

Vocabulary Review

Multiple exposures to new vocabulary terms helps build familiarity, confidence, and proficiency.

Techniques for Reviewing Vocabulary

1. Paraphrasing (*share their ideas*, that is, tell it to others in their group, consensus/agreement)
2. Using >1 modality (listening, reading, speaking, and writing the vocabulary...)
3. Directing students to create individualized notes designed by students for the purpose of vocabulary learning (organized by structure and/or topic)
4. Associating terms with pictures and having students talk about the pictures
5. Creating Info-gap* activities that are designed to elicit use of the target vocabulary items while learners are engaged in the tasks
6. Asking wh-questions and yes/no questions to review previous vocabulary
7. Relating newly learned words to other words with the same structure, root, or pattern
8. Having students write word pairs and semantic maps** which help them visualize the associative network of relationships existing between new and familiar words
9. Drawing students' attention to tense, parts of speech, and sentence structure
10. Playing pictionary, bingo, taboo, and charade-like games as review

References

Echevarria, J., Vogt, M. E., & Short, D. (2008). *Making content comprehensible for English language learners: The SIOP model* (3rd ed.). Boston: Allyn and Bacon.

* **Information gap**

An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it.

Example

Learner A has a biography of a famous person with all the place names missing, whilst Learner B has the same text with all the dates missing. Together they can complete the text by asking each other questions.

In the classroom

Information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they represent real communication, motivation can be high, and they require sub-skills such as clarifying meaning and re-phrasing. Typical types of information gap activities you might find include; describe and draw, spot the difference, jigsaw readings and listenings and split dictations. (Source: <http://www.teachingenglish.org.uk/knowledge-database/information-gap>)

****Semantic map**

A semantic map allows students to explore their knowledge of a new word by mapping it with other related words or phrases similar in meaning to the new word. Its goal is to help students acquire a clearer concept by learning the connections among several related words

Teacher preparation

1. Select a concept of the new word and anticipate students' background knowledge.
2. Reflect on important related ideas, events, characteristics, and examples for discussion.

Instructional procedures

1. Introduce the concept.
2. Have students brainstorm many words regarding the concept.
3. Record their words on the board.
4. Extend the discussion around words that suggest larger related categories, ideas, events, characteristics, and examples.
5. Remind students which words on the list are likely to be most useful as the larger, organizing ideas.
6. Direct students to work together in small groups to decide which words belong under the appropriate categories and to discuss the reasons for their decisions.
7. Give students about 10 minutes to complete their word maps. Walk around the room observing each group's progress, assisting when needed.
8. Allow all groups to present their semantic word maps and their reasons for choosing each

word for the appropriate category. (source: http://chs.smuhsd.org/learning_community/content_literacy/semantic_word_map.html)