



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

MODALIDAD PRESENCIAL

**Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título
de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros mención:
Inglés**

Theme:

“DICTOGLOSS TECHNIQUE AND GRAMMAR”

Author: Carla Doménica Tobar Paredes

Tutor: Lcda. Mg. Ximena Alexandra Calero Sánchez

Ambato – Ecuador

2021

A. PRELIMINARY PAGES

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Carla Doménica Tobar Paredes

180547994-4

AUTHOR

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180547994-4

AUTHOR

DEDICATION

To my favorite mother, Clarita Paredes, who made a special effort to educate me. Since I was fully aware, she has been the very first person in giving me enough courage to overcome any drawbacks. Moreover, she was there for me with her words of encouragement to make me feel absolutely convinced of my strengths and skills to continue studying.

I am so grateful for having her in my path, she has been a powerful engine in my life. Indeed, she has known highly successful how to ease the pain, fill me with love, give me confidence and lead to comforting myself. Furthermore, she has known how to embrace negative and difficult situations and turned them into peace. She has been and will be my “Guido” from *Life is Beautiful*, who has brought me happiness or sweetness in the sorrow and bitterness. I have learned a lot from her.

We have a bond that will never be broken. I love her purely with all my heart. She deserves nothing, but the best. I want to thank her for how well she raised me alone. I hope I will be able to bloom more and more to see her blissfully happy. She says, “you are the light of my eyes”, however, it is utterly ridiculous because she is a beautiful angel of light.

For new beginnings,

Your favorite daughter, *Dome J.*

ACKNOWLEDGEMENTS

I would like to thank the Universidad Técnica de Ambato which has been a place that offers me opportunities to increase my knowledge, make colleagues and friends, and provide various meaningful experiences.

My thanks must go to my tutor, Mg. Ximena Calero, who gave her time and guidance to clarify my ideas to improve my work. All the suggestions and comments were generously given by my tutor during this research process.

My thanks to the revision commission, Mg. Ruth Infante and Mg. Wilma Suárez, who have reviewed and approved my work. In addition, I am grateful to Mg. Sarah Iza, the coordinator of Pedagogía de los Idiomas Nacionales y Extranjeros program, Mg. Marbella Escalante, and students from fourth semester who made it possible to carry out the experimentation.

I need to thank my teachers for their support and wise advice throughout this program. My classmates and my teamwork were fundamental to greatly enrich my knowledge.

Thanks also to my mother Clarita Paredes, my angel from heaven Abuelito Pachito, my dear uncle Marco Paredes, my mother's best friends, and my close friends who bring me joy, and somehow help me to fulfill my dream of becoming an English teacher.

Dome J.

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: DICTOGLOSS TECHNIQUE AND GRAMMAR

AUTHOR: Carla Doménica Tobar Paredes

DIRECTED BY: Lcda. Mg. Ximena Calero

ABSTRACT

Dictogloss is a technique distinct from traditional dictation since it owns four stages: preparation, dictation, reconstruction, analysis and correction. This technique integrates several skills for creating a text, in which students learn how to use and understand English grammar. Thus, this research was conducted to analyze the influence of the Dictogloss technique on the improvement of English grammar. It combined a qualitative-quantitative approach and used a pre-experimental design which indicated that there was only an experimental group. The participants of this study were 27 students of the fourth semester from the P.I.N.E program at Universidad Técnica de Ambato. A total of seven online sessions were carried out to gather data. The instruments were a grammar pre-test and post-test from the Oxford Practice Grammar Intermediate Tests by John Eastwood, and a students' perceptions survey elaborated by Al-Obaydi and Al-Mosawi. Initially, students took the grammar pre-test to know how their knowledge was at some grammatical points such as modal verbs, relative clauses, passive voice, third conditional, and reported speech. After that, students were taught by the dictogloss technique. Finally, the researcher administered the grammar post-test with the same language points and a survey to report their perceptions toward this technique. The findings revealed that the Dictogloss technique had a positive influence to improve grammar since the initial average students obtained 13,19 and moved to 21,30. Moreover, students had positive attitudes toward the Dictogloss technique highlighting that it benefited their language skills and felt motivated.

Keywords: Dictogloss technique, grammar, improvement, positive attitudes.

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TEMA: LA TÉCNICA DEL DICTOGLOSS Y LA GRAMÁTICA

AUTOR: Carla Doménica Tobar Paredes

DIRIGIDO POR: Lcda. Mg. Ximena Calero

RESUMEN

Dictogloss es una técnica distinta al dictado tradicional ya que posee cuatro etapas: preparación, dictado, reconstrucción, análisis y corrección. Esta técnica integra varias habilidades para la creación de un texto, en las que los estudiantes aprenden a usar y comprender la gramática inglesa. Así, esta investigación se realizó para analizar la influencia de la técnica del Dictogloss en la gramática inglesa. Combinó un enfoque cualitativo-cuantitativo y utilizó un diseño pre-experimental que indicaba que solo hubo un grupo experimental. Los participantes de este estudio fueron 27 estudiantes del cuarto semestre del programa de P.I.N.E de la Universidad Técnica de Ambato. Se realizaron un total de siete sesiones en línea para recopilar los datos. Los instrumentos fueron una prueba previa y posterior de gramática de Oxford Practice Grammar Intermediate Tests por John Eastwood, y una encuesta de percepciones de los estudiantes elaborada por Al-Obaydi y Al-Mosawi. Inicialmente, los estudiantes tomaron la prueba de gramática para saber cómo estaba su conocimiento en algunos puntos gramaticales, como verbos modales, oraciones de relativo, voz pasiva, tercer condicional, y estilo indirecto. Después, a los estudiantes se les enseñó con la técnica del dictogloss. Finalmente, el investigador administró la prueba de gramática con los mismos puntos de gramaticales y una encuesta para reportar sus percepciones hacia esta técnica. Los hallazgos revelaron que la técnica del dictogloss tuvo una influencia positiva para mejorar la gramática, ya que en el promedio inicial los estudiantes obtuvieron 13,19 y pasaron a 21,30. Además, los estudiantes tuvieron actitudes positivas hacia la técnica de dictogloss destacando que benefició sus habilidades lingüísticas y se sintieron motivados.

Palabras clave: Técnica del Dictogloss, gramática, progreso, actitudes positivas.

B. CONTENT

CHAPTER I THEORETICAL FRAMEWORK

1. Justification

In the 21st century, English language has become the most common spoken language for communicating internationally. It highly opens doors to the world to students and professionals to obtain a job, build a strong network in business or simply access a lot of interesting information. Many countries implement techniques to teach learners this language. The usage of Dictogloss Technique has been able to improve learner's English skills not only writing, but also speaking, listening, grammar or vocabulary.

The current research is considered **important** in learners of English as a Foreign Language (EFL). Learners can polish their grammar or be aware of the grammar structure or forms that they write in an essay, article, or summary. The improvement of English grammar is powerful because its stages such as preparation, dictation, reconstruction, analysis, and correction in which learners are actively engaged in the learning process. Working in this form, learners can improve what they know or want to know about English grammar through using texts to reconstruct.

Moreover, this research is carried out with the **interest** of producing a change in the educational level of English in the teaching and learning process, because the way to teach grammar to students has been traditional and there is no interaction among them. Through dictogloss technique, the atmosphere will change because learners interact in small groups to discuss their language choices and analyze their errors collaboratively.

This research mainly **benefits** students of fourth semester from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros through the implementation of Dictogloss technique. Students will improve English grammar through this technique which is different from a traditional dictation. Furthermore, students will be part of an interactive class where collaboration is essential to learn not only grammatical

points, but also, they might develop other skills during the stages like listening, writing, speaking and vocabulary by small groups.

It is fully **feasible** because the researcher has the support necessary from the authorities, teachers, and students of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros where the research will be developed. Moreover, many resources needed to continue with this research are available such as financial, human and technological. Finally, this research will be **relevant** because it wants to demonstrate that even English teachers pay more attention to grammatical structures, they can use dictogloss technique to really improve students' grammar avoiding traditional techniques.

1.1 Investigative Background

Kurtaj (2020) developed the research entitled "*The Use of Dictogloss Technique in Teaching Grammar Through Writing*". The author pointed out as the main aim to develop the listening, speaking, and writing skills of L2 learners through the dictogloss technique and collaborative listening. The research was done by comparative and analytical methods. Besides, eighty students of tenth grade, thirty-three males and forty seven females, were the participants in this study to collect data. The researcher applied the procedure of dictogloss for analyzing and comparing the written texts. There were two cycles, in the first cycle the students were becoming familiar with the method, and they still made mistakes. The implementation of the dictogloss technique made students overcome grammatical mistakes in the second cycle. The results of this research showed that the use of the dictogloss technique in teaching grammar through writing could effectively improve grammar when students write texts. Furthermore, students were active and worked collaboratively. Since the Dictogloss technique integrated other skills in its stages, it was concluded that this technique helped students to improve not only in grammar but also in writing, speaking, and reading.

Another research carried out by Fauziah (2019) entitled “*The Effect of Using Dictogloss Technique towards Students’ Ability in Writing Descriptive Paragraph of Second-grade Students at Mts DDI At-taqwa Jampue Pirang*”, the main objective was to determine whether dictogloss technique was able or not to improve the writing skill in descriptive paragraphs. The research method was pre-experimental since it was administered a writing pre-test and a writing post-test to only one group. The participants were one class of a total of nineteen students of second grade. There were six meetings in which the researcher did her study, two meetings for applying the pre-test and post-test, and the rest for applying the dictogloss technique. After that, the results were compared between the result before and after the giving treatment. Moreover, this research lasted less than four weeks where students could describe places, animals, and people. Based on the findings of this study, the dictogloss technique had a positive impact in writing a descriptive paragraph in second-grade students in which the scoring rubrics with five criteria such as content, organization, grammar, word choice, and mechanics showed a remarkable difference before and after the giving treatment. It was recommended to use the Dictogloss technique with other skills and sub-skills to ensure positive improvements in students.

Rezaei (2019) published the research entitled “The Effect of Using Dictogloss Technique on Listening Comprehension” in Iran. This work aimed to know the effect of the Dictogloss Technique on students’ listening skill. The researcher applied the experimental research because there were a control group and an experimental group. It required the participation of twenty-five students from eighteen to thirty years old in each group. At first, both groups took the pre-test, however only the experimental group received the treatment of the dictogloss technique for fifteen weeks. After that, these two groups took the post-test to know the influence of the technique. The results of this study suggested that the dictogloss technique was an effective treatment to foster listening comprehension. Students interacted naturally, minimized their levels of anxiety during the collaboration stage, and worked cooperatively to archive the shared goals. Finally, the dictogloss technique easily improved the listening skill of students that learn English as a Foreign Language.

Huda and Rahadianto (2019) conducted a study that aimed to improve writing skills with the application of the Dictogloss Technique in the writing class at MA Sunan Giri Gondang school. In the methodology, the researcher used an action research. Moreover, a total of twenty students from eleventh grade were the participants. There were several tools to collect data such as a writing test, interviews, field notes, observation, questionnaire, and photographs. These data were analyzed using qualitative analysis. The results demonstrated that the Dictogloss technique could improve writing skill in those students. The author mentioned that this technique gave students several opportunities to participate and enjoyed the learning process. It was concluded that an effective way to teach writing was through the Dictogloss technique. Furthermore, it was suggested to use these results to conduct the next studies, and to try with other skills such as listening or speaking.

Pertiwi et al. (2018) conducted a study whose main objective was to analyze if the Dictogloss technique was more effective than the Direct instruction for teaching writing. The authors also analyzed if students with high motivation were better at writing than the others who had low motivation. In this study, the methodology applied was experimental and a simple factorial design 2x2. Furthermore, the participants of this research were students from eleventh grade. The researchers took an experimental group who used the Dictogloss Technique and a control group who used the Direct Instruction. Two instruments were indispensable for collecting data, a writing test, and a questionnaire about motivation with the Likert scale. Besides, the techniques to analyze data were both inferential and descriptive analyses. The results revealed that the dictogloss technique was more effective for teaching writing than Direct instruction. Students who were taught with Dictogloss had excellent scores. Using Dictogloss made students active and victorious in writing. In addition, this technique gave students opportunities for peer learning and teaching. On the other hand, students with the highest motivation could write better than students with the lowest motivation. Finally, it suggested that teachers must know how to apply the Dictogloss technique, prepare effective activities and manage time during the process. Future research could use this technique with other subjects and choose another mental or emotional view.

Kholid et al. (2020) carried out an investigation to find out the effectiveness of applying dictogloss technique on students' narrative texts. The methodology applied in this study was experimental with a quasi-experimental design. Furthermore, the participants were two classes from State Senior High 10 Bandar Lampung, each one with 20 students. It was useful the pretest-posttest control group design to compare and establish the effectiveness of dictogloss technique in the writing process, so the experimental group was taken the treatment that was, dictogloss technique and the control group was not given. The data collected was through a writing test, documentation as well observation. Additionally, the t-test formula was the technique to analyze data. The findings of this research showed that Dictogloss technique was effective to apply in the writing process of narrative texts, because students of the experimental group obtained the highest scores.

Al-Obaydi and Al-Mosawi (2018) aimed to find out the impact of using dictogloss technique on Iraqi EFL college students' knowledge of grammar. This research used one group experimental design. The participants were 12 students from the first grade of Diyala University. They used this technique twice a week for six weeks. The researchers chose some instruments such as an achievement test, a reflection sheet and a yes- no questionnaire. The achievement test was applied before and after the treatment, the reflection sheet was helpful for students' self-assessment and at the end of the experiment a questionnaire was applied to establish the students' attitude when using dictogloss technique. After that, data was analyzed through t-test which revealed that pre-test was 33.37 and the post-test was 43.30. It was possible to determine a significant impact on students' grammar according to the results. The researchers mentioned that using context when teaching grammar and the stages of the technique affected positively. Moreover, writing skill improved as well as the comprehension of meaning though the collection of vocabulary. In addition, the researchers considered that students improved in the way that they interact, enthusiasm, thinking skills, note taking and dependence.

