
From Learners to Teachers:

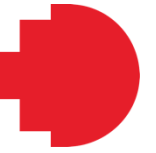
Peer Teaching for Student-Centred Vocabulary Learning

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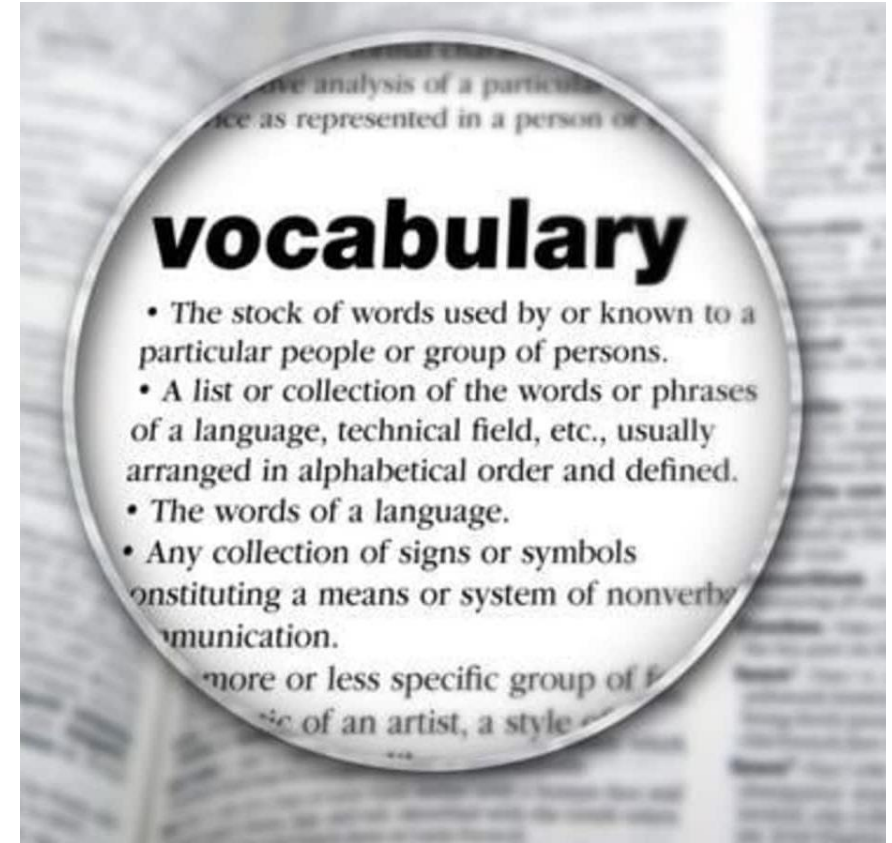
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Discussion (5 min)

What challenges do you often encounter with teaching vocabulary?



Agenda



- Peer Teaching: What & Why? (5 min)
- Sample Lesson (20 min)
- Key Considerations for Success (5 min)
- Q&A (10 min)



Peer Teaching (PT)

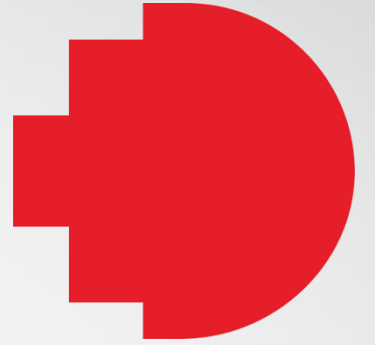
What?

- **Students** take an active role in researching and teaching vocabulary to their peers.
- The **teacher** acts as a facilitator, monitoring progress and offering support where needed.

Why?

