# VISUAL MINI-TESTS
# IN REVIEWING VOCABULARY OF MODULES 1, 2, 3, 4

Bùi Mỹ Ngọc, Nguyễn Ngọc Anh, Bùi Minh Hương & Lê Thùy Giang

**Introduction**

Students at University of Economics Hochiminh City have always had the need to learn and memorize as much business vocabulary as possible but that is not an easy task. In order to meet their needs, our group has designed a package of visual mini-tests on vocabulary with the purposing of helping students easily reinforce the vocabulary they have learned during weeks before. This is also a way to develop materials for teachers, to give them more tools to work with. Hopefully, the mini-tests introduced in this paper can be applied in other classrooms as well.

**Literature Review**

In the article "Using Cognitive Strategies in Teaching and Learning Vocabulary at some UEH English Classrooms" by Le (2013), the importance of cognitive strategies has been stated. These mini tests designed here are a follow-up activity to realize one of those strategies: using imagery and content to guess the correct words/phrases. Combined with other tasks mentioned in this article, the teacher can create a circle of repeating words (… → word in presentation → word in word bank → word in tests → word in presentation → …) in different contexts so that the students can remember words better.

Tomlinson (1998) mentions "the strategy of visualization, the converting of words on the page into pictures in the mind." In his experiment, he finds that the few students who reported visualizing tented to achieve greater comprehension and recall (reading texts) than those who did not and we can encourage students to use visualization as a compensation for weakness in linguistic knowledge, as well as an aid to connection, inferencing, retention and recall. To follow Tomlinson's suggestion, the pictures our group designs help to make sure that the students have relevant images in their minds when they start to read the text.

Tomlinson's idea is further agreed on by Underwood (1989) as cited in Chun and Plass (1996) who suggested that "A commonplace principle for human learning is visual memory. We remember images better than words; hence we remember words better if they are strongly associated with images."

**Designing format of the tests**

Tomlinson (1998) is aware that most learners feel more comfortable with materials with lots of white space than they do with materials in which lots of different activities are crammed together on the same page. From that observation, each mini-test is simply composed of 10 questions placed on two sides of an A4-sized paper, with lots of white space, clear to see.

**Choosing words/ phrases**

Tomlinson (1998) states that materials should help learners to feel at ease. Therefore, the focus of all the mini-tests is to test word partnerships relevant to each unit content (mostly in the reading text) to help students remember longer, especially in modules 3 and 4. We just choose words/phrases in the course book. As long as the students study the book, they can do the test, as we want to make them review, to "feel at ease", not to challenge them.

**Choosing pictures**

The source of pictures is widely-shared free photos found in Google Images.

The details in each picture should be clear, photocopiable and preferably colorful in order to be shown on computer or PowerPoint.

The content of pictures should be relevant to the topics in each unit, sometimes funny, to maintain students' interest. Tomlinson (1998) notes that most learners are more at ease with texts and illustration that they can relate to their own culture than they are with those which are culturally exotic. Our group then has chosen pictures which are familiar to Vietnamese students. For example, the phrase *economic cooperation* is illustrated by a picture of Vietnam and EU flags, or the phrase *celebrity endorsement* by a picture of Cristiano Ronaldo advertising for Clear shampoo, a very popular advertisement in Vietnam.

**Benefits of the mini-tests to the students**

Our group's project is aimed to introduce and to share some interesting visual mini-tests which can be applied in reviewing vocabulary systematically in Modules 1, 2, 3, 4. The benefits of the tests to students are (1) to help students review the vocabulary systematically in topics, (2) to facilitate students in learning vocabulary through simple, easy-to-remember pictures, and (3) to challenge and motivate students to learn vocabulary through some multiple-choice tasks next to the pictures.

**Benefits of the mini-tests to the teachers**

Teachers can use these mini-tests to review vocabulary, which are relevant and appropriate to the content of Market Leader course books, for students after each unit.  These tests can also be flexibly used as small games to play quickly in class. The mini-tests have both hard and soft copies for teachers to use at their discretion: to give as handouts to students, to show with PowerPoint or on computer, and to customize the content as they wish.

**Conclusion**

Teaching is inspiring. These mini-tests are expected to help students read visually, then they can understand and enjoy the tests, which then will develop a positive attitude towards English. In addition, they add to the tools teachers can use to diversify their teaching methods.
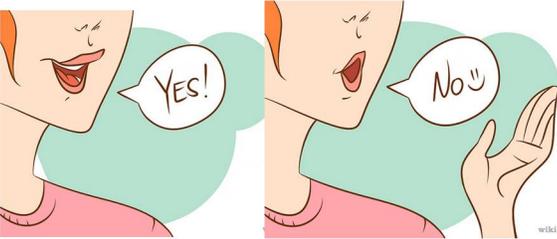
**References**

1. Chun, D., J.Plass (1996). Effects of multimedia annotations on vocabulary acquisition. The Modern Language Journal.
2. Le Thuy Giang, (2013) Using Cognitive Strategies in Teaching and Learning Vocabulary at some UEH English Classrooms, in English Department Conference
3. Tomlinson, B. (1998) Materials Development in Language Teaching, Cambridge University Press
4. Underwood, J. (1986) Hyper Card and interactive video. CALCO

# A SAMPLE MINI-TEST

**MODULE 4 - UNIT 9: MANAGING PEOPLE**

**Choose the correct answer to describe each picture.**

| 1. | 2. |
|---|---|
|  One responsibility of a manager is ……. his employees. <br><br> A. To motivate <br> B. To consult <br> C. To endorse |  A. Coalitions <br> B. Satisfaction <br> C. Credibility |
| 3. | 4. |
|  A manager should…..his employees' concerns promptly. <br><br> A. respond to <br> B. deal with <br> C. invest in |  A. Superficial <br> B. Over-confident <br> C. Ambitious |

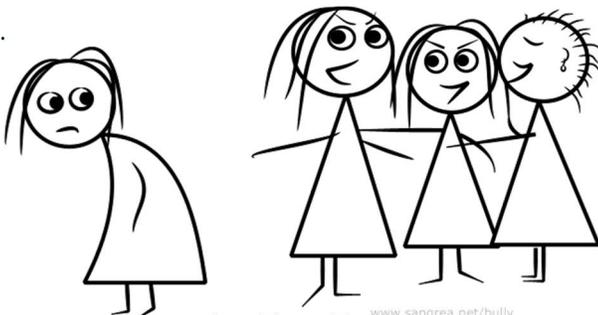| | |
|---|---|
| 5. <br><br>One skill a manager should master is …<br><br>A. To delegate tasks<br>B. To keep a cool head<br>C. To build credibility | 6. <br><br>A young manager should under-promise and …<br><br>A. overdo<br>B. overload<br>C. over-deliver |
| 7. <br><br>A. Brilliant<br>B. Enthusiastic<br>C. Aggressive | 8. <br><br>A. Arguing with<br>B. Agreeing with<br>C. Communicating with |
| 9. <br><br>A young manager should avoid …….<br><br>A. Cliques<br>B. Challenges<br>C. Coalitions | 10. <br><br>A. Persuasively<br>B. Effectively<br>C. Fortunately |