Zohrabi and Tahmasebi (2020) carried out a study to show the effectiveness of Dictogloss to teach vocabulary versus grammar learning. The design of this research was quasi-experimental with 40 female participants of EFL from Goftehan institute of Tabriz. In this study, there were two groups: the experimental group with 20 learners and the control group with 20 learners for six sessions. After both groups took the pre-test, in the experimental group they were learning grammatical structures and vocabulary with the application of the dictogloss technique. However, the control group used presentation, practice, and production approach. The same books for teaching grammar were used in the design of the pretest-posttest questions. The findings indicated that Dictogloss had a significant effect on vocabulary learning. Moreover, the Dictogloss task fostered learner-centered instruction because of its well-organized stages. The Dictogloss tasks encouraged students to interact and communicate when they worked in the last two stages. This Dictogloss task was effective to encourage collaborative tasks on vocabulary learning. In addition, the contextualized methods helped to improve vocabulary. However, Dictogloss had no statistical effect on grammar development. Consequently, Dictogloss was more effective on vocabulary than grammar development. Next research could be conducted with male participants to compare and differentiate with this study.

Minh Hai and Hanh (2020) aimed to examine the effects of dictogloss on listening comprehension. This study followed a qualitative methodology because it was action research with a total of 40 participants who belonged to A2. The methods that helped to develop this study were focus group interviews, teacher's diary, and artifacts to examine the effects of dictogloss on listening and the learner's attitudes in their practice. At the end of the study, dictogloss helped improve listening comprehension. Moreover, it was important to provide a clear context in which learners could be interested in the task. Students were engaged with the activities because they worked in groups. Discussions were also a good way to motivate students in checking their notes and expressing themselves freely. Students felt fully aware with the grammar structures, vocabulary, and discourse markers. The research noticed through the interviews, that participants thought they improved in their listening because they understood words from the text. However, note-taking was the weakest ability of students to comprehend the text.

Alqararaa and Alqomoul (2020) proposed an investigation to examine the effects of dictogloss as an effective strategy for developing listening skills. The research used a quasi-experimental study, and the participants were 74 female students in Jordan. The data was obtained through a pretest and a posttest. There were 37 students who belonged to the experimental group as well as 37 students in the control group. However, the first one took the treatment and the second one had a traditional method for four weeks. Furthermore, the data collected was analyzed and calculated using SPSS. The results corroborated that the application of dictogloss in listening increased the student's achievement in this skill.

Ardiansyah (2020) aimed to study the effectiveness of dictogloss technique to improve the writing skill of students. The methodology was classified as action research because the researcher was involved in the process to improve aspects of teaching. The participants were students from the third semester of UNU NTB. It was necessary to collect data by observations and interviews. The researcher had registered opinions and comments from the participants. On the other hand, quantitative data were collected from the scores of students in the pre-test and post-test with a multiple-choice form. The results of this investigation expressed that the dictogloss technique could be used to teach the skill of writing. Moreover, this technique improved writing because its stages made it possible to learn properly. In addition, this technique was powerful when paying attention to meaning and correct grammar.

Rashtchi et al. (2020) aimed to compare the efficacy of the jigsaw and dictogloss tasks to improve speech acts. The participants were 47 adolescents who were selected based on the scores of a Preliminary English Test. The pre-test and post-test applied were Discourse-completion tasks (DCT). This study lasted 12 sessions for 6 weeks in which 22 students were in the jigsaw group and 25 students in the dictogloss group. The result of the pre-test showed that the participants were unfamiliar with the target speech acts. Moreover, the post-test results were not significant among the groups at the end of the treatment. Although, the comparison of the pre-test and post-test showed that there was an improvement in speech acts. The findings demonstrated that both jigsaw and dictogloss tasks helped learn speech

acts and engaged students to do the task. It was suggested that students who are learning English need to be exposed to real-life situations to gain communicative competence. The authors also suggested applying a variety of tasks to learn speech acts.

Mowlaie et al. (2020) developed a study whose main objective was to compare the effect of partial dictation versus dictogloss on listening comprehension. In this study, the methodology was empirical research. The participants were 60 Iranian EFL learners within the age range from 14 to 25 who were assigned to two experimental groups and one control group. The data was collected through a piloted listening pre-test, and a piloted listening post-test. During seven sessions, the first group was taught by dictogloss, while the second group was taught by partial dictation and the third group was taught by the method of the institute. Findings highlighted that both experimental groups improved in their listening skill than the control group. This indicated that the two formats of dictation helped students with their listening skill. The researchers recommended applying dictations in the English classes because it helped to manage the class. They suggested studying the effects of dictation with other skills or different variables like age or personality.

Dobakhti and Shams (2020) carried out a study whose purpose was to detect the effectiveness of a focus on form through dictogloss technique. This study was a quasi-experimental research. A total of 35 students were participants in this study. They belonged to the BA level at the University College of Nabi Akram in Tabriz. There were 17 students in the control group and 18 students in the experimental group from 18 to 30 years old. The instruments to collect data were a pretest and a posttest. The result of the study was the dictogloss technique was effective to teach passive voice. Students showed their competence in this grammatical point. This technique showed to be superior to the traditional one. Furthermore, the authors suggested that in further investigation, the researchers should apply this technique in different contexts, with different participants and using different texts.

Kopinska and Azkarai (2020) proposed to investigate the motivational changes of an EFL YLs group through the dictogloss tasks in pair vs. individual work. The

participants were a group of 64 Spanish EFL YLs in the 6th grade of primary education. There were 33 female students and 31 male students. In the methodology, the researcher used experimental research. The instruments implemented were a pre-task, a post-task, two motivational questionnaires, and two motivational thermometers to obtain quantitative and qualitative data. Additionally, the findings concluded that dictogloss especially when working collaboratively was useful to foster motivation in the classroom. Even though students liked to do tasks alone for concentrating on their work, students' perceptions toward tasks in pairs were more popular than individual work. Consequently, work in pairs or individual was favorable when developing dictogloss tasks. In addition, the author suggested using more instruments to collect qualitative data such as interviews to understand better students' motivation.

Ajmal et al. (2020) researched to find out the effectiveness of the dictogloss technique to improve writing skill. The researcher utilizes experimental research design and quantitative in the form of pre-test and post-test. The participants were selected through convenient sampling, there were 88 students involved in the study and they were divided into two groups, each group consists of 44 students. They all were students from 18 to 20 years old of Arts groups of the University of Lahore. A T-test sample was applied to observe the effectiveness of dictogloss in terms of improving students' English writing skill at the BS level. The result showed the significant difference between pre-test and post-test analyzed by obtaining the means and standard deviations of responses for each item. This study concluded that the dictogloss technique was effective for developing writing. In addition, this technique fostered students' motivation since they worked with their classmates in groups.

Wahyuningsih (2019) aimed to find the effect of the dictogloss technique in teaching listening skill. In this research, the investigator used a quantitative approach. A quasi-experimental design was used in this researcher with an experiment and control class. The population in this research was 59 students taken from the eighth-grade students of MTsN 2. There were a variety of techniques that collect data in this quantitative research study. In this research, the researcher used interviews, tests, and documentation. The t-test was used to find significant differences between the

experimental and control group. It was concluded that the experimental group had better scores than the control group. The dictogloss technique was effective to improve listening skill.

Dewi (2017) conducted a study aimed to describe how dictogloss can improve grammar through collaborative writing. The methodology was classroom action research, and it was carried out in two cycles. The participants in this study consisted of 22 students from second grade of high school. The instruments to collect data were some observation checklists, a pre-test, a post-test, a questionnaire, and field notes. The results from the pre-test before the first meeting showed that the score of the class was low. However, on the second cycle, the result of the post-test was higher than in the pre-test. Dictogloss technique made a significant difference. The main findings of this study showed that the students responded positively to the dictogloss technique since collaborative writing improved their competence in grammar. It also promoted active learning and collaboration. It was suggested to combine the dictogloss technique with other skills.

All previous studies have supported that using the Dictogloss Technique, learners can improve the main skills of the English language. Moreover, Dictogloss has four stages that permit students to work either individually or in groups. It encourages them to be engaged in the learning process. Besides, several researchers that have applied this technique suggested the importance of combining it in other fields or with other skills. However, few researchers mention Dictogloss Technique and the sub-skill of grammar. Consequently, “Dictogloss technique and grammar” was defined to analyze whether Dictogloss Technique influences positively or not when teaching grammar.

1.2 Theoretical Framework

1.2.1 Independent Variable Theoretical Support

Teaching

As it is stated by Brown (2000), teaching is focused on two things: guiding and facilitating learning. Besides, teaching is assisting learners to make them accomplish something, where there are some conditions for learning. It is essential to know how learners learn to determine the approaches, the methods or techniques, the philosophy of education and even the teaching style. Through those determinations, students can learn and understand the provided knowledge.

Similarly, teaching refers to the agreement of the teacher and their students (Lott, 2008). According to Lott (2008) both parts have different obligations in their roles. For example, the teacher must give the best and work hard in every class, and it is expected the same from their learners. A long time ago, it was believed that teachers had the information and learners gathered it. However, teachers and students have a common objective that is learning. While teaching, the teacher becomes proficient in his subject that also benefits their students. Moreover, they have a strong relationship and work in a dynamic environment.

Once again, teaching has the intention to impart learning to students. When a teacher shares experiences or information, learners develop their capacity of reflection and intelligence since they are encouraged to make decisions in what they are learning. Countless activities can show how teaching acts. Teachers guide, explain, describe, demonstrate or exemplify, etc. the information to support students' learning (Rajagopalan, 2019).

Effective Teaching

Ashcroft and Foreman-Peck (2013) establish that effective teaching is when a tutor teaches the needed knowledge effectively. The tutor can show his competence when he employs the precise teaching method. These methods are tools that suit different purposes. In this case, the tutor decides to choose one method instead of another throughout the practice and reflection. So, the proficient tutor can know the effects of these methods in the learning process.

Effective teaching is a foundation for the improvement of a school because it enhances practices of teachers that are suitable for the classroom. In other words, it is considered the good practice that ensure high quality of teaching (Ko et al., 2013). Furthermore, Kyriacou (2009) mentions that effective teaching is to make students successfully archive the desired learning. A learning experience, in which learners use some educational activities to facilitate learning, contributes and fosters them to transfer that learning from the classroom to the real-world situations. Teachers need to establish their authority to organize and manage the classroom at the time that learning is intended to achieve.

Effective Teacher

As mentioned by Rubio (2009), a teacher is not only effective when he masters in deep the content of the subject, but also an effective teacher can organize or manage the classroom, communicate knowledge or skills, give instructions and provide feedback to pupils. Indeed, an effective teacher can create a good atmosphere, motive, and encourage their pupils in the constant learning process. Consequently, the teacher can demonstrate his knowledge, and promote learning.

Besides, Rubio (2009) establishes qualities regarding professional and personal skills that an effective teacher has. Effective teachers who can bring students the desire to learn and inspire them to strengthen their learning have good professional and personal skills.

Professional Skills

- The teacher has a good knowledge of the content that he covers. It is evident when students' doubts are satisfied with the answers of the teacher.
- The teacher is a good planner who makes the content clear and give resources to facilitate students' understanding.
- The teacher can manage and organize the classroom to establish a good atmosphere to enhance learning.
- The teacher can minimize the misbehavior to keep discipline in class.
- The teacher can recognize that students learn in different styles. Effective teachers use techniques and strategies to meet learner needs.
- The teacher is a good communicator who provides clear instructions.

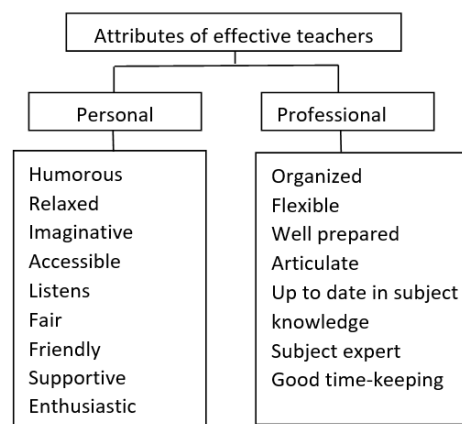
- The teacher believes in what he knows and helps to achieve the learning goals.
- The teacher can motivate their learners to encourage them to be aware of their own learning.
- The teacher shows and promotes respect, fairness, and equity.
- The teacher applied a variety of assessments and fair evaluations to meet the objectives of the course.
- The teacher can easily reflect, self-evaluate and critique how he can develop knowledge or promote their learning by using new material, methodologies, techniques, or tools, etc.

Personal Skills

- The teacher cares about their students in the learning process.
- The teacher knows learners individually. He is patient, sensitive, or warm with them.
- The teacher shows interest in students beyond the class.
- The teacher creates a good and safe environment inside the classroom to make learners feel conformable while learning.

As Nicholls (2002) states there are some attributes that teachers have in the effective teaching-learning process. However, he mentions that it is impossible to find all these attributes in all educators because each attribute depends on the individual. Thus, figure 1 shows the elements to become an effective teacher.

Figure 1. Attributes of Effective Teachers



Note. Adapted from *Developing Teaching and Learning in Higher Education* (p.9), by Nicholls, G. 2002, Routledge.

Learning English as Second Language

Burns and Richards (2018) mentions that citizens around the world speak either one or two languages probably because they acquired them in their childhood. However, others learn English as a second language because it is mandatory in their educational system. They learn later in their schools. Moreover, English as a Second Language (ESL) refers to speakers of other languages who have their mother tongue different from the English language and are limited in English proficiency. The implementation of methods and strategies based on innovative learning theories makes others learn the language (Carrasquillo, 2013).

In addition, English as a second language is about learners who start learning how to write, speak or read in the English language (Alberta Education, 2007). So, they need English language to communicate in the place that they reside. However, in Ecuador, English is a foreign language since students whose mother tongue is Spanish start learning English in their non-English speaking country. ESL students tend to have a level of English language proficiency that makes it impossible to be fully active and participate in the learning process. Consequently, learners try to filter the new language through their mother tongue. A five-year-old child has gained grammar in the first language; however, in the second language is not well-established (Alberta Education, 2007).

Alberta Education (2007) mentions factors that influence the success of students to develop second language proficiency. There are in particular three main factors: individual, experience, and environmental factors.

Individual factors:

- The age and time learning a second language.
- The learning style, in which students tend to learn naturally, and their personality shows their behavior and reflects their feelings and ways of thought.
- The attitudes of the students towards the new language and their motivation to learn it.

- Students who are born with the natural talent to learn a second language and more.
- The skills that the students own in their first language, and their health concerning their body and emotions.
- Similarities between the first and second language of the students.

Experience Factors

- The past academic background of students.
- The past exposure in which students had experiences using the second language and about the culture of it.

