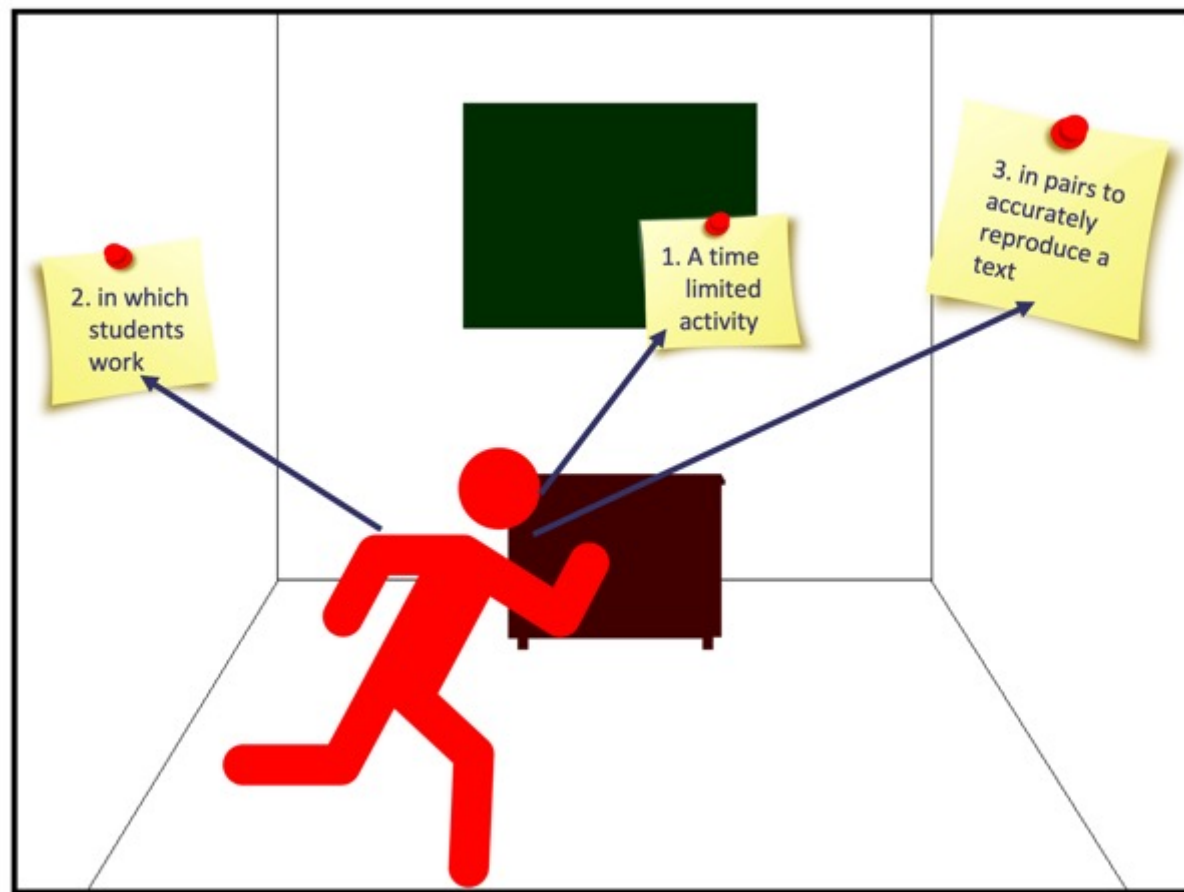


American English LIVE!

The Art of the Running Dictation



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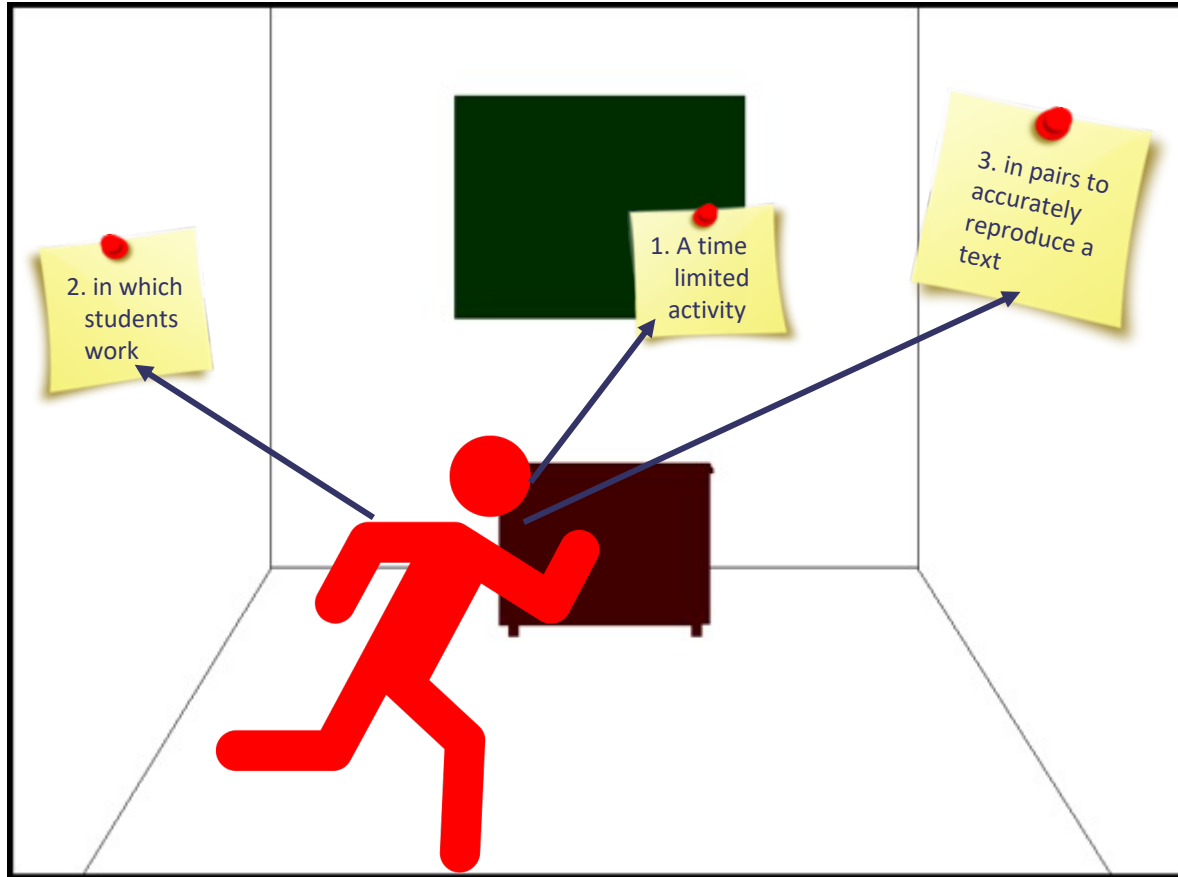
Objectives

- ☐ 1. Define what a running dictation is
- ☐ 2. Identify why running dictations are useful tools
- ☐ 3. Learn how to set up a running dictation
- ☐ 4. Address practical concerns/considerations you might have
- ☐ 5. Adapt the running dictation for different ages/levels

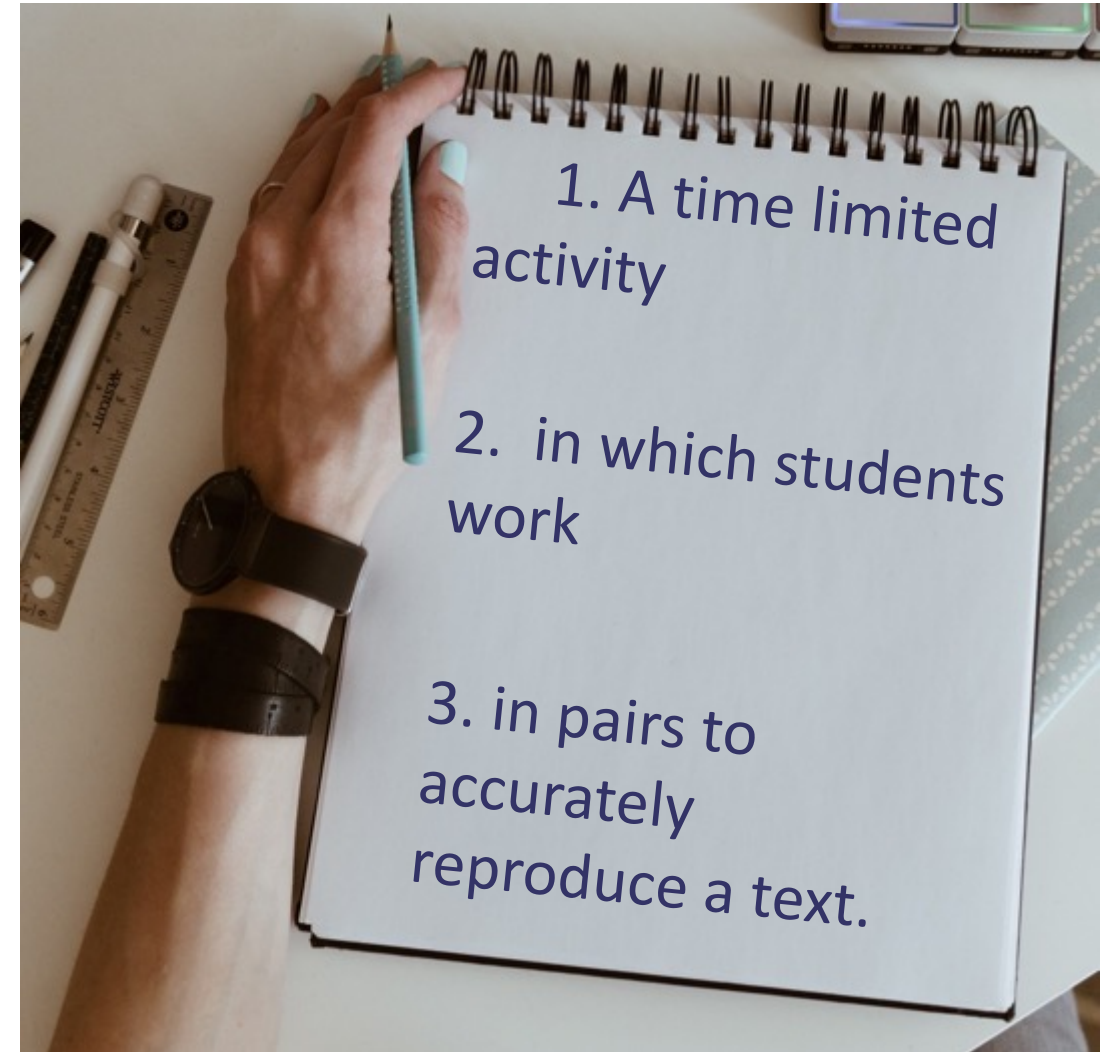
What is a running dictation?

A time limited activity in which students work in pairs (one student sits and one student runs) to accurately write down a single text, words, sentences, or questions that are spread around the classroom, as quickly as they can.

Runner



Sitter





**Why do you think
are running
dictations are
useful?**

Why are running dictations useful?



Why are running dictations useful?

“Exercise provides an unparalleled stimulus, creating an environment in which the brain is ready, willing, and able to learn.”

(Ratey, 2008, 10)

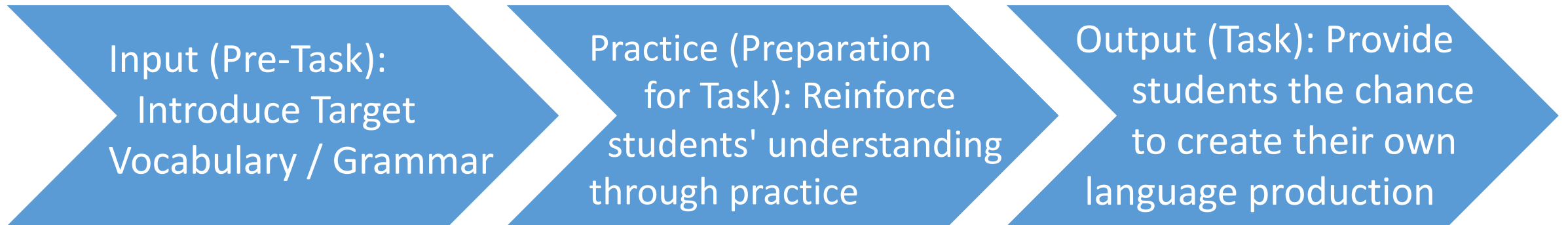
Research has shown that lessons which integrate movement significantly increase student engagement, motivation, and focus, in comparison to those which do not. (Lindt & Miller, 2017)

Why are running dictations useful for language practice?

- ✓ Can provide controlled practice and the chance to reinforce newly learned grammar or vocabulary for students in a motivating and fun way.
- ✓ Can provide controlled writing practice and the chance to reinforce spelling, punctuation, word order, and sentence structure.
- ✓ Provides speaking practice and the chance to reinforce features of pronunciation.
- ✓ Provides listening practice and the chance to practice clarification requests/declaratives
- ✓ Can provide skimming or scanning reading practice and the chance to identify main ideas or key details quickly.

When to use Running Dictation

A running dictation is best used as a controlled practice activity to reinforce grammar structures or new vocabulary learned earlier in the lesson.



Example: Present Simple

Input (Pre-Task):
Introduce Target
Vocabulary / Grammar

Practice (Preparation
for Task): Reinforce
students' understanding
through practice

Output (Task): Provide
students the chance
to create their own
language production



On Mondays, Sally has math class. She doesn't like math class. She likes art! She does her homework after school.



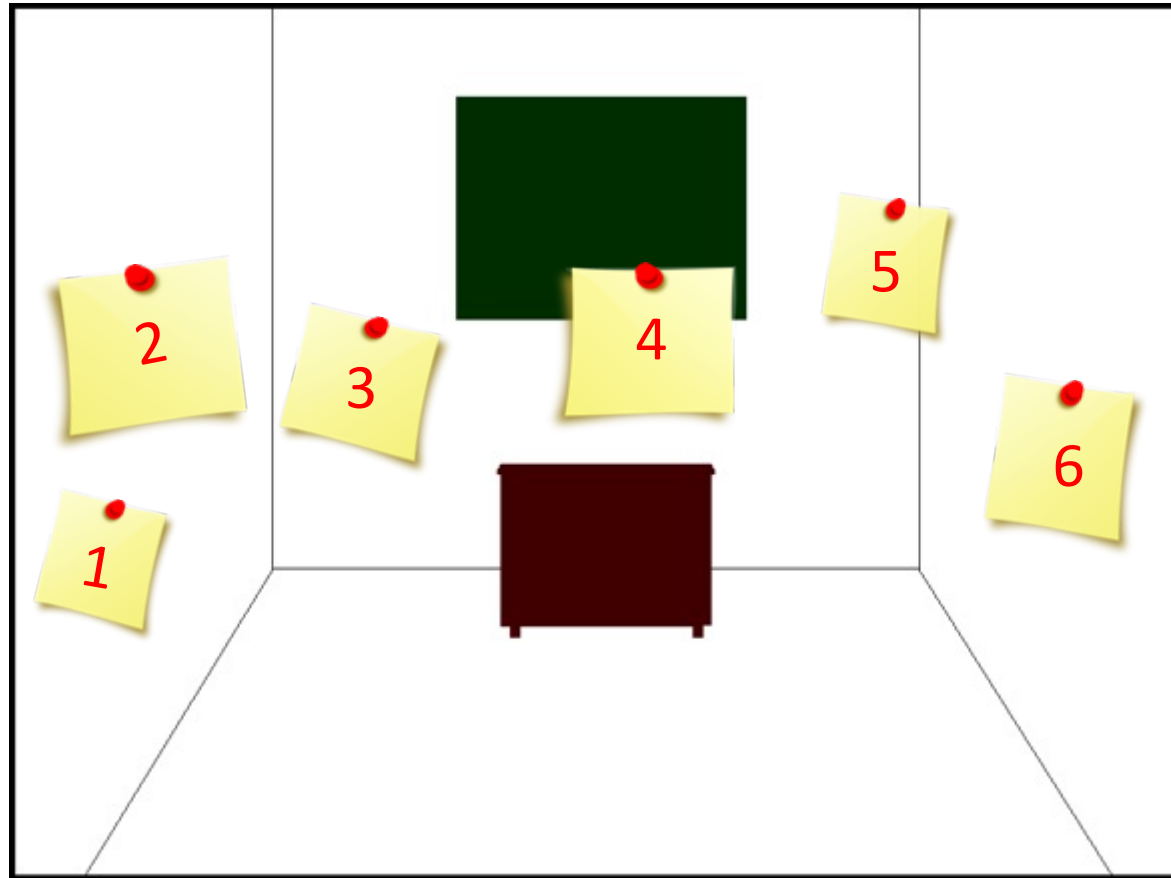
1. She has English class on Tuesdays.
2. She doesn't have science on Tuesdays.
3. She goes swimming after school on Tuesdays.



How to set up a Running Dictation

1. Place the slips of paper up around the room.
2. Put students into pairs.
3. Assign a role to each student within their pair (sitter or runner).
4. Tell students when to 'switch their roles' (after each turn or a set number).
5. Set a time limit & say GO!
6. Lead a feedback session to check if they reproduced the text accurately.

