THE INCLUSION OF DICTOGLOSS TASKS TO PROMOTE LISTENING

COMPREHENSION OF FOURTH GRADERS FROM A STATE SCHOOL

IN CARTAGO

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"*It's the possibility of having a dream come true that makes life interesting.*"

(Coelho, 1993)

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To God

To my parents, Gloria and Orlando
My boyfriend, Andres
And my brother, Aimer Andres

To my parents Luis and Lucy
To my husband and son
And brothers, Jonathan and Luis D

To my parents, Juan and Esperanza
My sisters, Adriana y Angela
And my husband John William

TABLE OF CONTENTS

1. ABSTRACT

The present study aims at reporting the impact of Dictogloss tasks in the development of listening comprehension skills as well as to describe the participants' perceptions when being exposed to this sort of tasks. In the same line, the objectives of the present study aim to report the characteristics of Dictogloss tasks, the students' responses when facing Dictogloss tasks, and how the participants' comprehension is impacted through the implementation of the tasks. The study was conducted in a state school located in Cartago, Valle del Cauca, with six Spanish speaking participants from 4th grade, who were exposed to Dictogloss tasks designed by the research team; such exposure took approximately one month and a half. Data was collected through interviews, teacher journals, observations (some sessions were video-taped) and questionnaires. The analysis of the data revealed that Dictogloss tasks allow participants to have a great deal of comprehension of the information heard. The present study provides essential information about how participants comprehend the text during the different stages of Dictogloss. In addition the implementation of the tasks through the variations proposed by Jacobs & Small (2003) which are Dictogloss summaries, picture dictation, scrambled sentence dictation and dictogloss negotiation, permit participants use strategies to facilitate the comprehension of main events of the text and work cooperatively.

2. RESUMEN

El propósito del presente estudio es reportar el impacto que tiene las tareas del Dictogloss en el desarrollo de la comprensión auditiva, al igual que describir las diferentes percepciones de los participantes del estudio al estar expuestos a este tipo de actividades. De igual manera, los objetivos propuestos en este estudio apuntan a informar las características de las tareas del Dictogloss, las respuestas de los participantes cuando desarrollan tareas del Dictogloss y como es la comprensión de los participantes a través de la implementación de las tareas. El estudio se llevó a cabo en un colegio público localizado en Cartago, Valle del Cauca, con seis participantes del grado cuarto, cuya lengua materna es el idioma Español, quienes fueron expuestos a las tareas del Dictogloss diseñadas por el equipo investigativo; el periodo de exposición a las actividades fue de un mes y medio. Los datos fueron recogidos a través de entrevistas, diarios, observaciones (las cuales fueron grabadas), y cuestionarios. El análisis de Los datos reveló que las tareas del Dictogloss permiten a los participantes tener una buena comprensión de la información escuchada. Por lo tanto el presente estudio proporciona información esencial acerca de cómo los participantes comprendieron el texto durante los diferentes estados del Dictogloss. Además la implementación de las tareas a través de las variaciones permite a los participantes utilizar estrategias para facilitar la comprensión de los principales acontecimientos del texto y trabajar cooperativamente.

3. INTRODUCTION

This qualitative research project was developed in a state school located in Cartago, Valle del Cauca, Colombia with the participation of six students. This study emerged from concerns related to listening comprehension problems among the schools from the country. The researchers had three roles during the implementation of dictogloss tasks, the first role was the non-participant, who was in charge of the designing and implementing the tasks; The second, and the third researcher (non-participant observers), were carried out in order to collect data through the observations and videos. In addition, data was collected through interviews, researcher journals, questionnaires, videos and observations and it was analyzed through a triangulation based on concepts regarding grounded theory.

In the first section, the study shows that the reason of this investigation was to explore another way for teaching listening during English classes without any technological resources that could be expensive for the schools.

In the second section, theories, studies and authors, which talk about aspects related to dictogloss, will be mentioned in relation to their relevance in the area of listening comprehension and Dictogloss. Based on some authors, the statement of the problem suggests that there is a relevant problem for investigation which is related to having a further understanding about the implementation of listening comprehension and tasks to promote the teaching of such skill.

Finally, after analyzing the data gathered from the instruments above mentioned, it was found that Dictogloss tasks allow participants to comprehend oral input provided by the facilitator in order to reconstruct the content of a read text. Moreover, the design and implementation of the tasks proposed in the current study allows participants to use strategies which make them able to comprehend a text, and work cooperatively in order to accomplish the activities not only during the implementation of the stages of Dictogloss but also during the use of the variations.

The main purpose of this study was to evidence the way in which students from public school can be exposed to the listening comprehension through the application of Dictogloss tasks, and how this exposure impacted the development of English proficiency.

4. Statement of the problem

The English language has become an important tool in today's society not only from the economical point of view, but also from the educational one. Different countries such as United States, Japan among others from Europe, America, and Asia, have considered the learning of the English language as a tool to have access to information and for international exchange of products and technology. To begin, the English language being observed from the educational sector, has become important not only to enrich and expand people's knowledge, but also to develop competences through the constant access to information and theories related to different academy fields. From the economic sector, the English language becomes relevant for international trade. For a country like Colombia, whose aim is to be competitive, it is essential to have qualified citizens that can be able to compete in an international market, where the population is equipped with high levels of proficiency in a foreign language such as English in order to face and manage successfully the different challenges encountered.

As the main chosen foreign language in quite a number of the countries including Colombia, one of the purposes of using English is to enhance worldwide communication (Paul, 2009). For this reason, teaching English as a foreign or second language has become one of the most relevant aspects for educative systems around the world.

In order to have citizens with high proficiency levels in English, the Ministry of education has explored and innovated in the field of teaching English. The major efforts

have been addressed to develop the four basic skills (Listening, speaking, reading, and writing) in the English learning process, in order to have a high language proficiency international standard.

Vandergrift (2007), states that listening is not only an ability which has been considered as highly difficult to be developed, but also it is essential for the English learning process. The author also determines listening comprehension as the heart of language learning, whose development has demonstrated to have a direct impact at improving other abilities although it is the skill least understood and researched one.

In Colombia, the government along with the Ministry of Education have been working in the purpose of creating competent citizens in a foreign language, in this case English. Therefore, they created the standards of competence in the English language called "Formar en lenguas extranjeras: el reto" taking the CEFRL as the referent, which aims at developing the listening, speaking, reading, and writing competences in students from public and private schools. Within the program described above, it is found the appropriate levels for teaching and learning English as a foreign language. For instance, B1 level corresponds to 9th to 11th grade, A2 corresponds to 5th to 7th grade, and A1 level corresponds to 1st to 3rd grade.

According to the information explained above, it is evident that students have their appropriate English level to practice and develop their listening, speaking, reading, and writing competences. The standards in the English language, explain deeply the different activities that learners need to perform during the classes to achieve the

competence. For instance, to accomplish the listening ability in a Basic English class, the facilitator needs to use songs, stories, short descriptions about places or people, and so on.

In addition to the present statement of the problem, it is important to highlight the underestimation of the listening skill in Colombia. A clear example of this situation is seen within the national exam presented at the end of the high school called Prueba Saber 11, where is not included an English Listening section.

Another aspect within the Colombian educative context, relates to the situation with school teachers from public institution in the primary grades. For instance, they do not have enough resources for the teaching/learning process, there are many students in the class to develop the oral skills, facilitators do not have competences in English (results from Tests), the lack of training on how to plan with the standards is evidenced, and the listening comprehension skill in not taught.

Moreover, an important part of English as a foreign language "EFL" classes in state schools are given in Spanish. The reason that the English classes are given in the mother language is because the institutions want to have a high score during the prueba saber 11, as the test only evaluate writing and reading skills during the exam, the institutions only focus their teaching in the literacy skills. The institutions also, do not have adequate resources to invest good materials in English classes, such as, computers, recorders, video beams, among others strategies.

In addition, Krashen (1985) highlights that people acquire or learn a language by understanding the linguistic information they hear. This process often requires the implementation of additional exercises in order to optimize the practice of listening comprehension skill, altogether with the reinforcement of other skills.

Based on the previous statement, several efforts need to be made in order to provide opportunities for learners to be exposed to listening comprehension. One of the alternatives to teach listening is through the implementation of Dictogloss, even though dictogloss was primarily designed to teach writing, some researchers affirm that the listening skill is affected by the implementation of the tasks. Vasiljevic (2010), suggests that the dictogloss model offers not only several potential advantages over other models of teaching listening comprehension, but also a unique blending of teaching listening comprehension and the assessment of students' listening ability. Moreover, dictogloss has been defined by its creator as a task-based activity where learners reconstruct the meaning of a given listening sample in a collaborative process. This strategy offers students more chances to be exposed to a foreign language through listening comprehension tasks. Moreover, the implementation of the aforementioned strategy entails other aspects as they are the implementation of cooperative work and key-word identification (Wajnryb, 1990). Several positive aspects have been drawn by researchers abroad towards the Dictogloss tasks; however, the generalized knowledge and research on its effectiveness is scarcely existent in our country. Therefore, the purpose of the present study is to provide an alternative through the implementation of Dictogloss tasks that involve variations during EFL classes, in order to provide

participants with opportunities to be exposed to listening comprehension in an English course from a state school in Cartago, Valle del Cauca Colombia. The present study is intended to explore what occurs when English learners are affected after being exposed to dictogloss tasks that include listening comprehension skill.

Therefore, the implementation of dictogloss tasks will provide school teacher with other alternatives for teaching English, especially to expose learners to oral comprehension. Another contribution of the present study is that designing and implementing dictogloss tasks, will lead school teachers to improve their linguistic skills; for instance, pronunciation since they are the input. In addition, the resources required for the design and implementation of dictogloss tasks are not expensive, which will contribute to the situation that many public institutions are facing as it is the lack of resources

5. Research Questions and Objectives

In order to carry out the present study, the following research questions and objectives have been established:

Main research question**:**

1. What happens when fourth graders from a state school in Cartago are exposed to dictogloss tasks?

Sub-question 1:

2. What are the participants' reactions towards the implementation of dictogloss tasks?

Sub-question 2:

3. What are participants' perceptions towards the inclusion of Dictogloss tasks that involve aural comprehension of the text read?

Objectives

Main Objective:

- To explore what occurs when participants are exposed to dictogloss tasks.

Specific Objectives:

- To explore participants' reactions and perceptions towards the dictogloss asks they were exposed to.

6. Literature Review

In the following literature review it will be discussed the theoretical background of different factors which deals with listening skill. Headlines will be as follow: *the importance of listening, listening comprehension at teaching English as a foreign language, bottom up and top down processes, the importance of dictogloss in teaching English as a foreign language, importance of listening comprehension tasks involving dictogloss,* among others. These factors will be explained and discussed by reporting previous studies in order to clarify several concepts that are highly relevant for the present research study.

6.1 Listening comprehension at teaching English
as a foreign language

Listening is an essential skill to develop at learning English as a foreign language. It is defined as the process of decoding aural input. Different disciplines refer to it as listening comprehension, because it transforms an auditory stimulus into a mental reconstruction (Poelmans, 2003). Listening is also highlighted as a vital receptive mean to gather information and its importance lies on the fact that it is used more than any other language skill. Listening is one of the most important sources of input that a human brain has (Widiasmara 2012). Besides, Rivers (1981) states that in an ordinary

day, the listening skill is exercised almost twice as much as the speaking skill, and around four to five times as the reading and writing skills. Goss (1982) defines listening as a comprehension process in which the listener constructs a meaning out of the message that is provided by the speaker.

In addition, Brown & Yule (1983) present listening as a laborious process that implies not only the listener, but the speaker, the content of the message, and any visual aid coming along with the message. Byrnes (1984) considers that listening comprehension is a "highly complex problem-solving activity", an idea that is explained as listeners` understanding may be determined by the interest on the subject of the message transmitted by the speaker. Under this conception, the listener may be more tuned in with subjects of interest, and put away what is not relevant. Brown & Yule (1983) also state that not only the speed of the message transmitted brings difficulties for the listener to understand, but also the complex vocabulary that the speaker may use could potentially be unknown for the receptor; in that sense, the background knowledge of the listener becomes a key factor too. Expressions used by the speaker such as gestures and body language, or the mean used to transmit the message, such as videos and pictures can reinforce the understanding of the message when it comes to a better interpretation by the listener.

In accordance with the authors present above, Lund (1991) asserts that even though some terms are not understood, often listeners tend to get the general idea of

what is heard. Listening in a foreign language is a process that requires prior knowledge, in addition, Feyten (1991) affirms that listening comprehension and how the information is understood by the listener is crucial for developing listening comprehension skills. Read (2000) states that unknown words are perceived by listeners as a merely chain of sounds, and Cook (1996) affirms that listening limitations may be caused not by lack of language, but by lack of memory or vocabulary knowledge. It means that the learner processes the oral message transmitted by the speaker trying to find out the meaning of the words that are heard. Field (2003) mentions two basic levels in the development of the listening skill: the level of recognition and the level of selection. Codifying phonemes, intonation, words and phrases is the level of recognition, and codifying the units of the oral message for understanding without being aware of the individual elements is the level of selection.

Lynch (1998) also explains that in order to understand the oral messages emitted by the speaker, it is necessary for listeners to gather and incorporate information from several factors such as: phonetic, phonological, prosodic, lexical, syntactic, semantic and pragmatic. All these aspects make listening a "complex, dynamic and fragile" process (Celce-Murcia, 1995). Buck (2001) expresses that listening occurs in real time, with no opportunity for repetition, it means that what is said is heard only once in daily situations, unless the listener asks the speaker to say it again. Thus the speaker determines the speed of the message; therefore the listener is most of the times unable to re-hear the message.

