not allow him to speak well and also the teacher stopped teaching his classes with enthusiasm because the students made fun of him. The other half (15 students) considered the teacher was very monotonous in her teaching methodology and classes were boring because she just spent the lessons writing on the board and everything was the same every day.

The fourth question shows twenty seven students stated that they would prefer a more visual class, where the teacher uses more images to represent the meaning of the words. Students think that the class would be more interactive if there were signs posted on the walls or if the teacher will use games with vocabulary letters. The other three students consider that they like the class a lot the way the new teacher does it. They prefer to just be writing; because that is the way they learn the best English language. In addition, they are accustomed to that way of working the teacher and do not want her to change the methodology.

The fifth question shows that when asking the students about they consider that if like to hear better the pronunciation of the vocabulary learned in class, 24 students said that they agree, they will prefer it because they just hear the pronunciation of a word when they how to pronounce it. If these students do not ask for the pronunciation, the teacher rarely explains the pronunciation pattern. When they had to study, they just took their notebooks and memorized everything, but they only memorize the written part, not the pronunciation. The other six students consider that the teacher most of the time explains orally what she writes on the board.

On the other hand, what they would like the teacher to do is to have them repeat the pronunciation of the words or the sentences because they would remember more what they learn in the classroom. The students know that they practiced occasionally their pronunciation or fluency because their parents knew some or nothing about English, so these parents cannot help their children if they had questions. They had nobody to practice with and that they usually felt embarrassed to practice English with their classmates.

The sixth question stated that twenty students, wanted to speak English during the class but they could not achieve it because these participants were aware that their English level they had was almost nil. However, the students are aware that in the current and future days English is and will be very necessary for the acquisition of a well-paid job. For these students, the desire to speak English is greater than the impediment they have of not having good English bases. All of the students agreed with the idea that if they are more related with speaking more English inside the class but, they will need to learn more grammar and structures be improved. Nevertheless, there are eight students who do not want to learn English, they considered it as a bored subject because the classes are always taught in the

same but also they that there are more important subject such as math, Spanish or science than English.

The seventh question shows that the greater part of the students, twenty one of them, enjoy doing oral presentations because they think they can show what they have learned before and to put into practice what the teacher had taught them. Although, they are aware that they have a very basic level of English. The other nine students stated that they did not like to do oral presentations because for them it was hard to memorize every word because they even did not know the meaning in Spanish. It means that they feel insecure and for that reason they felt fear to forget what they had to say in front of the teacher or their classmates.

Although the students are aware that they have a very poor language level, they are positive before the challenge of making oral presentations in the classroom. This is why even though they feel insecure and do not like to speak English in class, they want to challenge the challenges or demonstrate who the best is.

For question 8, fifteen students wanted to participate in oral activities because the teacher almost did not perform oral activities such as role-play, interviews or even games such as bingo. Then when oral activities are performed students enjoy it because they see the class more fun and interesting. On the other hand, the other half of the class, fifteen students do not like oral activities because they feel the time would pass faster and they will lose their time. The reason is because they think that learn more only writing everything in the notebook. For the reason that the activities that the teacher presents are just games and that means wasting time. Finally, all of the students agreed with the idea that if they are more related with oral presentations, their English level would be improved.

For question 9, the following figure will show the analysis of how can the oral skill be enhance including different activities and the reading skill.

Figure 1

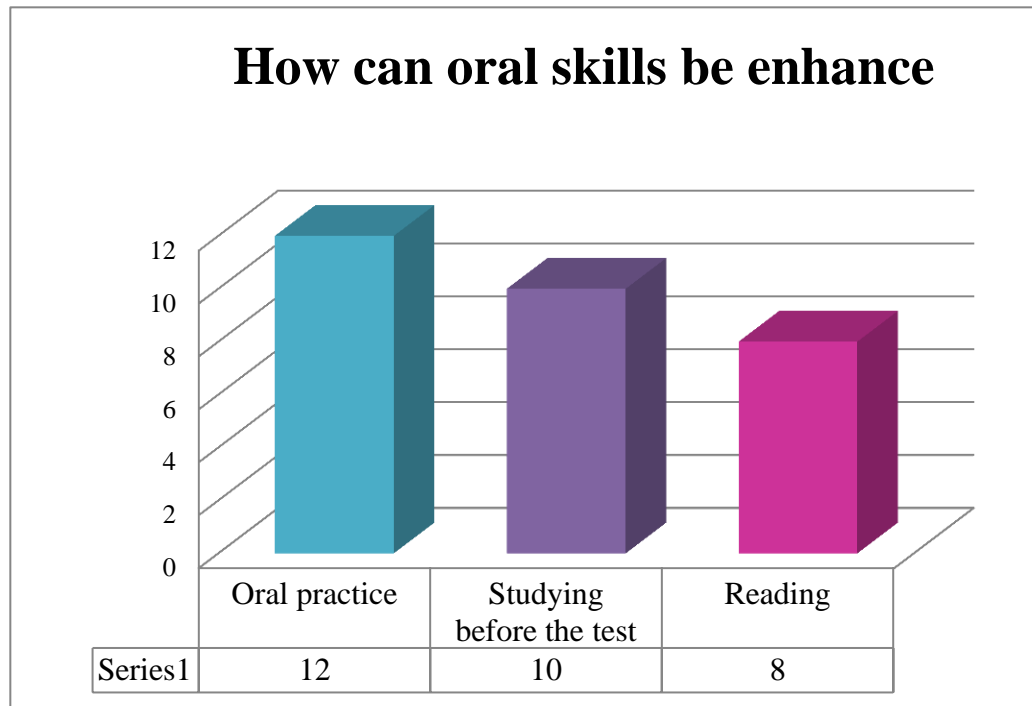


Figure 1 shows how students think they can improve oral skills. Source: Researcher’s creation.

The students had mentioned that they never studied for the English class, they only studied for the tests and not in all the cases because there were times that they did not even study for the exams. Nevertheless 12 students stated that the main way to learn English was through oral practice. The researcher agreed the methodology of drilling with flashcards; this in order that through repeated repetitions students memorize vocabulary but more importantly, the students practice using images that will help them to perform the repetitions. Students were practicing with drilling and flashcards through some classes so they felt that were improving their English by practicing.

