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SERÉIS MIS TESTIGOS

**DEPARTAMENTO DE INVESTIGACIÓN, POSTGRADOS Y
AUTOEVALUACIÓN**

Tema:

**IMPLEMENTING DICTOGLOSS THROUGH COLLABORATIVE
LEARNING TO DEVELOP WRITING SKILL IN THE ENGLISH
CLASSROOM**

Tema de investigación previo a la obtención del Título de
Diploma Superior en Metodologías Comunicativas del Idioma Inglés

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ABSTRACT

The purpose of this research is to implement dictogloss through collaborative learning in order to develop writing skill in the English classroom. It describes dictogloss, an integrated skills technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher. The research begins for explaining the types of writing and its importance which need particular attention. Next, it explains the basic dictogloss technique, contrasting it with the traditional dictation, and citing research related to the use of dictogloss in second language instruction. Then, dictogloss is situated in relation to eight current and overlapping trends in second language teaching. Finally, in the key section of the research, a description is provided of how literature on cooperative learning enables teachers to better understand how dictogloss works and to use dictogloss more effectively.

RESUMEN

El propósito de este proyecto es implementar una técnica de dictado a través de un aprendizaje colaborativo para desarrollar la habilidad de escritura en la clase de inglés. Este proyecto describe la técnica de dictado como una habilidad integrada en el aprendizaje del lenguaje en donde los estudiantes trabajan juntos para crear una versión reconstruida de un texto leído por su profesor. Esta investigación inicia explicando los tipos de escritura y su importancia, las cuales necesitan una atención particular. Después se da a conocer la técnica básica del dictado contrastando con el dictado tradicional y citando la investigación relacionada al uso del dictado en la instrucción de la segunda lengua. Además se cita que la técnica de dictado está situada en relación a ocho tendencias que se ajustan en la enseñanza de la segunda lengua. Finalmente en la parte fundamental de la investigación, una descripción de cómo la literatura en el aprendizaje cooperativo permite a los profesores a entender mejor la técnica de dictado y el uso de esta mas efectivamente.

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INTRODUCTION

Writing is one of the four skills of English and it is a medium of expressing ideas or opinions that need particular attention. Also, writing is widely admitted as one of the most difficult skills that ever do, either in foreign language or in their native language. For that reason, a lot of learners during the writing task are sometimes stuck and could not continue to complete their writing task with simple reason such as, lack of vocabulary, cannot make any longer sentences. As the result, they can only write down rough paragraph without including the details to the topic assigned. Therefore, students should have some certain knowledge on writing so a teaching technique of writing is needed in order to encourage learners' ability and enhance their interest in writing class.

In connection with the fact that previously mentioned, it needs to try carrying out a research in teaching writing which is called Dictogloss technique. In learning process of using dictogloss, the class discusses the upcoming topics which related to the prior knowledge students have. Then, the students can build up any paragraph by using their both prior knowledge and their own language based on the key words that related to main idea or read out material. Moreover, it includes a brief explanation of dictogloss and how learners work together in groups. Group working allows the learners to take advantages of this collaborative leaning and it suggests that different students will have different strengths which may lead them to play different roles in their group.

The research assumes that through the technique mentioned will make the students more active in leaning writing skill. In short, it simplifies that overcome the problem of teaching writing, particularly in making paragraphs, the teacher needs to apply dictogloss technique which will intend the enthusiasm of students in learning activities. As a result, using dictogloss technique is expected to solve the problem and to bring a good achievement in writing.

From the previous description the writer is interested in conducting a research under the title “Implementing dictogloss through collaborative learning to develop writing skill in the English classroom”.

CHAPTER I

1.1 THE CONCEPT OF WRITING

1.2 DEFINITION OF WRITING

Basically writing means producing or reproducing oral message into written language. It involves an active process to organize, formulate and develop the ideas on the paper so that readers can follow the writer's message as well as oral form, but we should know that the writing requires an accurate and precise grammar, word choice and spelling, punctuation and vocabulary.

Writing is production of graphics symbols to form words in sequences of sentences arranged in particular order and linked together in certain ways also writing is process of encoding a message to transfer meaning to reader (Byrne, 1990:1).

Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say how you are going to say it (Oshima and Hague, 1997:2).

Kroma (1988) argues that writing is a kind of activity where the writer expresses all the ideas and the paper (print) from words to sentence, sentence to paragraph and from paragraph to essay. In relation to the organization of ideas on the paper, a writer should have an ability to balance the purpose, audience, and topics as well as a speaking activity.

Libblom (1983) defines writing as a way of learning to focus our mind on important matters and of learning about them. By writing activity, a person can find the solution of a difficult problem. Then, they express it by writing. This process of writing needs a great attention to the problem. In this condition, a writer gives some efforts to explore as many ideas as possible and tries to communicate. Furthermore, an expressive skill, writing is a skill which is necessary to be developed. Writing can help you think critically. It can enable you to perceive a relationship, to intensify the perception, to solve problems and to give order to experience. It can help people to clarify their thought (D'Angelo in Gaspez: 2002).

