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## **ABSTRACT**

The purpose of this project is to determine that teaching materials such as flashcards are an important resource in teaching English to young learners. Flashcards are resources that positively influence children's motivation to learn English and facilitate the teaching-learning process. Educational Materials allow teachers to improve their methodology. Teachers have to be facilitators, guides and models to their students.

For this reason, they should use different kinds of resources to achieve successful classes. One of these resources is flashcards which are very useful material to teach Basic English vocabulary. This means that the words children are learning will be easily understood and in the same way easily used to communicate.

Teaching vocabulary improves students' speaking, listening, reading, and writing skills. This project describes how teachers can use flashcards as part of their methodology to teach children vocabulary.

Key words: Flashcards-kids, Kindergarten, Language development, Doman Janet, Shichida Makoto, Games.



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**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA  
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ESCUELA DE LENGUA Y LITERATURA INGLESA**

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Literatura Inglesa.**

**TEMA:**

**Importance of using Flashcards to learn Basic  
English Vocabulary in Kindergarten**

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## **AUTHORSHIP**

All the content of this monograph is the exclusive responsibility of its authors.

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This project is dedicated to the pillars of my life: *God, my Parents Victor Sinchi y Rosa Sibri, my brothers, and my nephew*. To my parents because they have offered me unconditional love and have never failed to give me moral as well as financial support, during the course of my studies. They have always been there through the hard times. Most of all I thank God “the Divine” who continues to make the impossible possible; without You, my life would fall apart. I might not know where the road of my life will take me, but walking with You, God, through this journey has given me strength.

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**Tania Sinchi S.**



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## INTRODUCTION

English is a universal language that is used worldwide. This language of communication between people of different races and cultures is considered as essential for its important application in many fields. For this reason, teaching English to children, through specific methodology and tools has become very important in their education. Providing young learners with the knowledge of this language at an early age would prepare them for a better future. The project 's main objective is to show the importance of using flashcards in teaching Basic English vocabulary to children at kindergarten level, through speech and visualization, developing their skills in speaking and listening.

Teaching materials such as *flashcards* are resources that facilitate the teaching-learning process in children, because they stimulate learning. Flashcards are widely used as a learning tool to help the memorization of vocabulary through the association of images with their meanings. Educational materials like flashcards play an important role in motivating children to learn especially the English language; flashcards because of it increase children's attention for what they are learning.

To better understand the usefulness of flashcards, this project has been divided into three chapters:

The first chapter reviews how children learn and improve their learning skills in kindergarten.

The second chapter gives a better idea of what flashcards are, their use, and how important they are, as well as presents the practice and teaching of basic vocabulary with the use of this tool. Also, it provides "suggestions" on how teachers can encourage and support students' learning.





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And finally in the third chapter, we discuss some ideas and examples on how teachers can use flashcards as an important resource to improve the learning process through activities and games.

Flashcards are designed to support the learning process for children at an early age (5-6 years old). Thanks to flashcards teachers can get better results in obtaining full attention from the children, motivating them to learn English in a more interesting way.



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## Chapter I

### 1. Kindergarten

It was created by the German Friedrich Froebel (1782-1852), who was a famous Educationalist. Friedrich had an unhappy childhood with a severe step-mother. He was abandoned and treated strictly as a child. Froebel got to know what happiness is in the uncle's family while studying at high school. He had a huge desire for education, strong Christian faith, and love to the natural world. He studied mineralogy in Jena and architecture at the Berlin's Humboldt University. He had Inborn skills of an educator which helped him to realize that the teaching system was failing because of its incompleteness and absence of agreement with the outer surrounding and nature.

Friedrich Froebel argues that, "a kindergarten is a garden for children where children meet with environment of their age group" and also "a garden of children where they play together and express themselves in a smaller garden world by means of play with their age group".

In fact, he believed that children were like tiny flowers which were varied and needed care, but each was beautiful alone and glorious when seen in the community of peers. The first kindergarten was established by Froebel in Bad Blankenburg in 1837. He renamed his Play and Activity Institute to a "kindergarten" two years later in 1840. That Bad Blankenburg Infant school used plays, games, songs, stories, and crafts to encourage children's imagination and widen their physical and motor talents. Friedrich Froebel also used studying and nurturing plants in a garden for stimulating children's interest in the nature. Froebel was interested in preparing children for further school education by



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training the infant innate faculties through the complimentary self expression, creativeness, collective involvement, and motor activity.

### 1.1 Language development from 5 to 6 years old

At the website, [raising children network](#) , it is reported that, “During the early school years, children learn more and longer words. They become more skilled at putting words together in new and imaginative ways. At this age, they also become more familiar with how language sounds and how sounds combine to make words”.

#### a) *Early literacy and language sounds*

- By five years, children are aware of the sounds that make up words. They can identify words that rhyme. They might even play rhyming games and sing out a list of words that rhyme (bat, cat, fat, hat, and mat).
- When starting school, children might still have problems saying a few sounds. An example is the 'r' sound, particularly in words like truck, drain, bring, and so on.
- From 5-6 years, children learn the sounds that go with different letters of the alphabet.

#### b) *Developing vocabulary*

At the website [raising children network](#) it is reported that, “By five years, children will sometimes use the correct form of verbs to talk about past events. For example, I jumped, or I played. But it will take a few more years for them to get used to the many exceptions in the English language for example, broke, threw and ate rather than breaked, throwed and eated”.



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From the ages of **5-6 years**, children:

- Understand that single words might have different meanings. They start to rely more on the context of a word to find a particular meaning. For example, 'cool' means something different when you say, 'It's a cool day', compared to 'That's a really cool robot you've built'.
- Begin to understand non literal meanings for example, 'make up your mind'.
- Understand that new words can be formed by joining two words for example, 'bookshelf'. Compound words like this one becomes more frequent in children's speech between the ages of five and six.
- Use longer words as they become familiar with endings that change the meaning of words. For example, when you add 'er', it changes a verb into a noun. So 'teach' becomes 'teacher'.
- Get to know words that don't need an 's' to become plurals, for example, 'feet' and 'mice' rather than 'foots' and 'mouses'.