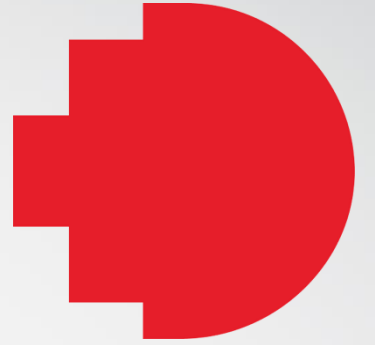
- PT has shown to be effective in enhancing both overall and individual **student engagement**.
- PT promotes **active learning** as students take greater responsibility for their own learning.
- Students **develop multiple skills** along the process.
- PT reduces **teacher talking time** (TTT) and increases student talking time (STT).

Lesson Profile

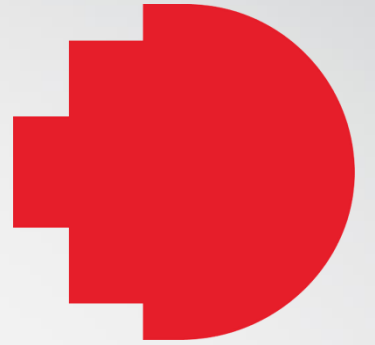


- Class size: 20 SEUP students
- Age: 17-19
- Level: B2 (Upper-Intermediate/Pre-Advanced)
- Lesson length: 60 minutes
- Target vocabulary: 10
- Prerequisites:
 - Students know how to use online dictionaries to look up new words.
 - They have also learned the different strategies to explain a new word in English.

Sample Lesson



Reflection



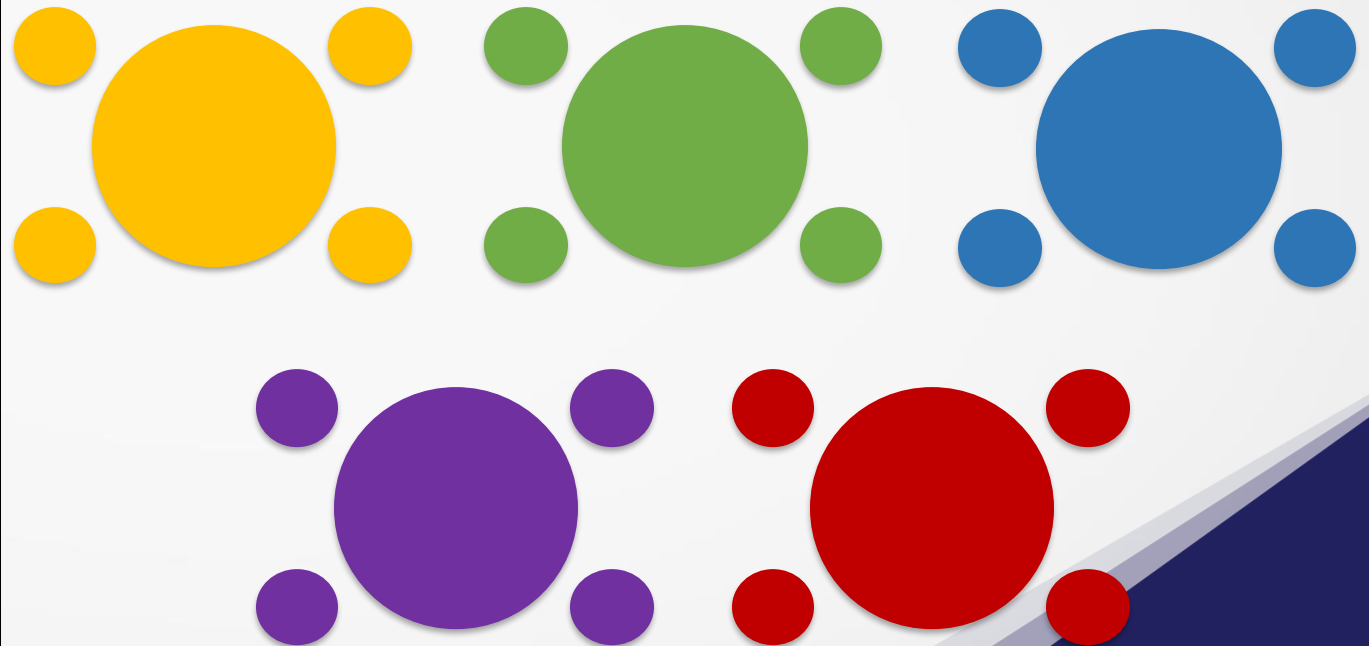
| Stage | What happened? | Teacher's role |
|-------|----------------|----------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