Writing is not natural activity. Physically and mentally normal people learn to speak a language. Yet, all people have to be thought how to write. This is a crucial difference between spoken and written forms of languages. There are another important differences as well writing, unlike speech, writing is displayed in time. Indeed, this must be one reason why writing originally involves since it makes possible to transform a message from one place to another. A written message can be received, stored, and referred to at any time (Nunan, 1991: 36).

In short, it is right and desirable that writing is a kind of activity where the writer expresses all the ideas in his mind on paper through the process. Writing well requires a writer to communicate clearly particularly in transferring a message or information from the writer's mind to the readers.

1.2.1 TYPES OF WRITING

Writing is used as a medium of activities for the number of reason; to get things done, to persuade, to maintain relationship, to occurrence even and to record feelings and experiences. Cited in Marilyn (1981) there are five types generally referring to:

a. Narration

Narration is the expression of an outcome action in words. It is a story telling and usually thought as a piece of writing that tells a complete story that will generally be related to historical events, biographical information, or personal data. The natural sequence is called order. To make the order clear, the writer should used transitions which are words and phrases that help to show how much time has passed between events such as; first, then, when, before, at the end, etc. In developing paragraph the writer should follow these steps in the process of writing, planning ideas carefully, list even chronological order, using clear transition, and developing vivid details by answering who, *what*, *when*, *where*, *why*, and *how question*.

b. Description

A descriptive writing is a word picture. Through description, writer is able to reveal a person, a science or an object. In the process of writing an effective description, the writer needs to explore both of details and the feelings related to the experiences. To begin by selecting details that

appeal to all senses – sight, hearing, touch, taste, and smell. By using details, the writer will be able to create a mood or special feelings. In simpler, the steps of writing descriptive paragraph are choosing a person, an object or scene that have strong feelings about. Then listing and selecting details that help the writer to create a particular mood and also organizing the details in a natural order.

c. Exposition

Exposition explains a process, state an opinion, or state definition. Most of explanatory paragraphs are factual, based on real subjects. In explaining a process, the explanation may tell how to do something or how to make something. In other words, the writer needs to explain step-by-step in natural time order of process. The transition words used are: *first, second, next, until, and finally* in stating opinion, in direct and specific topic sentence. Then, present convincing reasons or fact to support opinion and organizing supporting evidence. The sign post used in that process includes: because, so, since, if, therefore, and as a result. The other groups in providing reason in order facts of importance includes: *the first reason, second, most important and finally*.

d. Persuasion

Persuasive writing aim is trying to persuade or convince others that the people ought to believe or act as the writer wishes to believe or act.

In the process of writing persuasive paragraphs, the writer should state some supporting facts as tool to persuade reader such as: reason, advantages, proves or weaknesses. The sign post used includes: *for another reason, in conclusion, for example*, etc. Furthermore, the writer should explore the idea with strong affection to the readers or idea should be factual and believable such as: advertisement, political essay, and brochures.

1.2.2 THE COMPONENTS OF WRITING

Jacobs as cited in Syahrudin (2004) argues that there are main five components of writing. They are content, organization, grammar, vocabulary and mechanics.

a. Content

The component of writing should be clear to readers. So, those readers can understand that message conveyed and gain the information from it. In order to have good content of writing, its contents should be well unified and completed. Then, the term is usually known as unity and become completeness characteristics of good writing.

Besides writing has completeness, the main idea has to be explained and developed fully. Completeness is the conditioning ideas which are developed through particular information.

Unity means that every part of sentences contributes to one principle by unifying thought. Moreover, unity is the first quality of an effective sentence. When we say that a sentence has unity, we mean that everything in it has logical relation to the purpose of the sentences as a whole and nothing is omitted which is necessary to that purpose.

b. Organization

The process of organization materials in writing involves coherence, order of importance, general to specific, specific chronological order and spatial pattern.

1) Coherence

Coherence means all the ideas stick together. A coherence paragraph is one which the ideas are part in the right order and it does not make the reader confuses. This makes the writer's thought easy to follow from sentences and paragraph.

2) Order of importance

One of the most useful ways of arranging ideas in paragraph is the order of importance. Technically speaking, such as a paragraph can be arranged into two ways beginning with the important and building up the most important. The advantages of building up to the most important ideas stem from the suspense involved and tendency for readers to remember best what they read last. The

paragraph that concludes with surprise, a clever moment, and appeal acting or with some order strong endings is more likely to be useful successfully.

3) General to specific

The general to specific pattern is the most common type of paragraph order. The arrangement begins with the topic sentences that make a general statement followed by a series of supporting sentences which supply specific details, examples and facts. Since the reader knows what the main points are, we can follow the development of that thought more easily. For this reason, it minimizes the chance for the readers misunderstanding and its particular effective for informing and clarifying.

4) Chronological order

In paragraph organized chronologically, events are arranged in order in which they occurred, usually moving from the first and the earliest to the last and the latest. Some give direction or explanation of a process, other summarizes historical events, and the steps or action are taken by individual or organization. Nevertheless, the writer all shares an underlying similarity; they present their ideas in order in which they happened.