### *c) Using sentences*

At the website, raising [children network](#) it is reported that, "By five years, children can combine words to form active and passive sentences. But they will often have difficulty understanding passive sentences. For instance, they might understand an active sentence, such as 'The dog followed the boy'. But they might think that a passive sentence, such as 'The cat was chased by the dog' actually means 'The cat chased the dog'. When describing pictures, they might also mix up who is doing what to whom".



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### d) *Story-telling skills*

At the website, raising children network it is reported that “From 4-8 years, children’s narrative skills improve, and they get much better at telling stories. Their stories get longer and more detailed. The stories might be made up, or they might be about things that have actually happened”.

In these years, children learn to:

- Use different linking words in the right way: then, now, when, before, while, and although.
- Establish connecting links and causes for events (the boat sank, so everybody had to swim to the beach).
- Use different sentence tenses to present the same information.
- Use appropriate pronouns (he, she, or they) instead of names when it’s clear from the narrative that is being referred to.
- Leave out less important details from the story and focus more on the setting of the story and the plot.

### **1.2 How can flashcards help children to learn English according to Janet Gleen Doman and Professor Dr. Makoto Shichida ?**

Doman Janet argues that, “Flashcards help stimulate infants and children of any age. Working daily with a child in a funny and relaxing manner will really help to increase his or her learning ability and knowledge”. In fact, using Glenn Doman’s flashcards can help a child to learn the alphabet. Before the age of six not only are children faster at



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picking up words and numbers, but also they are so curious, and so motivated that they pick them up more easily.

Shichida Makoto argues that, “the use of the flashcards show how right and left-brain is triggered in one activity, as the instructor while showing the flashcard to the child simultaneously says the word, this stimulates both parts of the brain, one activating the right brain whereas the other one stimulating the left-brain. Moreover, since one flashcard is showed to the child in usually less than 1 second, and the cards are not repeated as well, this consequently plays a vital role in developing the child’s photographic memory”. Teachers who use flashcards are satisfied with their results, as it helps children in recognizing, remembering, and building a strong memory.

*Flashcards for kids* The use of flashcards has been proven to activate a child’s comprehension, association, and memory.

Association begins when a certain image drawn on a piece of cardboard is given a particular distinct sound and name. The child begins to learn the meaning of images by constantly uttering the sound and the name every time the image is flashed. In addition comprehension is initiated as meanings are associated with images. Understanding concepts can happen when figures and meanings are united logically. Flashcards have come a long way ever since they began from simple sketches to electronic images.



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## Chapter II

### 2. Flashcards

Flashcards have been used since the 19<sup>th</sup> century to help students learn a second language on either level, but especially at the basic level which is kindergarten. Flashcards have long been recognized as an effective tool for helping students with repetition memorization tasks which includes learning basic vocabulary.

According to Anderson, "images on flashcards are one of the three ways in which information can be kept into memory" (Anderson 50). "Anderson's theoretical description of images is concerned primarily with topics, such as the ability of individuals to match patterns similar to an original figure and to identify patterns with or without supporting organization or context. The importance of images on flashcards in the comprehension process is that they may assist in recalling verbal materials". (Anderson 54)

Anderson (1980) said that images on flashcards may be useful in learning vocabulary, as in the keyword method. This method is common in second language vocabulary learning and is used for developing an English-language.

#### 2.1 What are Flashcards?

Flashcards are a set of cards having information on them, such as words or numbers which are placed on either or both sides. These flashcards are used in the classroom. They can also have vocabulary, dates, formulas, or any subject content that can be learned.



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Smith, Kelly in her website, "Flashcards is an educational tool to help students memorize words or information. They are a smart implement for teaching children from the time they are very young, English vocabulary". Children love English and therefore enjoy learning vocabulary when they can look at a picture with the word on it so that this will help them in their future learning.

Flashcards are a rudimentary tool for education. They consist of an image on the card can be made of thick cardboard that contains pictures, numbers, symbols, or words which can be printed on one or both sides. Learning with flashcards is often attributed to the education of toddlers as they are easy medium of instruction due to their child like appeal.

Flashcards represent a particular vocabulary item that we want to introduce or teach. It can be an object, an animal, an adjective, a character, a place, or an action. In fact, flashcards are a way to make learning easy and fun. Children love to learn. The use of flashcards are the single most effective and simplest way to learn and to improve student vocabulary. It also makes it easy for them to remember the new words they were taught.

### **2.2 Use of Flashcards**

Bellani, Sandro in his website stated,

"Flashcards can be used for children to showcase a character and its corresponding sound or pronunciation. Learning basic vocabulary from flashcards allows children to easily remember a character and associate it with specific sounds". Aside, from learning characters of foreign language, flashcards can be used for recreational purpose because they are easy to handle. Flashcards





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can be used to increase the memory retention, which is known as active recall”.

Flashcards are used as a learning practice to aid the children in memorization by way of repetition, especially with students when they are first introduced to English basic vocabulary. Flashcards are used the first time that children are learning a second language; flashcards are used to represent meaning or to teach English vocabulary to kindergarten’s students. Later on, they can be used to practice vocabulary. Flashcards can be useful for reinforce words that students have learned. Students can use them as a simple one-on-one quizzing session, or as an exciting game for a large group.

Flashcards are a tried and tested teaching and learning device inside or outside the classroom, especially at the kindergarten level. We can find different ways to use flashcards to learn English basic words. They are useful to perfect the English, or they can help to learn a new language entirely. They can help you to perfect the knowledge of vocabulary and improve that knowledge. If you want to build a general vocabulary, in children, you must get colorful flashcards because these are stronger and clearer to teach vocabulary. The best part of this method is that children love looking at images and their motivation increases due to this type of learning. Children enjoy learning new words, looking at pictures that are attractive to them and as a result their interest for learning English increases.

Flashcards can be used to learn a set of words, in school. They are often used to assist children with memorization of basic words. When they are used to teach a foreign language, flashcards can be useful study aid for all ages and level of education, but especially with children ages five and six.