Then, ten of the students said that the only way in which they practiced English was by studying hard before the test or just studying every day. They had tests, but if they do not study every day they may forget what they have learned through the classes. Indeed, there were eight students which stated that they can learn vocabulary by reading comprehension. It is important to note that these students who say that the English level improves through reading is because they have the money to buy books, dictionaries or even tablets to read. For all the students of this study, the investigator advised them to find newspaper, books and read them at home on their own and if they have doubts they can ask the teacher in all classes.

For the tenth question, the intention of figure 10 was to know the students’ preferences to improve oral skills. In this way, the researcher could take into account their opinions and make students feel interested with the drilling activities chosen.

Figure 2

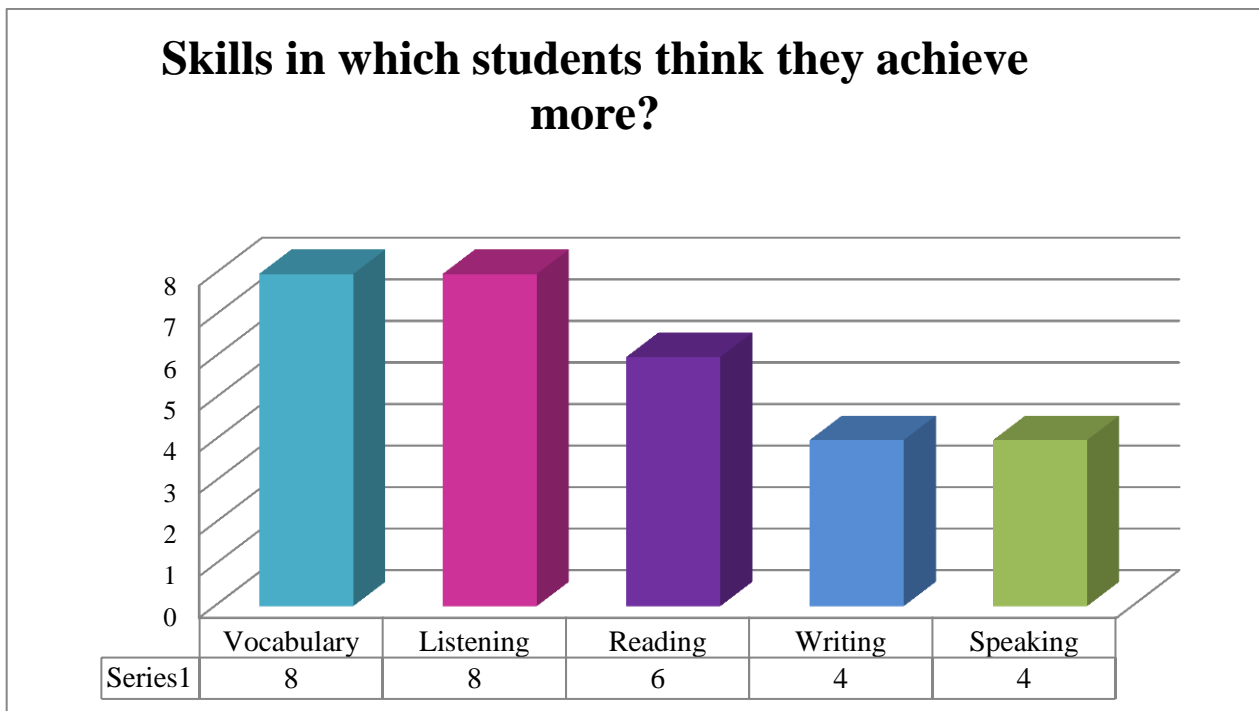


Figure 2 shows in which skills students think the achieve best. Source: Researcher’s creation.

In figure 2, the researcher found five perceptions of the skills in which they feel they are better. The first bar represents the vocabulary, with eight students that think they have a better understanding when interacting with the teacher. These students stated they understand the majority of the words from the teacher, it means they follow instructions and what the teacher explains. Also, when the researcher asks them something or when she tried to talk with them, most of the time they understand what they were told. Then, eight students stated that they feel that listening is the easier skill, because they can understand very well what they are told in English, even though they do not understand the meaning of many words. It is a bit contradictory because if you do not understand many words the message is not well understood but also they understood movies and songs too. However, these students are absolutely sure that it is the skill that helps them achieve better results in the English language area.

Besides, six students explained that they felt identified with the reading skill, and they said that they loved reading magazines, newspapers or books, so if they could, they asked the teacher to read more during classed in order to learn English. Also, four of the students claimed that they felt good at writing, due to their ability to on the board; these students said that they feel always afraid and they would rather write than speak. Finally, the last four students refer to on part of the participants in which is students who consider that they have a greater handling of the speaking skill. This even though they were not taught much strategy to present speeches, or any other oral activity in their English class. In addition, they feel that what they should handle better is the oral skill before the other skills.

4.1.3 Pre-Test

The pre-test, refers to the phase of a new test that has not yet been completed. This pre-test pretends to evaluate students' knowledge before the application of the drilling techniques, so when had no previous experience neither with the topic chosen nor with the flashcards and drilling techniques. The pre-test was basically a performance of choral repetition, in which the teacher used a short dialogue between two persons. At the beginning the teacher started to say and repeat line by line. Then, she said line by line and students had to listen carefully until they memorize it and repeat it. On the other hand, every time the teacher said a line, she shows a flashcard, so for every line will be a different flashcard according to the meaning of the vocabulary. Also, all the participants had to repeat the conversation three times to achieve the goal. Then, when all the students had memorized the conversation, in groups of five they had to present it in front of the class in order to practice what they learned through the choral repetition. To evaluate students' development, the researcher had made an evaluation table (appendix) that was completed to check the pre-test.

The following table shows the results obtained by the students on the pre-test applied to sixth graders in order to determine their oral skills level but also the vocabulary. The previous information demonstrates problems with the speaking skill while learning the English language.