According to Underwood (1989) the speed of the speaker is something that the listener cannot control, and many language learners find this as one of the greatest difficulties regarding language comprehension. Another difficulty that the listeners may face is the lack of vocabulary, as the speaker could use terms which are unknown for the listeners, leading them to mentally pause and try to guess the meaning of those new words; therefore, listeners will not focus on the following part of the spoken message and the exchange process may be interrupted (Underwood, 1989). Underwood also describes the process of listening in a foreign language as difficult itself, and any pause can easily interfere negatively on the focus of the listener in the conversation.

6.2 Approaches at Teaching Listening.

The listening process in teaching can be approached under two major concepts: the Bottom-Up and Top-Down processes (Nunnan, 1999). Bottom-Up refers to the sounds, intonation, and words. For instance, it allows listening to look for specific details and is focused on grammatical relationship and lexical meaning (Brown 2001). Top-down processing refers to the students' understanding through their previous knowledge about a certain topic. It uses prior language of content, context and culture (Saville-Troike 2006, cited by Widiasmara, 2012). Bottom-up and Top-down processing must be implemented integrally by doing pre-listening activities. Both of them are integrated in one of the stages of dictogloss, which is preparation; where the students engage in a prior pre-listening stage in order to explain the unknown words of the

listening activity (Nunan 2003). On the other hand, Bacon (1992) and O´ Malley et al. (1989) declare that cognitive strategies prove to be the most common type of strategies used by languages learners.

Bottom-up strategies

This strategy refers to "text based" strategies because they depend on using clues or evidence from the existing text to understand new information. Strategies like repeating some words that the learners hear probably because they seem to be ´key words 'as long as they occur more frequently than other words. Consequently, listeners can get some information from the text through paying attention to intonation and pauses that help them recognize chunks of words as particular speech patterns, of which carries one piece of information, (Rixon 1986)

Top-down strategies

This type of strategies refer to the listeners` connection of what they hear to what they already know which is known as ´schemata knowledge´. Besides, listeners will follow better what is heard because they have created some expectations as well as predictions before. According to Bacon (1992), listeners tend to rely on Bottom-up strategies trying to comprehend a difficult text, while they use more Top-down strategies with an easy one. Listeners can use their previous knowledge as long as they are familiarized with the text.

Recent studies reveal that effective listeners implement more often Top-down strategies compared with other less efficient listeners. Moreover, unsuccessful listeners are in disadvantage because they fail to make connections between what they hear and their own personal experiences.

6.3 What is dictogloss?

According to Kidd (1992), dictogloss is a sophisticated and ingenious procedure specially designed to teach grammar. This task-based procedure was developed in Australia by Ruth Wajnryb, (1990) who argues that dictogloss is a relatively resent procedure in language teaching, and different from dictation. The author emphasizes on making the differentiation because in Dictogloss learners are exposed to listen to a short text read to them at normal speed, and reconstruct it, first individually, then in small groups, until it has the same meaning as the original text; in contrast to dictation where learners only write down what is read by the teacher or an audio source verbatim. Several definitions have reported that the use of dictogloss involves students' attention to all four language skills (i.e. listening, speaking, reading and writing), and encourages learner's autonomy, cooperation, curricular integration, diversity, thinking skills, and alternative assessment techniques (Jacobs, 2003).

Jacobs and Small (2003) report in their study that dictogloss does not always have to involve writing sentences and paragraphs. Learners can do other activities based on

what the teacher reads to them. For instance, they can complete a graphic organizer in which the facilitator finds or writes a description of a drawing that includes relevant details about vocabulary and concepts of the topic. The authors explain that during the task, first learners listen to the description and do a drawing based on what they heard; second, they compare their productions with a partner and make a composite drawing per pair to finally compare their drawing with the original. Mackenzie (2011) reports that students commonly work in groups of three or four, transmit and learn new information while engaging in a task. In addition, peer support and instruction, or scaffolding Bruner 1978 (cited in Mackenzie 2011), are vital components of dictogloss.

6.4 Dictogloss in teaching English as a foreign language.

Dictogloss is considered as a multiple skill and system activity with a focus on communicating meaning and correct use of grammar (Wajnryb, 1990). Several studies have considered some stages that describe dictogloss as an innovative strategy to learn a second language. In addition, Shak (2006) explains in her research of children using dictogloss to focus on form, five basic stages (*listening, noticing, activity, checking, and writin*g) that can be implemented in the teaching/ learning process:

● *Listening Stage*: it is developed through a text via storytelling, flashcards, or in a whole class discussion, to prepare students for the new topic.

● *Noticing Stage*: it is applied by the learners when they take notes after listening to a text for a second time at normal speed.

● *Activity Stage:* it is when students work together in small groups to recreate the text prepared for the lesson.

● *Checking Stage:* it is used to analyze and contrast the pupils' writings to their partners' versions, and to check if they are in the right track.

● *Writing Stage:* it is specially implemented to bring learners the opportunity to produce a similar text individually, and demonstrate what they have understood about the reading.

On the other hand, Wajnryb (1990) describes in exhaustive detail the four stages of dictogloss that are the most implemented in teaching English as a second language (TESL) and used by other authors such as Kidd (1992), Jacobs and Small (2003) among others. These stages are: Preparation, dictation, reconstruction, and analysis and correction and are explained as follows:

The *preparation* stage is used when teachers implement the dictogloss method within the instruction. They must give students clear commands about the task that they have to do and organize them into groups before the dictation begins. The main goal in this step is preparing learners to the known and unknown vocabulary for the text they will be hearing by exploiting the warm-up activities in each lesson. This type of

vocabulary-centered warm-up makes students more receptive to the listening in the next stage. In the same line, Jimenez and Pérez (2012) state that learning vocabulary requires from the learner a constant exposition to texts by most of the possible means they can be transmitted and perceived by students. Cameron (2001) argues that building up a useful vocabulary is central to the learning of a foreign language at primary level, she also emphasizes that how words in language and how vocabulary is learnt, stored and used, the more difficult it becomes to uphold the traditional split between vocabulary and grammar

In the ***dictation* stage**, students should listen to a text twice. The first time, they should not take key words; nevertheless, Kondo et al. (2012) claim that during the first reading, the learners are instructed to grasp the gist of the text but not allowed to take any notes. In the second listening, they need to write down notes about the content of the topic prepared for the class as a useful tool to put the text together in the reconstruction stage.

Within the ***reconstruction*** stage, learners and teachers work together. In that sense, while learners proceed to collect notes in groups and work on the version of their texts in order to help them check the grammar, textual cohesion, and logical sense; teachers monitor the activity and point out some possible grammatical errors without providing any actual language input. In addition, Smith (2011) declares that reconstruction stage promotes interaction and sharing of ideas among the participants. Nevertheless, Nakamura (2008) expresses that when students do not have enough

lexicon, many words will not be identified, for instance the goal of the activity will not be accomplished.

Teachers conduct the ***analysis and correction*** session in their own preferred style to encourage learners to compare the various versions and discuss the language choices made. Some examples of the different ways to conduct the analysis and correction step are: using the blackboard, where the students' texts are written for all to see and discuss, an overhead projector, a copying text from the original to be examined by the whole class, among others. However, it is important to clarify that the original text should not be seen by learners until their own versions have been analyzed.

In addition to the four stages of Dictogloss, Wajnryb (1990) suggests the appropriate time length that teachers must use when teaching through this method. For instance, the author proposes 20 minutes for preparation stage, 5 minutes for dictation, 30 minutes for reconstruction, and 30 to 45 minutes for the analysis and correction stage.

6.5 Variations of dictogloss

There are eight variations on Dictogloss that could be used in teaching and learning English as a foreign language. No doubt, others exist or await creation (Jacobs and

Small, 2003). These variations are: Dictogloss negotiation, student-controlled dictation, student-student dictation, dictogloss summaries, scrambled sentence dictogloss, elaboration dictogloss, dictogloss opinion, and picture dictation, which will be explained below.

Dictogloss negotiation:

Students can discuss each section of the text that has been read by the teacher instead of discussing it at the end of the whole reading. This section is developed as follows: Firstly, students sit with a partner face to face while the teacher reads the text to facilitate understanding. Secondly, the facilitator reads the text again and stops after each sentence or paragraph to provide an opportunity to orally discuss but not to write. Thirdly, one student is chosen to write the reconstruction of each section of the text; and finally, the whole group can compare their reconstructions with the original reading.

Student-controlled dictation:

 Learners have the control of the dictation. It means that they can ask the teacher when he/she should stop and go back to the reading. Students can ask for repetition as many times as they consider necessary. Moreover, pupils can bring to the class their own texts or nominate topics they desire to read.

Student-student dictation:

This Dictogloss variation involves key elements of cooperative learning, in particular equal participation from all group members. These ideas are presented by Jacobs and Small to explain that learners are more involved in their own learning process during all lessons because they have to read the texts to their partners instead of the teacher, taking turns to control the activity.

Dictogloss summaries:

Learners are focused only on the key ideas of the original text without writing them down. This activity of attention is used to summarize the whole reading working with a partner. Summaries as a Dictogloss variation is clue because while students are working together, the teacher can provide them visual clues about the activity such as pictures, mind maps, among others; in order to facilitate understanding for the reconstruction stage.

Scrambled Sentence Dictogloss:

It is a popular technique for teaching a number of language skills, because it requires concentration, logic, and analysis to organize and give meaning to the text exposed by the teacher. During the lesson, teacher first jumbles the text before reading. Secondly, the students have to organize it in a logical sequence, after that facilitator

checks up the structure and the sense of each one of the sentences to analyze the students' listening comprehension.

Elaboration Dictogloss:

Learners go beyond of what they listen to not only recreate a text, but also to improve it. In Elaboration Dictogloss, when students finish taking notes about the reading exposed by the teacher, they reconstruct it including elaborations, which could be based on what they know about the topic, researched or invented.

Dictogloss opinion:

After students reconstruct the text, they give their opinion on the writers' ideas. These opinions can be inserted at various points in the text or can be written at the end of the reconstruction. If a student commentary is inserted throughout the text, it promotes a sort of dialogue with the original authors of the reading.

Picture dictation:

After some explanations about relevant content and concepts of the drawings' descriptions, students listen to some information about a picture to build their own illustration based on what they heard, and compare drawings not only with their partners, but also with the original version. It is important to clarify that students have

the opportunity to reconstruct firstly, the description text read by the teacher to finally do a drawing.

The variations that were chosen in order to conduct this study were: Dictogloss summaries, picture dictation, scrambled sentence dictation and dictogloss negotiation. These variations were selected because of the participants' low level of English proficiency. It is important to highlight that some variations were modified for the purpose of this study.

6.6. Listening comprehension tasks involving dictogloss.

Task-based approaches to teaching aims at providing opportunities for learners to experiment with and explore, both, spoken and written language through learning activities that are designed to engage students in authentic, practical, and functional use of language for meaningful purposes (Nunan 2004). Listening comprehension tasks or activities are also designed to give the learner practice at identifying different sound combinations, and intonation patterns (Vasiljevic, 2010). According to the previous statements, Nunan (2004) aims at defining dictogloss as a pedagogical task because it is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to convey meaning rather than to

manipulate form. Although most real life listening is spontaneous and colloquial in character, there are situations that become difficult to understand. Ur (1998) states that listening to academic lectures or stories is an example that can be complex for learners and exposes that Dictogloss method is generally more suitable to explain and give an easier and feasible understanding of these kind of materials than dialogues or instructions. The author highlights that in the Dictogloss tasks, learners not only need phonemic identification, lexical recognition, syntactic analysis, and semantic interpretation, but also he states that by using this method within the classes, the Teaching/Learning process will have a unique blending of teaching listening comprehension and the assessment of students' listening ability.

Recent studies have shown the significant effects that the listening comprehension tasks using Dictogloss have brought to the Teaching/Learning process of a foreign language. The results of the investigation about *"The Effect of Applying Dictogloss on Students' Listening Comprehension"* conducted by Wahjuningsih (2001) reveals the effectiveness of applying Dictogloss within the listening classes. The samples of the research were taken from the students of faculty of teacher training and education from Jember University, who were divided into two groups (the experimental and the controlled group). The experimental group was taught listening comprehension by using Dictogloss, while the controlled group was taught by using the conventional activity. To collect, analyze, and provide results of the data, the researcher implemented tests which needed students to listen to a text containing explicit and implicit information

and questionnaires to evaluate the application of dictogloss in their listening comprehension. The results of the study showed that the application of dictogloss on students listening comprehension achievement was much more effective than the conventional one. The conclusions of the research suggest all English teachers to apply this method in all listening classes to facilitate and give learners a feasible understanding of the lessons (Wahjuningsih, 2001).

A study conducted by Widiasmara (2012) was limited to find out the effectiveness of using dictogloss to improve students' listening ability only in eleven grade of Vocational school. Still, this research was conducted as a way to know to what extent dictogloss is effective at teaching listening. The study evidenced that Dictogloss was effective in elevating students' listening scores and provided better listening learning. Research determined that Dictogloss not only provided students opportunities to improve their listening comprehension, but also to develop their grammatical competence.

