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TITLE

THE IMPLEMENTATION OF DICTOGLOSS AS A TECHNIQUE TO IMPROVE WRITING SKILL WITH STUDENTS OF 3RD YEAR OF BACHILLERATO, AT "PÍO JARAMILLO ALVARADO" EXPERIMENTAL HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC PERIOD 2014 – 2015.

> Thesis as a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization.

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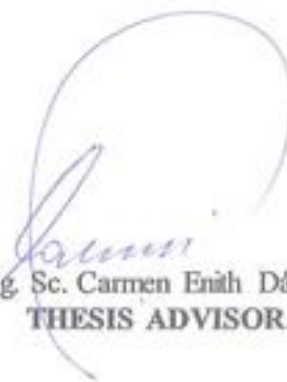**DRA. MG. SC. CARMEN ENITH DÁVILA VEGA**

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2016

CERTIFICATION

DRA. MG. SC. CARMEN ENITH DÁVILA VEGA, PROFESSOR OF THE ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD NACIONAL DE LOJA.

CERTIFIES

The present research work entitled **THE IMPLEMENTATION OF DICTOGLOSS AS A TECHNIQUE TO IMPROVE WRITING SKILL WITH STUDENTS OF 3RD YEAR OF BACHILLERATO, AT "PÍO JARAMILLO ALVARADO" EXPERIMENTAL HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC PERIOD 2014 - 2015,** under the responsibility of the undergraduate student: Alex Romario Bustamante Granda has been thoroughly revised and fully analyzed, therefore, I authorize the presentation of the thesis for the pertinent legal aims.

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ii

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iii

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iv

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DEDICATION

I want to dedicate this thesis work firstly to God and to all my family for their unconditional support, confidence, comprehension, love, perseverance and for having never lost their faith on me.

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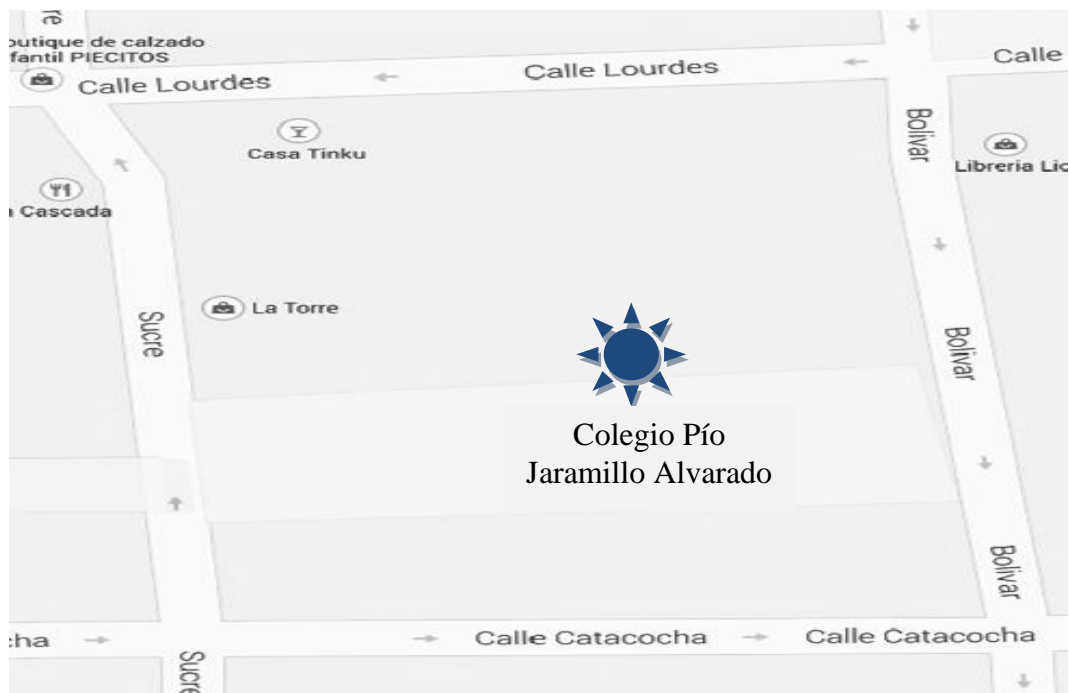
THESIS OUTLINE

i.   COVER PAGE

ii.   CERTIFICATION

iii.   AUTORÍA

iv.   CARTA DE AUTORIZACIÓN

v.   ACKNOWLEDGEMENTS

vi.   DEDICATION

vii.   MATRIZ DE ÁMBITO GEOGRÁFICO

viii.   MAPA GEOGRÁFICO Y CROQUIS

ix.   THESIS OUTLINE

    a. TITLE

    b. RESUMEN

        ABSTRACT

    c. INTRODUCTION

    d. LITERATURE REVIEW

    e. MATERIALS AND METHODS.

    f. RESULTS

    g. DISCUSSION

    h. CONCLUSIONS

    i. RECOMMENDATIONS

    j. BIBLIOGRAPHY

    k. ANNEXES

a. TITLE

THE IMPLEMENTATION OF DICTOGLOSS AS A TECHNIQUE TO IMPROVE WRITING SKILL WITH STUDENTS OF 3RD YEAR OF BACHILLERATO, AT "PÍO JARAMILLO ALVARADO" EXPERIMENTAL HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC PERIOD 2014 – 2015.

b. RESUMEN

El presente trabajo de investigación tuvo como propósito implementar el Dictogloss como técnica para mejorar la destreza de la escritura, con los estudiantes del 3er año de Bachillerato en el Colegio Experimental "Pío Jaramillo Alvarado". A lo largo del trabajo de la investigación, se utilizaron los métodos científico, descriptivo, analítico-sintético y estadístico, los cuales permitieron analizar la información obtenida. También, pruebas y cuestionarios se aplicaron a veinte estudiantes tanto al inicio como al final del plan de intervención. Además, hojas de observación y diarios fueron utilizados. Los principales resultados después de aplicar la técnica del Dictogloss fueron que los estudiantes mejoraron notablemente su habilidad para escribir en los aspectos de contenido, organización, gramática, vocabulario y mecanismos. Como conclusión, la aplicación del Dictogloss como técnica fue efectiva y tuvo un efecto positivo en la destreza de escritura de los estudiantes debido al hecho que ellos disfrutaron y estuvieron motivados para escribir.

ABSTRACT

The current research work had as a purpose to implement Dictogloss as a technique to improve writing skill with students of 3rd year of Bachillerato at "Pío Jaramillo Alvarado" Experimental High School. Along the research work were used the methods scientific, descriptive, analytic-synthetic, and statistical, which allowed to analyze the information gathered. Also, tests and questionnaires were applied to twenty students at the beginning and at the end of the intervention plan. Furthermore, observation sheets and field diaries were used. The main results after applying the Dictogloss technique were that the students improved notably their writing skill in the aspects of content, organization, grammar, vocabulary and mechanics. As conclusion, the application of the Dictogloss as a technique was effective and it had a positive impact on students writing skill due to the fact that they enjoyed and were motivated to write.

c. INTRODUCTION

Writing is an important skill, especially for communication. If learners do not have good writing skills they will have hard time communicating with readers. Furthermore, to possess good writing skills can help in life and also can lead to a monetary value which means to make a living writing. Therefore, bad writing skills can lead to misinformation, to the wrong or ambiguous message and good writing skills lead to a much needed confidence boost.

The development of the writing skills in English has a variety of difficulties in educational classrooms, because the majority of learners do not perform good writing skills, this means they have a low proficiency on it. Also, the students have poor knowledge in vocabulary, grammar structures and organization at the moment to write, which leads to a poor content and to misunderstand the message of the writing. Furthermore, for some learners it is a challenge to distinguish when and how to use the correct writing mechanics like capitalization, spelling and punctuation, this motivated the researcher to establish a general problem **How does Dictogloss as a technique help to improve writing skill?.**

The reasons why the researcher chose to implement the Dictogloss as a technique to improve writing skill, was the fact that it provides students and teachers get more active, integrative and engage in all the writing activities, it also allows students to work cooperatively and to be more confident with their writing. The specific objectives stated for developing this investigation were: To investigate the theoretical frame of writing and Dictogloss; to diagnose the

weaknesses that limit the development of students' writing skills through a Pre-test; to elaborate and execute an intervention plan focused on the Dictogloss technique and to verify the effectiveness of Dictogloss had on students` writing skill.

During this research work, different kinds of methods were used like the scientific method that helped to the study of both variables and to support the analysis of the gathering data; the descriptive method served to explain and analyze the object of investigation, and the resources used by the researcher; the analytic-synthetic method allowed to analyze and interpret the gathering results and to draw up the conclusions; the statistical method was helpful to make the quantitative and qualitative statistical analysis of the data gathered.

The research work in its structure is organized in the following parts: it contains the abstract which describes the most relevant aspects of the thesis, objectives, methods, results and conclusions; the introduction that makes reference of the contextual frame of the problem; the literature review includes the main theoretical references about both variables of the research; Next, materials and methods, this part describes the instruments, methods, procedure and techniques that have been used in the research process. Additionally, it gives a reference about the population; the results section contains the pre and post tests and questionnaires findings organized in tables and graphics. Furthermore, each result contains an analysis and interpretation; the discussion, which includes the major findings of the research, the meanings behind the results and reasons why the findings are relevant; the conclusions, which were based on the results of the

data gathered, and finally the recommendations which includes some suggestions

for teachers in order to improve their teaching practice.

d. LITERATURE REVIEW

Writing

Definition

Harmer (2011) refers to writing as an important skill that needs to be learnt to reinforce the language skills. Writing a text is recognized as a little complicated skill; because it is necessary take into account all the types of text that exist.

Massi, as cited in Apriani (2014), says that writing is an interactive process by nature since involve out of the symbolic interplay between writer, text and reader. It means that, writing is one of instruments that can be used to communicate and express idea, feeling and experience in sentences.

Brown, as cited in Purwaningsih (2013), states that writing skill is an important skill for achieving employment in this global era. Thus, learning how to write for students is crucial as input for them to face the future.

Based on these authors' definitions, it can be concluded that writing is considered as one of the most important resources of expressing thoughts, and communicating ideas and points of view to others. Also, writing is considered as a complicated and difficult skill to be developed in the second language learning.

The importance of writing

Ramelan (1992), as cited in Sofiyatin (2010), states that writing skill plays a very important role in a modern society and it is indispensable for advancement of human civilizations.

Kelley (2010) refers that writing is important especially for communication. He expresses that good writing skill can lead to a much needed confidence boost.

Also, he states that one of the most important considerations when writing in any style is the purpose of your writing due to if you have a purpose in your writing from the start you are more likely to achieve your goal. Furthermore, the author gives some reasons describing the importance of writing skill. They are:

Good writing skills can help you in life if you're trying to get a job; good writing skill make you more desirable to the employer. One of the first things an employer looks at is your cover letter or resume. If you have an interesting cover letter it could lead to an interview.

Good writing skills can lead to a monetary value it is to make a living writing; it is not only for people who write books. There are technical writers, copywriters, software writers the list goes on and on. Even if you are not a professional writer there are ways to make money with your good writing skills. You could write a blog on the side. There are endless ways to make some extra money on the internet with endless amounts of content. It's rare to find good content on the internet and when you do sometimes it's worth paying for.

Good writing skills must be engaging if it is not interesting no one will want to read it. Another thing to take note of is to keep your writing focused. It is easy to get side tracked. Always try to be direct and to the point. When people are confident in there writing skills whether it is a business proposal or just a friendly e-mail you make an impression on people just on you're writing skills alone.

Without good writing skills the world would be in anarchy and chaos

Bad writing skill can lead to misinformation and can lead to the wrong or ambiguous message.

According to Bloomsbury International (2015) to develop good writing skill in English, the best option is to encourage daily repetitive practice of English which can help that the mastery over written English be achieved.

As a conclusion, to develop good writing skills will lead people to communicate and interact with others, either in the professional or personal fields.

Types of writing styles

According to Hunbbel (2015), a writer's style is a reflection of his or her personality, unique voice, and way of approaching the audience and readers. There are only four general purposes that lead someone to write a piece, and these are known as the four styles, or types of writing which are described below:

Expository Writing explains something about any topic or subject but without giving personal opinions. Also, this type of writing is usually organized in a logical order and it supplies someone with relevant facts and figures. This is one of the most common types of writing styles and it is used in textbooks, recipes, new stories and others.

Descriptive Writing describes a character, an event, or a place in great detail. In this type of writing the author visualize what he or she sees, tastes, smells, hears and feels. In addition, it is used in poetry, diary and nature writing.

Persuasive Writing has as main purpose to persuade to the reader. Also, it contains the author´s opinion. Furthermore, it provides justifications and reasons in order to convince others to agree with his or her points of view. And it is used in letters of complaint, cover letters, commercials, and newspaper and editorial pieces.

Narrative Writing refers to tell someone a story created with different characters, situations, conflicts and tells you what happen to them, as always one of the characters is known as first person narration. Moreover, Novels, short stories, poetry, and biographies can all fall in the narrative writing style.

The components of writing

Jacobs, as cited in Jarrín (2011), argues that there are five main components of Writing. They are content, organization, grammar, vocabulary and mechanics.

Content

The content of writing should be clear, well unified and completed in order that the readers understand and gain information from it. The main idea has to be explained and developed fully. Completeness is the conditioning ideas which are developed through particular information.

Organization

The process of organization materials in writing involves coherence, order of importance, general to specific, specific chronological order and spatial pattern.

Coherence means all the ideas stick together and are part in the right order. This does not make that the reader get confused.

Order of importance is one of the most useful ways of arranging ideas in paragraph. It is necessary building up a paragraph with the most important ideas stem from the suspense involved and tendency for readers to remember best what they read last. The paragraph that concludes with surprise, a clever moment, and appeal acting or with some order strong endings is more likely to be useful successfully.

General to specific begins with the topic sentences that make a general statement followed by supporting sentences. It is useful due to it minimizes the chance for misunderstanding and its particular effective for informing and clarifying.

Chronological order the events are arranged in order in which they occurred, usually moving from the first and the earliest to the last and which latest. It can be used in historical events or to give directions or explanation of a process.

Spatial pattern refers to tell how something looks, the most effective. In describing a house or a building, the writer probably firstly describe the exterior and interior.

Vocabulary

The effective use of words is one of the requirements of good writing. Words play dual roles; to communicate and to evoke, to let the readers to perceive and feel. However, in scientific and technical writing, language should be exact and precise to convey specific meaning and design to communicate information but not the writer's feeling.

Language use

There are many opportunities for errors in the use of verbs and mistake in arrangement are very common. Mistakes in written work are much serious since we have an opportunity to re-read and to correct what we have written. We should avoid errors in verbal forms, subject-verb agreement and pronoun antecedent agreement in a case of a noun or pronoun.

Mechanics The use of favorable mechanics in writing will make readers easy to understand the conveying ideas and other messages stated in the writing.

Capitalization in the writing can clarify the ideas and avoid misunderstanding. Correct capitalization of a sentence will help the reader to differentiate one sentence to others.

Punctuation can be used as a unit of meaning and suggest how the units of its relation go to each other.

Spelling there are three important rules followed in using spelling appropriately. The suffix addition, plural formation and handling error within the words.

The correct use and application of the different components of writing (content, organization, grammar, mechanics and vocabulary) can lead someone to be successful in all the pieces of writing and in all the types of writing.

Teaching writing

Harmer (2011) describes several roles to be fulfilled by a teacher in a writing teaching and learning process. They are:

Demonstrating – the teachers have to make sure that their students are aware of fundamental rules, arrangements and certain features in writing. Through convention demonstration, the students are expected to have more attentions when they are dealing with writing works.

Motivating and provoking – the students often find it difficult to deliver the ideas in their mind into a written form. This is the time for the teacher to stand as a motivator and a provocateur that persuades and supports his/her students to continue their writing.