Table 1

Students	Points	Grade	Students	Points	Grade
Student # 1	33	66	Student # 16	36	72
Student # 2	28	56	Student # 17	37	74
Student # 3	30	60	Student # 18	30	60
Student # 4	28	56	Student # 19	22	44
Student # 5	25	50	Student # 20	35	70
Student # 6	14	28	Student # 21	18	36
Student # 7	22	44	Student # 22	39	78
Student # 8	26	52	Student # 23	42	84
Student # 9	20	40	Student # 24	40	80
Student # 10	16	32	Student # 25	20	40
Student # 11	17	34	Student # 26	25	50
Student # 12	30	60	Student # 27	30	60
Student # 13	34	68	Student # 28	35	70
Student # 14	32	64	Student # 29	12	24
Student # 15	15	30	Student # 30	20	40

Table 1 illustrates the results gathered by the researcher on the pre-test applied for sixth grade. Source: Researcher's creation.

With the results shown on the table above, sixth graders demonstrate to have several problems with the speaking ability in different aspect such as subject knowledge, eye contact, pronunciation and fluency. For instance, these grades were the lowest. The student #6 with a grade of 28, Student #15 with 30, Student #19 with 44, Student #29 with 24, and Student #30 with 40. The majority of these students presented a deficient on their English level researcher.

Although, the previous table showed intermediate grades with a range from 68 to 80. The succeeding figure will also demonstrate and show about the results obtained in the pre- test activity. These results were analyzed by the researcher to have an idea of what the teacher should focus every student individually.

Figure 3

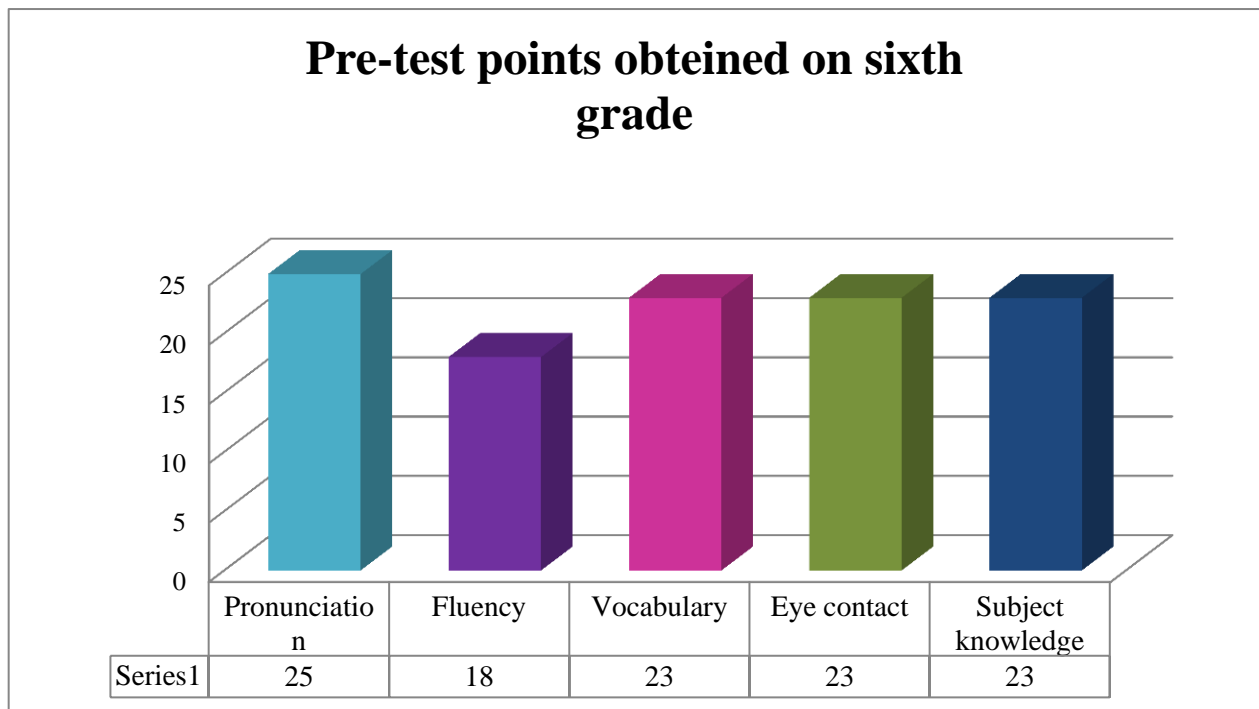


Figure 3 shows the Pre-Test points obtained on Sixth Grade. Source: Researcher’s creation.

The previous rubric was divided into five stages which are: subject knowledge, eye contact, pronunciation, fluency and vocabulary. This pre-test has showed that the students from sixth grade present different difficulties in five different areas. The first bar showed that from 30 students, 25 of them had several difficulties in their pronunciation because they pronounce every work as it was written, they even could not pronounce correctly the most basic words. Second, from the 30 students, 18 students” present problems in their fluency even when they said small sentences because of different factors such as lack of oral practice

and lack of confidence. Third, from the whole group, 23 students demonstrate serious problems, showing a deficient vocabulary, they were always using the same vocabulary even inadvertently. Fourth, 23 students demonstrate that they had several problems by showing their eye-contact, those students stated they were afraid of being talking in front of people because they never did oral presentations or they almost never talk to each other in English. As a matter of fact, these students demonstrate a serious level of unconfidence that is clearly visible when a person does not feel secure when is doing a task. Finally, from the entire group 23 students had trouble with the management of the subject knowledge because when they did an oral presentation as a pre-test, they were reading from their notebook when they wanted to say every single word, but the other 8 students were presenting their speech without any support. This pre-test was done in order to define the greatest weaknesses with respect of the English level of each student.

4.1.1 During the Role Play

These sixth grade students had never performed group oral presentations as a role play. The researcher showed them by an example how a play should be done, after the example given, the students showed that they gradually lost the fear and decided that they wanted to participate besides that they knew that the participation was important for their effort to increase their English level and the motivation added by the researcher.

Even though there were some difficulties performing the role play, the students who participated tried very hard to accomplish the objective. Also, the meaning and content of the activity were checked, students' dialogues were comprehensible and the pronunciation needed improvement, but it was easy to understand. On the other hand, they were able to use

flashcards to show the meaning of difficult or unknown words, so the students who were watching them, were aware of the meaning of those words through the images. These students were more interested watching the role-play and the other students who were presenting their role-play, showed more enthusiasm doing the activity.