5) Spatial pattern

If the purpose of writing is to tell how something looks, the most effective organization pattern is usually spatial. If we write a description such as: neighbourhood, a room or building. We want the reader to have a mental picture of what we are describing. In describing a house or a building, the writer

probably firstly describe the exterior and interior. By moving systematically rather than irregularly over the scene we convey the viewer to overall plan or scene.

c. Vocabulary

One of the requirements of good writing always defines on the effective use of words. In personal description, words play dual roles; to communicate and to evoke, to let the readers to perceive and feel. These two fold purposes are evident even such a practical and common form of writings as an advertisement.

The effective use of words also deals with connotative or figurative language. They are all important nearly all forms of writing but particularly in personal description. Word rich in association are more effective than those mainly transmit transformation. However, words and phrases enrich the ability to convey experiences imaginatively but they do not have place in factual description. In scientific and technical writing, language should be exact and precise to convey specific meaning and design to communicate information but not the writer's feeling.

d. Language use

Language use of writing involves correct usage endpoints of grammar. There are many points of grammar such as: verbs, nouns, and agreement. Specific nouns and strong verbs give a reader a mental image of description. This specific noun can be characterized by using modifier of adjectives, adverbs and participle form.

There are many opportunities for errors in the use of verbs and mistake in arrangement are very common. Mistakes in written work are much serious since we have an opportunity to re-read and to correct what we have written. We should avoid errors in verbal forms, subject-verb agreement and pronoun antecedent agreement in a case of a noun or pronoun.

e. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads reader to understand or recognize immediately what the writer means to express definitely. The use of favourable mechanics in writing will make readers easy to understand the conveying ideas and other messages stated in the writing.

a) Capitalization. The use of capitalization in the writing can clarify the ideas. If the sentences are capitalized correctly, ambiguous meaning and misunderstanding would not be appeared. Besides, through correct capitalization of a sentence will help the reader to differentiate one sentence to others.

b) Punctuation. It can be used as a unit of meaning and suggest how the units of its relation go to each other.

- c) **Spelling.** There are three important rules followed in using spelling appropriately. They suffix addition, plural formation and handling error within the words.

1.2.3 THE IMPORTANCE OF WRITING

Nowadays, people recognize more and more the importance of writing. In relation to this, Adelstain (1980) expressed that in all subject in our life or in all professions, the ability to write or expressive oneself clearly is an essential basic for success. Moreover, Adelstain said “as soon as you move one step up from the bottom, your effectiveness depends on your ability to reach other through the spoken or written language” the usefulness of writing expressed as follows;

- a. Writing is a tool for discovery. We stimulate our thought by the unconscious mind.
- b. Writing generates new ideas by helping to make connection and see the relationship with other aspects.
- c. Writing helps us to organize our ideas and clarify by writing ideas into coherent form.
- d. Writing helps us to organize our ideas and clarify by writing ideas into coherent form.
- e. Writing enables us to solve problems into written form; we can examine and manipulate what we think.

1.2.4 PARAGRAPH

Related to Oxford (1980), paragraph is a division of piece of writing. Paragraph is a group of sentence dealing with one main idea of a piece of writing. Also it is a set of related sentences that work together to express or develop an idea.

Cooper (1988) also includes that paragraphing helps readers judge what is important in what they are reading. Writers typically emphasize important information by placing it at the two points where the readers are most attentive at the beginning and ending of paragraph. Many writers place the information to orient readers at the beginning.

According to Oshima and Hogue (1977), a paragraph is a group of related sentences that develop a main idea called the topic of paragraph, the writers' main idea, opinion or feelings about subject. These sentences are:

- 1) **Topic sentence.** It is the most general statement of the paragraph. It is also the key sentences because it names the subject and controls idea. The topic sentence can be more at the beginning or at the end of a paragraph.
- 2) **Supporting sentence.** It develops the topic sentence by giving specific details about the topic.
- 3) **Concluding sentence.** It tells the readers the conclusion of the previous issue.

CHAPTER II

2.1 DICTOGLOSS

2.1.1 DEFINITION OF DICTOGLOSS

Dictogloss is an activity in which short pieces are read out at normal speech to students. (Jacobs, 2003). The students take down the key words and then attempt to reconstruct their passage from general understanding or gist of the text and from their own notes. The task of reconstruction the text in their own words requires the students to consciously focus on their knowledge of the content and the relationship between ideas and words and it is dependent upon small group interaction since the students do not work alone in the reconstruction, but pool their key words and understanding to complete the task.

2.1.2 DICTATION AND DICTOGLOSS

Dictation has a long story in literacy education. Particularly in second language education, in the old dictation procedure, the teacher reads a passage slowly and repeatedly. Students write exactly what the teacher reads. Dictation in this traditional form has been criticized as a rote learning methods in which students merely make a copy of the text, the teacher reads without doing any thinking, thus producing a mechanical form of literacy (Jacobs, 2003).

In the accordance of Wajnrub (1988) form is credited with developing a new way to do dictation, known as dictogloss, and integrated skill technique for language learning in which students work together to create and reconstructed version of text

read to them by their teacher. Dictogloss is probably much more effective and beneficial once students and the teacher are familiar with the procedure.