Step 1: Place the slips of paper up around the room (before the lesson begins)

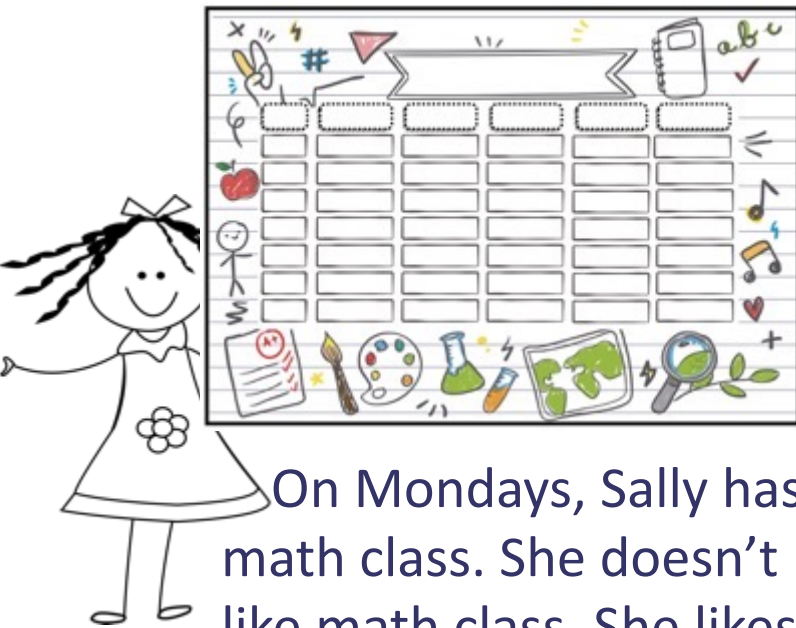


Example

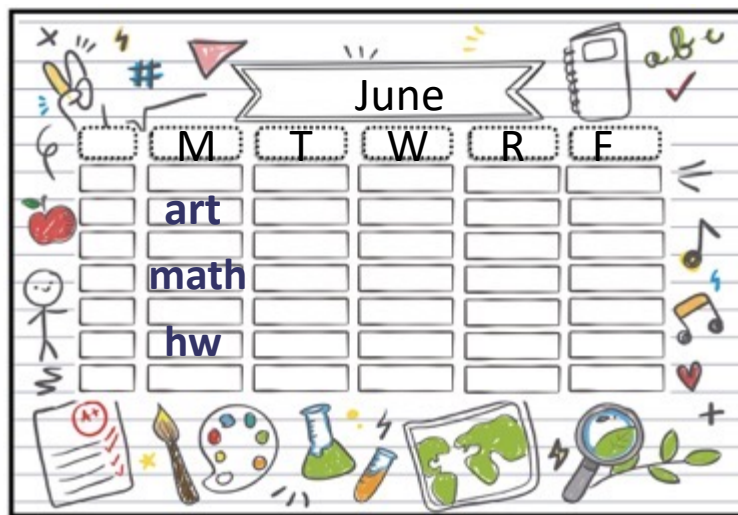
Input (Pre-Task):
Introduce Target
Vocabulary / Grammar

Practice (Preparation
for Task): Reinforce
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through practice

Output (Task): Provide
students the chance
to create their own
language production



On Mondays, Sally has
math class. She doesn't
like math class. She likes
art! She does her
homework after school.



Teacher:

"Let's work in pairs to find out what does Sally do on Tuesdays!"

On Mondays, Sally has math class. She doesn't like math class. She likes art! She does her homework after school.

Step 2: Put students into pairs

Teacher:

"Okay, now listen for your number!

1-2-3-4-5-6-7-8-19-10-11-12-13-14-15-16 and

1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16."

"Your partner is the person with your same number. So, 1s, you are partners. 2s, 3s...

Find your partner now!"



Step 3: Assign a role to each student within their pair

- Teacher: "Now listen for your letter: A,B,A,B,A,B,A,B,A,B,A..." (teacher assigns A and B roles within groups)
- Teacher: "Who is A?" (students raise their hands)
- Teacher: "A's stand up, you are the runners." (gesture stand up)
- Teacher: "B's sit down, you are the sitters." (gesture sit down)
- Teacher: "B's, take out a piece of paper and a pencil."
- Teacher: "A's, you will run (gesture running over to a piece of paper), read (gesture reading), remember (gesture remembering), and tell your partner "number __:"
- Teacher: "B's, listen and write."

Step 4: Tell the students when to switch

Step 5: Set a time limit & say GO!


- Teacher: "A's, you will run (gesture) 1 time, then tell your partner, run (gesture) a 2nd time, then tell your partner, and run a 3rd time and then tell your partner. After three, SWITCH.
- Teacher: Sitters, remember that you must write it correctly!
- Teacher: "You have 5 minutes. Ready, set, go!"



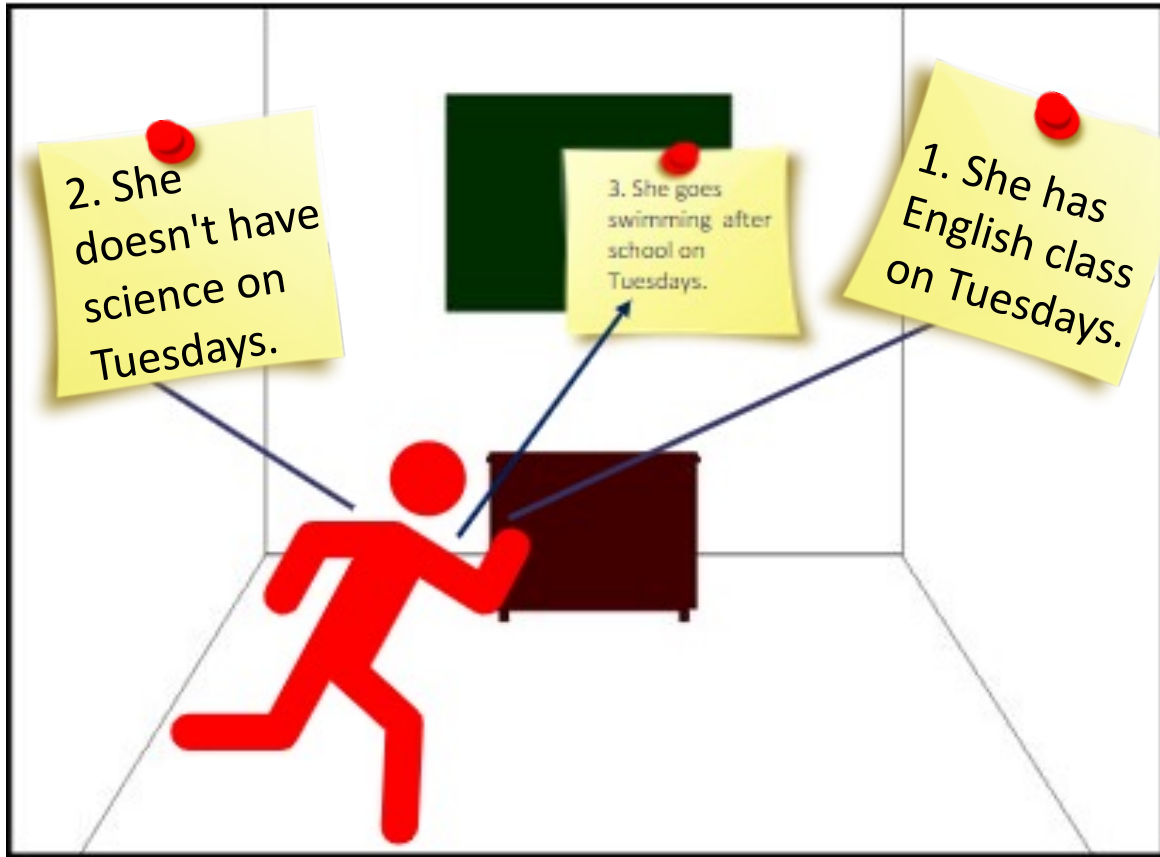
Set up
3-4 minutes

The Running
Dictation
4-6minutes

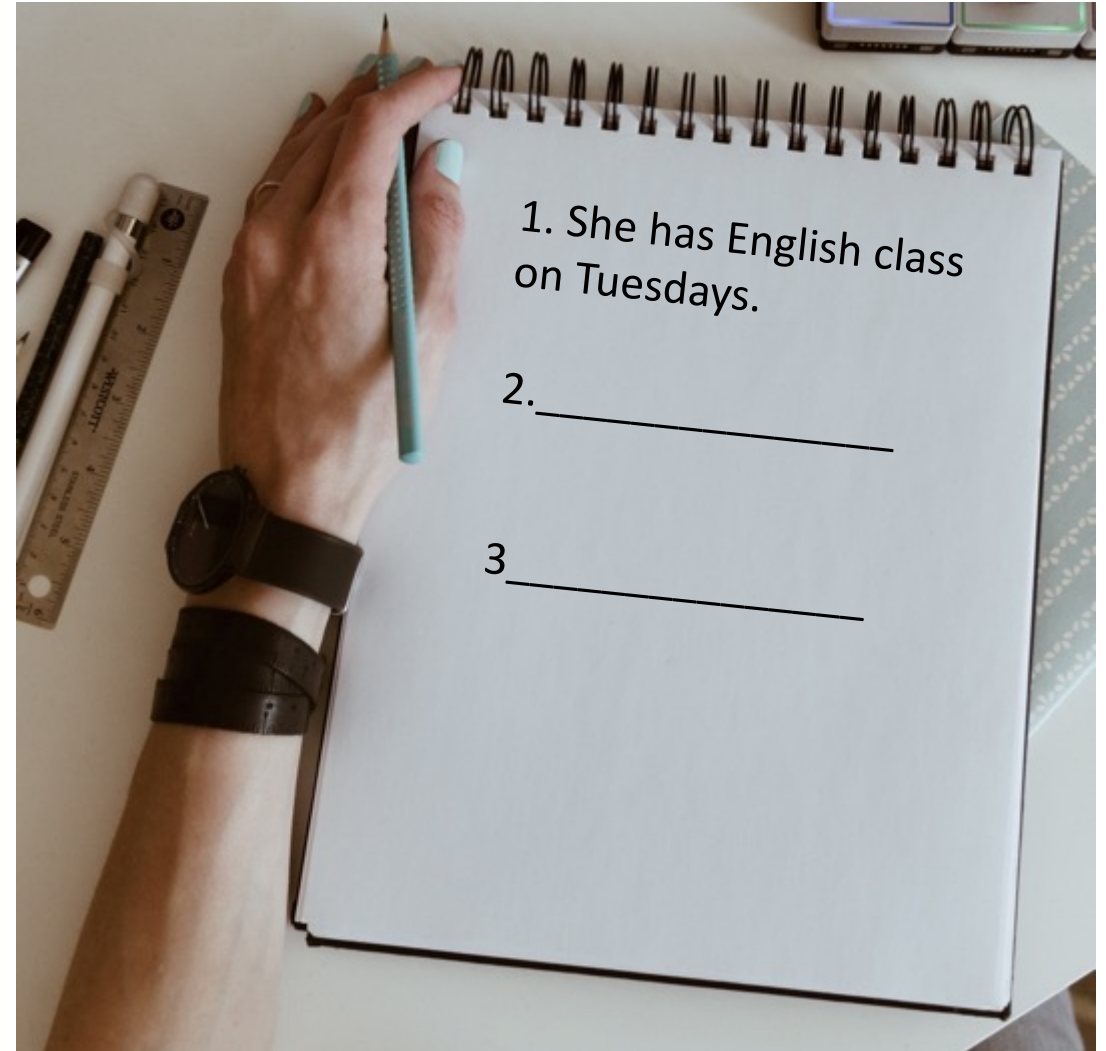
Feedback
4 minutes

 10-15
minutes
In total

Runner



Sitter





What does the teacher do while the students are doing the dictation?

- A) Goes and gets coffee
- B) Monitors for speaking and encourages target language use
- C) Monitors for accuracy and instructs the sitter to ask the runner to repeat
- D) Monitors the activity and notes areas of weaknesses for follow up teaching

Step 6: Lead a feedback session

Teacher: "Let's check! Pass your papers to the pair to your right. Give a ✓ if it's correct, ✗ if there is a mistake. Who can tell me #1?"

Student: "She ha English class on Tuesdays."

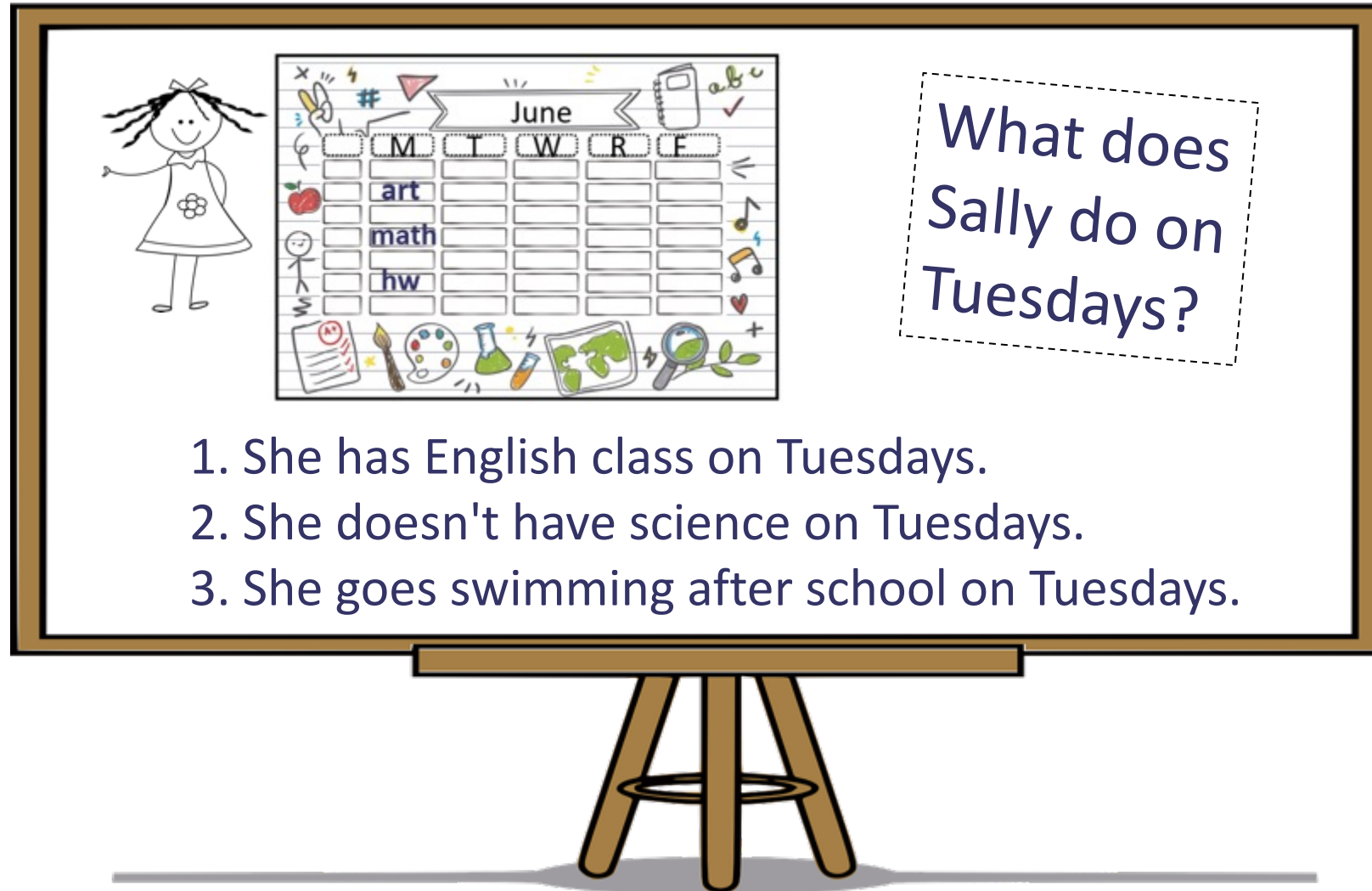
Teacher: "She 'ha' or 'has?'"

Students: "Has"

Teacher: "Good, with 'z' or 's'?"

Students: "S!"

Teacher: "Yes, good! (Writes #1 answer on the board.)
"Who can tell me #2?...."



	M	T	W	R	F
	art				
	math				
	hw				

What does Sally do on Tuesdays?

1. She has English class on Tuesdays.
2. She doesn't have science on Tuesdays.
3. She goes swimming after school on Tuesdays.

