

DICTOGLOSS PROMOTING INTEGRATED LANGUAGE LEARNING

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ABSTRACT

For what purposes do we put forth the effort to learn a new tongue? The natural response is "to talk to each other in that language." We use a variety of linguistic channels, including spoken language, written language, sign language, and nonverbal cues, to convey ideas and information to one another. The employment of more than one ability is common. When teaching a foreign language, rather than focusing on just one ability at a time, it is important to remember that communicating with native speakers is the ultimate goal. Educators of the English language use pedagogical frameworks such as the Task Based Instruction (TBI), the Content Based Instruction (CBI), etc. While these methods have gained prominence in the field of English Language Teaching (ELT), many educators have yet

INTRODUCTION

Integrated Language Learning

Given the widespread usage of English in a variety of circumstances, it is helpful to acquire the language via a multilingual approach. Some of these abilities are often taught in school. Reading comprehension exercises, for instance, require students to combine the two modalities in their work. When these two abilities are combined with speaking and listening, however, the assignment may become more fascinating and the instructor may save time on their own research. When explaining ELT, Oxford Rebecca (2001) uses the analogy of creating a tapestry. In addition to the aforementioned instructor, learner, environment, and target language, the four major language skills of listening, speaking, reading, and writing are also necessary for successful language acquisition. Vocabulary, spelling, pronunciation, etc., are all essential threads in the tapestry that is English language teaching. ESL/EFL proficiency is maximized when training for the four skills is woven together like threads in a tapestry. The integrated method to ELT is used when all four language skills are taught simultaneously, whereas the segregated approach is used when each skill is taught separately. This method, sometimes called the language-based approach, places less emphasis on learning for real-world communication and more on teaching the language itself. Separate languages are discussed while In the segregated-skill approach, as Mohan (1986) describes it, "the mastery of discrete language skills such as reading and speaking is seen as the key to successful learning," and language acquisition is often seen as a distinct process from content learning. This goes against the integrated way that individuals employ

to adopt and use the integrated approach. This article highlights Dictogloss, an effective teaching tool for encouraging bilingualism. Students engaged in dictogloss, a classroom exercise in which they pieced together a text dictated by the instructor. Dictation and composition have been combined into one useful tool, which goes by the name dicto-comp. The article describes how dictogloss may be used in ELT classes to promote integrated language learning and offers suggestions for implementing the exercise.

KEYWORDS: Dictogloss, Task-Based Instruction, Content-Based Instruction, and English Language Teaching

language skills in everyday conversation, and it conflicts with the current direction in which professionals in language training are headed. Perhaps classroom instructors believe that teaching writing and speaking separately, or reading and listening, is simpler. They may also find it challenging to focus on many skills at once. Separated skill ESL/EFL courses, according to Peregoy and Boyle (2001), deliver teaching in terms of skill-linked learning techniques, listening strategies, speaking strategies, and writing strategies. Classes employ exercises like context-based guessing, deconstructing a phrase or term into its component pieces, etc. to help students grasp its meaning. "many strategies, such as paying selective attention, self-evaluating, asking questions, analyzing, synthesizing, planning, and predicting," Oxford (1996) writes, "are applicable across skill areas." Using similar methods aids in integrating the knowledge. If educators can boost their pupils' proficiency in even one area of language acquisition, they'll likely see gains across the board. Content-based instruction (CBI) and task-based instruction (TBI) are the two types of integrated-skills teaching. The first places an emphasis on acquiring knowledge via language, whereas the second places an emphasis on engaging in activities that call for communicative linguistic competence. These strategies may be used to good effect in the English as a Foreign Language (EFL) classroom via the integration of a wide variety of resources. Learning subject like science, math, and history is interwoven with students' practice of all linguistic abilities in a highly communicative manner via CBI. CBI is helpful regardless of one's degree of expertise, yet the form the material takes may change depending on one's level of expertise. Those just starting out will focus mostly on developing their interpersonal and social