Finally, after practicing the dialogues several times, the student's response and the participation were excellent despite the issues those students had when performing the role play. The researcher evaluated the Role-play and creates a table which includes the grades obtained for sixth grade. This section of the study will allow the reader to observe the student's improvement from the initial state.

Table 2

Students	Points	Grade	Students	Points	Grade	Students	Points	Grade
Student # 1	45	90	Student # 11	48	96	Student # 21	32	64
Student # 2	40	73	Student # 12	48	96	Student # 22	47	94
Student # 3	43	78	Student # 13	44	88	Student # 23	50	100
Student # 4	48	96	Student # 14	43	86	Student # 24	42	84
Student # 5	47	94	Student # 15	45	90	Student # 25	30	60
Student # 6	31	62	Student # 16	46	92	Student # 26	48	96
Student # 7	46	84	Student # 17	48	96	Student # 27	49	98
Student # 8	49	98	Student # 18	40	80	Student # 28	42	84
Student # 9	41	82	Student # 19	35	70	Student # 29	44	88
Student # 10	40	73	Student # 20	48	96	Student # 30	46	92

The first speaking evaluation made was a role-play, in which the majority of the students improved their grade considerably. The majority of the students got grades above 70%, for example: Student #1 with 90, Student #2 with 96, Student #5 with 94 and Student #8 98 but also the student # 23 got a 100 which demonstrate that even if a student had a basic or almost null English level, with work and effort from the teacher and the student, it can make great changes on their improvements. Additionally, some students obtained very good and mid grades such as Student #3 78, Student #7 with 84, Student #28 with 88 and student #29 with 82 who managed to improve their English language with better grades than those obtained in the pre-test.

On the other hand, some other students did not have improvement at lot and got low grades. For example, Student #6 with 62, Student #21 with 64, and Student #25 with 60. This due to the lack of interest from these students but also because they rarely came to the English classes and were lost while performing the role-play. In other words, these results showed that there was a positive impact over sixth grade students on Barrio del Carmen School. The figure below shows the results obtained on the Role-play activity in more detail, demonstrating the improvement in the oral skills of sixth graders.

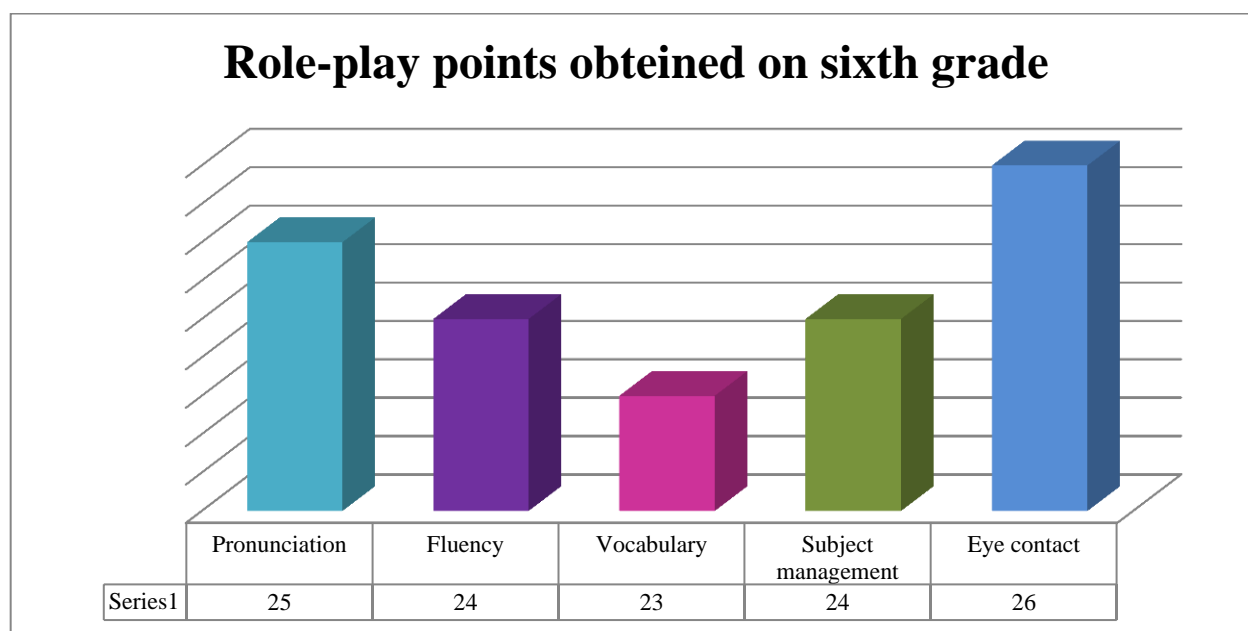
Figure 4

Figure 4 shows the points obtained in the Role-play. Source: Researcher's creation.

The previous graphic demonstrates that the Role-play helped sixth graders to increase their oral skills such as pronunciation with an average of 25 students, fluency with 24 but also in vocabulary management with an average of 23 students. On the other hand, this activity also showed an increase in the number of points obtained in Subject management with 24 students and Eye contact with an average of 26 students.

4.1.2 Drilling repetitions observation

These students had never performed any activities with the teacher using drilling techniques and had not had any activities with flashcards. For that reason, when the students made drilling repetitions, they were confused because many of these students could not keep the pace. Many of these students lose the rhythm and some performed the repetitions before others, which means that they did not manage to perform at the same time.

In the beginning, the researcher had to repeat the dialogue line by line; then students were supposed to repeat since the researcher had to listen to their pronunciation. Some of the students had difficulties pronouncing correctly, so the researcher repeated and repeated each line until students could imitate the sounds properly. During the drilling technique, the researcher had to check students' participation, and it was observed that some of the students who did not participate, so the researcher asked them individually to repeat the sentences in front of the class. It was also observed that some of the students just said the last words of the sentences, which demonstrated that some of them had trouble memorizing but also because they did not have desire to perform repetitions. For that reason, the researcher said each sentence word by word to help those students understand the dialogue.