Another study was conducted by Rismayanti (2009) in which the purpose of the study was to explore the potential improvement of the students' listening skill through Dictogloss in eleventh grade of high school in Cianjur. The researcher applied various Short-texts which were appropriate under the competence standard and based competence. Moreover, a Quantitative research was conducted with quasi experimental design. The author applied a questionnaire to obtain descriptive information related with

the improvement of the students' listening skill through dictogloss and interviews to gain additional information about the students' perceptions towards the usage of dictogloss. Findings from this research concluded that dictogloss was effective at increasing students' listening scores. Furthermore, the use of dictogloss was found to be effective to provide better listening ability. Also, the study showed that applying dictogloss is more effective to improve students' listening skill than the conventional technique known as dictation. Besides, the study conducted by Rismayanti (2009) proves that dictogloss fosters students´ language competences such as pronunciation, grammar and vocabulary.

7. Methodology

7.1. Type of study

The present study was qualitative as it deals with participants' perceptions and reactions towards listening tasks that incorporate Dictogloss. This research was conducted as a descriptive-interpretive case study since, as Yin (1994 cited in Tellis, 1997) explain, the data was taken from multiple sources such as interviews and field notes, in which participants' viewpoints were taken into account. In addition, this study also was not intended to be based on hypothesis, but to understand the nature of that particular setting and the participants' interactions (Merriam 1998). Qualitative research also required evidence collected through field notes and observations. This qualitative approach permitted a first-hand encounter with the participants' perceptions towards their performance during the tasks.

7.2. Context

This study was conducted in a state school in Cartago, which was located at north of Valle del Cauca. The school was located in a neighborhood which was economically deprived. People from this part of the city come from a low economic status background. The school offers primary in the morning and high school in the afternoon. The school´s principal reported that in primary there were about 320 students from 1st to 5th grade; and in the high school there were about 530 students from 6th to 11th grade. In addition, there were 26 teachers, 10 at primary, who were in charge of all the subjects offered by the school including English classes, and 16 teachers for high school. Learners´ exposure of English was one hour peer week which was developed by the head teacher. The school did not have specialized English teachers, the teachers had a basic knowledge of the target language. The school had 13 classrooms approximately; including one audio-visual which was equipment with 15 computers room a television set, a board, and a video beam.

7.3 Participants

The participants selected for this study were students from fourth grade in a state school from Cartago, exposed to English formal classes one hour peer week. The participants were selected in accordance to their high level of attention to the sessions, and active participation during the tasks proposed. The participants were selected randomly, applying the sample proposed by Merriam's (2002) since this is a qualitative study and it sought to understand a particular phenomenon from the participants' views. The selected group was formed by 33 students taking the English classes, 17 boys and 16 girls whose ages were in a range from 8 to 10 years old. Out of those 33 students, 12 learners from fourth grade were chosen, and from those 12 students, 6 students were finally selected to be the focal participants of this study. Four of the children were girls and two of them were boys.

7.4. Researchers' role

In a qualitative study the investigator is the primary instrument for gathering and analyzing data. Conceiving this concept, a flexible role was adopted in order to respond to the situation by maximizing opportunities for collecting and producing meaningful information (Merriam1998). According to the previous statement, the present study was conducted by three researchers playing diverse roles. For instance, during the observation sessions three roles were adopted: the participant, non- participant, and complete observers.

Another role was in charge of implementing dictogloss tasks that involves listening, and this researcher was also in charge of facilitating and monitoring the group. The second researcher (non-participant observer), was in charge of conducting the observations of each section, and the third researcher (non-participant observer), was in conducting the videos sessions. Moreover, the three researchers worked together in order to design the lessons.

7.5. Data collection methods

For this particular study a set of qualitative methods were used to gather data in order to answer the research questions proposed in this inquiry. The methods used were: observation field notes, videotapes, interviews, questionnaires and a researchers` journal. Moreover, it is important to express that the instruments were previously piloted in order to select the most appropriate for the data collection process. The theory under which the collected data was analyzed was grounded theory as Merriam (2002) suggested that grounded theory involves continually comparing one unit of data with another in order to derive conceptual elements of theory.

Observations:

According to Potter (1996), the observation is the method used in research in order to obtain data of a specific topic through the contact with an individual or a group of individuals documenting their characteristics in their natural state or applying some variations. In this study, the observations were conducted during the English lessons with the main purpose of gathered information about the participants' comprehension and reactions. These observations were also documented through field notes because of the detailed support that those field notes can provide. Through the field notes we described in detailed what happened during the sessions. This method served as a tool for registering actions, and perceptions that could be missed by videotaped recordings.

Video recording:

Video recordings of the sessions is an effective method for gathering data as it allows an objective registration of what happened in an activity or session; it captures spoken and physical interactions, by allowing a re-examination of the events (Freeman, 1998). The observations were video-recorded because this is a tool to aid researchers in the documentation of the unobservable aspects or situations that are not perceived during the research observations in real time (Beebe and Takahashi, 1989). Each session was video recorded in order to have available evidence to revise and reflect on, and to portrait specific class factual information that could not be recalled through the field notes or the journals. The video tapes were applied in order to collect information about participants' comprehension of the text told and their reactions.

Interview:

In a very simple definition, Freeman (1998) states that interviews are structured verbal interactions with an interlocutor. It consists on planned questions, which are used in order to guide the interaction with the participant. Moreover, a semi structured interview was used, as Bernard (1988) states that it contains open-end questions and discussions may diverge from the interview guide. The interviews allowed us to find out things that we could not directly observe. Patton 1990 (cited by Merriam, 1998). The interviews were implemented in last session to each one of the participants. The questions were the same for all the participants and given in Spanish. The purpose with

the interviews was to observe the participants' perceptions towards the implementation of the tasks, and obtained relevant information that the other instruments did not provided.

Questionnaires:

Questionnaires are a set of questions designed to find out certain information which might not appear spontaneously from participants and it is another way to gather data related to participants´ insights and beliefs (Freeman, 1998). The questionnaire was designed in order to gather information about the participants' perceptions towards the implementation of dictogloss. The questionnaires were applied at the end of the study.

Journals:

This method is usually used to register events, procedures, resources used and outcomes of participants throughout the development of the study. As Thomas (1995) describes, a research journal is a reflective written document where the researchers capture their own experience all along the research process. Journals were used during this particular study as it was an important tool which allowed us to see the participants' reactions and to gather information about students' behaviors and attitudes they evidenced during the performance of the activities. The information from the journal was collected at the end of each session. Journals were implemented as it allowed us to gather information about participants' reactions and comprehension.

7.6. Data collection and analysis

The objective of this section is to show the process of the data collection and data analysis that was carried out during this research study. The research questions were used as a guide in order to choose the data collection methods during the implementation of the tasks; the instruments selected were: Researcher Journal, questionnaire, interviews, and observations (some sessions were recorded). The researcher journal was used to gather information about the participants' reactions and comprehension, all the information from the research's journal was registered during and at the end of the sessions; the researcher journals were read and analyzed in order to obtain relevant information that answered the researcher questions about the participants' reactions and comprehension were selected. The questionnaire was implemented in order to obtain information about the participant's perceptions towards the implementation of dictogloss tasks; the answers provided by the participants in the questionnaire were selected and analyzed, taking into account the research question about the participants' perceptions; the information collected were transcribed. The interviews were used in order to answer the questions about the participants' reactions and perceptions; the interviews were first transcribed and second, the information obtained was analyzed and selected according to each research question. In addition, the observations and the videos were used to gathered information about the participants' comprehension and reactions. These observations were also recorded in order to register actions, and perceptions that could be missed during the observations.

The observations were read and analyzed, then the videos recorded during the sessions were seen and transcribed and the relevant data was selected. The information obtained from the observations and the videos were analyzed together in order to find potential commonalities among them. It is important to highlight that the data was collected during one month and a half approximately.

Then, a five-column format was designed (see appendix C), in which each instrument had a line, for instance, a column for the interview, another for the observations, for the rest of the instruments used in the present study. Each research question had a five-column format. First, the research question was used to guide the researchers to find data from each instrument that helped to answer the question. This way the format was completed. When each column was completed with the data, each format was analyzed horizontally, and triangulated in order to find commonalities among the instruments. When the similarities were highlighted, a main category was defined and later subcategories were derived throughout a triangulation process.

Once the information was completely transcribed, the instruments and the participants were provided with codes. The codes were the initial letter of the participant name and the instrument used. In that sense several codes were used (e.g. IQ1ST, Q/Q3 B, O3 S), and this system enhanced the completion of a list that could be used later to specifically define the events in categories and subcategories. The finding section was written as a result of the triangulation of the instruments applied during this study. This data analysis was developed according to Merriam (2009), this aligns with a

first step within the grounded theory procedures, where after making a transcription of collected data, then it is proceeded to compare one unit of data with another one, and as defined by the author, a grounded theory consists of categories, properties, and hypotheses which relates both categories and properties.

7.7. Instructional Design

The instructional design was implemented during one month and a half of English classes. A total of eleven sessions were conducted. The following topics were covered: numbers, family members, colors, clothing, weather, animals, parts of the body, places, daily routines, fruits and vegetables, and the farm. These topics were used in order to design and implement Dictogloss activities. The Dictogloss tasks designed for the purpose of the present study were divided in four stages (preparation, dictation, reconstruction and analysis and correction) as proposed by Wajnryb (1990). The variations were: Dictogloss Negotiation, Student-Controlled Dictation, Student-Student Dictation, Dictogloss Summaries, Scrambled Sentence Dictogloss, Dictogloss Opinion, and Picture Dictation as proposed by Jacobs & Small (2003). These variations were selected because the sequences allowed the proper development of tasks in accordance to the participants´ level of language proficiency.

In addition, the texts to be read were selected from the internet and later modified to match the participants' English level, for instance, the text were modified in terms of vocabulary and content in order to facilitate comprehension. Then, the lesson plans were individually designed taking into account the chosen variation and the specific selected text. Moreover, the sequence of the dictogloss stage was followed as described in the lesson plan (see appendix D).

Within each class the same stages of Dictogloss were included: Firstly, some images were taken from the internet and then used during the preparation stage. During this stage vocabulary from the text was presented to the participants throughout flashcards that were used in order to facilitate students' comprehension when the text was read; facilitator showed the flashcards to the participants and then she said the name of the flashcard, for instance, if the flashcard was about a tree, she said: "*this is a tree*", then the facilitator asked the participants: "*what is it?*" and the participants answered "*it is a tree*". Secondly, the dictation stage was conducted as it is described as follows: the text selected was read twice by the facilitator. The first time the text was read slowly and participants were instructed exclusively to listen in order to grasp the gist of the text, they were not allowed to take any notes. During the second reading, the text was read and participants were instructed to write down words that they considered as the key words of the text; these would be used during the reconstruction stage. Thirdly, participants were grouped in teams of three or four people and were provided with pieces of paper and pens in order to reconstruct the listened text with their partners. The students received instructions on using the key words they collected during the dictation stage. The text reconstructed by the participants was developed according to the variation selected, for instance, if the variation used during a class was picture dictation, the reconstruction of the text must be developed throughout a picture. When participants had finished their reconstructed text, they had to select one partner from their group in order to expose their reconstructions in front of the class. During this stage, participants were expected to demonstrate any possible comprehension about

the text they listened. Finally, the facilitator read the text for a last time in order to foster

the comparison, and students were supposed to realize the similarities and differences

among the original text read by the facilitator and their reconstructed text.

8. Findings and Discussion

After analyzing the data collected from the different instruments in relation to the following question (*What happens when participants are exposed to dictogloss tasks?* the following results were found:

8.1. Dictogloss tasks allow participants to have a great deal of comprehension of the information heard.

This finding emerged from the analysis of the data gathered from observations, interviews, researcher´s journal and the questionnaire applied during the present study. All of these instruments evidenced the opportunities that dictogloss tasks offered to participants in order to improve their overall understanding of the text read by the facilitator. According to Feyten (1991) who states that the process performed by the listener in order to understand becomes even more important for teachers to understand when it comes to developing listening skills. In the present study dictogloss tasks were included so the participants had other alternatives to comprehend the aural information. This particular finding evidences the role that Dictogloss tasks have in the development of listening comprehension skills.

The category "Dictogloss tasks allow participants to have a great deal of comprehension of the information heard", produced interrelated subcategories that remark the need to guide the participants through the tasks stages performed by the facilitator. Moreover, these categories emerged from Dictogloss sequences and the implementation the facilitator planned. These categories are: Presenting key vocabulary at the beginning of the task provides participants with input to follow, understand, and reconstruct the text, as well as Reconstruction stage encourages participants' listening comprehension, and analysis and corrections allow participants recognize their mistakes when they are retelling the text.

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8.1.1 Preparing participants at the beginning of the task with vocabulary related to the text, provides participants with input to follow, understand, and reconstruct the text.

This category arises from the first stage of dictogloss which is preparation. According to Wajnryb (1990) preparation prepares learners for the subject matter and makes them more receptive to the listening in the next stage. The data taken to support this subcategory were: questionnaires, interviews and videos.

The following piece of data was taken from the questionnaire Q/Q1 from the participants N, AN, and S. In this particular case participants chose the answer "C": In these questionnaires, it was evidenced that dictogloss tasks were effective for those

participants at remembering the key words and retelling the text, the tasks facilitated them to remember key parts and words from text that allowed them to retell the reading.

Q/Q1 N (The highlighted answer was the chosen one by the participant)

Q/Q1N *Con* *referencia* *a* *los* *textos* *usados* *en* *las* *clases:*
a) fueron difíciles de entender

b) fueron fáciles de entender

c) me guiaba por el vocabulario enseñado por la profesora

d) solo preguntaba a mis compañeros de que se trataban y no hacia el esfuerzo por entender

¿Por qué?

