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Combining Dictogloss and Cooperative Learning to Promote Language Learning

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Abstract

This article 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 article begins by explaining the basic dictogloss technique, contrasting it with traditional dictation, and citing research related to the use of dictogloss in second language instruction. Next, dictogloss is situated in relation to eight current, overlapping trends in second language teaching. Then, in the key section of the article, a description is provided of how the literature on cooperative learning enables teachers to better understand how dictogloss works and to use dictogloss more effectively. Included in this section is a rationale for using dictogloss with global issues content. Finally, eight variations on the basic dictogloss procedure are presented.

Introduction

Dictation has a long history in literacy education, particularly second language education. In the standard dictation procedure, the teacher reads a passage slowly and repeatedly. Students write exactly what the teacher says. Dictation in this traditional form has been criticized as a rote learning method in which students merely make a copy of the text the teacher reads without doing any thinking, thus producing a mechanical form of literacy. Ruth Wajaryb (1990) is credited with developing a new way to do dictation, known as dictogloss. While there are many variations on dictogloss – we will be describing some of these later in this article – the basic format is as follows:

1. The class engages in some discussion on the topic of the upcoming text. This topic is one on which students have some background knowledge and, hopefully, interest. The class may also discuss the text type of the text, e.g., 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 newspapers, textbooks, etc., or teachers can write their own or modify an existing text. The text should be at or below students' current overall proficiency level, although there may be some new vocabulary. It may even be a text that students have seen before. The length of the text depends on students' 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-four to reconstruct the text in full sentences, not in point form (also known as bullet points). This reconstruction 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, students are working together to create a cohesive text with correct

Let's meet Mathew

My name is Mathew but everybody calls me Matt. My last name is Clapton. I was born in Boston USA, on November 12th, 1995. I am 21 years old. I am a tall, slim guy with blond hair and brown eyes. I live with parents and my siblings. Currently, we live in New York, on 25 Bedford Street. My father's name is George. He is 46 years old. My mother's name is Lisa. She is 43 years old. My sister is Danna and my brother is Tom. Danna is 19 years old and Tom is 16 years old. We have a pet. Its name is Luna. My favorite color is blue. In my free time I like going to the movies, reading and walking. Sometimes, I also like to visit my relatives and my friends. My telephone number is 550-1267. I study Engineering and Technology at Columbia University. It is a great place to study. My favorite kind of music is pop and my favorite type of movie is horror. I am not very interested in dancing, and I don't like to play tennis either. I prefer playing the guitar and I love playing soccer on weekends.



my
is

B. Answer the following questions according to the text.

1. How do people call Mathew?

2. Where was he born?

3. What does he look like?

4. What does he like to do in his free time?

5. What are his siblings' names?

6. Where does he study?

7. Is he interested in dancing?

8. Does he like to play tennis?

A. Create questions paying attention to the answer.

1. _____
His name is Mathew.
2. _____
He was born on November 12th, 1995.
3. _____
He lives with his parents and his siblings.
4. _____
He is 21 years old.
5. _____
He studies Engineering and Technology.
6. _____
His favorite kind of music is Pop.
7. _____
Yes, he likes to play the guitar.
8. _____
Yes, he loves to play soccer.

The following words refer to... (university, father, Mathew, family and Mathew, mother, pet)

My last name _____ Its name is Luna _____
We live in New York _____ He is 46 years old _____
She is 43 years old _____ It is a great place to study _____

PRESENT PERFECT TENSE

FILL IN THE CORRECT FORM

1. _____ you ever _____ (play) Angry Birds? Yes, _____
2. The baby _____ (not/fall) asleep yet. What's the matter?
3. He _____ (skateboard) ever since he was 5 years old.
4. My parents _____ (not/keep) all my school books since first grade but they _____ (frame) every single painting!
5. _____ he _____ (finish) making the pizza yet? No, He _____
6. How long _____ Lady Gaga _____ (be) famous?
7. We _____ never _____ (try) Chinese food. _____ you?
8. _____ your brother ever _____ (eat) sushi? Yes, he _____
9. I _____ already _____ (complete) my English homework.
10. My family and I _____ (already/visit) many Greek islands.
11. My Cousin in England _____ (not/be) to even one island yet.
12. _____ you _____ (have) dinner yet? Yes, I _____
13. _____ you ever _____ (fly) in a helicopter? No, I _____
14. Psy _____ always _____ (want) to become known all over the world.
15. _____ your friends _____ (recently/watch) The Big Bang Theory?
No, they _____
16. My dad _____ just _____ (read) a 1000 page book! Wow!
17. My brother and I _____ never _____ (ride) on the streets. We use the bike lanes.
18. Many athletes _____ never _____ (win) a medal, although they _____ (train) for years to become Olympic champions.
19. They _____ (not/play) beach volley yet today, but they _____ (ride) their bikes.
20. We _____ just _____ (return) from a trip to the nearby caves.

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