Lesson Procedure

Stage 1 (10 mins)

- Students sit in 5 groups of 4.
- Students are given a vocabulary sheet that has 10 target words. Each word is presented in three rich-in-context sentences that help students easily figure out its meaning.
- Students are asked to work together and write a definition for each word.
- NO dictionaries are allowed.

What is the teacher's role at this stage?

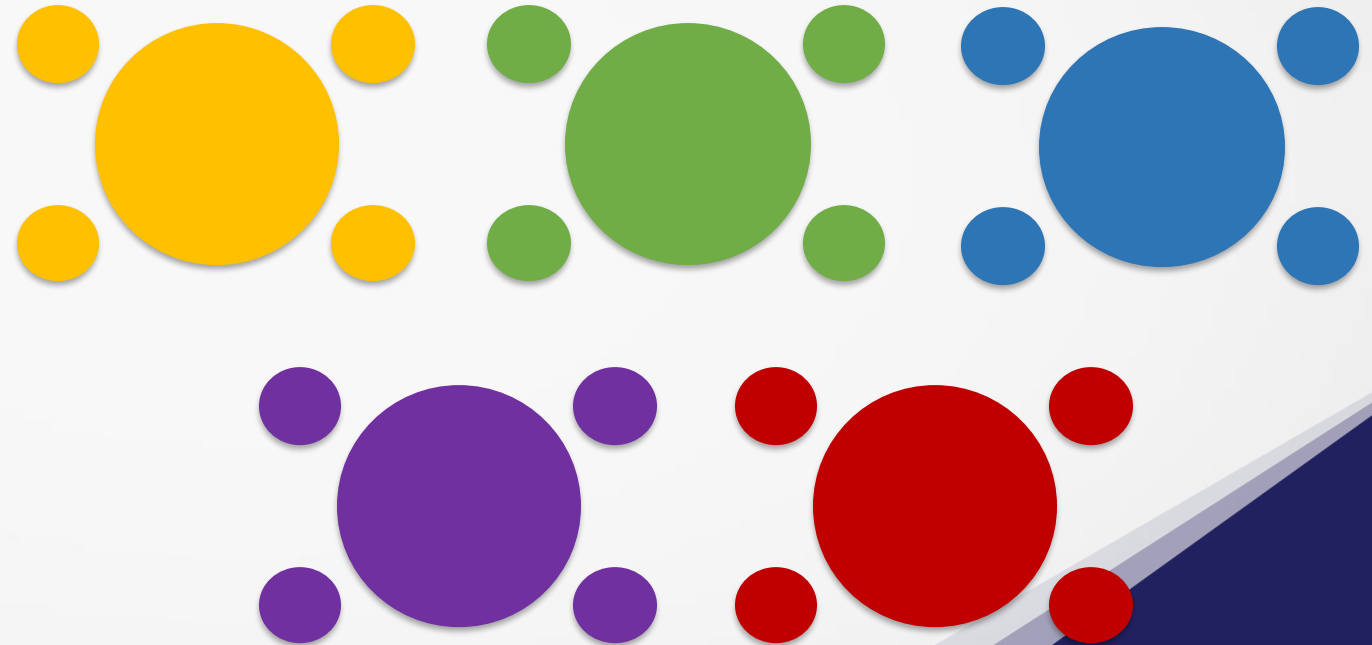
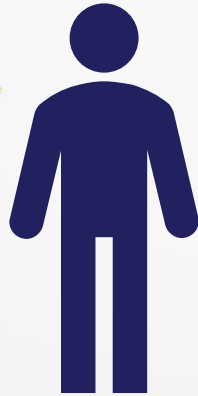