4.1.1 Post-test

The activities based on drilling techniques and role-play left a great change in the level of participation and interest in the language in the students. However, a post-test must be carried out to determine the change and evolution of the students with respect to their oral skills (appendix). After four weeks, the investigator made a second evaluation using the same evaluation table that was used in the pre-test in order to check the students' progress in their oral skills and vocabulary. Those improvements on their oral skills will be explained below while making a comparison with the pre-test as a way to make contrast of the results.

Table 3

Students	Points	Grade	Students	Points	Grade	Students	Points	Grade
Student # 1	46	92	Student # 11	47	94	Students #21	31	62
Student # 2	41	82	Student # 12	47	94	Student # 22	48	96
Student # 3	42	84	Student # 13	44	88	Student # 23	50	100
Student # 4	47	94	Student # 14	42	84	Student # 24	43	96
Student # 5	46	92	Student # 15	44	88	Student # 25	45	90
Student # 6	30	60	Student # 16	45	90	Student # 26	47	94
Student # 7	47	94	Student # 17	47	94	Student # 27	48	96
Student # 8	48	96	Student # 18	41	82	Student # 28	43	86
Student # 9	42	84	Student # 19	34	68	Student # 29	45	90
Student # 10	40	73	Student # 20	48	96	Student # 30	44	88

Based on the previous table, the students obtained a considerable improvement in the oral skills and vocabulary. After the drilling practices and the role-play, the researcher applied a post-test in order to measure their final progress through four weeks. On sixth grade, the majority of the students obtained a good grade when compared to the pre-test applied (appendix); for example, Student #1 with 92, Student #5 with 92, Student #22 with 93 and student #25 with 90. Some other students obtained the lower grades but they still achieved and demonstrated their improvement in their oral skills. For instance, some students such as Student #2 with 82, Student #3 with 84 and Student #18 with 82. On the other hand, only three students got a grade below 70 and were unable to improve their oral skills but also they vocabulary level.

Figure 5

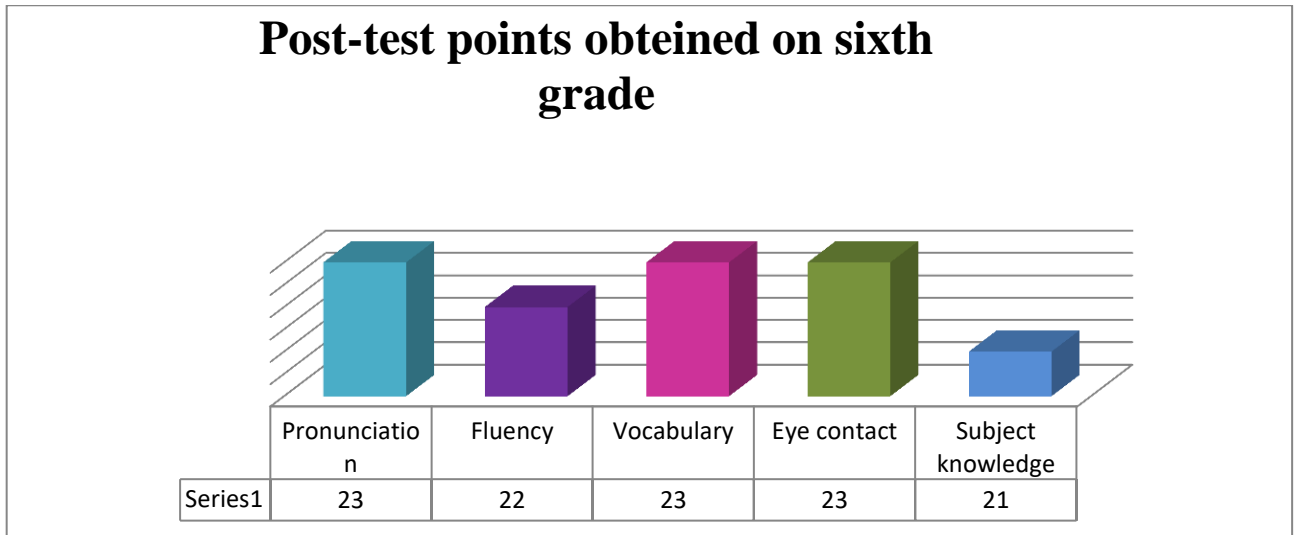


Figure 5 shows the points obtained in the Post-test. Source: Researcher’s creation.

It can be observed that all the sixth grade students did not accomplish and improve all the oral skills factors and vocabulary with the drills repetition and flash cards at the same time. There were some factors that were improved more than others, even though that will help the students in future speeches regarding to fluency, pronunciation, vocabulary, eye contact and subject knowledge. The previous figure was created based on an average among the whole group. For instance, the pronunciation with an average of 23 students, fluency with 22 but also in vocabulary management with an average of 23 students. On the other hand, the number of points obtained in Subject management with 21 students and Eye contact with an average of 23 students. The data obtained are based on the number of students who improved in each of the factors previously established in the post-test rubric.

4.1.2 After the drilling technique

After having practiced the drilling techniques and role plays several times, the efficiency of this investigation is noticeable. It is important to add that the brain works like a muscle, and if it is constantly stimulated, it will improve its function. During the drilling repetitions, as students were constantly exposed to these activities, for the majority of the students, it was an easy task to memorize the dialogues, compared with the previous observation when the students did not have any relationship with this technique. The participants in this study had extremely low levels of English knowledge; therefore the concern about the pronunciation for them and for the teacher who has always given them classes was almost null. However, these students have managed to obtain an improvement in the basic level that they have, since they used to say the words as they were written and as a result, they can now say the words, phrases or sentences with the correct pronunciation. On the other hand, they felt proud of themselves because now they can pronounce in the correct way but also they feel motivated to learn how to pronounce new words.

On the previous graphic it was observed that the students' pronunciation had been increasing through the application of this study. The main reason of this change has been the constant practice that the students have had; this constant exposure had let them acquire the English language instead of just learn it. Through the drilling technique and the use of flashcards the students managed to improve the pronunciation considerably, since all of them accepted this new methodology very excited to be since it was different for them. It should be clear that these students had an almost non-existent level of English. Besides, the interest for the English language increased, thus reaching a 88% as a positive response to the improvement of the pronunciation.

