

21st Century Dictation

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Dictation: benefits

- Students are active in the process – both during the dictation and afterwards
- Dictation leads to communication
- Dictation encourages thinking about language and content
- Good for mixed ability groups
- Good calming activity for “energetic” groups
- Good for students’ de-coding skills

Dictation: Questions

- Who reads?
- Who chooses the text?
- How long should the text be?
- What type of text?
- What is the voice?
- What does the listener do?
- Who corrects?

Dictation: Forms

- Back to back
- Shouting
- Running
- Info+re-ordering
- Part of a tapescript
- Stems
- Stressed form dictation
- True / False dictations

Dictogloss: a popular modern variation

- My basic outline: complete text
- Teacher reads a short text – students just listen – no notetaking
- Students share what words they picked up
- Teacher re-reads at normal speed – students make notes
- Students compare notes to
- Teacher-rereads texts – students fill in more gaps
- Students compare notes and collaborate again.
- Repeat if necessary

Dictation/Dictogloss – My rule of thumb

- The text should be something that the students work with after the dictation process:
- Finishing the story or sentences
- Offering opinions on the text
- Producing a similar text
- Acting on instructions

Let's try a few of these ideas...