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Using Flashcards to teach children as a second language is done by having them associate a language word to a real object. You should make vocabulary cards that have the word on one side and a picture on the other side, so children can assimilate the image with the word.

Flashcards can be used in different ways:

- Prioritization: One use of flashcards is to prioritize the studying by typing the vocabulary words. These can be organizing into categories to help in the teaching-learning process.
- Memorization: Flashcards are useful to memorize and learn new words; they help to keep the vocabulary words fresh in a child's mind.
- Customization: Children can use flashcards to learn at their own pace. Flashcards are a way for them to take charge of their learning by keeping them focused. They can use flashcards for remembering things outside the classroom.
- Timing: flashcards also allow children to learn at their own rate. They can bring flashcards with them and study them whenever they have some spare time.

Vocabulary flashcards are tools for teaching children from the time they are in the kindergarten. Flashcards help children to teach them new words, enhance vocabulary, or learn a second language. By playing a game with flashcards, children can enjoy themselves and forget the fact that they are learning.

### **2.3 How to work with flashcards?**

It's interesting to know how to work with flashcards, and the manner in which they can help to improve basic English Vocabulary for children. Teachers should work with children's needs and interests in mind and plan strategies that



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help with the learning process. All learners of primary school age have emotional needs, such as developing self- confidence in learning.

Children often respond to an initial stimulus like a set of pictures, but need guidance about how to set about doing an activity or task. Students learn better when there is a relatively relaxed classroom atmosphere where they are not afraid of making mistakes. Working with flashcards is easy. Teachers use them as an educational and entertainment tool. Children are readily attracted to them due to their usual colorful and singular images. By using a few or only one image, flashcards help students to focus on a particular topic.

One way to enhance learning is to incorporate color into the card-making process. If you are using flashcards to study a foreign language, for instance, you may use pink for feminine nouns and blue for masculine nouns. Words that involve the use of characters and figures instead of letters also work best when taught with the help of a flashcard.

Mental games and puzzles are wonderfully learned and recalled with the use of a flashcard. A wide variety of flashcards make learning more interesting. Teachers can create different ways on how to work with flashcards, and of course use imagination to make flashcards.

### **2.4 Advantages and disadvantages of using flashcards**

#### Advantages of using flashcards

- The learning is enjoyable, the information is readily absorbed.
- The teaching-learning process through flashcards permits active classes.
- Learning with flashcards can be a fun and interactive educational experience for both children and teenagers.
- Using flashcards develops and improves retention of information and encourage the connection of knowledge.
- Learning with flashcards is quick, direct, and comfortable.



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- Flashcards stimulate the mind to quickly look for references to identify flashed images.
- They allow to associate words with images.
- One of the most important advantages of using flashcards is they are easy and fast to reproduce.

### Disadvantages of using flashcards

- The biggest problem when using flashcards is that the activity quickly becomes boring when using over and over without varying the way in which the flashcards are applied.

## **2.5 Using flashcards to teach and practice vocabulary**

When using flashcards, it is important to take into account the following aspects. First, the teacher has to be clear about his/her aims and decide what is involved in Vocabulary Learning. Second, decide on the amount of Vocabulary to be learned. How many new words in a lesson can a student learn?

Third, choose the specific items to be taught. The choice of vocabulary should be related to the aims of the course and the objectives of individual lessons. The teacher has the responsibility of choosing the basic vocabulary to be taught. In fact, teaching vocabulary must be based on the students' needs and their interests and what they can remember and use outside the classroom.

Finally, the teacher must present and practice vocabulary with the correct stress and pronunciation, so the children will learn the new words correctly. Each word must have a clear and specific meaning. They must be clear and unambiguous.



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## 2.6 How to teach English Basic Vocabulary to children

It is important for a teacher to be aware of the new theories of learning so that he/she can form insights into his/her own situation and improve his/her efficiency as a teacher. The use of flashcards is a resource which enriches, illustrates, or accelerates the teaching process in a better way. The real job of the teacher is not pour out vast quantities of scholarly material onto his/her students heads.

In addition, teachers need to be aware of certain principles when teaching English vocabulary.

- "Children are excellent observers and have a natural ability to capture the meaning of the words. Teachers use body language, gestures, pictures, or flashcards to attract the interest of the students". (Park 40)
- Children often learn English by repeating words and phrases to themselves in order to become completely comfortable with their sounds and meanings.
- Teachers need to create a balance in their classroom supporting and challenging their learners.

Teachers must be the conductors and controllers of the action in the classroom

- The teacher must be a friend of the students when kids have a chance to work on tasks.
- Teachers need to create creative lessons based on students' interests allowing them to have plenty of opportunities to learn new words.

Teachers must use different methods to teach English, such as Audio-lingual, TPR, Communicative Approach, or a combination of these methods to help children in their learning process.



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Teachers can say the word clearly two or three times while the children listen to them. Then students repeat the word several times after the teacher. The teacher can use gestures to get them to repeat the word. Then they can ask individual students to say it. Be careful not to introduce too many new words at a time.

### **2.7 How do children learn the meaning of words?**

Children in kindergarten are still building up their vocabulary. They are in the process of acquiring and organizing new words. These words are merely sounds until they become associated with an object, an action, or a feeling. The way sounds come to have meaning is through repetitive exposure to spoken language in an environment where children feel comfortable.

In the website, [icommunicatetherapy.com](http://icommunicatetherapy.com), is stated,

“An infant who listen to words only from a radio will never really understand the language. But the infant with a person who is teaching the language says, "Here, see the dog, this is a doggy," or open up a book and say, "Find the ball, find the ball," soon learns realize the combination of sounds, which is the dog or the ball. As soon as the infant makes the connection between the object and the sounds, then those sounds become a word. That's how meaning comes to words, by making the association between the sound and the object. And of course, later in life, children make the association between the sounds, the physical representation of the object (for example, a flashcards or a drawing), and the written word”.



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Moreover, when introducing basic vocabulary, it should be represented in a context which is familiar to the child. Visual supports, "flashcards", are important to communicate meaning and help pupils memorize new vocabulary. Some techniques to introduce new vocabulary and convey meaning are by demonstration.