Environmental Factors

- The attitudes of the students' family toward the second language and its culture.
- The involvement of parents in the school, implementation of resources and the interest of the community.
- The respectful that is showed to the mother tongue and acknowledge to this language.
- The first Language of students is kept inside and outside the school.
- Environments that support students in the learning process and proficient teachers who applied strategies properly.

English as Second Language is used in primary, secondary and higher education (Hashim et al., 2018). Schools have an essential role when learners learn this language because they can gain many experiences during the class, be exposed to the language through activities where learners interact and participate. Moreover, schools make students develop confidence and motivation with help of the teachers in the process of learning English as Second Language.

Task- Based Language Teaching

According to Richards and Rodgers (2001), Task-Based Language Teaching (TBLT) is an approach based on tasks as central unit of planning and teaching, where the learners become active. Its objective is to give opportunities to learners to explore

language through meaningful activities that engage them in the second language acquisition. These tasks improve motivation and promote learning. Furthermore, learners learn language by interact communicatively in the process.

Task

According to Ellis (2003) task is a “workplan” where learners need language in context to achieve the outcomes. The task makes learners to be focused on meaning and provides language that appears in the real-world situations. This activity could involve cognitive process and the four main skills of the language such as reading, writing, listening, and speaking.

Criteria of Tasks

There are some criteria that all tasks must meet (Ellis, 2003).

1. They are seen as a “workplan” when planning.
2. They must be focused on meaning (pragmatics).
3. They must involve real-life language.
4. They could involve receptive and productive skills.
5. They employ “selection”, “classification”, “order”, “reason” and “evaluate” content when developing them.
6. They have stated communicative outcomes.

Focused Tasks

As Ellis (2003) points out focused tasks are used to elicit specific language futures which first pay attention to the message of the content and then to the linguistic focus. In these types of tasks, it is not intended to make students to know which grammar point will be learned because it is not about a situational grammar exercise. However, students will be able to focus on the target form when they do the task. Its aims are to encourage communicative language use and to provide practice in specific linguistic forms. For examples, dictogloss is considered a focused task.

Dictogloss Technique

According to Wajnryb (1990), the developer of this technique, states that dictogloss helps students understand how grammar works. Through dictogloss, learners use

their knowledge in grammar in their text creation and analyze their errors collaboratively. This technique has four stages such as preparation, dictation, reconstruction, and the last one analysis and correction. Moreover, interaction is the key in this technique because it requires that students work in small groups and discuss their language choices made.

The Four Stages of Dictogloss

Wajnryb (1990) establishes four stages of the dictogloss technique such as preparation, dictation, reconstruction, and analysis-correction. She also describes each stage to give a guide to the teacher in language teaching. Additionally, the length of time in each stage depends on how familiar learners are with the dictogloss technique. The author suggests that the preparation stage can last 20 minutes, the dictation stage that involves two dictations can last 5 minutes, the third stage called reconstruction lasts 30 minutes, and the last stage analysis and correction lasts from 30 to 45 minutes. Consequently, in the last stage, the time is set by the teacher and learners who decide how much time they want to spend in it.

First: Preparation

In this stage, learners pay attention to the topic of the text and some vocabulary from it. Learners must be prepared for listening to a text, so it is suggested to start with an entertained warm-up in each class. When the warm-up is applied, learners are more interested in the next stage. Moreover, if the text contains challenging vocabulary to infer, it requires making a list to teach the learners. Learners must be fully aware of the different stages and know what they must do in each one. Before learners go to the dictation, The teacher organizes the small groups.

Second: Dictation

The purpose of the second stage is that learners could hear a text and then take notes of what they heard. They listen to the text twice. The first time, learners listen without write down any word, and the second listening, they start to take notes. So, they must take notes in this stage for trying to reconstruct it in the following stage. Furthermore, it is important to keep a normal spoken speed while dictating. Learners

should hear a complete sentence. Otherwise, the original reading is not as similar as the second one.

Third: Reconstruction

When the dictation stage is concluded, the learners must be working in small groups. They are writing a text through a discussion. When they have their version of the text, they should start checking grammar, cohesion, and logical sense. The role of the teacher is a monitor because he ensures that learners do the activity and do not give any feedback. When students have so many mistakes, the teacher helps them keep their attention on the final stage.

Fourth: Analysis and Correction

At the end of this technique, there is the analysis and correction stage. There are many possible ways to start this part. The teacher can use a blackboard to make the students' written text visible for the whole class. Each group analyzes the first sentence of their text before to continue with the second sentence. The teacher can use a project, an overhead projector, or photocopies of all the students' texts. The correction should be after to show the original text. Students should be motivated to compare and discuss the variety of version that they created. They are going to pay attention to their errors and underline their choices.

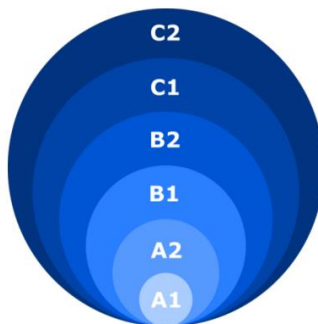
Dictogloss Texts

In this technique, the main tool of dictogloss technique is its text because all the procedure depends on it. A text is dictated to the class in the second stage before preparing the students for the lesson. However, teachers cannot show it until students are in the final stage of analysis and correction. Wajntyb (1990) suggests that this text must be short to facilitate reading and reference. She says that it is based on three criteria for selecting a good text.

Level: the text must fit with the level of students in the language. According to the Council of Europe (2020) there are six levels of foreign language. For example, a basic user encloses A1 and A2, an independent user refers to B1 and B2, and the last one, a proficient user from C1 to C2. However, if the text is not graded according to students' English level, students could have serious problems in the learning process.

They can lose motivation and find lessons boring. Thus, the teacher must know the level of his students to design teaching materials in the stages of the dictogloss technique.

Figure 2. Six Levels of Foreign Language Proficiency



Note: Six level of foreign language proficiency. From *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume* by The Council of Europe, 2020 (<https://www.coe.int/lang-cefr>)

Theme: an enjoyable thematic text makes students engage with the lesson. The teacher must pay attention to the students' interests in the content of the program or course. Teachers provide students a meaningful experience showing creativity and dynamism.

Language points: selecting texts depends on students' needs, what they require at their level. The text needs to be carefully designed with respect to grammar or vocabulary. The grammar complexity of the text depends on students' level of English. It means that if the grammar is complex for the level, they are not going to achieve the learning goals of the course.

Text Adjustment

Wajnryb (1990) also mentions how to adjust the level of a text when they are inappropriate for students, and there is no coincidence either in thematic or structural forms. The adjustment of a text makes it more accessible to the learners when:

- The teacher can adjust the load of preparation and pre-dictation.
- The teacher can adjust the load of vocabulary.

- The teacher can adjust the number of times in which the text will be dictated (speed and pauses).

Authentic Materials

Authentic texts are resources with no educational purposes (Tomlinson, 1998). Moreover, authentic material benefits students in their classroom because it exposes them to real language from the real world. For example, literature, TV programs, interviews, songs, newspapers, etc., are authentic materials that contribute to give experience in using the language in the real context (Berardo, 2006).

Advantages of Dictogloss

Dictogloss technique has several advantages for implementing in the teaching-learning process. According to Vasiljevic (2010) the four stages of the dictogloss technique can provide learners an opportunity to develop competence in the English language. The main advantages to use the dictogloss technique in the classroom are:

- Individual and Group activities
- Peer learning
- Peer teaching
- Communicative competence
- Interaction
- Learner autonomy
- Development of vocabulary
- Grammar improvement
- Reduce learns anxiety.

1.2.2 Dependent Variable Theoretical Support

Productive Skills

The English language has four skills. They are divided into productive and receptive skills. The productive skills include speaking and writing while the receptive ones are listening and reading (Spratt et al., 2011). These productive skills are also known as active skills that help learners to assess language competency, recalling capability, and thinking ability. So, learners do not have to recall information from long-term memory. Speaking is one of the main language skills that can produce language in real time. On the other hand, writing is a little different in the way of communication because speaking is normally face-to-face. Furthermore, writing is essential for academic achievements and professional life (Bashrin, 2013). However, writing and speaking could not exist without reading and listening (receptive skills). Receptive skills are passive and make the learner respond to the language. Even though students are passive, they first understand grammar structures, vocabulary, sounds, and then they produce language. Consequently, receptive and productive skills must not have isolated in the learning process (Golkova & Hubackova, 2014).

Importance of Productive Skills

Both speaking and writing skills belong to productive skills. These are essentials for practicing real word activities in the classroom. Teaching speaking and writing are of vital importance, so the ability for learners to develop these skills gives them confidence in a specific language (Hossain, 2015).

Micro-Macro Skills of Writing

According to Brown (2004) there are micro and macro skills in writing that help learners have good command over writing free of mistakes and errors. Indeed, writing involves many sub skills, so learners must know since they start to do written works. For example, spelling, punctuation, or grammar are some of the sub skills that learners must be able to use correctly. All these sub skills can contribute when learners are forming sentences, expressions, or paragraphs. In addition, micro skills are designed for imitative and intensive tasks, while macro skills are applied for responsive and extensive writing.

Figure 3. Writing Micro and Macro Skills

<p>Microskills</p> <ol style="list-style-type: none">1. Produce graphemes and orthographic patterns of English.2. Produce writing at an efficient rate of speed to suit the purpose.3. Produce an acceptable core of words and use appropriate word order patterns.4. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.5. Express a particular meaning in different grammatical forms.6. Use cohesive devices in written discourse. <p>Macroskills</p> <ol style="list-style-type: none">7. Use the rhetorical forms and conventions of written discourse.8. Appropriately accomplish the communicative functions of written texts according to form and purpose.9. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.10. Distinguish between literal and implied meanings when writing.11. Correctly convey culturally specific references in the context of the written text.12. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Note. Micro skills and macro skills of writing. From *Language Assessment: Principle and Classroom Practices* (p.221), by Brown, H. D., 2004.

Writing Skill

Writing is one of the four skills of the language. It is considered an active or productive skill because it produces language. Writing is used to communicate a purpose to someone. It permits the communication of messages in different types of text such as letters, emails, reports, journals, etc. Brown (2007) mentions that writing is a process that pay attention to several competencies. In addition, Harmer (2004) states that writing is a skill that involves accuracy of the language in which learners have to think and consult different resources to write effectively. It happens because students consider how language works when they write. Consequently, practicing writings make students reinforce the knowledge that they have already learned.

Effective Writing

According to Graham et al. (2016) effective writing is essential when students show how successful they are either in the classroom or outdoors. They say that writing is a tool for communicating ideas, thoughts, or opinions in daily activities. Writing is a skill developed throughout life because it can be necessary for academic works at school or as a professional at work. In addition, students are effective writers when

they have achieved the set goals, the text is well addressed to the audience, there is a clear meaning in their ideas, and the work makes the reader respond accordingly.

Collaborative Writing

As stated by Harmer (2004), collaborative writing is effective when students are learning from their classmates. Each member of the group could share ideas and reinforce knowledge. In the tasks, they are going to be responsible for the success of the product. Collaborators share goals, and they are motivated to achieve these goals overcoming any shortcomings during the task. For example, a dictogloss task makes students reconstruct a text working in groups. The whole group analyzes the specific forms of language, learns vocabulary while writing their version.

Grammar

Spratt et al. (2011) define grammar as the combination, organization, and changes that take place in words, parts or groups of words to express meaning. Batstone (1994) mentions that if it had not been for grammar, language would have been chaos in which words could not have been organized and modified. So, it would have been impossible to describe language. Similarly, Burch (2017) suggests that grammar is the manipulation of the learned language that can be organized and used it. Moreover, a language without grammar could not exist (Nassaji & Fotos, 2010). Additionally, Berry (2013), in his most complete definition of grammar, says that grammar is a set of rules which permit others to connect form and meaning. However, different concepts are depending on the individual.

Teaching Grammar

According to Crawford (2020), grammar is an essential element in the main skills of English language because they depend on knowledge of grammar. The author explains that teaching grammar is not only explaining rules, but also is the ability to help students to understand grammar to use it effectively. However, teachers have their preferences, and they choose their own approach to teach grammar. For example, the author points out that deductive approach is focused on grammar rules, in which the teacher provides rules to then make students practice the new language point. While inductive approach is when the teacher makes students to discover the new grammar rule through the natural exposure. In addition, he claims that when students gain knowledge in grammar, “they can use grammar accurately,

meaningfully, and appropriately” (Crawford, 2020). Similarly, Nassaji & Fotos (2010) mention that teachers decide to teach grammar explicitly and others implicitly which is a controversial topic in teaching grammar.

Types of Grammar

According to Yule (1996) there are three types of grammar:

- **Mental Grammar:** this grammar is subconscious without teaching the language.
- **Linguist etiquette (Prescriptive Grammar):** the best grammar structure when we use the language.
- **Description of the grammar (Descriptive Grammar):** the study and analysis of the structures that are found in a language.

The Study of Grammar

According to Greenbaum and Gerald (2018), the study of grammar is helpful to understand language and use it more effectively. The authors point out that it is simple to learn from dictionaries some pronunciation, how to spell words, or the definition of words. However, it is complex to look for information in a grammar book without a basic grammar knowledge. Consequently, a grammatical study is applied in a variety of ways for:

- Punctuation.
- Studying the grammar in a L2.
- Interpreting either literary or non-literary texts.
- Writing a composition.

English Grammar in the workplace

According to Börjars and Burridge (2010), English grammar can be convenient to master for applying this knowledge in a variety of jobs:

- The industry of movies in which there are many brilliant written works adapted to successful movies.

- A career as a writer in which authors have several purposes like a technical writer who gives attention to create manuals to inform others or instructions about how to use the software.
- In the field of IT where people who have been trained in a language are recruited to work in companies that develop applications to process human speech into written format.
- In marketing careers, the company asks people who know how language works to name their products or their sales campaigns to persuade customers.
- In the airline industry is necessary that a good linguist be part of the creations of applications that help to communicate control towers and pilots.
- In laws required a linguist who can act in legal cases for several purposes. For instance, he can write a document to resolve a case.
- Similarly, people who belong to the plain English movement can translate a document that contains legalese or jargon language to comprehensible language for ordinary people.

1.3 Objectives

1.3.1 General Objective

- To analyze the influence of Dictogloss technique on the improvement of grammar.

1.3.2 Specific Objectives

- To identify the effective dictogloss texts to develop student's grammatical competence.
- To determine the effectiveness of dictogloss as a technique to develop English grammar.
- To report student's perceptions toward the dictogloss technique.

