



WALKING DICTATION

One of the difficulties of learning a new language is holding unfamiliar words in short-term memory. This activity helps learners develop those short-term memory skills while reinforcing spelling, word order, pronunciation, listening and writing skills.

OBJECTIVE: to reinforce vocabulary and grammar structures in an active and PARTICIPATORY CONTEXT.

MATERIALS: Sentences pulled from previous worksheets or stories or generated using previously introduced vocabulary.
A list of words or sentences to practice

DESCRIPTION:

1. Write each sentence on a single piece of paper so that the lettering is large enough to be seen from a couple feet away.
2. Number the sentences and tape them in the hallway.
3. Divide learners into pairs. Assign one person in each pair to be the “walker,” the other will be the “writer.”
4. Walkers will go out into the hallway and read the first sentence. They should try to remember as much as they can.
5. Walkers will then repeat the sentence to their partner.
6. The writer will listen and write what the walker says.
7. The walker may return to the hallway as many times as necessary. He or she may not write anything. The writer should be encouraged to ask for clarification and help with spelling.
8. Let learners know how many sentences they should complete before switching roles.

SUGGESTIONS: offer guidance both in the hallway (to help learners read words correctly) and in the classroom (to reinforce good clarification strategies). You may want to review some simple clarification phrases before this activity, such as Can you please repeat? and How do you spell that?