When teachers introduce basic vocabulary to children, they can use many techniques to present new words and one of them is "flashcards" which help to motivate children in the acquisition of new vocabulary.

### **2.8 Vocabulary Practice with flashcards**

In kindergarten, teachers try to establish a direct link between the word and the meaning, either by using flashcards, realia, drawings, or mimics.

Flashcards are a good resource to practice basic vocabulary and can improve the English language. There are lots of activities which can be used to practice vocabulary or reinforce it.

1. Hold your flashcards asking, "What is this?" or "Is it a ball?".
2. Hold up flashcards and get pupils to say the word without saying anything to the teacher. Children say the word without any help.
3. Hold up the flashcards, but let children see only part of the picture and ask them to guess what it is. Teacher removes the covering sheet little by little.
4. The teacher names a flashcard. Students must do a simple mime or gesture to represent the item of the flashcard.
5. Give some cards to the children and ask them to hold up their picture when they hear the right word.
6. To practice basic vocabulary with children, the teacher could also use colors to indicate regular and irregular verbs in foreign languages. Color coding is especially helpful for students who are visual or tactile learners.



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Practicing vocabulary with flashcards makes the class more active and helps to increase the children's motivation. They make a more enjoyable experience for both teacher and students and facilitate lesson planning and classroom management.





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## Chapter III

### Flashcards Games and Activities

#### 3. Activities and strategies to develop Language Skills

The first few years of a child's life are key to the development of speech, language, and cognitive skills. For this reason, it is important to create activities and strategies that give them all the positive stimulation they need. There are a few simple building blocks to help a child grows; parents and teachers just need to provide the time to interact with their children. By playing and allowing the child time and space to explore and interact in their own way, you allow the child to develop and learn in a fun and safe environment.

In the website, [communicatetherapy.com](http://communicatetherapy.com), it's stated that, Speech and language skills do not just evolve on their own. They are part of a bigger picture involving social interaction, play, observation, manipulating objects, listening, speaking, and attending. All these things work together and often, without one, it is difficult to develop another.

#### 3.1 How children learn speech and how to encourage speech

An important aspect of learning speech is listening. A child learns new sounds and words by listening to those around them. This is why it is important to provide good speech for the child to listen to. The teacher should say words clearly, slowly and use plenty of intonation. If a child attempts a word, and it is not pronounced correctly, praise him for trying, do not try to get the child to repeat the word or correct it.

In fact, in the early stages, the child does not have to use the correct words, but just vocalize or make an approximation of the word. It is important to make



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students realize that their voice can be used as a tool to initiate and request. Listening and speaking skills are the building blocks of speech and language development. Some children find these skills more difficult to master than others. There are lots of ways to enhance the children's listening and speaking skills.

### **3.2 Language – how to develop language skills**

#### **Games & Play**

There are lots of simple games you can play and indirectly work on speech and language. Learning language does not have to be done in a structured environment. Don't forget when you are playing games that focus on speech and language, you will also be working on social skills, observing, listening and attention.

#### **Music with flashcards**

Music is also a great way to involve your child and can be used in many ways to enhance speech and language. Music is good for getting a child to listen and talk, and experiencing a shared focus. You can use flashcards and sing the songs as you point to the pictures. Songs can also focus on intonation, stress and have a beat to them which helps with aspects of speech development. Music can be used to enhance language and some songs can be sung involving actions thus creating the link between words and actions.

The games and flashcard activities complement each lesson perfectly making lessons fun where children are able to listen and speak English while enjoying it. Using a flashcard is a brilliant way of engaging children in learning new words. They will love the images. You can practice pronouncing and spelling the words, as well as recognizing what they look like.



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There are so many interesting ways to use flashcards and many different games that make it easier to teach Basic English Vocabulary to children. Children play and learn through games. They can interact while playing games to develop language skills.

### **3.3 Why use games?**

Games can help increase a children's motivation and interest to learn vocabulary. Games are activities that provide for achievement to make classes fun and more productive. Using games and flashcard activities will engage children considerably more than just learning phonics and the alphabet.

Opportunities for using flashcard games or activities, help learning take place in a more interesting way. Children need to be involved within a situation where they can use the language as effectively as possible. Using games and flashcard activities is the best technique of learning basic vocabulary.

Teachers need to look for adequate games and activities especially those using flashcards. They also need to consider which games to use, when to use them, and how to link them up with the textbook, but the most important how different games will benefit children.

The games or flashcard activities should match what the teacher wants to teach. Flashcard Games can be used in pairs, as well as in groups, teams, and the whole class. Teachers should decide which games are suitable for their students.

### **3.4 Language practice games**

"We can define language practice games as those which involve repeated use of particular language items, where the language form is given and



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controlled, and where accuracy of production or spelling is required in order for the player to succeed".( Rixon 149)

Teacher needs to be very interactive when they are teaching basic vocabulary. They must avoid abstract concepts and concentrate instead on concrete real items that children can understand and relate to. For example, start with familiar topics, such as colors, numbers, greetings, animals, fruit, food, drinks, families, body parts, shapes, clothing, the weather, days of the week, etc. When teaching basic vocabulary, the teacher needs to be well-prepared and have the flashcards and resources ready for class. This will allow a relaxing and enjoyable class. Moreover, teachers must mix up active participation and listening exercises. If children become restless, teachers should do something active. The teachers should be flexible if something is not working, then change the game or activity.

### 3.5 Flashcard activities for kids

Case, Alex in her website stated, there are a lot of activities to work in every kindergarten class, including large classes, limited classes, mixed level classes, classes with very low level students, classes with short attention spans and other discipline problems.





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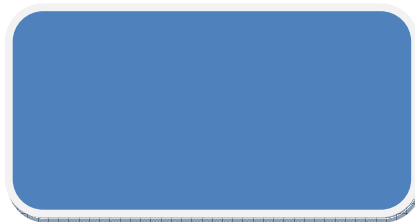
### Slow reveal

Skill: Speaking

Level: beginners

Materials: flashcards

Age: 5-6



Ramsay, Nick. Es. Animals  
Flashcards. EsI-kids. n.d. JPEG.