CHAPTER II METHODOLOGY

2.1 Resources

Several resources were utilized during this research such as human resources, technological resources, and materials. For human resources were necessary the research tutor, the revision tutors, the researcher, and students. Then, the technological resources integrated computers, laptops, electronic books, and internet connection. Finally, the materials that were used in the seven sessions of this study were slides presentations, authentic texts, online platforms (Zoom, Google Forms or Docs, Padlet, etc.), online activities, and glossaries.

2.1.1 Population

The population of the present work was fourth semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. The participants of this research were 27 students who are taking English IV classes. These participants were part of seven sessions from 40 to 60 minutes.

2.1.2 Instruments

2.1.2.1 Grammar Pre-Post Tests

The questions of the Grammar pre-test and post-test were taken from the Oxford Practice Grammar Intermediate Tests by John Eastwood to analyze the student's grammar level in the English Language. Moreover, these tests were designed according to the CEFR in which there is a standardized classification of language ability. This resource could be used from A2-B2 levels. These grammar tests contained 30 questions between passive voice, modal verbs, third conditional, relative clauses and reported speech. Each test was created in the "Google Forms" tool and was scored over 40 points. The grammar pre-test was applied at the beginning of the experiment. On the other hand, the grammar post-test was applied after the Dictogloss sessions.

2.1.2.2 Dictogloss Texts

Authentic texts were essential during the application of the Dictogloss technique. In the first intervention, the researcher used an extract from “I Know You, You’re Like Me!” from Chicken Soup for the Soul book that contains passive voice forms. In the second intervention, an extract from “The Pool of Tears” from Alice’s Adventures in Wonderland book to teach modal verbs. In the third intervention, it was used a text “Koala suicide” from Research Book for Teacher: Grammar Dictation to teach reported speech. In the fourth intervention, the song “If it hadn’t been for love” recorded by Adele was used to teach the third conditional. In the last intervention, an adapted speech from the “Man in the Arena” by Roosevelt was used to teach relative clauses.

2.1.2.3 Students’ Perceptions Survey

This questionnaire was taken from the research entitled “*Dictogloss as a Technique to Raise EFL College Students’ Knowledge of Grammar, Writing and the Comprehension of Meaning Liqaa*” by Al-Obaydi and Al-Mosawi (2018). This instrument was a dichotomous questionnaire, in which there were seven yes/no questions with a neutral alternative “partially”. However, there were selected only six questions from it to report student’s perceptions toward the Dictogloss Technique. This questionnaire was filled out when they finished the grammar post-test in the last session. In addition, it was created in the “Google Forms” tool.

2.1.3 Procedure

According to the established chronogram, there were seven sessions from 40 to 60 minutes. The first session was focused on taking the grammar pretest to know the student’s grammar level of the English language. Before that, it was necessary to introduce the researcher and give some information about the test such as time, type of questions and instructions. This test had 30 questions which indicate that students had taken 30 minutes to develop it. Moreover, the researcher showed the chronogram and the content that was developed during this experiment.

In the second session, the researcher introduced students to the stages of the Dictogloss technique to follow in each session through some slides of presentation. For instance, preparation, dictation, reconstruction, analysis, and correction are the stages of the Dictogloss technique. The researcher started with the lesson topic “I know you, You’re just like me”. In the preparation stage, students described themselves in three words using “pladlet”. Students read an online glossary about some terms that contain the text. After that, the researcher organized groups to work on the reconstruction stage. In the dictation stage, students listened to a short authentic text twice. The first time, they only listened to it. While in the second time, they listened to it again and took notes. In the reconstruction stage, students worked in groups to reconstruct the text with their notes. In the analysis and correction stage, each group shared their text in a google doc to analyze them. The researcher asked some questions to the students related to the text. The researcher showed slides with the “passive voice” grammatical point. Then, she asked students questions to check their understanding of the language point. Students tried to correct their mistakes after showing the original text. In addition, students worked on an online activity about reordering jumbled sentences in the passive voice.

In the third session, the topic of the lesson was “Books”. In the presentation stage, the researcher showed an online activity to review vocabulary from the last class. Besides, the researcher asked about their favorite books. Students were divided into small groups for the reconstruction stage. In the dictation stage, they listened to an extract from Alice’s Adventure in Wonderland. While in the second dictation, they listened to it and took notes. In the reconstruction stage, students worked in groups to reconstruct the text with their notes. In the analysis and correction, each group shared their text in a google doc to analyze them. The researcher asked some questions to the students related to the text. The researcher showed slides about “modal verbs”. She asked students some questions to check what they had learned about the language points. Students tried to correct their mistakes to show the original text. Finally, students did an online activity in which they have to choose the modal verb according to the statement.

In the fourth session, “Love” was the topic of the lesson. In the presentation stage, the researcher showed two images and asked questions about them. Besides, it was essential to start reading the online glossary related to the text. The researcher divided the class into small groups. In the dictation stage, students listened to a short authentic text twice. In the reconstruction stage, students worked in their groups to reconstruct their text using their notes. In the analysis and correction, each group shared their text in a google doc to analyze the texts. The researcher asked some questions to the students related to the text. The researcher showed slides with the “Third conditional” grammatical point. The researcher asked students some questions to check their understanding of the language point. Students corrected their mistakes and compared them to the original text. Furthermore, students will listen to a song and write the lyrics into formal sentences.

In the fifth session, the topic will be “The man in the arena”. In the preparation stage, the students watched a video to introduce the topic. The researcher asked questions about the video and divided the class into small groups. After that, students read an online glossary about some terms that contain the text. In the dictation stage, students listen to a short authentic text twice. Students did not take any notes in the first dictation, but in the second one, they had to do it. In the reconstruction stage, in groups, students reconstructed the text using their notes. In the analysis and correction, each group shared their text in a google doc to analyze them. The researcher asked some questions to the students related to the text. The researcher showed slides about “relative clauses”. The researcher asked students some questions to check their understanding of the language points. Students tried to correct their mistakes to show the original text. Finally, students worked on an online activity about relative clauses sentence completion.

In the sixth session, the topic of the lesson was “Koala Suicide”. In the presentation stage, the researcher showed a picture of a Koala and asked questions about this animal. The topic was showed to make students predict the content of the text. Moreover, students were part of small groups. In the dictation stage, they only listened to the text in the first dictation. While in the second one, they listened to it and took notes. In the reconstruction stage, students worked in groups to reconstruct the text with their notes. In the analysis and correction, each group shared their text

in a google doc to analyze them. The researcher asked some questions to the students related to the text. The researcher showed slides about “report speech”. She asked students questions to check their understanding of the language points. Students tried to correct their mistakes before showing the original text. Finally, the whole class wrote sentences about what someone said using report speech.

In the seventh session, students took the grammar posttest by the time they had completed all the Dictogloss sessions. It was relevant to know the student’s grammar level of the English language after the treatment. This test had 30 questions and lasted 30 minutes. In addition, students answered a survey with six yes/no questions about their perceptions toward the implementation of the Dictogloss technique.

2.2 Methods

2.2.1 Basic Method of Investigation

This research involved two types of approaches: a qualitative and a quantitative approach. The qualitative approach pays attention to attitudes, opinions and behaviors (Kothari, 2004). This study was qualitative because at the end of the experiment, students answer a questionnaire about their attitudes toward the treatment, that is, Dictogloss Technique. According to Kothari (2004) a quantitative approach is focused on the measurement of quantity. Consequently, this study provided numerical data because of the analyses of the pre-test and post-test scores. Moreover, it was a quantitative approach because the hypothesis needed to be proved and confirmed. The software IBM SPSS was used to verify the hypothesis.

2.3 Research Modality

2.3.1 Field Research

As Burgess (2003) mentions the field research is when researchers try to learn and understand people of the study. This research entitled “Dictogloss Technique and Grammar” was carried out at Universidad Técnica de Ambato with students from fourth semester from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. To understand perceptions of the students toward the technique, it was useful to collect data through a survey.

2.3.2 Bibliographic Research

It is bibliographic because this research was properly supported by academic books or journals. According to Boon (2017), these published resources integrate traditional, electronic or online information sources. This author points out that the researcher must distinguish the quality of the content, the accuracy, the authorization, and the currency of the information for incorporating relevant sources into the research project. Consequently, this research gathered, analyzed, and linked the information according to its purpose.

2.4 Type of Research

2.4.1 Exploratory Research

This was exploratory research since the purpose was to understand deeply the problem. Besides, few investigations refer to Dictogloss Technique and grammar, so there are not enough conclusive results. Indeed, to establish conclusions as well as recommendations it was important to familiarize with the context of the problem which was in the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.

2.4.1 Pre-experimental Research

It was pre-experimental research because there was a single group called "experimental group" from Carrera de Pedagogía de los Idiomas Nacionales Y Extranjeros, which indicates that there is not a "control group". For that reason, it applied a pre-test at the beginning, the Dictogloss Technique as a treatment, and then a post-test. Finally, this might determine the students' improvement in grammar.

2.5 Hypothesis

2.5.1 Null Hypothesis

The Dictogloss Technique does not have a positive influence on Grammar of English language.

2.5.2 Alternative Hypothesis

The Dictogloss Technique does have a positive influence on Grammar of English language.

2.6 Variable Identification

2.6.1 Independent Variable: Dictogloss Technique.

2.6.2 Dependent Variable: Grammar.

CHAPTER III RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter shows the data that was gathered during the seven interventions of the experiment. The first and the last sessions were for applying the pre-test, the post-test, and a questionnaire. Moreover, five sessions were used to apply the Dictogloss technique to improve grammar of the English Language. The participants were students that belong to fourth semester from “Pedagogia de los Idiomas Nacionales y Extranjeros”. The results are presented in numerous of tables and figures to synthesize the data collected. The first analysis is focused on the pre-test and post-test. After that, it shows the results of the perceptions of students. Finally, the verification of the hypothesis through the SPSS software is presented in detail.

3.1.1 Student's Pre-Post Test

The pre-test and post-test from the Oxford Practice Grammar Intermediate Tests by John Eastwood. It had 30 questions about modal verbs, relative clauses, passive voice, third conditional and reported speech scored over 40 points.

3.1.2 Student's Pre-Post Tests - Modal Verbs

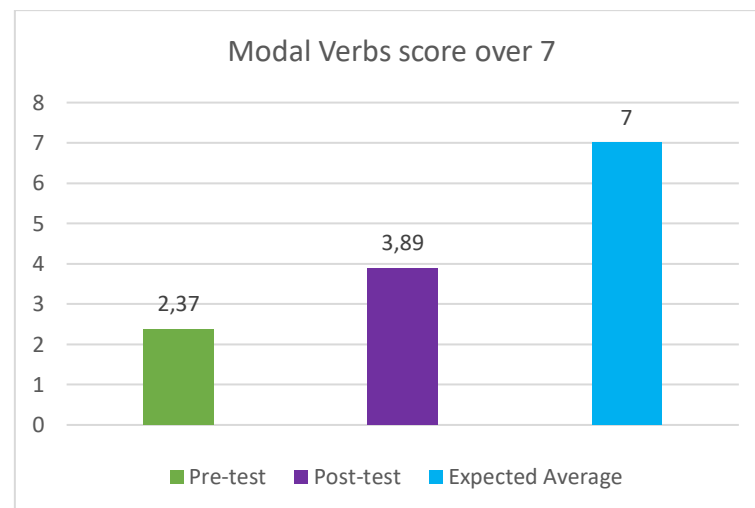
Table 1. Pre-Post Tests - Modal Verbs

Modal Verbs score over 7		
Pre-test	Post-test	Expected Average
2,37	3,89	7

Source: Student's Pre-test and Post-test

Author: Tobar, C. (2021)

Figure 4. Pre-Post Tests -Modal Verbs



Source: Student's Pre-test and Post-test

Author: Tobar, C. (2021)

Analysis and interpretation

According to Figure 4, in the pre-test, which had a part about modal verbs, students obtained an average of 2,37 points over 7 points which were equal to 33,86%. While in the post-test students obtained 3,89 points over 7 points that were 55,57%. The scores in the pre and post tests were different in 1,59 points that in percentage represent 22,71%. Contrasting both averages of students' scores, most students improved their grades after the treatment. Dictogloss technique had helped students to enhance their knowledge of modal verbs in the English language.

3.1.3 Student's Pre-Post Tests - Relative Clauses

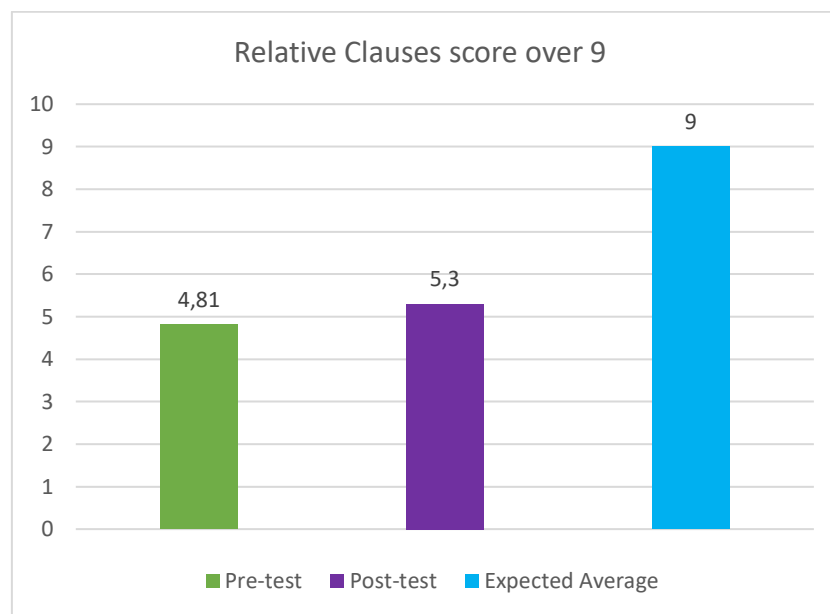
Table 2. Pre-Post Tests - Relative Clauses

Relative Clauses score over 9		
Pre-test	Post-test	Expected Average
4,81	5,30	9

Source: Student's Pre-test and Post-test

Author: Tobar, C. (2021)

Figure 5. Pre-Post Tests- Relative Clauses



Source: Student's Pre-test and Post-test

Author: Tobar, C. (2021)

Analysis and interpretation

As can be seen in Figure 5, the average of the students' scores about relative clauses was 4,81 over 9 points at the beginning. It was equal to 53,44% in the pre-test. The average after the treatment was 5,30 points over 9 that was equal to 58,89%. There was a difference of 0,49 points that corresponds to 5,4%. Based on this, the 27 students who took the final test had understood better how to use relative clauses.