Lesson Procedure

Stage 2 (5 mins)

- Teacher asks CCQs to check student understanding of confusing words.
- Pronunciation drills

CCQs

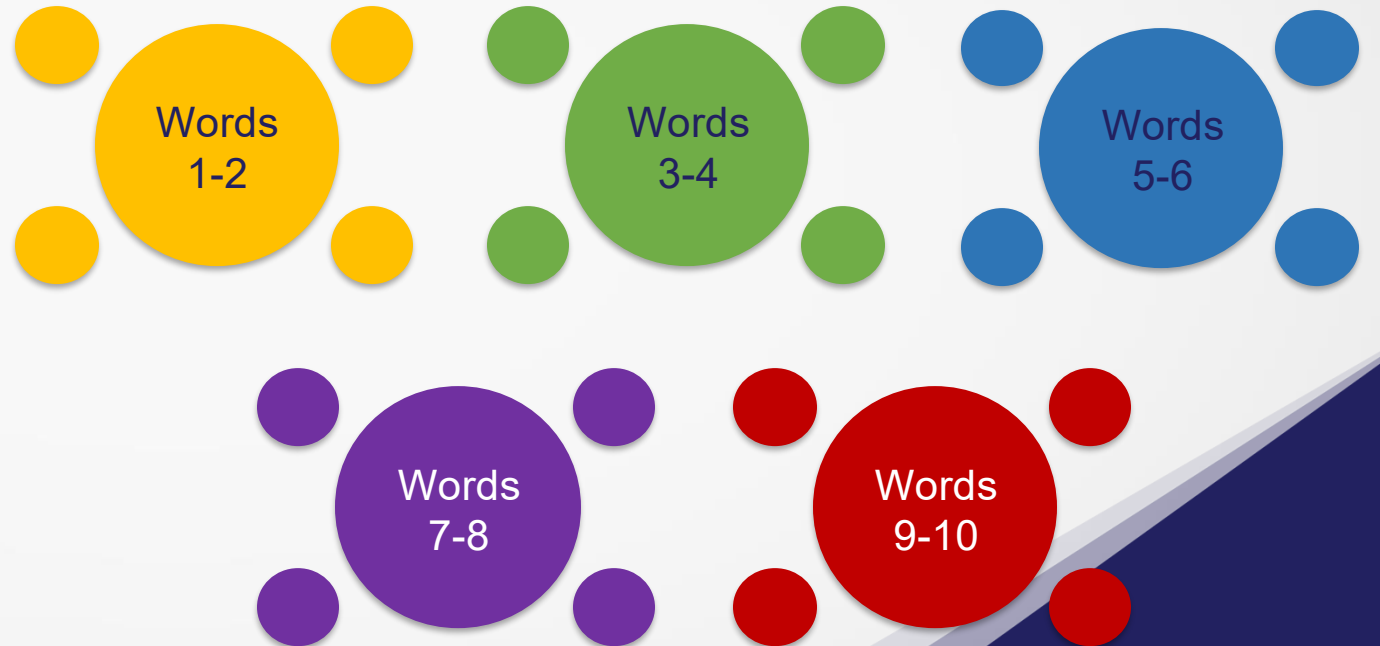


Lesson Procedure

Stage 3 (10 mins)

- Each group (now *expert* group) is assigned two words and asked to use online dictionaries to research their words for more relevant information such as other word forms, collocations, and synonyms.
- Students are informed that they will later teach the two words to their friends. Knowing this, students are supposedly more responsible.
- Students are given a vocabulary research sheet to fill in.
- Students of the same expert group share their findings.

What is the teacher's role at this stage?