Cover the flashcard with something, e.g. another flashcard backwards. Draw slowly the covering card back until a few students have shouted out what it is (either in English or in their own language if they don't know it in English yet).

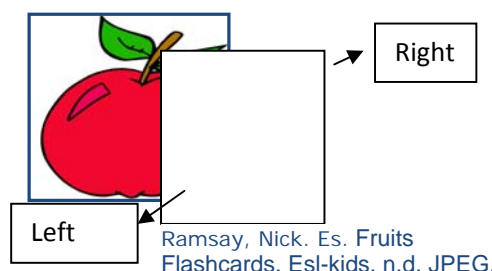
### Up/down/left/right slow reveal

Skills: listening- speaking

Level: beginners

Materials: flashcards

Age: 5-6



In this activity, students can choose if they want the teacher to move the covering card up, down, left or right. The teacher moves the flashcards in the direction most of children shout out, and stops while they try to guess what the covered card is.



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### **Flashcard Pictionary**

Skill: speaking

Level: beginners

Materials: flashcards



Ramsay, Nick. Es. Animals  
Flashcards. Esl-kids. n.d. JPEG.

If students have get bored when seeing a set of cards, but it is necessary to practice the language one more time, necessary over and over with pre-school classes, the teacher or a student could draw the picture from the card on the board.

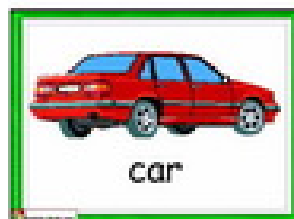
### **Long vowel sounds drilling**

Skills: Listening – Speaking

Level: beginners

Materials: flashcards

Age: 4-6



Kisito, Futonge. Transportation  
Flashcards. Esl kids Lab. 2008. JPEG.

Once the teacher has revealed what the card is about, he/she can also use the card itself to help with drilling pronunciation (something school managers tend to be very keen on with pre-school English classes). With long vowel sounds like the one in “car”, move the card very slowly from left to right in front of you as you pronounce the word with an exaggeratedly long vowel sound, getting the students to do the same. Speed up both the movement and the pronunciation until you are repeating it too quickly. After doing this with a few examples, you can also add interest by moving the card randomly quickly or slowly, getting the students’ attention to say the word at that speed without any other help.



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### **Word stress drilling**

Skills: listening

Level: beginners

Materials: Flashcards

Age: 4-6



Kisito, Futonge. Fruits Flashcards. Esl kids Lab. 2008. JPEG.

Flashcards are also useful to show the number of syllables and word stress. When students are so well drilled with this technique, you can train them to only say the next syllable when giving the signal.

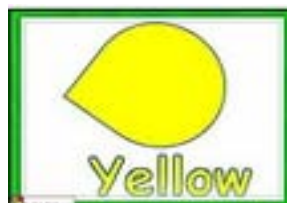
### **Stations**

Skill: Listening

Level: beginners

Materials: flashcards

Age: 5-6



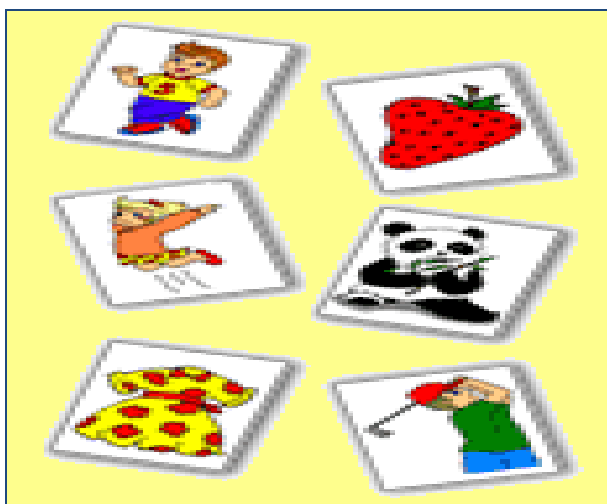
Kisito, Futonge. Colors Flashcards. Esl kids Lab. 2008. JPEG.

Another energetic way of practicing two pieces of vocabulary at the same time is to put one of them on one wall of the classroom and the other on the opposite wall. Students then listen to what the teacher says and run and touch the flashcard. This can also work with descriptions of parts of the picture ("It is yellow". "It is big", etc).

### **Flashcard memory games**



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Ramsay, Nick. Flashcards. Esl-kids. n.d. JPEG.

The next stage is combining several cards to test students on what they just saw, e.g. “What color is the banana?” or “How many apples are there?” A simpler one is to line the cards up, turn them face down and get the students to say what each one is about. If you call each card “one, two, three”, “a, b, c” or “Monday, Tuesday, Wednesday”, you can practice that vocabulary at the same time.

### Flashcard lying games

Skill: speaking- listening

Level: beginners

Materials: flashcards

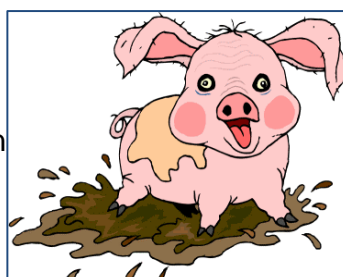
Age: 4 - 6

Hold up a flashcard, say something true or false about it. “It is brown” or “It is a cat”, and get the students to respond appropriately. It can also be combined with the action games like Simon Says.



Kisito, Futonge. Animals Flashcards. Esl kids Lab. 2008. JPEG.

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### **Guess from clues**

Skill: Speaking

Level: beginners

Materials: flashcards

Ramsay, Nick. *Animals Flashcards*.  
Esl-kids. n.d. JPEG.

Children must guess what card the teacher is holding secretly against his/her chest. Teacher gives some clues like "It has big ears", "It's brown", etc. So, the child who guesses the flashcard first will be the winner.

Using games and activities with flashcards makes the class more active because games stimulate and motivate children to learn new language. Students use the language all the time during the games. Using some of the games, you can revise a massive amount of vocabulary in a few minutes.