3.1.4 Student's Pre-Post Tests- Passive Voice

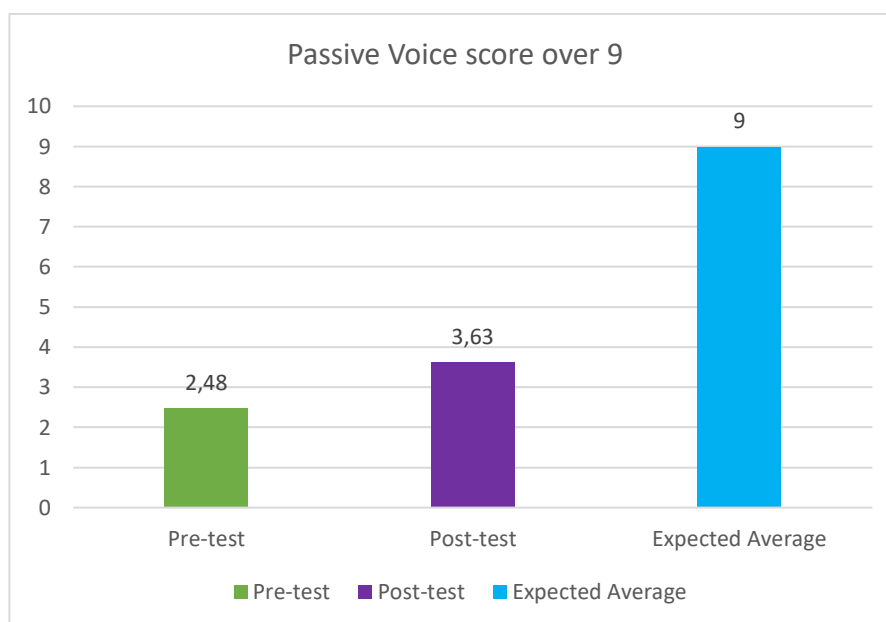
Table 3. Pre-Post Tests- Passive Voice

Passive Voice score over 9		
Pre-test	Post-test	Expected Average
2,48	3,63	9

Source: Student's Pre-test and Post-test

Author: Tobar, C. (2021)

Figure 6. Pre-Post Tests- Passive Voice



Source: Student's Pre-test and Post-test

Author: Tobar, C. (2021)

Analysis and interpretation

Figure 6 shows the average of the experimental group over 9 points. It consists of 27 students from fourth semester. In the pre-test, they obtained in the Passive voice grammatical point 2,48 points over 9. This score represents 27,55 % of the total. However, the average of this part in the post-test was 3,63 points that represent 40,33%. The difference among these tests was 1,15 points equal to 12,78%. As a result, students had improved a little bit in this grammatical point after the application of the dictogloss technique.

3.1.5 Student's Pre-test and Post-test -Third Conditional

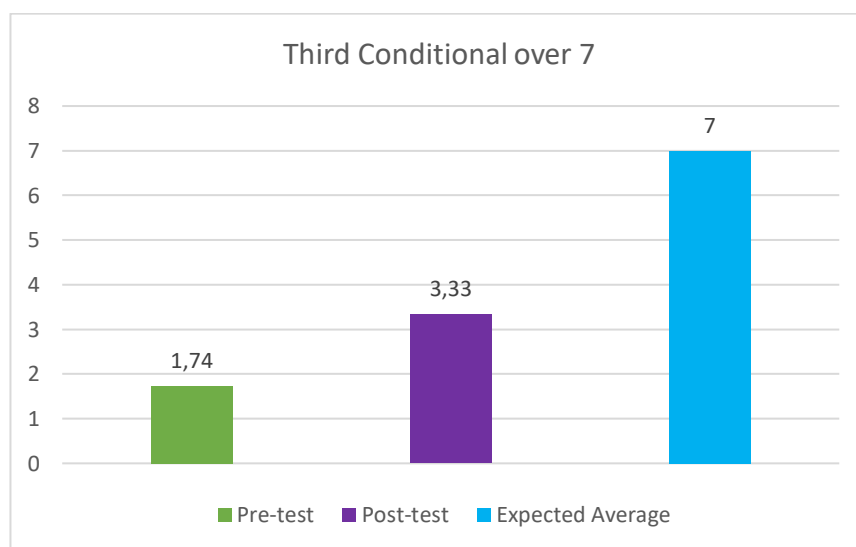
Table 4. Pre-Post Tests – Third Conditional

Third Conditional over 7		
Pre-test	Post-test	Expected Average
1,74	3,33	7

Source: Student's Pre-test and Post-test

Author: Tobar, C. (2021)

Figure 7. Pre-Post Tests – Third Conditional



Source: Student's Pre-test and Post-test

Author: Tobar, C. (2021)

Analysis and interpretation

Figure 7 shows the average of pre-test and post-test scores about third conditional before and after using the Dictogloss technique. The participants obtained 1,74 points over 7, that was 24,25% in the pre-test. On the other hand, the average student's score in this part was 3,33 over 7. This score represents 47,57% of the total. It indicated a difference of 1,59 points that represent 22,71%. Thereby, most students could perform well in the final test than in the initial test. Dictogloss made students understand grammar such as the third conditional in the English language.

3.1.6 Student's Pre-Post Tests- Reported Speech

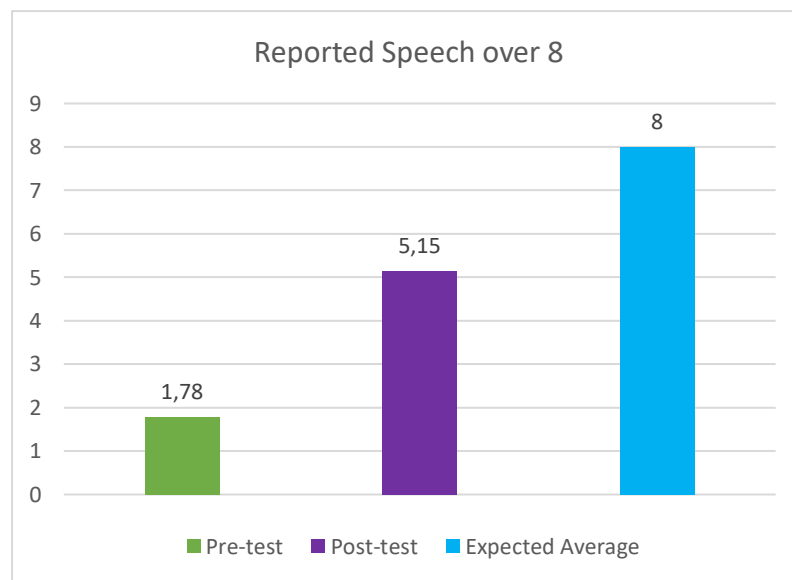
Table 5. Pre-Post Tests – Reported Speech

Reported Speech over 8		
Pre-test	Post-test	Expected Average
1,78	5,15	8

Source: Student's Pre-test and Post-test

Author: Tobar, C. (2021)

Figure 8. Pre-Post Tests – Reported Speech



Source: Student's Pre-test and Post-test

Author: Tobar, C. (2021)

Analysis and interpretation

Figure 8 shows the average of students' scores obtained in the initial and final test, reported speech. In the pretest, students obtained 1,78 points over 8 that represent 22,25%. Although, the average post-test score was 5,15 points over 8 that represent 68,87 %. There is a significant difference of 3,37 that corresponds to 42,13%. As a result, the implementation of the dictogloss technique to teach grammar was helpful for students. Most students learned to use reported speech in the English language.

3.1.7 Pre-test and Post-test Comparison

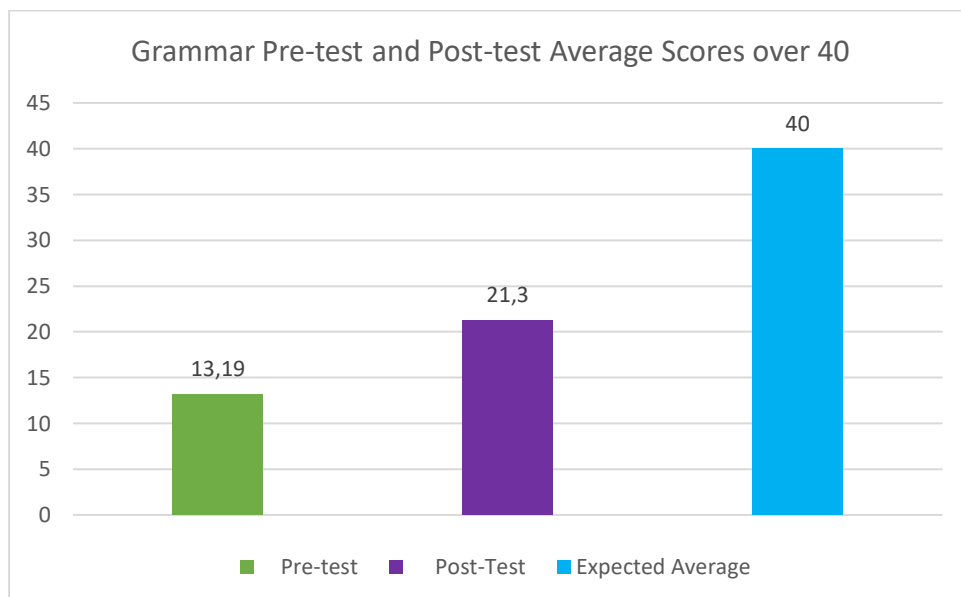
Table 6. Pre and Post Test Average Scores over 40

Grammar Pre-test and Post-test over 40		
Pre-test	Post-Test	Expected Average
13,19	21,30	40

Source: Student's Pre-test and Post-test

Author: Tobar, C. (2021)

Figure 9. Pre and Post Test Average Scores over 40



Source: Student's Pre-test and Post-test

Author: Tobar, C. (2021)

Analysis and interpretation

Figure 9 shows the results before and after using the dictogloss technique. 27 students obtained an average of 13,19 over 40 in the pre-test that represents 32,97%. While in the post-test, students improved their grades and the average obtained was 21,30 over 40 that represent 53,25%. Thus, the participants enhance their grammar using the Dictogloss technique. There was a significant difference among the tests. The difference was 8.11 points that represent 20,28%. In conclusion, the Dictogloss technique contributed to improving grammar in the English Language. The stages of this technique contributed to improve grammar and obtain a higher score than the initial test.

3.1.8 Students' Perceptions Survey

In this research, it was fundamental to show the students' perceptions toward the Dictogloss technique in grammar. They had filled out a survey at the end of the treatment, that was Dictogloss. Moreover, there were six yes/no questions with a neutral alternative called "partially."

Question 1.- *Do you think that your language skills benefited from using dictogloss?*

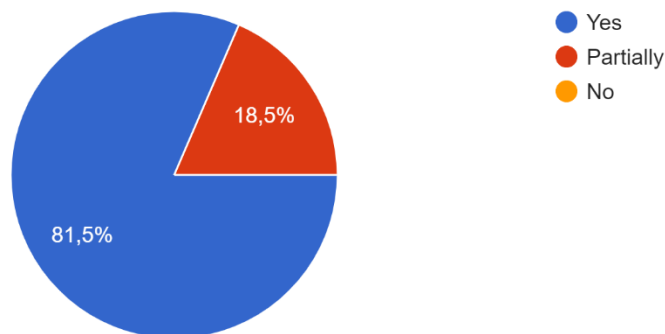
Table 7. Improvement of Language Skills

Alternatives	Frequency	Percentage
Yes	22	81,5%
Partially	5	18,5%
No	0	0,0%
Total	27	100%

Source: Students' Perceptions Survey

Author: Tobar, C. (2021)

Figure 10. Improvement of Language Skills



Source: Students' Perceptions Survey

Author: Tobar, C. (2021)

Analysis and interpretation

As shown in Table 7, 22 students who integrate the 81,5% mentioned that their language skills were benefited from using the dictogloss technique. Additionally, 5 students that represent 18,5% claimed that the technique was partially useful in the improvement of their language skills. Finally, there are no students who stated that dictogloss had not benefited their skills in the English language. According to the 27 students who filled out the survey, the majority indicated that the dictogloss technique had somehow contributed to the development of their language skills.

Question 2.- *Do you think that the use of dictogloss was effective in teaching grammar?*

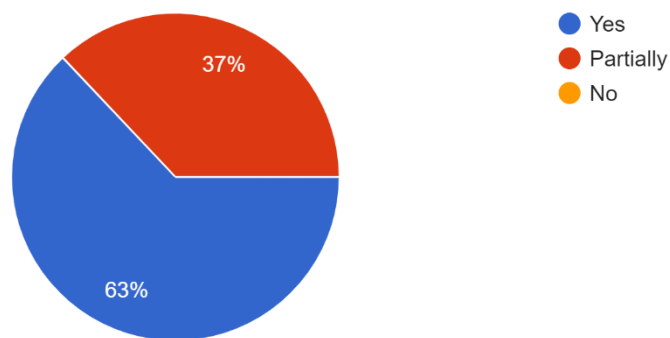
Table 8. Effective Grammar Teaching

Alternatives	Frequency	Percentage
Yes	17	63%
Partially	10	37%
No	0	0%
Total	27	100%

Source: Students' Perceptions Survey

Author: Tobar, C. (2021)

Figure 11. Effective Grammar Teaching



Source: Students' Perceptions Survey

Author: Tobar, C. (2021)

Analysis and interpretation

As can be seen in Table 8, 17 students who belong to 63% stated that implementing dictogloss as a technique was effective when teaching grammar. While 10 students who represent 37% believes that the dictogloss technique was partially effective in teaching grammar. However, no one mentioned that this technique was ineffective to teach grammar. As a result, most students indicated that the dictogloss technique has been effective when teaching grammar.