The teacher's role in a writing class is to motivate the students, to create the conditions to generate ideas, and to encourage them to practice to get the benefit.

Supporting – the students need the teacher's help not only when they start to write but also when they are working on their writing. The teacher is expected to be as supportive as possible to help the students overcome the difficulties.

Responding – responding is one of the ways for the teacher to react towards the students' writing works. The responses can be related to the content, the text construction, as well as the feeling towards the text that can be delivered through comments and suggestions.

Evaluating – it is the time when the teacher can tell the students about how well they have done their writing works; through evaluating, the students' progress and achievements in writing can be seen. In addition, the teacher is allowed to grade the works and it provides learning opportunity that allows the students to realize the mistakes they made and then to try to put them right.

Ways to improve writing skill

According to Harmer (2011, p. 120), there are many techniques in order to improve the writing skill.

- **Instant writing** students are asked to write immediately an answer in response to a teacher request.

- **Using music and pictures**

  Music: students can hear a piece of music and then write out the film scene that could accompany it. They can write a story based on the piece of music.

  Pictures: students write descriptions of one of a group of pictures; their classmates then have to guess which one it is or they write postcards based on some pictures.

- **Newspapers and magazines** students look at a range of different articles, then they write an article about a real or imaginary news story that interest them.

- **Brochures and guides** students look at a variety of brochures or town guides after that, they have to write their own brochure using the previous analysis.

- **Poetry** students can write acrostic poems with a word given by the teacher. They can write a poetry alphabet or they can write about someone the like with instruction**.**

- **Collaborative writing** students can write a letter on the board, each line would be written by a different student.

  Dictogloss: students hear a story and they have to recreate it and compare with the original one.

  Story circle: Each student has a sentence and they have to write in a piece of paper the sentences in the correct order.

- **Writing to each other** students can write emails, or any other kind of message which has to be answered.

- **Writing in other genres** Students can develop any piece of writing production mentioned so far.

To sum up, there are many activities with the purpose of improving the writing skill. All these activities can be used in different situations and according to the students' level and needs.

Dictogloss

Definition

According to Kern, as cited in Afdhal, Prawati, Jismulatif (2015), Dictogloss is a technique where the students are asked to reconstruct a text rather than make a copy of the text and write down the exact words of the text read to them by the teacher. The students are not allowed to write every word appeared in the text but only take notes of some key words and have to understand the meaning and use their knowledge of grammar in order to reconstruct

Vasiljevic, as cited in Indriyanti (2013), refers that Dictogloss is a classroom dictation activity where learners listen to a passage, note down key words and then work. This technique is more than just dictation since students focus on meaning rather than words and it also includes interaction among students.

Dictogloss is an integrated skills technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher." (Jacobs, 2003)

As a conclusion, it can be stated that Dictogloss is a technique which can be useful not only to teach grammar and focus on the structure of the text but it allows teachers to works on the four different skills at the different stages. It also allows students to work cooperatively in the reconstruction stage.

Steps to develop Dictogloss technique

There are four steps to conduct Dictogloss technique; they are preparation, dictation, reconstruction, and analysis and correction (Wajnryb, 1990).

Preparation

Teacher prepares the material, which is going to be taught, introduces the topic and new vocabulary for the students. Moreover, the students are divided into pairs or small groups.

Dictation

The teacher reads the text twice in normal speed. On the first dictation, the teacher reminds the students just to listen. While on the second dictation, the teacher asks the students to listen and takes notes.

Reconstruction

The teacher asks the students to reconstruct the text based on their notes in pairs or groups. Those keywords are used as their guided writing to produce a text which has the same idea as the original text.

Analysis and correction

The teacher asks the students to analyze and correct their text result with the help of the teacher.

As a conclusion, the steps of Dictogloss (preparation, dictation, reconstruction and analysis and correction) can help to develop and improve in a better way the writing skill due to students are involved in all the four steps during the application of this technique.

Dictogloss variations

According to Jacob and small (2003), there are many variations of Dictogloss in learning activities. They are explained as follows:

Dictogloss Negotiation - The students have chance to discuss with the partner or group about what they have heard for each section of dictation.

Student Controlled Dictation - The teacher acts as a tape recorder that can be played by the students. In other words, the students can ask the teacher to stop, go back, rewind, and skip ahead.

Student-Student Dictation. The students take turns to read the text to each other. Here, the teacher´s job is just monitoring the process.

Scrambled Sentence Dictogloss. The teacher jumbles the sentence of the text before, so that the students have to recreate and put it into logical order first.

Dictogloss Summaries. The students focus only on the key ideas of the original text. Here, as well as in other Dictogloss variations, the teacher can provide visual aids that represent some elements of the story.

Elaboration Dictogloss. The students go beyond what they hear to not only recreate the text, but also improve it.

Dictogloss Opinion. After the students reconstructed the text, they are allowed to give comment or opinion on the writer's ideas.

Based on the previous description, it can be concluded that the different variation of Dictogloss have different advantages for students due to they can control the dictation, discuss and give opinions about what they hear, and they can improve the text by adding different details.

Dictogloss and current trends in second language education

Jacobs & Farrell (2001), as cited in Jacobs and small (2003) mention that, Dictogloss represents a major shift from traditional dictation. When implemented

conscientiously, Dictogloss embodies sound principles of language teaching which include: learner autonomy, cooperation among learners, curricular integration, and focus on meaning, diversity, thinking skills, alternative assessment, and teachers as co- learners. These principles flow from an overall paradigm shift that has occurred in second language education

Learner autonomy

Learner autonomy involves learners having some choice as to the what and how of the curriculum and, at the same time, feeling responsible for and understanding their own learning and for the learning of classmates (van Lier, 1996) In Dictogloss, as opposed to traditional dictation, students reconstruct the text on their own after the teacher has read it aloud to them just twice at normal speed (Steps 2 and3), rather than the teacher reading the text slowly and repeatedly. Also, students need to help each other to develop a joint reconstruction of the text (Step 4), rather than depending on the teacher for all the information. Furthermore, Step 5 provides students with opportunities to see where they have done well and where they may need to improve.

Cooperation among learners

Traditional dictation always was done in an individual way. However, Dictogloss retains an individual activity inside the procedure such as in steps 2 and 3 in which students work alone to listen to and take notes on the text read by the teacher. But, in the step 4 of Dictogloss, learners work together in pairs or small groups. Additionally, in step 5, they have the opportunity to discuss how well their group did and how effectively they could be next time.

Curricular Integration

Curricular integration combines the teaching of content with the teaching of language, such as writing, reading, speaking and listening skills or grammar. As in traditional dictation, with Dictogloss, curricular integration is accomplished in an easy way via the selection of texts which have to depend on the goal and the subject to be learnt.

Focus on meaning

In literacy education, the focus used to lie mostly on matters of form, such as grammar and spelling. In the current paradigm, while form still matters, the view is that language learning takes place best when the focus is mainly on ideas (Littlewood, 1981). Dictogloss seeks to combine a focus on meaning with a focus on form (Brown, 2001). As Swain (1999) mentions that, when students focus on form, they must be engaged in the act of meaning- making (pp. 125-126).

Diversity

One of the relevant meanings to Dictogloss is that, due to differences in background and in ways of learning different people will attend to different information (Gardner, 1999). This is proved in the variation of the notes taken by the students. And, a second meaning of diversity suggests that different students will have different strengths which may lead them to play different roles in their group (Cohen, 1998).

Thinking skills

The activation of the thinking skills in Dictogloss appear in the steps 4 and 5. For instance, in the step 4 during the discussion, Dictogloss provides learners with

19

chances to use thinking skills as they challenge, defend, learn from, and elaborate on the ideas presented during collaboration on the reconstruction task. While, in the step 5 the thinking skills also play a very important role when students analyze their reconstructed text in relation to the original.

Alternative assessment

Assessment measures in second language education have been criticized for a focus on measuring language acquisition out of context, e.g., by testing proficiency via single words or isolated sentences rather than whole texts (Omaggio Hadley, 2001). In response to these criticisms, a range of more context-based alternative assessment procedures have been developed, including think aloud (Block, 1992), peer critique (Ghaith, 2002), portfolios (Pierce Malley, 1992), and dialogue journals (Peyton, 1993).Dictogloss offers a context- rich method of assessing how much students know about writing and about the topic of the text.

The text reconstruction task provides learners with opportunities to display both their knowledge of the content of the text as well as of the organizational structure and language features of the text (Derewianka, 1990). As students discuss with each other during Steps 4 and 5, teachers can listen in and observe students thinking as they about a task. This real- time observation of learners thinking process offers greater insight than does looking at the product after they have finished. In this way, Dictogloss supplies a process -based complement to traditional product- based modes of assessment. Furthermore, students are involved in self- assessment and peer assessment.

Teachers as co-learners

Dictogloss can be used to integrate the teachers in two different ways. First, as mentioned in the last paragraph, we can observe students and apply what we learn from our observations in order to teach better. Second, during Step 1, we can share with students our interest in the topic of the Dictogloss text and some of what we have done and plan to do to learn more about it or to apply related ideas.

The aims, value of Dictogloss and the potential benefits

Jason (2007), as cited in Jarrín (2011), states that there are some aims, potential benefits, and the values of Dictogloss. They are as follows:

The aims

The aim for the students is not to create an exact copy of the original but a text, which has the same content as the original and is grammatically and lexically accurate. Other aims are:

- To provide an opportunity for learners to use their productive grammar in the task of text creation.

- To encourage learners to find out what they do and do not know about English namely their weaknesses and strengths.

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

The Value of Dictogloss

Dictogloss has been the subject of numerous studies and commentaries which have largely supported the use of the technique. One reason is that it is integrative;

students are encouraged to focus their attention on form and meaning and all four language skills are practiced; the first is listening to the teacher during dictation; the second is speaking to peers during reconstruction; the third is reading the notes taken from the original text, and the fourth is writing the text using the notes taken previously.

Potential benefits of Dictogloss

- Dictogloss creates a genuine need for communication (to pool information, negotiate and complete a task) as there is an information gap.

- It fosters group responsibility and takes pressure away from individual students.

- It helps learners monitor and adjust their inter-language to come closer to the target language.

- Helps find a compromise between what students think they need (which might not be grammar at all but maybe text organization or lexis) and what teachers think.

- The needs become obvious when analyzing the texts.

- As it is communicative and addresses the needs of students directly, it is motivational. Students also generally want to be corrected; here it is done in a sensible way.

Based on the description above, it can be concluded that Dictogloss as a technique involves a variety of aspects such as aims, values and potential benefits all of these aspects lead students to create genuine needs for communication.

How dictation can be done to develop the four skills

Jacobs and Small (2003), says that when dealing with dictation activities we are indirectly developing other language skills: listening, speaking, reading and writing.

Writing skills

Students need to pay attention to spelling and accuracy while they are writing what is being dictated. In Dictogloss, for example, while reconstructing a text, they have to pay closer attention to coherence and cohesion. That is why these activities on accuracy can be related to dictation.

Smith, as cited in Arif (2013), states that Dictogloss allows L2 learners to process and activate language in a collaborative writing task, promotes writing to learn "meaning making" rather than learning to write "skill".

Listening skills

Teacher can develop listening strategies, for instance, ask students to listen for specific information or listen for details and write only what is necessary for the moment. Teachers can guide students to be aware of the different kinds of listening strategies to reach their aim in any dictation activity which involves listening comprehension.

Speaking skills

While correcting their work in pairs or groups, students are using the language proposed during the dictation activity. Students can also dictate parts of the texts and in some activities be free to ask questions to solve doubts. Students think consciously about what is being dictated.

Reading skills

While writing students are reading. They read to dictate and to correct their work.

According to the description above, it can be concluded that Dictogloss is not only a technique to improve the writing skill but it helps to develop the four skills at the different steps in the Dictogloss technique.

Arguments for the use of dictation

Davis and Rinvolucri, as cited in Gomes (2012), state that; there are ten reasons to use dictation.

"The students are active during the exercise"

When using dictation students can be the "subject" of the lesson because they can be actively engaged in decoding the dictation, and all the students are involved at the same time.

According to Thornton, as cited in Vasiljevic (2010), students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching. It is because Dictogloss combines individual and group activities in which students listen and takes notes individually and then reconstruct the text together.

"The students are active after the exercise"

Students can correct their own work and it can lead students to reflect on their writing production.

"Dictation leads to oral communicative activities"

Students can comment or give their opinions about what has been dictated.

"Dictation fosters unconscious thinking"

While students are listening what is being dictated, they are making images in their minds, it is what Davis and Rinvolucri call 'incubation phase' for the story making. "Their minds are unconsciously working around the implication of the words in he set; building up a powerful base for the story creation. Dictation is ideal for occupying the conscious mind while stimulating the unconscious into action."

"Dictation copes with mixed ability groups"

Teachers can vary the activity making it more challenging for better students which can help weaker students by explaining new words or text comprehension.

"Dictation deals with large groups"

Dictation is one of the few techniques to teaching and learning in large groups' context that has a fair chance of engaging the students in active language use.

"Dictation will often calm groups"

Everyone in the class will have their attention focus on one point – the activity proposed.

"Dictation is safe to non-native teachers"

Teachers have time to prepare the language in advance.

"For English it is a technically useful exercise"

In English sounds and letters are sometimes different. "Decoding the sounds of this particular language and recording them in writing is a major learning task".

"Dictation gives access to interesting texts"

It can be either the students or the teacher's choice.

e. MATERIALS AND METHODS

Materials

In this research work the following resources were used; the human resources, which involved the researcher who executed the intervention plan, the teacher who helped control the class, the thesis advisor who was helpful in giving advice and suggestions, and twenty students of third year of Bachillerato participated in the development of the research. The material resources used were paper to print the worksheets, stories and the project. Also, cardboards were used to create pictures. The technical resources used were computer to type all the information, internet to search for useful information and a flash memory to save all the information.

Design of the research

This research work was developed based on the Action research model proposed by Kemmis and McTaggart (2000), which involves a self-reflective cycle of identifying a problem, planning, acting and observing the process and consequences. Furthermore, it was executed to comprehend, to assess and then to modify a situation connecting the research to practice.

Methods

The following methods were applied along the Research.

The scientific method was useful to help with the study of Dictogloss as a technique to improve the writing skill. Also, this method assisted in the

development of the instruments and plans. Furthermore, this method helped to support the analysis of the gathering data with the theory.

The Descriptive method was valid to explain the different phases of research work (before, during and after). Also, it served to explain and analyze how Dictogloss as a technique improve the writing skill. Moreover, it allowed describing the data obtained through pre-post intervention which are expressed in tables and graphs.

The Analytic-Synthetic method was useful in the research work to analyze and interpret the gathering results during the application of the tests and questionnaire. It also was helpful at the time to draw up the conclusions.

The Statistical method allowed to develop the quantitative statistical analysis of the data gathered through the enforcement of the tests and the qualitative data analysis from a questionnaire. Also, it facilitated the tabulation of the information into tables and graphs. To obtain the mean, the formula $x = \frac{x}{n}$ was applied.

Techniques and Instruments

To collect the data tests, questionnaires, observation sheet, observation tracking progress and a field diary were designed and applied at the beginning, during and after the application of the intervention plan.

Test

A pre-test which contained five questions was applied to diagnose the proficiency of students' writing skill at the beginning of the intervention plan. The same pre-test was used as a post-test at the end to gather information about students' progress on writing skill during the intervention plan.

Observation sheet

The application of the observation sheet helped to observe the students' performance during the development of each lesson. It also was used to define what occurred in each class and after analyze and reflect the findings at the time that the plan ends.

Observation tracking progress

Through the observation tracking progress sheet was possible to observe and check the students' performance in each class and the progress that they had from the beginning to the end of the intervention plan.