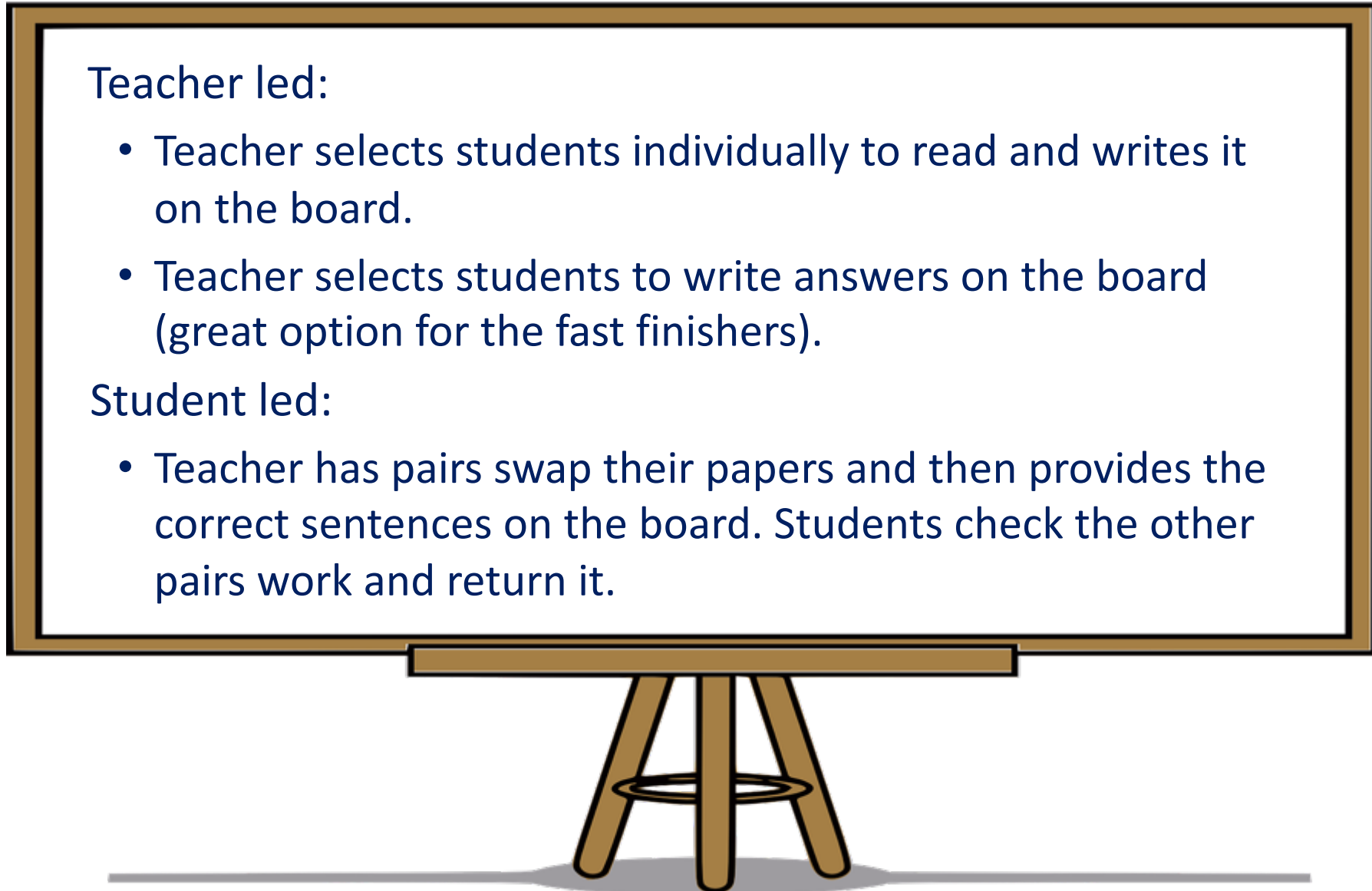
Feedback Options:

Teacher led:

- Teacher selects students individually to read and writes it on the board.
- Teacher selects students to write answers on the board (great option for the fast finishers).

Student led:

- Teacher has pairs swap their papers and then provides the correct sentences on the board. Students check the other pairs work and return it.



Objectives

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Let's Watch!

Watch students in the middle of a running dictation. See if you can notice the following:

- ❖ Do the runners wait for their sitters to write?
- ❖ How many times do the runners repeat the words to the writer?
- ❖ Do the runners help the writers to spell the words they are unsure of?



Let's Review!

- ❖ Runners waited while the sitters wrote.
- ❖ Runners repeated themselves for the sitter so they were sure they had the complete sentence.
- ❖ Runners helped to spell a word for the sitter so they were sure the text was reproduced accurately.



What challenges do you think you might have in using this activity in your classroom?

Common challenges



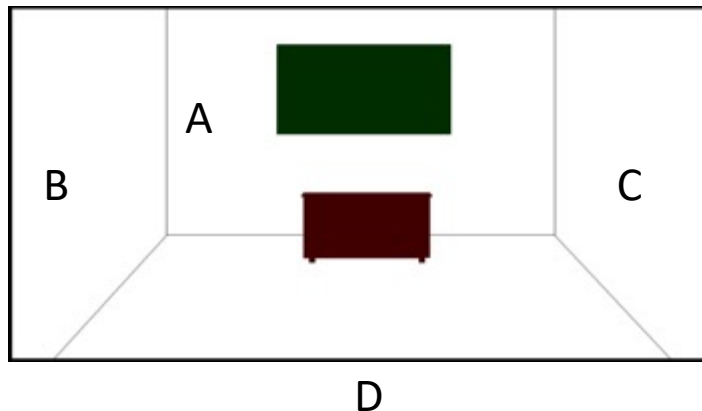
- ✓ Size
- ✓ Noise
- ✓ Management
- ✓ Materials

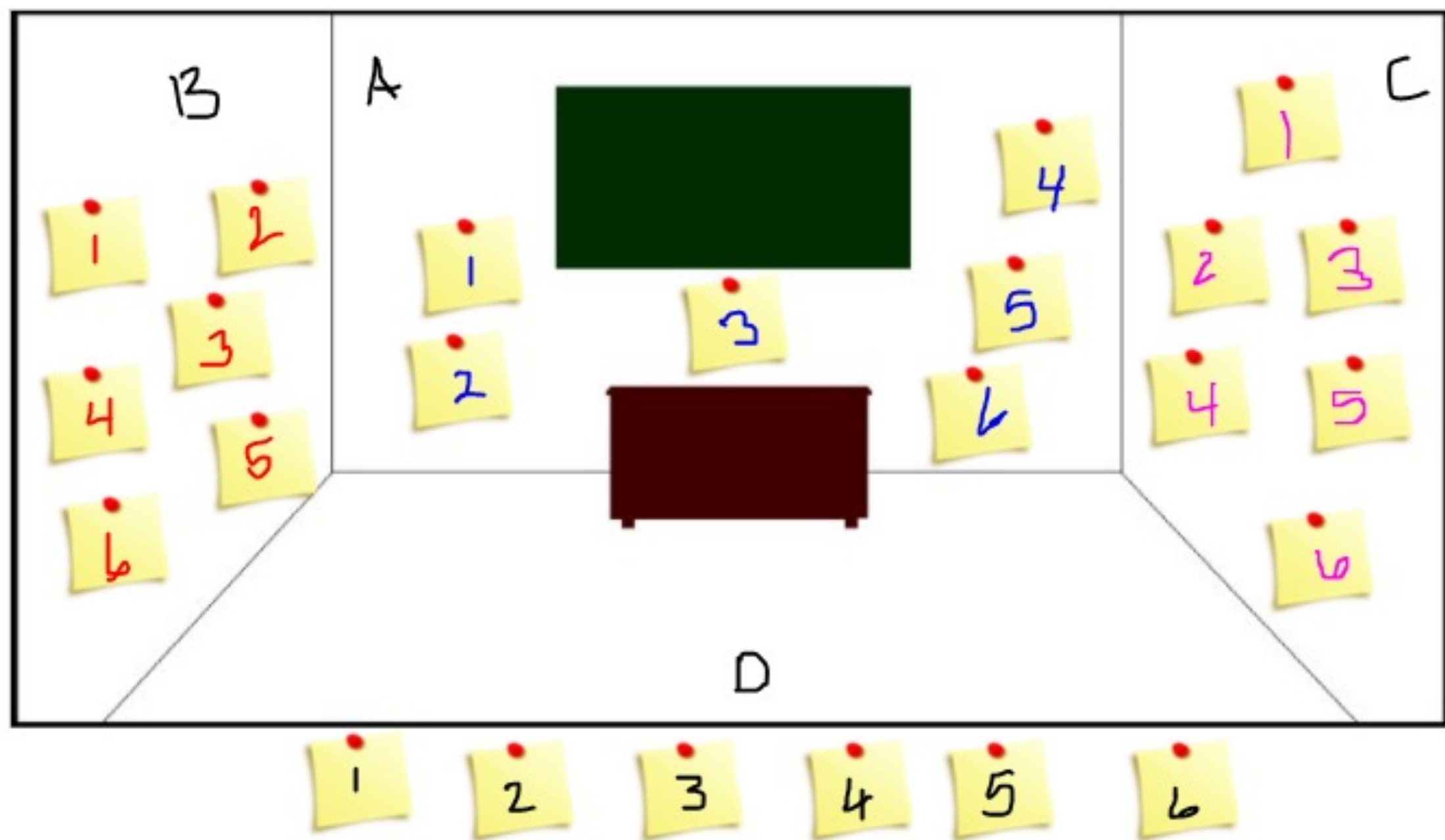
SIZE

"Sounds fun, but there are too many students in my class."

Solutions:

- Use each wall of your class for a specific set of students.
 - Example:
"Aysa back to Dima, you and your partners use wall A (front wall).
Nga to Vika, you and your partners use wall B (left wall). ..."
- Have a complete set(s) of sentences available on each wall.





Noise

"My students would enjoy it, but it would be too noisy for the other classrooms nearby."

Solution:

- Encourage runners to 'whisper' to their partners!

Remind them that they don't want the other pairs to hear them!

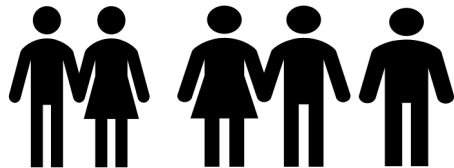


Management

"The students would like it, but I am afraid it would be too chaotic in the classroom."

Solutions:

- Remind students of the rules/consequences before starting the activity.
 1. No running or pushing.
 2. No touching another student.
 3. Be nice & respectful.
- Make it a 'walking' rather than 'running' dictation.

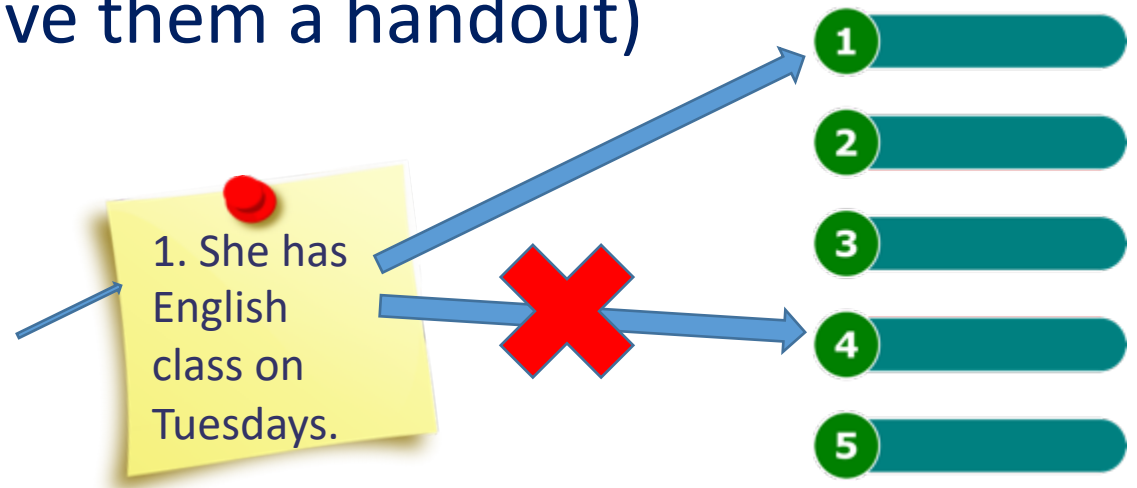


Management

"Writers can get confused about what to write where. This makes feedback confusing."

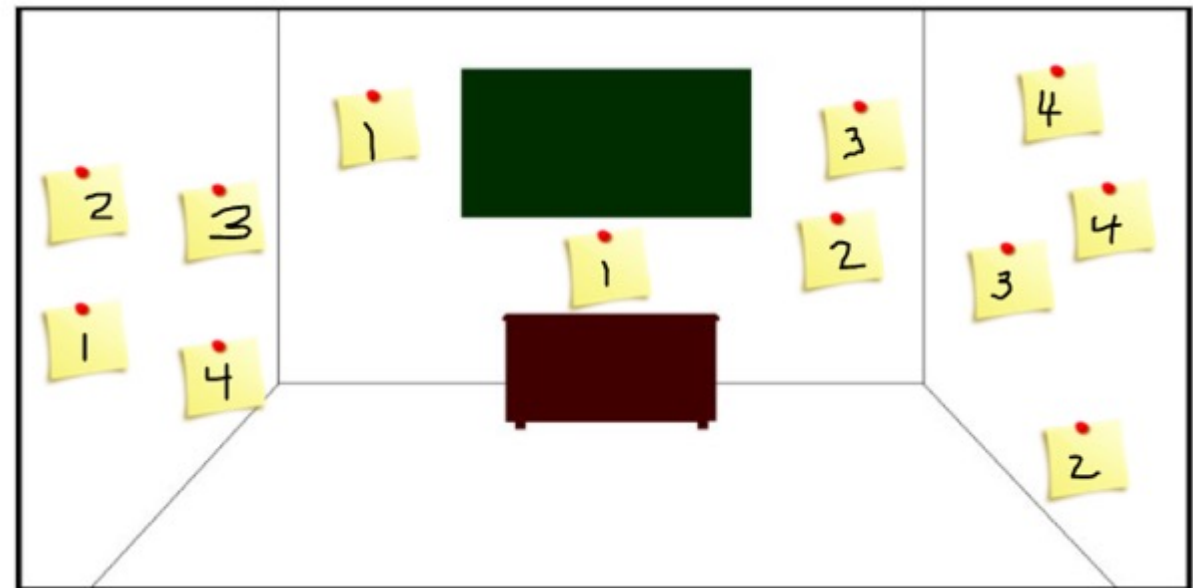
Solutions:

- It is important that you have the papers on the wall **NUMBERED** or **LETTERED**.
- Writers should **NUMBER** or **LETTER** their paper before the running dictation (unless you give them a handout)
- Remind students that #1 needs to go in #1 on the paper, etc.



Materials – Helpful Hints

- ❖ It is important not to have all of your students running to the same paper all at once. Be clear that they can start at any #, they just need to be sure to tell their writer the correct number.
- ❖ Put your materials up either before class, or while you have the students working on something during the lesson.
- ❖ Have extras up around to help provide more places for students to go.
- ❖ Folding the paper creates a magical mystery effect!

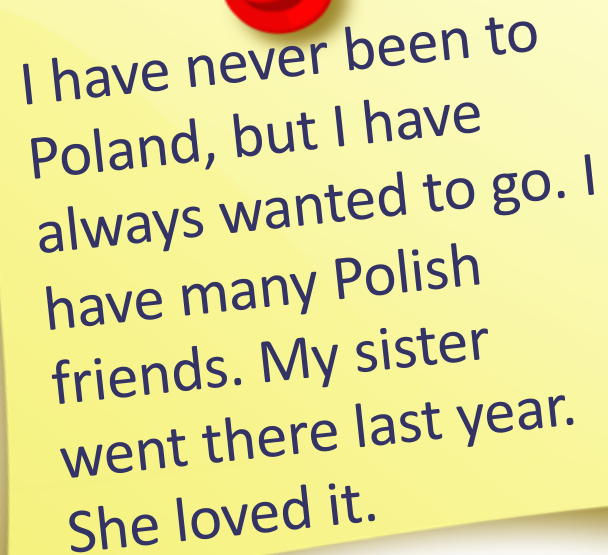


Objectives

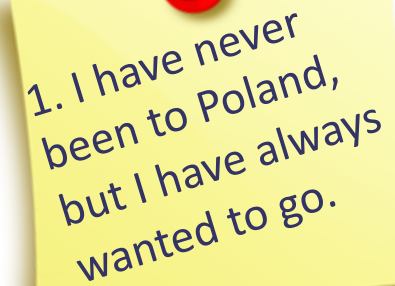
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Standard Running Dictation Activity

In a standard running dictation, the runner 'reads' exactly from the paper and the writer 'writes' it down. The goal is to reproduce an accurate copy of the text. The text may be on one single piece of paper or split up into multiple.




I have never been to Poland, but I have always wanted to go. I have many Polish friends. My sister went there last year. She loved it.