N: "Me acordaba de lo que la profesora me enseñaba y así podía escribir lo que había dicho acerca del texto".

Q/Q1AN *Con* *referencia* *a* *los* *textos* *usados* *en* *las* *clases:*
a) fueron difíciles de entender

b) fueron fáciles de entender

c) me guiaba por el vocabulario enseñado por la profesora

d) solo preguntaba a mis compañeros de que se trataban y no hacia el esfuerzo

por entender

¿Por qué?

"Porque ellas primero me enseñaban las palabras"

Q/Q1S Con referencia a los textos usados en las clases:

a) fueron difíciles de entender

b) fueron fáciles de entender

c) me guiaba por el vocabulario enseñado por la profesora

d) solo preguntaba a mis compañeros de que se trataban y no hacia el esfuerzo por entender

¿Por qué?

"Algunas palabras las entendi pero unas no pero la profe esplicava".

The data mentioned above evidences the importance of guiding the participants at the beginning of the tasks, providing them vocabulary related to the text in order to facilitate comprehension about the text read by the facilitator. Participants mentioned that when the facilitator taught them first the vocabulary, they could remember and comprehend the text.

Comments from the interview question number four were taken in order to support the previous data from the questionnaire number one, in which participants expressed the importance of presenting vocabulary at the beginning of the tasks. These interviews were held by the participants ST, and A. During the interview participants expressed that the vocabulary taught by the teacher facilitated them not only the understanding the text, but also remembering the key words in order to perform the reconstruction.

IQ4 ST, and A

IQ4 ¿Cómo hace usted para entender lo que le digo?

IQ4 ST: Porque yo se algunas palabras en Inglés yyy ustedes me han enseñado algunas palabras

IQ4 A: pues yo recuerdo las palabras que usted me enseño

R: Como que palabras

A: Como las palabras de los animales del clima del arcoíris

Data above evidenced that teaching key vocabulary related to the text, helps participants to comprehend the text read by the facilitator. This data also evidenced that when the facilitator read the text participants were able to comprehend the words that were contained in the text. In addition, participants expressed that in order to comprehend the content of the text, they remembered the vocabulary that facilitator taught them at the beginning of the tasks. Consequently, participants' comprehension of the text increases when they are exposed to key vocabulary that they later associate when listening to the text.

Data collected evidenced that teaching first the vocabulary related to the text before starting the dictation, permitted the participants have a better comprehension of the text told; in addition, participants related words that were taught with the words from the text. This finding is aligned with Wajnryb (1990) who states that people listen more effectively when they are able to anticipate what they will hear. When their interest in the topic has been aroused and when they become personally involved in the discussion. Thus,

participants provide meaningful data that evidences the importance of presenting vocabulary before the facilitator reads the story in order to understand the story read by the teacher and thus, accomplishing the reconstruction stage. Rupley, Logan & Nichols (1998/99) also claim that vocabulary is the glue that holds stories, ideas and content together making comprehension accessible for children. In accordance to this, presenting vocabulary at the beginning of the tasks allowed participants to comprehend the information heard, in this case the story they listened during the tasks, in this case the story they listened during the tasks. Teaching the vocabulary helped understanding.

8.1.2   Participants' use of strategies during the dictation stage facilitates the comprehension of main events of the text

This category emerges from the second part of dictogloss which is called dictation. Wajnryb (1990) proposes that students must hear the dictation twice; the first time they must not write; they just have to listen in order to identify the main events from the text. According to Kondo et al. (2012) during the first reading, the learners are instructed to grasp the gist of the text but not allowed to take any notes. The second time that the reading is told, students must take notes to identify and write the key words related to the text. This finding revealed the strategies that participants used to comprehend the text told by the facilitator, in order to write down words that they considered as key for the understanding of the text, which later allowed them to reconstruct the text. One of

the strategies that participants used during this stage was the repetition that the participants applied to identify key words from the story, for instance, participants repeated the words that the facilitator said, she said: *"purple shoes"*, then participant ST repeated in low voice: "*purple shoes, purple shoes*". Interviews, observations, and videos were taken in order to describe this category.

The following excerpt was taken from the interview question number ten from participants ST, AN, and N. In the interview, participants were asked about what they did during the dictation stage performed by the facilitator.

IQ1O ST, N, and AN

IQ10 ¿Que hacia usted cuando yo les dictaba?

IQ 10 ST: "Yo lo hacía como usted nos decía porque yooo porque yo le hacía caso a usted"

IQ10 N: "Poner atención para q cuando usted nos pusiera a escribir lo escribiéramos bien"

IQ10 AN: "eeee poner atención poner mucho cuidado y memorizarnos bien el cuento para poderlo organizar"

In the previous sample, it is evidenced that while the facilitator is reading the text, participants focused their attention and follow the facilitator instructions in order to comprehend main events of the text which permit them to reconstruct the reading in a proper way.

The following piece of data was obtained from the observations one and five, from participants ST and AN, who used some strategies while the facilitator was reading the text for a second time. The information is described below:

O1 AN

> *Facilitator read the text for the second time and she read the following sentence: "elephants make a trumpet sound" and participant AN said in low voice to her partner participant N: "trumpet sound trumpet sound", participant AN moved her fingers as a trumpet player.*

In addition to the data above, another sample was taken from the observation 5 in order to support the evidence obtained from the observation 1.

O5 ST

> *facilitator began reading the story for a second time about clothing and participant ST repeated in low voice what the teacher said, for instance, facilitator said purple shoes and an orange coat, and participant ST was repeating the same as facilitator, she looked at her shoes and moved them while she was saying ''purple shoes and an orange coat''*

Through these evidences it can be noted that when facilitator read the text for a second time, participants were able to comprehend great deal of the information from the text dictated by the facilitator. Moreover, this data showed relevant information about what kind of strategies participants used, such as the repetition of events while they were following the thread of the text told by the facilitator.

The following piece of data was taken from the video recording sections, from participant N. During this video it is observed that participant N was able to draw the description given by the facilitator. It is important to highlight that participant N was able to draw the description without the facilitator instructions.

VR

While the participants were listening to the text for the second time, participant N was drawing the person the facilitator was describing from the text, she was able to comprehend and follow the text. The reading told by the facilitator was about clothing, participant N was drawing the person that facilitator described during the reading, she painted it according to the description, for instance facilitator said: "Hello My name is Santiago. Today I am wearing blue pants, a purple coat, green gloves, and purple shoes Bye!" this action performed by participant N occurred before the reconstruction stage.

Based on the data taken from the video, it can be noted that participant N used drawing as strategy in order to identify the words she considered as the key words of the text; this allowed her to comprehend what the facilitator read during the dictation

stage. It is important to highlight the autonomy that participant N demonstrated, as she took the initiative to draw and painted the description given by the facilitator without being told to do it.

The following observation was taken while facilitator was reading the text about the colors and animals; the data was obtained from participant AN. Through this data, it is observed that when facilitator asks the participant to take notes about the text, she followed the instructions and she was able to identity key words from the text. The original text was provided in order to facilitate understanding about the key words grasped by participant AN.

O8 AN

Before reading the text for the second time, facilitator told to the participants to write down key words they found while they were exposed to the dictation. Participant AN started to write the key words according to the text; for instance, she wrote: rainboll the colors, green grass triss, blue skit, yellow moon sun, orange carrous, red in America de cali(…)

Original text:

Rainbow story:

Once upon a time the colors of the world were discussing:

Green said: "I am the most important. I was chosen for grass, and trees.

Blue said: "I am the color of the sky and sea.

Yellow claims: The sun is yellow, the moon is yellow, and the stars are yellow

Orange started "I am the color of the carrots, oranges, and mangos

Red said I am blood!. I am the color of the love and America de Cali

Purple said: I am the color of the grapes
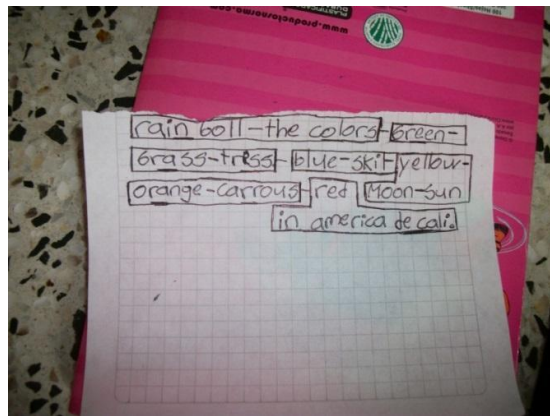
According to the data, participant AN was asked to take notes about the reading, the picture (*see above*) evidenced the participants' comprehension about the text read by the facilitator. Participant AN followed the text in which she identified some aspects related to the text such as the color and the elements corresponding with them. Participant AN, also associated the key words from the text with the concept of the mental image. Those key words were later used by the participant to reconstruct the text. Moreover, it is evident that participant AN was able to follow the instructions given by the facilitator.

The following piece of data was taken from the interview number eleven from participants ST, N, and A. Participants were asked about what they did while facilitator read the text.

IQ11 ST, N, A

> **IQ 11** *¿Qué hacía usted cuando yo le decía que apuntara lo que les leía, las palabras claves?*

> **IQ 11 ST:** *Eee yo mi yo escuchaba las palabras que usted decía primero y las dibujaba.*

> **IQ11 N:** *Nos poníamos a pensar y le decía a ella (participant N) como era*

> **IQ11 A**: *pues nos poníamos a pensar y a recordar el cuento como usted nos lo leyó*

In accordance with the samples above, it can be noted that participants during the dictation stage, listened, though and remembered the main events of the text told by the facilitator as a way to comprehend the text. Moreover, it is noticed that in this process participants were able to draw the key words that they considered important for the text.

The following information is also taken from the interview question number four from participants A, B and ST. Participants were asked about the strategies they used in order to comprehend the text told.

> **IQ4 ST, A, B**
>
> **IQ4** *¿Qué hace usted para entender lo que yo le digo?*
>
> **IQ4 ST** *Eee poner mucho cuidado*

R: Que más

No charlar con mis compañeros y escuchar muy bien

IQ4 A *pues yo recuerdo las palabras que usted me enseño*

IQ4 B *por ejemplo cuando era un cuento yo dejaba q pasara alguien primero yo escuchaba para poder decirlo después*

The data above evidenced some of the strategies that participants used in order to comprehend what the facilitator told during the reading, for instance, participants claimed that they paid attention and did not talk with their partners, as a result, the used of these strategies allowed them to comprehend, remember, and listened carefully the text read by the facilitator.

The following piece of data was taken from the researcher journal performed, this was taken in order to support the data above mentioned:

J3

During the dictation, I asked the participants to write down the key words of the reading. The text was about the animals, participants must write down words such as elephant, lion, monkey, and so on. They started to do it, and some of them started to share with their classmates the words they found.

In accordance with the sample above, it can be noted that participants shared with their partners the information gathered during the reading in order to compare their notes, and the information provided by the facilitator when the text was read. It is also evident that sharing permitted participants to confirm the information found and used this method as a strategy in order to facilitate comprehension among them.

Data collected during the study revealed participants' use of strategies during the dictation stage which facilitates them the comprehension of main events of the text. First participants listened carefully the information provided by the facilitator in order to recognize the words they consider as the keywords of the text. Moreover, participants not only were able to follow the instructions given by the facilitator but also they followed the thread of the text while they listened to the facilitator, using repetition while the facilitator was reading the text, which allowed them to remember the text. Second, some of the strategies were performed autonomously by the participants, such as the use of drawing that participants did during the dictation stage without being told, and the spontaneous repetition of the text while the facilitator was reading, and third, participants also used body language in order to show comprehension of the reading as they made finger movements such as a trumpet sound to express an idea related to the text.

The present finding supports what O'malley & Chamot said (1990 cited in Holden 2004) about the strategies that the students can use in order to accomplish an activity throughout the cognitive strategies which are: Repetition, note taking, key word, contextualization, elaboration, among others. Specifically, this finding provided in this study suggested that participants are able to accomplish effectively the activities proposed by dictogloss tasks as they used strategies which allowed them to comprehend the text told by the facilitator. Moreover, Vasiljevic (2010) affirms that although the improvement of the listening skill may not be the main objective when

implementing the dictogloss, it is still a positive result for the listening comprehension of the students.

8.1.3. Participants' use of key words and the variations implemented after the dictation stage lead participants to reconstruct the text.

The following subcategory presented the way reconstruction was implemented. Reconstruction is the third stage of dictogloss, which is considered as the most important step of this task. During this stage, participants demonstrated comprehension throughout the use of the key words that they previously took from the text told by the facilitator during the dictation stage, in order to reconstruct the text they had heard. Moreover, in this finding it is evident how the reconstruction is achieved with the help of the dictogloss variations, which were applied during the study, those variations promoted alternatives that allowed participants to demonstrate their comprehension in different ways by taking advantage of the key words grasped by them.

The following piece of data was taken from the observation number five held during this study, in which the facilitator read a text by using picture dictation variation. During this particular variation, four different stories were told to four different groups in order to observe the participants' comprehension level. Facilitator gave to each group a picture about a boy and a girl without clothing, then students were provided with pieces of

different clothing related to the text, so participants had to use the clothing images and relate them with the key words in order to stick those pictures in the boy and the girl provided. The sequence of the variation was described below.

