

## Vocabulary Teaching Steps

### Peer Dictation

To complete the Peer Dictation, you will work with a partner. One partner is the “reader,” and the other is the “writer.” The reader goes to the wall to read the text. The reader must remember the text (not write it or shout across the room!). The reader reports the text to the writer who fills in the missing words below. The reader can visit the text as many times as necessary. It is okay to switch roles half way, if you’d like.

***The goal is to work together to reproduce the text perfectly.***

1. Write the \_\_\_\_\_ and \_\_\_\_\_ it a few times.
2. Break \_\_\_\_\_ words into \_\_\_\_\_ and tap out the syllables, \_\_\_\_\_ the \_\_\_\_\_ syllable.
3. Lead \_\_\_\_\_ in quick \_\_\_\_\_ practice.
4. Explain the word clearly (not \_\_\_\_\_) using \_\_\_\_\_ language.
5. Provide a \_\_\_\_\_, and/or have learners create a \_\_\_\_\_ if feasible.
6. Give \_\_\_\_\_ easy to \_\_\_\_\_ examples
7. \_\_\_\_\_ learners in \_\_\_\_\_ oral and written \_\_\_\_\_.

Source: Dutro, S., & Kinsella, K. (2010). English language development: Issues and implementation at grades six through twelve. In California Department of Education, *Improving education for English learners: Research-based approaches*. (pp. 151-207). Sacramento, CA: California Department of Education.

## Peer Dictation Process

### Adaptable to all ESL Levels

#### Objectives:

Students will be able to:

1. Dictate information from a short piece of text to a partner
2. Listen and write information that is dictated by a partner
3. Negotiate meaning through active use of communication strategies

#### Directions:

1. Post copies of text at a relevant level on the walls around the room.
2. Pair students.
3. Students decide who will be the reader and writer. They can also switch roles during the activity.
4. Readers go to the wall to read the text, memorize a few words or a short sentence, then return to their partner to dictate the text. Readers can visit the wall as often as needed. (No shouting across the room!) The goal is to reproduce the text perfectly, including spelling and punctuation.
5. The writer may ask for clarification at any point. The reader responds verbally, but may not touch the writing instrument.
6. After completing the task, students check their work.

#### Variations:

**Intermediate and advanced students:** A set of questions on the texts could be passed out to all students. Each pair of students is assigned one or two questions based on their assigned excerpt. Students talk with each other to answer all the questions.

#### Beginning students:

- Use a sequence of pictures and have the reader explain the correct order of the pictures to a partner.
- Using a simple sentence students have been taught, cut apart the words and post them on the wall in random order. The reader dictates the words and the pairs work together to sequence the sentence.
- Using single words students have been taught, cut apart the letters and post them on the wall in random order. The reader dictates the letters and the pairs work together to sequence the letters to make a word.

#### Benefit to Students:

- Students participate at their own level; the text is at their level
- Can be used with students who have minimal literacy in English
- Requires authentic communication; students must repair breakdowns in communication
- It is fun and interactive, and it gets students moving

#### Benefit to Teachers:

- Links oral and written language
- Provides a vehicle to practice language already learned
- Provides assessment of speaking and listening skills, including communication strategies
- Can be adapted for any level