1. I have never been to Poland, but I have always wanted to go.



2. I have many Polish friends

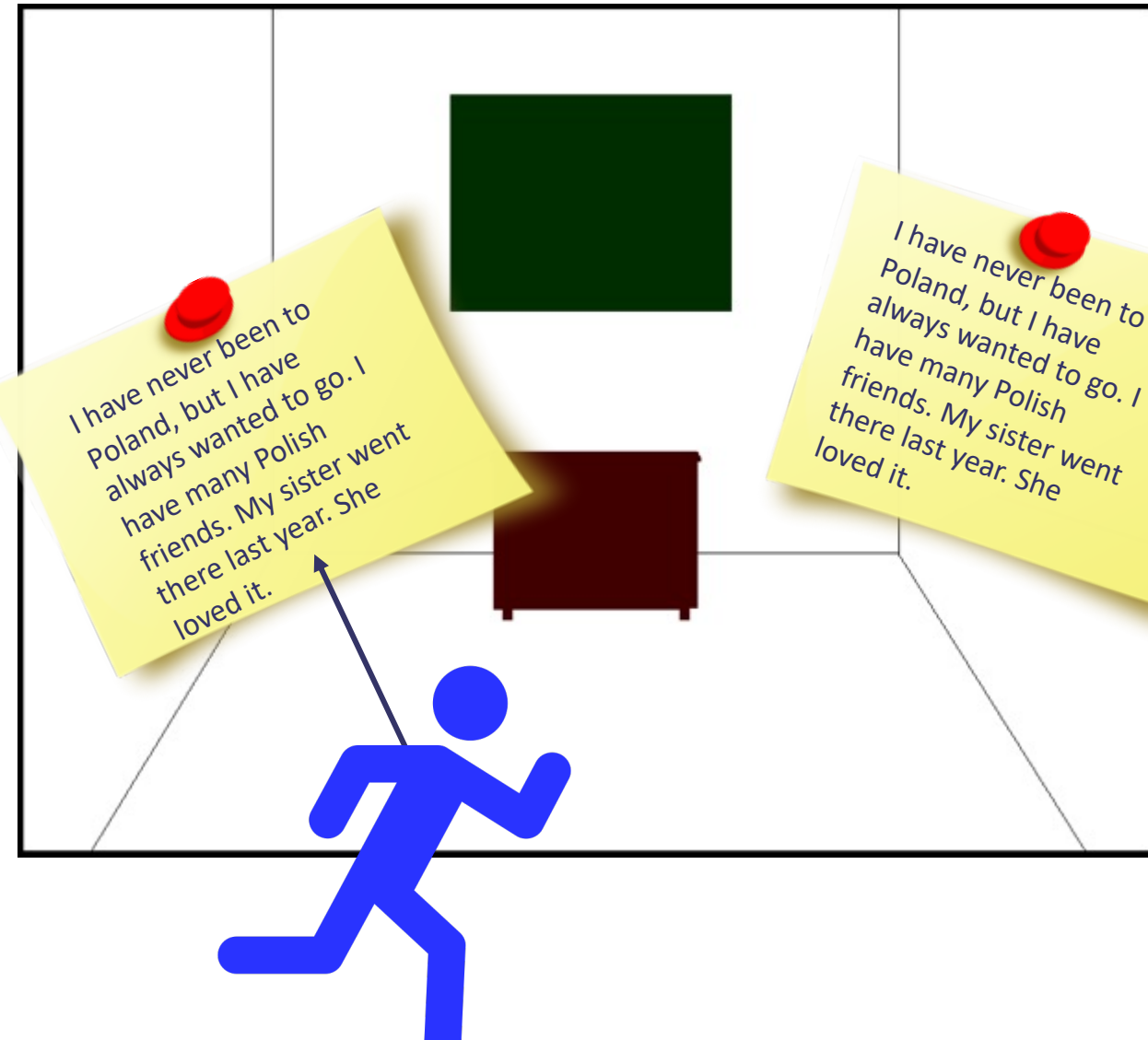


3. My sister went there last year.

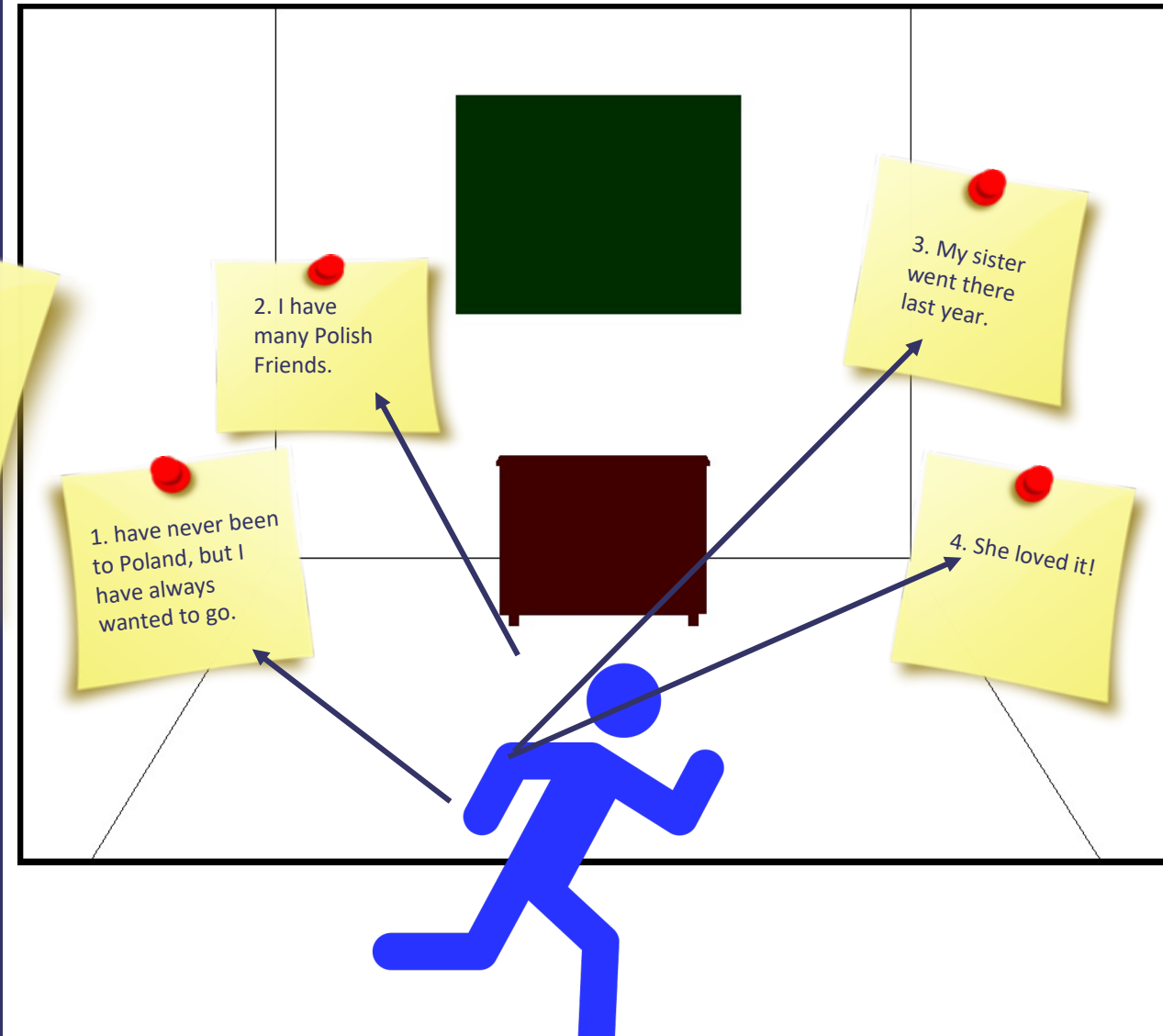


4. She loved it!

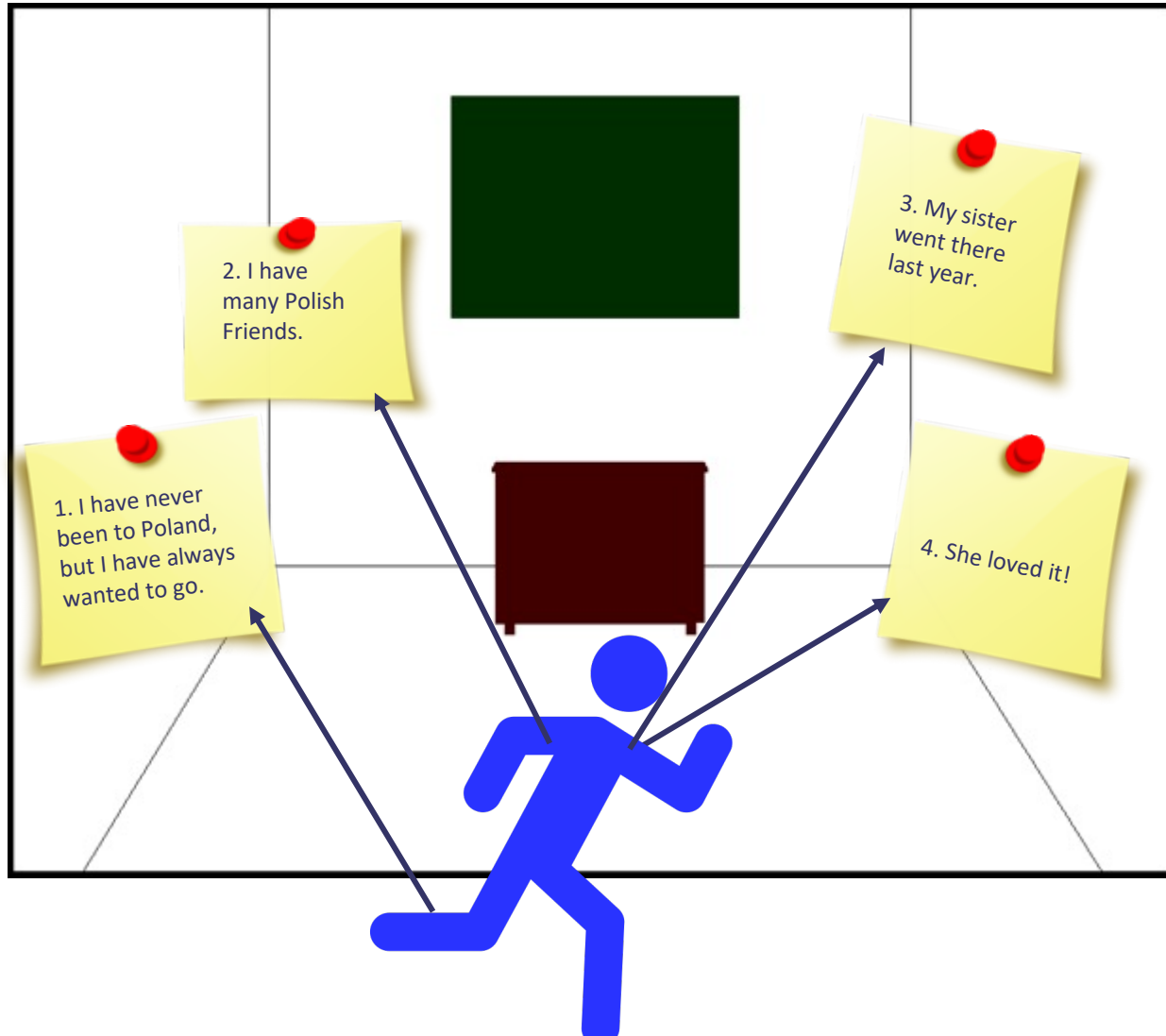
Runner (complete text)



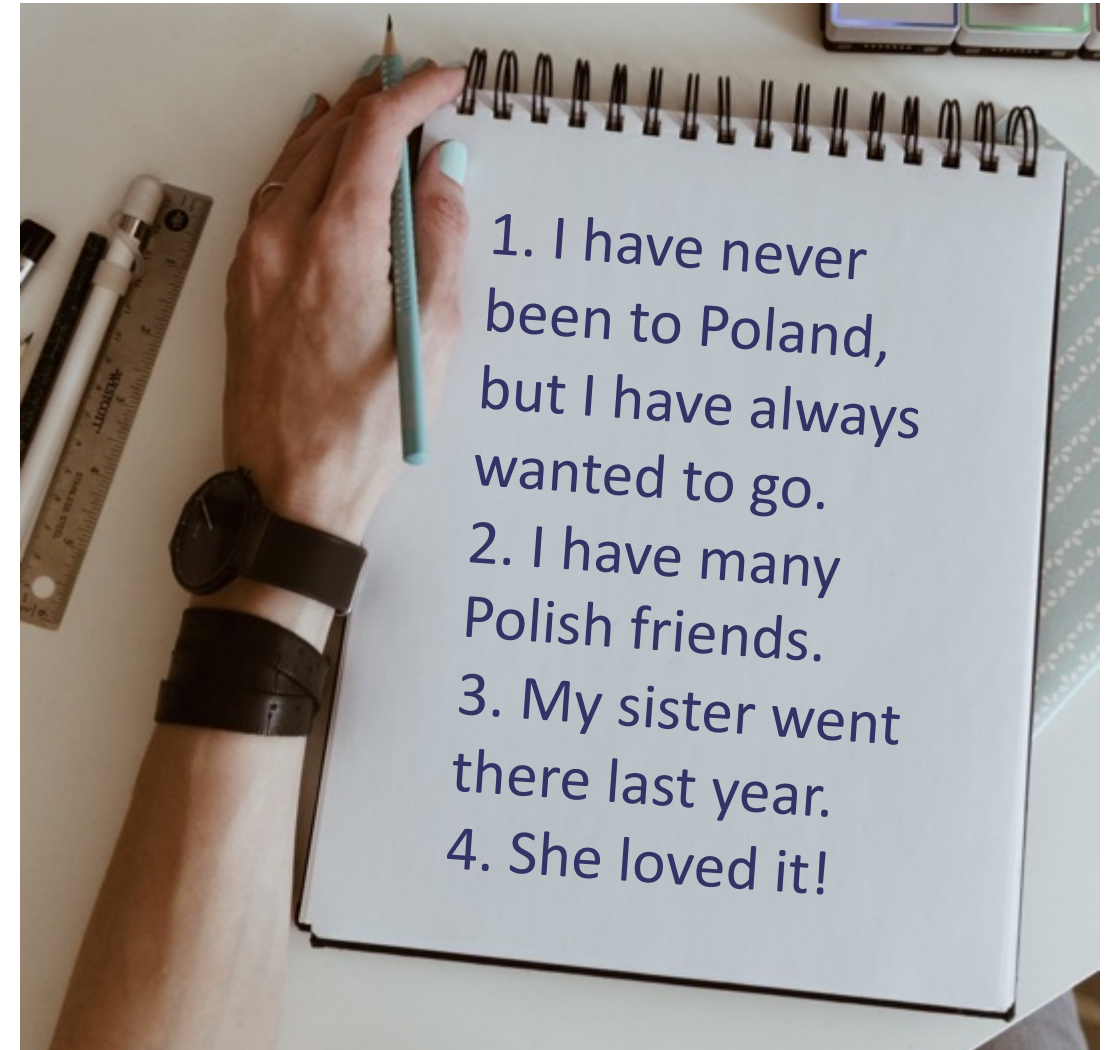
Runner (split text)



Runner



Sitter



Standard Running Dictation Activity

Objectives: To provide students reading, speaking, listening, and writing practice through accurate re-writing of a text.

Language Goals:

- Reinforce a specific grammar structure (present simple, present perfect, past simple, past perfect continuous, etc.)
- Provide an example for language analysis
- Practice a specific feature of pronunciation, punctuation in writing, spelling, sentence structure, grammar reinforcement.

Standard Running Dictation Activity

Roles: Students work in pairs of one Runner and one Sitter

Instructions:

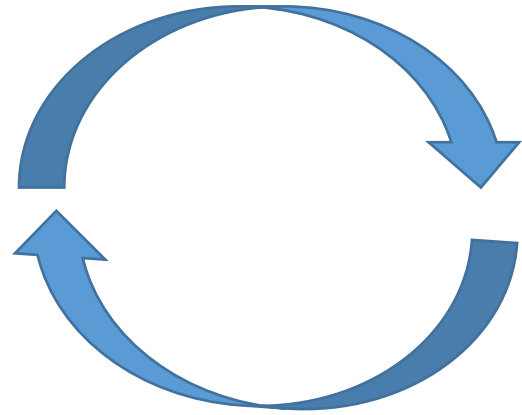
- Prepare material, pair students, and assign roles. Sitters number a piece of paper (if necessary).
- Runners will run and read, then tell their partners a sentence. Writers will write what the runners say. Runners return to read the next sentence. (If the runner forgets, they must run back to check!)
- Time: 3 minute set up + 5-6 minutes to do + 3-4 minutes feedback = 15 minutes total

What language goals might this dictation have?



I have never been to Poland, but I have always wanted to go. I have many Polish friends. My sister went there last year. She loved it.

