Pilot Study
Dictogloss: How Grammar Dictation Affect Beginner and Lower-Intermediate Japanese EFL learners

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Background

Dictogloss was first introduced by **Wajnryb** (1990)

- an adapted type of dictation that involves students working collaboratively to reconstruct a passage that was read to them.

Four stages
1. **Preparation**:
   Topic, new vocabulary and   activity introduced.
   Students make a pair.

2. **Dictation**:
   Passage should be read twice.
   Students listen first, take nots for the second listening.

3. **Reconstruction:** Students share notes and discuss.

4. **Analysis & Correction:**
   Students share the reconstructed texts.
   Students analyse & correct texts together.

Past Studies

Wajnryb (1990): Followed four steps.

Swain (1998): Followed Wajnryb's steps, counted Language Related Episodes (LREs).

Fortune & Thorp, Fortune (2005): Students did not try to reconstruct but produce a text of their own (maintaining the meaning) .

Shak (2006): Students reconstruct the texts individually.

Scott & De la Fuente (2008): Allowed students L1 use.

Qin (2008): No listening involved. Texts handed out to students.

Gallego (2014): Measured learners' opinions regarding dictogloss.

Issues

What to measure?
- Learners' Language Related Episodes (LREs)? Focus on awareness?
- Vocabulary acquisition?
- Writing improvement?
- Listening comprehension skill?

How to measure?
- Count number of LREs?
- Pre-post test design (vocab, writing, listening)?

What to use? (material type/ level)

Audio Materials
- ❖ How to choose the materials?
- ❖ Native English speaker?
- ❖ Recorded or Read by the instructor?

Issues cont'd

What kind of activity?
- How much pair work should be involved?
- Should the students try to speak in English or allow L1.
- Any rubrics should be given to students?

Methodology

Subjects
- About 60 Japanese university students (Science)
- English proficiency level = Lower Intermediate
                    (TOEIC 350 – 450)

Materials
- Short stories (200 – 250 words) from Dreamreader.net (http://dreamreader.net/) or articles from news.

- Or stories or articles read by the instructor.
    - Text books?
    - News?
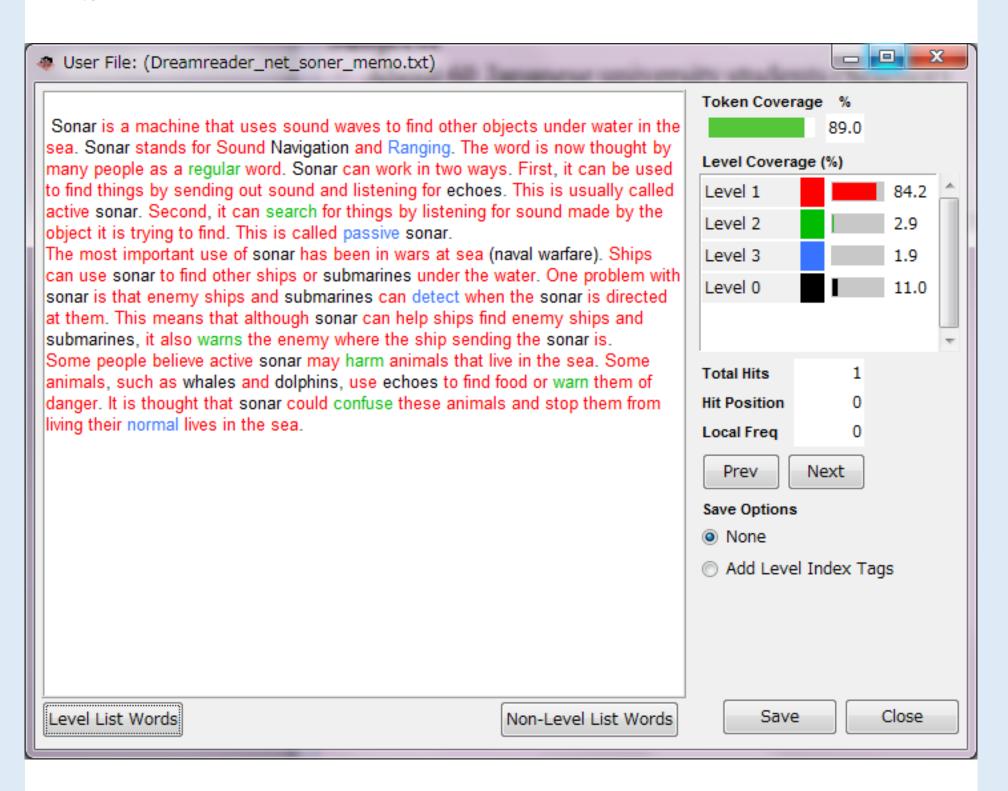- *Should the audio texts level be lower than what the students usually read?*

Analysis
- Pre-post test design (listening/ vocab/ writing)
- Analyse students' comments/ notes?

Methodology - materials

Texts : eg. Dreamreader.net (http://dreamreader.net/)
- About 85% of the vocabularies are covered by GSL first 1000 words (red words)
- Should it be easier or more difficult?

References

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