2.1.3 DICTOGLOSS AND ACTIVATION OF WRITING SKILL

Listening, speaking reading and writing are essential elements for both written and oral communication. Even though the researcher's study focuses on writing. In our practice, after teacher reads a passage in any time or gives recording materials. The students should take some key words which considered as core of main idea. Next, students firstly read the list of the words. Then put them in order. Afterwards, read the note taken and discuss the reconstruction. Finally, write out the reconstruction of the original text and every task is done in a group of three or four. When reconstructing the text, the students have to review the notes taken and to brainstorm based on all the notes taken so as to present the original as a whole. They have to focus both on form and meaning. The pooling of the group's notes and the making of the grammatical decisions about the text achieve this: especially about word choice, sentence formation and cross sentence connection. Thinking is also involved in the procedure (Paul Davis and Mario Rinvoluceri, 2005).

2.1.4 DICTOGLOSS AND TEACHING STRATEGIES

In dictogloss procedure, based on Murray (2004), there are four stages used in teaching strategies.

The first is *Preparation*; the learner finds out about the topic of the text and is prepared for some of the vocabulary.

The second is *Dictation*, when the learner hears the text and takes fragmentary notes. The text is normally read twice at natural speed making short pauses between sentences. The first time, students do not take any notes. The second time, they note down key words to help them remember the content and reconstruct the text.

Next, it is *Reconstruction*, when the learner reconstructs the text on the basis of the fragments recorded in stage 2. This is the collaborative stage in which students work together to reconstruct with correct grammar and content pooling their information and discussing the best options.

And the last, it is *Analysis and Correction*, when learners analyze and correct their texts. This is done with the help of the teacher by comparing their versions to the other groups and then with the original. Many variations and adaptations of dictogloss have developed but the main stages are usually the same. Furthermore, there are many variations on dictogloss in learning activities. They are as follows:

a. Standard Dictogloss

1. The class engages some discussion on the topic of the upcoming text. This topic is one which students have some background knowledge and hopefully interest. The class also discusses the text type of the text such as: narrative, procedure, or explanation and the purpose, organizational structure, and language features of that text type.

2. The teacher reads the text aloud once at normal speed as students listen but do not write. The text can be selected by teachers from newspaper, textbooks, etc. or teacher can write their own or modify an existing text. The text should be at or below student's current overall proficiency level, although there may be some vocabulary. It may even be a text that students have seen before. The length of the text depends on student's proficiency level.
3. The teacher reads the text again at normal speed and students take notes. Students are not trying to write down every word spoken; they could not even if they tried, because the teacher is reading at normal speed.
4. Students work in groups of two or four to reconstruct the text in full sentences, not in pint form. This contraction seeks to retain the meaning and form of the original text but is not a word-for-word copy of the text read by the teacher. Instead, the students are working together to create a cohesive text with correct grammar and other features of the relevant text type, procedure or theoretical framework, cause and effect that approximates the meaning of the original.

Students with the teachers help identify similarities and differences in term of meaning and form between their text reconstruction and the original, which is displayed on an overhead projector or shown to students in another way.

(Mario Rinvoluceri, 2005)

b. Dictogloss Negotiation

In dictogloss negotiation, group members discuss what they heard when the teacher has finished reading. Students discuss after each section of text has been read and the section can be long or longer, depending on the difficulty of the text relative to student's proficiency level.

1. Student sits with a partner, desk face-to-face rather than side by side. This encourages discussion. After reading the text once while students are listening during the second reading, the teacher stops after each sentence or two or paragraph. During this pause, students discuss but do not write what they think they heard. As with standard dictogloss, the student's reconstruction should be faithful to the meaning and form of the original but does not employ the identical wording.
2. One member of each pair writes the pair's reconstruction of the text section. This role rotates with each section of the text.
3. Students compare their reconstruction with the original.

(Jason, 2007)

c. Students-Controlled Dictation

In students-controlled dictation, students use the teacher as they would use tape recorder. In other words, they can ask or stop, go back, rewind and skip a head, fast-forward. However, students bear in mind that the aim of dictogloss is the creation of an appropriate reconstruction, not a photocopy.

1. After reading the text once at normal speed with students listening but not taking notes. The teacher reads the text again at natural speed and continues reading until the end if no students say “Stop” even if it is clear that students are having difficulty. Students are responsible for saying “stop, please” when they can not keep up and “Please go back”. If students seem reluctant to exercise their power to stop us, teacher starts reading very fast. We encourage students to be persistent; they can rewind the teacher as many times as necessary. The class may want to have a rule that each student can only say “please stop” once. Without this rule, the same few students almost invariably the highest level students may complete the pace. The lower proficiency students might be lost, but be too shy to speak. After, each member of the class has controlled the teacher once. Anyone can gain control once. Until all have taken the class comprehend that every one can and should control the teacher if they need help.
2. Partner conferencing can be done for this variation as well. Student-Controlled Dictation can be fun variation because the students enjoy explicitly controlling the teacher.
3. Another way of increasing student-control dictation is to ask them to bring a text to use for dictating or to dominate topics.