Standard Running Dictation: Example 2



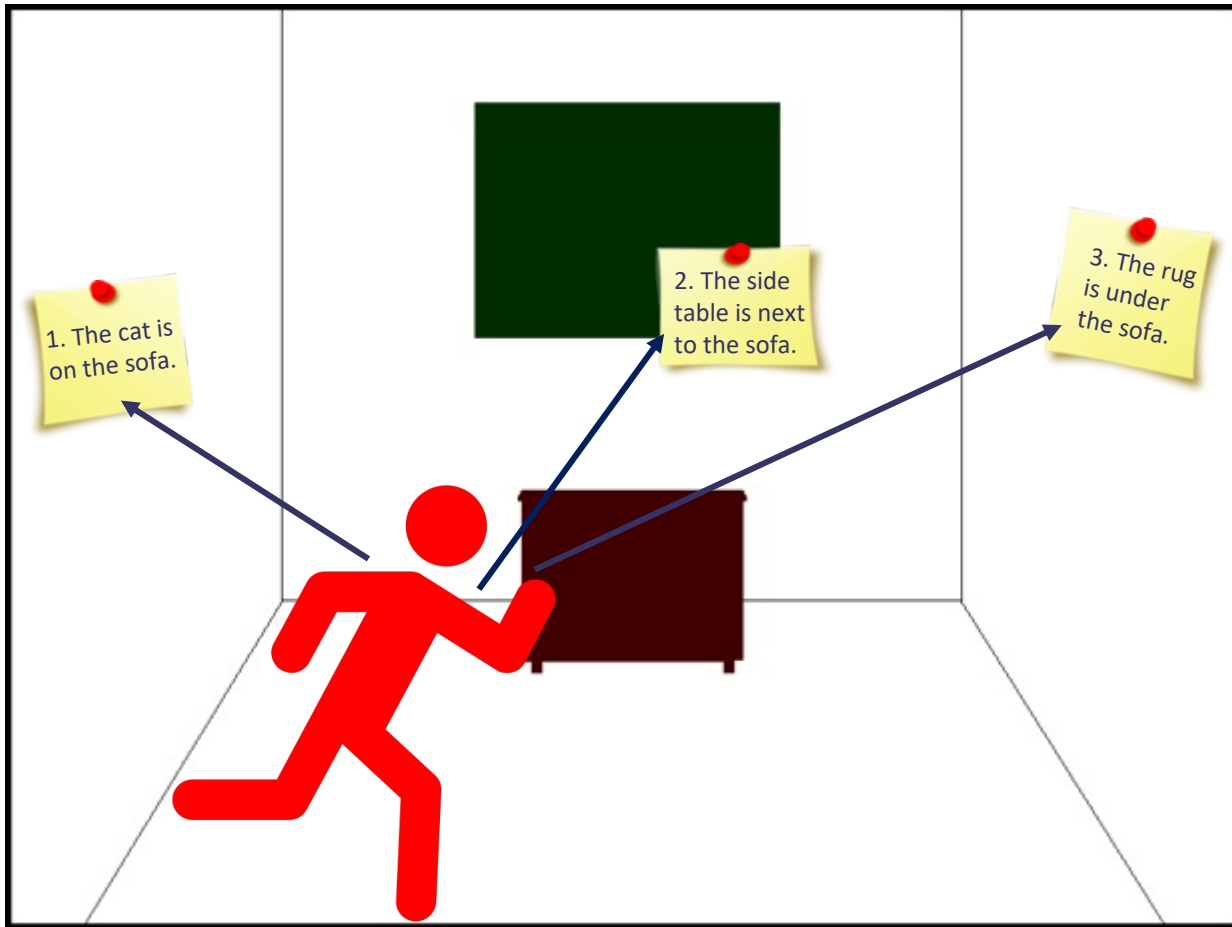
Level: Younger Learners

Objective: Provide reading, speaking, listening and writing practice

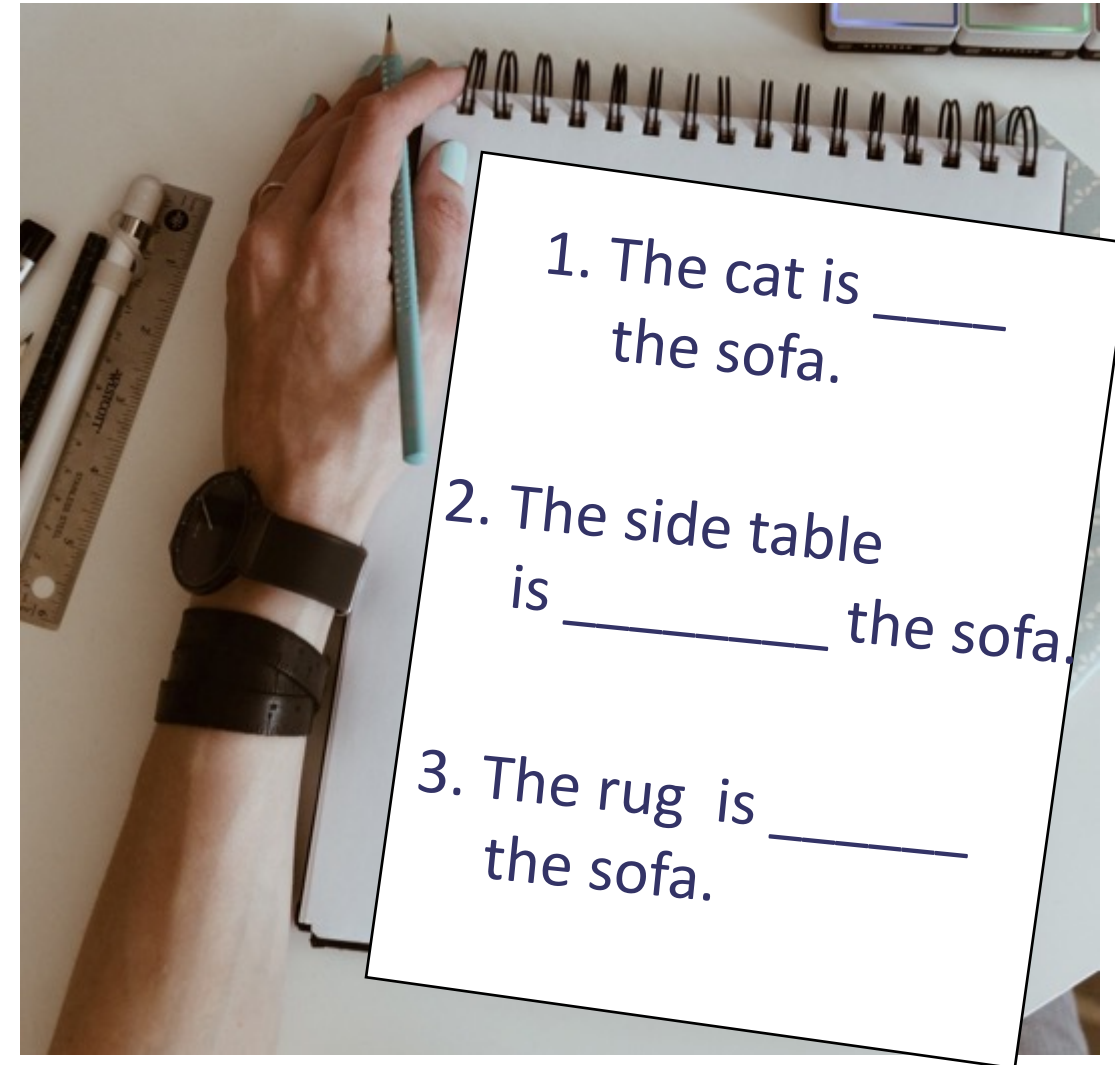
Language goal: Prepositions

Change: Give students a handout with some of the sentence provided, rather than require the reproduction of the whole sentence

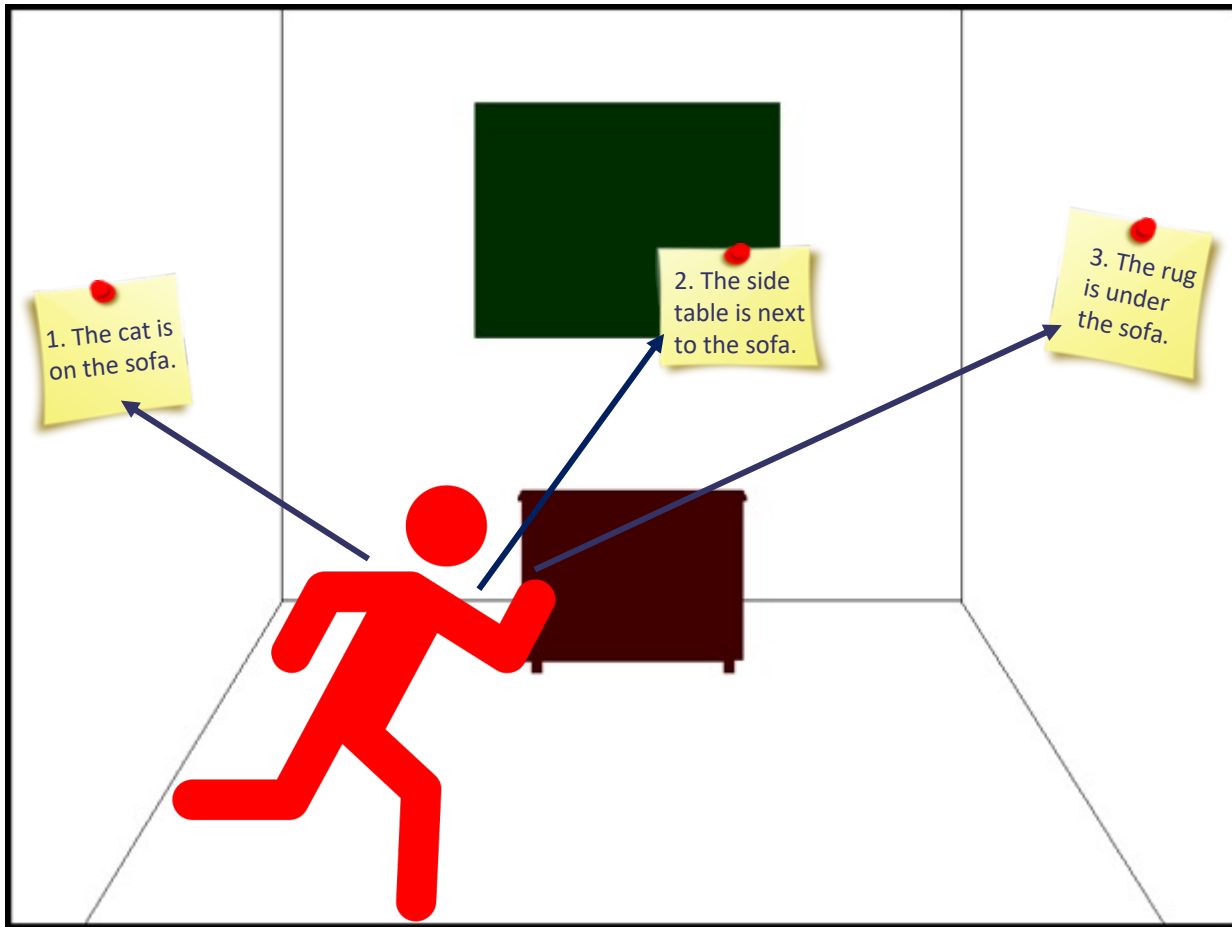
Runner



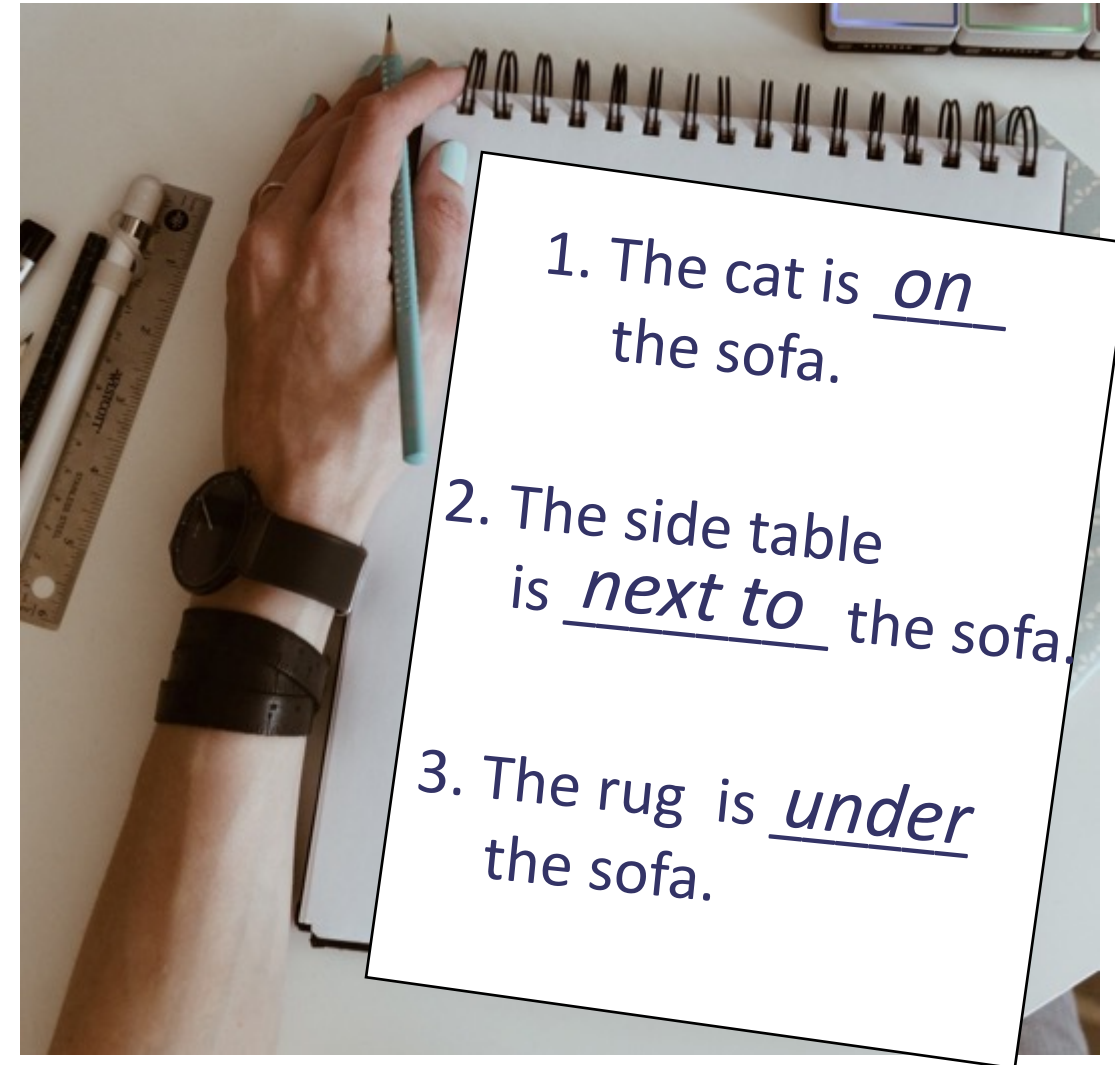
Sitter



Runner



Sitter





Adaptations

- ☐ Adaptation 1: Read & Write/Find
- ☐ Adaptation 2: Read & Write/Guess
- ☐ Adaptation 3: Look & Color
- ☐ Adaptation 4: Look & Draw
- ☐ Adaptation 5: Read & Scan
- ☐ Adaptation 6: Read & Write/Re-order
- ☐ Adaptation 7: Read & Write/Ask

Adapting a Running Dictation:

Change the sitter's task

Runner

1. Run and read slips of paper around the room.



2. Run back to their partner and repeat exactly what they read.

Sitter

Write what they hear



Find the item being described



Adaptation 1: Find

Objective: To give the runner reading & speaking practice and to check the sitter's understanding of the vocabulary or grammar point that has been introduced through requiring them to apply their new knowledge.

Language Goal: Vocabulary (clothes, animals, objects) Grammar (prepositions, present continuous)

Instructions: "Runners, you will run & read." "Sitters, you will listen, write. Then FIND it in the picture!"

Options in this adaptations:

- Focus on form: Sitters will write the sentence + identify.
- Focus on meaning: Sitters will only identify and mark with the correct number.

Adaptation 1: Read & Write/Find (Clothes)

Runner

1. She is wearing a purple dress.

2. He is wearing red shorts.

3. She is wearing a blue t-shirt.



Writer



Adaptation 1: Read & Write/Find

Runner

1. She is wearing a purple dress.

2. He is wearing red shorts.

3. She is wearing a blue t-shirt.



Writer

1. She is wearing a purple dress.

2. _____

3. _____



Focus on Form & Meaning

Runner

1. She is wearing a purple dress.

2. He is wearing red shorts.

3. She is wearing a blue t-shirt.



Writer

1. She is wearing a purple dress.

2. He is wearing red shorts.

3. She is wearing a blue t-shirt.



Focus on Form & Meaning

Runner

1. She is wearing a purple dress.

2. He is wearing red shorts.

3. She is wearing a blue t-shirt.

Writer

1. She is wearing a purple dress.
2. He is wearing red shorts.
3. She is wearing a blue t-shirt.



Focus on Meaning

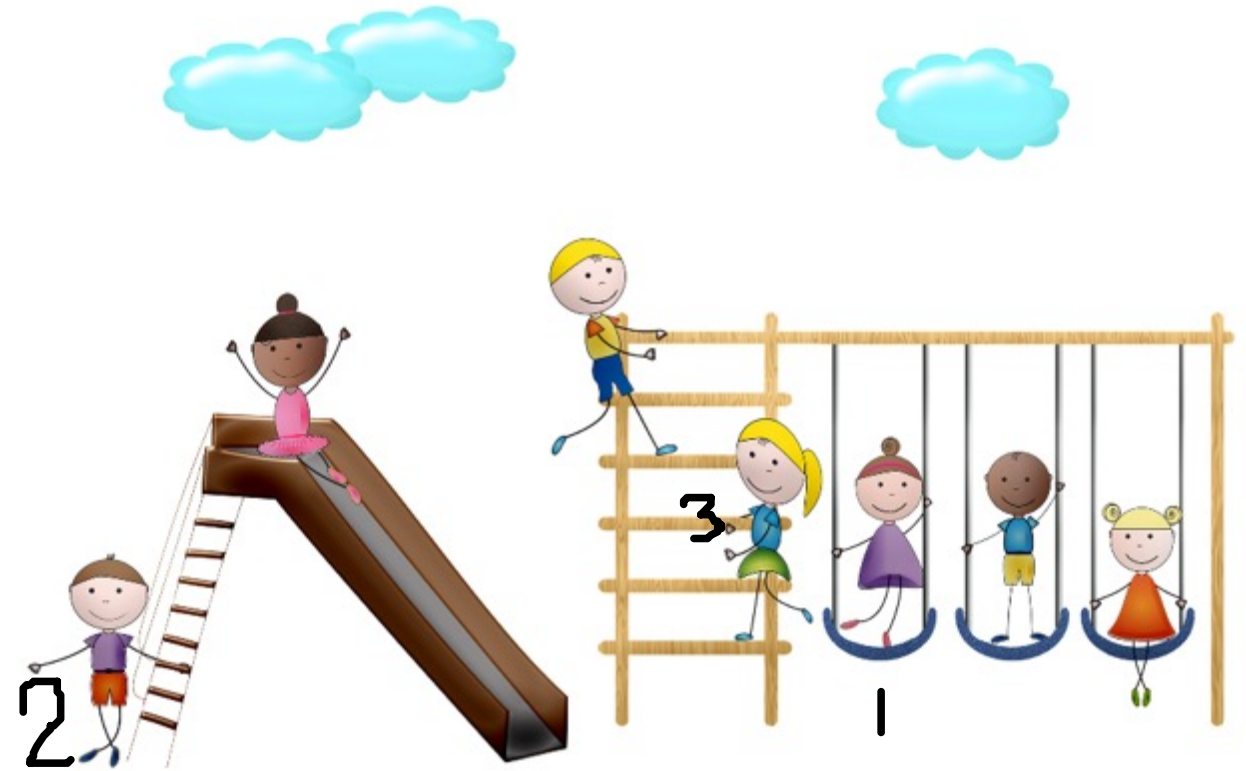
Runner

1. She is wearing a purple dress.

2. He is wearing red shorts.

3. She is wearing a blue t-shirt.

Writer



Adaptation 1:

Read & Write/Find (Prepositions)

Let's Try!