Question 3.- *Do you prefer to turn all traditional grammar lessons into dictogloss?*

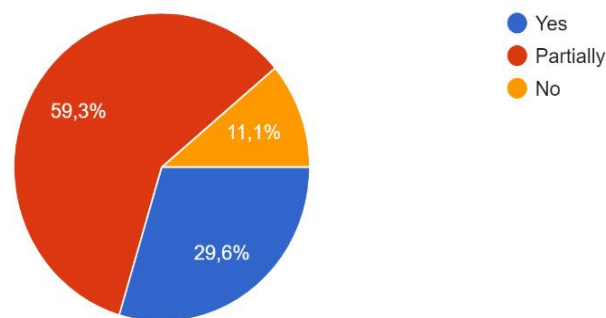
Table 9. Dictogloss in Grammar Lessons

Alternatives	Frequency	Percentage
Yes	8	29,6%
Partially	16	59,3%
No	3	11,1%
Total	27	100%

Source: Students' Perceptions Survey

Author: Tobar, C. (2021)

Figure 12. Dictogloss in Grammar Lessons



Source: Students' Perceptions Survey

Author: Tobar, C. (2021)

Analysis and interpretation

According to the obtained results in Table 9, 8 students that are equal to 29,6 % affirmed that they preferred dictogloss instead of traditional grammar lessons. Moreover, 16 students who belong to 59,3% of the participants, said they preferred to turn in part traditional grammar lessons into dictogloss technique. On the other hand, 3 students who represent 11,1% stated that they did not want to turn all the traditional grammar lessons into dictogloss. Thus, most students had considered using dictogloss in grammar lessons.

Question 4.- *Do you think that the use of dictogloss technique improved your writing positively?*

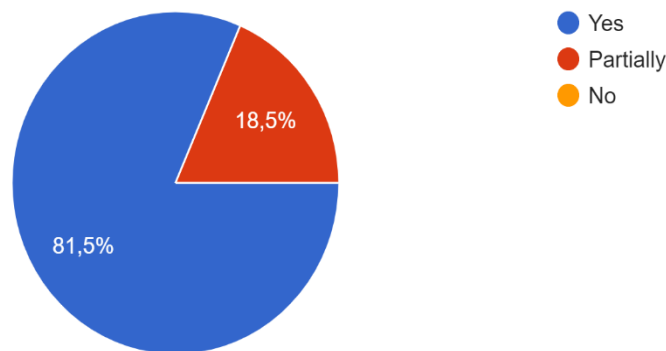
Table 10. Improvement of Writing

Alternatives	Frequency	Percentage
Yes	22	81,5%
Partially	5	18,5%
No	0	0,0%
Total	27	100%

Source: Students' Perceptions Survey

Author: Tobar, C. (2021)

Figure 13. Improvement of Writing



Source: Students' Perceptions Survey

Author: Tobar, C. (2021)

Analysis and interpretation

According to Table 10, 22 students are the 81,5% who said that the dictogloss technique had improved their writing positively. Additionally, only 5 students who integrate the 18,5% claimed that the implementation of dictogloss enhanced partially their writing. Nevertheless, no one said that this technique did not improve their writing positively. Thereby, the majority said that their writing was improved by using the dictogloss technique.

Question 5.- *Is the use of contexts help in raising your knowledge of vocabulary and the comprehension of meaning?*

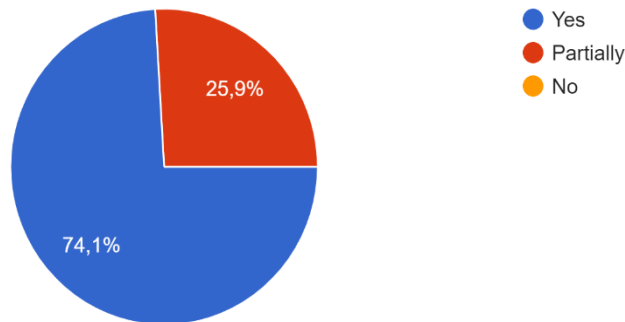
Table 11. Vocabulary and Meaning Comprehension

Alternatives	Frequency	Percentage
Yes	20	74,1%
Partially	7	25,9%
No	0	0,0%
Total	27	100%

Source: Students' Perceptions Survey

Author: Tobar, C. (2021)

Figure 14. Vocabulary and Meaning Comprehension



Source: Students' Perceptions Survey

Author: Tobar, C. (2021)

Analysis and interpretation

As shown in Table 11, 20 students that represent the 74,1% mentioned that their knowledge of vocabulary and comprehension of meaning was because of the use of context. Following that, 7 students who belong to the 25,9% stated that their vocabulary and its meaning was partially learn when context was used. However, no one said that using context did not raise their knowledge of vocabulary and comprehension of meaning. It could be concluded that it was important to use context to make most of students raised their knowledge in vocabulary and meaning.

Question 6.- *Do you feel motivated towards the use of dictogloss in language teaching?*

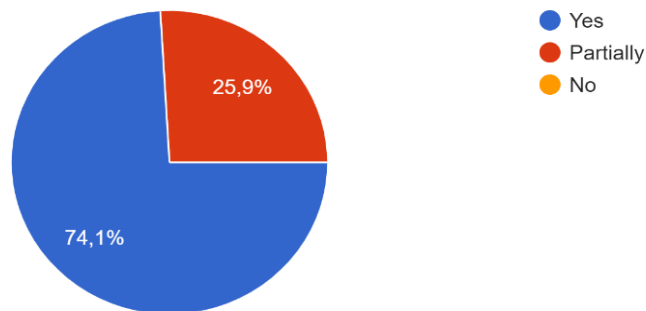
Table 12. Students' Motivation

Alternatives	Frequency	Percentage
Yes	20	74,1%
Partially	7	25,9%
No	0	0,0%
Total	27	100%

Source: Students' Perceptions Survey

Author: Tobar, C. (2021)

Figure 15. Students' Motivation



Source: Students' Perceptions Survey

Author: Tobar, C. (2021)

Analysis and interpretation

As determined in Table 12, 20 students that correspond to 74,1% showed that they felt motivated using the dictogloss technique in language teaching. Besides, 7 students who represent 25,9% claimed that they had felt partially motivated when implementing the dictogloss in language teaching. In contrast, there were no students who felt that the dictogloss technique did not foster their motivation in language teaching. In short, students who were thought by the dictogloss technique felt motivated in the language teaching.

These results showed that students' perceptions were positive toward the use of the Dictogloss technique. They proved that their language skills had benefited after using this technique. They noticed an improvement in their grammar as well as their writing skill. Moreover, they learned vocabulary and its meaning. This technique made them feel motivated when using the Dictogloss Technique in language teaching.

3.2 Verification of hypotheses

During this process, the researcher used the SPSS software to verify the hypothesis. The first step was to show if the data had a normal distribution. Then, the test of normality indicated which parametric or non-parametric tests were required. The researcher determined that the statistical T-student test was necessary to verify whether the hypothesis below was accepted or rejected.

Null hypothesis: The Dictogloss Technique does not have a positive influence on Grammar of English language.

Alternative hypothesis: The Dictogloss Technique does have a positive influence on Grammar of English language.

3.2.1 Test of Normality

Table 13. Normality Test

Test of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
PRETEST	,978	27	,822
POSTTEST	,934	27	,086

Source: IBM SPSS Statistics

Author: Tobar, C. (2021)

$H_0 = \text{Sig} > 0,05 =$ The values are normally distributed.

$H_a = \text{Sig} < 0,05 =$ The values are not normally distributed.

As showed table 13, the test of normality was provided by the Shapiro-Wilk statistic that is useful when the sample is under 30 participants. For instance, this research had 27 students from the fourth semester of the P.I.N.E program. According to the values of “Sig.”, it could be established that both values were greater than 0,05. Consequently, the null hypothesis (H_0) was accepted because the data were normally distributed. After that, the parametric T-student test was established to verify the hypothesis.

3.2.2 Mean T-student test

Table 14. Mean Comparison

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	13,19	27	4,868	,935
	POSTTEST	21,30	27	7,363	1,417

Source: IBM SPSS Statistics

Author: Tobar, C. (2021)

Table 14 shows the mean that corresponds to the pre-test and post-test. The pre-test obtained a mean of 13,19. In contrast, in the post-test, the mean was 21,30. There was a difference in the mean score between the pre-test and the post-test. Thus, the post-test showed a significant difference over the pre-test.

3.2.3 T-Student Test

Table 15. T-Student Test

		Paired Samples Test								
		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
Pair					Lower	Upper				
1	PRETEST - POSTTEST	-8,111	7,202	1,386	-10,960	-5,256	-5,852	26	,000	

Source: IBM SPSS Statistics

Author: Tobar, C. (2021)

$H_0 = P\text{-value} > 0,05$

$H_a = P\text{-value} < 0,05$

In table 15, the result of the last column is the “P-value”, showed a value of 0,000 that indicated to be lower than 0,05. The researcher rejected the null hypothesis. The value is in favor of the alternative hypothesis.

H_a : The Dictogloss Technique does have a positive influence on Grammar of the English language.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

After analyzing the results of the data collected in this research entitled “Dictogloss Technique and Grammar”, the following conclusions and recommendations were established:

4.1 Conclusions

- The Dictogloss technique was applied successfully for the first time in virtual classes, and it had a positive influence on the grammar of the English language. The results of the experimental group in the pre-test showed that students had some difficulties in their grammar. The average was 13,19 points over 40 that represents 32,97%. Meanwhile, the average of the post-test scores was 21,30 that is equivalent to 53,25%. There was a significant difference among these averages of 8.11 points that represents 20,28%. In conclusion, the Dictogloss technique was suitable for improving English grammar in modal verbs, relative clauses, passive voice, third conditional, and reported speech of students who belong to fourth semester.

- The effectiveness of dictogloss texts to develop student’s grammatical competence were identify through the theoretical support of Wajnryb (1990), who suggests the following criteria: level, theme, language points, text adjustment. These dictogloss texts were taken from authentic materials. The first dictogloss text was an extract from “I Know You, You’re Like Me!” from Chicken Soup for the Soul book. The second dictogloss text was an extract from “The Pool of Tears” from Alice’s Adventures in Wonderland. The third dictogloss text was the song “If it hadn’t been for love” recorded by Adele. In the fourth intervention, an adapted speech from the “Man in the Arena” by Roosevelt. Finally, “Koala suicide” from Grammar Dictation, was used in the last session.

- According to the participants of fourth semester, dictogloss was effective in teaching grammar. The final stage of this technique, analysis, and correction, was strongly emphasized to improve grammar. Additionally, the pre-test and post-test that enclosed some language points demonstrated that students obtained higher grades in the final test than in the initial test. In fact, in modal verbs over 7, students went from 2,37 to 3,89. In relative clauses over 9, students were from 4,81 to 5,30 and from 2,48 to 3,63 in passive voice. In the third conditional, students went from 1,74 to 3,33 over 7. In addition, students improved 3,37 in reported speech because they obtained 1,78 in the pre-test and 5,15 in the post-test. There were improvements in the different grammatical points after the treatment. In particular, these improvements were not really close to the average because each session to teach grammar was in one hour.
- Based on how students felt about Dictogloss technique to teach grammar, students had a positive attitude toward Dictogloss technique. They evidenced that this technique enhanced their English Language skills. Students pointed out that the Dictogloss technique benefited their language skills. This technique has four stage which involve listening, speaking, writing, reading, grammar and vocabulary. Students indicated that they had improved their writing positively because, they had to take notes about what they had listened to. Furthermore, they gained knowledge in vocabulary and meaning of words since the first stage of dictogloss required selecting some words to understand the text. In addition, students believed that they fostered their motivation when the researcher took the initiative to use Dictogloss to develop grammar of the English language.

4.2 Recommendations

- It is highly recommended to apply the Dictogloss technique to improve Grammar of the English language in virtual environments when technological resources are available. Their four stages required some specific tools to teach as introductory online activities, virtual glossaries, a video platform to meet with students and divide the class into small groups, a microphone, some authentic texts, an online board to visualize the student's notes, slides presentations, and a word processor to work collaboratively. Consequently, teachers should consider teaching English grammar with the Dictogloss technique because it is different from traditional grammar lessons.
- It is recommended to use dictogloss texts that contain up to 6 sentences with students that belong to the intermediate level of the English language. It is essential to know the level of students to choose the most suitable authentic text. Sometimes, it will be practical to adjust the text according to the language points. Moreover, each glossary takes words from the text to introduce the students to the dictation stage. This list of vocabulary should have few words.
- It is suggested to provide more sessions per language point. Each language point could be developed in more than one lesson. When grammatical points are complex, the person in charge of teaching should plan more activities to reinforce the knowledge in the grammar of the English Language. As well, the stages could take more time. For example, in the dictation stage, the text could be dictated more than two times. In analysis and correction stage could take additional 16 minutes more.
- It is suggested for further studies to apply the dictogloss technique with other skills like speaking, writing, reading, or vocabulary to generalize and prove that perceptions of participants toward the Dictogloss are reliable.

C. REFERENCE MATERIALS

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Annexes

Annex 1: Authorization Document

CARTA DE COMPROMISO

Ambato, 03 de mayo de 2021

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Mg. Sarah Iza Pazmiño, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "DICTOGLOSS TECHNIQUE AND GRAMMAR" propuesto por la estudiante Carla Doménica Tobar Paredes, portadora de la Cédula de Ciudadanía, 180547994-4 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

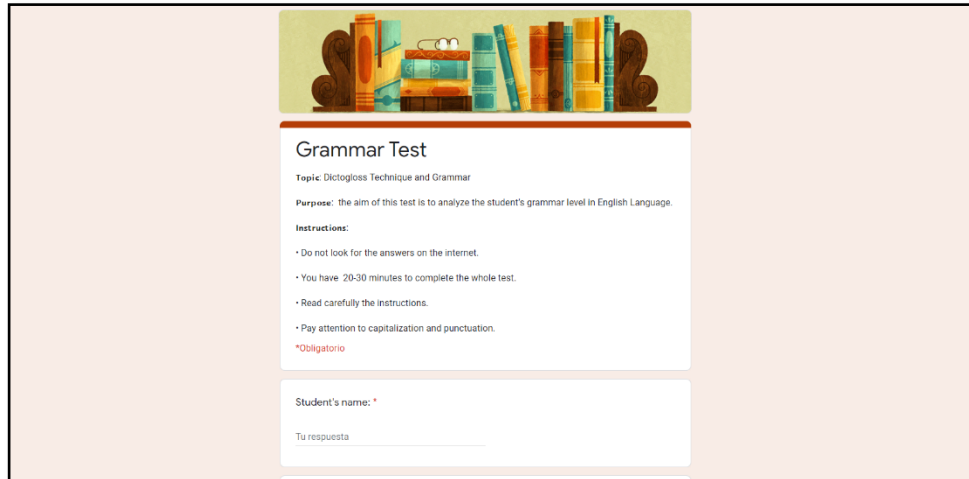
Atentamente.