(Jason, 2007)

d. Dictogloss Summaries

While in the standard dictogloss procedures students attempt to create reconstruction of approximately the same length as the original. In dictogloss summaries, students focus only the main ideas of the original text.

1. Steps 1, 2, and 3 are the same as in standard dictogloss. Although to encourage summarizing rather than using the words of the original text, the teacher might ask students not to take any notes.
2. Students work with a partner to summarize the key points of the text. Here as well as in other dictogloss variation, we can provide visual clues (sketch, flow chart, photo, mind map) that represent some elements of the story. This aids comprehension may help students structure their reconstruction. As another means to demonstrate comprehension and to promote unique reconstruction.

(Rinvoluceri, Paul, 2005)

e. Elaboration Dictogloss

In elaboration dictogloss, students go beyond what they hear to not just recreate a text but also improve it.

1. This dictogloss method may be preceded by a review of ways to elaborate such as adding causes and effects adjective and adverbs, example, facts and personal experiences.

2. After taking notes on the text read by the teaching of standard procedure, students reconstruct the text. Then they add elaborations. These can be factual, based on what students know about the topic of the text or research they do, or students can invent elaboration.

f. Scrambled Sentence Dictogloss

Scrambled sentence is a popular technique for teaching a number of language skills. Scrambled sentence dictogloss employs this technique to raise the difficulty level of dictogloss and to focus students' attention on how texts fit together.

1. The teacher jumbles the sentence of the text before reading it to students.
2. When the students reconstruct the text, they firstly have to recreate what they heard and put them into a logical order.
3. When analyzing students' reconstruction, the class may decide that there is more than one possible correct order. This fits with overall spirit of Dictogloss.

g. Picture Dictogloss

Dictation does not always have to involve writing sentences and paragraphs. Instead, students can do other activities based on what the teacher reads to them.

For instance, they can complete a graphic organizer. Another possibility, described below is to draw.

1. The teacher finds or writes a description of drawing. The description should include a great deal of detail, relevant vocabulary and concepts can be reviewed in the discussion that occurs in step 1 of the standard dictogloss procedure.
2. Students listen to the description and do a drawing based on what they hear.
3. Students compare drawings with their partners and make one composite drawing per pair.
4. Students compare their drawing with the original.
5. Alternatively, students can reconstruct the description text read by the teacher, as in standard dictogloss and then do drawing.

2.1.5 THE AIMS, POTENTIAL BENEFITS, AND THE VALUE OF DICTOGLOSS

Related to Jason 2007, there are some aims, potential benefits, and the values of dictogloss. They are as follows:

a. The aims

The aim for the students is not to create an exact copy of the original but a text which has the same content as the original and is grammatically and lexically accurate. Other aims are the first is to provide an opportunity for learners to use

their productive grammar in the task of text creation. Then, to encourage learners to find out what they do and do not know about English namely their weaknesses and strengths. Next, to upgrade and refine the learners' use of the language through a comprehensive analysis of language options in the correction of the learners' approximate texts.

b. Potential benefits of Dictogloss

2. Dictogloss creates a genuine need for communication (to pool information, negotiate and complete the task) as there is an information gap.
3. It fosters group responsibility and takes pressure away from individual students.
4. It helps learners monitor and adjust their inter-language to come closer to the target language.
5. Helps find a compromise between what students think they need (which might not be grammar at all but maybe text organization or lexis) and what teachers think. The needs become obvious when analyzing the texts.
6. As it is communicative and addresses the needs of students directly it is motivational. Students also generally want to be corrected; here it is done in a sensible way.
7. The reconstructed texts allow students to discuss their interpretation of which grammar is most appropriate so that the text they produce is as close as possible in meaning, content and function to the original version. If it is a review of a structure, it is interesting to see whether students can identify it when listening and then reapply in the reconstruction.

c. The Value of Dictogloss

Dictogloss has been the subject of numerous studies and commentaries which have largely supported use of the technique. One reason for this is that it is integrative. Students are encouraged to focus their attention on form and meaning and all four language skills are practiced. The first is listening (to the teacher during dictation and to peers when discussing the reconstruction.) The second is speaking (to peers during reconstruction. The third is reading (notes taken while listening to the teacher, the group reconstruction and the original text). And the fourth is writing the reconstruction.

CHAPTER III

3.1 DICTOGLOSS AND CURRENT TRENDS IN SECOND LANGUAGE TEACHING

Dictogloss represents a major change from traditional dictation. When it is implemented conscientiously, dictogloss embodies sound principles of language teaching which include: learner autonomy, cooperation among learners, curricular integration, focus on meaning, diversity, thinking skills, alternative assessment, and teachers as co learners.

These principles flow from an overall paradigm shift that has occurred in second language education (Jacobs & Farrel, 2001).

3.2 LEARNER AUTONOMY

Learner autonomy involves learners having some choice as to what and how of the curriculum and, at the same time, feeling responsible for and understanding their own language and for learning for classmates (Van Lier, 1996).