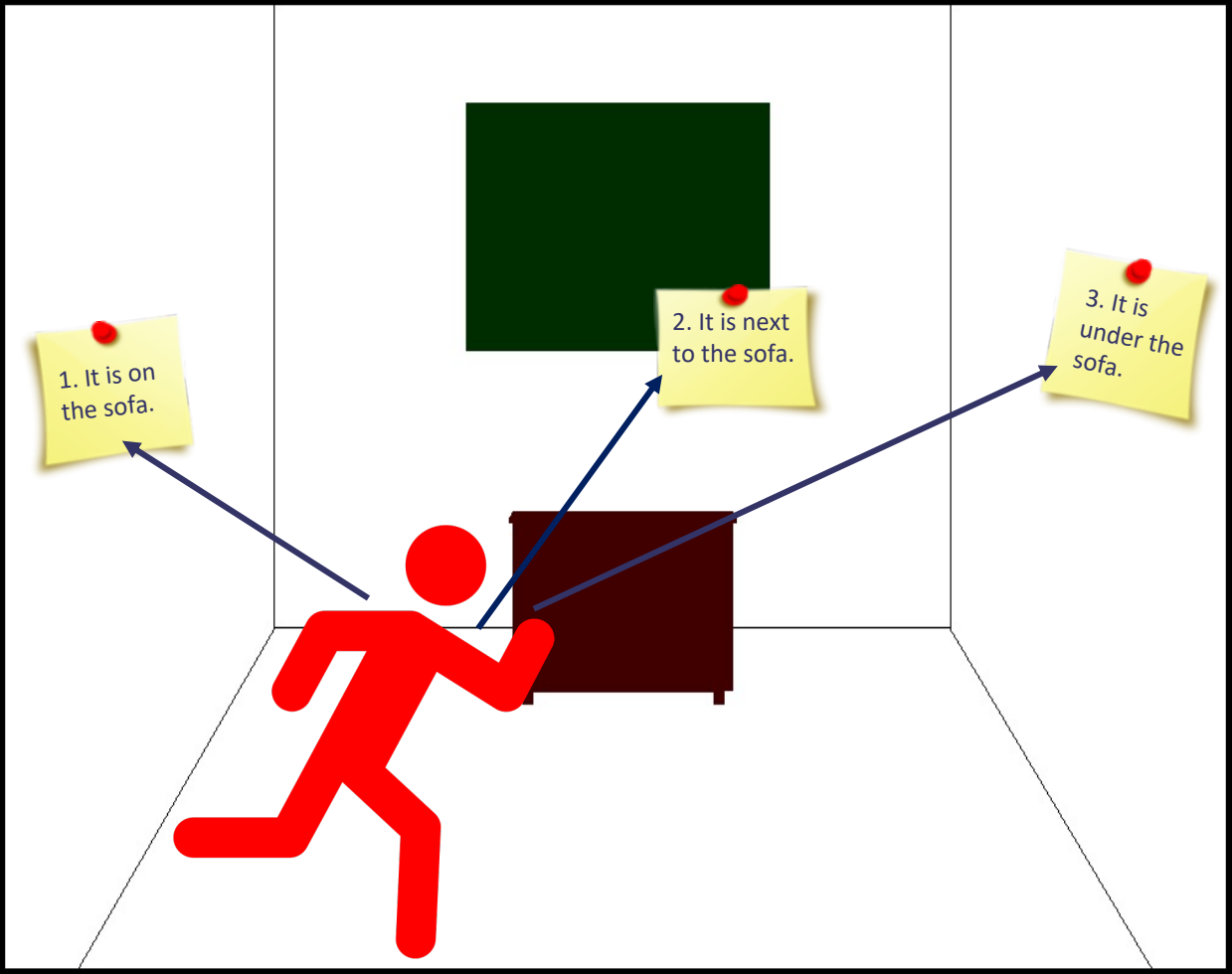
I am the runner. I will:

- run to a slip of paper and read it
- run back to my partner Kate and tell her exactly what I read
- run to a new slip of paper and repeat the process.

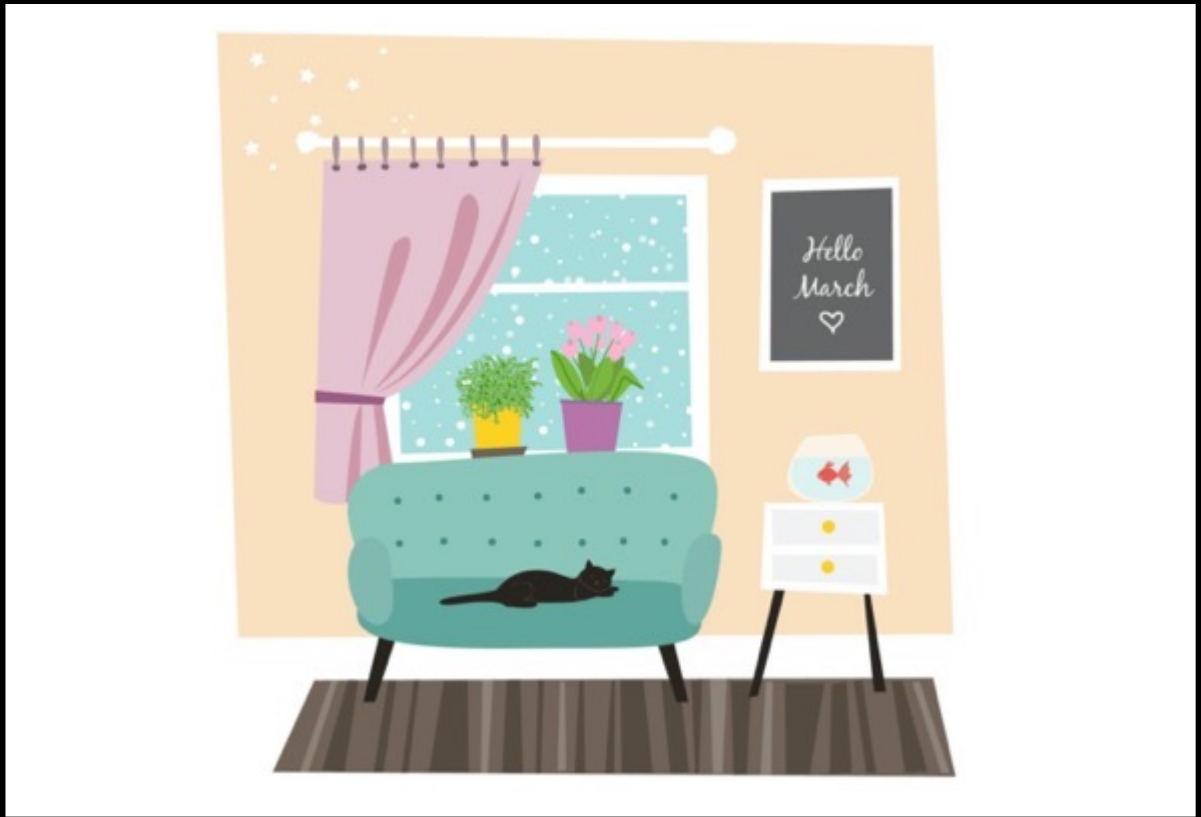
Kate is the writer. She will:

- sit while I run
- listen carefully and write exactly what I tell her
- find the item

Runner: Jacqueline



Sitter: Kate



What did you hear?	Find the item.
1. It is <u>on</u> the sofa.	It's a <u>cat</u> .
2. It is <u>next to</u> the sofa.	It's a <u>gold fish</u> .
3. It is <u>under</u> the sofa.	It's a <u>rug</u> .

Adapting a Running Dictation: Change the sitter's task

Runner

1. Run and read
slips of paper
around the room.



2. Run back to
their partner and
repeat exactly
what they read.



Sitter

Write what
they hear



Find the item
being described



Guess it



Adaptation 2: Guess it

Objectives: To provide the runner with practice giving descriptions and the sitter with practice in critical thinking to guess what is being described

Language Goal: can/can't, descriptive adjectives, present simple, uses

Instructions: "Runners, you will run & read. Sitters, you will listen, write, and then GUESS using the information you have written."

Adaptations:

- Focus on form: Sitters will write the sentence and guess
- Focus on meaning: Sitters will only identify and mark with the correct number

Adaptation 2: Guess it (present simple): describing animals)

Let's Try!



I am the runner. I will:

- run to a slip of paper and read it
- run back to tell you
- repeat

You are the sitter. You will:

- write the sentence
- guess what animal it is

Sitter



?

1. It is orange.

2. It lives in the sea.

3. It can swim.

Adapting a Running Dictation:

Change the sitter's task

Runner

1. Run and read slips of paper around the room.



2. Run back to their partner and repeat exactly what they read.



Sitter

Write what they hear



Find the item being described



Guess it



Color the picture



Adapting a Running Dictation:

Change the runner's task

Runner

1. Run and look at a picture.



2. Use original language to describe it to the sitter.



Sitter

Write what they hear



Find the item being described



Guess it



Color the picture



Adaptation 3: Color

Objectives: Practice the runner's speaking skills in describing a picture and the writer's skills to listen and color vocabulary correctly.

Language goals: Colors, clothing, school objects, objects in a house, animals

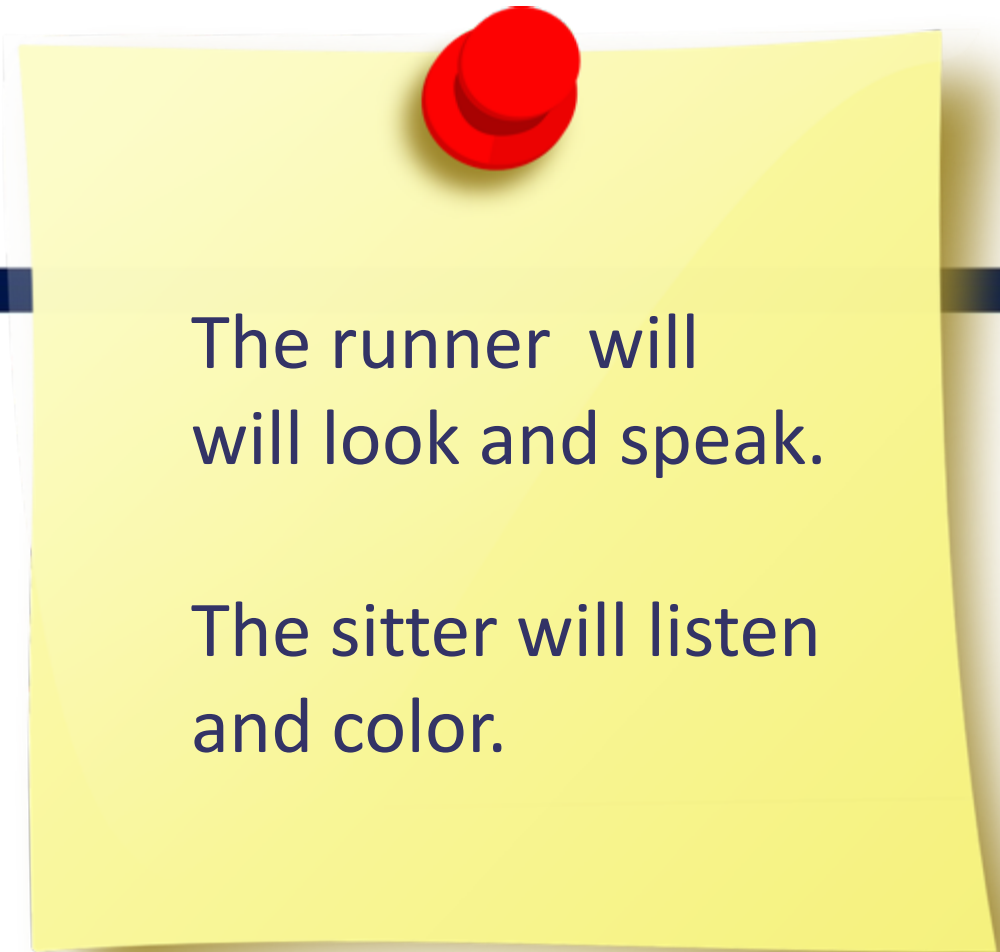
Instructions: "Runners, you will look and speak. Writers, you will listen and color."

Adaptations:

- Runner can read or look at a picture (depending on literacy skills)

Adaption 3: Look & Color (clothes)

Let's try!



The runner will
will look and speak.

The sitter will listen
and color.

Runner



Sitter



Adapting a Running Dictation:

Change the sitter's task

Runner

1. Run and look at a picture.
2. Use original language to describe it to the sitter.



Sitter

Write what they hear

Find the item being described

Guess it

Color the picture

Draw what they hear



Adaptation 4: Look & Draw

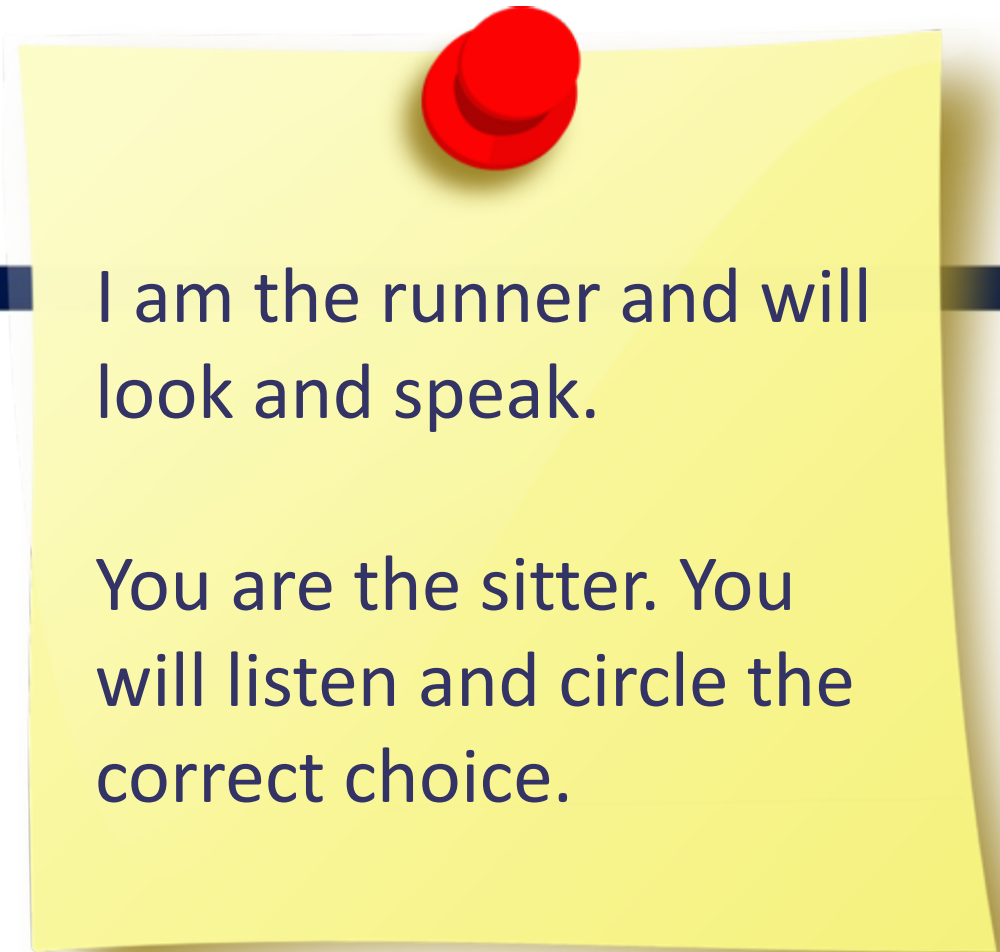
Objectives: Runners will practice their pronunciation and identification of vocabulary words or target grammar. Writers will demonstrate their ability to identify vocabulary or understand the meaning given through grammar.

Target Language: Emotions, shapes, clothing, food, objects in a house, prepositions

Instructions: "Runners, you will look at the picture and see (gesture) what it is, then run and tell (gesture) your partner. Writers, you will listen and draw (or circle)."

Adaptation 4: Look & Draw (shapes)

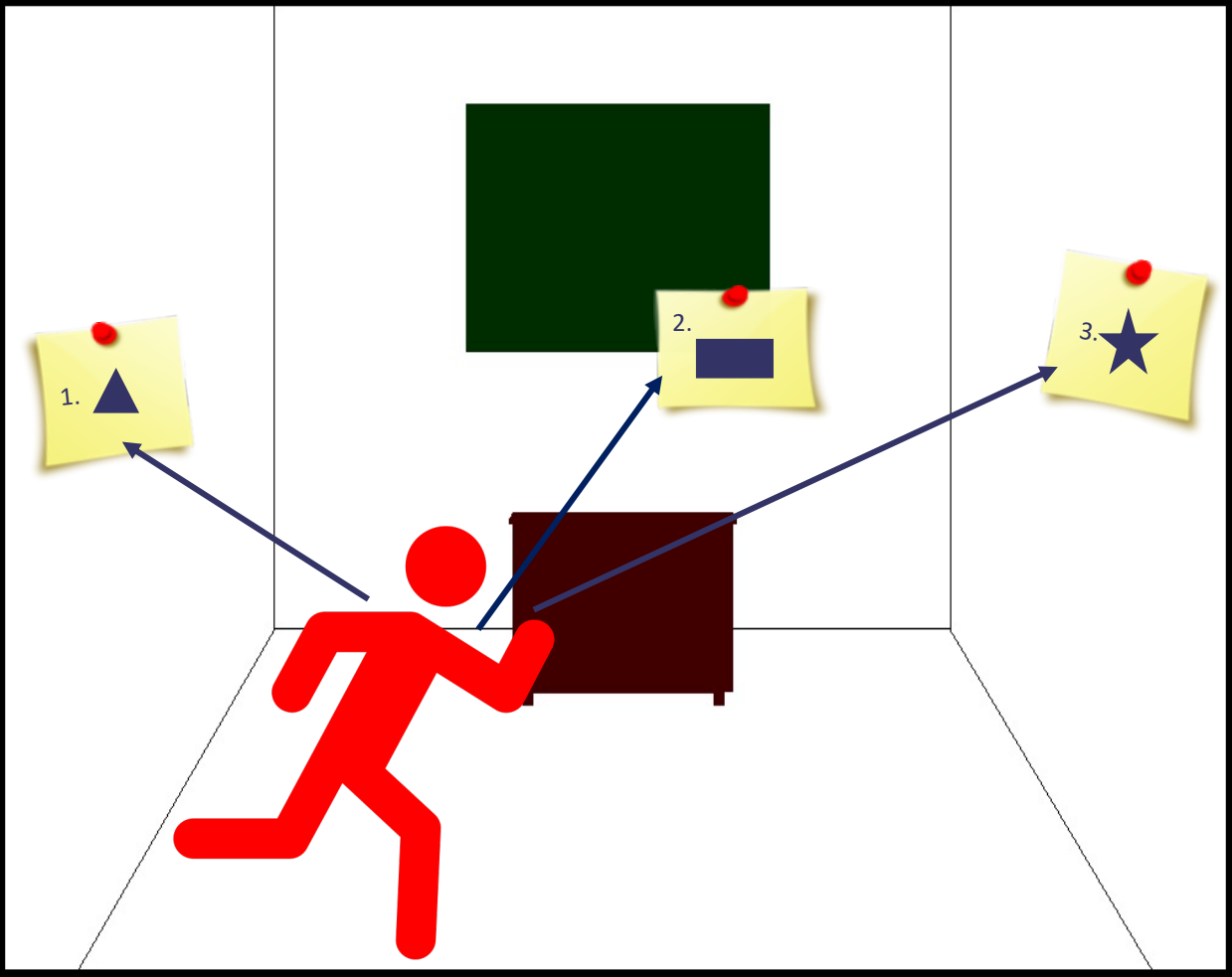
Let's try!