abilities, while more advanced students may be exposed to more advanced intellectual concepts. Scarcella and Oxford (1992) identified three distinct forms of CBI: thematic, supplementary, and shielded. The language skills are taught with the subject (such as urban violence, cultural differences in the workplace, the world's natural marvels, or a more general issue like change) in the theme-based paradigm. The topic should pique the students' attention while also providing enough opportunity for them to hone a broad range of linguistic abilities in service of a common goal: effective discourse about the topic at hand. The majority of EFL/ESL teachers utilize this kind of CBI since it is both effective and widely used. The adjunct approach involves the rigorous separation of language and content classes while maintaining close coordination between them. Students' English skill levels are taken into account while planning lessons under the sheltered approach. Students that attend the TBI take part in English-language communication activities. The term "task" refers to "activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form." (Nunan, 1989). Team projects are common in this mode of teaching since they encourage students to work together. Students engage in collaborative activities such as the creation of advertisements, the writing of articles for the school newspaper, the performance of plays, and other similar endeavors. TBI may be utilized to improve English skills across the board, despite the fact that the tasks at different levels are inherently different. As one improves in skill, the difficulty of their tasks grows.

English language learners are exposed to real language and challenged to engage naturally in the language, as noted by Oxford (2001). Students get an accurate idea of the depth and variety of the English language in context very quickly. This method also highlights the fact that learning English is about more than simply passing a test; rather, it is about developing a genuine means of communication and understanding between individuals. In fact, it promotes the study of authentic subject while also allowing instructors to monitor students' development in many abilities simultaneously. Whether it's CBI, TBI, or a hybrid version, the integrated-skill method may be very inspiring for students of all ages and walks of life.

Dictogloss / Dicto-Comp

Ruth Wajnryb of Australia came up with the term "Dictogloss" to describe a method of dictation in which pupils hear the whole text and reconstruct it rather than copying it down line by line. This time-honored method of instruction has us reassemble a text from fragments we've heard and written down. Dictogloss may be used for a variety of purposes, such as a pre-reading practice, to provide grammar and vocabulary, and to boost motivation. Students are able to identify their own strengths and weaknesses in grammar and vocabulary via this task-based activity/procedure. The goal of Dictogloss is not to produce an exact copy, but rather a document that is identical in meaning and style. Dictogloss is not like conventional dictation in which students are expected to copy down the teacher's words word-for-word. Dicto-comp, which combines dictation with writing, is another name for dictogloss.

Dictogloss is a method for teaching children a new language by having them create their own texts using a combination of four skills: listening, reading, writing, and speaking (Richards and Richard, 2009). It's a method for teaching grammar in a foreign language in which students work in groups to analyze, summarize, and re-create a text written in the target language. It's often thought of as a task requiring a wide variety of abilities and resources. In order to complete the activity, students will employ vocabulary, grammar, and discourse systems in their speaking, writing, and group discussions. The first step in teaching any grammar structure is for the instructor to compile a book with several illustrative examples. The class listens to the instructor read the material at a regular pace while taking notes. Each group then delivers their summary to the rest of the class, ensuring that it uses the appropriate grammatical structures (Rod, 2003). In task-based language instruction, dictogloss exercises are used to help students concentrate on the structure of their language while simultaneously fostering conversation. There are several benefits to participating in dictogloss games. They make use of all four linguistic abilities (Pauline Gibbons, 2002) to communicate effectively. They also provide a forum for students to discuss both course material and linguistic issues. Dictogloss exercises are also a great approach to introduce kids to new pieces of information while simultaneously training them to listen intently for the most important details. Last but not least, they help children who are shy or reserved by requiring them to work in groups as part of the activity's framework (Pauline Gibbons, 2009).

Dictionary Steps There are four phases to a dictogloss session: setup, introducing the topic, dictating, and debriefing. Let's go through them one by one.