In dictogloss, as opposed to traditional dictation, students reconstruct the text on their own after the teacher has read it aloud to them just twice at normal speed, rather than the teacher reading the text slowly and repeatedly. Also, students need to help each other to develop a joint reconstruction of the text, rather than depending on the teacher for all the information. Furthermore, it provides students with opportunities to see where they have done well and where they need to improve.

Swain (1999) believes that, “Students gain insights into their own linguistic shortcomings and develop strategies for solving them by working through them with a partner”. Ways to add other dimensions of learner autonomy to dictogloss are students:

- asking for a pause in the dictation
- choosing the topics of the texts, selecting the texts themselves, and taking the teacher’s place to read the text
- elaborating on the text
- giving their opinions about the ideas in the text

3.3 COOPERATION AMONG LEARNERS

Traditional dictation was done as an individual activity. So dictogloss retains an individual element in which students work alone to listen to and take notes on the text read by the teacher. Also, learners work together in groups of between two and four members.

Additionally, they have the opportunity how well their group did and, perhaps, how they could function more effectively the next time.

3.4 CURRICULAR INTEGRATION

From the perspective of language teachers, curricular integration involves combining the teaching of content, such as social studies or science, with the teaching of language, such as writing skills or grammar. As in traditional dictation with dictogloss, curricular integration is easily achieved via the selection of texts.

For instance, if the goal is to integrate language and mathematics in order to help students learn important mathematics vocabulary and grammar; language teachers can use mathematics text for the dictogloss.

As Brown (2001) points out, “Writing this information (what students know on the topic) on the board allows students to notice the wealth of information they have as a collective”. In addition to promote integration between language education and other curricular areas, dictogloss also promotes integration within the language curriculum, as all four language skills: listening, speaking, reading and writing are utilized.

3.5 FOCUS ON MEANING

In literacy education, the focus used to lie mostly on matters of form, such as grammar and spelling. In the current paradigm, while form still matters, the view is that language learning takes place best when the focus is mainly on ideas (Littlewood, 1981). Dictogloss seeks to combine a focus on meaning with focus on form (Brown, 2001). As Swain (1999) puts it, “When students focus on form, they must be engaged in the act of meaning-making.

3.6 DIVERSITY

Perhaps it is appropriate that the term “diversity” has a few different meanings. One of the meanings particularly relevant to dictogloss is that, due to differences in background and in ways of teaching (Gardner, 1999) different people will attend to

different information. Moreover, working in a group allows learners to take advantage of this type of diversity. A second meaning of diversity suggests that different students will have different strengths (Cohen, 1998) which may lead them to play different roles in their group. For instance, those with larger vocabulary and greater content knowledge in the topic of the text can help with the part of reconstruction, and those whose interpersonal skills are better developed may often help coordinate the group's interaction.

There are a number of ways of using diversity to facilitate each student being a helper in their group, rather than always being the one receiving help from their more proficient partners. One, we can use a range of topics, striving in particular to read texts on topics which less proficient students know about. Two students can create visuals to illustrate their text reconstructions. In this way, those students whose illustration skills are currently better than their literacy skills have a chance to shine.

3.7 THINKING SKILLS

The definition of literacy has been expanded beyond being able to read and write to also being able to think critically about what is read and about how to best frame what it is written. Dictogloss provides learners with chances to use thinking skills as they challenge, defend, learn from, and elaborate on the ideas presented during collaboration on the reconstruction task. We can challenge students' skill at identifying main ideas by asking them to write summaries rather than text reconstructions and to elaborate on the texts read.

3.8 ALTERNATIVE ASSESMENT

Assessment measures in second language education have been criticized for a focus on measuring language acquisition out of context, e.g., by testing proficiency via single words or isolated sentences rather than whole texts (Omaggio Hadley, 2001). In response to these criticisms, a range of more context-based alternative assessment procedures have been developed, including think aloud (Block, 1992), peer critique (Ghaith, 2002), portfolios (Pierce & O' Malley, 1992), and dialogue journals (Peyton, 1993).

Dictogloss offers a context-rich method of assessing how much students know about writing and about the topic of the text. The text reconstruction task provides learners with opportunities to display both their knowledge of the content as well as of the organizational structure and language features of the text (Derewianka, 1990).

As students discuss with each other, teachers can listen in and observe students' thinking as they about a task. This real-time observation of learners' thinking process offers greater insight than does looking at the product after they have finished. In this way, dictogloss supplies a process-based complement to traditional product-based modes of assessment. Furthermore, students are involved in self assessment and peer assessment.

3.9 TEACHERS AS CO-LEARNERS

The current view in education sees teachers not as all-knowing sages but instead as fellow learners who join with their students in the quest of knowledge. This knowledge can pertain specifically to teaching and learning, or it can be knowledge on any topic or subject of activity. Moreover, dictogloss may be use here in at least two ways. First, as mentioned in the last paragraph, we can observe students and apply what we learn from our observations in order to teach better. Second, we can share with students our interest in the topic of dictogloss text and some of what we have done and plan to do to learn more about it or to apply relates ideas.

3.10 DICTOGLOSS EXERCISES

3.10.1 Cloze dictogloss

a. What it is

Cloze dictogloss consists essentially of asking students to reconstruct a dictated text so as to capture as much as possible of its information content in as accurate and acceptable a linguistic form as possible.