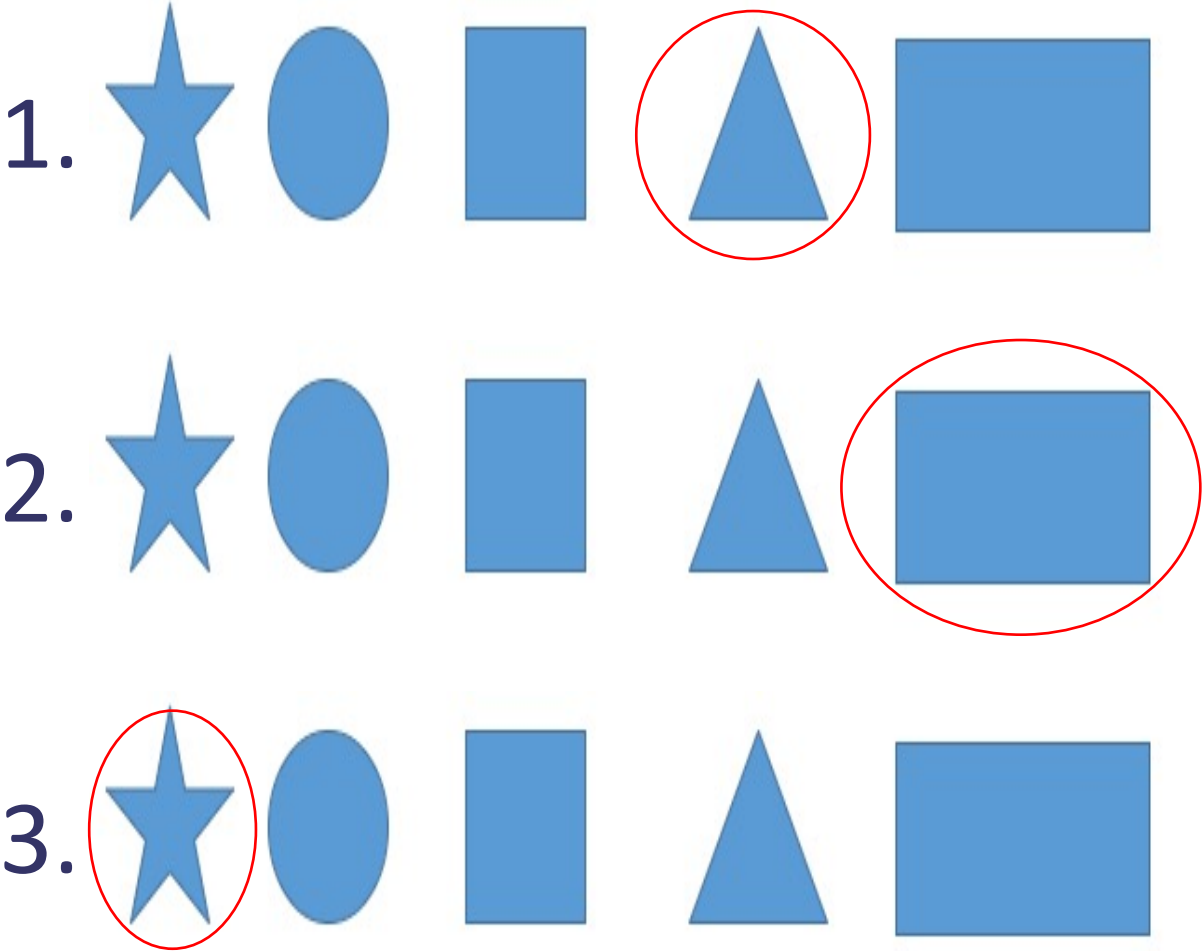
I am the runner and will look and speak.

You are the sitter. You will listen and circle the correct choice.

Runner




Sitter



Adaptation 4: Look & Draw (emotions)

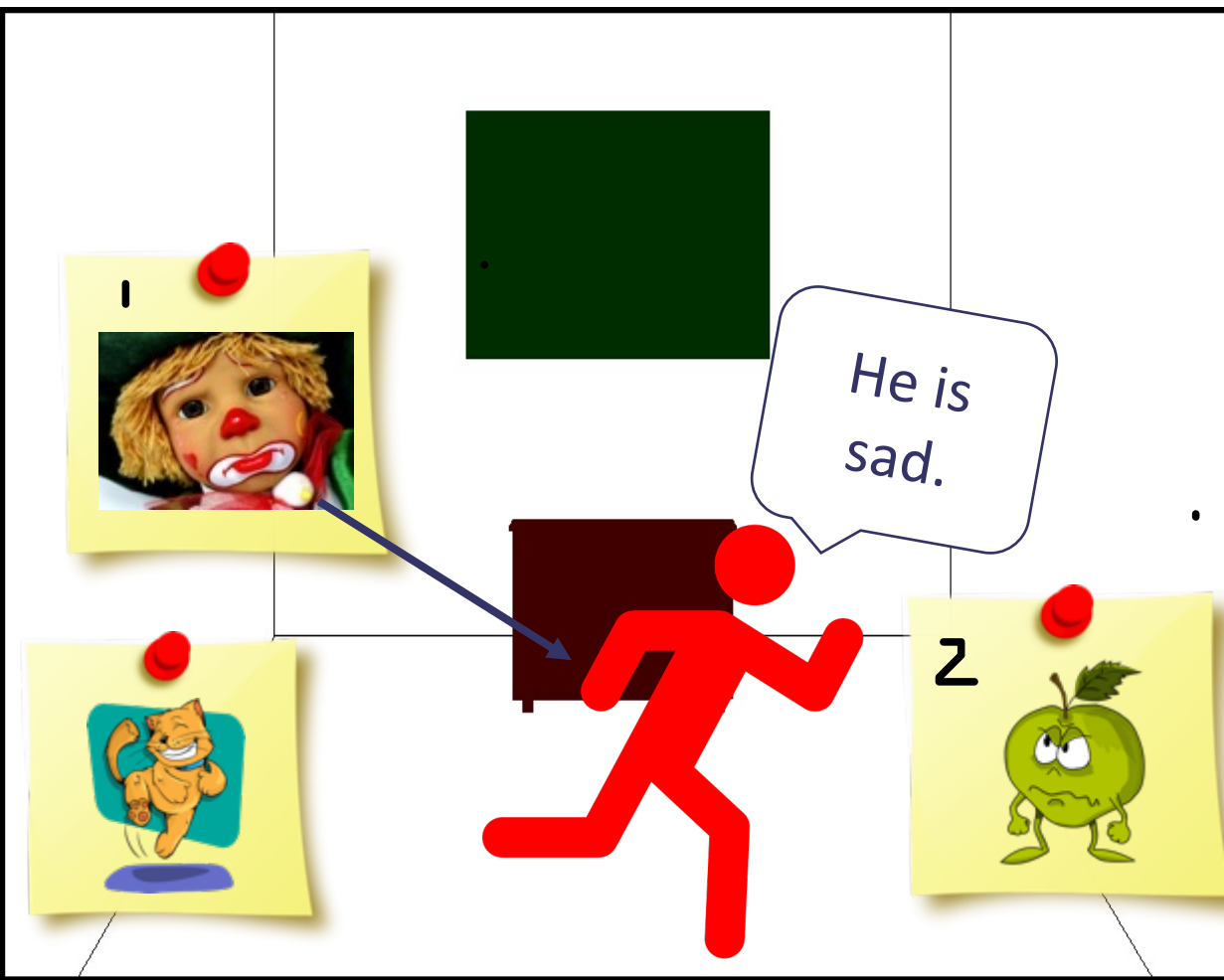
Let's try again!



I am the runner and will
look and speak.

You are the sitter. You
will listen and draw the
correct emotion.

Runner



Writer





Adaptations

- ☒ Adaptation 1: Read & Write/Find
- ☒ Adaptation 2: Read & Write/Guess
- ☒ Adaptation 3: Look & Color
- ☒ Adaptation 4: Look & Draw
- ☐ Adaptation 5: Read & Scan
- ☐ Adaptation 6: Read & Write/Re-order
- ☐ Adaptation 7: Read & Write/Ask

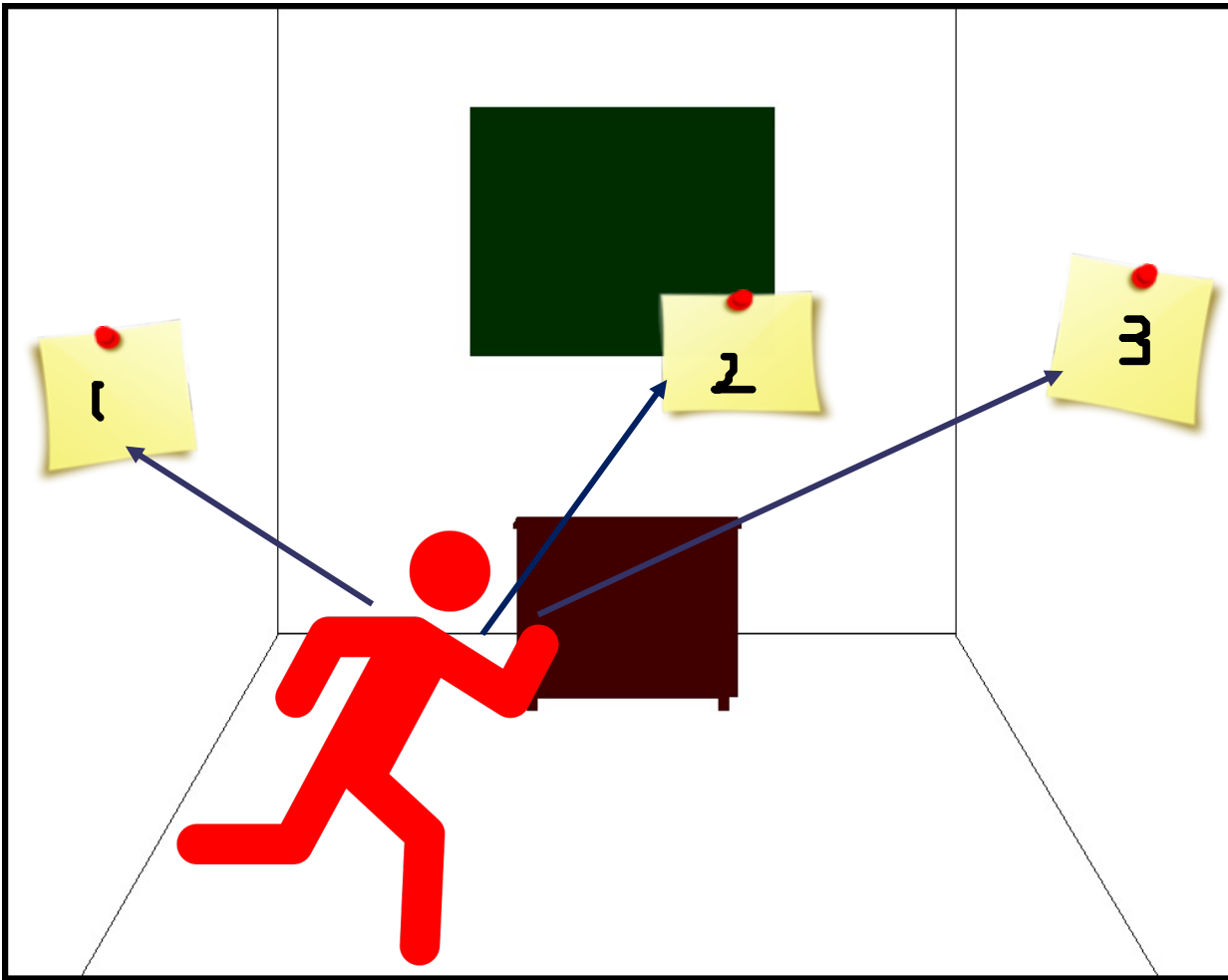
Adaption 5: Read & Scan – True/False

Objectives: To practice the runners reading, pronunciation, and speaking skills, and to practice the sitter's scanning and comprehension skills.

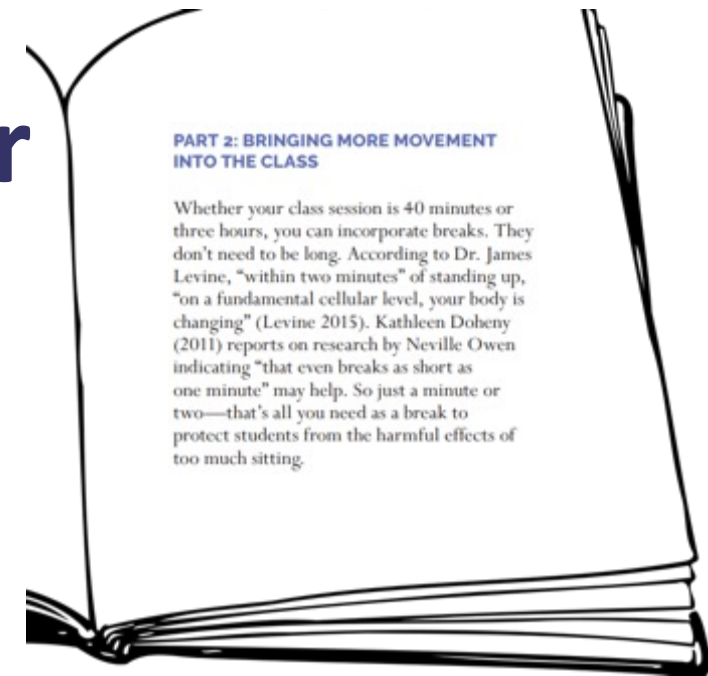
Language goal: Reading for specific details

Instructions: "Runners, you will read and then run back and tell your partner. Sitters you will listen, then scan the text and write if the sentence was true or false."

Runner




Sitter



Adaptation 5: Read & Scan T/F

Let's Try!



I am the reader and will read a sentence about the text.

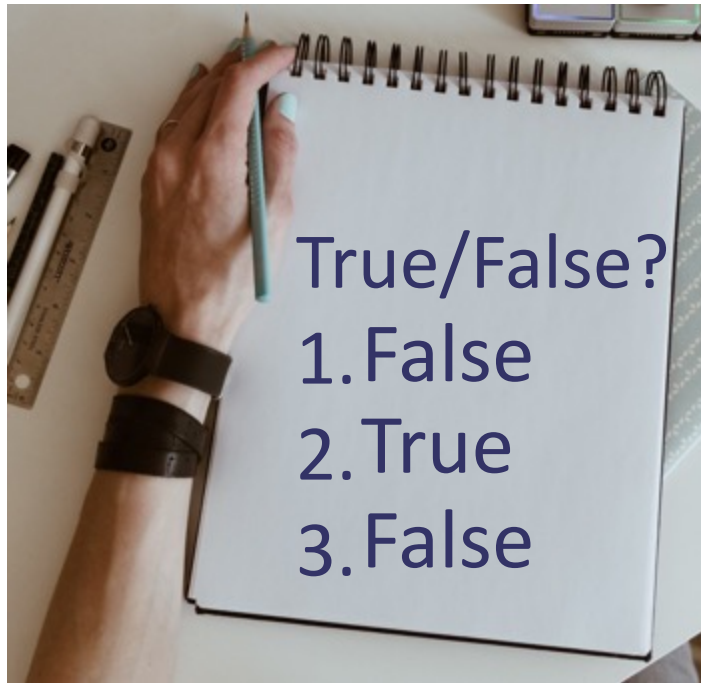
You are the sitter. You will listen and scan the text. Then, write if it is true/false!



You are the sitters.
Listen. Then look for
the answer in the text
on the screen. Is the
sentence I read true or
false? Write it in the
chat box!



Sitter



PART 2: BRINGING MORE MOVEMENT INTO THE CLASS

Whether your class session is 40 minutes or three hours, you can incorporate breaks. They don't need to be long. According to Dr. James Levine, "within two minutes" of standing up, "on a fundamental cellular level, your body is changing" (Levine 2015). Kathleen Doheny (2011) reports on research by Neville Owen indicating "that even breaks as short as one minute" may help. So just a minute or two—that's all you need as a break to protect students from the harmful effects of too much sitting.