Preparation:

Dictogloss is an engaging classroom exercise, but it requires much preparation on the part of teachers who intend to use it. The material should be written at the kids' reading level; it should be short enough to be finished in the allocated time; the subject should interest and be valuable to the students; and the language used should be suitable. Taking all of this into account, it becomes clear that choosing a subject is the first stage. Anything from science and technology to literature and history may be discussed. Dictogloss material may also include short author biographies, current events, the best speeches ever given, etc. The text may be read aloud by the teacher, played on a video CD, or listened to on an audio CD. If they insist on reading it out, however, they would be better off displaying the text and any accompanying graphics on power point slides or overhead projector transparencies, depending on the available equipment.

Preface and Verbatim Transcript: Teachers should brief their students on the purpose of the exercise at the outset. A quick primer on the

subject should be provided to help students better grasp the material being taught. It's also possible to highlight keywords from the text. The teacher then divides the class into groups of three to five students and gives them the

task of recreating the text while preserving its meaning and grammatical integrity. This process is repeated twice (the second time students are allowed to take notes) via dictation, video, or audio. As was previously established, the teams will be invited to sit down and use their combined notes to rebuild the text. Teachers should now circulate among the groups, offering assistance as needed. The instructor may fill up any gaps that the students may have missed. Teachers can help students find the right words if they need them. The most crucial thing for instructors to do with this rebuilding project is to establish a time restriction.

Critical Thinking and Dialogue:

In Dictogloss, this is by far the most exciting and engaging phase. It's possible to choose two groups and have each one show their work in turn. The other groups are supposed to compare and remark on how these versions stack up against their own. As long as the instructor keeps time in mind, more groups will get a shot. After all the teams have presented their reconstructions, the instructor will reveal which one was the closest to the original.

Text

Glucose is the primary fuel for our cells. Insulin, a hormone produced by the pancreas, is necessary for glucose metabolism. Diabetes is a disorder in which the body either does not make enough insulin or does not utilize insulin effectively; below is how normal glucose metabolism works and what occurs when one has diabetes. Carbohydrates, protein, and fat are the three main components of the food you consume. Chemicals in the stomach convert carbs into glucose, which is then taken into the blood. When your blood glucose level rises, insulin is secreted by your pancreas. Glucose entry into cells is regulated by insulin. The concentration of glucose in the circulation drops when glucose reaches the cells. Type 1 diabetes is characterized by a lack of insulin production by the pancreas, leading to hyperglycemia (high blood sugar). Glucose cannot enter cells without insulin. In those with type 2 diabetes, insulin resistance causes the pancreas to produce inadequate amounts of the hormone. Both kinds of diabetes result in a dangerous accumulation of glucose in the blood because the body is unable to convert it into usable energy.

Vocabulary: Diabetes, metabolism, nutrients, absorbed, break down, secrete, resistant

Steps

Students are given a quick overview of the material (dictogloss).

- **First Time:** Students chill down as they take in the reading.
- **Second Time:** Students take notes by listening to each phrase.

Students read the notes and have a discussion on how to rebuild it in groups of three to five. Students reassemble the

text orally by reviewing notes and coming up with ideas. In the end, they put pen to paper to recreate the lost text. After that, they compare their work to the original sentence by sentence in front of the whole class.

As can be seen, this classroom exercise incorporates all four of the language skills: listening, reading, speaking, and writing. In addition to these abilities, students may also increase their vocabulary.

CONCLUSIONS

The fact that the learner is exercising all four linguistic faculties via the Dictogloss or Dicto-comp, a mix of dictation and writing and also a reconstruction exercise, has several advantages. They begin by listening attentively; next they take notes; finally, they reassemble the text and debate it. Finally, kids will get the opportunity to hone their reading skills. Students get a deeper understanding of the language and its nuances, as well as practical skills for using that language, via the practice of such integrated abilities. In the classroom, English teachers seldom see tasks that need so many different abilities so quickly. As a result, Dictogloss may be very useful if used repeatedly. If students practiced this on a daily basis, they would improve their note-taking, synthesis, and organization abilities.

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