This technique is especially interesting in that it reconciles the teacher's interest in grammar and the need for interactive learning, and the achievement of accuracy through fluency activities.

b. How it works in class

Classroom procedure can be summarised as follows:

- The teacher reads a short text out twice to the students at normal speed.
- While is being read, the students make notes, e.g., by jotting down familiar words and phrases.
- Working is small groups; the learners now pool their notes and strive to reconstruct a version of the text from their shared notes.
- Each group of students produces its own reconstructed version, aiming at grammatical accuracy and textual cohesion but not at reproducing the original text.

c. The four stages in the dictogloss procedure

1. Preparation

- Begin by looking out for a suitable dictogloss passage. Any short (4 to 5 sentences or lines) coherent and interesting passage will do.
- Prepare your students for the topic with a suitable warm-up. Also, prepare you students for the vocabulary of the text. Vocabulary should be pre-taught if you suspect that certain items will be unfamiliar or difficult to infer.
- Make sure that your learners know what they are expected to do at each stage of the procedure.
- Put learners into groups before the dictogloss begins.

2. Dictation

Learners may hear the text twice. The first time, they should not write anything but just listen. Dictate the text at normal speed. Pause between sentences, pauses should be a little longer than usual.

Try to make the two readings identical.

Sample text:

Chocomania

a. If you did a random check among your friends you might discover an amazing thing. b. The most addiction that affects most people is neither alcohol nor nicotine. c. It's chocolate. d. Most people can't resist soft, sweet, fresh chocolate and they eat it quite regularly. e. Apart from the effect on your pocket and your waistline, the habit is neither harmful nor illegal and most chocolate addicts get away happily with a least one "fix" a day (Wajnryb, Ruth, 1990).

3. Reconstruction

As soon as the second reading is over, students, working in groups, proceed to pool their notes and work on their version of the text. It is useful to appoint a scribe through whom all the suggestions are channelled and who does the writing. When they have finished they check their text for grammar, textual cohesion and logical sense.

4. Analysis and correction

This can be done in a number of ways. In a classroom using the board so scribes come out in front and write up their groups' versions of the text for all to see

and discuss. This is the best done on a sentence basis – sentence 1 of each group is analysed and discussed before moving on to sentence 2 of each group, etc.

d. Aim of dictogloss

The main aim is to develop learner's grammatical competence in using the language.

e. The value of dictogloss

- Learning becomes active involvement.
- Teaching and testing go hand in hand.
- This is an exercise based on an information gap.
- It strikes a balance between memory and creativity.
- It stimulates grammar practice in sentence context.
- It compromises between grammar (what students think they want) and communicative practice in a task-based, learner-centred context (what teachers want to give them).
- It stimulates motivation.
- It helps to use language as communication.
- The text is seen as the unit of language.

CHAPTER IV

4.1 COOPERATIVE LEARNING

Cooperative learning also known as collaborative learning and it is a body of concepts and techniques for helping to maximize the benefits of cooperation among students.

Various principles for cooperative learning have been put forward in the literature on cooperative learning (e.g., Baloch, 1998, Jacobs Power, & Loh, 2002). There are eight cooperative learning principles and how they can inform the use of dictogloss.

4.2 HETEROGENEOUS GROUPING

Forming groups in which students are mixed on one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence is believed to have a number of benefits, such as encouraging peer tutoring, providing a variety of perspectives, helping students come to know and like others different from themselves, and fostering appreciation of the value of diversity.

Thus, in forming groups for dictogloss, we might want to look at our class and make conscious decisions about which students should work together, rather than leaving to matter to chance or to students' choice. The latter opinion often results in groups with low levels of heterogeneity. Furthermore, when we opt for heterogeneous groups, we may want to spend some time on ice breaking activities,

because, as Slavin (1995) notes, the combination of students that results from teacher-selected groups is likely to be one that would never have been created for our invention.

4.3 COLLABORATIVE SKILLS

Collaborative skills are those needed to work with others. Students may lack these skills, the language involved in using the skills, or the inclination to apply them during dictogloss. Some of the collaborative skills relevant to dictogloss include: asking for and giving reasons; disagreeing politely and responding politely to disagreement; encouraging others to participate and responding to encouragement to participate. The overlap between collaborative skills and thinking skills can be seen in particular in the first two pair of skills just mentioned, those involving reasons and disagreement.

4.4 GROUP AUTONOMY

This principle encourages students to look to themselves for resources rather than relying solely on the teacher. As Wajnryb (1990) notes:

Classroom organization in the form of group work allows for the development of a small learning community. The creation of small learning communities means increased participation and learner co-operation. This injection of democracy into the classroom allows learners to complement each others' strengths and weaknesses.

In dictogloss, while students are working in their groups to reconstruct the text and they are comparing their text to the original; it is very tempting for teachers to intervene either in a particular group or with the entire class.

We may sometimes want to resist this temptation, because as Roger Johnson writes, “Teachers must trust the peer interaction to do many of the things they have left responsible for themselves”.

