Using Dictation in ELT - Procedure

Slide-by-slide seminar guide | Halis Bereket

Purpose: A concise guide matching the 16-slide seminar deck. It keeps the original classroom-tested structure and separates slide guidance from speaker commentary.

1. Using Dictation in ELT

Welcome participants. Introduce the session as a classroom-tested exploration of interactive and communicative dictation. Briefly preview the four-part thread: listening, writing, checking and speaking.

2. Why dictation still matters

Elicit one or two associations with dictation, then present the benefits: attentive listening, spelling, pronunciation, note-taking, concentration, self-evaluation and integrated skills.

3. What is dictation?

Start with the simple definition, then stress that input can come from teacher, recording or learners and that outcomes may include speaking, reconstruction, peer checking, drawing or colouring.

4. Halis Bereket's 3-listening model

Demonstrate the central sequence: first listen only for overall meaning; second listen and write with pauses; third listen and check/correct. Explain that the third pass may also be paused when careful self-correction is the aim.

5. A classroom quiz sample: Listen and write

Use Quiz 10 or another authentic classroom sample. Start sound on click. Before each pass, state the task clearly: Listen. Write. Check.

6. How to prepare a Listening Dictation sample

Use 6-10 short target sentences. First pass: normal speed, continuous, no writing. After about 10 seconds of silence, use a brief warning signal/music if desired. Second pass: play the same material with about 12-second writing breaks. Third pass: replay for checking/correction; pauses may be used if needed. The Cool Edit waveform from the earlier article illustrates this historical preparation method.

7. Classroom-tested application

Show the real classroom photos briefly as evidence of implementation with university students. Keep faces blurred/covered in all public versions.

8. Rolling and False Reading Dictation

Rolling: play/read the gap text twice without stopping; learners fill the missing words. False Reading: retell a familiar story with deliberate wrong words; learners stop and correct.

9. Fast Flash Dictation family

Differentiate Pictures, Vocabulary, Stories and Text. Emphasise memory plus meaning rather than copying. For Fast Flash Text, show chunks briefly so learners must process structure.

10. Colour Dictation and Picasso Dictation

Give oral instructions that produce a visible response. Use these with younger/lower-level learners or whenever you want a low-anxiety listening task.

11. Shouting Dictation

Set clear pair-work rules, distance and time limit. Partners hold complementary texts and dictate only the missing parts. Encourage natural requests for repetition and spelling.

12. Dictogloss, Mistakes and Bad Cold Dictation

Contrast reconstruction, correction and creative gap-filling. Keep each example short and let learners explain their choices after checking.

13. Running / Wall Dictation

Create three teams with a writer/secretary. Runners read, remember, return and dictate. Rotate runners so everyone participates; check accuracy as well as speed.

14. Practical teacher tips

Use natural spoken speed, meaningful sense groups, level-appropriate texts and self/peer correction. Short frequent practice is preferable to long stressful dictation.

15. Suggested seminar flow

If time allows, participants adapt one activity for their own class and share the design with a partner/group.

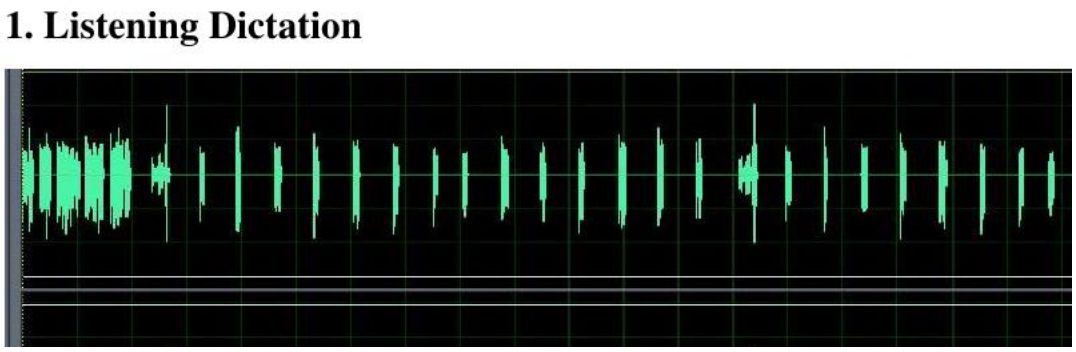
16. Keep in mind

Close with the key message: dictation becomes powerful when learners listen with a purpose, write with attention and check with understanding.

Listening Dictation - exact classroom preparation note

- Prepare 6-10 short sentences or short dialogue extracts appropriate to the learners.
- First listening: normal speed, uninterrupted; learners only listen for the overall message.

- Transition: in the earlier Cool Edit version, about 10 seconds of silence was followed by a brief warning music cue before writing began.
- Second listening: the same sentences are replayed with approximately 12-second breaks for writing.
- Third listening: learners check and correct. A paused version may be used when careful correction is the priority.
- After individual checking, learners may compare in pairs before the original is revealed.



Cool Edit waveform from the earlier Listening Dictation article/materials.