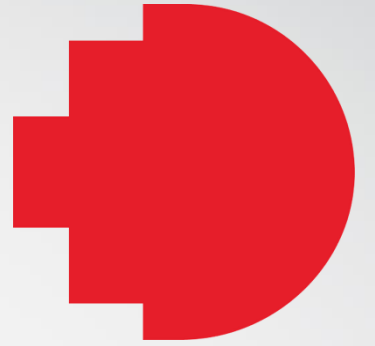
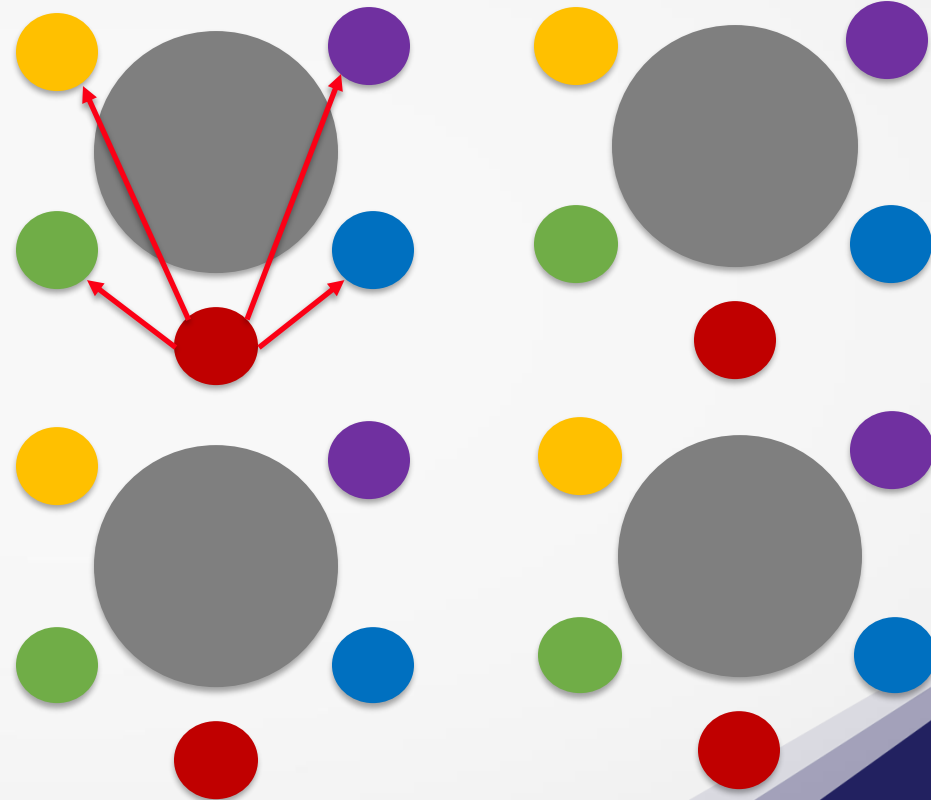


Lesson Procedure

Stage 4 (15 mins)

- Students are regrouped into 4 *teaching* groups with 5 experts per group.
- Students are given a sheet of useful language that helps with their teaching.
- Students take turns to teach the others their two words.
- Students listen to the “teacher”, ask clarification questions, and take notes.
- There is a time limit for each student’s teaching.
- Students can use L1 for teaching.

What is the teacher's role at this stage?

