

# Dictating your way to more beneficial Learning Outcomes

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# So what is it?

- Dictation is a practical and useful method of sharing language with your learners
- Once you have chosen or agreed your learning outcomes, you can easily work toward meeting them

# Why Dictation? SFIFDI\*

- Simple
- Flexible
- Interactive
- Fun
- Dynamic
- Interesting

\* SFIFDI is not a real acronym!

# What is it not?



# For example

- Intermediate level class
- Listening for gist and detail
- Activate schemata with an image
- Discuss in pairs
- Dictate
- Let's try it now

What is this? Where would you see this animal? How would you feel if you were close to it?  
Please discuss (2 mins)



# The Polar Bear

1. Take feedback on pre-listening questions (whole class)
2. Give instructions
3. Ask learners to listen for and write the key words only (check with an ICQ as some will want to listen to EVERY word)
4. Read the text twice, at natural speed
5. Ask learners in groups to reconstruct the text (perhaps on sheets of A3 / A4 paper)

# And then?

1. Learners circulate, briefly look at texts constructed by other groups and compare with their own
2. Display the original
3. Check the differences
4. Read / answer questions learners may have about language in the text etc.
5. Disappearing story / next activity (depends on their needs)



## Dictated Text

I was in the Arctic with an Inuit guide, a long way above the Arctic Circle, where I was taking photographs of seals underwater. We decided to spend the night on the ice. Early the next morning I was lying in the tent, just waking up, when I felt something moving against my feet. I looked to see what it was, and I could see the shape of a young polar bear. I kept as still as I could, and very quietly woke the guide and told him what was happening. He said, 'Don't worry, just stick your head out of the tent and it will go away'.

# Happy?



Source:

<http://healthyteachingonline.com>

# Let's do another

1. Choose your learning outcome
2. By the end of the lesson, learners will be better able to understand the **target language** in the context
3. Upper Intermediate level class
4. **Listen for language**

# Who remembers SFIFDI?

- Flexible (you write the text)
- Interesting
- Fun
  
- FIF \*

# To Begin

- Activate schemata with two **personalised images**
- Discuss in pairs
- Dictate
- Let's try it now

# My future plans (what do you think they are?)



# My future plans

1. Take feedback on their opinions
2. Give instructions
3. Ask learners to listen for key words (check with an ICQ as some will want to listen to EVERY word)
4. Read the text twice at natural speed

What are your plans for the future?

Let me tell you mine. I want to manage the Irish football team. I'll win the World Cup as Ireland manager and I'll be a national and international hero. I'll use my success and by the time I'm 50, I'll have become the President of Ireland. I'll be living in the Phoenix Park. Will I be happy? Oh yes, I'll be very happy.



## Target Language

1. I'll be living in the Phoenix Park

2. By the time I'm 50, I'll have become the President of Ireland

Future Continuous – an action in progress at a certain point in the future

### **Meaning**

Do I start living in the Phoenix Park before I'm 50?

Am I still living in the Phoenix park after I'm 50?

So is this action in progress when I'm 50?

### **Form**

Subject + will + be + ing

### **Pronunciation**

/əɪl bi: 'lɪvɪŋ/

Future Perfect – a future action that will be completed at or before a specified time

### **Meaning**

Imagine I'm 50 – am I President?

Is the action completed between now and me turning 50?

Do we know exactly when?

### **Form**

Subject + will + have + past participle

### **Pronunciation**

/ə'ɪl əv bɪ'kʌm/

# To recap

1. Display the original, analyse forms
2. Controlled and free practice of the language
3. Personalised practice where learners talk / write about their future etc.

## **From there?**

Disappearing story / next activity  
(depends on their needs)