O5 S, N and AN

*In the reconstruction stage participants N, AN, and S started describing their drawing using the key words that they took during the dictation stage, then participant **N** explained her drawing. She said: "el niño se llamaba Santiago y tenía blue pants y purple coat y purple shoes". Participant **AN** said: "el niño se llamaba Andres el coat es purple and shorts green and purple shoes. Participant **S** said: "la niña se llamaba Ximena ella tiene una bufanda orange and purple y unos zapatos purple"*

Keywords

Reconstruction

63

Coa purple, green shores
purple shoes
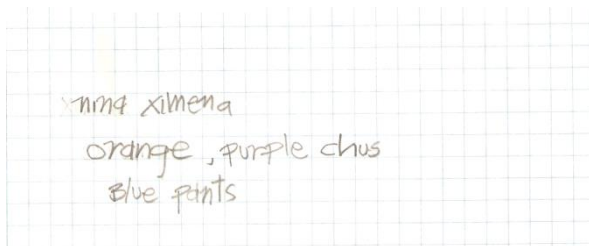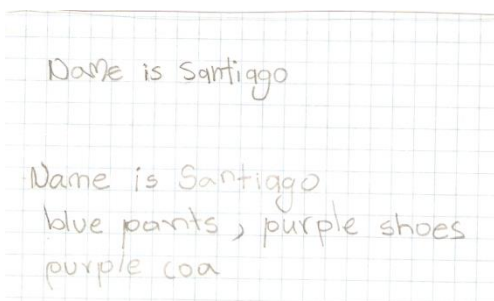
In addition, the previous data was supported with the sample below taken from the researchers' journal, which provided evidence of the participants' comprehension of the text when they exposed to their reconstruction.

J5/N:

> *During the reconstruction stage the participants shared their information grasped about the text, for instance it was similar to the original reading. N said "mi dibujo es sobre Santiago tenia purple coat", some words were missing, and however he kept the general idea of the text".*

The two previous samples provided relevant information about the way participants reconstructed the text told by the facilitator (the variation applied for this class was picture dictation) participants used the key words in order to paste the clothing that was described by the facilitator. When participants were asked to retell the text in front of the group, they did it switching between Spanish and English. Even though some words

were used in Spanish, the content and the sequence of the text were accurate, showing a great deal of comprehension.

Data taken from the interview number fifteen in which participants were asked about their performance during the reconstruction, provided evidence about the role of note taking during this stage. The sample below showed information from participants ST, B, and N about their performance during the activities, in which they answered as follows:

IQ15 ST, B, and N

IQ15 ¿Cómo hacia usted para reconstruir el texto?

IQ15 ST: eee pues yo me guiaba por las palabras que había anotado o dibujado.

IQ15B: Pues como yo había puesto las palabras cuando usted me dicto entonces eso me ayudo

IQ15 N: yo hice el cuento porque cuando usted leyó yo escribí lo que entendía

In the previous piece of data, it was noticed that in the activities proposed during the tasks, participants were able to use the key words in order to reconstruct a text almost similar to the one told by the facilitator. Participants highlighted that the words they wrote helped them to accomplish the activity.

The following sample was taken from the interview, question number nine, which showed information from participants A and N, and ST, about their performance during the scrambled dictogloss.

IQ9 A,N, and ST

IQ9 ¿*Cuándo yo les contaba el texto en desorden, y yo les pedía que la organizaran, cuál fue el resultado?*

IQ9 A: pues salió bien y me gustó mucho porque reconstruir un texto me parece bien y me ayuda a memorizar más y aprender muchas cosas.

IQ9 N: aprendí más porque vestir un muñeco es bueno porque ahí decía el cuento q tenia q pegar esto entonces uno aprendía más y uno se recordaba para pegarle la ropa al muñeco

IQ9 ST: Porque era secuencia de los números y uno ponía primero el uno y después el otro y así asi y me aprendía el cuento mejor

Based on the previous sample provided by the interview, it can be noticed that during the scrambled variation, participants were able to follow and reconstruct the sequence of the text in a logical way; it is also evident that this variation facilitated participants to memorize and remember main events of the text told by the facilitator.

The following sample was obtained from the video tape, in which participants retell the text that was previously read by the facilitator. The variation implemented for this stage was negotiation dictogloss. During this activity participants had to listen to the facilitator in each paragraph, and then participants had to write the key words, and used them for the discussion at the end of the each paragraph performed by the facilitator. It is noticed that participants N, B, and ST participated during the reconstruction relying on the key words. Although participants' switched from Spanish and English, it can be noticed that they were able to comprehend the text.

Original text:

Daily Routines

This is what I do every day.

Every day I wake up at 5 am o'clock, I have breakfast at 6 am, I eat eggs and chocolate, then I take a shower and I dress, then I go to school by bus or walking.

At 2 pm I go to the stadium to practice football, when I finish the football lessons I go to home to do homework.

After doing homework I can watch TV with my brother, then at 8 pm I go to bed, and another day starts. The end

<p align="right">Text taken from http://en.islcollective.com/worksheets/worksheet_page?id=7117</p>

Participants' reconstruction

*Facilitator read the first paragraph of the text. She asked to discuss about the paragraph that she read, participant **B** raised his hand, and read the key words that he previously wrote and said: "Primero se levantó que en Ingles es wake up a las five o'clock después ir a take a shower después fue a la school". When participant B finished, participant **ST** read the words she recorded during the dictation and said: "Every day Primero wake up despues breakfast chocolate y eggs despues take a shower y dress, despues go to school in the bus", then participant **N** said: "A las five wake up y como chocolate después take a shower y go to school en bus".*

*When participants finished discussing the first paragraph of the text, facilitator continued reading the second paragraph. Participant **B** used the key words and said: "después a las two play football, después fue go home homework" then participant **ST** said "despues play football, y do the homework" and participant N*

said: "despues I go to home the homework". Facilitator started reading the third

paragraph after the intervention of the participants. Facilitator asked to discuss

*about the paragraph that she read, participant **B** said: "el vio TV con brother, 8 go*

*to bed", participant **ST** said: "watch TV with my brother and go to bed" then*

*participant **N** said: "despues watch TV, a las 8 go bed". Then participants did the*

reconstruction of the text not only using the key words but also the discussion they

gave at the end of the paragraphs.

According to the data provided above, it is noticed that participants wrote words that they considered as the key words of each paragraph told by the facilitator, and used them in order to discuss about the paragraph. Then facilitator continues reading the paragraphs from the text. It is important to clarify that this sequence was applied during the whole text as it is proposed by the variation implemented. Moreover, it is evident that participants demonstrated comprehension during the reconstruction stage because they were able to discuss the text at the end of the reading, and thus reconstruct the text as it is evident above.

The following piece of data was gathered from the video tape seven, from participants ST, AN and B. This data evidenced relevant information about the participants' performance when they reconstruct the text by the use of dictogloss summaries variation.

VR 7

During the reconstruction of the text, facilitator gave a piece of paper to the

participants; facilitator read the text and asked them to write the key words they

considered important for the reconstruction, facilitator also said them to worked in

pairs in order to share the key words they wrote. During the reconstruction, facilitator provided them some flashcards about family members in order to facilitate cues which allowed them to reconstruct the text. Those cues were pasted on the board, so participants could look at the pictures, the key words to remember the story told, and thus reconstruct it. Participants could choose if drew or wrote to represent the key words. Participant B stood from the chair to compare the key words with the pictures pasted on the board.

Facilitator asked them to share their reconstruction with their partners, participant B participates raising his hand. He showed a picture about the story he said: "my father is Juan y my brother es Pedro despues mother, despues grandfather grandmother live in Bogota, my dog is Jerry." Participant ST said: Juanita lives in Cartago con su mother Maria and father Juan, my brother Pedro, my grandfather lives in Bogota con my grandmother, I have three cousins, mi pet is Jerry un dog. Yo soy happy. Participant AN shared her reconstruction she said: Good morning, I am Juanita, yo vivo in Cartago with Maria my mother and father, mi perro is Jerry, mi Grandmother lives in Bogota.

As can be seen above participants could reconstruct the text through the variation used, they were able to identify the pictures that facilitator pasted on the board as the cues of the text, participants used these cues in order to confirm the key words they collected and thus they could accomplish the reconstruction.

Data collected during the study suggest that participants were able to collect the key words from the dictation stage and used them in order to reconstruct the text that was told by the facilitator. Moreover, it is evident that the implementation of dictogloss variations permitted participants to reconstruct a text in different ways. Although the

variations such as picture dictation,   dictogloss negotiation, summaries dictogloss and scrambled dictogloss were applied during the study, it is noted that participants could accomplish the task no matter the variation applied.

In accordance with the samples above mentioned, it is notice that participants were able to recognize the vocabulary they learnt during the preparation stage and collected the key words for the reconstruction of the text and retell the reading read by the facilitator. Regarding this finding, Vasiljevic (2010) declares that the reconstruction stage also promotes the acquisition of L2 vocabulary as the students had to use the vocabulary they learnt in order to collect the keywords. Nevertheless, Nakamura (2008) expressed that when students do not have enough lexicon, many words will not be identified, for instance the goal of the activity will not be accomplished. In the present study it in the reconstruction stage, participants showed a great listening comprehension, they demonstrated it when the reconstruction was achieved. Reconstruction stage promotes interaction and sharing of ideas among the participants.

8.1.4 Analysis and correction allows participants to compare and contrast the aspects that they comprehend during the reconstruction

During the analysis and correction stage, participants could compare and contrast the relevant information among their reconstructions of the text with the original read by the facilitator. There are various ways of conducting analysis and correction, the method chosen for performing this stage, was reading one again. Data from observation, video, journal and interview, revealed the participants' reconstruction in terms of similarities and differences with the original text.

Data taken from the observations from participants ST and AN revealed how they identified the similar and different aspects they included in the story reconstructed by them.

O2 ST

> *During the analysis and correction stage, facilitator read the text one last time. The facilitator asked participants to compare the original text with their reconstruction. When the facilitator started the reading, participants ST and AN said: "aaa nosotras dijimos la giraffe tiene muchos friends y no era así"*

> *In addition, the following sample was taken from the observation number four, from the participant AN, which confirms the data above mentioned. The observation allowed to observe how participant AN could identify the differences among her reconstruction and the original text. This observation was performed during the daily routines' story.*

O4 AN

The facilitator read the text for last time and asked participants identify the differences of the text. Participant AN said: "aaa a mí me quedó parecido pero a mí me faltó play futbol y breakfast".

In accordance with the two previous samples from the observations two and four held during the analysis stage, it is evident that participants were able to compare and contrast the original text with their reconstruction, identifying their differences among them.

According to the following sample from the interview twelve, participants were asked about the analysis of the text. Some participants expressed how they identify the differences among the texts when performing the analysis and correction. This interview was made to participants ST, N, and B.

IQ12 ST, N, and B

IQ12 ¿cuándo analizábamos el cuento como sabía que estaba bien?

IQ12 ST: Yo lo analizaba y después miraba que me había quedado igual y diferente y me sentía bien porque tenía que analizar

IQ12 N: era casi igualito un poquito solo que nos faltaba algunas palabras y notábamos las diferencias

IQ12 B: Notábamos lo parecido

In the data above participants affirmed that when they analyzed the reconstruction and compared their text with the original, they could notice the similarities and differences they had during the reconstruction. It is also important to highlight that analysis and correction stage enhance participants' motivation, for instance, participant ST expressed the following "*me sentia bien porque tenia que analizar*". Although participants compared the original text they could recognize the differences among them, in addition, it can be noticed that participants' reconstruction was according to the text read by the facilitator.

The following data taken from the journal from participants N and B allowed noticing that when the facilitator asked participants hear the text again in order to perform de analysis, participants identify their mistakes.

J7

> *During the analysis and correction activity I asked participants hear the text for last time in order to identify the things they considered different from the original. While I was reading, some participants started talking with their partners about their reconstruction, for instance,participant **N** said to participant **B: "** a si vio era hot, era hot y usted dijo cold"*

This sample above mentioned indicated that while the facilitator was reading the text for the analysis, participants were able to analyze their reconstruction; this allowed them to contrast and compare the text that they rebuilt. As it is mentioned above, participants N and B were interacting about their reconstruction, participant N could compare the text.

The following piece of data was gathered from the video tape number five. During this class facilitator gave instructions about how the analysis would be conducted.

VR 5

> *During the analysis of the story about clothing, facilitator said to participants how this activity would be conducted; Facilitator said the original pictures from the story will be stuck on the board. She invited participants to make groups of three, and then they have to check the original picture with their reconstruction of the story. Participants ST and B compared their picture with the original and they said: "nos faltaron las green gloves", then AN and N compare their reconstruction and said: "nos falto green pants, finally S said: "nos faltó blue skirt".*

Data from the video provided relevant information about participants' reconstruction and the differences among the original text and the reconstructed text. In this particular case, facilitator pasted the pictures of the text on the board in order to facilitate contrast and comparison. It is evident that participants demonstrated comprehension during the analysis and correction stage because they could identify the differences not only with the original but also with the reconstruction. For instance, Participants ST and B compared their picture with the original and they said "*nos faltaron las green gloves*".

The data collected during the implementation of analysis and correction stage, showed how the participants demonstrated comprehension when they had to identify differences and similarities among their reconstructed text with the original. Moreover, participants expressed how this process enhanced their motivation as they had to analyze their work and correct it in order to have a good result.

In order to discuss this particular finding, Jacobs & Small (2003) suggested that during analysis and correction, students, with the teacher's help, identify similarities and differences in terms of meaning between their reconstructed text and the original. During the development of this particular stage, participants were able to hear and comprehend what the facilitator said while the reading was read by one last time, in order to identify the similitudes and differences among the original text and the participants' reconstruction. On the other hand, Vasiljevic (2010) claimed that in a dictogloss listening class, the main purpose of the analysis and correction stage is to identify the problems students had with text comprehension.