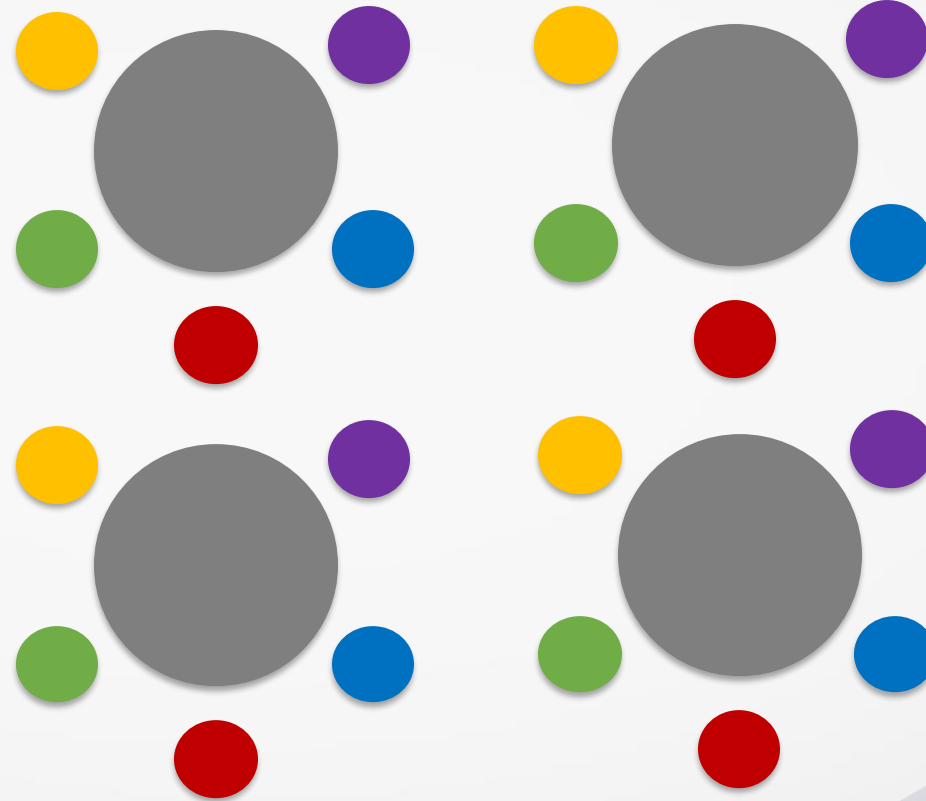


Lesson Procedure

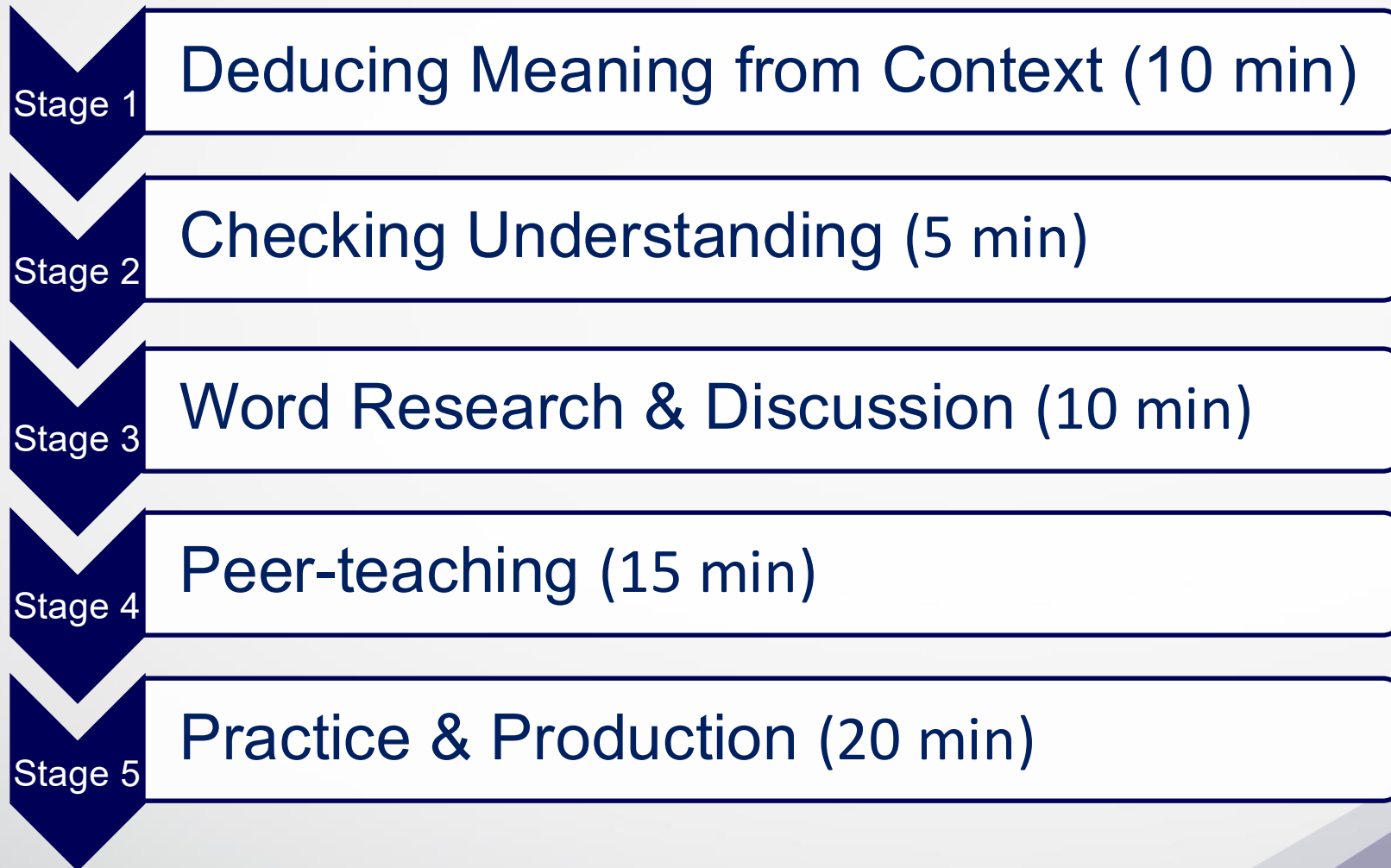
Stage 5 (20 mins)