Chapter V

Conclusions and Recommendations

“In the absence of information we jump to the worst conclusions”

Myra Kassim

Drawing the conclusion is the most wanted part of a research but also the most important part of it. According to Explorable (2016) “Writing a conclusion is the final part of the research paper, drawing everything together and tying it into your initial research.” (parr.1)

Rances Mayla (2010) stated that “Conclusions should appropriate answer the specific questions raised at the beginning of the investigation in the order they are giving under the statement of the problem”

This chapter will describe all the final information about how all the results of the study carried out. But also the successful results that was obtained for the expected goals in the specific objectives and in the general objective. On the other hand, the researcher will provide recommendations for teachers that are interested on improving the speaking skills and vocabulary for elementary and for high school students.

5.1 Purpose of the Conclusion

As mentioned previously in Chapter I, the population for this study is students who have a low English level, specifically with respect to vocabulary but also oral skills. This prevents people from feeling comfortable when speaking in English. This generated a great problem since they are students who will start High School next year. Thus, they needed to improve

their English level, besides being more motivated towards learning the target language so the researcher will demonstrate the successful results to overcome this problematic to create a better learning process.

5.2 Conclusions

5.2.1 General Objective

To analyze the effect of using flash cards based on the Communicative Drilling Method as a tool to acquire vocabulary and improve the oral skills in the sixth graders from Barrio del Carmen School during the III quarter of 2016.

The sixth graders of this School needed a change in the methodology of teaching that the English teacher used in class to acquire more vocabulary and improve oral skills. The researcher started the first class teaching it as did the English teacher of these studies in order to observe the reaction and the development from beginning to end. To better understand the application of the use of the flashcards with drilling techniques to acquire vocabulary and improve oral skills. In the second class the researcher taught she started to introduce flashcards for the first time to know the student's reaction without combining it with the drilling techniques.

Then, investigator began to use the first drilling technique without the flashcards, this in order to know how students will react to the different drilling activities. With regard to the use of flashcards students were very enthusiastic because they could observe images about the new words that they learned and that helped them considerably to understand better the meanings of the new vocabulary.

On the other hand, when the teacher performed the drilling activities, she found that some students were confused and afraid to speak English out loud, but the more they practiced the more they became familiar with the activity. Once the students were more familiar with the two activities, the teacher decided to combine and use of the flashcards with the drilling activities, using choral drilling with flashcards where the students made several repetitions of a conversation.

With this activity it was found that the students were memorizing the new vocabulary but also improving their pronunciation and fluency. On the other hand, the participants stated that they found a new interesting way to learn because they were repeating and memorizing words, phrases, and sentences instead of just writing as they usually do it instead of this, they were talking and listening to their own pronunciation but they were also listening to their classmates' pronunciation. These students were more excited to learn English in school, but also the teacher noticed that the methodology applied by the researcher was very influential in students and would continue to use it throughout her career

5.2.2 Specific Objective 1

To identify the student's vocabulary and oral skills level in order to comprehend the problems that students are facing on these areas in sixth graders at Barrio del Carmen School during the third trimester of 2016.

This objective, is the one that helped the investigator make the evaluation of the methods used before using different activities such as different drilling techniques, and the role play. In order to carry out the result of this objective previously proposed, it was necessary to analyze deeply the first observation and the questionnaire. Those elements were

fundamental to complete this investigation project. The main purpose is to identify the students' oral skill level with the aim to adapt the activities at their respective level, and comprehend which areas besides oral skills could be improved. The researcher made a previous observation in which was determined that the students had a lack of vocabulary since they were in first grade, due to the different factors such as the poor support from their parents and this because of the parents do not know anything about the English language but also because they feel this language will be not important for the future of their children. Vocabulary is fundamental in the learning process because with a poor vocabulary it is difficult to initiate a conversation or even to construct phrases or sentences. These students do not know how to express well in written or oral form because most of them do not know vocabulary on school items, food, or other simple vocabulary. It was also determined that these students had no interest in learning new words and many teachers are interested in their learning process.

These participants stated they are aware of their lack of vocabulary, but this occurs because they feel the English language is a boring subject and all their classes are boring because their teacher never used images, flashcards, games or any other way to show the meaning of the word. On the other hand, these participants comprehend the problems that they are facing in terms of speaking skills. They said that their oral skills are null or if they have it they do not feel comfortable

5.2.3 Specific Objective 2

To apply repetition drills based on interesting topics by using flash cards with the purpose of improving the students' vocabulary and oral skills.

The first specific objective was to find out more about what can cause the problem the students face when they need to learn vocabulary and its pronunciation. The researcher made a study on how students may feel motivated to learn a second language, English for this particular case. It had been determined that a public school has a basic and simple agenda, but students in Barrio del Carmen School considered it boring and complicated. The researcher decided to change the simple way in which the language has always been taught, in more interesting class for these students by doing a change in the teacher's program. It was done with the intention of understanding how the humans' brain works through the motivation and didactic improvement, since humans usually get bored or lose interest on what is monotonous.. In that way, help the students with their second language learning process.

As it was mentioned in chapter IV, this activity was performed with success by a 90% of the students. These students mentioned they always memorize words through writing from the board and that made them feel sometimes anxious and nervous because of their lack of knowledge. Besides, students stated that they were lost during a speech because they usually forget or do not completely understand the topics just because they only memorized de words from the board. Then, the students mentioned that after they had played with flashcards to memorize words and had performed drilling repetitions with images they feel more confident but also, they feel that the English Language could be easy to learn.

For this reason, the researcher decided to apply three role-plays to the students but only one was evaluated with a rubric. The last role-play was performed by all the thirty students, which were divided into groups of five. With the application of this last role-play was determined that the answer was positive in a ninety percent. As a positive effect, the students increase their oral skills level and their vocabulary from almost a null English level to beginner-intermediate level. As a matter of fact, students were able to speak what they learned for the role-play with fluency because they had the capacity to perform a conversation without any impediment. These participants felt comfortable because they thought that they were improving their conversations through the previous two role-play, so they understood that with all the past role-play applied they have a better performing but also now they feel more secure about themselves. It is clear that they do not have a perfect or advance development but know they have achieved an intermediate in their oral skill. Another reason that supports this result is the fact that, in the pre-test the majority of these thirty students pronounced the word as those words were written. Now, after performing the role-play and the drilling techniques they learned so many words" pronunciations that these students unconsciously started to pronounce the words in the correct way.