Children naturally have a lot of energy and are not good at sitting for long periods. If you make a game with movement from time to time you will prevent them from getting restless and bored.

### **3.6 Games with Flashcards**

This is a list of flashcard games that can be used in the classroom to teach English Basic Vocabulary. Most teachers will find flashcards as the most important resource they can have in the classroom, especially with children from to 5 years old.

These flashcard games and activities will allow both teacher and students enjoy the acquisition of the language.



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A recommended way to use these games is to first, drill the appropriate vocabulary and then use the games as a way to practice what students have learned. These games work best with students from 4 to 7 years of age.

For example:

### **Flash and Catch**

Time: 10-15 minutes.



Ramsay, Nick. Animals Flashcards. Es-kids. n.d. JPEG.

Materials: Flashcards

Set your classroom up so that the teams are lined up in rows: T1, T2, T3

The student is shown the flashcard briefly, and if he/she says the target vocabulary. Then the teacher gives the card to the other student at the back of the line. If they manage to catch it then they get one point. Thus, if student T1A is shown a card with a rabbit on it, and he says "rabbit" pronouncing correctly, the teacher would throw the card to team1D which has to catch it. The teacher will then move to Team 2 and repeat the process with a different card. After the teacher has repeated the process with team 3 the students should change positions.

### **Baseball Game**

Skill: Listening- Speaking

Time: 10-20 Minutes

Materials: Flashcards or balls



Kisito, Futonge. Animals Flashcards. Es-kids Lab. 2008. JPEG.



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Set your children up in rows, make sure that they are all evenly spaced out. The rules are quite simple. If the student at the front of the team line says the correct word, they get the chance to throw the ball in the basket. If they succeed, then they score points. If they are incorrect, the teachers move onto the next team and repeats the process.

### **Clapping 3`S**

Skills: Listening- Speaking

Time: 10-20 Minutes

Materials: Flashcards



Kisito, Futonge. Number Flashcards.  
Esl kids Lab. 2008. JPEG.

It is easier if you organize children so that they are sitting in a circle for this activity. The teacher points to each student in turn. When the student is pointed at, he/she should count up from 0, or a different number, as chosen by the teacher. When the counting gets to 3, then the student should not say anything, but should clap their hands instead and the next student should say the next number. e.g.

Student 1: "one"

Student 2: "two"

Student 3: Clap

Student 4: "four"

If a student makes a mistake then they are out of the game. The game ends when there are only two students left in the circle.



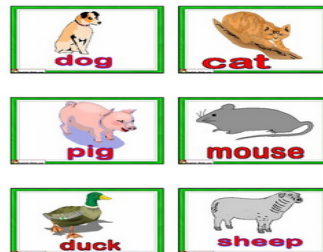
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### Stepping stones

Skills: Speaking- listening

Time: 2-3 minutes for each pair of students

Materials: Flashcards



Kisito, Futonge. Animals Flashcards. Esl kids Lab. 2008. JPEG.

Lay your flashcards in a line on the floor and invite two children to the front of the class. The children have to walk up the line of flashcards going through the line in alternate order. The students score one point for each card completed successfully e.g.

Teacher: "What's that? "Student: "dog." (1 point)

Teacher: "What's that?"

Student one: "cow." (1 point)

Teacher:"What're they?"

Student two: "cats." (1 point) etc.

If one of the students is unable to say the correct word, they sit down and another pair repeats the process.

### Board Memory Game

Skills: listening- speaking

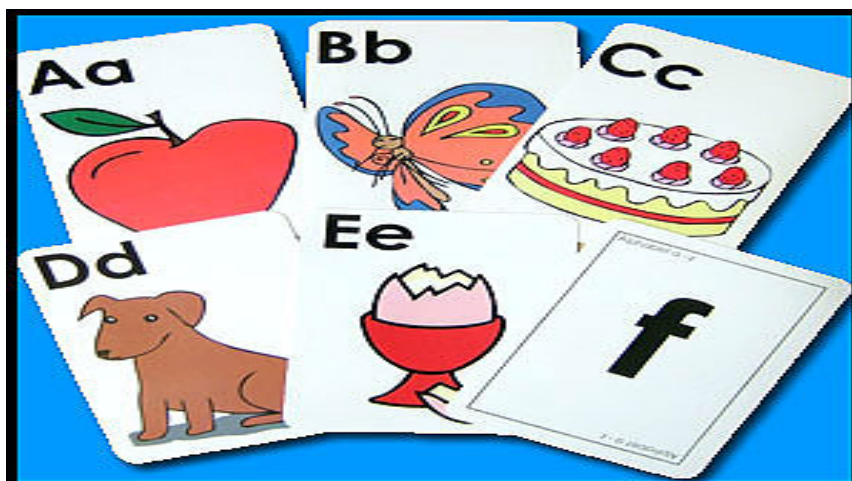
Materials: Flashcards, board (or something that you can stand your flashcards on).



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Instructions: After drilling all of the vocabulary on the flashcards, the teacher has to place all of the flashcards on the marker holder in a line so that all the flashcards can be seen. The next step will be to re-drill the vocabulary. After the teacher has re-drilled the vocabulary, he/she has to turn one of the cards over and then go along the line of flashcards again with the students saying what is on each card, including what is on the card that has been turned over. The process is then repeated until all of the cards are turned the wrong way up. By this time all of the students should be able to say what is on each card even though they are unable to see the pictures on each card.

### 3.7 Games



n.p.com. Flashcards. ESL kids flashcards. 2006-2011. JPEG.

#### **Alphabet Soup**

Give each student an alphabet flashcard and have them skip around the room to the 'ABC Song'. Stop the tape at random and have the students rush to line up in order, e.g. A-K.

#### **Alphabet Wave**

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Give each student a few ordered alphabet flashcards and play the 'ABC Song'. Have the students hold up the cards that correspond to the letters they hear in the song.

### **Animal Crackers**

Take a big dice and assign an animal flashcard to each number. Have the students roll the dice and act like the animal!