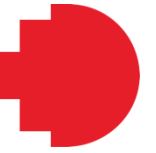
- Controlled practice: Students do gap-filling exercises in groups to consolidate their understanding of new words.
- Production task: Gallery walk, speaking cards, etc.

What is the teacher's role at this stage?



Lesson Procedure

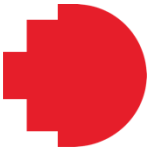




Potential Problems & Solutions

Talk to a friend.

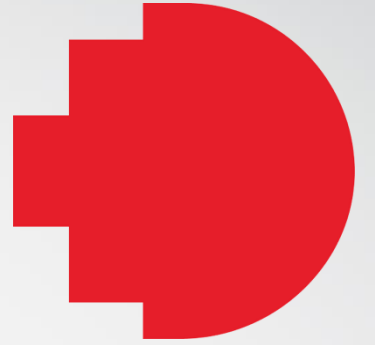
What do you think are the potential problems with this approach? Any solutions?



Potential Problems & Solutions

| Potential Problems | Solutions |
|---|--|
| 1. Students might not deduce the correct meaning of the words. | <ul style="list-style-type: none">• Make sentence examples easy to understand and rich in context.• Students work in groups so they can rely on each other for help.• Give students time to check their definitions in groups. |
| 2. Students may choose unfamiliar synonyms/antonyms, making their teaching challenging for others. | <ul style="list-style-type: none">• Students are clearly instructed that they should only choose synonyms/antonyms that they already know.• Synonyms/antonyms are optional for teaching. |
| 3. It can take students plenty of time to research and select relevant information for their words. | Teach them how to use dictionaries for vocabulary learning in previous lessons. |

Other Considerations for Success



- Build a supportive atmosphere where students feel safe to “teach”.
- Explain clearly *why* they are teaching each other.
- Limit cognitive load: 2-3 words per student is sufficient.
- Monitor closely for errors in meaning, usage, or pronunciation.
- Keep teaching cycles short (e.g., 2-3 minutes per “teacher”)
- Use a visible timer to keep groups on track.

Q&A

Thank you

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