On the other hand, students applied almost all the words learned in the previous role-plays and the vocabulary from the flashcards too. Which demonstrated that the achieved the goal, they could learn more vocabulary and now they did not have such a null vocabulary level. Also, it was determined that they almost a null English level because they were not driven to lose the fear to talk in front of people these participants were not conscious that words should be saying correctly not in the way in which they were written. On the other hand, it is important to clarify and to take into account other aspects such as the research

could conclude that the students have never performed a role-play because previous teachers were not able to bring didactic and colorful materials such as flashcards or games.

5.2.4 Specific Objective 3

To evaluate the results and effectiveness of flashcards to enhance the vocabulary and speaking skill in sixth graders at Barrio del Carmen School during the third trimester of 2016. Through the years, the use of flashcards has become a controversial idea. So, are flashcards an efficient learning tool to enhance vocabulary and oral skills? It is clear that nowadays it is easier to use technology and that teachers use programs as a power point to be able to explain material to students including words, sentences or figures. Nevertheless, not all the educational institutions have the possibility to provide a device such as a video beam. However, when a teacher is faced with a school which does not have any technological equipment should use the creativity and use accessible materials and media. Barrio del Carmen School does not have any economic resource to afford technological devices. As a matter of fact, the research used flashcards in combination with drilling techniques and the results were effective not only for the students but also for the teachers. The study demonstrate that students were more open and interested to learn more about the target but also these students improved their vocabulary and the speaking skill.

The teacher demonstrate that even without any resource a teacher can use recycled materials or cheap materials to create flash cards and apply drilling activities at the same time. Any teacher that reads this study should realize that it could be not possible to find the fact that working in a public educational institution in social risk is an impediment to make a class not interesting that catches the student's attention. Although, the drilling repetitions had

not been used for many teachers, drilling activities must be used for teachers in order to learn by exercising the memory but also to reinforce the student's memory.

Furthermore, students said that materials that captured more interest from them or with different dynamics, they would be more willing to learn. Flashcards have shown these participants that learning vocabulary and forming sentences can be very different from just learning through writing. The different drilling activities with flashcards were used in different ways, in order to work different types of intelligences and all assimilated and accepted very well each activity.

The effectiveness of education is not only that a student always learns in the same way. It is based on making changes, so the use of flashcards with drilling techniques can be used in very different ways, because this study demonstrates the effectiveness not only in the oral skill and vocabulary but also demonstrates that motivation towards learning has increased.

On the other hand, when they were performing the repetitions with the flashcards, all of them were exercising the five intelligences such as: the verbal, visual, interpersonal, intrapersonal and even the kinesthetic intelligence. By using this methodology vocabulary and pronunciation stand a good chance of being remembered.

5.3 Recommendations

In every thesis the researcher should present suggestions that future investigators should take as a result of their study. In this study was able to apply successfully all the techniques while observing students' response and behavior before, during, and after the application of the activities. The investigator will share suggestions and ideas that will help

those English teachers who want to apply this methodology to improve the student's English skills.

The first recommendation corresponds to how a teacher should understand the environment in which is working, it means that There are institutions surrounded by an environment of a difficult social condition, where students live with families with many economic, social and emotional problems that will make the teacher's work more complex. Therefore, the professor must adapt their work to students with this type of problem which will affect their learning process.

Second, the professor should understand and respect that all the students have their own way of learning a second language. This means that the teacher should keep the balance in class but also, the teacher must adjust the class to the basic needs of all the students, especially those students who need to curricular adaptation.

Third, all the students learn in different ways because all people have different intelligences, so activities must be varied in order to achieve the goal in every single student. The professor will find situations in which the activities that were used to teach or practice in class did not seem to be adequate for all of them; so the teacher must adapt them the class for the student's improved. The first time the researcher made drilling repetitions inside the class, a percentage of the students get bored or did not understand the activities. Then, the teacher understood that there were four different intelligences by doing a questionnaire, so the researcher had to add role play to make a balance in their participation in the oral presentations and in the drilling repetitions. Thus, the researcher should adapt the repetition drills and the role play to the four different intelligences. As a matter of fact, the students

could put into practice what they have learned with the drilling techniques, while all of them enjoyed and were paying attention to the class.

Fourth, a teacher can get the student's attention to learn more about the target not only by teaching them in their classes but also by decorating the class with didactic material related with the topics. The teacher must use different methodologies in order to get the student's attention because being dynamic and promoting an interesting and relaxed environment will help the students to avoid feeling intimidated. The investigator stated that her own experience allows her to state that if the students feel comfortable with the class environment and with the teacher; their attitude towards their learning process inside and outside the class will be superior.

Fifth, students should feel that their effort worth it; for example, when students could do something new, like a good pronunciation of a difficult word, or know the answer for something, teacher should congratulate the student. Also, during the error correction, it should be done very respectfully by teaching the student what he did wrong and demonstrating the correct way to do it. Even though there are times in which error correction must not be emphasized; for example, if a student is trying so hard to say or do something and he is focused on it, the student needs the space to express himself even if there are some mistakes, he should not be interrupted because he can forget his ideas and the objective can be lost. In this case, it would be better to make a general observation and explain the student what can be improved.

Another important aspect on this point is that the teacher should be energized during the class, and tries to plan activities in which almost all of the students can participate. In this

way, teacher can awake students' creativity and motivate them for the learning of the language.

Sixth, teachers should use flashcards with pictures that look as the real object, animal or place, for the older students. Teacher need to catch the student's attention in all the possible ways because that will make the students feel that the topic is interesting and meaningful. For this reason, the professor should be always innovate and find activities that have a meaning for them. For instance, if the scholars are learning a new topic such as typical food, the teacher can use flashcards to illustrate all the ingredients with realia pictures and to describe when people used to consume the typical dishes in the different important events through the year.