Questionnaire

It was based on a set of six closed questions which were designed to verify if the technique applied had a positive effect on the development of students` writing skills from the beginning to the end of the intervention plan.

Field diary

It was used to record what happened in each lesson. It helped to write up the findings during the intervention, relevant events during the observation or particular situations that happened.

Population

Twenty students, three boys and seventeen girls of 3rd year of Bachillerato at "Pío Jaramillo Alvarado" Experimental High School were the population who participated in the development of this research work. These students were between seventeen and nineteen years old.

f. RESULTS

This section details and explains how the objectives were accomplished during the intervention plan.

The first objective was accomplished with the theoretical frame about the two variables, which were Dictogloss technique and writing skills. It was useful to support the results gathered in the pre – post tests and pre- post questionnaires and also for the recommendations; moreover, it was necessary to design the intervention plan.

The second objective was confirmed with the pre-test results showed below in table 1 and it permitted to diagnose students' limitations in writing.

The third objective was achieved with the design of the intervention plan. It was design with eight lessons, each one with a different type of Dictogloss activity that was developed during two months with third year of Bachillerato.

The fourth objective was proved with the findings obtained from the pre and post questionnaires, they are showed in the tables from 2 to 7.

The fifth objective was verified with the post-test findings described below in table 8.

Objective two: To diagnose the weaknesses that limit the development of students` writing skill through a pre-test.

Pre – test results

a. Table 1

Pre-test Scores of 3rd Year of Bachillerato in Writing Skills

Students' Code	C / 2	O /2	G /2	V /2	M /2	TOTAL /10
CPJA 001	0.50	1	0.25	0.50	0.25	2.50
CPJA 002	1	1	1	1	0.50	4.50
CPJA 003	1	1	0.50	1	0.25	3.75
CPJA 004	1	1	0.25	0.50	0.50	3.25
CPJA 005	1	1	1	1	1	5
CPJA 006	1	1	0.50	0.50	0.50	3.50
CPJA 007	0.25	0.50	0.25	0.50	0.25	1.75
CPJA 008	0.50	0.50	0.50	0.25	0.25	2
CPJA 009	0.25	0.25	0.25	0.25	0.25	1.25
CPJA 010	0.50	0.50	0.25	0.50	0.25	2
CPJA 011	1	2	1	1	1	6
CPJA 012	1	1	0.50	1	1	4.5
CPJA 013	1	1	1	1	1	5
CPJA 014	0.50	1	0.25	0.50	0.50	2.75
CPJA 015	1	2	1	1	0.50	5.50
CPJA 016	0.25	0.50	0.25	0.25	0.25	1.50
CPJA 017	2	2	2	2	1	9
CPJA 018	1	1	1	1	0.50	4.50
CPJA 019	1	1	1	1	0.50	4.50
CPJA 020	1	1	0.50	1	0.50	4
MEAN	0.84	1.01	0.61	0.79	0.54	3.84

Note: **CPJA** =Colegio "Pío Jaramillo Alvarado", **001=** students' code; **C**=Content; **O**= Organization; **G**= Grammar; **V**= Vocabulary**; M=** Mechanics**.**

b. Interpretation and analysis.

Based on the results gathered in table 1, it was demonstrated that students had a low level in the different aspects of the writing skill (see rubric page 116); however, they showed a good level in the organization aspect represented by the mean 1.01/2, which was the highest score mean reached, due to they could partially order their ideas, and they cannot use linking words to join sentences correctly.

The greatest difficulty that students presented was in mechanics which was demonstrated with the lowest score mean 0.54/2, this is because, students misused

capital letters at the beginning of the sentences and in writing names; they misspelled many words and placed wrong punctuation marks. Also, the outcomes showed that in Grammar students forgot to put the subject and mixed verb tenses. Furthermore, in vocabulary the words they used were repetitive because of the lack of wide range of vocabulary and they minimally develop the topic.

This indicate that students` writing troubles were in relation to the little practice in writing paragraphs, describing pictures and the development of activities addressed only to complete information. Jacobs, as cited in Jarrín (2011), expresses that the correct use and application of the different components of writing (content, organization, grammar, mechanics and vocabulary) can lead someone to be successful in all the pieces of writing and in all the types of writing.

Objective four: To execute the intervention plan as a part of the lesson activities and solve the limitations in the development of student`s writing skill.

Comparison of the Pre and Post Questionnaires Results
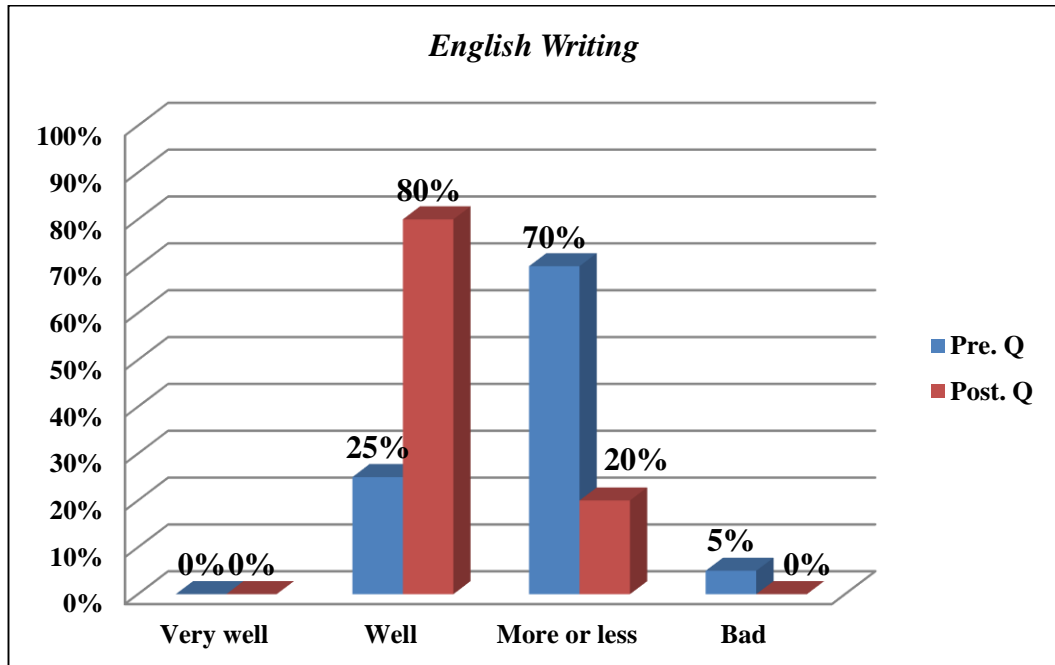
Question 1. How well do you write in English?

a. Table 2

English Writing

	Pre questionnaire		Post questionnaire	
	f	%	f	%
Very well	0	0	0	0
Well	5	25	16	80
More or less	14	70	4	20
Bad	1	5	0	0
Total	**20**	**100**	**20**	**100**

b. Figure 1

English Writing

c. Interpretation and analysis.

The results gathered before the application of the intervention plan revealed that 70% of students answered that their writing in English is more or less; this means they have not develop their writing skill sufficiently to write a paragraph. However, after the intervention phase, the outcomes obtained were better since the 80% of students mentioned that they write in English well; therefore, students increased their writing skill from more or less to well, this is because their problems in mechanics, grammar, vocabulary, organization and content were overcome. Brown, as cited in Purwaningsih (2013), states that writing is an important skill for achieving employment in this global era. Thus, learning how to write for students is crucial as input for them to face the future
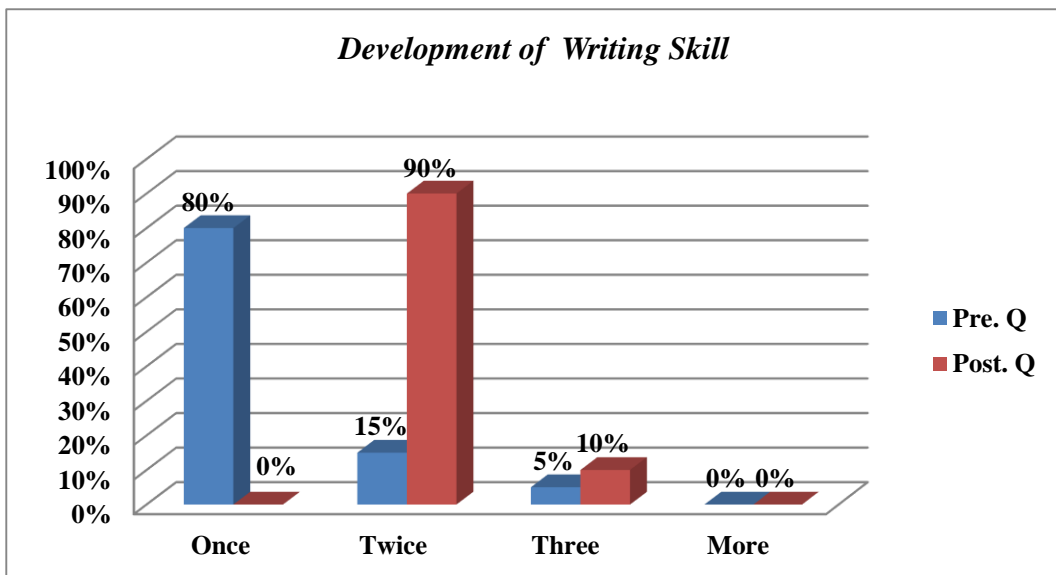
Question 2. How many times do you develop your writing skills in class?

a. Table 3

Development of Writing Skill

	Pre questionnaire		Post questionnaire	
	f	%	f	%
Once	16	80	0	0
Twice	3	15	18	90
Three times	1	5	2	10
More	0	0	0	0
Total	20	100	20	100

b. Figure 2

Development of Writing Skill

c. Interpretation and analysis.

The results collected from this question before the application of the intervention plan revealed that many students 80% agreed that the development of the writing skill in class is made only once a week, it indicates that the teacher has not promoted enough practice of the writing skill in this way students did not have opportunities to write more times. However, after the intervention plan the majority of students (90%) said that they practice writing skill twice a week. It is

evident that during the intervention plan, the researcher has increased the practice of the writing skill in order that students increase their ability to write. According to Bloomsbury International (2015) to develop good writing skill in English, the best option is to encourage daily repetitive practice of English which can help that the mastery over written English be achieved.
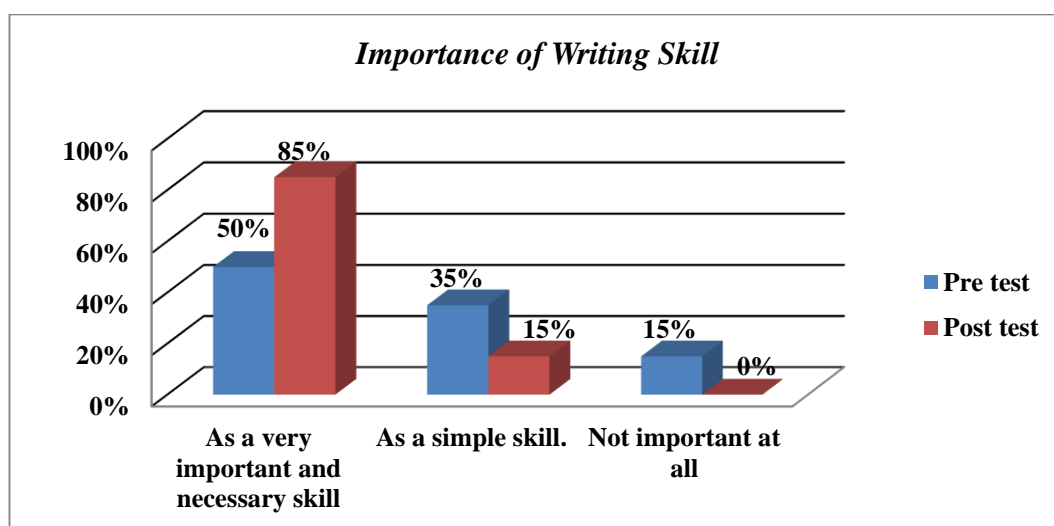
Question 3. How do you consider the writing skill?

a. Table 4

Importance of Writing Skill

	Pre questionnaire		Post questionnaire	
	f	%	f	%
As a very important and necessary skill	10	50	17	85
As a simple skill.	7	35	3	15
Not important at all	3	15	0	0
Total	**20**	**100**	**20**	**100**

b. Figure 3

c. Interpretation and analysis.

Based on the results gathered before the application of the intervention plan, 50% of students considered writing as a very important and necessary skill. However, after the application of the intervention plan, the outcomes obtained

34

were noticeable since almost all students (85%) considered writing skill as an important and necessary skill that must be practiced during the development of the teaching and learning process, this implies that they comprehend the necessity and importance that this skill represents nowadays in our lives and in the work place. Ramelan (1992), as cited in Sofiyatin (2010), states that writing skill plays a very important role in a modern society and it is indispensable for advancement of human civilizations.
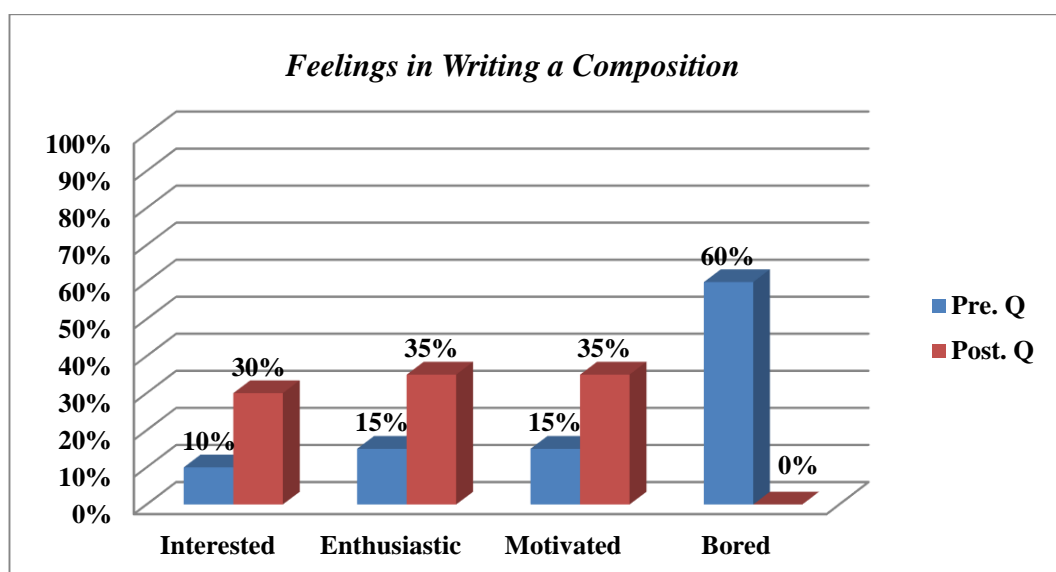
Question 4. How do you usually feel when you are asked to write a composition in class?

a. Table 5

Feelings in Writing a Composition

	Pre questionnaire		Post questionnaire	
	f	%	f	%
Interested	2	10	6	30
Enthusiastic	3	15	7	35
Motivated	3	15	7	35
Bored	12	60	0	0
Total	**20**	**100**	**20**	**100**

b. Figure 4

35

c. Interpretation and analysis.

The information gathered from question 4 before the application of the intervention plan was necessary to determine that 60% of students felt bored when they were asked to write, it is noticeable that the teacher did not apply funny ways or techniques to increase students interest to write a composition. However, after the application of the intervention plan, the outcomes obtained were good, students felt more motivated, interested and enthusiastic to write a composition; it seems that the technique applied offers different variation of activities. As Harmer (2011) says that the teacher's role in a writing class is to motivate the students, to create the conditions to generate ideas, and to encourage them to practice to get the benefit.
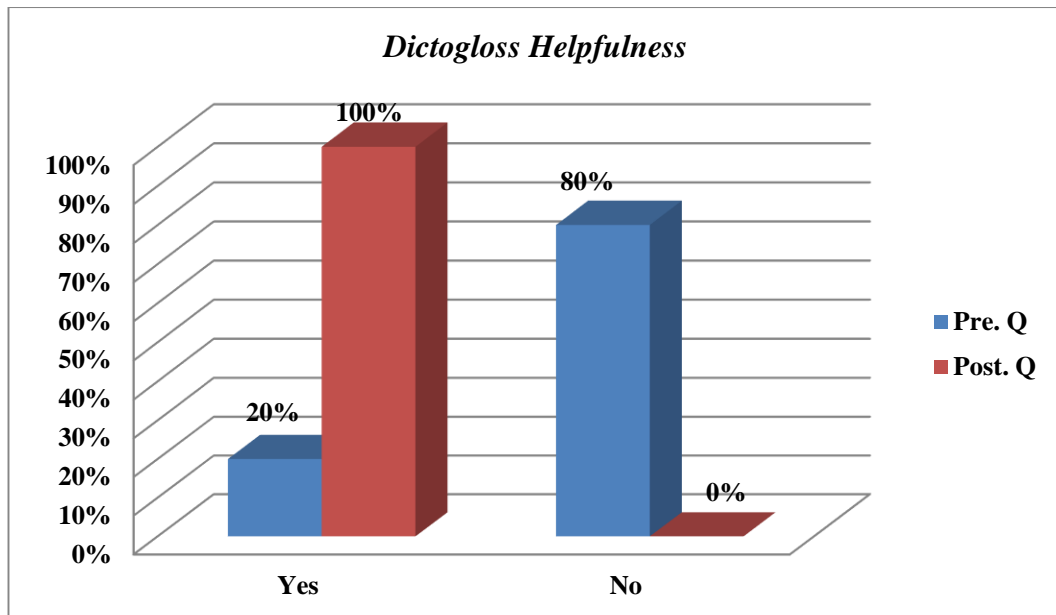
Question 5. Do you think that Dictogloss help you to improve your writing skills?

a. Table 6

Dictogloss Helpfulness

	Pre questionnaire		Post questionnaire	
	f	%	f	%
Yes	4	20	20	100
No	16	80	0	0
Total	**20**	**100**	**20**	**100**

b. Figure 5

Dictogloss Helpfulness

c. Interpretation and analysis.

Based on the data gathered before the intervention phase, 80% of students said that they did not consider that Dictogloss can help them to improve their writing skill, this is because students consider that a text dictated is not enough to improve their writing skill and they unknown the way how Dictogloss works before the application of the intervention plan. On the other hand, after the intervention the students notice how Dictogloss works in each step and they realized how it can help them in the improvement of their writing skill. According to Jacobs (2003), the writing skill is improved through Dictogloss due to students need to pay attention to spelling and accuracy while they are writing and also pay attention to coherence and cohesion while reconstructive the text.
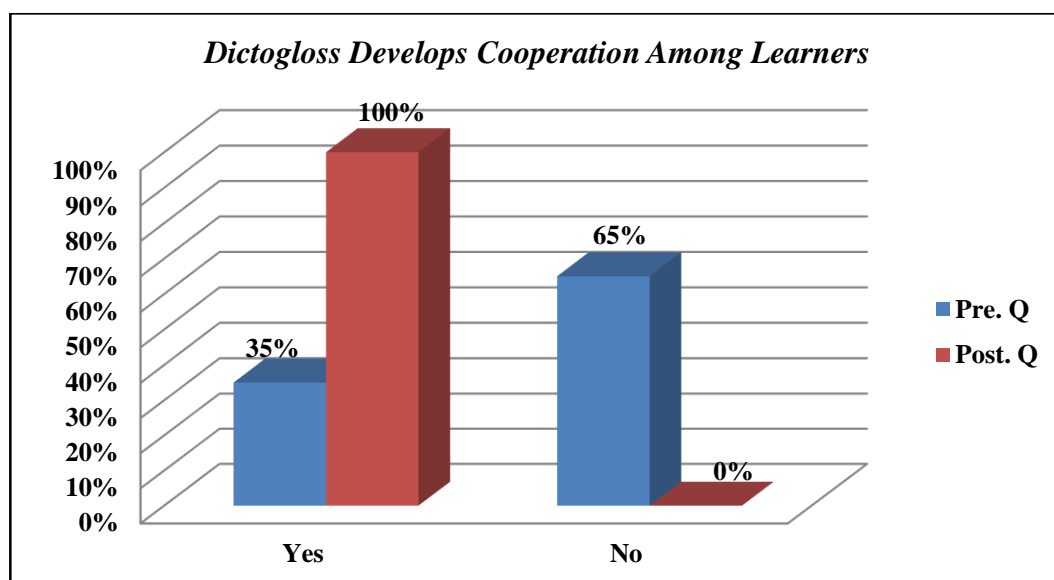
Question 6. Do you think that Dictogloss as a technique develop cooperation among learners?

a. Table 7

Dictogloss Develops Cooperation Among Learners

	Pre questionnaire		Post questionnaire	
	f	%	f	%
Yes	7	35	20	100
No	13	65	0	0
Total	20	100	20	100

b. Figure 6

Dictogloss Develops Cooperation Among Learners

c. Interpretation and analysis.

Based on the results obtained before the application of the intervention plan, the 65% of students considered that Dictogloss did not promote cooperation among them; this is because the activities related to write were only developed alone and not in pairs or groups. Nevertheless, after the application of the intervention phase, the results obtained were favorable, this means that all the students could notice that Dictogloss as a technique develops cooperation among learners. According to Thornton, as cited in Vasiljevic (2010), students were

actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching. It is because Dictogloss combines individual and group activities in which students listen and takes notes individually and then reconstruct the text together.

Objective five: To verify the effectiveness that Dictogloss as a technique had on students' writing skill through the post-test.

Post-test Results

a. Table8

Post-test Scores of Students of 3rd Year of Bachillerato in Writing Skill.

Students´ Code	C / 2	O / 2	G / 2	V / 2	M / 2	TOTAL /10
CPJA 001	1	1	0.50	1	1	4.5
CPJA 002	1	1	1	1	2	6
CPJA 003	1	1	1	1	1	5
CPJA 004	1	1	0.50	1	1	4.5
CPJA 005	1	2	1	1	1	6
CPJA 006	1	1	1	1	1	5
CPJA 007	0.50	1	0.50	1	0.50	3.50
CPJA 008	1	1	1	1	0.50	4.50
CPJA 009	0.50	1	0.50	1	0.50	3.50
CPJA 010	1	1	0.50	1	0.50	4
CPJA 011	1	2	1	2	1	7
CPJA 012	1	2	1	1	1	6
CPJA 013	1	2	1	1	1	6
CPJA 014	1	1	0.50	1	1	4.50
CPJA 015	1	2	1	1	1	6
CPJA 016	1	1	0.50	1	0.50	4
CPJA 017	2	2	2	2	2	10
CPJA 018	1	2	1	1	1	6
CPJA 019	1	2	1	1	2	7
CPJA 020	1	2	1	1	1	6
MEAN	1	1.45	0.88	1.10	1.03	5.45

Note: CPJA =Colegio "Pío Jaramillo Alvarado", **001=** students' code; **C**=Content; **O**= Organization; **G**= Grammar; **V**= Vocabulary**; M**= Mechanics**.**

b. Interpretation and analysis.

The results gathered in the table 8 indicate that students could improve their writing skill from a low level to a good level in the different aspects, using of

Dictogloss as a technique to improve writing skill (see rubric page 116). Students showed a good level in the organization aspect that is corroborated with the mean 1.45/2 which indicates that students can organize and link their ideas, in a better way. In grammar, the improvement was not achieved as was expected this is because students make some mistakes in sentences structures and in the correct use of verb tenses. Also, the findings demonstrated that students improved in the use of capital letters at the beginning of sentences and in proper names; moreover, the words used were more general and familiar. Furthermore, they developed the content partially good.

This means that the development of writing activities in the classroom, using Dictogloss technique contributed to the improvement of students writing skill. Smith, as cited in Arif (2013), states that Dictogloss allows L2 learners to process and activate language in a collaborative writing task, promotes writing to learn "meaning making" rather than learning to write "skill"

Comparing the Pre and Post Tests means in Writing Skill

a. Table 9

	Pre – test	Post - test
Content	0.84	1
Organization	1.01	1.45
Grammar	0.61	0.88
Vocabulary	0.79	1.10
Mechanics	0.54	1.03
Total	**3.84**	**5.45**

b. Figure 7

Comparing the Pre and Post Tests means in Writing Skill
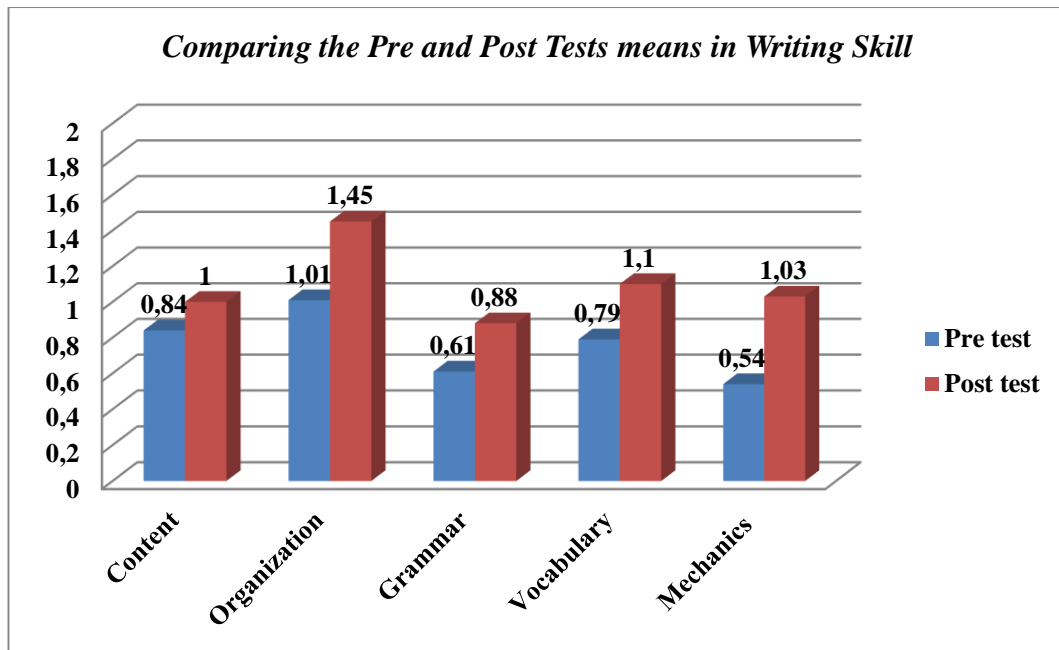
c. Interpretation and analysis.

According to table 9, it can be seen that at the beginning of the Intervention plan, all the students could not get good scores in the five aspect of writing. This was reflected by the means gathered from the population that was for content 0.84/2, for organization 1.01/2, for grammar 0.61/2, for vocabulary 0.79/2 and for mechanics 0.54/2. It totally demonstrated that the writing skill proficiency was low. However, after applying the intervention, it can be checked that students showed a noticeable improvement in the performance of writing skill, since the means of each aspect increased from a low level to a good level; therefore, the practice of the writing skill through Dictogloss contributed to improve the writing skill.

g. DISCUSSION

This research work proposed the implementation of Dictogloss as a technique to improve the writing skills. The application of this technique brought about an acceptable impact on students' writing skill. This was revealed through the application of the pre - posttests and pre - post questionnaires, which were applied to twenty students of third year of Bachillerato at "Pío Jaramillo Alvarado" Experimental High School and also through the notes taken from the observation sheets, researcher's field diary and the observation tracking progress, which were useful to monitor students' writing skills. The intervention plan elaborated on Dictogloss as a technique accomplished admissible changes on students' writing which was showed with the students' mean from the pre - test that was 3.84/10 and in the post test was 5.45/10. These results were consequent with Smith, as cited in Arif, (2013) who states that Dictogloss allows L2 learners to process and activate language in a collaborative writing task, promotes writing to learn "meaning making" rather than learning to write "skill"

The pre-test demonstrated that the majority of students had problems in the different aspects of writing such as: content, organization, grammar, vocabulary and mechanics, these problems were reflected in organizing and building up correct paragraphs, in using correct vocabulary and in forming good content. In the post test after the intervention the outcomes reflected that the problems mentioned before were overtaken, which is clarified with the means mentioned previously, and the interrelation between the pre– posttest evidenced statistically.

These results were consistent with Derewianka (1990) who refers to the text reconstruction tasks in Dictogloss provides learners with opportunities to display both their knowledge of content of the text as well as of the organizational structures and language features of the text.

During the enforcement of the intervention plan, the student's attitude using the Dictogloss technique was enhanced little by little, taking into account the complications that students had in different aspects of the writing skill. At the beginning was understandable that students felt uncomfortable because they have not worked with this technique. However, during the application of Dictogloss technique students showed a positive change in their attitude with respect to the use of the technique because they started to participate and to be more engaged along the class by the variation of the activities. At the end they felt enthusiastic and motivated.

Moreover, this research work had some strengths and limitations during the intervention plan that improved and affected the appropriate development of the technique. Among the strengths students were agreeable to participate in the activity, they understood all the instruction given; they correctly worked in all the Dictogloss stages. Also, the time and the material used for each lesson was the appropriate for achieving their participation. At the same time, different limitations arose, some students did not have a good relationship with others, students who did not participate were making noise, and other students did not attend classes when the reconstruction stage was done, for attending to workshops.

In addition, it is important to mention that since students started working with Dictogloss technique a noticeable improvement in their writing skills was showed between the beginning and the end of the intervention plan. The Dictogloss technique contributed to get students more involved and engaged with writing; furthermore, it facilitated that students get more confident and motivated in developing their writing skill.

h. CONCLUSIONS

- The problem that limited the improvement of the writing skill of 3rd year students of Bachillerato at "Pío Jaramillo Alvarado" Experimental high school was that all of them had difficulties related to the five aspects assessed: Content, Grammar, Organization, Vocabulary and Mechanics because of the lowest media obtained at the beginning was lower than50%. Also, students did not develop many pieces of written production in class and they did not feel confident doing it.

- The implementation of Dictogloss technique applied as part of the classroom activities reduced the students' weaknesses in the writing skill considerably. It means that students participated actively while the writing activities were carried out; moreover, students' increased their collaboration in performing writing activities, used better vocabulary, organized better their ideas, expressed almost a clear content. Additionally, they were aware of the use of mechanics (capitalization, spelling and punctuation) and grammar.

- The Dictogloss as a technique in the classroom was effective to improve the writing skill because students at the end of the intervention plan demonstrated that they felt more confident with themselves about their writing development in the classroom. Also, they felt more comfortable working cooperatively either in pairs or groups inside the classroom; consistently, they demonstrated improvement in the aspects considered in the writing skill.

i. RECOMENDATIONS

- Teachers should diagnose and determine previously, what are the main weaknesses that limit the students' writing skill in the English language learning, in order to plan activities addressed to solve students' limitations in writing.

- Teachers should plan the class activities applying new techniques to get students involved in writing and in order to teach in an interactive and integrated way as in the case of Dictogloss technique; in addition, the implemented materials should be attractive for students and the text should be interesting, not so extensive and difficult to understand.

- Teachers should continue using this technique and its variations most of the time in order to develop students' writing skill suitably. Since, this technique allows students cooperation among them, allows students to discuss and give opinions about the text dictated; they can reconstruct the text in order and improve it by adding other ideas through different activities while they improve their writing skills.

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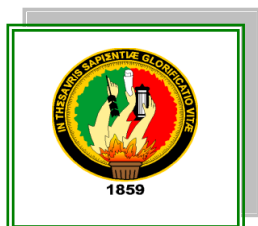
k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

THE IMPLEMENTATION OF DICTOGLOSS AS A TECHNIQUE TO IMPROVE WRITING SKILL WITH STUDENTS OF 3RD YEAR OF BACHILLERATO, AT "PÍO JARAMILLO ALVARADO" EXPERIMENTAL HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC PERIOD 2014 – 2015.

Project Work as a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization.

AUTHOR

ALEX ROMARIO BUSTAMANTE GRANDA

LOJA – ECUADOR

2015

a. THEME

THE IMPLEMENTATION OF DICTOGLOSS AS A TECHNIQUE TO IMPROVE WRITING SKILL WITH STUDENTS OF 3RD YEAR OF BACHILLERATO, AT "PÍO JARAMILLO ALVARADO" EXPERIMENTAL HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC PERIOD 2014 – 2015.

b. PROBLEMSTATEMENT

Background

This research will be carried out at "Pío Jaramillo Alvarado" Experimental high school, located in "La Pradera" neighborhood, on Bolívar Avenue and Catacocha Street. It was created on December 9th, 1966, by the request of the Doctors Arsenio Vivanco Neira and José Castillo Luzuriaga, Loja surrogates of the Congreso Nacional of that time.

The Dr. Eduardo Andrade was the first principal of "Pío Jaramillo Alvarado" Night School, and teacher of this establishment between 1989 to 1996. In 1978 the afternoon section was created, and in 1994, the morning section.

Since 2014, the establishment has three sections: morning, afternoon, and evening and on Saturday the blended modality. The Academic Offerings vary according to the section. In the morning: Basic Education, Administration of Computer Systems and Accountant; in the afternoon and in the evening sections: Basic Education. Besides, this Institution offers some Optional Subjects: Typing, Gastronomy, Nursing and Handicrafts as complementary subjects.

"Pío Jaramillo Alvarado" Experimental High School is headed by Dr. Susana Chamba Loaiza. This institution, counts with an outstanding teaching staff of 100 teachers and 1500 students in total.

The mission of "Pío Jaramillo Alvarado" Experimental High School is aimed at the integral formation of students' invulnerable urban and rural areas of the southern region of the country.

The vision of this high school would be one of the first schools in this region of the country, and offer the society young graduates with academic and humanistic foundations of quality.

Current situation of the research problem.

Writing competence is very important in learning English in global area. According to Ramelan (1992:13), "The more cultivated and more technologically advanced man is the more use he will make of the written language". It means that writing plays a very important role in a modern society. It can be said that it is indispensable for the advancement of human civilization.

Through writing skill, someone can express their ideas, feelings, and thoughts. Someone can make paper, letter, formal and non-formal report. Writing makes their thought more communicative to other as well as themselves. We should pay attention to the structure, diction (word voice), organization of ideas, punctuation and spelling. Most of the students' writing or pieces of writing are not easy to understand. Writing is important to be learnt since it can be used to reinforce the language skills (Harmer, 2004: 32).

According to Dr. Mel Levine (1993), he identifies seven specific problems on writing; the first of these problems is The Attention Problem in which children who struggle with attention may be inattentive and impulsive. The second is The Spatial ordering here children have decreased awareness regarding the spatial arrangement of letters, words, or sentences on a page. The third is The Sequential Ordering Problem Children present difficulties putting or maintaining letters, processes, or ideas in order. The fourth is Memory Problem it is necessary active

working memory, otherwise Children may have difficulty recalling spelling, grammar, and punctuation rules, accessing prior knowledge while writing, or organizing ideas. The fifth is Language Problem Good writing relies on a child's language abilities improving steadily over time. The sixth is Higher-Order Cognition Problem children are often unable to use writing to present a sound argument or convey sophisticated or abstract ideas, and the last problem is The Graph motor children cannot coordinate the small muscles of the fingers in order to maneuver a pen or pencil, especially as assignment length increases.

In our country the development of writing have not been developed in a very fluid and effective way as the other skills presented in English Language. According to the observations done at "Pío Jaramillo Alvarado" experimental high school, it could be noticed that students of third of Bachillerato, face problems in some aspects of writing such as; Content, due to the development of the topic is incomplete; In organization, the linking words used are not the appropriate to give coherence to the paragraph; In grammar, most of the time they forget to put the pronoun in a sentence and mix the tenses of verbs; In vocabulary: due to the lack of knowledge of vocabulary and it is difficult for them to write paragraphs; and conventions problems, they do not realize when to use the correct punctuation, forget to put capital letters at the beginning of sentences and pronouns and do not know the correct spelling of many words.

Research problem.

How does Dictogloss as a technique help students to improve writing skill?

Delimitation of the research.

Temporal

This research is going to be done between the academic periods September 2014 - July 2015.

Spatial

The physical space where the research is going to be carried out is at "Pío Jaramillo Alvarado" Experimental high school.

Observation unit

During the research work it is necessary to involve in the process the following social people.

- Teacher of English Language.

- Students of 3rd of Bachillerato.

Sub problems

- What kind of theoretical reference about writing and dictogloss are useful to help students of 3rd of Bachillerato?

- What are the weaknesses that limit students' writing skill?

- What are the important phases of the intervention plan that address the current issues of writing skills with dictogloss?

- Which dictogloss activities are implemented to improve writing skills?

- How does dictogloss as a part of the classroom activities solve the limitations of the writing skills?

c. JUSTIFICATION

The research work the implementation of dictogloss as a technique to improve writing is justified due to is one of the most useful techniques around the world to develop different features in English specially, writing which is consider as one of the most difficult skill. Also it allows developing writing in a fun way.

The implementation of dictogloss as an alternative to develop writing is relevant due to it might provide students and teacher get more active, integrative and engage in all the writing activities developed in the classroom, it also might give students the opportunity to focus on both content and the language itself moreover, it integrate the four skills..

The research work will be rewarding to give students an authentic opportunity to be engaged with cooperative learning and create an authentic text with the key words that they write in the dictogloss activity. Also, it might allow students to take pressure away from work individually; moreover this technique will provide students' opportunities to be more confident with their writing and finally students might explore their knowledge of grammar, vocabulary and structure.

The research work is an important requirement at Universidad Nacional de Loja to get the Bachelor's Degree in Science of Education, English Language Specialization and furthermore to the accreditation of the subject.

d. OBJECTIVE

General Objective

- To implement Dictogloss as a technique to improve writing skill with students of 3rd year of Bachillerato, at "Pío Jaramillo Alvarado" Experimental high school.

Specific Objectives

- To investigate the theoretical references about writing and dictogloss as a technique to help students of 3rd of Bachillerato.

- To diagnose the weaknesses that limit the development of students' writing skills through a Pre-test.

- To elaborate an intervention plan focused on the dictogloss technique to improve students´ writing skills.

- To execute the intervention plan as a part of the lesson activities and solve the limitations in the development of students´ writing skills.

- To verify the effectiveness that dictogloss as a technique had on students´ writing skills through post-test.

e. THEORETICAL FRAME

Writing

Definition

According to Cox, as cited in Arif (2013), he expresses the idea of writing as the use of it in different fields and with many purposes that can be applied in an individual way or as a society. He also refers to writing as an unlimited resource to communicate information.

Harmer (2004) refers to writing skill as an important skill that need to be learnt to reinforce the language skills. Writing a text is recognized as a little complicated skill; because it is necessary take into account all the types of text that exist.

According to Massi, as cited in Apriani (2014), says that writing is an interactive process by nature since involve out of the symbolic interplay between writer, text and reader. It means that, writing is one of instruments that can be used to communicate and express idea, feeling and experience in sentences.

Brown, as cited in Purwaningsih (2013), states that writing skill is an important skill for achieving employment in this global era. Thus, learning how to write for students is crucial as input for them to face the future

Types of writing

A writer's style is a reflection of his or her personality, unique voice, and way of approaching the audience and readers. However, every piece writers write is for a specific purpose—for example, writers may want to explain how something works or persuade people to agree with their point of view. While there are as

many writers' styles as there are writers, there are only four general purposes that lead someone to write a piece, and these are known as the four styles, or types, of writing. Knowing all four different types of writing and their usages is important for any writer.

Expository Writing:

Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. They furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing styles, which you always see in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something.

Key Points:

- Expository writing usually explains something in a process.

- Expository writing is often equipped with facts and figures.

- Expository writing is usually in a logical order and sequence.

When You Would Use Expository Writing:

- Text book writing - How to articles

- Recipes - News stories (not including opinion or editorial pieces)

- Business, technical, or scientific writing

Descriptive Writing:

Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.

Key Points:

- It is often poetic in nature

- It describes places, people, events, situations, or locations in a highly-
  detailed manner.

- The author visualizes what he or she sees, hears, tastes, smells, and feels.

When You Would Use Descriptive Writing:

- Poetry

- Journal ordinary writing

- Nature writing

- Descriptive passages in fiction

Persuasive Writing:

Persuasive writing's main purpose is to persuade. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

Key Points:

- Persuasive writing is equipped with reasons, arguments, and justifications.

- In persuasive writing, the author takes a stand and asks you to agree with
  his or her point of view.

- It often asks for readers to do something about the situation (this is called a
  call-to-action).

When You Would Use Persuasive Writing:

- Opinion and editorial newspaper pieces

- Advertisements

- Reviews (of books, music, movie, restaurants, etc.)

- Letter of recommendation

- Letter of complaint

- Cover letters

Narrative Writing:

Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters—this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: "What happened then?"

Key Points:

- In narrative writing, a person tells a story or event.

- Narrative writing has characters and dialogue.

- Narrative writing has definite and logical beginnings, intervals, and endings.

- Narrative writing often has situations like actions, motivational events, and disputes or conflicts with their eventual solutions.

Examples of When You Would Use Narrative Writing:

- Novels - Novellas

- Short stories

- Autobiographies or biographies

- Anecdotes

- Oral histories

The importance of writing

According to Kelley (2010) writing is so important, especially for communication. She states that if you don't have good writing skills you will have a hard time communicating with your readers. The author gives some reasons describing the importance of writing skill. They are:

Good writing skills can help you in life. If you're trying to get a job, good writing skills make you more desirable to the employer. One of the first things an employer looks at is your cover letter or resume. If you have an interesting cover letter it could lead to an interview.

Good writing skills can lead to a monetary value. It is to make a living writing; it is not only for people who write books. There are technical writers, copywriters, software writers the list goes on and on. Even if you are not a professional writer there is ways to make money with your good writing skills. You could write a blog on the side. There are endless ways to make some extra money on the internet with endless amounts of content. It's rare to find good content on the internet and when you do sometimes it's worth paying for.

Without good writing skills the world would be in anarchy and chaos.

Bad writing skills can lead to misinformation or can lead to the wrong or ambiguous message. Good writing can lead to a much needed confidence boost.

How to evaluate writing

According to the book 6 + 1 traits of writing written by Ruth Culham (2010) there are seven specific aspects to evaluate in the writing skill. These are described below:

Ideas and content

Ideas and Content are in a sense the heart of the writing. Everything that is said comes back to ideas and content. The two keys are clarity and details. Making a topic clear and manageable is so important. Details can make or break any piece of writing. Ideas and content focus on clear writing that presents details in an interesting, fresh manner.

Organization

Organization is just the way it sounds, organizing a paper so it is easy for the reader to follow. The trait of organization is the hardest for students to master. They have trouble seeing the big picture in their writing. Often times making students aware of methods or shortcuts to good organization is key.

Voice

Voice is the author's fingerprint on the page. By using voice the reader feels more in touch with the writer's emotions, opinions, and personality. Voice is a favorite trait of students. They love to read books with lots of voice which in turn carries over to their writing.

Sentence fluency

Sentence fluency is a trait based solely on the ear. Students need to tune their ears to the rhythm and cadence that can be accomplished with sentence fluency.

Using the natural flow of poetry can add clarity to this trait. Focusing on variety in sentences can help attain fluency.

Word choice

Word choice is a trait that shows the power of language. Sometimes students seem so caught up in their ideas, organization, and grammar that word choice may take a backseat. Showing students the use of good word choice will open their eyes to a whole new world of writing.

Conventions

Conventions are spelling, punctuation, grammar, and paragraphing. Often, students struggle with paragraphing. They need to separate new ideas and thoughts with the paragraph. Each paragraph should conclude an idea and transition to the new idea. Proper use of conventions makes writing easy to read and follow.

Presentation

Presentation combines both visual and textual elements. It is the way we exhibit or present our message on paper. Even if our ideas, words, and sentences are vivid, precise, and well-constructed, the writing will not be inviting to read unless it follows the guidelines of Presentation. These include: Balance of white space with visuals and text, graphics, neatness, handwriting, font selection, borders, and overall appearance. All great writers are aware of the necessity of Presentation, particularly technical writers who must include graphs, maps, and visual instructions along with their text. Presentation is the key to a polished piece ready for publication.

Hamilton, 2009 proposed four categories as an easy way to begin the evaluating process for writing; he says that it is necessary place the writing or piece of writing into these categories. After that, he gives 11 questions to evaluate the content (refers to all the aspects that correspond to the content) and 8 questions to evaluate the mechanics (spelling, capitalization, punctuation). Also, he provides the standards for writing assessment.

Four broad categories

- **Incomprehensible:** Due to serious problems with content and/or mechanics, the message simply cannot be understood.

- **Understandable**: Although the message may contain many errors of various kinds, the basic point seems clear. This is a good start for any writer.

- **Favorable**: In addition to having a message that seems clear, the writing gives a favorable impression. Content is probably well organized and well supported; mechanical errors are probably few. All writers should strive to reach this level.

- **Eloquent/Profound:** Not only does the clear message create a favorable impression, something about the content, word choice, sentence structure, figurative language, etc. moves the reader to "Wow!" Mechanical correctness alone cannot carry a piece of writing to this level.

Questions to Help You Evaluate Content

The following specific questions will help teachers to guide students toward the "Favorable" level.

- Does the composition effectively capture interest?

- Does the composition make sense? Is the composition clear?

- Is the composition organized logically? Does it maintain interest? Are ideas supported and developed? Are transition words used to help readers see how ideas are related? Are any parts confusing?

- Can you identify a main idea that pervades the composition? (You might check with the author to see if the idea you detected was the same one the author was trying to communicate.)

- Does everything in the composition contribute to this main idea? Should anything be deleted because it is irrelevant? Does the ending of the composition leave the reader with a final impression that reinforces this main idea?

- Does the composition use concrete images that bring the composition to life? (This is effective for non-fiction as well as fiction.)

- Does the composition use precise vocabulary? Is the student correctly using words that stretch beyond his or her everyday vocabulary?

- If there was a specific assignment (regarding length, topic, etc.), does the composition fulfill all of the requirements?

- Does the composition "flow" when read aloud? Do the sentences have effective variety?

- Does the piece have an appropriate title that generates interest?

Questions to Help You Evaluate Mechanics

Once you have responded to the content of the piece of writing and evaluated its effectiveness, you are ready to examine mechanical correctness. As in your

evaluation of the content, don't point out all of the errors. Focus on a few things that your child seems ready to learn. The following questions suggest things to look for.

- Are sentences complete? Does each sentence begin with a capital letter and end with the appropriate punctuation mark?

- Are paragraph breaks effective?

- Do subjects and verbs agree in number (either singular or plural)?

- Are other verbs, pronouns, and modifiers used in the correct form?

- Is capitalization used appropriately?

- Are commas and other punctuation marks used correctly?

- Does the paper have adequate margins?

- Has appropriate credit been given for ideas that are not original?

Standardized Writing Assessments

Considering the way standardized writing assessments evaluate writing can suggest other ways for you to examine your child's writing. Many standardized writing assessments, such as the ERB (Educational Records Bureau), the SAT (Scholastic Aptitude Test), or state writing assessments, evaluate compositions on the following six criteria:

- Topic Development
- Organization
- Support
- Sentence Structure
- Word Choice
- Mechanics

Standardized writing assessments rely on a rubric, which describes the criteria on which the paper will be evaluated. A rubric can be presented to the student when an assignment is made, thus delineating expectations. When the writing is completed, the rubric can guide the teacher in evaluation—and can even provide a tool for the student to evaluate his or her own writing.

Teaching writing

Harmer (2004) describes several roles to be fulfilled by a teacher in a writing teaching and learning process. They are:

Demonstrating – the teachers have to make sure that their students are aware of fundamental rules, arrangements and certain features in writing. Through convention demonstration, the students are expected to have more attentions when they are dealing with writing works.

Motivating and provoking –the students often find it difficult to deliver the ideas in their mind into a written form. This is the time for the teacher to stand as a motivator and a provocateur that persuades and supports his/her students to continue their writing.

Supporting – the students need the teacher's help not only when they start to write but also when they are working on their writing. The teacher is expected to be as supportive as possible to help the students overcome the difficulties.

Responding – responding is one of the ways for the teacher to react towards the students' writing works. The responses can be related to the content, the text construction, as well as the feeling towards the text that can be delivered through comments and suggestions.

Evaluating – it is the time when the teacher can tell the students about how well they have done their writing works. Through evaluating, the students' progress and achievements in writing can be seen. What makes evaluating different from responding is that in evaluating, the teacher is allowed to grade the works. Furthermore, evaluating can be a learning opportunity that allows the students to realize the mistakes they made and then to try to put them right.

The components of writing

Jacobs, as cited in Jarrín (2011) argues that there are main five components of Writing. They are content, organization, grammar, vocabulary and mechanics.

Content

The component of writing should be clear to readers. So, those readers can understand that message conveyed and gain the information from it. In order to have good content of writing, its contents should be well unified and completed. Then, the term is usually known as unity and become completeness characteristics of good writing. Besides writing has completeness, the main idea has to be explained and developed fully. Completeness is the conditioning ideas which are developed through particular information.

Unity means that every part of sentences contributes to one principle by unifying thought. Moreover, unity is the first quality of an effective sentence. When we say that a sentence has unity, we mean that everything in it has logical relation to the purpose of the sentences as a whole and nothing is omitted which is necessary to that purpose.

Organization

The process of organization materials in writing involves coherence, order of importance, general to specific, specific chronological order and spatial pattern.

Coherence

Coherence means all the ideas stick together. A coherence paragraph is one which the ideas are part in the right order and it does not make the reader confuses. This makes the writer's thought easy to follow from sentence.

Order of importance

One of the most useful ways of arranging ideas in paragraph is the order of importance. Technically speaking, such as a paragraph can be arranged into two ways beginning with the important and building up the most important. The advantages of building up to the most important ideas stem from the suspense involved and tendency for readers to remember best what they read last. The paragraph that concludes with surprise, a clever moment, and appeal acting or with some order strong endings is more likely to be useful successfully.

General to specific

The general to specific pattern is the most common type of paragraph order. The arrangement begins with the topic sentences that make a general statement followed by a series of supporting sentences which supply specific details, examples and facts. Since the reader knows what the main points are, we can follow the development of that thought more easily. For this reason, it minimizes the chance for the readers misunderstanding and its particular effective for informing and clarifying.

Chronological order

In paragraph organized chronologically, events are arranged in order in which they occurred, usually moving from the first to the end and the earliest to the latest. Some give direction or explanation of a process, other summa which historical events, and the steps or action are taken by individual or organization. Nevertheless, the writer all shares an underlying similarity; they present their ideas in order in which they happened.

Spatial pattern

If the purpose of writing is to tell how something looks, the most effective organization pattern is usually spatial. If we write a description such as: neighborhood, a room or building. We want the reader to have a mental picture of what we are describing. In describing a house or a building, the writer probably firstly describe the exterior and interior. By moving systematically rather than irregularly over the science we convey the viewer to overall plan or science.

Vocabulary

One of the requirements of good writing always defines on the effective use of words. In personal description, words play dual roles; to communicate and to evoke, to let the readers to perceive and feel. These two fold purposes are evident even such a practical and common form of writings as an advertisement.

The effective use of words also deals with connotative or figurative language. They are all important nearly all forms of writing but particularly in personal description. Word rich in association are more effective than those mainly transmit transformation. However, words and phrases enrich the ability to convey

experiences imaginatively but they do not have place in factual description. In scientific and technical writing, language should be exact and precise to convey specific meaning and design to communicate information but not the writer's feeling.

Language use

Language use of writing involves correct usage endpoints of grammar. There are many points of grammar such as: verbs, nouns, and agreement. Specific nouns and strong verbs give a reader a mental image of description. This specific noun can be characterized by using modifier of adjectives, adverbs and participle form. There are many opportunities for errors in the use of verbs and mistake in arrangement are very common. Mistakes in written work are much serious since we have an opportunity to re-read and to correct what we have written. We should avoid errors in verbal forms, subject-verb agreement and pronoun antecedent agreement in a case of a noun or pronoun.

Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads reader to understand or recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing will make readers easy to understand the conveying ideas and other messages stated in the writing.

Capitalization.

The use of capitalization in the writing can clarify the ideas. If the sentences are capitalized correctly, ambiguous meaning and misunderstanding would not be

appeared. Besides, through correct capitalization of a sentence will help the reader to differentiate one sentence to others.

Punctuation.

It can be used as a unit of meaning and suggest how the units of its relation go to each other.

Spelling.

There are three important rules followed in using spelling appropriately. They suffix addition, plural formation and handling error within the words.

Ways to improve writing skill

According to Harmer (2011), there are many techniques in order to improve the writing skill:

Instant writing: Students are asked to write immediately an answer in response to a teacher request.

Using music and pictures:

Music: students can hear a piece of music and then write out the film scene that could accompany it. They can write a story based on the piece of music.

Pictures: students write descriptions of one of a group of pictures; their classmates then have to guess which one it is or they write postcards based on some pictures.

Newspapers and magazines: students look at a range of different articles, then they write an article about a real or imaginary news story that interest them.

Brochures and guides: students look at a variety of brochures or town guides after that, they have to write their own brochure using the previous analysis.

Poetry: students can write acrostic poems with a word given by the teacher. They can write a poetry alphabet or they can write about someone the like with instruction**.**

Collaborative writing: students can write a letter on the board, each line would be written by a different student.

Dictogloss: students hear a story and they have to recreate it and compare with the original one.

Story circle: Each student has a sentence and they have to write in a piece of paper the sentences in the correct order.

Writing to each other: students can write emails, or any other kind of message which has to be answered.

Writing in other genres: Students can develop any piece of writing production mentioned so far.

The steps of writing

Hale (2009), there are five steps to follow in order to create a good piece of writing pre writing, writing, revising, editing and publishing.

Prewriting

Ideas are all around you. If you want to write but you don't have any ideas, try:

- Using a writing prompt to get you started.

- Writing about incidents from your daily life, or childhood.

- Keeping a notebook of ideas – jotting down those thoughts that occur throughout the day.

- Creating a vivid character, and then writing about him/her.

Writing

Sit down with your plan beside you, and start your first draft. At this stage, don't think about word-count, grammar, spelling and punctuation. Don't worry if you've gone off-topic, or if some sections of your plan don't fit too well, some things that many writers find helpful when working on the first draft include:

- **Setting aside at least thirty minutes to concentrate**: it's hard to establish a writing flow if you're just snatching a few minutes here and there.

- **Going somewhere without interruptions**: a library or coffee shop can work well, if you don't have anywhere quiet to write at home.

- **Switching off distracting programs**: if you write your first draft onto a computer, turn off your Internet for your concentration.

Revising

The revision stage is sometimes summed up with the A.R.R.R. (Adding, Rearranging, Removing, and Replacing) approach:

Adding

What else does the reader need to know? If you haven't met the required word-count, what areas could you expand on? This is a good point to go back to your prewriting notes – look for ideas which you didn't use.

Rearranging

Even when you've planned your piece, sections may need rearranging. Perhaps as you wrote your essay, you found that the argument would flow better if you reordered your paragraphs. Maybe you've written a short story that drags in the middle but packs in too much at the end.

Removing

Sometimes, one of your ideas doesn't work out. Perhaps you've gone over the word count, and you need to take out a few paragraphs. Maybe that funny story doesn't really fit with the rest of your article.

Replacing

Would more vivid details help bring your piece to life? Do you need to look for stronger examples and quotations to support your argument? If a particular paragraph isn't working, try rewriting it.

Editing

The editing stage is distinct from revision, and needs to be done after revising. When editing, go through your piece line by line, and make sure that each sentence, phrase and word is as strong as possible. Some things to check for are:

- **Have you used the same word too many times** in one sentence or paragraph? Use thesaurus to find alternatives.

- **Are any of your sentences hard to understand**? Rewrite them to make your thoughts clear.

- **Which words could you cut to make a sentence stronger**? Words like "just" "quite", "very", "really" and "generally" can often be removed.

- **Are your sentences grammatically correct**? Keep a careful look out for problems like subject-verb agreement and staying consistent in your use of the past, present or future tense.

- **Is everything spelt correctly**? Don't trust your spell-checker – it won't pick up every mistake. Proofread as many times as necessary.

- **Have you used punctuation marks correctly**? Commas often cause difficulties. You might want to check out the Daily Writing Tips articles on punctuation.

Publishing

The final step of the writing process is publishing. This means different things depending on the piece you're working on.

Bloggers need to upload, format and post their piece of completed work.

Students need to produce a final copy of their work, in the correct format. This often means adding a bibliography, ensuring that citations are correct, and adding details such as your student reference number.

Journalists need to submit their piece (usually called "copy") to an editor. Again, there will be a certain format for this.

Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure you follow them. If you've written a novel, look for an agent who represents your genre.

Dictogloss

Definition

According to Kern, as cited in Afdhal, Prawati, Jismulatif (2015), dictogloss is a technique where the students are asked to reconstruct a text rather than make a copy of the text and write down the exact words of the text read to them by the teacher. The students are not allowed to write every word appeared in the text but only take note some key words and have to understand the meaning and use their knowledge of grammar in order to reconstruct.

Vasiljevic, as cited in Indriyanti (2013), who refers that dictogloss is a classroom dictation activity where learners listen to a passage, note down key words and then work. This technique is more than just dictation since students focus on meaning rather than words and it also includes interaction among students.

Dictogloss is an integrated skills technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher." (Jacobs, 2003:1)

Steps to develop dictogloss technique.

There are four steps to conduct dictogloss technique; they are preparation, dictation, reconstruction, and analysis and correction (Wajnryb, 1990).

Preparation.

Teacher prepares the material which is going to be taught. The teacher introduces the topic and lists some vocabulary for the students. Moreover, the

students are divided into pairs or small groups and given brainstorming before coming to the next step.

Dictation.

The teacher reads the text twice in normal speed and asked the students to listen. On the first dictation, the teacher reminds the students to listen only and not to write anything. While on the second dictation, the teacher asks the students to prepare notebook and write down some words which will be keywords for the next step; that is reconstruction.

Reconstruction.

The teacher asks the students to reconstruct the text based on their keywords in pairs or groups. Those keywords are used as their guided writing to produce a text which has the same idea as the original text. Holdich and Chung (2003) indicate that guided writing offers greater opportunities for young writers to make valuable connections between text, sentence and word level decisions and help students shape and redraft texts with particular criteria in mind. In conclusion, the principle of guided writing strategy is to provide instructional materials help students write.

Analysis and correction.

The teacher asks students to analyze and correct their text result; it is also done with the teacher help by comparing their version to the other group or pair results, with the original one to see the differences.

Dictogloss variations.

According to Jacob and Small (2003), there are many variations of Dictogloss in learning activities. They are explained as follows:

Dictogloss Negotiation.

The students have chance to discuss with the partner or group about what they have heard for each section of dictation. They will get twice dictation which means that the students have two chances to discuss.

Student Controlled Dictation.

The teacher acts as a tape recorder that can be played by the students. In other words, the students can ask the teacher to stop, go back, rewind, and skip ahead.

Student-Student Dictation.

The students take turns to read the text to each other. Here, the teacher´s job is just monitoring the process.

Scrambled Sentence Dictogloss.

The teacher jumbles the sentence of the text before, so that the students have to recreate and put it into logical order first.

Dictogloss Summaries.

The students focus only on the key ideas of the original text. Here, as well as in other dictogloss variations, the teacher can provide visual aids (sketch, flow chart, photo, mind map) that represent some elements of the story.

Elaboration Dictogloss.

The students go beyond what they hear to not only recreate the text, but also improve it.

Dictogloss Opinion.

After the students reconstructed the text, they are allowed to give comment or opinion on the writer's ideas. Those can be placed at various points in the text or

can be written at the end of the text. In this research, the researcher focuses on using Dictogloss summaries to be implemented in the classroom.

Advantages and disadvantages of using dictogloss.

Advantages

- Helps learners to write a cohesive text.
- Explores their knowledge of grammar, vocabulary, spelling and punctuation.
- Integrates skills.
- Raises awareness of language.
- Learners notice language.
- Encourages learner autonomy, error correction, proof reading and editing skills.
- Integrates testing and teaching of language.
- Presents grammar in context.
- Helps learners who require support with writing tasks.
- It has the experiential factor learners learn best by actively participating in tasks designed to use specific language.

Disadvantages.

- Not as effective for lower level learners.
- Subject matter of the text may not interest all learners.
- Dominant learners may prevent others from participating fully (especially during the reconstruction factors)
- Learners may be reluctant to discuss/correct the text with other groups.

- Learners unfamiliar with the teaching approach may want to write down every word dictated.

The Aims, Value of Dictogloss and the Potential Benefits.

Related to Jason (2007), as cited in Jarrín (2011), there are some aims, potential benefits, and the values of Dictogloss. They are as follows:

The aims

The aim for the students is not to create an exact copy of the original but a text which has the same content as the original and is grammatically and lexically accurate. Other aims are:

- To provide an opportunity for learners to use their productive grammar in the task of text creation.

- To encourage learners to find out what they do and do not know about English namely their weaknesses and strengths. Next,

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

The Value of Dictogloss

Dictogloss has been the subject of numerous studies and commentaries which have largely supported use of the technique. One reason for this is that it is integrative. Students are encouraged to focus their attention on form and meaning and all four language skills are practiced. The first is listening (to the teacher during dictation and to peers when discussing the reconstruction.) The second is speaking (to peers during reconstruction. The third is reading (notes taken while

listening to the teacher, the group reconstruction and the original text). And the fourth is writing the reconstruction.

Potential benefits of Dictogloss

- Dictogloss creates a genuine need for communication (to pool information, negotiate and complete the task) as there is an information gap.

- It fosters group responsibility and takes pressure away from individual students.

- It helps learners monitor and adjust their inter-language to come closer to the target language.

- Helps find a compromise between what students think they need (which might not be grammar at all buy maybe text organization or lexis) and what teachers think.

- The needs become obvious when analyzing the texts.

- As it is communicative and addresses the needs of students directly it is motivational. Students also generally want to be corrected; here it is done in a sensible way.

The reconstructive texts allows students to discuss their interpretation of which grammar is most appropriate so that the text they produce is as close as possible in meaning, content and function to the original version. If it is review of structures, it is interesting to see whether students can identify it when listening and then reapply in the reconstruction.

Dictogloss and current trends in second language education.

Jacobs & Farrell (2001), as cited in Jacobs and small (2003) mention that, Dictogloss represents a major shift from traditional dictation. When implemented conscientiously, dictogloss embodies sound principles of language teaching which include: learner autonomy, cooperation among learners, curricular integration, and focus on meaning, diversity, thinking skills, alternative assessment, and teachers as co- learners. These principles flow from an overall paradigm shift that has occurred in second language education.

Learner autonomy.

Learner autonomy involves learners having some choice as to the what and how of the curriculum and, at the same time, feeling responsible for and understanding their own learning and for the learning of classmates (van Lier, 1996) In dictogloss, as opposed to traditional dictation, students reconstruct the text on their own after the teacher has read it aloud to them just twice at normal speed (Steps 2 and3), rather than the teacher reading the text slowly and repeatedly. Also, students need to help each other to develop a joint reconstruction of the text (Step 4), rather than depending on the teacher for all the information. Furthermore, Step 5 provides students with opportunities to see where they have done well and where they may need to improve. Swain (1999) believes that students gain insights into their own linguistic shortcomings and develop strategies for solving them by working through them with a partner (pp. 145). Ways to add other dimensions of learner autonomy to dictogloss are students:

- Asking for a pause in the dictation.

- Choosing the topics of the texts, selecting the texts themselves, and taking the teachers place to read the text.

- Elaborating on the text.

- Giving their opinions about the ideas in the text.

Cooperation among learners.

Traditional dictation was done as an individual activity. Dictogloss retains an individual element (Steps 2 and 3) in which students work alone to listen to and take notes on the text read by the teacher. In Step 4 of dictogloss, learners work together in groups of between two and four members. Additionally, in Step 5, they have the opportunity to discuss how well their group did and, perhaps, how they could function more effectively the next time. We will go into greater detail later in this article on how to improve group functioning in dictogloss.

Curricular Integration.

From the perspective of language teachers, curricular integration involves combining the teaching of content, such as social studies or science, with the teaching of language, such as writing skills or grammar, as in traditional dictation, with dictogloss curricular integration is easily achieved via the selection of texts. For instance if the goal is integrate language of mathematics in order to help students learn important mathematics vocabulary and grammar, language teachers (in consultation with mathematics teachers and, perhaps students) can use mathematics text for dictogloss. The discussion prior to the reading of the text (step 1) helps students recall and build their knowledge of the text topic

As Brown (2001, p. 2) points out, Writing this information [what students know on the topic] on the chalk board allows the students to notice the wealth of information they have as a collective. In addition to promoting integration between language education and other curricular areas, dictogloss, as noted earlier, also promotes integration within the language curriculum, as all four language skills listening, speaking, reading, and writing - are utilized.

Focus on meaning.

In literacy education, the focus used to lie mostly on matters of form, such as grammar and spelling. In the current paradigm, while form still matters, the view is that language learning takes place best when the focus is mainly on ideas (Littlewood, 1981). Dictogloss seeks to combine a focus on meaning with a focus on form (Brown, 2001). As Swain (1999) puts it, when students focus on form, they must be engaged in the act of meaning- making (pp. 125-126).

Diversity.

Perhaps it is appropriate that the term diversity has a few different meanings. One of the meanings particularly relevant to dictogloss is that, due to differences in background and in ways of learning (Gardner, 1999) different people will attend to different information. This is reflected in the variation in the notes that students take in Step 3. Working in a group in Step 4 allows learners to take advantage of this type of diversity. A second meaning of diversity suggests that different students will have different strengths (Cohen, 1998) which may lead them to play different roles in their group. For instance, those with larger vocabularies and greater content knowledge in the topic of the text can help with

that part of the reconstruction, and those whose interpersonal skills are better developed may often help coordinate the group interaction.

There are a number of ways of using diversity to facilitate each student being a helper (the star) in their group, rather than always being the one receiving help from their more proficient partners. One, we can use a range of topics, striving in particular to read texts on topics which less proficient students know about. Two, students can create visuals to illustrate their text reconstructions (Variation D). In this way, those students whose illustration skills are currently better than their literacy skills have a chance to shine.

Thinking skills.

The definition of literacy has been expanded beyond being able to read and write to also being able to think critically about what is read and about how to best frame what is written. The discussion that takes place during Step 4 of dictogloss provides learners with chances to use thinking skills as they challenge, defend, learn from, and elaborate on the ideas presented during collaboration on the reconstruction task. Thinking skills also come into play in Step 5 as students analyze their reconstructed text in relation to the original. We can challenge students´ skill at identifying main ideas by asking them to write summaries rather than text reconstructions (Variation E) and to elaborate on the texts read (Variation F).

Alternative assessment.

Assessment measures in second language education have been criticized for a focus on measuring language acquisition out of context, e.g., by testing

proficiency via single words or isolated sentences rather than whole texts (Omaggio Hadley, 2001). In response to these criticisms, a range of more context-based alternative assessment procedures have been developed, including think aloud (Block, 1992), peer critique (Ghaith, 2002), portfolios (Pierce Malley, 1992), and dialogue journals (Peyton, 1993).Dictogloss offers a context- rich method of assessing how much students know about writing and about the topic of the text.

The text reconstruction task provides learners with opportunities to display both their knowledge of the content of the text as well as of the organizational structure and language features of the text (Derewianka, 1990). As students discuss with each other during Steps 4 and 5, teachers can listen in and observe students thinking as they about a task. This real- time observation of learners thinking process offers greater insight than does looking at the product after they have finished. In this way, dictogloss supplies a process -based complement to traditional product- based modes of assessment. Furthermore, students are involved in self- assessment and peer assessment.

Teachers as co-learners.

The current view in education sees teachers not as all-knowing sages but instead as fellow learners who join with their students in the quest for knowledge. This knowledge can pertain specifically to teaching and learning, or it can be knowledge on any topic or sphere of activity. Dictogloss may be of use here in at least two ways. First, as mentioned in the last paragraph, we can observe students and apply what we learn from our observations in order to teach better. Second,

during Step 1, we can share with students our interest in the topic of the dictogloss text and some of what we have done and plan to do to learn more about it or to apply related ideas.

How dictation can be done to develop the four skills

According to Jacobs and Small (2003), when dealing with dictation activities we are indirectly developing other language skills: listening, speaking, reading and writing. In receptive skills (listening and reading) the amount of practice while doing the activity is relevant

Writing skills:

Students need to pay attention to spelling and accuracy while they are writing what is being dictated. In dictogloss, for example, while reconstructing a text, they have to pay closer attention to coherence and cohesion. That is why these activities on accuracy can be related to dictation.

Listening skills:

Teacher can develop listening strategies, for instance, ask students to listen for specific information or listen for details and write only what is necessary for the moment. Teachers can guide students to be more aware of the different kinds of listening strategies to reach their aim in any dictation activity which involves listening comprehension.

Speaking skills:

While correcting their work in pairs or groups, students are using the language proposed during the dictation activity. Students can also dictate parts of the texts and in some activities be free to ask questions to solve doubts. To quote Harmer

(1991, p.119) "teachers frequently complain that their students have nothing to say". However, you can start a speaking activity with a sentence dictated in which students have to complete something, and then you have something to work with, because "little dictations can get the process moving..." (HARMER, 1991, p.119). Students think consciously about what is being dictated.

Reading skills:

While writing students are reading. They read to dictate and to correct their work.

How to improve pronunciation, vocabulary, and spelling using dictation

Ur (1998), as cited in Gomes (2012) explains that "dictation is of course an excellent technique..." to practice and understand pronunciation. She gives some teaching ideas on how to improve pronunciation, and they are: Dictation; discrimination and prediction. All the three related directly to dictation techniques.

When it comes to vocabulary, explains that a dictation activity "tests aural recognition and spelling only. However, if learners can recognize and spell an item correctly they probably know what it means: it is extremely difficult to perceive, let alone spell, words you do not know." In this activity teacher dictates words and students write example using the words dictated. Students can check the spelling of words when dealing with dictation, in texts, sentences or single words.

Arguments for the use of dictation

According to Davis and Rinvolucri, as cited in Gomes (2012) expand on ten good reasons to use dictation.

- **"The students are active during the exercise"** When using dictation students can be the "subject" of the lesson because they can be actively engaged in decoding the dictation, and all the students are involved at the same time.

- **"The students are active after the exercise"** Students can correct their own work and also help on peer correction. This practicing of self and peer correction can lead students to reflect on their writing production.

- **"Dictation leads to oral communicative activities"** Students can comment their opinions about what has been dictated. While the sentence or text is being dictated "the inside self-thinking that has taken place during the dictation phase leads naturally into comparing experiences with other members of the group." (DAVIS and RINVOLUCRI, 1986, p.5)

- **"Dictation fosters unconscious thinking"** As I said before, while listening to what is being dictated, students are making images in their minds, it is what Davis and Rinvolucri call 'incubation phase' for the story making. "Their minds are unconsciously working around the implication of the words in he set; building up a powerful base for the story creation (...) dictation is ideal for occupying the conscious mind while stimulating the unconscious into action."

- **"Dictation copes with mixed ability groups"** Teachers can vary the activity making it more challenging for better students and can help weaker students by explaining any new words as well as text comprehension. Advanced students can dictate and help beginners as well.

- **"Dictation deals with large groups"** "Dictation is one of the few approaches to teaching and learning in the large group context that has a reasonable chance of engaging the students in active language use." (DAVIS and RINVOLUCRI, 1986, p.6)

- **"Dictation will often calm groups"** Everyone in the class will have their attention focus on one point – the activity proposed.

- **"Dictation is safe to non-native teachers"** Teachers have time to prepare the language in advance.

- **"For English it is a technically useful exercise"** In English sounds and letters are sometimes different. "Decoding the sounds of this particular language and recording them in writing is a major learning task" (DAVIS and RINVOLUCRI, 1988, p.7)

- **"Dictation gives access to interesting texts"** It can be either the students or the teacher's choice.

f. METHODOLOGY

Design of the research

The present research work is based on the Action Research as a enquiry, which is carried out in order to understand, to evaluate and then to change a situation, at the time the research in conducting and improve educational practice. This study is an educational research that will allow the practitioner to study and practice a variety of aspects making use of dictogloss as technique with the purpose to improve the writing skill.

Methods, techniques and instruments.

Methods.

The following general methods will be applied along the Research.

The scientific method will facilitate the study of appropriate resources to improve the writing skill. Also, it will help in the observations done before and during the intervention. This one will support with gathering data to make relevant predictions about the possible solution.

The Descriptive method will be useful to describe the different stages of study and the kind of resources used by the researcher. It will serve to explain and analyze the object of investigation.

The Analytic-Synthetic method will be used to analyze and interpret the obtained results through the test. It also will help to draw up the conclusions

The statistics method will be useful to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the observation and teachers diary.

This research also will follow the process of an action research which includes planning, acting, observing and reflecting suggests, proposed by (Kemmis and McTaggart, 2000). This Process will help the researcher to see if any necessary modification or amendment would be necessary to improve writing skill.

The process of the research will be carried out systematically, by collecting data on the practice, analyzing it in order to draw conclusions about how future practice should be.

Techniques and instruments.

To collect the data, test, observation and diary will be design and applied at the beginning, during and after the application of the intervention plan.

Test.

Two test will be used. A pre-test will be used to collect students' answers, in order to diagnose the level of students' writing skill, at the beginning of the intervention plan. The same pre-test will be used as a post-test and applied at the end of the intervention plan, to obtaining formation about students' progress on writing skill during the intervention. The test will be conducted in class and the researcher will give students a clear explanation and clarify all queries raised.

Observation.

Through the observation sheet the researcher will observe the students' performance during the lessons. It also will be used to determine what has happened in class and then analyze and reflect upon the findings when the plan ends.

Observation tracking progress.

Through the observation tracking progress sheet the researcher will observe the students´ performance in each class and the progress that they have form the beginning of the research work to the end.

Questionnaire.

A questionnaire with six multiple choice questions was used at the beginning and at the end of intervention plan to collect qualitative information which will allow the researcher to be aware of students' perception about dictogloss as a technique to improve students` writing.

Field diary and notes.

The researcher will use a dairy to record what happens in each lesson. It will help to write up the findings during the intervention, relevant events during the observation or particular situations that happen.

Rubric

A rubric will be used in order to list the aspects or quality level of students' writing skill, due to it is a great tool that defines what is expected from students.

Procedures.

The Action Research work

The intervention plan will start and end with the application of two tests. The first one will be applied and the beginning of the research to collect data from students. And the other one will be applied at the end to verify if students improve or not their writing skill. During the development of the lessons a variety of activities will be introduced to practice and improve students' writing. Likewise,

the observation sheet and the diary will be used to record particular situations and to observe students' performance.

The findings before and after the intervention plan will be analyze to draw up conclusions about the research work.

Tabulation.

The tabulation of data will be done with the results obtained in the tests. A logical analysis will be done with the information received.

Organization.

The research will organize the work based on the information received in all the strategies applied to compare and analyze the impact of the intervention plan. A report of the intervention plan will be disseminated with the findings and ideas among the teachers, partners and the high school.

Description.

The obtained data will be described in graphics considering the information pre and post intervention. The description of each question will be completed to facilitate the interpretation of the information shown, and also do logical analysis of the data received.

Population.

The students of third of bachillerato are who will participate in the development of this action research. The total of participants for this research is 20 students between boys and girls and the two parallels "A" and "C". The students are between seventeen and eighteen years old. The students receive five hours of English per week with a certified teacher.

Parallel	Students	Boys	Girls
A	5	0	5
C	15	3	12
Total	20		

Intervention plan

Alternative

The Implementation of Dictogloss as a technique to improve writing skill with students of 3rd year of bachillerato, at "Pío Jaramillo Alvarado" Experimental high school in Loja city, during the academic period 2014 - 2015.

Objectives

To improve writing skill through the use of Dictogloss as a technique, with students of 3rd year of bachillerato, at "Pío Jaramillo Alvarado" Experimental high school.

Introduction

The intervention plan is a two month program that will prepare students of 3rd year of bachillerato to improve writing skill through the use of Dictogloss as a technique.

The goal of the intervention plan is to increase students´ writing through:

- Dictation of several story texts.

- Reconstruction of the texts by note taking.

- Analyzing and correcting the reconstructive texts.

Moreover, it includes 8 lessons which contain short stories and pictures related to the topics that students are studying in their books. Each lesson is going to be

developed considering four steps: Preparation, Dictation, Reconstruction and Analysis and Correction, which were proposed by WAJNEYB, 1990.

The Preparation step will be developed

- Pre – teaching the unfamiliar or difficult vocabulary.

- Explaining the procedure to be followed

- Showing pictures

- Working in groups, pairs or individually before the dictogloss begins.

The Dictation step will be done.

- Giving a worksheet in order to take notes.

- Dictating story text twice, at normal speed.

- Listening and taking notes about it.

The Reconstruction step will be developed

- Working in groups, pairs or individually

- Sharing and discuss the notes and work on the version of the text.

- Giving the original story text.

- Comparing the reconstructive text with the original.

The Analysis and correction step will be done

- Presenting the text on a placard

- Analyzing and correcting the mistakes

Period.

This intervention plan will be developed during the months of April and May of 2015, two hours per week for each parallel.

Intervention plan.

Research problem: How does Dictogloss as a technique help students to improve writing skill?

Data collection instruments: Pre-Test and questionnaire.

	Topic	**Learning outcomes**	**Instructional focus**	**Classroom Resources**
WEEK ONE **1 hour**	Unit 3	To answer the pre-test and questionnaire.	**R.** tells students that they are going to take a test about what they have studied in previous units and a questionnaire. **R**. gives students the pre-test and questionnaire, explains question by question and checks students understanding. **R.** asks students to complete the test and questionnaire. **R**. monitors them during the test. **Ss** answer the test and questionnaire.	Pre-test Questionnaire

Support: Coaching and guidance from the university professor.
Observation notes: _____

R. Researcher

Ss. Students

Research problem: How does Dictogloss as a technique help students to improve writing skill?