4.5 SIMULTANEOUS INTERACTION

In classrooms in which group activities are not used, the typical interaction pattern is that of sequential interaction, in which one person at a time –usually the teacher– speaks. For example, the teacher explains a point; ask a question to check students’ comprehension of that point, calls on a student to answer the question, and evaluates that student’s response. In traditional dictation, the teacher is the only person who speaks, unless the teacher calls on individual students to read back what has been dictated.

When group activities are used, one student per group is, hopefully, speaking. In a class of 40 divided into groups of four, ten students are speaking simultaneously, e.g., 40 students divided by 4 students per group = 10 students (1 per group) speaking at the same time. Thus, the name: simultaneous interaction (Kagan, 1994). If the same class is working in groups of two, we may have 20 students speaking simultaneously.

Simultaneous interaction is also relevant in dictogloss. Many teachers may want to have one group then another read or show their reconstruction or some part there to

the class, via overhead projector, visualize, or other means. When this happens, we are back to sequential interaction.

Many alternatives exist that maintain simultaneously interaction. For instance, one person from each group can go to another group. These representatives explain their group's reconstruction to the other group, solicit feedback, and pass on that feedback to the original group.

4.6 EQUAL PARTICIPATION

A frequent problem in groups is that one or two group members dominate the group and, for whatever reason, impede the participation of others. Cooperative learning offers many techniques for promoting equal participation in groups. Some of these may be useful in dictogloss (Kagan, 1994).

- a.** The fact that everyone has written potentially different notes provides some impetus for everyone's ideas to be sought. The group might accentuate this by deciding on a division of labour during the note taking, e.g., one person is mainly responsible for the first half and the other for the second half.
- b.** Everyone can have a designated turn to read their notes.
- c.** Each group member can have the main responsibility for one part of the reconstruction.
- d.** Each person can have a role to play. Roles should rotate. Examples of roles include:

- **Facilitator** who looks to see that the group's reconstruction has the characteristics of the text type, e.g., explanation, which is the language focus of the lesson.
- **Checker** who checks to see that everyone in the group can explain all the group's choices in creating their reconstruction.
- **Conflict Creator** who disagrees in order to generate debate.
- **Recorder** who writes down the group's ideas.
- **Language Monitor** who checks that the group is using the second language when appropriate (teachers and students may decide that the first language is sometimes appropriate).

Furthermore, speaking in a group rather than to the entire class and the teacher may create an atmosphere in which students feel more comfortable about participating and taking the risks that speaking up involves. Wajnryb (1990) believes, "Group work reduces the stress on the learner (as well as the teacher) by moving interaction away from the public arena... allows for the phenomenon of exploratory talk among peers, something which is rendered impossible by the size, power asymmetry, and lack of intimacy of the full classroom".

4.7 INDIVIDUAL ACCOUNTABILITY

Individual accountability is in some ways, the flip side of equal participation. When we try to encourage equal participation in groups, we want everyone to feel they have opportunities to take part in the group. Therefore, when we try to encourage individual accountability in group, we hope that no one will attempt to avoid using

those opportunities. Techniques for encouraging individual accountability seek to avoid the problem of groups known variously as social loafing, sleeping partners, or free riding.

These techniques, not surprisingly, overlap with those for encouraging equal participation. Some further ideas that are relevant to dictogloss include:

- a.** As mentioned under simultaneous interaction, group representatives can go to another group to get ideas from other groups and to report what their group has done. This representative should be selected at random, rather than being a volunteer or a nominee of their group. Also, this encourages all members to be ready.
- b.** After doing dictogloss in groups, the class can do dictogloss working alone using a text of the same text type and the same or related content area.
- c.** Groups can confer but then individual members write their own reconstruction.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- According to this research, we have found that teachers have to take into account the type of writing activities that are employed in their lessons because it is very important to know the students' interests towards writing. In this way, teachers should try to integrate dictogloss activities by integrating challenging tasks in order to have good results in writing skills.
- Teachers have to motivate their students to write by including an appropriate technique to enhance students' enthusiasm for writing. Concerning about a technique, interest form is one of the motivation elements beside the students' need. Furthermore, motivation is a source of support to intensify the efforts needed in learning English as a foreign language.
- The use of dictogloss is a very interesting learning strategy which encourages students to focus some of their attention on form and also all four skills are involved with a special focal point in listening and writing skills.
- Learners need to be exposed to different activities using literature in the classroom because when they write paragraphs with enjoyment, excitement and emotional involvement their interest about writing can increase considerably. Therefore, literature on cooperative learning enables teachers to better understand how dictogloss work and to use dictogloss more effectively.

RECOMMENDATIONS

- According to this research, it is recommended that teachers integrate creative dictogloss activities that will effectively develop students' writing skills. In order to improve students' interest about writing, teachers have to be aware of the activities that promote an alert mind linked to a learner's daily life.
- Moreover, teachers should encourage students to take up activities that can boost their creativity using cooperative learning that will help them to work together and also to complement each others' strengths and weaknesses.
- On the other hand, it is advisable to make writing an integral part of student's lives by selecting new writing techniques and interesting activities where students will become good writers in the English classroom.

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