

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 notes 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?

User File: (Dreamreader_net_soner_memo.txt)

Sonar is a machine that uses sound waves to find other objects under water in the sea. Sonar stands for Sound Navigation and Ranging. The word is now thought by many people as a regular word. Sonar can work in two ways. First, it can be used to find things by sending out sound and listening for echoes. This is usually called active sonar. Second, it can search for things by listening for sound made by the object it is trying to find. This is called passive sonar. The most important use of sonar has been in wars at sea (naval warfare). Ships can use sonar to find other ships or submarines under the water. One problem with sonar is that enemy ships and submarines can detect when the sonar is directed at them. This means that although sonar can help ships find enemy ships and submarines, it also warns the enemy where the ship sending the sonar is. Some people believe active sonar may harm animals that live in the sea. Some animals, such as whales and dolphins, use echoes to find food or warn them of danger. It is thought that sonar could confuse these animals and stop them from living their normal lives in the sea.

Level	Color	Coverage (%)
Level 1	Red	84.2
Level 2	Green	2.9
Level 3	Blue	1.9
Level 0	Black	11.0

Total Hits: 1
Hit Position: 0
Local Freq: 0

Save Options:
 None
 Add Level Index Tags

Buttons: Level List Words, Non-Level List Words, Save, Close

References

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