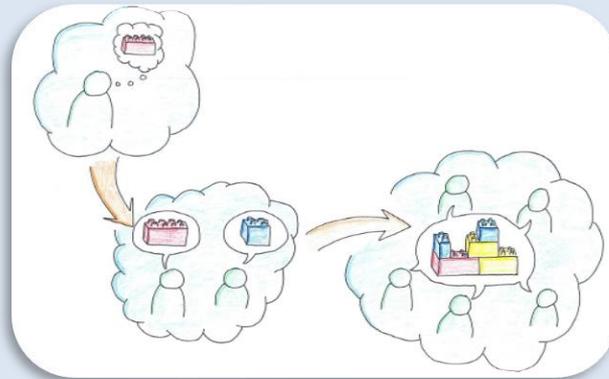


# Using flashcards in the language classroom

# Why?

# When?



# Why use Flashcards?

Variety

Visually attractive

Develop teamwork,  
concentration and  
the five language  
skills

Versatile-  
transferable across  
all topics

Kinaesthetic, visual,  
auditory learners,  
TPR

Promote active  
learning

# Active learning

- involves the engagement of the learner in the learning process
- engages the learner at different levels – physical, cognitive, emotional
- places the learner at the centre of the process
- can be carried out by individuals or in group situations
- requires the teacher to act as guide

# When?



TO  
INTRODUCE  
VOCABULARY



TO  
REINFORCE  
AND AID  
MEMORY



TO SCAFFOLD  
COMMUNICATION



TO ASSESS

# Where to source flashcards



Commercially produced



Homemade/student made (supermarkets, catalogues, drawings etc)



Internet ([Quizlet](#), Pinterest, [Canva](#))



Publisher, Microsoft Word, digital camera.

# Time to play

# Memory Tester

- Place a selection of flash cards on the floor in a circle.
- Students have one minute to memorise the cards.
- In groups, they have two minutes to write as many of the names as they can remember

## Invisible Flash cards

- Stick nine flash cards on the board and draw a grid around them.
- Use a pen or a pointer to drill the nine words. Always point to the flash card you are drilling.
- Gradually remove the flash cards but continue to drill and point to the grid where the flash card was, nod your head to encourage children to say the word of the removed flash card.
- Students should remember and continue as if the flash cards were still there. This activity highlights the impact of visual aids. It really proves that the images 'stick' in students' minds.

## Race to the card

- Stick flash cards around the class.
- Say one of them and students point or race to it.
- Students can then give the instructions to classmates.
- You can extend this by saying 'hop to the cat' or even 'if you have blonde hair, swim to the fish' etc.
- You can also incorporate flash cards into a game of Simon Says. 'Simon says, jump to the T-shirt' etc.

## Guess what I have

- Chose a card per student. Show the cards to all the students and sign them together. Then give each student a card. Students have to ask each other: “ what do you have”? if they answer correctly they get to keep the card. If not they give it to the person who asked

# Stand in order

- Give each student a flashcard and tell the class that they must line up in a particular order. It could be alphabetical, from smaller to biggest, from lighter to heavier.
- You can also give each student a flashcard and then reading off the order that you'd the students to get into. You can decide how quickly or slowly you read the order, making it easier for beginners and harder for older students/higher levels

# What is missing?

- Stick flashcards on the board
- Ask students to close their eyes and remove a flashcard.
- Ask them to open their eyes and ask: What is missing? You can do this in teams or individually
- To make it harder you can remove 2 or more flashcards at a time

## Listen and show

- Prepare a set of flashcards representing nouns, verbs, etc in a text. As you students listen to the text they show the flashcards when they hear the word. You can also ask them to put them in the right order as they listen to the text.

## Look and write

- Give students a set of flashcards from a story and asked them to write the story.





# Instructions

- Preheat the oven to 180C (350F). Grease a 9"X5" loaf tin with butter and dust with flour.
- Pour oil in a bowl. Add caster sugar and mix well.
- Add the eggs to the oil and sugar mixture and beat.
- In a large bowl, place the all purpose flour, add baking powder and the spices (cinnamon and nutmeg). Mix well with a spatula.
- Add grated carrot, sultanas, and walnuts to this dry mixture and mix well.
- Fold in the wet mixture into the dry and mix until incorporated.
- Transfer the batter into the prepared tin and spread evenly.
- Bake in a preheated oven for 65-75 minutes. Cover the top with foil if the cake starts to brown too quickly for the last 10 minutes.
- The cake is ready when a toothpick inserted comes out clean.
- Leave it to cool in the tin for 10 minutes and then turn out onto a wire rack and cool completely.
- For the frosting, put the butter and cream cheese in a bowl and mix with a whisk.
- Add sifted icing sugar to the butter and cheese mixture and beat well until blended.
- When the cake has cooled, using a spatula spread a generous layer of the frosting on top. You may cut the risen top with a serrated knife to get a flat surface.
- Decorate with few leftover whole walnuts.
- Cut generous slices and enjoy.

# More ideas

- <https://www.eslkidstuff.com/flashcardgamescontent.htm>
- <https://www.eslflashcards.com/page/2/>



# Post-Primary Languages Initiative

Diversifying, enhancing and expanding the teaching and learning of foreign languages

