

# Ways of Presenting and Reviewing Vocabulary

In an ESL classroom

# Objectives:

By the end of the session, the participants will be able to:

- Learn about three main aspects of presenting vocabulary
- Get familiar with and create concept check questions
- Participate in interactive activities designed to review target vocabulary

# Warm Up - Terminology match

- ▶ ELICIT - To ask questions so that the students give information rather than the teacher.
- ▶ RAPPORT - The relationship between teacher and students.
- ▶ REALIA - Real life objects that teachers use in the classroom to explain a notion
- ▶ MONITOR - To watch closely while students do the activity, and to help if necessary.
- ▶ CCQs - Concept Check Questions teachers use to check understanding of a word
- ▶ NOMINATE - To ask a student to do something using their name.
- ▶ ECHO - to repeat what the student has just said.

# Task Cycle

- ▶ Set up the activity (get students' attention, give instructions, provide demo...)
  - ▶ Do the activity (ELLs work + T monitors)
  - ▶ Pair-check (to foster student centeredness)
  - ▶ Feedback (Open class, language feedback, content feedback...)
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- ▶ See CELTA burger

# Teaching Vocabulary

- ▶ *“When students travel, they don’t carry grammar books, they carry dictionaries.”*

▶ *Stephen Krashen*

# Aspects of teaching vocabulary

- ▶ What does a student need to know about the new word?
- ▶ 1. Meaning
- ▶ 2. Pronunciation
- ▶ 3. Form

# Ways of teaching vocabulary

## 1. Conveying meaning

- ▶ Visuals (photos, pictures, videos, spider grams (word maps)...)
- ▶ Situations
- ▶ Examples
- ▶ Definition
- ▶ Synonyms
- ▶ Antonyms
- ▶ Mime
- ▶ Realia
- ▶ Cline
- ▶ Translation\*\*\*

# Practice with conveying vocabulary

- ▶ Which of the ways would you use to teach the words below?
- ▶ Tiptoe
- ▶ Sad
- ▶ Tipsy
- ▶ Plane
- ▶ Celebrity
- ▶ Disappointed



# Don't forget to check meaning!

## \*\*\*CCQs

- ▶ Concept Check Questions (CCQs) are a great way to check if the students actually understood the meaning of the word.
- ▶ **To design CCQs, reduce the word down to its basic meaning.**
- ▶ For example:  
\*\*\*You shouldn't have gone home = You went home and it was a wrong thing to do.
- ▶ **Now, change the statements into questions:**
- ▶ 1. Did you go home? (YES)
- ▶ 2. Was it the right thing to do? (NO)
- ▶ If students give correct answers, it shows that they have understood the meaning.

# CCQs

- ▶ 1. Reduce the meaning to a few simple sentences.
- ▶ 2. Make them into questions.
- ▶ **Closet = a place where you keep your clothes in the bedroom**
- ▶ *Where is your wardrobe? (in the bedroom)*
- ▶ *What is inside it? (clothes)*
- ▶ *What does it look like? (S can describe it or draw it)*
- ▶ **DO NOT:**
- ▶ Use the same or higher tier word to create the CCQs.
- ▶ Ask a question that can have ambiguous answers.
- ▶ Use more than 3 CCQs for one notion.

## 2. Pronunciation

- ▶ Sounds (including silent letters)
- ▶ Word stress
  
- ▶ *Drilling techniques:*
- ▶ CCIC
- ▶ Individual
- ▶ Whole class
- ▶ Half the class
- ▶ Male/female
- ▶ Loudly / Quietly
- ▶ Build the sentence up bit by bit

# 3. Form

- ▶ Part of speech
- ▶ Spelling (AmE vs. BrE variations)
- ▶ Grammar (countable/uncountable; regular/irregular...)
- ▶ Collocation
- ▶ Word family (its other forms: noun, verb, adjective...)

# Interactive ways to review vocabulary

- ▶ **Classroom mingle** - SS walk around the classroom searching for words that are scattered/posted on the wall. They have definitions in front of them. They write the words next to corresponding definitions.
- ▶ **Hot Seat** - A student sits on a chair with his back turned to the board. The T writes a word on the WB, and the class is trying to explain the word to a student. Once the student guesses, next one comes up, etc. This can be done in groups as well, as a competition.
- ▶ **Face2face** - In pairs, SS stand up and face each other. They stand so that one student from the pair can see the board, and the other cannot. Each pair has one minute to explain the word from the WB to their partner. Once their partner guesses, they raise a hand and shout "Got it!". For this, they get a point. The winner is the pair with most points.
- ▶ **TicTacToe** - A lot of games can be played with this griddle. One of them is that the T puts a letter into every square. SS are divided into 2 groups. Each group takes a turn to choose a letter. Once they choose, the T gives them a word that starts with that letter, and they need to spell it. If they spell correctly, they get an X or an O. If not, the square stays free. Then, if the other group chooses the same square, the T gives them a different word that starts on the same letter. The winner is the first group who gets 3 in a row.

# More activities for reviewing vocabulary

- ▶ **Associations** - T writes words for revision on little pieces of paper, which are folded and put into a box. The class sits together in a circle, and students take turns with the box. Each student takes out pieces of paper and tries to explain the meaning of the word that he/she has on the paper, without saying the word. The student has one minute to explain as many words as possible. The student keeps all the pieces he/she managed to explain successfully. In the end, the winner is the student with most papers. Normally, students cannot change the paper, once they draw it, but this can be adapted depending on the level of the class.
- ▶ **Place the word** - SS are divided into groups of 5-6. Each group is given a set of words. These can be related to human body, or classroom objects. Each groups cards should be color-coded. The groups need to put the cards on the object/place that the word describes. The winner is the group that first uses up all the cards.
- ▶ **Name as many** - In pairs, students need to name as many of activities, or character adjectives, or professions. T can decide on the topic. Pairs simply need to write down as many words related to the topic, as they can remember. They also must be able to explain the meaning of each of the words from the list. The winner is pair with most words.

# Useful websites

- ▶ <https://www.teach-this.com/>
- ▶ <http://busyteacher.org/>
- ▶ <https://quizlet.com/>
- ▶ <http://www.eslcafe.com/>
- ▶ <http://www.livebinders.com/play/play?id=1533439#anchor>
- ▶ <http://blog.tesol.org/15-academic-vocabulary-resources/>
- ▶ <http://www.spellingcity.com/>
- ▶ <https://www.myvocabulary.com/>
- ▶ <https://www.memrise.com/>

# Useful Textbooks

- ▶ *English Vocabulary in Use*; Stuart Redman; CUP
- ▶ *Have fun with vocabulary*; Annette Barnes, Jean Hines & Jennie Weldon; Penguin
- ▶ *Vocabulary Games and Activities 1*; Peter Watcyn-Jones; Penguin
- ▶ *English Vocabulary Organizer*; Chris Gough; LTP Language, also available online in pdf



# References

- ▶ Harmer, Jeremy; *The Practice of English Language Teaching*; Pearson
- ▶ Hess, Natalie; *Teaching Large Multilevel Classes*; CUP
- ▶ Thornbury, Scott; *How to teach vocabulary*; Pearson

# Thank you!

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