### **Car Race**

Arrange the flash cards in a long line with starting and finishing points. Give each student a counter. The first student throws the dice and moves. The student must say the word on the flashcard he/she lands on. If the student makes a mistake, he/she goes back to his/her original place. Add colored paper between cards to represent 'Take Another Turn', and assign a crash number, e.g. #4 on the dice which means the student must return to the beginning.

### **Find It**

The teacher holds up a letter flashcard. The students must search around the room to find either a corresponding object or picture which begins with that letter or find that same letter written somewhere in the room. The purpose of this game is letter recognition. It can be played as a relay race with two teams racing to find the letters first.

### **Flash Card Walk**

Arrange the flashcards in a big circle. Play some music while the students walk around the circle. When the music stops, call out a flashcard, and the student standing next to the flashcard wins.



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### **I've Got It**

Have students sit in a circle. Give each student a flashcard or item. Ask "What is it?" and elicit the vocabulary. Call out the vocabulary and have the students stand up and say the flash card. Repeat until all the students are standing, then continue until all the students are sitting. Go at a fast pace so the students are sitting and standing rapidly.

### **Musical Chairs**

Line up the chairs and place a flashcard on each one. Play some music and have students walking, skipping, and jumping around the chairs. When the music stops, the students should sit down on a chair and shout out their flash cards. To make it funnier, remove a chair while the music is playing and make the chair-less student sit out until the next round.

### **Alphabet Line Up**

This is a good way to teach the alphabet to your class. Give each student an alphabet flashcard with a different letter of the alphabet on it, starting at "A" (i.e. if you have 7 Students, give flashcards A through to G). Have them move around the room while music plays. When the music stops, they must line up in order. You can also play with missing letters (e.g. Give a "c", then an "f", a "k", an "o", etc). That way, students are really learning the order, not just memorizing. (Submitted by Gena).

### **Alphabet Wave**

Divide the a-z flashcards among all your students. Put Ss in a line and play the ABC song. As it plays, each student must hold up their corresponding alphabet flashcard.



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### **Bean Bag Toss**

Lay out flashcards face down up the floor. Ss toss the bean bag and identify the flashcard it lands on. (Submitted by Betty).

### **Fast as rabbits**

The professor puts some flashcards on the board. Then a pair of students go to the board facing the flashcards. The teacher says words (randomly the flashcards), and the two children must touch the correct flashcard as fast as they can. The winner is who touches more flashcards first. (Submitted by Paco Santos Juanes).

### **Line True or False**

Put a line of tape on the floor and designate one side "True" and the other "False". Hold up a flashcard or object and say its word. If learners decided that the teacher has pronounced the correct word, they jump on the True side if not they jump on the false side.

### **Musical Chair Alphabet**

Place chairs in the form of musical chairs with alphabet flashcards placed on them. Play the music; however when the music stops, the students pick up their flashcards and read the sound on the flashcard. The child who is unable to read is out of the game. (Submitted by Farah Najam)

### **Touch**

Place flashcards around the room and have students run around the classroom touching the flashcards that the teacher orders them to do. (e.g. "Touch the car" "Touch the bicycle" "Touch the bus"). Etc





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## CONCLUSION

In conclusion, teaching English at the kindergarten level should be enjoyable and meaningful for children, since it is the first step in their student life. For that reason, we have decided to use flashcards as a means to achieve this goal. In fact, they are one of the most effective and simple resources to teach English. Flashcards are also a very useful means to help guide children's attention and retention, and they help to improve children's vocabulary, making learning enjoyable. At the same time, although many children share the same chronological age, they don't have the same concentration level in learning.

As a result of this, teachers have to put into practice activities that develop not only a student's cognitive area, but also a student's emotional and social areas, to get the same level of knowledge. Thus, the use of flashcards integrate these aspects and contribute to the development of the language learning process in children. They will effectively develop the four skills: listening, speaking, writing, and reading.

There are some recommendations when using flashcards in the English classroom:

- Flashcards should be used because of their positive impact on different styles of learners.
- Flashcards should be used for longer periods of time.



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- Flashcards  
allow for differentiation in teaching so it is highly recommended to be implemented for all different levels.
- Teachers  
should also consider a variety of activities to engage students in learning as to prevent activities from becoming boring and uninteresting.