Lcda. Mg. Sarah Iza Pazmiño
0901741060
0984060528
Sj.iza@uta.edu.ec

Annex 2: Pre and Post Tests

<https://forms.gle/wfuZNNpbreYDYLsj6>



The screenshot shows a Google Form titled "Grammar Test" with a header image of a bookshelf. The form content is as follows:

Grammar Test

Topic: Dictogloss Technique and Grammar

Purpose: the aim of this test is to analyze the student's grammar level in English Language.

Instructions:

- Do not look for the answers on the internet.
- You have 20-30 minutes to complete the whole test.
- Read carefully the instructions.
- Pay attention to capitalization and punctuation.

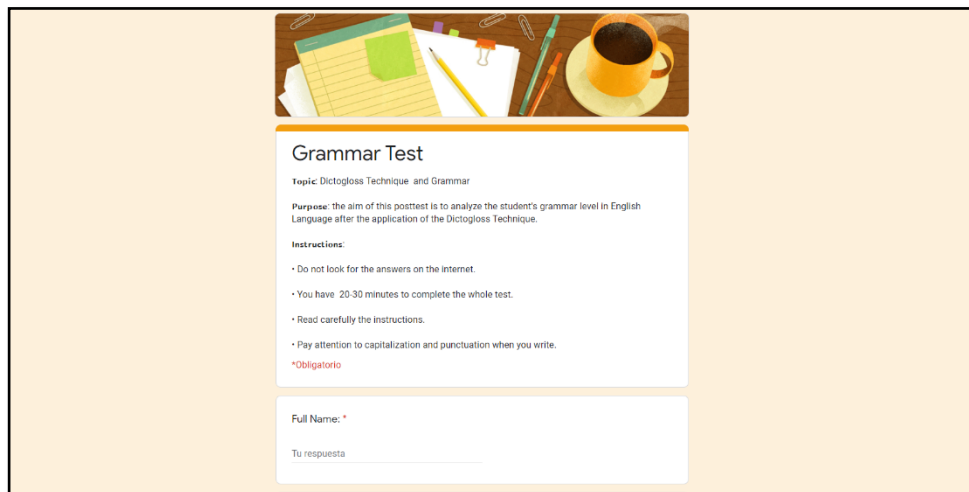
*Obligatorio

Student's name: *

Tu respuesta

Source: Oxford Practice Grammar Intermediate Tests by John Eastwood
Elaborated by: Tobar, C. (2021)

<https://forms.gle/uVmw7aj6XAdidhq9>



The screenshot shows a Google Form titled "Grammar Test" with a header image of a desk with a coffee cup and stationery. The form content is as follows:

Grammar Test

Topic: Dictogloss Technique and Grammar

Purpose: the aim of this posttest is to analyze the student's grammar level in English Language after the application of the Dictogloss Technique.

Instructions:

- Do not look for the answers on the internet.
- You have 20-30 minutes to complete the whole test.
- Read carefully the instructions.
- Pay attention to capitalization and punctuation when you write.

*Obligatorio


Full Name: *

Tu respuesta

Source: Oxford Practice Grammar Intermediate Tests by John Eastwood
Elaborated by: Tobar, C. (2021)

Annex 3: Student's Survey

<https://forms.gle/XN9wNh2k5fYcXQ1dA>

 UNIVERSIDAD
TÉCNICA DE AMBATO

UNIVERSIDAD TÉCNICA DE AMBATO
CARRERA DE PEDAGOGÍA DE LOS
IDIOMAS NACIONALES Y EXTRANJEROS

Theme: Dictogloss Technique and Grammar

Objective: to report students' perceptions toward Dictogloss Technique.

Instructions: You have to read carefully and choose the best option that fits with your own experience. Once you have finished click on the submit button.

***Obligatorio**

Students' Survey

Student's full name: *

Tu respuesta _____

1. Do you think that your language skills benefited from using dictogloss? *

Yes

Partially

No

2. Do you think that the use of dictogloss was effective in teaching grammar? *

Yes

Partially

No

3. Do you prefer to turn all traditional grammar lessons into dictogloss? *

Yes

Partially

No

Source: Al-Obaydi & Al-Mosawi (2018)

Elaborated by: Tobar, C. (2021)

Annex 4: Lesson Plans

Lesson Plan		
Teacher: Doménica Tobar	Date: Monday, June 7 th , 2021	Class: Fourth Semester
Lesson Topic: I Know You, You're Just Like Me!		Lesson No. 1
Objective: By the end of the lesson, Ss' will be able to use passive voice in present and past simple tenses.		
Language Points: <ul style="list-style-type: none"> • Passive Voice <ul style="list-style-type: none"> ▪ Present Simple ▪ Past Simple • Verbs <ul style="list-style-type: none"> ▪ Transitive ▪ Intransitive 		Vocabulary: https://expressdev.virtualwritingtutor.com/uploads/glossary/2200/dictogloss-session%201.html newsletter (n) Kharkov (n) ribbons (n) egotism (n)
Materials: zoom, authentic text, online glossary, online activity, power point presentation, padlet.		
Technique: Dictogloss		
Procedure		Time
1	Preparation Explain procedure Icebreaker: describe yourself in three words. https://padlet.com/carly_d_t_p/amk3e3fqswyzke5e Vocabulary <ul style="list-style-type: none"> • T asks some students to read the glossary of each word. Groups <ul style="list-style-type: none"> • T organizes groups to work on the reconstruction stage. 	8'
2	Dictation First Dictation <ul style="list-style-type: none"> • Ss listen to an extract of a reading at normal speed. • They must not write anything. Second Dictation <ul style="list-style-type: none"> • Ss listen again to the extract and make notes at the same time. 	8'
3	Reconstruction <ul style="list-style-type: none"> • Ss work in groups. • Ss reconstruct the text using their notes. 	10'
4	Analysis and Correction <ul style="list-style-type: none"> • T asks students to share their texts in the chat of zoom. • T and Ss analyze the text. • T asks some questions to their Ss. <ul style="list-style-type: none"> ▪ Why is 'were touched' used here rather than 'touched'? ▪ Who does 'they' refer to? ▪ Who is introduced with the preposition "by"? • T asks students to check understanding about the language 	34'

	points. <ul style="list-style-type: none"> • Students correct their mistakes. • Ss correct grammatical structures or forms. • T shows the original Text. 	
	Assessment Students are going to work on online activity about reordering jumbled sentences in the passive voice. https://wordwall.net/play/17393/331/479	

Lesson Plan		
Teacher: Doménica Tobar	Date: Monday, June 14 th , 2021	Class: Fourth Semester
Lesson Topic: Books		Lesson No. 2
Objective: By the end of the lesson, Ss' will be able to use will, shall and must.		
Language Points: <ul style="list-style-type: none"> • Modal Verbs <ul style="list-style-type: none"> ▪ Will and Won't ▪ Shall and Shan't ▪ Must and Mustn't 		Vocabulary: https://expressdev.virtualwritingtutor.com/uploads/glossary/2202/dictogloss-session%202.html feet (n) stockings (n) to trouble(v) boots (n)
Materials: zoom, authentic text, online glossary, online activities, power point presentation, google docs.		
Technique: Dictogloss		
Procedure		Time
1	Preparation Warm-up: Review of definition of session one. https://expressdev.virtualwritingtutor.com/uploads/glossary/2200/quiz/dictogloss-session%201-quiz.html Ask a question: <ul style="list-style-type: none"> • Which is your favorite book? Vocabulary <ul style="list-style-type: none"> • T asks some students to read the glossary of each word. Groups <ul style="list-style-type: none"> • T organizes groups to work on the reconstruction stage. 	8'
2	Dictation First Dictation <ul style="list-style-type: none"> • Ss listen to an extract of a reading at normal speed. • They must not write anything. Second Dictation <ul style="list-style-type: none"> • Ss listen again to the extract and make notes at the same time. Students write their notes using from whiteboard. 	8'
3	Reconstruction	10'

	<ul style="list-style-type: none"> Ss work in groups. Ss reconstruct the text using their notes. 	
4	<p>Analysis and Correction</p> <ul style="list-style-type: none"> T asks students to share their texts in a google docs. T and Ss analyze the text. T asks some questions to their Ss. <ul style="list-style-type: none"> Can you mention some modal verbs that you have found in the text? What is the negative form of modal verbs? T presents the grammatical points in a power point presentation. T asks students to check understanding about the language points. Students correct their mistakes. Ss correct grammatical structures or forms. T shows the original Text. 	34'
	<p>Assessment</p> <p>Students will do an online activity in which they have to choose the modal verb according to the statement.</p>	

Lesson Plan		
Teacher: Doménica Tobar	Date: Monday, June 21 th , 2021	Class: Fourth Semester
Lesson Topic: Love		Lesson No. 3
Objective: By the end of the lesson, Ss' will be able write sentences using third conditional in formal and informal register.		
Language Points: <ul style="list-style-type: none"> Third Conditional <ul style="list-style-type: none"> Grammatical structure Past Perfect Usage 		Vocabulary: https://expressdev.virtualwritingtutor.com/uploads/glossary/2207/dictogloss-session%203.html blinding (adj) hitchhiked (v) Lousian'(n) wayward(v) woulda (v)
Materials: zoom, authentic text, online glossary, online activity, power point presentation, google doc.		
Technique: Dictogloss		
Procedure		Time
1	<p>Preparation</p> <p>Warm-up: Show two images about Love.</p> <p>Ask questions:</p> <ul style="list-style-type: none"> What is Love for you? How can you show Love to others? Do you think that being in love is the reason 	8'

	<p>number one why people wed?</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • T asks some students to read the glossary of each word. <p>Groups</p> <ul style="list-style-type: none"> • T organizes groups to work on the reconstruction stage. 	
2	<p>Dictation</p> <p>First Dictation</p> <ul style="list-style-type: none"> • Ss listen to an extract of a reading at normal speed. • They must not write anything. <p>Second Dictation</p> <ul style="list-style-type: none"> • Ss listen again to the extract and make notes at the same time. 	8'
3	<p>Reconstruction</p> <ul style="list-style-type: none"> • Ss work in groups. • Ss reconstruct the text using their notes. 	10'
4	<p>Analysis and Correction</p> <ul style="list-style-type: none"> • T asks students to share their texts in a google docs. • T and Ss analyze the text. • T asks some questions to their Ss. <ul style="list-style-type: none"> ▪ When “If” is first, the following sentence needs a comma? ▪ Do you think we can change the order of the sentence? ▪ What is introduced with the word “If”? • T asks students to check understanding about the language point. • Students correct their mistakes. • Ss correct grammatical structures or forms. • T shows the original Text. 	34'
	<p>Assessment</p> <p>Students are going to listen to the song and write the lyrics in formal sentences. https://youtu.be/0cyE6rGiurU (from 2:26 mins)</p>	

Lesson Plan		
Teacher: Doménica Tobar	Date: Friday, June 25th, 2021	Class: Fourth Semester
Lesson Topic: The Man in the Arena		Lesson No. 4
Objective: By the end of the lesson, Ss' will be able to combine sentences into one using relative clauses.		
Language Points: <ul style="list-style-type: none"> • Relative Clauses <ul style="list-style-type: none"> ▪ where ▪ who / that ▪ whose 		Vocabulary: https://expressdev.virtualwritingtutor.com/uploads/glossary/2208/dictogloss-session%204.html defeat (n) errs (v) points out (v) the doer of deeds (n)
Materials: zoom, authentic text, online glossary, online activity, power point presentation, google doc.		
Technique: Dictogloss		
Procedure		Time
1	Preparation Warm-up: Warm-up: watch the video https://www.youtube.com/watch?v=e_16-9K2Fw0 <ul style="list-style-type: none"> ▪ Which are the differences between the accountant and the man who climbs Mount Everest? ▪ Who tried the hardest? ▪ Do you think if it is important to fulfill our dreams? ▪ Do you think that dreams come true effortlessly? Vocabulary <ul style="list-style-type: none"> • T asks some students to read the glossary of each word. Groups <ul style="list-style-type: none"> • T organizes groups to work on the reconstruction stage. 	8'
2	Dictation First Dictation <ul style="list-style-type: none"> • Ss listen to an extract of a reading at normal speed. • They must not write anything. Second Dictation <ul style="list-style-type: none"> • Ss listen again to the extract and make notes at the same time. 	8'
3	Reconstruction <ul style="list-style-type: none"> • Ss work in groups. • Ss reconstruct the text using their notes. 	10'
4	Analysis and Correction <ul style="list-style-type: none"> • T asks students to share their texts in a google docs. • T and Ss analyze the text. • T asks some questions to their Ss. 	34'

	<ul style="list-style-type: none"> ▪ Why is 'whose' used here rather than 'who'? ▪ What does the word 'who' refer to? • T asks students to check understanding about the language point. • Students correct their mistakes. • Ss correct grammatical structures or forms. • T shows the original Text. 	
	Assessment Students are going to work on online activity about relative clauses. https://es.liveworksheets.com/3-ya223051lp	

Lesson Plan		
Teacher: Doménica Tobar	Date: Monday, June 28th, 2021	Class: Fourth Semester
Lesson Topic: Koala Suicide		Lesson No. 5
Objective: By the end of the lesson, Ss' will be able to write sentences reporting a discovery by treasure hunters.		
Language Points: <ul style="list-style-type: none"> • Reported Speech <ul style="list-style-type: none"> ▪ Can- Could ▪ Might- Might ▪ Past Simple-Past Perfect ▪ Present Perfect- Past Perfect ▪ Present Perfect Continuous-Past perfect Continuous 		Vocabulary: https://expressdev.virtualwritingtutor.com/uploads/glossary/2204/dictogloss-session%205.html defeat (n) errs (v) points out (v) the doer of deeds (n)
Materials: zoom, video, authentic text, online glossary, online activity, power point presentation, google doc, whiteboard.		
Technique: Dictogloss		
Procedure		Time
1	Preparation Warm-up: Warm-up: watch the video https://www.youtube.com/watch?v=e_16-9K2Fw0 <ul style="list-style-type: none"> • Which are the differences between the accountant and the man who climbs Mount Everest? • Who tried the hardest? • Do you think if it is important to fulfill our dreams? • Do you think that dreams come true effortlessly? Vocabulary <ul style="list-style-type: none"> • T asks some students to read the glossary of each word. Groups <ul style="list-style-type: none"> • T organizes groups to work on the reconstruction stage. 	8'
2	Dictation	8'

	First Dictation <ul style="list-style-type: none"> • Ss listen to an extract of a reading at normal speed. • They must not write anything. 	
	Second Dictation <ul style="list-style-type: none"> • Ss listen again to the extract and make notes at the same time. 	10'
3	Reconstruction <ul style="list-style-type: none"> • Ss work in groups. • Ss reconstruct the text using their notes. 	
4	Analysis and Correction <ul style="list-style-type: none"> • T asks students to share their texts in a google docs. • T and Ss analyze the text. • T asks some questions to their Ss. <ul style="list-style-type: none"> ▪ Which is the purpose of the verb “said”? ▪ Which tenses can you identify after the word said? • T asks students to check understanding about the language point. • Students correct their mistakes. • Ss correct grammatical structures or forms. • T shows the original Text. 	34'
	Assessment Students are going to write a sentence reposting news about a treasure using the report speech.	