In addition, it is important to highlight that implementing the four stages of dictogloss mentioned by Wajnryb (1990), participants will have a great deal of the comprehension heard. Findings from the preparation suggested that teaching vocabulary related to the reading, allow participants to comprehend the text when it is read by the facilitator. Moreover, data from the use of strategies during the dictation stage, revealed that the implementation of dictogloss permit participants to use strategies that allow them to comprehend the text.

Moreover, the implementation of dictogloss had a positive result in the participants during the reconstruction stage, because they were able to comprehend and reconstruct the reading. It is evident that the main result of the tasks was implied in the performance of the reconstruction and participants could demonstrate comprehension in order to achieve the assignments. Students also demonstrated comprehension during the

analysis and correction stage when they had to compare and contrast their reconstruction with the original text. According to the previous statement, it is evident that all four stages of dictogloss provided the participant a significant input in order to comprehend what they heard through the text read by the facilitator.

9. Participants follow instructions and work cooperatively when dictogloss tasks are implemented.

This category was developed in order to answer the researcher questions related to *what are the participants' reactions towards the implementation of dictogloss tasks?*

This category emerged as a result of the triangulation of data collected by the researchers. The purpose of this finding was to present relevant evidence that addressed the participants' reactions during the application of the dictogloss tasks; this finding portrayed how the instructions presented by the facilitator were followed by the participants in order to focus their attention on specific information which allowed them to reconstruct the text told. Interviews, Observations, and video recording were used in order to answer the research question.

The following excerpt was taken from the observation number six, to participants ST and N, this observation was held during the reconstruction stage, in which participants were able to follow the indications proposed by the facilitator.

O6

During the reconstruction stage facilitator gave the instructions of the activity, which were the following: facilitator said: you have to try to reconstruct the text according to the reading, ustedes tienen que tratar de reconstruir el texto como lo lei, lo que entiendan. Then participants started to reconstruct the reading with their partner, for instance, participant N worked with participant ST and they shared the information they gathered in order to start the reconstruction. Facilitator asked them to participate, so participant ST raised her hand. She said: " Buenos días mi nombre es Juanito vivo en Cartago, vivo con mi madre y mi padre, mi madre se llama Juanita, mi padre Juan y mi hermano Pedro, mi abuelo y mi abuela viven en Bogotá. Then facilitator asked her said the text in English so ST said: good morning is Juanita y live in Cartago, grandfather y my mother live in Bogota. Participant N raised her hand, she said: good morning mi nombre es Juanito vivo en Cartago.

According to the data above, it is evidenced that participants followed the instructions delivered by the facilitator. This instruction allowed participants to have an idea about the way the activity would be conducted. As it is portrayed in the sample above, even though participants did not have the lexicon to retell the text told, they could retell it as the facilitator proposed.

The following sample was obtained from the interview number sixteen from participants ST, N, and AN. In which participants were asked about their performance during the reconstruction of the text.

IQ16 ¿Cuando yo les pedía que reconstruyeran el texto como lo hacían?

IQ16 ST: Que todos trabajamos y lo hicimos muy bien y también le hacíamos caso a lo que usted nos decía

IQ16 N: Pues normal nos quedó bien porque seguíamos lo que usted nos decía y como usted nos dijo que pusiéramos cuidado al texto, entonces eso hacíamos

IQ16 A: pues nosotras lo hicimos como usted nos explicó y pues salió bien

As it is noticed in the excerpt above, participants expressed that in order to accomplish the activity proposed by dictogloss; they followed what the facilitator told them, participants also highlighted that the cooperative work allowed them to achieve the activity proposed for this stage. Moreover, participants demonstrated the outcomes expected by the facilitator.

The following piece of data was taken from the video number ten from participants AN, B, and ST. Participants showed their reactions when they were listening to the text read by the facilitator.

VR 10

Facilitator said the participants to listen carefully in order to comprehend the text. When the facilitator read the text once again, she said: "this is the number three,

78

three rabbits jump in a hole", while the facilitator was reading, participant AN started to jump in her sit looking at her partner (participant B), then participant B did the same as participant AN. Then facilitator said: "This is the number ten. Here are ten bunnies brushing their teeth", participant ST started to pointed out her teeth.

According to the sample above mentioned, it is evident that participants listened to the facilitator when she gave the instructions; it is noted because participants showed comprehension about the text they listened reacting with body movements.

The following piece of data was taken from the journal number four, from participants ST and AN:

J4

During the activity I asked participants worked in groups of three in order to accomplish the activity in which they had to put the clothes to a boy and a girl. They started sharing with their classmates about the clothing of the picture, for instance, participant AN was working with participants ST, and they shared the information they collected during the dictation stage, participant ST said: "aaa yo no tengo eso a mí me faltó" then participant AN showed her the words she collected to their group.

As it is evident in the facilitator's journal the participants appealed for peer assistance at clarifying doubts they had when they were asked to do the activity proposed.

The following piece of data was gathered from the interview number one, from participants ST, AN, and B, in which participants expressed the importance of working in groups in order to accomplish the tasks proposed.

IQ1 ST, AN, and B

> **IQ1** *¿Cómo se siente usted con las actividades que la profesora desarrolla en clase?*
>
> **IQ1 ST** *Bien porque son actividades para desarrollar eeen grupos yyy eso es lo importante estar compartiendo todos*
>
> **IQ1 AN** *pues bien porque a mí me pareció bueno poder trabajar con mi amigos.*
>
> **IQ1 B** *Bueno y porque era bueno yo poder compartir ideas con mis compañeros para hacer bien las cosas.*

In addition the interview number nine from participants N and S was taken, in order to support the data above; participants also highlighted the value of working with their partners, in order to develop the activities proposed by the facilitator.

IQ9 N, and S

> **IQ9** *¿Cuando yo les pedía que reconstruyeran la historia cual fue el resultado de eso?*
>
> **IQ9 N** *: El resultado fue bueno porque trabajamos todos juntos*
>
> **IQ9 S:** *Bien porque todos lo hicimos todos nos apoyamos*

Based on the two samples provided above, it is evident that when participants worked with their partners, they had more chances to succeed in the tasks proposed such as the reconstruction stage, as they expressed. It is evident that the tasks allowed them worked in groups and shared ideas among them.

The data above revealed the benefits that participants had because they followed instructions and worked in groups, to accomplish the reconstruction of a text. Participants appealed for peer assistance in order to clarify and make sure of what they wrote down on their notebooks. This strategy facilitates them to comprehend the text regarding the task assigned by the researcher applying the dictogloss variation for this specific session. This finding is similarly to MacKenzie (2011) that claims that the students commonly work in groups of three or four; they transmit and learn new information while engaging in a task. In addition, Bruner 1978 (cited in Mackenzie 2011), suggests that peer support and instruction, are vital components of dictogloss.

In addition the results obtained in the present study, revealed that participants demonstrated comprehension through doing, by using body movements, which allowed them to work cooperatively in order to share information with their partners. In the same line, Halliwell (1992) suggested that doing something is the most appropriate response to a language message we have received.

10. The inclusion and implementation of dictogloss tasks foster participants' interest for learning the English language.

This category was developed in order to answer the following researcher question: *What are participants' perceptions towards the inclusion of Dictogloss tasks that involve aural comprehension of the text read*?

This category emerges from the triangulation made of data collected with two specific instruments, interviews and questionnaires, which allowed knowing the participants' perceptions towards the implementation of dictogloss tasks which increased their interest in learning English. In general terms, participants agreed to say that dictogloss tasks allowed them to have a high improvement on their English lexicon and their comprehension of texts told by the facilitator.

The following piece of data was taken from the interview number two from participants N and A. Participants expressed how the implementation of dictogloss tasks permitted them to increase their interest for the English language, as it allowed them to learn new vocabulary and feel motivate.

IQ2 N, and A

IQ2 ¿Qué piensa usted de las actividades que se hacen en la clase?

IQ2 N: Que son buenas porque aprendo más de las cosas como se dicen en Ingles

R: Y ¿cómo que cosas?

IQ2 N: Eee mmm por ejemplo que como se llaman los animales eee como se llama la ropa en ingles yyy los climas

IQ2 A: Yo pienso q son muy buenas porque me ayudan aprender más a decir nuevas palabras en inglés para enseñárselas a mi amigo y me parecen muy divertidas

R: Divertidas y porque le parecen divertidas

IQ2 A: Porque hacemos como buenas y aprendemos a decir más palabras en inglés y todo eso

In addition, to support the information provided by the interview number two, interview number three was gathered from participants B, S, and, ST, in which participants expressed their perceptions towards the implementation of the tasks.

IQ3 B, S, and ST

IQ3 ¿Qué piensa usted de las actividades que la profesora hace en clase? por ejemplo: cuando jugamos, ¿cuándo les pido que escriban que piensa de eso?

IQ3 B: que son buenas porque nos divertimos y en los juegos se tratan de ingles

IQ3 S: a mí me gusta porque aprendo a escribir mejor aprendo a escribir en ingles las palabras y todo eso

ST: Me parecían muy buenas porque así hacen que los niños entendamos más el Inglés y cuando nos vayamos para otro país podamos entender

According to the previous data, participants considered that the implementation of dictogloss tasks allows them to learn the English language in a different way, in this case, participants expressed that they had a good time when performing the tasks. Moreover, participants expressed that they could learn new words in order to share them with their friends. Participants expressed that they felt comfortable when dictogloss tasks are implemented because it not only led them to learn the target language but also motivated them to learn.

Information from the questionnaire number two, from participants N, AN, and A, was obtained in order to evidence the participants' perceptions about the activities developed in class.

Q/Q2 (The highlighted answer was the chosen one by the participant)

Q/Q2 N A las clases que asististe consideras que ellas fueron:

a) excelentes

b) buenas

c) regulares

d) malas

¿Por qué? "Porque me parecían exelentes porque aprendía mas de Ingles".

Q/Q2 AN A las clases que asististe consideras que ellas fueron:

a) excelentes

b) buenas

c) regulares

d) malas

¿Por qué? "Porque nos divertíamos".

Q/Q2 N *A las clases que asististe consideras que ellas fueron:*

a) excelentes

b) *buenas*

c) *regulares*

d) *malas*

¿Por qué? "Porque no falte a ninguna clase, porque aprendía más cosas".

Based on the information provided by the questionnaire, it is evident that the participants showed interest to attending the English classes because not only the classes allowed them to learn the target language but also they could enjoy the classes.

The data above mentioned revealed that the participants considered dictogloss as different tool for learning English, because it allowed them to learn the target language in a different way. Participants also expressed that they could learn more with the activities applied. In addition, Rismayanti (2012) claims that positive perceptions are obtained from the students when dictogloss is implemented during a class moreover, Students perceive that dictogloss influences their attitudes and facilitate learning goals.

11. The participants think that the implementation of dictogloss tasks allows them to learn new vocabulary

This subcategory emerged from the data analyzed where the participants gave their opinions about the English classes implemented during this study.

The following excerpt was taken from the interview number two applied to participant B and S, in which the outcomes revealed information related the participants' opinions towards the implementation of dictogloss tasks:

IQ2: ¿Qué piensa usted de las actividades que yo hago aquí en la clase se inglés?

IQ2 B: Yo creo que son buenas porque me puedo aprender palabras en inglés que no me han enseñado y podemos trabajar con los amigos.

IQ2 S: pues yo pienso que lo que ustedes enseñan me ayuda aprender más palabras y nos podemos divertir aprendiendo más.

The sample above revealed the opinions that the participants had when the tasks were implemented. Participants expressed that they comprehend the new vocabulary presented during the different activities. Therefore, they could listen, find, and understand the words taught during the dictation process.

The following sample was taken from the interview number seventeen from participants N, ST, and A. in which they were asked about the text that were used during the classes.

IQ17: ¿Qué piensa usted sobre los textos usados en la clase?

IQ17 N: Pues yo pienso que son buenos porque entiendo las palabras que usted dice, porque así me aprendo más fácil el nuevo vocabulario.

IQ17 ST: mmm yo creo que sí que me ayudan a comprender el vocabulario y así entendía el texto.

IQ17 A: yo pienso pues que me gustan mucho porque cuando usted nos enseñó las palabras yo las podía escuchar cuando usted leía.

According to the previous data, participants expressed that the texts used during the classes allowed them to learn the vocabulary previously taught in the preparation stage. Participants also evidenced that they comprehend the text when facilitator read because they related the vocabulary learnt with the text.

The following piece of data was taken from the questionnaire applied during the present study; this questionnaire was taken from participants N, ST, and B.

Q/Q4 N (The highlighted answer was the chosen one by the participant)

Q/Q4 N*: ¿Cree usted que las actividades realizadas durante la clase, le ayudará a aprender y mejorar su inglés?*

a) si

b) No

c) Tal vez

¿Por qué?

"yo creo que si porque me enseñan muchas palabras nuevas"

Q/Q4 ST: *¿Cree usted que las actividades realizadas durante la clase, le ayudará a aprender y mejorar su inglés?*

 a) si

b) No

c) Tal vez

¿Por qué?

"pues yo creo que si porque como son diferentes las clases porque me enseñan y puedo aprender palabras que yo no sabía"

Q/Q4 B: *¿Cree usted que las actividades realizadas durante la clase, le ayudará a aprender y mejorar su inglés?*

 a) si

b) No

c) Tal vez

¿Por qué?