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# APPENDIX

## FLASHCARDS ANIMALS



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**DOG**



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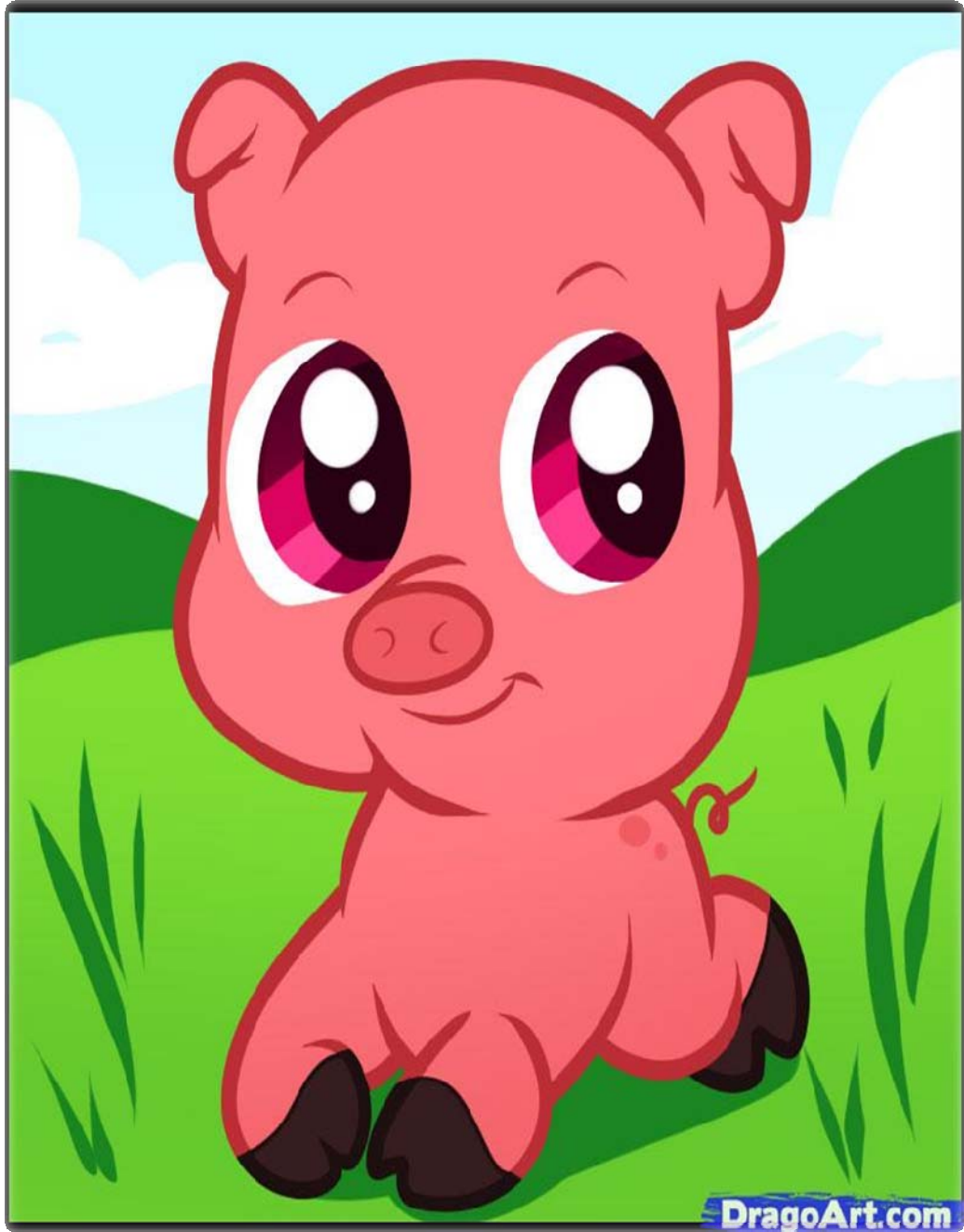
**CAT**

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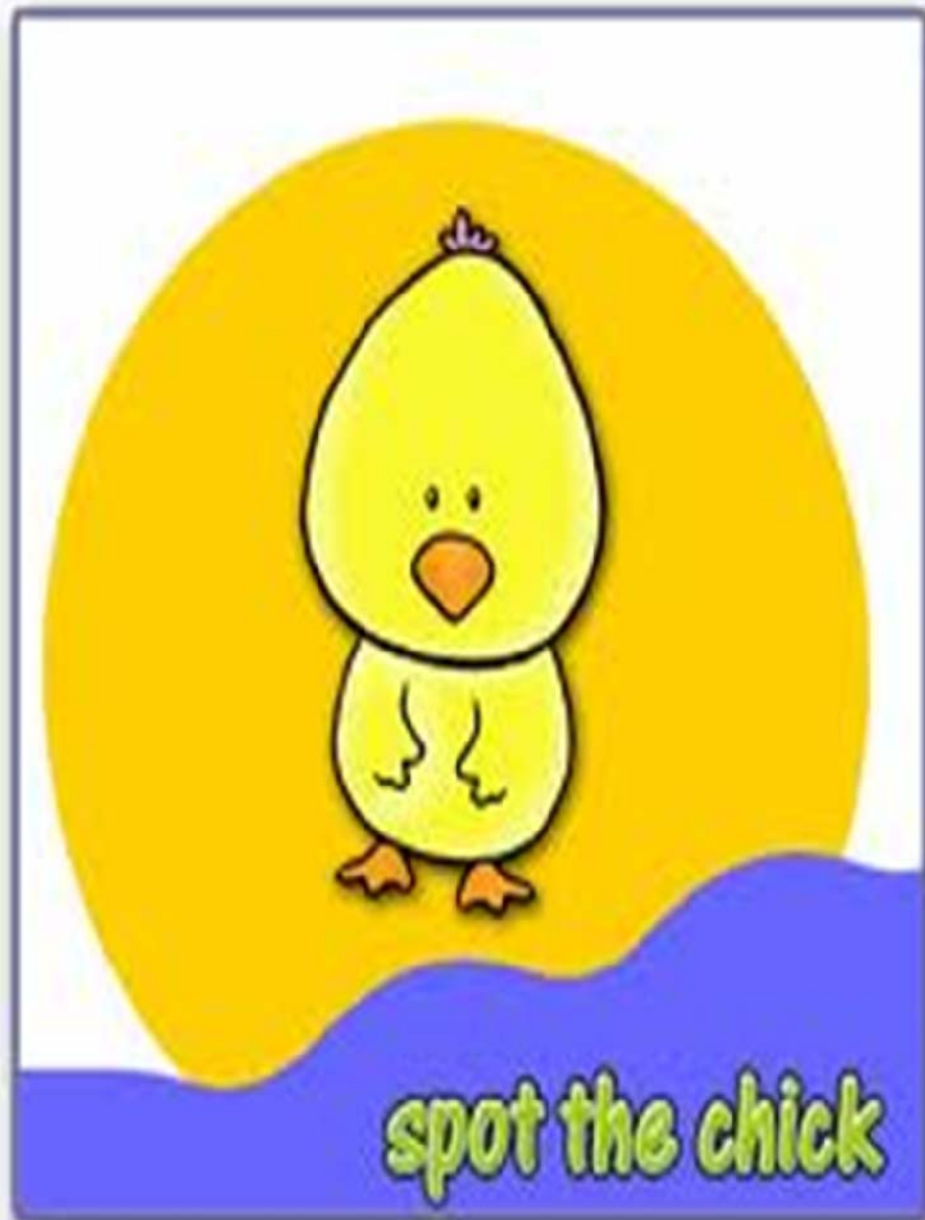
**PIG**

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# CHICKEN

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# SHEEP

**MORE CATEGORIES ARE INCLUDED IN THE CD. ALL FLASHCARDS  
ARE SIZED A4**





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