

Appendix A

Instructional Techniques

This appendix provides descriptions of the techniques that have been discussed in this book.

Annotation: Adding notes, explanations, or translations to a text in order to aid reading comprehension and show the main ideas and key details to remember. Also known as *marginal notes*.

Anticipation chat: A learning task to activate prior knowledge and motivate new learning. Students complete a questionnaire about content they are going to learn and discuss with a partner or small group why they selected their responses. For more, see Zwiers (2014). Also known as *anticipation/ reaction guide*.

Chart and share: Students work in a small group on a problem or investigation. Each group creates a poster on chart paper to organize, summarize, and illustrate their findings. Each group member practices presenting with the poster. Groups present their posters to each other. The activity allows multiple rehearsals and in-depth discussions of the content. Created by Isabel Ramirez and Lois Hardaway. (Vogt, Echevarría, & Washam, 2015)

Collaborative instructional formats: Learning strategies and activities that prompt learners to interact in an organized way, depending on each other for team success. For example, small learning teams or partner sharing. Also known as *cooperative structures* (Kagan & Kagan, 2009). Many of these formats are known by names that Spencer Kagan coined, such as Stir-the-Class, Numbered Heads Together, Quiz-Quiz-Trade, Talking Chips, StandUp-HandUp-PairUp, Inside-Outside Circle.

Critical incident scenario: A story that presents situations in which people from different cultural and language backgrounds interact and bring different perspectives to how they understand the situation. For examples of critical incidents, see DeCapua and Wintergerst (2016).

Formula 5-2-1: A learning structure in which teaching occurs in eight-minute blocks. For the first five minutes, the teacher presents using comprehensible input. For two minutes, students process the information while talking quietly with a partner. After this, in one minute, students provide the teacher with feedback on what they understood, using a response pad or mini dry-erase board. Created by Lindsay Young. (Vogt, Echevarría, & Washam, 2015)

Framed outlines: The teacher supplies an outline to the presentation/video/lecture with some of the key information missing. Students listen or search for the missing information. They discuss their guesses with each other. (Vogt & Echevarría, 2008)

Gallery walk: The teacher hangs poster paper on the wall around the classroom. The number of posters corresponds to the number of small groups who participate in the activity. The teacher writes a title or question in large letters on each poster. Each group is assigned to one of the posters. For a few minutes, group members discuss the poster topic or question. After the discussion, they write their notes on the poster using a marker color that identifies their group. Groups rotate from poster to poster, examining the contributions of previous groups, reacting and adding on their own ideas. When they have completed the round and arrive back at their first poster, they summarize all of the ideas and report them to the whole class, like tour guides in a museum. (Vogt & Echevarría, 2008)

Guess and replace: A reading comprehension and vocabulary strategy. The reader guesses the meaning of an unknown word and substitutes a known word that can complete the sentence. The students can cross out the word physically and write in the word they prefer to use.

Information gap task: A communication task in language learning where students work in pairs. Each partner has partial information, and they communicate to exchange information in order to build unified understanding of an image, a map, an event, a character, directions, or a task that they need to perform together.

Insert method: Students read a text with a partner and insert codes to mark their reactions: a check mark for what they already know, a question mark for what they don't yet understand, a plus sign for a new idea or new concept they noted in the text. (Vogt & Echevarría, 2008)

- Jigsaw what you know:** Each student receives an index card with one concept, one subtopic, or one important quality of the central topic of the lesson. Each student focuses on this one aspect and learns about it through reading and researching. After they have completed learning about their index card topic, students fit their information together to develop the central topic of the lesson. They create a poster, table, or graphic organizer to show how their subtopics connect to each other. (Vogt & Echevarría, 2008)
- Journal jumpstart:** The teacher provides an open-ended prompt to direct a journal entry and to get students to start writing quickly. Example: “The title of this article reminds me of . . .”
- Key word method:** A much-researched vocabulary technique to help learners remember new words. The learner thinks of a word in the home language that sounds similar, or contains similar sounds, to the new word in the target language (e.g., *book* in English—*bök* in Hungarian, which means *poke*). Then, the learner invents an image to associate the two words. (E.g., the image could be to be poking [*bök*] a ballerina with a *book*.) The more unusual the image, the easier it is to recall the associated words. (Nation & Webb, 2011)
- KWL chart:** This is a note-taking technique that helps students activate background knowledge, direct new learning, and review. Students create a chart with three columns. First, they write down the topic. In the first column of the chart, they list what they already know (K) about that topic. In the second column, they write what they want to learn (W) about the topic. At the end of the lesson, they complete the third column, where they record what they have learned (L) during the lesson. The technique is also useful to support reading comprehension with texts. Created by Donna Ogle.
- Notecard method:** Many variations exist of this research-supported method for studying vocabulary with packs of cards. The front of each card contains the target word, and the back contains the home language translation, an image, or a target language synonym. Learners practice with the cards frequently to retrieve either word form or meaning. They say the words to themselves, using packs of 20 cards at first, then gradually increasing to packs of 50. (Nation & Webb, 2011)
- Quick-write:** A short writing task. Students respond to a prompt in one to five minutes; they write without stopping, usually to activate their background knowledge and to get some ideas on paper quickly. Also known as *freewriting*.
- Quiz-quiz-trade:** This is a cooperative assessment technique. Each student prepares an index card individually by writing a quiz question on the front and the answer to the question on the back. When ready, students stand up and move around the room. They pair up and quiz a partner using their index card. After both partners answer a question (quiz-quiz), they trade cards, acknowledge each other with a high five, and move on to pair up with another student. The activity continues until students have answered most or all of the quiz questions on the index cards that are circulating. (Kagan & Kagan, 2009)
- Sentence analysis:** A technique where students analyze the relationships of ideas by examining compound and complex sentences that mark contrast, sequence, condition, or cause-effect. (Vogt, Echevarría, & Washam, 2015)
- Simulation:** A learning activity whose goal is to imitate or model in the classroom real-life processes and actions.
- SQP2RS (“Squeepers”):** This is a six-step instructional approach to teaching with a text. The six steps provide students with oral language support for the reading process. S stands for survey. In this first step, students activate their background knowledge by surveying the text. Q stands for *question*. In this second step, students formulate and orally share their questions about the text. P stands for *predict*, which is the third step. Students discuss and record their predictions about the text. The first R stands for *read*. Students read selections from the text with a partner or a small group. They interact with each other to identify sentences that are relevant to their questions. During the fifth step (the second R), students *respond*, that is, they answer their questions based on the text and evaluate their predictions. During the final step (S), they *summarize* the text by key points. Created by MaryEllen Vogt. (Vogt & Echevarría, 2008)

Status update: This activity is the classroom version of posting a personal update on a social media site. Students summarize their takeaways at the end of class using some of the key vocabulary featured during the lesson. They can post their “status update” to the class learning platform or social media group or on a sentence strip to pin on a bulletin board. Created by Catherine Hopkins. (Vogt, Echevarría, & Washam, 2015)

Student-created cloze sentences: Students write fill-in-the-blank sentences about a key concept or vocabulary item in the lesson. They quiz each other using their own cloze sentences. Created by Brooke Vecchio. (Vogt, Echevarría, & Washam, 2015)

Study buddy teaming: A teaching technique in which students initially work in pairs on problem solving or shared reading. They then compare and discuss with other teams to achieve consensus with each study pair. Created by Leslie M. Middleton. (Vogt, Echevarría, & Washam, 2015)

Word splash poster: The teacher writes a topic on a large sheet of paper. Students collectively write every word they can think of about the topic. This activity activates vocabulary and background knowledge about a lesson topic.