"pues porque yo creo que las clases me ayudan a aprender más palabras y porque podemos trabajar juntos"

This sample evidenced the opinions that the participants had about the classes implemented during the sessions. Moreover, the participants expressed that the classes permitted them to learn new words, and felt comfortable with the classes therefore, they could learn better.

The following piece of data was taken from the interview number eighteen from participants A and B. The participants were asked about their opinions of the vocabulary taught during the classes.

> **IQ18** *¿Qué cree usted acerca del vocabulario que la profesora les enseño?*
>
> **IQ18 A:** *pues que me ayudaron a entender el texto y que aprendí cosas nuevas*
>
> **R:** *y ¿cómo que cosas?*
>
> **IQ18 A:** *pues mmm palabras que yo no sabía.*
>
> **IQ18 B:** *yo opino que el vocabulario me ayudo porque yo no sabía muchas palabras en Inglés y eso me pareció muy bueno.*

According to sample above mentioned it is evident that participants consider that the implementation of dictogloss tasks permitted them to learn new words. Moreover, the participants expressed their opinions about the texts used during the class; they said that the texts were good and permitted them to comprehend the reading.

The result from this finding indicated that participants had positive opinions about the implementation of the dictogloss tasks because they could learn new words in English and consequently they could comprehend the text read by the facilitator. Moreover, the data provided, indicated that participants learn new words that they did not know. This finding is aligned with Rismayanti (2012), who states that when dictogloss is applied the students can learn new vocabulary facilitating the reconstruction of the text.

12. Research and pedagogical implications

The outcomes of this study are useful to foster the development of listening comprehension skills through dictogloss tasks. Dictogloss tasks represents a large series of topics, but just to narrow some of the most important issues that could be taken into account for further research studies, we can describe the effectiveness of different strategies when it comes to teaching listening skills by using Dictogloss variations. Another interesting research topic that this study suggests is how to transfer the same strategies in order to facilitate other skills such as reading, writing or speaking.

The present study also reveals very important results which might interest English teachers and facilitators regarding the development of listening comprehension skills, in terms of instruction.

This study proposes that Dictogloss tasks represent a valid and effective option to foster listening comprehension among English language learners; it could be an interesting option for teachers to inform themselves or even investigate in their own about the manner a learner uses Dictogloss tasks to learn how to comprehend texts in English. Moreover, Dictogloss offers to the teachers a different strategy when teaching English involving listening activities, because the teacher acts as the input of the activities.

By implementing Dictogloss tasks, cooperative work is clearly fostered and it can potentially derive in cooperative language learning scenarios where knowledge is exchanged. Dictogloss tasks also proved to increase the level of motivation of the participants, as it entails a series of challenges, such as: trying to understand oral input, predicting, and inferring. Several language learning abilities are also stimulated through the implementation of Dictogloss tasks, for instance the identification of words and the association of new and prior knowledge. Dictogloss also proved to be highly effective in promoting meaningful processes of vocabulary acquisition and it is highly suggested as an activity through which new words can be potentially internalized by learners as several visual and oral information work altogether to portray the meaning of unknown words. In terms of assessing the actual listening comprehension of learners, Dictogloss is highly suggested as during the reconstruction stage students are directly required to report on their overall comprehension of the read text. Under this conception, the reconstruction stage provides opportunities to go beyond and create events, overcoming the imagination constrains, as long as the products are related to the idea within the text.   Finally, Dictogloss as a receptive task unavoidably involves further opportunities to engage in productive language processes; in other words, listening acts like the starting point for the execution of writing, speaking and reading activities. Taking this into account, Dictogloss is recommended as a task that involves the four communicative skills within a student-centered language learning scenario.

13. Limitations

During the development of the study the most relevant limitation was to deal with theoretical foundation for the literature review and discussions, because it was difficult to find relevant theories to support dictogloss in listening comprehension, especially in Colombia's context. The time was another problematic issue, because the implementation of the tasks was constrained by time limits, as the participants were going to have a brief recess from classes, so all the sections had to be performed within a short period of time. Moreover, the implementation of the lessons were held in different places, for instances, some days the classes were held in the audio visual room or in the cafeteria. Some external factors also affected the implementation the tasks (students from others grades, noise, and teachers).

14. Conclusions

This study was concerned with the implementation of Dictogloss tasks in teaching listening comprehension skills to fourth graders. The purpose of the study was to explore the impact of Dictogloss tasks in the development of listening comprehension skills.

The outcomes of this study suggest that the implementation of Dictogloss tasks help participants to develop the listening skill throughout the stages it offers and the variations that were applied during the sessions. Additionally, participants were interested in learning English towards this kind of tasks. Furthermore, the research reveals that positive results can be obtained by using Dictogloss tasks. Moreover, the design and implementation of Dictogloss tasks proposed in the current study allowed learners to work cooperatively and increase their interest in the English language and provides facilitators with an alternative way for teaching listening skill.

In summary, teachers of English as a Foreign Language should be aware of the fact that Dictogloss tasks are feasible and appropriate instruments for teaching and assessing the participants´ listening comprehension throughout the design and implementation of meaningful tasks.

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16. Appendixes

a. Interview

1. ¿Cómo se siente usted con las actividades que la profesora desarrolla en clase?

2. ¿Usted qué piensa de las actividades que la profesora hace durante la clase?

3. ¿Cómo cree usted que fue su desempeño durante las actividades?

4. ¿Qué hace usted para entender lo que yo le digo?

5. ¿Cómo describiría usted su nivel de comprensión cuando yo le leo el texto?

6. ¿Qué piensa usted que estas actividades que se hagan en la clase de inglés?

7. ¿Qué piensa usted de las secuencias que yo uso en la clase?

8. ¿Cómo se sintió en este proceso de aprendizaje?

9. ¿Cuándo yo les pedía que reconstruyeran la historia cual fue el resultado de eso?

10. ¿Qué hacía usted cuando yo les dictaba, cuando yo les decía haga esto?

11. ¿Qué hacía usted cuando yo le decía que apuntara lo que les leía, las

12. ¿Cuándo usted hacían el texto, lo decían, como se sentía?

13. ¿Cómo fue el resultado cuando yo les pedía la reconstrucción del cuento?

14. ¿Cuándo analizábamos el cuento como sabía que estaba bien?

15. ¿Cómo hacia usted para reconstruir el texto?

16. ¿Cuándo yo les pedía que reconstruyeran el cuento, como lo hacían?

17. ¿Qué piensa usted sobre los textos usados en la clase?

18. Qué cree usted acerca del vocabulario que la profesora les enseño?

b. Questionnaire

1. Con referencia a los textos usados en las clases:

a. Fueron difíciles de entender
b. Fueron fáciles de entender
c. Me guiaba por el vocabulario enseñado por la profesora
d. Solo preguntaba a mis compañeros de que se trataba el texto y no hacia el esfuerzo por entender

¿Por qué?

2. ¿A las clases que asististe consideras que fueron?

a. Excelentes
b. Buenas
c. Regulares
d. Malas

¿Por qué?

3. ¿En cuanto al vocabulario que se presentó durante las clases usted aprendió?

a. Algunas palabras
b. No aprendí nada

Si eligió la opción a, escriba cuales palabras nuevas aprendió.

4. ¿Cree usted que las actividades realizadas durante la clase, le ayudará a aprender y mejorar su inglés?

a) si
b) No
c) Tal vez
¿Por qué?

c.

What happens when participants are exposed to dictogloss tasks?

Observations	Videos	Journal	Interviews	Questionnaire	Categorization

d. Lesson Plans

LESSON PLAN FORMAT	Title of the unit: Ten Little numbers	

Name of the teacher: Angela Yohanna Gutierrez		
Length of lesson: 60 minutes	**Total number of lessons:** 11	**Lesson number:** 1 2 <u>3</u> 4 5 6 7 8 9 10 11

Institution:
At state school in Cartago

Class/Grade: 4th Grade	**Number of learners:** 12

Average age of learners: Between 9 and 10 years old.

Level of learners:
<u>Elementary</u> Intermediate Advanced

Estándares Básicos de Competencias (MEN):
Estándares grados 4º a 5º Básica Primaria.
Básico I.

Estándares Generales:

♣ Comprendo textos cortos, sencillos e ilustrados sobre temas cotidianos, personales y literarios.

♣ Comprendo cuentos cortos o lo que me dice mi profesor en clase.

♣ Participo en conversaciones cortas usando oraciones con estructuras predecibles.

♣ Escribo pequeños textos sencillos sobre temas de mi entorno.

Estándares Específicos:
Escucha:

♣ Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad.

♣ Participo en juegos y actividades siguiendo instrucciones simples.

♣ Identifico de quién me hablan a partir de su descripción física.

♣ Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor.

♣ Memorizo y sigo el ritmo de canciones populares de países angloparlantes.

Lectura:

♣ Asocio un dibujo con su descripción escrita.

♣ Comprendo descripciones cortas sobre personas, lugares y acciones conocidas.

Escritura:

♣ Escribo sobre temas de mi interés.

Monólogos:

♣ Busco oportunidades para usar lo que sé en inglés.

♣ Recito un trabalenguas sencillo o una rima, o canto el coro de una canción.

Conversación:

♣ Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos.

♣ Sigo y doy instrucciones básicas cuando participo en juegos conocidos.

♣ Pregunto y respondo sobre las características físicas de objetos familiares.

Objectives:
General objectives:

♣ To explore the impact that dictogloss activity has in the listening comprehension skill.

♣ To encourage learners to find out what they do and do not know about English.

♣ To upgrade and refine the learners' use of the language through a comprehensive analysis of language options in the correction of the approximate texts.

Communicative objectives:
At the end of the lesson, students will be able to:
♣ Expose their reconstructions of the reading to the whole group.
♣ To share their thoughts about the texts.

Procedural objectives:
♣ Students will practice the colors with their classmates through some flashcards and posters.
♣ Students will be organized in small groups before the dictation starts.
♣ Students will write down the important ideas and keywords from the reading as a tool to reconstruct the text.
♣ Students will share their keywords with the classmates.
♣ Students will reconstruct the text.
♣ Students will share their reconstructions to the whole group.
♣ Students will compare and contrast their reconstructions.

Attitudinal objectives:
♣ Students will share their key words with the other classmates.
♣ Students will respect the classmates' opinions during the lesson
♣ Students will follow the instructions and will answer to the questions made by the teacher in a respectful way.

Description of Language Item/Skill:
During the class, students are going to practice:
♣ Vocabulary about numbers: one, two, three, four, five, six, seven, eight, nine, ten.
♣ Some known and unknown words such as: rabbit, wave, hop, jump, hole, bunnies, carrots, yummy, log, hurray, flip, pop, swing, taking a bath, their teeth.
♣ Their listening, reading, writing and speaking skill integrally, through the dictogloss activity.

Materials:
Flashcards about numbers, a short tale called: the counting story, whiteboard, song called: ten little numbers, piece of paper where students will wr their keywords and the logic organization of the tale, pencil, eraser, and a laptop.

Activities				
Variation of Dictogloss:	**Dictogloss stage:**	**Aim:**	**Procedure:** **Teacher and student activity**	**Time and interaction**
Scrambled sentence Dictogloss: It is a popular technique for teaching a number of language skills, because it requires concentration, logic, and analysis to organize and give meaning to the text exposed by the teacher. During the lesson, teacher firstly jumbles the text before reading. Secondly, the students have to organize it in a logical sequence, to finally the professor checks up the structure and the sense of each one of the sentences to analyze the students' listening comprehension.	**Preparation**	To give students clear commands about the task they have to do and prepare them about known and unknown vocabulary for the story they will be hearing.	Teacher presents students some flashcards about numbers. Teacher asks students to hear the song called: ten little numbers Teacher asks students to sing the song with her. Teacher asks students to sing the song again, but pointing out the appropriate flashcard for each number.	**20' for preparation stage** Teacher/Ss interaction
	Dictation.	To activate listening comprehension skill in the learners, while they are focusing in the main ideas and keywords for the story.	Teacher asks students to organize in groups of four people. Teacher reads students a short tale called: the counting story. Before reading, teacher jumbles the whole story. Teacher asks students to pay attention to the story without taking notes about it. Teacher gives students a piece of paper where they will write down their keywords and the logic organization of the reading.	**5' for dictation stage** Teacher/Ss

Reconstruction	To use notes, meaning ideas, and keywords to reconstruct the story and show understanding about the topic.	Teacher explains students that she is going to read the story twice and they have to take notes and to start thinking about the logic organization of the tale in the piece of paper that she gave them before. Teacher asks students to share their keywords with their classmates of their small group and write down what they don't have in their list. Teacher asks students to organize in their seats again and organize the story in a logic form with the notes and keywords they could collect. Teacher asks students to read their tales to the whole group. Teacher reads students the tale again, but with its appropriate order, to analyze and correct the students' versions if they were not in the right track.	**30' for reconstruction stage.** Student/ student interaction. Teacher/ student interaction
Analysis and Correction.	To encourage learners to compare their various versions of the story, discuss the language choices made, and correct possible mistakes.		**30' for analysis and correction stage.** Teacher/ student interaction

Flashcards:

107

Text:

The counting story!

This is the number THREE. Three bunnies jump in the rabbit hole.
This is the number FIVE. Five bunnies sit on a log. They are having some fun, hurray!
This is the number TWO. These two rabbits hop and hop.
This is the number SIX. Six bunnies hop and flip.
This is the number TEN. Here are ten bunnies brushing their teeth.
This is the number ONE. One rabbit waves hello
This is the number FOUR. Four bunnies eat their carrots, yummy!
This is the number SEVEN. These seven bunnies are on a swing.
This is the number NINE. These nine bunnies are all taking a bath.

LESSON PLAN FORMAT	Title of the unit: Daily Routines	

Name of the teacher:
Angela Yohanna Gutierrez

Length of lesson: 60 minutes	Total number of lessons: 11	Lesson number: 1 2 <u>3</u> 4 5 6 7 8 9 10 11

Institution:
At state school in Cartago

Class/Grade: 4th Grade	Number of learners: 12

Average age of learners: between 9 and 10 years old.

Level of learners:
<u>Elementary</u>   Intermediate   Advanced

Estándares Básicos de Competencias (MEN):
Estándares grados 4º a 5º Básica Primaria.
Básico I.

Estándares Generales:

♣   Comprendo textos cortos, sencillos e ilustrados sobre temas cotidianos, personales y literarios.

♣   Comprendo cuentos cortos o lo que me dice mi profesor en clase.

♣   Participo en conversaciones cortas usando oraciones con estructuras predecibles.

♣   Escribo pequeños textos sencillos sobre temas de mi entorno.

Estándares Específicos:
Escucha:

♣   Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad.

♣   Participo en juegos y actividades siguiendo instrucciones simples.

♣   Identifico de quién me hablan a partir de su descripción física.

♣   Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor.

♣   Memorizo y sigo el ritmo de canciones populares de países angloparlantes.

Lectura:

♣   Asocio un dibujo con su descripción escrita.

♣   Comprendo descripciones cortas sobre personas, lugares y acciones conocidas.

Escritura:

♣   Escribo sobre temas de mi interés.

Monólogos:

♣   Busco oportunidades para usar lo que sé en inglés.

♣   Recito un trabalenguas sencillo o una rima, o canto el coro de una canción.

Conversación:

♣   Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos.

♣   Sigo y doy instrucciones básicas cuando participo en juegos conocidos.

♣   Pregunto y respondo sobre las características físicas de objetos familiares.

Objectives:
General objectives:

♣   To explore the impact that dictogloss activity has in the listening comprehension skill.

♣   To encourage learners to find out what they do and do not know about English.

♣   To upgrade and refine the learners' use of the language through a comprehensive analysis of language options in the correction of the approximate texts.

Communicative objectives:
At the end of the lesson, students will be able to:

- ♣ Expose their reconstructions of the reading to the whole group.
- ♣ To share their thoughts about the texts.

Procedural objectives:

- ♣ Students will practice the colors with their classmates through some flashcards and posters.
- ♣ Students will be organized in small groups before the dictation starts.
- ♣ Students will write down the important ideas and keywords from the reading as a tool to reconstruct the text.
- ♣ Students will share their keywords with the classmates.
- ♣ Students will reconstruct the text.
- ♣ Students will share their reconstructions to the whole group.
- ♣ Students will compare and contrast their reconstructions.

Attitudinal objectives:

- ♣ Students will share their key words with the other classmates.
- ♣ Students will respect the classmates' opinions during the lesson
- ♣ Students will follow the instructions and will answer to the questions made by the teacher in a respectful way.

Description of Language Item/Skill:
During the class, students are going to practice:

- ♣ Vocabulary about numbers: one, two, three, four, five, six, seven, eight, nine, ten.
- ♣ Some known and unknown words such as: rabbit, wave, hop, jump, hole, bunnies, carrots, yummy, log, hurray, flip, pop, swing, taking a bath, their teeth.
- ♣ Their listening, reading, writing and speaking skill integrally, through the dictogloss activity.

Materials:
Flashcards about numbers, a short tale called: the counting story, whiteboard, song called: ten little numbers, piece of paper where students will wr their keywords and the logic organization of the tale, pencil, eraser, and a laptop.

Activities				
Variation of Dictogloss:	**Dictogloss stage:**	**Aim:**	**Procedure:** **Teacher and student activi**	**Time and interaction**
Scrambled sentence Dictogloss It is a popular technique for teaching a number of language skills, because it requires concentration logic, and analysis to organize and give meaning to the text exposed by the teacher. During the lesson, teacher firstly jumbles the text before reading. Secondly, the students ha organize it in a logical sequence, to finally the professor checks up the structure and the sense of each one of the sentences to analyze the students' listening comprehension.	**Preparation**	To give students clear commands about the task they have to do and prepare them about known and unknown vocabulary for the story they will be hearing.	Teacher presents students some flashcards about daily routines. Teacher will give students some flashcards, and then they have to say the name of the flashcards. Teacher pastes some flashcards on the board in order to match the correct flashcard with the routine	**20' for preparation stage** Teacher/students interaction
	Dictation.	To activate listening comprehensio skill in the learners, while they are focusing in the main ideas and keywords for the story.	Teacher asks students to organize in groups of two people. Teacher reads students a short tale called: my daily routines. Before reading, teacher jumbles the whole story. Teacher asks students to pay attention to the story without taking notes about it. Teacher gives students a piece of paper where they will write down their keywords and the logic organization of the reading.	**5' for dictation stage** Teacher/students interaction

111

	Reconstruction	To use notes, meaning ideas, and keywords to reconstruct the story and show understanding the topic.	Teacher explains students that she is going to read the story twice and they have to take notes and to start thinking about the logic organization of the tale in the piece of paper that she gave them before. Teacher asks students to share their key words with their classmates of their small and write down what they don't have in their list. Teacher asks students to organize in their seats again and organize the story in a logic form with the notes and keywords they could collect.	**30' for reconstruction stage.** Student/ student i Teacher/ student interaction
	Analysis and Correction.	To encourage learners to compare their various versions of the story, discuss the language choices made, and correct possible mistakes.	Teacher will paste the jumbled story on the board. Teacher asks students to organize the flashcards in a logical sense, according to their notes. Students will read their tales to the whole group. Teacher reads students the tale again, but with its appropriate order, to analyze and correct the students' versions if they were not in the right track.	**30' for analysis and correction stage.** Teacher/ student interaction

Flashcards:

LESSON PLAN FORMAT	**Title of the unit:** Clothing	

Name of the teacher:
Angela Johanna Gutierrez

Length of lesson: 60 minutes	**Total number of lessons:** 11	**Lesson number:** 1 2 <u>3</u> 4 5 6 7 8 9 10 11

Institution:
At state school from cartago

Class/Grade: 4th Grade	**Number of learners:** 12

Average age of learners: between 9 and 10 years old.

Level of learners:
Elementary Intermediate Advanced

Estándares Básicos de Competencias (MEN):
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♣ Comprendo textos cortos, sencillos e ilustrados sobre temas cotidianos, personales y literarios.

♣ Comprendo cuentos cortos o lo que me dice mi profesor en clase.

♣ Participo en conversaciones cortas usando oraciones con estructuras predecibles.

♣ Escribo pequeños textos sencillos sobre temas de mi entorno.

Estándares Específicos:
Escucha:

♣ Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad.

♣ Participo en juegos y actividades siguiendo instrucciones simples.

♣ Identifico de quién me hablan a partir de su descripción física.

♣ Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor.

♣ Memorizo y sigo el ritmo de canciones populares de países angloparlantes.

Lectura:

♣ Asocio un dibujo con su descripción escrita.

♣ Comprendo descripciones cortas sobre personas, lugares y acciones conocidas.

Escritura:

♣ Escribo sobre temas de mi interés.

Monólogos:

♣ Busco oportunidades para usar lo que sé en inglés.

♣ Recito un trabalenguas sencillo o una rima, o canto el coro de una canción.

Conversación:

♣ Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos.

♣ Sigo y doy instrucciones básicas cuando participo en juegos conocidos.

♣ Pregunto y respondo sobre las características físicas de objetos familiares.

Objectives:
General objectives:

♣ To explore the impact that dictogloss activity has in the listening comprehension skill.

♣ To encourage learners to find out what they do and do not know about English.

♣ To upgrade and refine the learners' use of the language through a comprehensive analysis of language options in the correction of t
approximate texts.

Communicative objectives:
At the end of the lesson, students will be able to:

♣ Expose their reconstructions of the reading to the whole group.

♣ To share their thoughts about the texts.

Description of Language Item/Skill:
During the class, students are going to practice:

♣ Vocabulary about numbers: one, two, three, four, five, six, seven, eight, nine, ten.

♣ Some known and unknown words such as: rabbit, wave, hop, jump, hole, bunnies, carrots, yummy, log, hurray, flip, pop, swing, taking a bath, their teeth.
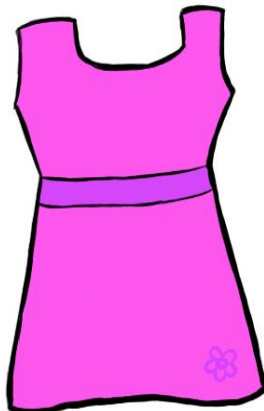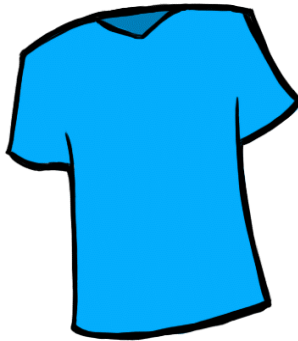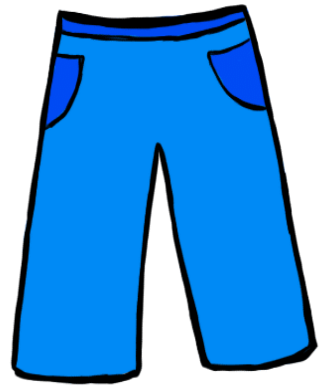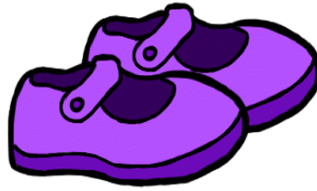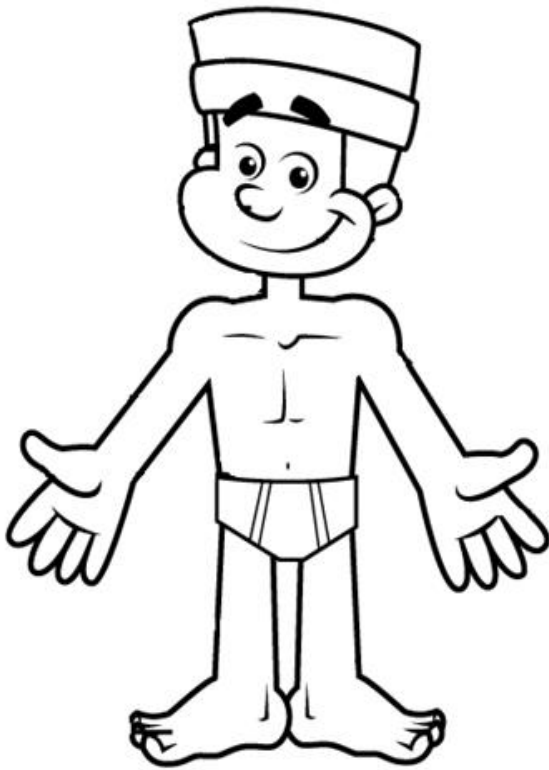
Variation:	Stage	Aim	Procedure	Time
Picture Dictation After some explanations about relevant content and concepts of drawings' descriptions, students listen to some information about a picture to build their own illustration based on what they heard, and compare drawings not only with their partners, but also with the original.	**Preparation.**	Give students clear commands about the task they have to do and prepare them about known and unknown vocabulary for the story they will be hearing.	Teacher shows students some flashcards about colors. Teacher asks students to tell the name of each flashcard in English. Teacher asks students to stand up. Teacher asks students to organize in two groups, making two lines. Teacher sticks the flashcards on the whiteboard. Teacher explains students that each time that she says: yellow, blue, green, red, white, black, brown and so on; one member of each group has to run and touch the appropriate flashcard, as a practice of the vocabulary and the game continues until all members of each group can participate. Through this game, teacher presents the vocabulary that students are going to practice during the Dictogloss text.	**20' for preparation** Teacher/students interaction
	Dictation.	To activate listening comprehension skill in the learners, while they are focusing in the main ideas and keywords for the story.	Teacher asks students to organize in groups of three people. Teacher asks students to sit down with their small groups far from the others. Teacher enumerates each group. For instance, group 1, group 2, group 3, and group 4. Teacher explains students that she prepares a text for each group. Teacher explains students that she is going to read the texts very slowly and they can't write down or draw anything about them and the most important, they have to pay attention each time that she says: this is the text for the group number…	**5' for dictation stage** Teacher/students interaction
	Reconstruction	To use notes, meaning ideas, and keywords to reconstruct the story and show understanding about the topic.	After reading the first time, teacher gives students a piece of paper, and explains them that they have to draw or write down all what they hear. Teacher reads the texts twice again. Teacher asks students to share their drawings or key words with their classmates of the small group. Teacher asks students to make the Reconstruction of the text with a drawing. Teacher asks students to present their drawings to the whole group, exposing the colors of the text. It has to be performing in English.	**30' for reconstruction stage.** Student/ student i Teacher/ student interaction

	Analysis and Correction.	To encourage learners to contrast their various versions of the story, discuss the language choices made, and correct possible mistakes.	Teacher sticks on the board each story that she told to analyze the students' versions and corrects them if they were not in the right track.	**30' for analysis and correction stage.** Teacher/ student interaction

Flashcards: