

**ENGLISH**

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**DICTOGLOSS: AN INNOVATIVE  
AND COLLABORATIVE APPROACH  
TO WRITING FOR CHILD  
LEARNERS**

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**Grado en Maestro en Educación Primaria**

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Trabajo Fin de Grado

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***DICTOGLOSS:***

***AN INNOVATIVE AND COLLABORATIVE  
APPROACH TO WRITING FOR CHILD  
LEARNERS***

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Dictogloss: an innovative and collaborative approach to writing for child learners

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## Preámbulo

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que “estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título”.

El Grado en Maestro en Educación Primaria por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria*; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Primaria se estructuran, según la Orden ECI/3857/2007, en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psicopedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinas y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3857/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3857/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para

todos los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria.

En este trabajo, el módulo *de formación básica* ha permitido elaborar las bases del marco teórico teniendo en cuenta las capacidades cognitivas del alumnado así como la etapa evolutiva en la que se encuentran para el aprendizaje de una segunda lengua. Además, me ha permitido conocer de antemano los contextos sociales en los que los centros de Educación Primaria se encuentran, concretamente, multiculturales y plurilingües, y en los que se vela por la igualdad de género y equidad de los derechos humanos. También he adquirido conocimientos sobre la importancia del papel del profesorado para proveer un aprendizaje significativo al alumnado en el que la motivación sea un pilar sobre el que el mismo se fundamente. Por último, he aprendido el valor de la adquisición de hábitos que fomenten un aprendizaje tanto autónomo como cooperativo. Es por ello que este trabajo promueve tanto un aprendizaje cooperativo en inglés como autónomo, ya que el alumnado trabaja sin una intervención directa del profesorado.

El módulo *didáctico y disciplinar* se ve reflejado en primer lugar en la capacidad de observación de la necesidad de un aprendizaje de la comprensión escrita en inglés por parte del alumnado de 5º de Educación Primaria del centro en el que he realizado el período de prácticas. En segundo lugar, se refleja en la planificación, diseño y obtención de unos resultados objetivos de la actividad de dictogloss. Gracias a este módulo he sabido detectar una necesidad particular del aula y seleccionar una actividad que se ajusta a esta.

Asimismo, el módulo *practicum* ha permitido llevar a cabo esta propuesta didáctica para el aprendizaje centrado en “writing skill”. Dada la experiencia en el aula como alumna de prácticas y observadas las necesidades más básicas en cuanto al aprendizaje de la comprensión escrita, este TFG se centra en la elaboración de una actividad llamada “dictogloss” con el alumnado de 5º de EP y el análisis de los resultados obtenidos. En resumen, este módulo ha facilitado la obtención de datos cualitativos que dan lugar a las conclusiones del trabajo.

Por último, el módulo *optativo* ha determinado que el presente trabajo se desarrolle en un contexto educativo que sigue el programa CLIL para la enseñanza de inglés en primaria y la capacidad personal de haber podido desarrollar las sesiones necesarias para la actividad en inglés.

## **Resumen**

Este estudio investiga el potencial de dictogloss, una actividad en la que el alumnado tiene que escribir de manera colaborativa un texto oral. Se eligió dictogloss porque numerosos estudios han afirmado que no sólo fomenta la motivación y la escritura sino que también ofrece beneficios del trabajo en parejas: interacción, intercambio de ideas y aprender entre pares.

El estudio se llevó a cabo con 20 niños/as (de 10-11 años) que trabajaron en parejas para reconstruir un texto dictado por la profesora. Se analizaron los textos reconstruidos y la motivación fue supervisada por la profesora.

Los resultados muestran que la mayoría de errores son de ortografía y gramática. No obstante, el alumnado reprodujo las ideas y utilizó las palabras de vocabulario presentes en el texto original de manera satisfactoria. Además, la tarea parecía ser muy motivadora. Considerando estos resultados, recomendamos el uso de dictogloss y sugerimos alternativas para mejorar su eficacia.

*Palabras clave:* Dictogloss; Trabajo entre pares; Errores de significado y forma, Motivación, Comprensión escrita.

## **Abstract**

This study explores the potential of dictogloss, a task in which students have to collaboratively write an oral text, among EFL children. Dictogloss was chosen because it has been claimed to foster motivation and promote writing by also offering the benefits attributed to pair work: students interact, exchange ideas and learn from one another.

Our study was conducted with 20 children (age 10-11) working in pairs to reconstruct a text dictated by the teacher. The students' final products were analysed and the motivation was monitored by the teacher.



Results show that spelling and grammar concentrate most of the errors. On the other hand, the students were very successful in the reproduction of ideas and use of specific vocabulary from the original text. Also, the task seemed to be very motivating. In light of these results, we encourage the implementation of dictogloss with children and suggest alternatives to improve its efficacy.

*Keywords:* Dictogloss; Peer work; Meaning and form errors; Motivation; Writing.



## INDEX

<b>INTRODUCCIÓN .....</b>	<b>3</b>
<b>1. ANTECEDENTES.....</b>	<b>4</b>
<b>2. THEORETICAL FRAMEWORK.....</b>	<b>5</b>
2.1. Dictogloss .....	6
2.2. Dictogloss and motivation .....	8
2.3. Dictogloss and the effects of pair work .....	10
<b>3. RESEARCH QUESTIONS .....</b>	<b>12</b>
<b>4. THE STUDY.....</b>	<b>12</b>
4.1. The context of the classroom.....	12
4.2. Materials used.....	13
4.3. Procedure.....	15
4.4. Data coding .....	17
<b>5. RESULTS, ANALYSIS AND DISCUSSION .....</b>	<b>20</b>
5.1. Errors with meaning .....	20
5.2. Errors with form.....	24
5.3. Summary.....	28
<b>6. MOTIVATION AND PEER WORK CONSIDERATIONS AND GENERAL DISCUSSIONS .....</b>	<b>33</b>
<b>CONCLUSIÓN Y RECOMENDACIONES PARA EL PROFESORADO .....</b>	<b>36</b>
<b>REFERENCES: .....</b>	<b>39</b>
<b>ANNEXES.....</b>	<b>44</b>



## INTRODUCCIÓN

En el presente Trabajo Fin de Grado se investigan tanto los beneficios como la efectividad de dictogloss, una técnica a través de la cual el alumnado reconstruye en parejas un texto que ha sido leído en voz alta por la profesora mediante el uso de palabras clave que han anotado durante su lectura.

Para ello, en la primera parte de este trabajo se realiza una justificación de la elección de este tema. A continuación, en el marco teórico se ofrece información acerca de varios estudios pedagógicos y empíricos que se han centrado en la escritura y más específicamente en dictogloss. Asimismo, se explican las razones por las cuales se ha llevado a cabo este estudio y posteriormente se expone qué es dictogloss y el papel de la motivación y del trabajo en parejas durante el desarrollo de esta técnica.

Posteriormente, se plantean las preguntas que dan lugar a la investigación, se describe el contexto del aula y los materiales utilizados, y se explica la metodología y el sistema de codificación de la información que se ha obtenido de los textos escritos por el alumnado.

Finalmente se analizan los resultados de la actividad realizada en el aula con el fin de dar respuesta a la eficacia de esta nueva técnica de aprendizaje de la comprensión escrita y se exponen tanto las conclusiones como recomendaciones para futuras investigaciones sobre el mismo tema.

Antes de terminar con este trabajo nos encontramos con el apartado de referencias con las fuentes que se han consultado, así como con los anexos que recogen lo que podría ser un ejemplo de rúbrica para obtener un feedback sobre la sensación del alumnado al realizar la actividad y dos ejemplos de textos reconstruidos por dos parejas.

## 1. ANTECEDENTES

La realización de este Trabajo Fin de Grado se emplaza en el último semestre del Grado de Maestro de Primaria de la Universidad Pública de Navarra. Implica el desarrollo de las competencias adquiridas durante mi formación a lo largo del grado. En concreto, la mención en la que me he especializado ha sido inglés como lengua extranjera, razón por la cual he decidido que este TFG se desarrolle en inglés.

Asimismo, el desarrollo del TFG transcurre al mismo tiempo que las Prácticas Escolares III, gracias a las cuales he podido poner en práctica la propuesta de dictogloss.

En mi paso por las Prácticas Escolares III en un aula de 5º de Primaria de un colegio público que sigue el Programa de Aprendizaje en Inglés - PAI, observé un déficit en la competencia escrita del inglés por parte del alumnado. En concreto, en los momentos en los que se trabajaba el *writing*, el alumnado no poseía las suficientes competencias para realizar dichas actividades. Esto provocó en mí la necesidad de buscar estrategias para trabajar la competencia escrita que motivaran al alumnado, atrajeran su atención para varias sesiones de clase de inglés e implicaran un trabajo colaborativo para que el aprendizaje fuera más significativo.

Para ello y gracias a la ayuda de la directora de mi TFG llegamos a la conclusión de que la mejor opción para trabajar la competencia escrita desde una perspectiva colaborativa sería dictogloss.

## 2. THEORETICAL FRAMEWORK

From my own perspective both, as a learner of English and as a teacher trainee, I consider that writing is probably the most difficult skill for students to become proficient in. This idea is supported by Ratnaningsih (2016), who adds that teachers should manage to understand the most suitable approach to be used in teaching writing with a view to the learners to easily produce high-quality writings. The first thing to develop at the beginning of a lesson is to explain to the students the purpose of the activity and what they will learn in the lesson so that they can take advantage of their learning process.

As several authors have highlighted, writing is not easy to learn and it is considered a difficult task because students make a lot of mistakes and therefore, the text loses coherence (Pertiwi, D., Ngadiso, N., & Drajadi, N. A., 2018).

Likewise, it is widely acknowledged that language learning is usually divided into four skills, two receptive and two productive. The latter are more difficult to acquire and the school does not focus on them so often. The present study focuses on one of the productive ones: writing.

Recent studies claim that the “learning to write approach” should be abandoned in favour of the “writing to learn one” (Manchón, 2011). This shift is due to the fact that writing is a learning tool for students because it helps to reinforce the grammatical structure, enhances students’ vocabulary and it assists reading, listening and speaking (Kellogg, 2008).

## 2.1. Dictogloss

Dictogloss is a task that integrates form and meaning in the context of writing and therefore it becomes a useful tool to teach languages and to combine learning to write and writing to learn. According to Pertiwi et al. (2018), dictogloss is more effective than direct Instruction to teach writing and students usually display higher levels of motivation than they do in other types of writing activities. It was initially originated by Wajnryb (1990) as an integrated skills technique designed for L2 learners in which they had to work together to reconstruct a text they had listened to (Iwanaka, 1998).

Dictogloss is different from the traditional dictation (the teacher reads the text repeatedly and asks the students to write exactly what they read) because this new technique forces students to build a bridge between the listening and writing processes. This is due to the fact that the text is read several times to learners and they just need to focus their attention on listening to the text the first time and then take brief notes at the second reading. Next, they work in pairs and reconstruct the text from their notes. In this manner, students are learning to build sentences thanks to recalling their prior knowledge about grammar, vocabulary and language features. Vasiljevic (2010) states that dictogloss, especially when conducted in pairs or small groups, also gives chances for students to learn something unique from their peers because each child has different skills in writing.

Whereas the traditional dictation is an old-fashioned yet useful technique to develop listening and spelling skills, the dictogloss is conceived as a renovation of the traditional dictation focusing on meaning.

Dictogloss appears to be a helping tool for students to master any situation where they might need to write. This study aims to put into practice the mentioned technique and provide the students with a foundation on writing strategies. It goes without saying that learning strategies on how to write are decisive for the students to face the future since the mentioned skill is considered a way to communicate among the people living in this globally



interconnected society taken by text messages and chats. Moreover, this technique will help learners confide in their memory and put their vocabulary and grammar knowledge into practice when writing. Dictogloss has not been used regularly in classroom contexts, yet it appears that it provides many benefits plus it is a simple process to carry out thanks to the short time of preparation by the teacher (Mackenzie, 2011).

As dictogloss includes peer interaction students also benefit from their mutual exchange. The theoretical basis for the advantages of interaction on second language development have been tested by a large body of research over the past two decades. Empirical studies have indicated that interaction provides the students with opportunities to receive input and instantaneous feedback and to notice gaps in their proficiency level (Ballinger, S & Sato, M, 2016).

Taking into consideration that dictogloss can be developed among peers, it goes without saying that this technique promotes negotiation and communication among the students since it forces them to interact and work altogether to reconstruct the text (Ortiz, 2019). This technique matches with the widely-known idea that teachers need to prudently stabilize classroom practice to offer frequent exposure to the language that they will make use of in real life contexts due to the use of peer interaction for the reconstruction of the original text. In other words, students will benefit not only from the writing itself but also from this interaction and exchange of ideas.

Having looked at what this brand new teaching writing technique is, how does dictogloss specifically make a contribution to L2 learners? According to Iwanaka (1998), there are two aspects which teachers should bear in mind: the linguistic and the affective aspects. The former is about how dictogloss helps the learners gain proficiency in English and the latter takes into consideration the way in which dictogloss can rise the students' motivation to learn English.

## 2.2. Dictogloss and motivation

Teachers usually wonder if their activities in class are accepted encouragingly by the students, especially those regarding language learning. The factors that teachers normally take into consideration are the benefits on motivation and on gaining proficiency in that language. Therefore, this project does not only investigate how students manage a dictogloss task, it also makes an attempt to find out if dictogloss is motivating for the students.

In line with the above mentioned studies, Deci & Ryan (2002) in their Self-Determination Theory claim that there are three basic psychological needs: competence (being effective), relatedness (the desire to interact with the environment) and autonomy (the condition of self-government). Provided any activity fulfills these three basic needs, it is highly likely that the learners' motivation will lead to greater learning outcomes.

Thus, does dictogloss satisfy the three basic needs according to Deci et al. (2002)? Iwanaka (1998) states that dictogloss has the inherent potential to satisfy them since learners have to cope with a task that it is considered to be challenging enough to fulfill the competence need. This is due to the fact that taking notes of what they listen, analyze them, compare them to their peer's and reconstruct the text make them use of their thinking skills. Moreover, this technique requires working collaboratively in pairs, which matches with the need of relatedness. Finally, the students' autonomy is found when they have to decide which words to write down and to reconstruct the text.

Other research studies claim that motivation is a significant factor in learning a language because it influences students' attitude concerning their output, in this case the writing skill. Dictogloss has been claimed to be more motivating than other writing activities because it entails more than developing listening and spelling skills thanks to its nature; it boosts negotiation among the pairs since it asks students to work together on the reconstruction of the text (Ortiz, 2019).

Gardner (1985) describes motivation "as a complex of constructs, involving the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language".

In the same way, Kumaravadivelu (2006) claims that motivation is an inner perception that enables people to do action and has the power to engage them in them.

Experts on this topic state that there are two kinds of motivation: extrinsic and intrinsic. Even though both of them have effects on people's behaviours, researchers have demonstrated that each of them play different roles on how people pursue goals. On the one hand, extrinsic motivation happens when people are motivated to do action not because they find it satisfying but because they know they are going to earn a reward or avoid punishment. On the other hand, intrinsic motivation requires people to find the action personally satisfying and act as a result of it (Ryan and Deci, 2000).

According to Pertiwi et al. (2018), there are five factors that can affect students' motivation concerning the teaching and learning process. The first factor is the students, who need to have access to education, be interested in it and value it. The second factor are the teachers, who are seen as a reference or inspiration for students, should be well trained, dedicated and organized when monitoring the educational process. The third factor is the content, assumed to be accurate for the students' needs. The fourth factor is the method or process which is carried out to develop the lessons. It must be encouraging and should offer helpful tools to be applied in the students' life. Finally, the environment should make the students feel comfortable in order to foster the other four factors described above.

### **2.3. Dictogloss and the effects of pair work**

Among the endless benefits of dictogloss that Bani Younis, R., & Bataineh, R. (2016) researched firsthand there is the strength of giving students the opportunity to learn from one another: peer learning, which, in turn, has been claimed to boost students' motivation.

Nonetheless, what is peer interaction? Philp, J; Adams, R & Iwashita, N (2014) describe it as a communicative activity carried out between learners where there is minimal or no participation from the teacher. It is collaborative in terms of scholars working together towards the task, in the current study towards the reconstruction of the original text.

According to Philp et al. (2014) peer review can benefit both givers and receivers in relation to building critical-thinking skills pertinent for writing. Namely, peers offer a second set of eyes, regulation and teach new words and ways to make sentences.

It is not all about academic issues, but personal and social influences such as motivation and the group environment are able to have a bearing on the students' willingness to do school activities.

Students find school quite boring but working in pairs gives them the chance to nurture friendships and learn from one another. Thoughtlessly, the students' motivation level raises when they are doing tasks in pairs, even if they dislike the activity. As a consequence, the learners are unconsciously acquiring new concepts. Keeping motivation high is therefore a key success factor for learning any subject.

Baleghizadeh (2009) analyzes the advantages and pitfalls of pair work on a word-building task and according to her, the use of this technique has become so helpful that it seems impossible to develop a task without thinking of it. Harmer (2001) claims that pair work obviously increases the amount of time spent on speaking with the peers.

Nevertheless, there is a problem typical of EFL contexts where the pair work is not monitored where some students often use their first language to communicate with the peer. When learners are immersed in collaborative dialogue, they might share their strengths and weaknesses, which lead to a process of co-construction of knowledge as a pair (Watanabe, 2008). Moreover, pair work acknowledges the well-known maxim that “two heads are better than one” and as a result, it is expected that students learn more effectively.

Storch (1999) developed a study divided into two versions about grammatical accuracy with 11 intermediate to advanced learners in Australia. The first version was done individually, whereas the second one was developed in pairs. The results were better in the second version thanks to the fact that the students working in pairs were able to co-correct their errors. Consequently, he might have come to the conclusion that working in pairs had a positive effect on the results, but instead, he admitted that “given the small-scale nature of this study, these findings are suggestive” (p.371).

In line with this idea and in order to reinforce the effectiveness of dictogloss with children the task will be implemented with children working in pairs.

### **3. RESEARCH QUESTIONS**

This study seeks to explore students' ability in the reconstruction stage of dictogloss task to see if it is an effective technique to foster students' writing skills by helping them to focus on form and content or meaning. The research questions are the following:

- Can students write the text preserving the content of the original one?
- Can students acquire or include the vocabulary from the original text? (Snoder, P., & Reynolds, B. L., 2019)
- Can students write the text correctly?

Finally, I also intended to offer a description of my observations about motivation and pair work to obtain a comprehensive picture of the effects of dictogloss in the context. Unfortunately, a questionnaire to gather students' opinions could not be administered.

These questions will be given an answer in section 4.3. Summary.

## **4. THE STUDY**

### **4.1. The context of the classroom**

This study is implemented in a Public Primary School located in Pamplona (Spain), specifically in 5th grade. The social composition of the classroom reflects the make-up of the surrounding area: a medium-class neighbourhood with an important rate of foreign population. The educational project at the school follows the CLIL program and its objective is to improve students' linguistic and communicative competence in English by offering some of the subjects in this language: Science, Math, Language, Physical Education and Art.

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I am currently doing my teaching internship at this school and after having stayed in the mentioned class with the students since November I consider dictogloss could improve their writing skills as well as foster the students' social and communicative abilities.

When it comes to the classroom where this study is carried out, it is composed of 20 students, of which a few have retaken some school year owing to different casuistries, such as coming from other countries at the end of the past school year and complex socioeconomic situations at home, among others, which lead to having a lower level of English compared to the rest of the students.

In general, and based on my personal observations, the students are friends with those of the same proficiency level in class. This means that high-ability students are friends with each other and middle or low-ability students are close to each other, as well. Nonetheless, the fact that they are grouped by themselves in this way does not mean that they do not get on well with the rest of the students in class. This is just a personal observation as well as a way to introduce one of the factors that lead me to pair the students by taking into account their proficiency level for the reconstruction stage of the dictogloss task, which is explained in section 3.3.

#### **4.2. Materials used**

The text used for the dictation is a compilation of sentences taken from the Natural Science textbook that the students use in class, concretely, from lesson 8: energy. The length of the text was checked by my internship tutor and it depends on the learners' proficiency level.

I selected several sentences that included specific vocabulary related to energy, such as light, sound, heat, the Sun, absorbed, reflected, refracted, vibration, direction, electrical energy, to power, machines, energy sources, sunlight, wind, water, biomass, renewable, non-renewable, solar energy, pollute, wind turbines, damage, fossil fuels, coal, oil and natural gas; and diverse grammatical items,

such as the “s” in the third person singular in allows, gives, comes and travels; “-ed” added to verbs to form adjectives in absorbed, reflected and refracted; and finally, the verb “can” followed by an infinitive in can travel and can damage.

The text seems difficult at a glance, but deep down it is the grammatical structures and the vocabulary that the scholars were learning during that time.

In addition to this, I handed out 2 blank pieces of paper to each student. One was thought for writing the key words and phrases individually and the other one for the reconstruction of the original text in pairs.

The original text can be read in the following box:

“Energy allows us to do many things we wouldn’t otherwise be able to do.  
Energy gives us light, sound and heat.  
Most of the light on Earth comes from the Sun. Light travels very fast and it can be absorbed, reflected or refracted.  
Sound is a vibration and can travel in any direction from the Sun.  
Electrical energy is used to power machines and it comes from different sources such as the sunlight, wind, water and biomass.

Energy sources are either renewable or non-renewable. Solar energy is renewable and doesn’t pollute.  
Wind turbines can damage habitats and kill birds. Fossil fuels include coal, oil and natural gas.

I want to note that I collected the students’ science books so that they could not look for the sentences in them during the listening stage and the reconstruction stage.



### 4.3. Procedure

The steps I took to carry out the activity and the criteria I followed to make the pairs are detailed below. I want to highlight that the period of time used for this task was just before the break. I am conscious that this time is not the best one regarding concentration because children are thinking about going to the playground. It might be that this fact is reflected on the results.

With regard to the process of making the pairs it has been recently argued that it is recommendable to put together high to middle ability students and low to middle ability students because in this manner everyone benefits from the others. For instance, more able students benefit from their peers since they have to explain what they know and as a result, it helps to consolidate their own learning. Likewise, less able students will learn new concepts from their peers (Baines, E., Blatchford, P., & Kutnick, P., 2016)

Similarly, Pertiwi et al. (2018), states that students can get feedback and correction to their mistakes in writing from the other member in the pair. In this way, students can identify their strengths and weaknesses in writing to help them produce better writing.

Having known the students for a few months and after having taken into consideration their behavioural components when working in pairs, I decided to follow those authors' advice so as to make the task a propaedeutic one.

I did not have to tell the learners what working in pairs consisted of because they are used to working in pairs and in groups. In this case, I made the pairs by myself following the strategy of grouping two high ability students and two middle/low ability students together. As explained above in section, there is a clear distinction among the groups of friends in each class, staying together those with high abilities and on the other hand those with middle/low abilities. This fact was clearly the most meaningful factor that lead me to put together the students in the mentioned way, as well as being a coincidence supported by several studies.

Following on with this discussion, the steps follow a logical order and are taken from Mackenzie (2011).

1. Preparation: the students were prepared for the task because they had already done some activities online which involved vocabulary related to energy. As a teacher I prepared the materials and the activity to ensure the efficiency of the students during the activity. Moreover, I tried to manage the time so that there was enough time to explain the activity, provide context to the students, read the text twice, make the pairs and let them discuss and reconstruct the text based on their notes and what they remember from the reading by the teacher.

I personally decided that the last step would be developed in another session because otherwise there was going to be so much workload for the students on the same activity and as a result they were going to be demotivated and finish the activity reluctantly.

I prepared myself for the fluency and pronunciation of the text in order to make the students keen on listening and make it easier for them to catch the sentences.

Evidently, I explained what the task consisted of, this is, I was going to read the text twice and they would write key words to be able to reconstruct the text afterwards based on those words. As I explained in the "Introduction and context" section, Ratnaningsih (2016) gives a considerable importance to this point.

2. Dictation: I read the text twice at a natural speed while the students took some notes (key words and phrases) individually to be able to reconstruct the text in pairs afterwards. They asked me to read the text for a third time to revise and confirm their notes, and so I did, but in small groups of 4 people.

3. Reconstruction: the students were already sitting next to their partner, so they discussed their notes and reconstructed their own version of the passage. I advise them not to speak in Spanish and not to necessarily reproduce the text word for word but rather best approximate its meaning. This task required the students in pairs to discuss and recall the prior knowledge about grammar, vocabulary and language features (Pertwi et al., 2018).

Initially, I also intended to offer students feedback on the reconstructed text and to gather students' opinions. It should have been completed, too; but due to exceptional circumstances explained in section 4.2. it could not.

#### **4.4. Data coding**

Kowal & Swain (1994) established three big categories of language-related episodes: meaning-based episodes, grammatical episodes and orthographic episodes. I decided to follow their categories.

The idea of focusing on these types of mistakes is owing to the fact that I detected two types of difficulties in the vast majority of the students when they were reconstructing the text: meaning-based and form-based. Not only did they need to process the meaning of the text that I had read aloud so as to be able to redo it with the only help of their notes, but also to switch on their language skills to manage to reconstruct the text on their own words (Ortiz, 2019).

Next, I will provide the inventory of the different types of errors and the important vocabulary words and meaning in the original text that I have taken into account to analyse each pair's performance.

When it comes to the meaning-based episodes, I focused on the number of ideas in the whole text as well as on the number of important vocabulary words. I decided that there were 8 main ideas, which are underlined and 25 important vocabulary words, which are in italics (see the text below).

(1) "Energy allows us to do many things we wouldn't otherwise be able to do. Energy gives us *light, sound* and *heat*.

(2) Most of the light on Earth comes from the *Sun*. Light travels very fast and it can be *absorbed, reflected* or *refracted*.

(3) *Sound* is a *vibration* and can travel in any direction from the *Sun*.

(4) *Electrical* energy is used to *power machines* and it comes from different sources such as the *sunlight, wind, water* and *biomass*.

(5) Energy sources are either *renewable* or *non-renewable*. (6) Solar energy is renewable and doesn't *pollute*.

(7) *Wind turbines* (they count as 1 word) can *damage* habitats and kill birds.

(8) *Fossil fuels* (they count as 1 word) include *coal, oil* and *natural gas*.

In terms of the form episodes, they are divided into grammatical errors and spelling and punctuation errors.

After having read the reconstructed texts of each pair and selected the common errors, all of them were about the lack of the 3<sup>rd</sup> person singular –s when writing verbs, the use of "have" instead of "has", the use of "do" instead of "does" and the use of "are" instead of "is"; all of these for the 3<sup>rd</sup> person singular. The students did not commit other type of grammatical errors such as the order of the adjective and noun in a sentence nor errors with pronouns nor with the article.

Each of these types of errors are illustrated with an example in the following list:

- 3<sup>rd</sup> person singular –s: (1) “Energy allow us to do...”
- Using “have” instead of “has”: (4) “Electrical energy have sunlight, wind, water and biomass”
- Using “do” instead of “does”: (6) “Solar energy is renewable and don’t pollute”
- Using “are” instead of “is”: (2) “Light are absorbed, reflected or refracted”
- Spelling error: (1) “Energy alous as to do meni things”

Finally, as we could not measure students’ motivation with questionnaires due to the interruption of school lessons caused by Covid19, the description of this aspect will be based on my personal observations as trainee teacher.

## 5. RESULTS, ANALYSIS AND DISCUSSION

The following section discusses findings of this study by taking into account the analysis of the students' text reconstructions which are presented in the tables below.

In order to analyze students' abilities to reconstruct the meaning and form of the original text in this task, the tables below classify on the one hand vocabulary and ideas (meaning-based errors) and on the other hand, spelling and grammatical errors (form-based errors).

In order to be more specific, in sections 4.1. and 4.2. I will present the results obtained from the students' reconstructed texts. First, section 4.1. depicts the errors with meaning. As it can be seen, this section is divided into two different subcategories: the number of ideas and the number of important vocabulary words. Second, section 4.2. depicts the errors with form. In the same way, this section is divided.

In the same way, this section is divided into two different subcategories: errors with spelling and punctuation and errors with grammar which, in our case, are limited to the third person singular. As I mentioned above, the grammatical errors are not about misunderstanding the order of the adjective and noun in a sentence, nor about the article or pronouns. The students just committed errors with the 3rd person singular.

### 5.1. Errors with meaning

This section will display the number of ideas and the vocabulary words that the students grasped from the original text. There is a clear and concise explanation of each table at the beginning of the each subsection.

#### 5.1.1. *Ideas/meaning*

The total number of ideas written by each pair out of the total number of ideas in the original text is specified in the second column. The number on the left illustrates the number of ideas written by each pair and the number on the right refers to the total of ideas in the original text, e.g., pair 2: 7/8.

Number 7 is the number of ideas that these students wrote and 8 refers to the total number of ideas in the original dictated text.

The number of ideas is also given a percentage to make clearer the understanding or the significance of the total number of ideas written in order to analyse these results. The percentages closest to 100 are the ones with the highest rate of written ideas, which means that those pairs understood the dictated text, wrote the key words and as a result reconstructed the text successfully.

**Table 1.** Meaning-based episodes regarding the number of ideas

MEANING-BASED EPISODES: IDEAS		
5th grade	Number of ideas in the reconstructed text out of the total number of ideas in the original text.	Percentage
Pair 1	8/8	100%
Pair 2	8/8	100%
Pair 3	7/8	87,5%
Pair 4	5/8	62,5%
Pair 5	5/8	62,5%
Pair 6	5/8	62,5%
Pair 7	6/8	75%
Pair 8	5/8	62,5%
Pair 9	3/8	37,5%
Pair 10	4/8	50%

As the above table clearly demonstrates, 9 pairs out of 10 caught at least half of the ideas in the original text. In general lines, 2 out of 10 pairs got all the ideas (pair 1 and pair 2), other 2 pairs got almost all of them (pair 3 and pair 7), 4 pairs got slightly more than half of the ideas (pair 4, pair 5, pair 6 and pair 8) and another pair got exactly half of them (pair 10). Surprisingly, just one pair got less than half of the ideas (pair 9).

Having looked at these results, the obvious conclusion to be drawn is that the text was structured in an easy way so that the vast majority of the students have got almost the 8 ideas. The pair with whom each student completed the task played an important role which will be discussed below.

Furthermore, it is positive to see how well the students understood oral language, probably thanks in part to the 3 times repetition of the text and even the content in terms of science. As I said in sections 3.2. and 3.3. the grammatical structures and the specific vocabulary words, which eventually build the ideas in the text, did not go beyond the reach of the students because they had already begun to study those items in the science lessons.

#### *5.1.2. Important vocabulary words*

The total number of ideas written by each pair out of the total number of words in the original text is specified in the second column. As explained in the section above, the procedure that I followed to design the table is the same. This is, the number on the left illustrates the number of vocabulary words written by each pair and the number on the right refers to the total of these words in the original text, e.g., pair 1: 21/25. Number 21 is the number of words that these students wrote and 25 refers to the total number of these words in the original dictated text.

The number of the vocabulary words is also given a percentage to make clearer the significance of the total number of vocabulary words written in order to analyse these results. The percentages closest to 100 are the ones with the highest rate of written vocabulary words.



**Table 2.** Meaning-based episodes regarding important vocabulary words

MEANING-BASED EPISODES: VOCABULARY		
5th grade	Number of important vocabulary words in the reconstructed text out of the total number important vocabulary words in the original text	Percentage
Pair 1	21/25	84%
Pair 2	17/25	68%
Pair 3	12/25	48%
Pair 4	12/25	48%
Pair 5	10/25	40%
Pair 6	11/25	44%
Pair 7	12/25	48%
Pair 8	10/25	40%
Pair 9	4/25	16%
Pair 10	4/25	16%

The above mentioned data reveals that not a single pair caught the total number of 25 words from the original text, which is understandable to a certain extent because 25 words are too much. Nevertheless, pair 1 got almost the total of words, specifically, 21 out of 25 words. On the other side, 7 pairs out of 10 got between a 40% and a 68% (pair 2, pair 3, pair 4, pair 5, pair 6, pair 7 and pair 8) which is not bad in comparison to the performance of the total of pairs. Concretely, 3 pairs got 48% and other 2 pairs got 40%.

In the light of these common results, one could reach the conclusion that 25 words might have been many to catch. Finally, just two pairs (pair 9 and pair 10) did not even write a quarter of the words. Regarding vocabulary, results among pairs were uneven.

Not to mention the lexical issues that the learners had during the task since these were not about deciding the exact words to communicate what they wanted, but to know the translation of the words in Spanish into English. As it can be drawn from this little reflection, the problem was the “how” and not the “what”. This is one of the reasons why I decided to introduce dictogloss to these students, because it is obvious that they lack certain vocabulary and grammar structures to construct a coherent and meaningful writing.

Actually, the students noticed that there were some gaps in their knowledge since they were not able enough to redo the text. Yet, they tried to solve this problem thinking about possible sentences that I had said and asked to each other for their thoughts.

## **5.2. Errors with form**

This section, again, will display the number of errors regarding form (spelling and punctuation and the 3<sup>rd</sup> person singular basic errors) that the students committed out of the total words that they wrote in the reconstructed text. There is a clear and concise explanation of each table at the beginning of the each subsection.

### *5.2.1. Errors with spelling and punctuation*

The total number of errors committed by each pair is specified in the second column. Likewise, the third column gathers the total of errors out of the total number of words that each pair wrote during the reconstruction stage of the task.

The number of errors is also given a percentage so as to make clearer the rate and analyse the results. The percentages closest to 0 are the ones with the lowest rate of errors. In other words, undoubtedly, it is not the same, for instance, pair 8, who committed 2 errors out of 47 words and pair 7, who committed 7 errors out of 44 words. What I mean to say is that given two close numbers of written words, it is not the same to commit more or fewer errors. Hence, the rate of errors is not the same for each pair.

**Table 3.** Form-based episodes regarding spelling and punctuation errors

FORM-BASED EPISODES: SPELLING			
5th grade	Spelling and punctuation errors	Total of errors out of the total number of words	Percentage
Pair 1	5	5/91	5,49%
Pair 2	12	12/90	13,33%
Pair 3	4	4/44	9,09%
Pair 4	10	10/95	10,53%
Pair 5	6	6/45	13,33%
Pair 6	5	5/34	14,71%
Pair 7	7	7/44	15,91%
Pair 8	2	2/47	4,26%
Pair 9	0	0/25	0%
Pair 10	2	2/32	6,25%

As shown in the table, just one pair committed 0 errors (pair 9), but one does not have to forget the total number of words, which in this case is 25, the lowest amount among all the pairs. In the same line, pair 10 had 2 errors out of 32 words, which could be directly proportional if we took into consideration pair 9.

However, if we discuss the performance of pair 1 and pair 2, we find a similar situation to what happens with pair 7 and pair 8. The rate is not directly proportional. The easiest inference to be drawn is that the students could have committed more errors, but the rate is lower than a 16% in all the cases.

In addition, the results suggest that the spelling and punctuation is the field where the students commit more errors. It is definitely a completely understandable weak point because the oral text that they listened to did not help to guess the spelling of the words, in case the words with spelling errors were the same as in the original text; and because the spelling in English, specially for an ESL learning context is complex.

Apart from this, I could guess that students might have been dubitative about the correct spelling of some words but thanks to their peers they were eventually sure of it.

Even if there are differences among pairs the number of errors is rather low and seems to indicate that the students have been able to not only reconstruct the text in terms of ideas (as shown above) but also have been able to do so with a relatively high degree of accuracy in terms of mechanics.

### *5.2.2. Errors regarding the 3rd person singular*

This table follows the exact same structure as the previous one. The total number of errors committed by each pair is specified in the second column and in the third column there is the total of errors out of the total number of words that each pair wrote.

The number of errors is also given a percentage so as to make clearer the rate and be able to analyse the results. The percentages closest to 0 are the ones with the lowest rate of errors. Thus, it is not the same the pair who had an error out of 45 words (pair 5) and the pair who also had one error out of 90 words (pair 2).

**Table 4.** Form-based episodes regarding 3rd person singular basic errors

FORM-BASED EPISODES: GRAMMAR				
5th grade	3rd person singular -s or use "have" instead of "has" or use "do" instead of "does" or "are" instead of "is" for the 3rd person singular	Total of errors out of the total number of words	Total of errors out of the total number of 3rd person singular verbs	Percentage
Pair 1	0	0/91	0/7	0%
Pair 2	1	1/90	1/6	16,67%
Pair 3	1	1/44	1/3	33,33%
Pair 4	7	7/95	7/8	87,5%
Pair 5	1	1/45	1/4	25%
Pair 6	3	3/34	3/5	60%
Pair 7	2	2/44	2/2	100%
Pair 8	1	1/47	1/3	33,33%
Pair 9	1	1/25	1/2	50%
Pair 10	1	1/32	1/3	33%

The rate of errors regarding the 3<sup>rd</sup> person singular is not low. There is just one pair (pair 1) who stands out for having a rate of 0%. Just two pairs have a low rate, concretely, pair 2, who has a rate of 16,67% for having committed just 1 error out of 6 verbs in the 3rd person singular form; and pair 5, who has a rate of 25% for having committed 1 error out of 4 verbs.

On the contrary, the rest of the pairs have a rate between 33% and 100%. This means that the grammatical rule for the 3rd person singular is not dominated, yet. Indeed, this seems to be completely regular because the participants are just 10-11 aged children in an EFL learning context.

The number of errors fluctuates among pairs and this is probably linked to their proficiency levels.

### **5.3. Summary**

In this section I will comment on general aspects retrieved from the analysis of the charts and give an answer to the research questions based on the analysis of the results in the charts found above.

As it can be seen in the charts, the number of words varies in each pair and taking into account the number of ideas caught by each pair, in general terms it could be said that the number of words is directly proportional to the number of ideas. For example, the pairs who wrote between 90 and 95 words developed 8/8 ideas, except for pair 4, which wrote 95 words but developed just 5 ideas. The pairs who wrote between 32 and 47 words developed between 4 and 6 ideas (pair 5, pair 6, pair 7, pair 9 and pair 10), except for pair 3, which wrote 44 words and developed 7 ideas. Finally, pair 9 wrote 25 words and consequently developed just 3 ideas. The more words the pair wrote the more ideas they could develop.

On the contrary, the relation between the total number of errors committed by each pair and the total number of words written by each pair is not straightforward. For instance, pairs who wrote between 25 and 47 words (pair 3, pair 5, pair 6, pair 7, pair 8, pair 9 and pair 10) had between 1 and 3 errors. Surprisingly, pair 1 and 2 wrote between 90 and 91 words and had between 0 and 1 error. Finally, pair 4 wrote 95 words and had 7 errors. These results give evidence that the more words written does not mean the more errors committed. What is more, it seems that the fewer words written the more errors committed.

With reference to the relation between punctuation and spelling errors and the total number of words there is a clear correlation between both pieces of information. The more words written by each pair the more spelling errors they had. As an example of this, the pairs who wrote between 90 and 91 words (pair 1, pair 2 and pair 4) had 10 and 12 errors, except for pair 1 which had just 5. Pairs who wrote between 32 and 47 words (pair 3, pair 5, pair 6, pair 7 and pair 8) committed between 2 and 7 errors. Finally, pair 9 wrote 25 words and had no errors.

As an overview of the results, the following table indicates the average rate of the meaning episodes and the form episodes. The percentage for the column regarding meaning episodes is the result of having added up the percentage of the number of ideas and the number of vocabulary words and having divided it by two. For example, for pair 1 I added up 100 (8/8 ideas) and 84 (21/25) and divided it by 2. Similarly, the percentage for the column concerning form episodes is the result of having added up the percentage of the number of spelling and punctuation errors and the number of 3<sup>rd</sup> person singular related errors and having divided it by two. For instance, for pair 1 I added up 5,49 and 0 and divided it by two.

At a final stage, I obtained the average rate for the whole class in relation to both the meaning and form.

**Table 5.** Summary data regarding meaning and form errors

5th grade	Summary of the meaning episodes	Summary of the form episodes
Pair 1	92%	2,75%
Pair 2	84%	15%
Pair 3	67,75%	21,21%
Pair 4	55,25%	49,02%
Pair 5	51,25%	19,17%
Pair 6	53,25%	37,36%
Pair 7	61,5%	57,96%
Pair 8	51,25%	16,79%
Pair 9	26,75%	25%
Pair 10	33%	19,63%
Whole class	57,6%	26,39%

As it was explained in the results section, the closer to 100 the meaning episodes are, the better, as it means that more content from the original text is present in the students' texts. On the contrary, the closer to 0 the form episodes are, the better, as well, as it means greater accuracy.

The average rate for the meaning episodes can be divided into 3 proficiency groups. First, those pairs who obtained a rate from 26,75 to 33% (pairs 9 and 10). Second, those pairs who obtained it from 51,25 to 67,75% (pairs 3, 4, 5, 6, 7 and 8). Third, those pairs who obtained it from 84 to 92% (pairs 1 and 2).



Analogously, the average rate for the form episodes can be divided into 3 groups. First, pair 1, who did the best performance by far. Second, pair 2, pair 3, pair 5, pair 8 and pair 10, who obtained a rate between 15% and 26,39%. Finally, pair 4, pair 6 and pair 7, who obtained a rate between 37,36% and 57,96%.

Generally speaking, the pairs who obtained the highest average rates in the meaning based episodes are the ones who got the lowest average rates in the form based episodes. This means that these pairs performed better in general terms. This is especially true for pair 1: 92% rate (almost 100%) for the meaning episodes and 2,75% rate (almost 0%) for the form episodes.

As a general point, the reconstructions of the text of each pair regarding all the aspects taken into account in the tables (meaning and form) were considerably correct. Therefore, as several authors have stated, dictogloss helps students to focus on meaning and on form so as to create the most accurate text possible.

The findings also substantiate that there are different proficiency levels. Interestingly, the students could manage to write all the ideas but did not success in the same way when writing the vocabulary words. This means that they accomplish to create the sentences using words that they already know. No matter they lacked the key words that they were able to reconstruct the text.

As I detailed in section 2. Research questions, I am going to give an answer to the questions that led the study.

- Can students write the text preserving the content of the original one?

The findings of this research showed that the vast majority of the students reproduced the ideas of the original text giving quite similar explanations among them. This means that the students understood the content of the text.

- Can students acquire or include the vocabulary from the original text? (Snoder et al., 2019)

Not all the students could include all or almost all the vocabulary words from the original text, but particularly they could manage to formulate the ideas by using other words that expressed similar content in order to fill those gaps. I could infer from this that they knew what those vocabulary words that they lacked meant but they did just not remember them.

- Can students write the text correctly?

The participants used diverse aspects of language, such as spelling, orthography, grammar and punctuation to reconstruct the text. However, the spelling aspect was the one with which the students had more problems.

These questions will be given a further explanation in the last section of the study: “CONCLUSIÓN Y RECOMENDACIONES PARA EL PROFESORADO”.

Nevertheless, it has to be pointed out that the texts were readable and understandable.

As a general observation, pair work helped the students to fill the gaps of knowledge that might have had in relation to grammar, lexical issues and spelling.

## 6. MOTIVATION AND PEER WORK CONSIDERATIONS AND GENERAL DISCUSSIONS

With reference to the last step in the procedure of the dictogloss task, the analysis/feedback could not be completed because of the current situation of COVID-19. Given the nature of dictogloss, it is impossible for the teacher to give immediate feedback to the students on their productions. Therefore, this task would have consisted of giving the reconstruction of the text back to each pair and let them see what was similar to the original text. In pairs they would have corrected their text before comparing it to those of other pairs. As a consequence of it, the current study did not conduct any post-interviews with the students to investigate how they felt. Nonetheless, I had already designed a rubric for the students which can be seen in the annexes.

In regard to this final stage, Wajnryb (1995) also claims that “Ideally, the original text should not be seen by learners until after their own versions have been analyzed”. Last but not least, the teacher could show the original text in the Interactive Whiteboard to let the students be conscious of their errors in comparison to the real text. This idea is supported by the same author, who suggests that there are several ways to develop the last stage, such as using the blackboard and using an overhead projector. Yet, according to what she says, the best option would be to use an Interactive Whiteboard because the students’ texts are written up for all the class and the discussion goes deeper.

In agreement with the majority of the authors the motivation of the students is also seen during this final stage due to the fact that it is conducted to maximize the learning and encourage risk-taking because of the fact that students are stimulated to give a response to their peers.

Based on my personal observations, concerning the time when I assembled the pairs, some students complained because they were not with their closest friends. I decided it was better not to explain why the pairs were made that way since it might had been that the “friendship related to the proficiency level gap”, however one feels to call it, was even more palpable.

The main purpose I wanted to target was to build possible relationships based on reciprocal assistance or feedback and certainly on a more feasible closer friendship. In this day and age, the educational system is constantly looking for activities and dynamics that can foster the students' autonomy and in most of the cases this objective is not successfully fulfilled.

I am one of those teachers who think that being all the time with the same colleagues in class does not open one's mind at all. This is why I tried to mix the students and to gain reciprocal feedback based on their different proficiency levels instead. It is of great interest for English teachers to know to which extent their interventions in class promote the learning they expect for the intended outcomes, how the activities they suggest support the listening and speaking skills and if all of these activities are of great motivation for students.

Working in pairs was a perceivable challenge for the students because they had to make themselves understood, use words that the other peer would understand, let themselves be assisted, let the element of trust influence them and in general, do the task collaboratively. Indeed, the task was done fairly correct.

Pleasantly, throughout this study it has been proven that dictogloss is a learner-centered activity which includes factors that enhance the learners' autonomy. For example, they have to decide which key words would suit their need to reconstruct the text by themselves, without the teacher's help.

What this study has elucidated is that dictogloss stimulates the listening skill, enhances the students to work in pairs and above all it nurtures the students' writing skill.

Dictogloss let the learners do both individual and pair work, giving them the chance for peer learning and peer teaching. Hence, I supposed that the students could reinforce their writing skill and do a brilliant reconstruction of the text.

Compared to traditional dictation, dictogloss is a student-centered task because they do not depend on the teacher's instruction. In other words, the learners just need to listen to the text to get the important words and then reconstruct the text with the help of a peer.

Moreover, in regard to the meaning and form, dictogloss gives evidence that students are immersed in the need of reconstructing the text in the most accurate way possible, what makes them think twice and share their thoughts with the peers. During this time, it is obvious that they are making use of the English language in the form of speaking.

Was this technique to be implemented in class regularly, scholars would be highly likely to be more conscious of their learning process. Iwanaka (2011) has studied what happens in class with the three psychological needs that were described in section 1.2. and he states that dictogloss is indeed an activity to boost the learners' autonomy and desire to learn English.

Regarding the factor of motivation, the findings of this Final Degree Project revealed that students with high motivation have better writing skills than those having low motivation. It is said that high motivated students make a big effort to accomplish their objectives showing persistence and as a teacher I observed these behaviours during the task in class. In fact, I observed that the students made a big effort and worked enthusiastically in order to help me collect the data for the investigation.

Overall, the findings were positive because the children managed to reconstruct the text with almost all the ideas and vocabulary words and with a few errors regarding form, which mainly was the objective of this study: write a text using key words in order to little by little become more independent regarding the writing skill.

The spelling appeared to be the unique worst-case scenario, but the learners made themselves understood with not much trouble. I would go as far as to say that the findings of this study provide valuable insights into this brand new task known as dictogloss.

## **CONCLUSIÓN Y RECOMENDACIONES PARA EL PROFESORADO**

Una vez concluido este estudio hemos podido demostrar que el alumnado mantiene la información del texto original en la reconstrucción de su propio texto. Esto significa que el alumnado entiende el contenido del texto, ya que no sólo basta con haber anotado las palabras clave para la reconstrucción del mismo, sino que debe haber una comprensión en profundidad de las ideas durante el dictado para poder reproducirlas posteriormente haciendo uso de las palabras anotadas.

Además, las palabras utilizadas para la reconstrucción del texto son en su mayoría las del texto original, lo que muestra la capacidad de selección del alumnado y la comprensión de su significado, ya que las usan en el mismo contexto. En el caso del alumnado que no ha utilizado tantas palabras de vocabulario del texto original, ha sabido de igual manera reproducir las ideas mediante el uso de palabras pertenecientes a su vocabulario de uso diario.

En resumen, el alumnado ha sabido reconstruir el texto gracias al trabajo en parejas y al uso de las palabras de vocabulario del texto original o a palabras similares del registro de vocabulario personal de cada alumno/a, presentando ciertos errores de deletreo y de verbos de la tercera persona singular, pero que no interrumpen la comprensión y la coherencia del texto.

El objetivo principal de este estudio era conocer la respuesta a las tres preguntas de investigación propuestas y como vemos, el alumnado ha sabido reconstruir los textos de manera satisfactoria, lo que significa que se ha producido un paso hacia adelante en cuanto a la producción de textos escritos coherentes en inglés.

Como investigadora a lo largo de este estudio espero que además de todos los beneficios que dictogloss aporta al aula y la brevedad de preparación que la actividad requiere sean valorados por el profesorado por el hecho de que la labor docente está tan sobrecargada.

Asimismo, sería extraordinario que el profesorado pudiera dedicar más tiempo para finalizar esta actividad con una última sesión (paso número 4) de feedback, en la que el alumnado compare sus textos con los de otras parejas y con el texto original. Con respecto a esta sesión final, Wajnryb (1995) afirma que "lo ideal sería que los alumnos no vieran el texto original hasta después de que se hayan analizado sus propias versiones".

También recomiendo que para futuras investigaciones se tenga en cuenta el momento en el que se desarrolla la actividad, ya que en este caso se desarrolló justo antes del recreo y hay una gran probabilidad de que el alumnado estuviera pensando en jugar en el patio. Considero que la primera sesión de la mañana sería ideal porque los niños están todavía frescos y sus habilidades cognitivas no están muy excitadas. Asimismo, es recomendable que el profesorado prepare el material de antemano y controle la gestión del tiempo para garantizar la eficacia de la actividad.

En cuanto a la pronunciación del profesor, debe ser precisa y clara para facilitar la escucha al alumnado. En caso de que haya un profesor/a que no quiera leer el texto, también se puede grabar un audio. Además así, el alumnado no interrumpe el dictado para pedir la repetición de una palabra o una frase y rompe la concentración del resto.

Como última sugerencia, animo a que en futuras actividades de la misma naturaleza el profesorado incida en el deletreo de las palabras (spelling) y en los verbos de la tercera persona singular, ya que en el presente estudio han sido los aspectos en los que el alumnado ha presentado más dificultades. Una propuesta para trabajar el deletreo sería dedicar una sesión previa a focalizar la atención en el orden de las letras de las palabras pertinentes que aparecen en el texto original. Se podría dinamizar la sesión con el juego "Spelling Bee".

Otra forma de hacer hincapié en la ortografía podría ser permitiendo al alumnado ver el texto durante unos minutos. En primer lugar, se lee el texto en voz alta y el alumnado escribe las palabras clave.

Después se les entrega el texto original durante unos minutos para que puedan leer lo que acaban de escuchar y finalmente reconstruyen el texto de la manera habitual. En resumen, el único cambio sería el momento en el que el alumnado puede ver el texto original después de haberlo escuchado.

Teniendo en cuenta mi futuro trabajo como maestra de asignaturas en inglés, este trabajo de fin de grado me ha proporcionado nuevos conocimientos sobre el uso de dictogloss para mejorar la enseñanza y el aprendizaje de la comprensión escrita y no reproducir las actividades que se suelen desarrollar para el trabajo de la misma.

Considero que a todo el profesorado en general esta actividad nos puede permitir ver con optimismo y entusiasmo la enseñanza del inglés.

Por último, me gustaría expresar la limitación del estudio. Se llevó a cabo con 20 alumnos de 5º EP y es indiscutible que este número podría no ser lo suficientemente grande como para generalizar y teorizar los resultados. Personalmente invito a cualquier persona a profundizar en esta investigación para así confirmar o refutar mis hallazgos.



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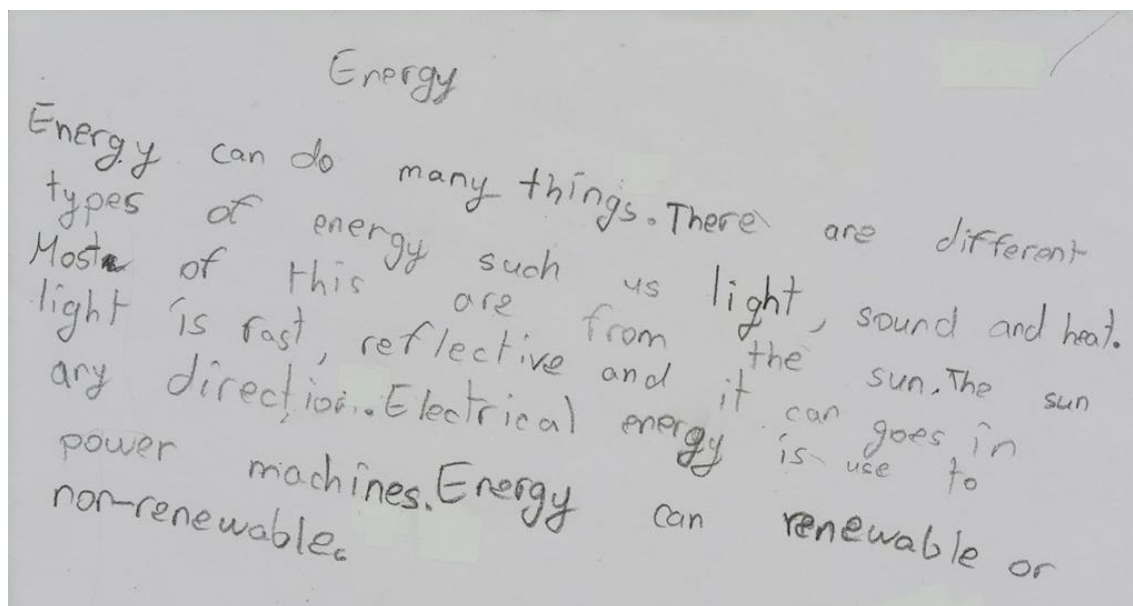
## ANNEXES

Anexo I: Rúbrica de motivación para obtener feedback sobre la sensación del alumnado al realizar la actividad.

	10 	5 	0 
<p><b>¿Te gustó la actividad?</b></p> <p><b>10:</b> mucho</p> <p><b>5:</b> un poco</p> <p><b>0:</b> nada</p>			
<p><b>¿Qué dificultad tuvo para ti?</b></p> <p><b>10:</b> fácil</p> <p><b>5:</b> complicada pero al final la hice</p> <p><b>0:</b> muy difícil, imposible de hacer</p>			
<p><b>¿Crees que aprendiste algo?</b></p> <p><b>10:</b> sí, aprendí vocabulario de energía</p> <p><b>5:</b> no mucho</p> <p><b>0:</b> nada</p>			
<p><b>¿Te sentiste cómoda/o con tu pareja?</b></p> <p><b>10:</b> sí</p> <p><b>5:</b> sí, pero me gustaría haber elegido yo la pareja en vez de Leire</p> <p><b>0:</b> no</p>			

## Anexo II: Samples of the reconstructed text.

### Sample 1:



### Sample 2:

