Using Dictation in ELT - Speaker's Notes

Slide-specific notes | Revised

1. Title

"Today I would like to show how dictation can move beyond transcription and become a purposeful listening, writing and speaking framework."

2. Why dictation still matters

"The value of dictation depends less on the age of the technique than on how we design the task. It can sharpen listening while also supporting spelling, pronunciation and self-evaluation."

3. What is dictation?

"The simplest definition is still useful, but the classroom possibilities are much wider: the input can change, the response can change, and learners can become the dictators."

4. Halis Bereket's 3-listening model

"My central classroom adaptation is simple: first listen for the whole message, then listen and write, then listen once more to check and correct."

> ***Emphasis: first pass = overall meaning/no writing; second pass = writing with pauses; third pass = self-check/correction.***

5. Quiz 10 sample

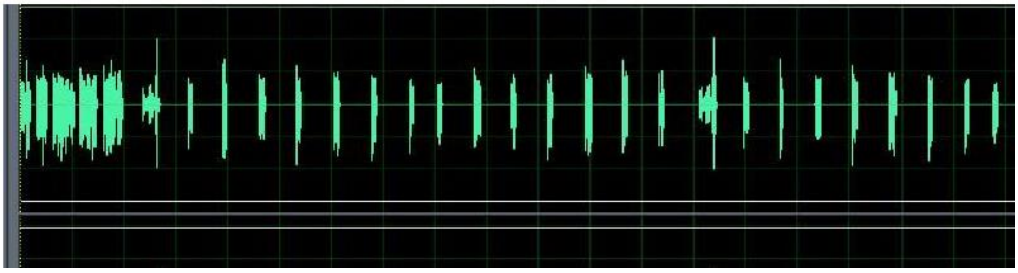
"Please experience this as a learner. First, only listen. I will start the sound on click so that each stage begins when everyone is ready."

6. Preparation

"In my earlier application I prepared 6-10 target sentences in Cool Edit. The first version was continuous; the writing version used about 12-second breaks, and a short cue marked the change of stage."

> ***Historical preparation detail: 6-10 sentences; normal-speed uninterrupted first pass; about 10 seconds silence + brief warning music; second pass with approximately 12-second writing breaks; third pass for checking/correction, paused when needed.***

1. Listening Dictation



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

7. Classroom-tested application

“These photographs are from real classroom use with university students. I show them briefly as evidence of implementation; faces remain blurred in public materials.”

8. Rolling and False Reading

“Rolling Dictation keeps the text moving while learners supply gaps. False Reading adds speaking because students must stop me and correct the wrong word.”

9. Fast Flash family

“The common principle is quick exposure followed by reconstruction. Learners cannot simply copy; they have to remember, organise and make meaning.”

10. Colour and Picasso

“Here listening becomes visible action. Colouring and drawing show immediately whether the learner understood the instruction.”

11. Shouting Dictation

“This should be lively but controlled. Clear roles, distance and a time limit keep the interaction purposeful rather than noisy.”

12. Dictogloss, Mistakes, Bad Cold

“These three versions show different kinds of thinking: reconstructing meaning, noticing errors and creatively filling a missing word.”

13. Running / Wall Dictation

“The runner has to read, remember and reproduce accurately. Rotate the runners so memory, pronunciation and teamwork are shared by the whole group.”

14. Teacher tips

“Natural speed and meaningful sense groups matter. If the text is too difficult or chopped into isolated words, the activity becomes stressful rather than useful.”

15. Seminar flow

“If we have time, choose one activity and adapt it for your own learners. The aim is to leave with something you can actually use.”

16. Closing

“Dictation becomes powerful when learners listen with a purpose, write with attention and check with understanding.”