

HOW TO UTILIZE FLASH CARDS, REALIA AND PHOTOGRAPHS, FEELY BAGS, STORY TIME, ORGANIZING AND USING BLACKBOARD PROPERLY

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Annotation: Flash cards are a straightforward, adaptable, and frequently underutilized resource. Despite the fact that several of the activities might also be employed with fun-loving, lower level adult courses, I'd want to provide some justifications for using flash cards and a variety of games for usage in the young learner classroom.

Key words: kinaesthetic learners, flash cards, written word, reading age, distribute, drilling operation, figure out, realia

Flash cards are a basic, adaptable item that is frequently underutilized. I'd want to share some reasons for using flash cards as well as a few exercises that could be utilized in a Young Learner classroom, while some of the activities could also be used in lower-level adult classes.

The multiple intelligence theory of Howard Gardner reminds teachers that there are many different types of learners in any given class. Gardner's research suggests that at some point during the course, teachers should try to appeal to all of the distinct learner types. It's especially vital to appeal to visual learners, as they make up a sizable segment of the student population. Bright and colorful flash cards can have a big influence on visual learners. Kinaesthetic learners will like many of the activities listed below.

For children at reading age, flash cards can be used in conjunction with word cards. These are simply cards that display the written word. Word cards should be introduced well after the pictorial cards so as not to interfere with correct pronunciation.

Flash cards are a fantastic resource to have and can be used at any point during the lecture. They're an excellent approach to introduce, practice, and recycle language, and once students are comfortable with the exercises, they can be distributed to early finishers to utilize in small groups. I occasionally have students build their own sets of little flash cards to take home and play with their parents and siblings.

Purchase them. Some course books include a set of flash cards, or you can buy them alone.

Make them on your own. If you don't have access to professionally prepared flash cards, don't panic; even if you're not particularly artistic, you can build your own. You can utilize magazine images, draw simple graphics, or copy images from the internet or clip art. The most crucial thing is to make sure they're all the same size and are printed on card (different colors for different sets) so they're not see-through. If at all possible, laminate the sets as you construct them to ensure that they survive for years. Apart from the fact that they're cheap and yours to keep, the advantage of producing your own is that they're yours to keep.

They are created by students. I've only lately started incorporating flash card creation into the classroom. Ask students to make flash cards for you after you introduce a new vocabulary set using realia or the course book. Give each person something to sketch. To make the set, they can be mounted on card.

Memory, drilling, identification, and TPR activities are the categories into which I have divided the activities.

Memory exercises

Memory Examiner

Make a circle on the floor with a collection of flash cards.

The cards must be memorized in one minute.

They have two minutes in groups to write down as many names as they can remember.

Drilling operations

Flash cards that aren't visible

Draw a grid around nine flash cards and place them on the board.

Drill the nine words using a pen or a pointer. Always direct your attention to the flash card you're working on.

Remove the flash cards one at a time while continuing to drill and pointing to the grid where the flash card was.

When you remove the first card and gesture to the blank spot, nod your head to urge the kids to speak the word from the removed flash card.

Students should recall what they learned and carry on as though the flash cards were still present. They appear as if they are astounded that they can recall the images.

I then put the flash cards back in the appropriate spot, depending on the age group.

The importance of visual assistance is highlighted in this activity. It demonstrates that the images 'stick' in the minds of the students.

Observational activities

Declare the word

Slowly unveil the flash card or word card by covering it with a piece of card.

The students have to figure out which one it is.

Once the card has been revealed, chorally drill the word with the group, using a variety of intonation and comical accents to keep things interesting. Vary the volume of the words as well, whispering and shouting them. Your voice will be imitated by children.

Alternatively, immediately flip the card over so the children just get a look.

Rep till they've figured out the term.

TPR-related activities

Point to the flash cards or race to them.

Place flash cards all over the classroom.

One of them is mentioned, and the pupils sprint or point to it.

The instructions can then be passed on to peers.

You can go farther by saying things like 'hop to the cat' or 'swim to the fish if you have blonde hair,' and so on.

You can also include flash cards in a Simon Says game. 'Jump to the T-shirt,' says Simon, and so on.

Simply said, realia is a term that refers to real-life objects that are used in the classroom to teach a particular idea. Realia can be real or virtual, as long as it is anything that is used in the real world (rather than created specifically for an ESL class).

Realia for ESL can make the learning experience more memorable and create connections between objects and vocabulary words or other language concepts. This can make it easier to recall information. For in-person classes, it adds a kinesthetic element for people who learn better with hands-on activities. For online classes, it provides a visual aid to engage students. Additionally, realia is more dynamic than a written word or flashcard used to teach a concept.

Realia can work with what you currently have in your classroom, like a desk, chair, or poster. It could also be anything you brought from outside of class, such as a stack of colorful brochures, a stuffed animal, tickets, or trip souvenirs. While any of these will work in an in-person or online class (just hold the objects up to your screen for the latter), you may also employ virtual realia in the online classroom. Incorporating realia into the virtual classroom engages students and makes for a more lively session, similar to how props are used to teach English online.

Realia strengthens language abilities and appeals to learners of all ages who are visual and kinesthetic. To show the meaning of vocabulary words, most teachers utilize realia. Consider the difference between teaching children fruit terminology and giving them the genuine thing and asking them to guess the name. It's very useful when educating pupils who don't speak your native language (L1).

ESL realia can be used into a variety of entertaining activities that will spice up your in-person or virtual classroom and motivate students to learn English. To get you started, here are 10 suggestions.

1. Make a replica of the realia

Making their own replica of a newspaper, train ticket, or anything realia that you've showed them is a terrific method to reinforce the lesson. It aids with the retention of language and encourages pupils to apply what they've learned. Furthermore, this one can be completed in both an in-person and an online setting.

2. Go on a scavenger hunt

You can use a scavenger hunt to study a variety of themes, such as nature or classroom objects, both inside and outside the classroom. Ask smaller children or beginner learners to find an item for each hue or form as a game. This game not only gets kids moving and teaches them to distinguish between vocabulary items, but it also allows you to determine who has a firm understanding of the subject and who may require extra assistance. It's also a terrific virtual classroom activity because students may rapidly locate stuff in their own houses.

3. Complying with instructions

Giving pupils directives to carry out with the artifacts is one of my favorite ways to use realia. If you're teaching prepositions, for example, have pupils take out the things from their pencil bags and provide instructions like "Put the pencil under the eraser" or "Put the eraser in the pencil bag." "Hold the pencil higher than the eraser," say for an object comparison lesson. It's a fantastic approach to turn pupils into active learners in the classroom. Again, this game may be played in a physical or virtual classroom with ease.

4. What exactly is it?

Fill a bag with realia and have students take turns putting their hand in the bag and feeling it to try to guess what one of the objects is. As they guess, students can use words to describe the object to their classmates. Students can examine the shape while listening to you describe the thing (e.g., it's heavy, circular, etc.) and try to figure out what it is.

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