Annex 5: Online Glossaries

Dictogloss Session 1

4 English terms

Dear students, this glossary contains new words that are in the text. It will be helpful that you know these words after the dictation stage.


egotism: noun

The tendency to think only about yourself and consider yourself better and more important than other people.

Example: *Her death also reflects the pride and vanity seen to be characteristic of the degenerate. Dorian goes on to claim with unconscious egotism that 'She had no right to kill herself.'*

es: *egotismo*

▶ 0:00 / 0:01 ——— 🔊 ⋮



Source: <https://expresdev.virtualwritingtutor.com/uploads/glossary/2200/dictogloss-session%201.html>

Elaborated by: Tobar, C. (2021)

Dictogloss Session 2

5 English Vocabulary terms


Dear students, this glossary contains new words that are in the text. It will be helpful that you know these words after the dictation stage.

boots: noun

A type of shoe that covers the foot and the lower leg.

Example: *I wish I bought a pair of cowboy boots.*

▶ 0:00 / 0:01 ——— 🔊 ⋮



Source: <https://expresdev.virtualwritingtutor.com/uploads/glossary/2202/dictogloss-session%202.html>

Elaborated by: Tobar, C. (2021)

Dictogloss Session 3

5 English Language terms

Dear students, this glossary contains new words that are in the text. It will be helpful that you know these words after the dictation stage.

blinding:

adjective

Making it difficult for you to see.

Example: *The first wave of lambs came three weeks early; in the middle of the night and in the middle of a blinding snowstorm.*

es: *cegador*



Source: <https://expresdev.virtualwritingtutor.com/uploads/glossary/2207/dictogloss-session%203.html>

Elaborated by: Tobar, C. (2021)

Dictogloss Session 4

4 English terms

Dear students, this glossary contains new words that are in the text. It will be helpful that you know these words after the dictation stage.

defeat:

noun

The fact of losing against someone in a fight or competition, or when someone or something is made to fail

Example: *The rugby team accepted their defeat with humility.*

es: *fracaso, derrota*



Source: <https://expresdev.virtualwritingtutor.com/uploads/glossary/2208/dictogloss-session%204.html>

Elaborated by: Tobar, C. (2021)

Dictogloss Session 5

4 English terms

Dear students, this glossary contains new words that are in the text. It will be helpful that you know these words after the dictation stage.

anxious:

adjective

Very worried

Example: *She begins to have troubled dreams, she feels anxious and depressed and the lack of confidence given by the men makes her hysterical.*

es: *ansioso, ansiosa*



Source: <https://expressdev.virtualwritingtutor.com/uploads/glossary/2204/dictogloss-session%205.html>

Elaborated by: Tobar, C. (2021)

Annex 6: Authentic Texts

Dictogloss Text: First Session

Text # 1 Passive Voice

An Extract from I Know You, You're Just Like Me!

1 When he wrote about his experiences in his newsletter, we were deeply touched by the following anecdote. 2 While walking through a park in the industrial city of Kharkov, I spotted an old Russian veteran of World War II. 3 They are easily identified by the medals and ribbons they still proudly display on their shirts and jackets. 4 This is not an act of egotism. 5 It is their country's way of honoring those who helped save Russia, even though 20 million Russians were killed by the Nazis.

From Canfield, J. & Hansen, M. (1993), *Chicken Soup for the Soul. 101 Stories to Open the Heart & Rekindle the Spirit*, Health Communications.

Dictogloss Text: Second Session

Text # 2 Modal Verbs

An Extract from The Pool of Tears

1 "Good-bye, feet!". 2'Oh, my poor little feet, I wonder who will put on your shoes and stockings for you now, dears? 3 I'm sure I shan't be able! I shall be a great deal too far off to trouble myself about you: 4 you must manage the best way you can; 5—but I must be kind to them,' thought Alice, 'or perhaps they won't walk the way I want to go! 6 Let me see: I'll give them a new pair of boots every Christmas.' "

From Carroll, Lewis. *Alice's Adventures in Wonderland*. New York: Macmillan, 1920.

Dictogloss Text: Third Session

Text # 3 The Third Conditional

If it hadn't been for love

1 Never woulda hitchhiked to Birmingham

If it hadn't been for love

2 Never woulda caught the train to Louisian'

If it hadn't been for love

3 Never woulda run through the blinding
rain without one dollar to my name

If it hadn't been, if it hadn't been for love

4 Never woulda seen the trouble that I'm in

If it hadn't been for love

5 Woulda been gone like a wayward wind

If it hadn't been for love

From Henderson, M. , & Stapleton, C. (2010). If it hadn't been for love. [Recorded by Adele]. On Album 21. Londo, England: XL Studios

Dictogloss Text: Fourth Session

Text # 4 Relative Clauses

An adapted speech from The Man in the Arena

1 It is not the man who points out where the doer of deeds could have done them better. 2 The credit belongs to the man whose face is marred by dust and sweat. 3 It belongs to the man who errs and comes short again and again because there is no effort without error and shortcomings. 6 It also belongs to the man who at best knows in the end the high achievement of triumph. 7 The man who at worst knows, if he fails, his place shall never be with those cold souls who know neither victory nor defeat.

Roosevelt, T. (1910), The Man in the Arena: Citizenship in a Republic.

Dictogloss Text: Fifth Session

Text # 5 Reported Speech

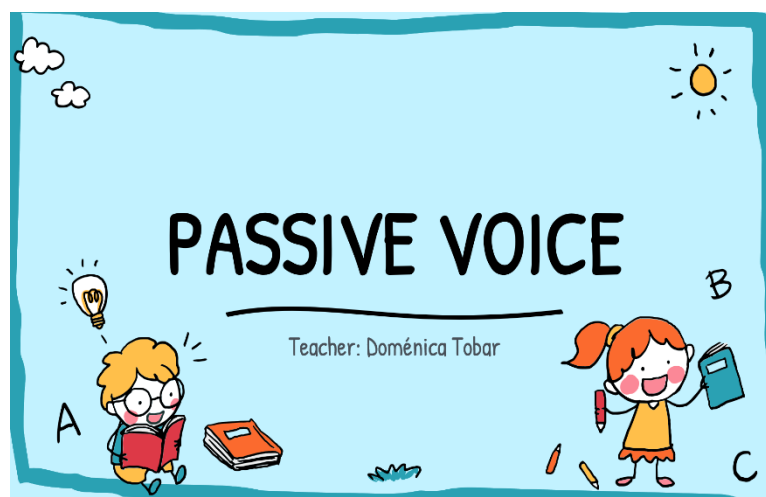
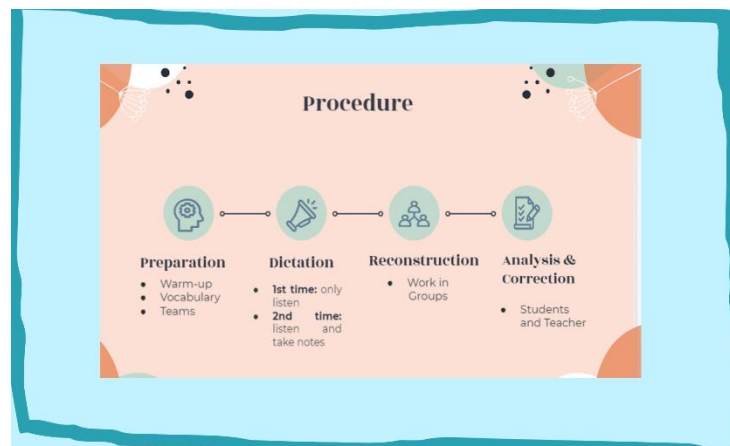
Koala suicide

1 A zoo-keeper in Japan has killed himself. 2 His wife said that he had always taken his job very seriously. 3 She told police that he had recently been looking after four koalas in the zoo and that this responsibility had made him very anxious. 4 She said he had been worried that the koalas might get sick, as this had happened at other zoos. 5 The police statement said that the man hanged himself from a tree in the zoo.

From Wajnryb, R. (1990). *Research Books for Teachers: Grammar Dictation*: Oxford: Oxford University Press.

Annex 7: Presentation Slides

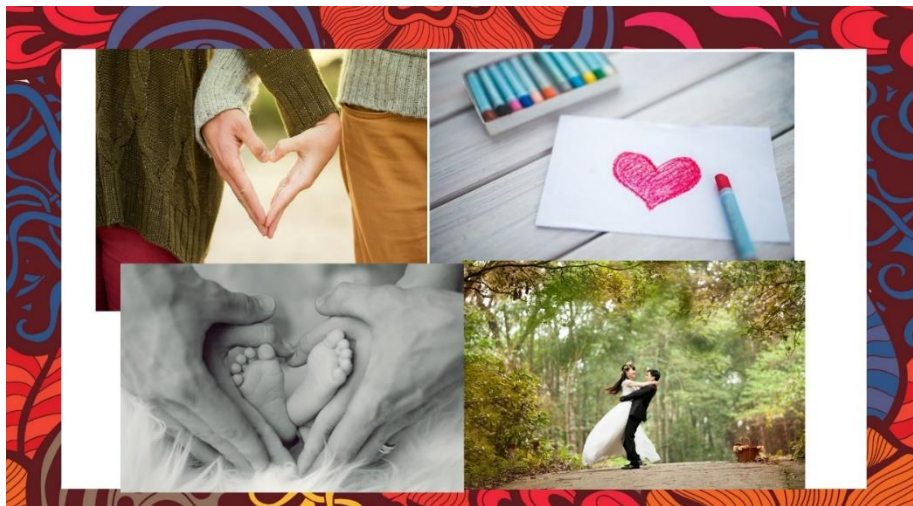
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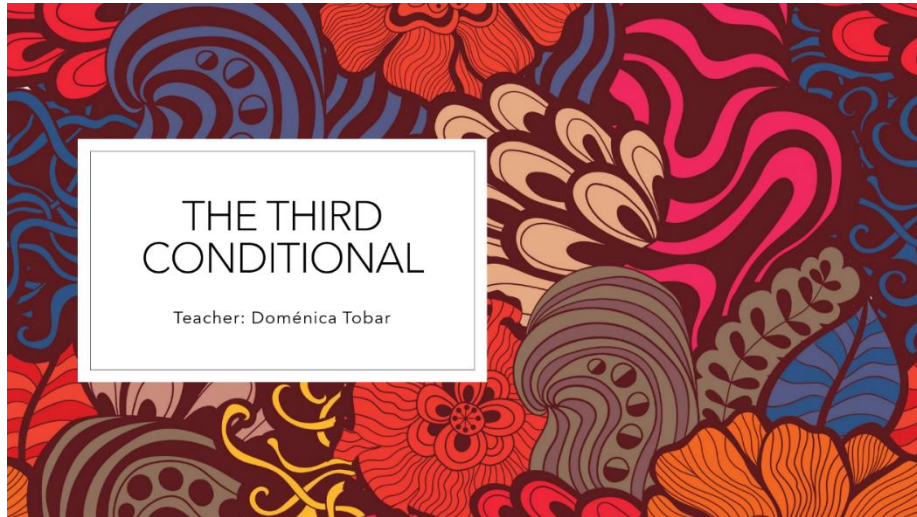


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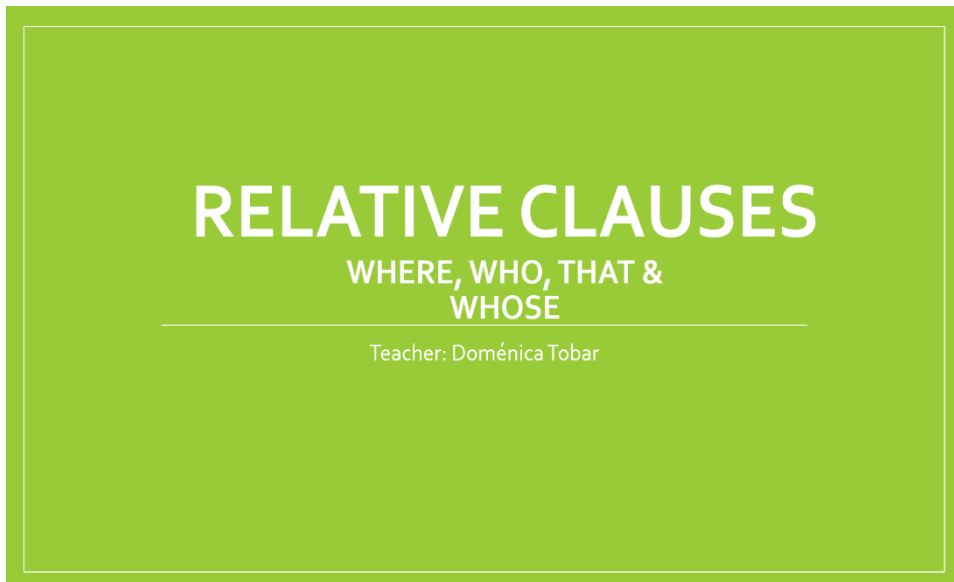


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Dictogloss Technique: Fourth Session



Dictogloss Technique: Fifth Session

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“KOALA
SUICIDE”



REPORTED SPEECH

Teacher: Doménica Tobar

Annex 8: Urkund Report



Urkund Analysis Result

Analysed Document: TOBAR DOMÉNICA_URKUND.pdf (D110673136)
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Submitted By: xcalero@uta.edu.ec
Significance: 8 %

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