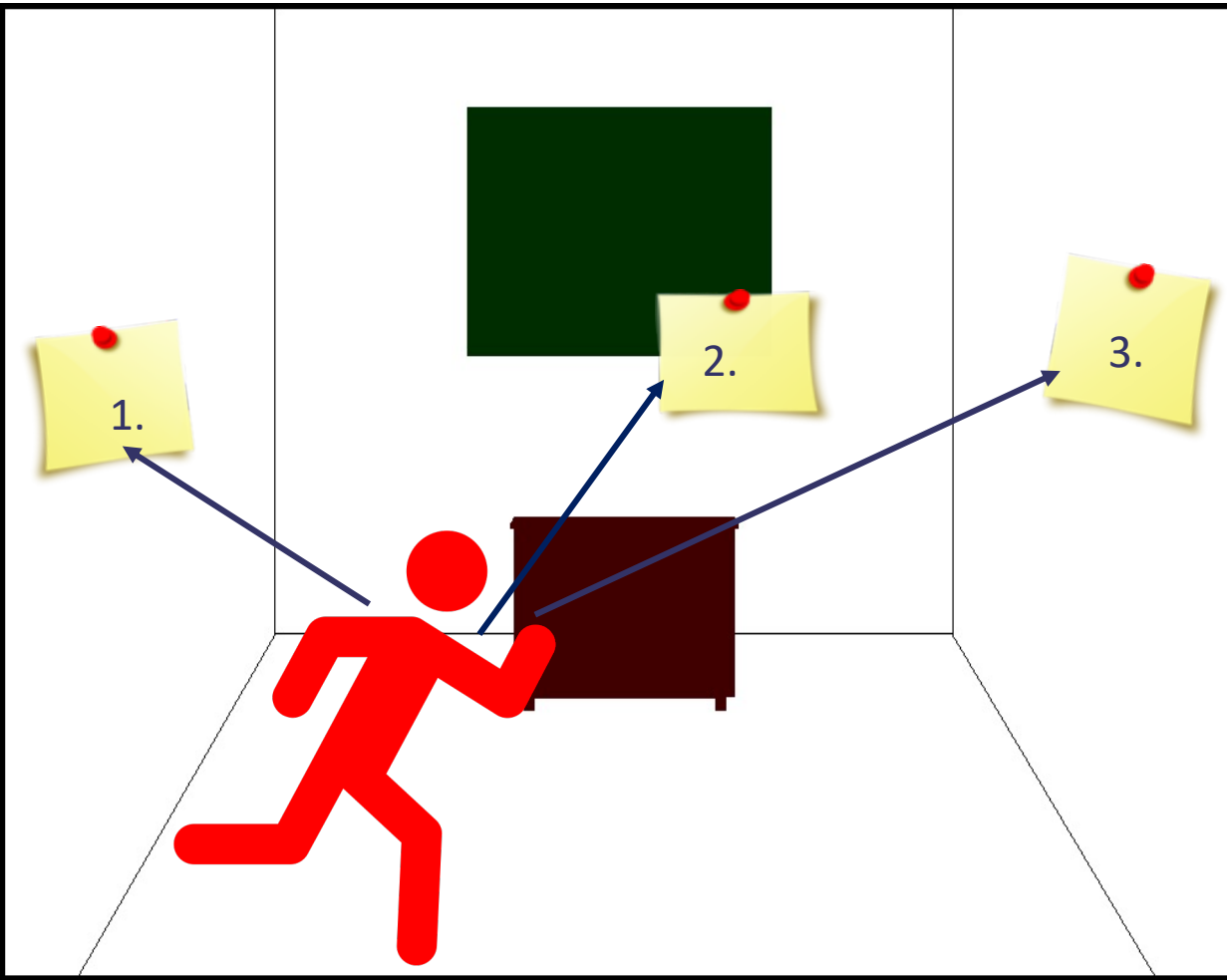
Adaptation 6: Read & Write/Re-order

Objectives: To give the runner reading and speaking practice, to give the listener writing practice, and to give both practice in paragraph organization in writing.

Target language: Grammar (adverbs, conjunctions, past simple, past perfect, past perfect continuous)

Instructions: "Runners you will read, then run and tell your partner. Sitters you will listen and write. Together, put the sentences in the correct order and re-write it."

Runner




Sitter



Adaptation 6: Read & Write/Re-order

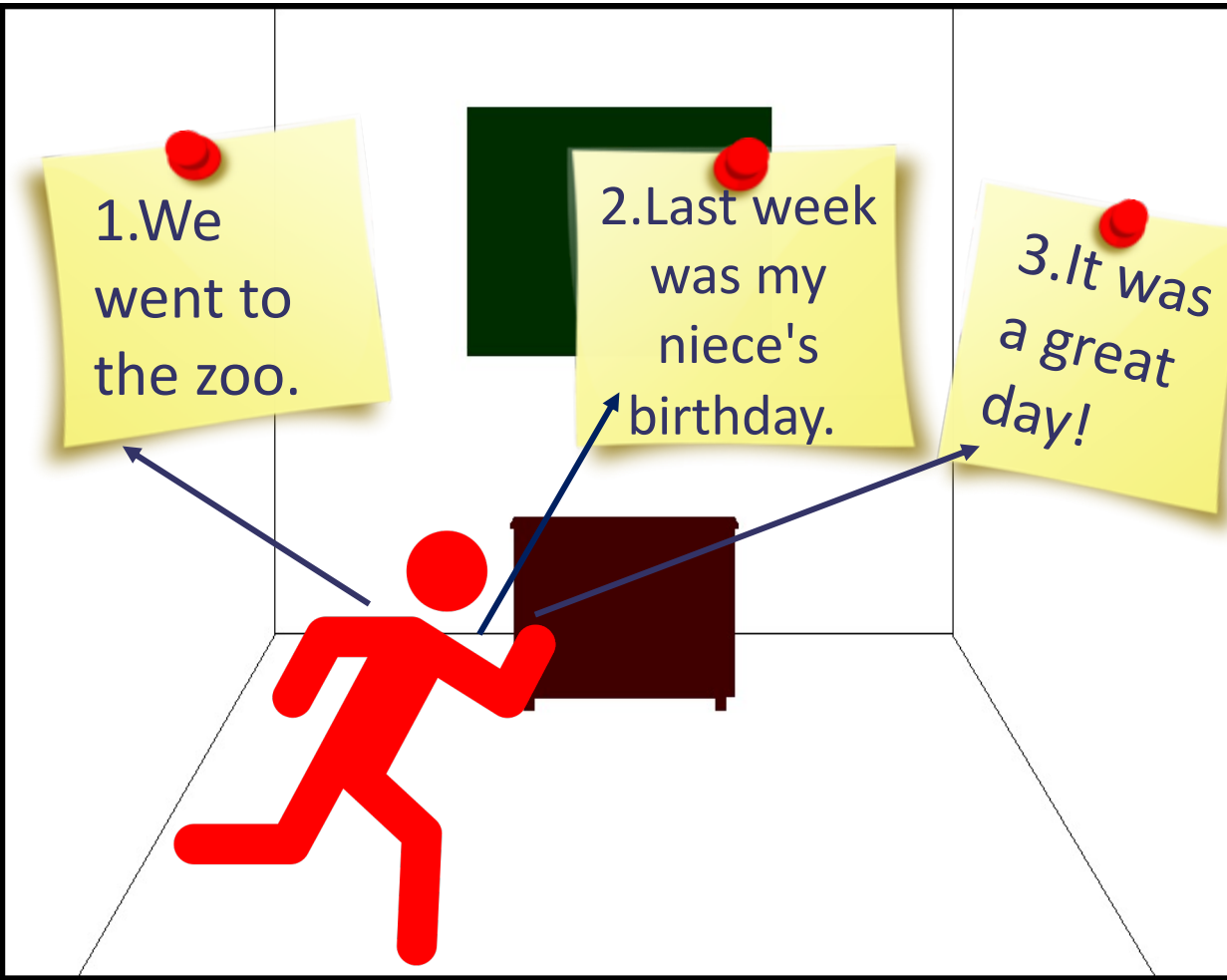
Let's try!



I am the runner and will read a sentence.

You are the sitter. You will listen and write.
Then, put the sentences in the correct order!

Runner



Sitter





Can you help our Sitter?

- Put the sentences in order and write the correct order in the chat box.

We went
to the
zoo.

Last week
was my
niece's
birthday.

It was a great
day!

Last week was my niece's birthday. We went to the zoo. It was a great day!

Adaptation 7: Questions

Objectives: To give the runner reading and speaking practice, to give the listener writing practice, and to give both practice in asking and answering questions.

Target language: Question Forms

Instructions: "Runners you will read the question, then run and tell your partner. Sitters you will listen and write the question. After, take turns asking and answering the questions."

Adaptation 7: Questions



Runner:

I will read the questions.

Sitter (Kate):

Write the questions.

Then we will ask and
answer the questions
together.

Runner:

Have you ever
been on an
airplane?

Have you ever
tried tacos?

Have you ever
seen the movie
Soul?

Sitter:



1. Have you
ever been
on an airplane?

2. Have you ever
tried tacos?

3. Have you ever
seen the movie
Soul?

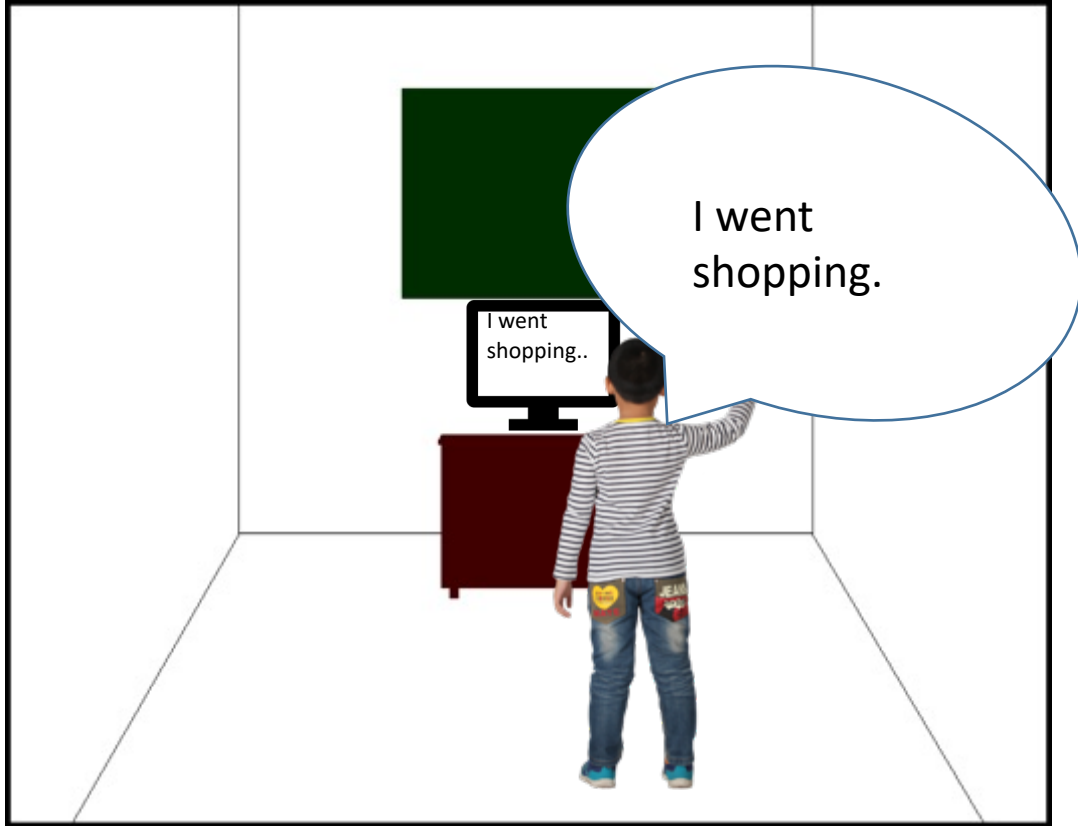


Adaptations

- ✓ Adaptation 1: Read & Write/Find
- ✓ Adaptation 2: Read & Write/Guess
- ✓ Adaptation 3: Look & Color
- ✓ Adaptation 4: Look & Draw
- ✓ Adaptation 5: Read & Scan
- ✓ Adaptation 6: Read & Write/Re-order
- ✓ Adaptation 7: Read & Write/Ask

Virtual Adaptation

Sitter: Reads & Speaks



Runner: Runs & Writes

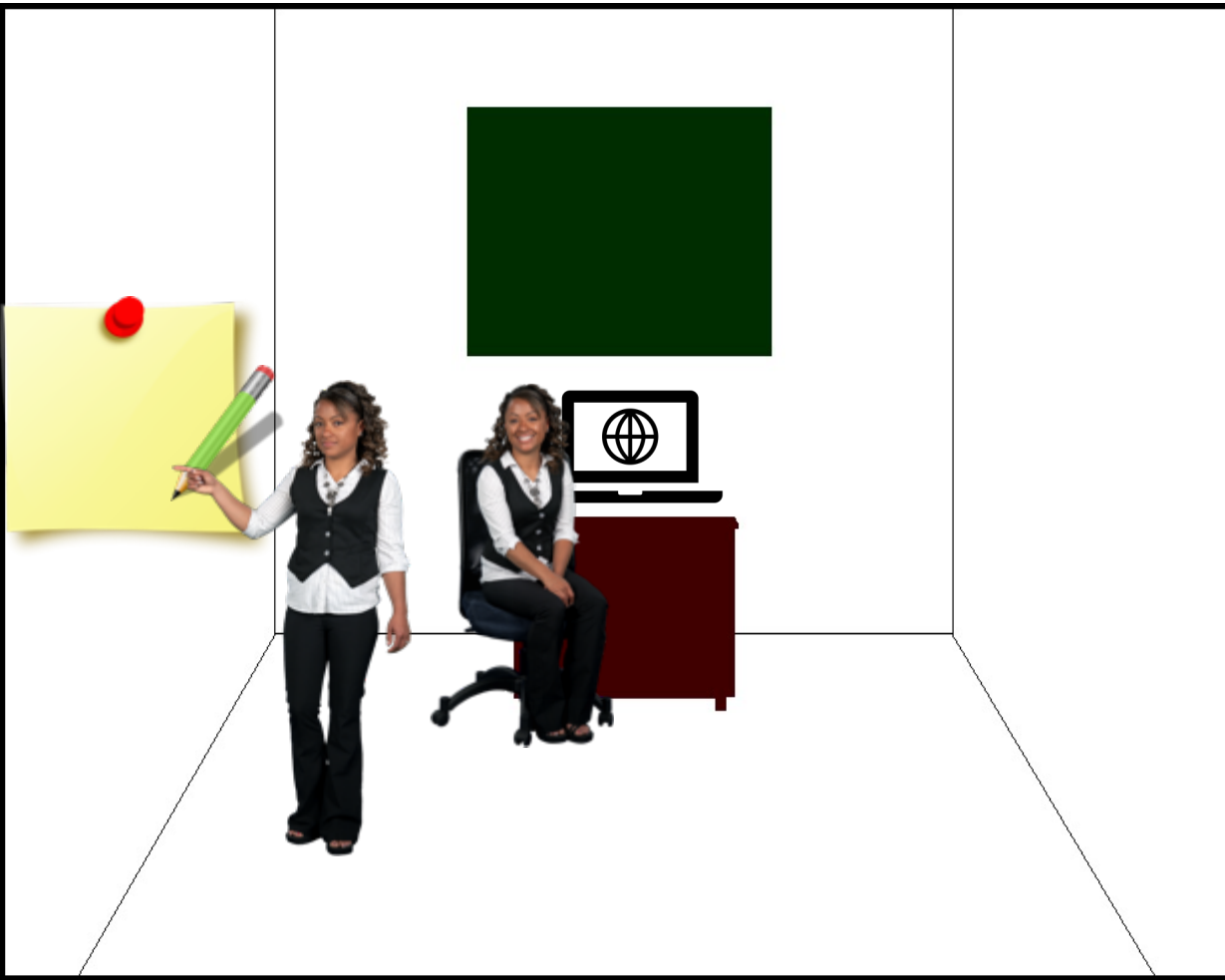


Virtual Adaptation



1. Teacher prepares sentences.
2. Teacher instructs all students to take a piece of paper and a pencil and to put it at least 5 steps away from their computer (on the floor, on the table, etc.).
3. Teacher selects one student to send one sentence to in a private chat box (ex: Dima).
3. Instructions: Teacher "I will type to the Reader (Dima). The reader will tell you what my sentence says. You all are the Runners, you must run and write my sentence on your piece of paper then come back to your chair.

Virtual Adaptation



4. The reader 'tells' the other students what the sentence in their chat box says.

5. The other students 'run' to write the sentence on a piece of paper they have put somewhere in their room.

6. The teacher changes the reader and writes a new sentence to that reader in the chat box. The other students run and write.

7. It continues like this for 3-5 sentences.

8. Feedback: The teacher can check students' reproduction of the texts by having them write it in the chat box or say it aloud and answer questions about spelling/punctuation.



Which adaptation would you like to try in your classroom?

- ☒ Adaptation 1: Read & Write/Find
- ☒ Adaptation 2: Read & Write/Guess
- ☒ Adaptation 3: Look & Color
- ☒ Adaptation 4: Look & Draw
- ☒ Adaptation 5: Read & Scan
- ☒ Adaptation 6: Read & Write/Re-order
- ☒ Adaptation 7: Read & Write/Ask
- ☒ Bonus Adaptation: Virtual Adaptation

In Summary

Objectives



- ✓ ☒ 1. Define what a running dictation is
- ✓ ☒ 2. Identify why running dictations are useful tools
- ✓ ☒ 3. Learn how to set up a running dictation
- ✓ ☒ 4. Address practical concerns/considerations you might have
- ✓ ☒ 5. Adapt the running dictation for different ages/levels

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Reflection Questions

1. What are some ways you use movement in your English classroom? Do you already incorporate movement into your grammar lessons? If so, how?
2. How might you use running dictations in your classroom? Which of the adaptations will be the most useful for your students?
3. What challenges do you think you will face with this activity? What solutions might you come up with to address these challenges and make running dictation activities successful for your classroom?



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