Data collection instruments: Observation Sheet, Observation tracking progress and Diary Field.

	Topic	Learning Outcomes	Instructional focus	Classroom resources
WEEK TWO **2 hours**	**Unit 1** You were awesome, Alex **Past tense** .	Students will be able to: Express the idea that an action started and finished at a specific time.	**Dictogloss:** Christmas. **Dictogloss negotiation.** **Preparation.** **R.** explains students the procedure. **R**. pre-teaches the unfamiliar or difficult vocabulary. **R**. shows a picture to the students about what the story will be. **R.** asks the students to form groups of three. **Dictation.** **R**. gives to the students a worksheet to take notes. **R**. reads the short article at a normal speed twice. First time, the students hear and pay attention to it. Second time, the students hear the text again and take notes about it. **Reconstruction.** **Ss** have to share and discuss their notes with the partners, then work on their versions of the story. **R**. Gives them the original story **Ss.** Compare their versions with the original one. **Analysis and correction.** **Ss.** put their writings on a placard and sticks them on the wall **Ss** and **R**. Analyze them and correct the mistakes.	Brochure. Worksheet.

Support: Coaching and guidance from the university professor.
Observation notes: _____

Research problem: How does Dictogloss as a technique help students to improve writing skill?

Data collection instruments: Observation Sheet, Observation tracking progress and Diary Field.

	Topic	Learning Outcomes	Instructional focus	Classroom resources
WEEK THREE **2 hours**	**Unit 2** I used to dream of **Used to.**	Students will be able to: Express a situation that happened in the past but no happens anymore.	**Dictogloss:** Carla grew up **Elaboration dictogloss.** **Preparation.** **R.** explains students the procedure. **R.** pre-teaches the unfamiliar or difficult vocabulary. **R.** shows a picture to the students about what the story will be. **R.** asks the students to work individually. **Dictation.** **R.** gives to the students a worksheet to take notes. **R.** reads the short article at a normal speed twice. First time, the students hear and pay attention to it. Second time, the students hear the text again and take notes about it. **Reconstruction.** **Ss.** work on their versions of the story using their notes. **R.** Gives them the original story **Ss.** Compare their versions with the original one. **Analysis and correction.** **Ss** put their writings on a placard and sticks them on the wall **Ss** and **R** Analyze them and correct the mistakes.	Brochure. Worksheet.

Support: Coaching and guidance from the university professor.
Observation notes: _____

Research problem: How does Dictogloss as a technique help students to improve writing skill?

Data collection instruments: Observation Sheet, Observation tracking progress and Diary Field.

	Topic	Learning Outcomes	Instructional focus	Classroom Resources
WEEK FOUR **2 hours**	**Unit 3** We were walking home. -Adjectives for describing the weather.	Students will be able to: Describe the weather using appropriate adjectives	**Dictogloss:** Unpredictable weather **Dictogloss Opinion.** **Preparation.** **R.** explains students the procedure. **R**. pre-teaches the unfamiliar or difficult vocabulary. **R**. shows a picture to the students about what the story will be. **R.** asks the students to form pairs. **Dictation.** **R**. gives to the students a worksheet to take notes. **R**. reads the short article at a normal speed twice. First time, the students hear and pay attention to it. Second time, the students hear the text again and take notes about it. **Reconstruction.** **Ss** have to share and discuss their notes with the partners, then work on their versions of the story. **R**. Gives them the original story. **Ss.** Compare their versions with the original one. **Analysis and correction.** **Ss** put their writings on a placard and sticks them on the wall **Ss** and **R**. Analyze them and correct the mistakes.	Brochure. Worksheet

Support: Coaching and guidance from the university professor.
Observation notes: _____

Research problem: How does Dictogloss as a technique help students to improve writing skill?
Data collection instruments: Observation Sheet, Observation tracking progress and Diary Field.

	Topic	Learning Outcomes	Instructional Focus	Classroom resources
WEEK FIVE **2 hours**	**Unit 3** We were walking home. The past continuous.	Students will be able to: Describe a continuous action happening in the past	**Dictogloss:** Nate and his inseparable camera **Dictogloss Summaries.** **Preparation.** **R.** explains students the procedure. **R**. pre-teaches the unfamiliar or difficult vocabulary. **R**. shows a picture to the students about what the story will be. **R.** asks the students to form groups of three. **Dictation.** **R**. gives to the students a worksheet to take notes. **R.** reads the short article at a normal speed twice. First time, the students hear and pay attention to it. Second time, the students hear the text again and take notes about it. **Reconstruction.** **Ss** have to share and discuss their notes with the partners, then work on their versions of the story. **R**. Gives them the original story. **Ss.** Compare their versions with the original one. **Analysis and correction.** **Ss** put their writings on a placard and sticks them on the wall **Ss** and **R**. Analyze them and correct the mistakes.	Brochure. Worksheet.

Support: Coaching and guidance from the university professor.
Observation notes: _____

Research problem: How does Dictogloss as a technique help students to improve writing skill?

Data collection instruments: Observation Sheet, Observation tracking progress and Diary Field.

	Topic	Learning Outcomes	Instructional focus	Classroom resources
WEEK SIX **2 hours**	**Unit 3** We were walking home. The past continuous. When ; while	Students will be able to: Recognize and construct situations about two actions happening at the same time in the past. Recognize and build up situations about actions happening in the past but they were interrupted.	**Dictogloss:** Mitch 100 kilometers. **Dictogloss Negotiation.** **Preparation.** **R.** explains students the procedure. **R.** pre-teaches the unfamiliar or difficult vocabulary. **R.** shows a picture to the students about what the story will be. **R.** asks the students to work individually. **Dictation.** **R.** gives to the students a worksheet to take notes. **R.** reads the short article at a normal speed twice. First time, the students hear and pay attention to it. Second time, the students hear the text again and take notes about it. **Reconstruction.** **Ss.** work on their versions of the story using their notes. **R.** Gives them the original story. **Ss.** Compare their versions with the original one. **Analysis and correction.** **Ss** put their writings on a placard and sticks them on the wall **Ss** and **R** Analyze them and correct the mistakes.	Brochure. Worksheet.

Support: Coaching and guidance from the university professor.
Observation notes: _____

Research problem: How does Dictogloss as a technique help students to improve writing skill?
Data collection instruments: Observation Sheet, Observation tracking progress and Diary Field.

	Topic	**Learning Outcomes**	**Instructional focus**	**Classroom resources**
WEEK SEVEN **2 hours**	**Unit 3** We were walking home. The past continuous and adjectives for describing the weather.	Students will be able to: Activate the use of writing mechanics. Capitalization, spelling, punctuation. .	**Dictogloss:** Ann and the weather. **Scrambled sentences Dictogloss.** **Preparation.** **R.** explains students the procedure. **R**. pre-teaches the unfamiliar or difficult vocabulary. **R**. shows a picture to the students about what the story will be. **R.** divides the class into groups and gives students the article that they are going to hear in a scramble way. **Dictation.** **R**. gives to the students a worksheet to take notes. **R.** reads the short article at a normal speed twice. First time, the students hear and pay attention to it. **R.** sticks pictures according to the story. Second time, the students need to arrange the article according to what they have heard. **Reconstruction.** **Ss.** read the story and works on their versions of the story in their own words. **Ss.** need to put the punctuation, capitalization and correct spelling as they consider and compare their versions with the original one. **Analysis and correction.** **Ss** Put their writings on a placard and sticks them on the wall **Ss** and **R**. Analyze them and correct the mistakes.	Brochure. Article in pieces. Worksheet.

Support: Coaching and guidance from the university professor.
Observation notes: _____

Research problem: How does Dictogloss as a technique help students to improve writing skill?

Data collection instrument: post-test and questionnaire

	Topic	Learning Outcomes	Instructional focus	Classroom resources
WEEK EIGHT **2 hour**	Unit 3	To answer the post test and questionnaire.	**R.** tells students that they are going to take a test about what they have studied in during unit 3 and a questionnaire. **R**. gives students the pre-test and questionnaire, explains question by question and checks students understanding. **R.** asks students to complete the test and questionnaire. **R**. monitors them during the test. **Ss** answer the test and questionnaire.	Post-test Questionnaire.

Support: Coaching and guidance from the university professor.

Observation notes: _____

g. ORGANIZATION AND MANAGEMENT OF THE RESEARCH.

Resources

Human

The researcher.

The 3rd year of bachillerato, parallels "A" and "C"

Classroom teacher

Thesis advisor.

Material

Brochure

Paper (To print the project, worksheets and brochure)

Placard

Cardboard (pictures)

Technical

Computer

Internet

Printer

Budget

Resources	Cost
Internet	**$ 60.00**
Print of Reports	**$ 50.00**
Print of The Project	**$ 20.00**
Print of the Final Report and Thesis	**$ 300.00**
Unexpected Expenses	**$ 100.00**
Total.	530.00

The financing of the expenses derived from the present research work will be assumed by the research author.

All expenses related to the present research work will be assumed entirely by the research conducting the investigation.

h. TIME LINE

PHASES	ACTIVITIES	2015											2016		
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	De	Jan	Feb	Mar
PROJECT	Project presentation	x													
	Appointment of the teacher advisor		x												
	Project approval		x												
	Appointment of thesis advisor		x												
INTERVENTION ACTION	Application of the instruments		x												
	Act-observe			xxxx	xxxx										
THESIS PROCESS	Data organization and tabulation					xx									
	Interpreting and reflecting					xx									
	Writing up and reporting						xx								
	Presenting the thesis report						x								
	Thesis revision						x								
	Submission of the folder								xxxx	xxxx	xxxx				
	Thesis presentation											xxxx			
	Private review and thesis approval												xxxx		
	Corrections													xxxx	
	Public presentation and incorporation														xxxx

108

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ANNEXES

UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

TEST

As an undergraduate of the English Language career, the researcher is doing an action research work about Dictogloss as a technique to improve students' writing skills. This study will help you to improve your writing of the English language learning. For this reason, I ask you politely to answer the questions in a real and responsible way.

Question

This question considers the following writing aspects: Content, organization, grammar, vocabulary and mechanics (capitalization, spelling and punctuation). Each aspect counts 2 points.

Write a paragraph about your last vacation. Describe the place where did you go? What were you doing? What was the most exciting thing you did? Who travel with you? and How was the weather? Put positive and negative things. Use the past continuous and word order and connectives.

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Good luck!

UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

QUESTIONNAIRE

As an undergraduate of the English Language career, the researcher is doing an action research work about Dictogloss as a technique to improve students' writing skills. This study will help you to improve your writing of the English language learning. For this reason, I ask you politely to answer the questions in a real and responsible way.

1. **How well do you write in English?**

   Very well.( )   Well. ( )   More or Less ( )   Bad ( )

2. **How many times do you develop your writing skills in class?**

   Once ( )   Twice ( )   Three.( )   More. ( )

3. **How do you consider the writing skills?**

   As a very important and necessary skill   ( )

   As a simple skill   ( )

   Not important at all   ( )

4. **How do you usually feel when you are asked to write a composition in class?**

   Interested   ( )

   Enthusiastic   ( )

   Motivated   ( )

   Bored   ( )

5. Do you think that dictogloss help you to improve your writing skills?

Yes   (   )

No   (   )

6. Do you think that dictogloss as a technique develop cooperation among learners?

Yes. (   )

No. (   )

Thank you for your collaboration!

Rubric for writing   pre – test and post –test

Aspects	Unacceptable 0.25	Low 0.50	Good 1	Excellent 2
Content 1 point	Do not develop the topic	Minimally develops the topic.	Partially develops the topic	Clearly develop the topic
Organization 1 point	Lack of organization creating confusion	Ideas are partially organized creating some confusion.	Ideas are usually organized to make sense.	Ideas are consistently organized to make sense.
Mechanics (Punctuation, spelling and capitalization) 1 point	Most of the test is in lower case. Lack of punctuation marks Many misspelled and unknown words	Some parts of the test are in lower case. Beginning of sentences and proper nouns. Wrong use of punctuation marks-they are place in a random way. Some misspelled and unknown words.	Use of capital and lower case letters almost correctly. Acceptable use of punctuation marks. Few misspelled words.	Effective use of capitalization, punctuation and spelling.
Grammar 1 point	Lots of grammatical errors in verb tenses and sentences structures	Several grammatical errors and some verb tenses and sentences structures	Few grammatical errors and mistakes in sentences structures	No grammatical errors and mistakes in verbs tenses and sentences structures
Vocabulary 1 point	Very limited basic vocabulary	Words choices are repetitive or vague.	Words choices are general, related and familiar.	Words choices are effective

OBSERVATION TRACKING PROGRESS

Lesson: _____

Date: _____

Number: _____   **Year:** 3rd

N.-	Students' Name	CRITERIA																			
		Content				Organization				Grammar				Vocabulary				Mechanics			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	CPJA 001																				
2	CPJA 002																				
3	CPJA 003																				
4	CPJA 004																				
5	CPJA 005																				
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19	CPJA 019																				
20	CPJA 020																				

RESEARCHER FIELD DIARY

Lesson					
Activity					
Objective:					
Materials:					
Timing					
Procedure					
Grouping					
Do the students like it?	Yes		For a while		Not really
Are they bored?	Yes		No		
Do they make an effort?					
Comments	_____ _____ _____ _____ _____ _____ _____ _____				

OBERVATION SHEET

OBSERVATION SHEET Observer: Date:				
Things to be observed	**ACTIVITIES**	**YES**	**NO**	**SOMETIMES REMARKS**
Have all the students participated during class?				
Was the activity appropriated for the class?				
Were the objectives for the activities accomplished?				
Suggestions to the activities done				

RESEARCH MATRIX

THEME: The implementation of dictogloss as a technique to improve writing skill with students of 3rd year of Bachillerato, at "Pío Jaramillo Alvarado" experimental high school in Loja city, during the academic period 2014 – 2015.

PROBLEM	OBJECTIVES	THEORETICAL FRAME CATEGORIES	RESEARCH STATES	TECHNIQUES
How does dictogloss as a technique help students to improve writing skill? What kind of theoretical reference about writing and dictogloss are useful to help students of 3rd of Bachillerato? What are the weaknesses that limit students' writing skill?	To implement Dictogloss as a technique to improve writing skill with students of 3rd year of bachillerato, at "Pío Jaramillo Alvarado" Experimental high school. To investigate the theoretical references about writing and dictogloss as a technique to help students of 3rd of bachillerato "A B. C". To diagnose the weaknesses that limits the development of students' writing skills through a Pre-test.	Writing Writing Definition Types of writing The importance of writing How to evaluate writing Ways to improve writing skill The steps of writing	Preliminary investigation Observation of the English classes. Stating the background of problem. Describing the current situation Locating and reviewing the literature. Creating a methodological framework for the research. Preparing an intervention plan. Presentation of Research findings Reflecting, analyzing and answering the proposed inquiries.	Pre – Test Lessons plan Observation guide, Field diary and notes. Observation tracking progress Questionnaire Post-test. Rubric.

What are the important phases of the intervention plan that address the current issues of writing skills with dictogloss? Which dictogloss activities are implemented to improve writing skills? How does dictogloss as a part of the classroom activities solve the limitations of the writing skills?	To elaborate an intervention plan focused on the dictogloss technique to improve students´ writing skills. To execute the intervention plan as a part of the lesson activities and solve the limitations in the development of students´ writing skills. To verify the effectiveness that dictogloss as a technique had on students´ writing skills through post-test.	Dictogloss. Definition. Steps to develop dictogloss technique. Dictogloss variations. Advantages and disadvantages of using dictogloss. The Aims, Value of Dictogloss and the Potential Benefits. Dictogloss and current trends in second language education. How dictation can be done to develop the four skills How to improve pronunciation, vocabulary, and spelling using dictation	Organizing the final report.	

INDEX