There are several functions and benefits of applying the different drilling techniques. A teacher can find several uses of the drilling repetitions that can be performed in the class. On the other hand, students used to get bored and annoyed easily with the same way of learning in every class, for that reason the professor must apply different adjustments in the application. The students are constantly observing the teacher, and they will be focused on a task if the teacher is innovated and if all the classes are not always the same. This study will provide important information about improving the vocabulary and speaking skills in students of the English language. In a research the most important aspect is to have clear the main objective and the specific objectives and get the goal of the study, then the following goal is to prove with true and valid information that the research that can prove the solution of the objectives and the research question.

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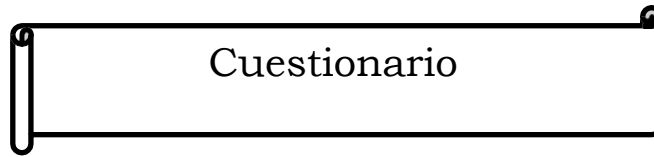
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Appendixes

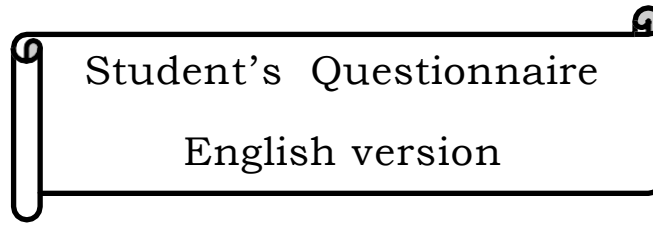
1- Questionnaire for the students(Spanish version)



Preguntas	Si	No	Habilidades			
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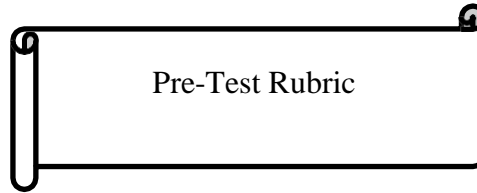
Le gusta el idioma inglés?						
Quiere usted aprender el idioma inglés?						
Considera su clase de inglés interesante?						
Le gustaría que su clase ?						
Considera usted que le gustaría aprender más sobre pronunciación en la clase?						
Le gusta hablar en inglés en sus clases?						
Le gusta hacer presentaciones orales?						
Le gustan las actividades orales en la clase?						
Tiene miedo a realizar presentaciones orales?						
Habilidades en las que considera usted que maneja más?			Lectura	Escritura	Escucha	Habla

2- Questionnaire for the students (English version)



Questions	Yes	No	Skills			
Do you like English?						
Do you want to learn English?						
Do you consider your English class interesting?						
Do you want your class to be more visual than just writing on the blackboard?						
Do you consider that you would like to hear better the pronunciation of the vocabulary learned in class?						
Do you like to speak in English in the class?						
Do you like to make oral presentations?						
Do you like oral activities in class?						
Do you have fear in oral presentations?						
Skills in which students think they achieve best			Reading	Writing	Listening	Speaking

3-Pre-test rubric to evaluate students' skills before the application of the drilling techniques.



Name: _____ Date: _____

Group: _____

A. Fluency	Suitable speed, pauses and discourse strategies how positively the students contribute to the conversation.	0 1 2 3 4 5
B. Pronunciation	Effort made to use correct intonation, stress and individual sounds.	0 1 2 3 4 5
C. Vocabulary	If the student uses a wide variety of words and phrases, or uses the vocabulary appropriate in the context and vocabulary learned in class.	0 1 2 3 4 5
D. Eye-contact	Maintained strong eye contact. Avoided distracting mannerisms.	0 1 2 3 4 5
E. Subject management	Topic management, organization and coherence.	0 1 2 3 4 5

4- Activities used in class

Substitution drill

T: I usually go to the supermarket on Friday.

Ls: I usually go to the supermarket on Friday.

T: always

L1: I always go to the supermarket on Friday.

T: Movie theater

L2: I always go to the movie theater on Friday.

T: the park

L3: I always go the park on Friday.

T: Autumn

L4: I always go to the park in autumn.

T: she

L5: She always goes to the park in autumn.

T: Do you?

L6: Do you always go to the park in autumn?

T: Do you?

L7: Do you always go to the swimming pool?

T: Does he goes to the college?

T8: My mom usually goes to the mall?

L8s: My mom usually goes to the mall

T: never

L9s: My mom never goes to the mall

T: My sister loves to go to the spa

Ls10: My sister loves to go to the spa

T: Every day

Ls11: My sister loves to go to the spa every day

T: Pub

Ls12: Does Rick go to the pub?

T: never

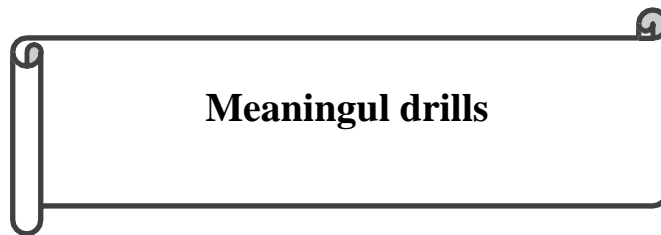
Ls13: Rick never goes to the pub

T: Do you go to the church?

Ls14: Do you go to the church

T: Almost always

Ls15: I almost always go to the church



Meaningful drills

“Should”

Student 1: I’ve got a stomachache.

Student 2: you should see a doctor.

Student 3: you should exercise regularly.

Student 4: you shouldn’t smoke as always.

Student 5: you should relax and drink water every day

“Could”

Teacher: I’m so exiting for the movie.

Student 1: You could watch it twice.

Student 2: You could go to the cinema with me.

Student 3: You could hang out with your friends.

Student 4: You could go to the theater.

Student 5: You could listen to your favorite music.

Student 6: You could read a book.

Role-play

Practice

Six graders have to repeat the dialogue until memorize, then, students have to perform a role play in couples.

Alexa: Hey! Good to see you. How are you been?

Charlie: Everything is great. I am an actor now. I will be in the King's Arthur movie

Alexa: Wow! Are going to work in a real castle?

Arthur: Yeah! Now I am going to take an airplane, I should go to England

Alexa: Will you use a sword and a big coat as if you were a real king?

Arthur: Actually I will use a crown too.

Alexa: I am very impressed; you will be a real famous actor.

Arthur: Maybe you should be my makeup artist

make up	crown	airplane	sword
coat	movie	coat	castle