

The Impact of Teaching Vocabulary Through Flash Cards vs. Repetition on Iranian EFL Down Syndrome Learners' Word Retention

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Abstract The present study is an attempt to study the impact of teaching vocabulary through flash cards (FCs) vs. repetition on Iranian EFL Down Syndrome (DS) learners' word retention. To this end, 10 DS learners out of 26 at Khazaeli School, Rasht, Guilan were selected based on convenient sampling. The participants were 10-15 years old and were randomly assigned to experimental (N = 5) and control (N = 5) groups. A vocabulary test as pretest was administered to all participants, then the experimental group received a five-week vocabulary training program via flash cards technique (10 sessions, each for 1 hour), and the other five learners as control group received repetition technique. The data were analyzed using SPSS software, and the results obtained through descriptive statistics, a paired samples t-test, an independent samples t-test and T values (t-critical and t-observed) represented a significant difference between two groups' performances which highlighted the significant effect of applying flash cards technique on experimental group's word retention compared to using repetition treatment for control group. So, the null hypothesis of this research was rejected. In addition, this study found that it is helpful to utilize FCs technique as a valuable tool not only for enhancing DS learners' vocabulary learning to word retention but also for activating DS learners' cognitive process to comprehend and internalize learning materials in their minds.

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