



USING DICTOGLOSS VARIATIONS IN TEACHING ENGLISH

Ganiyeva Dilfuzaxon Qodirjon kizi
PhD student of Gulistan state universiteti
dilfuzaganiyeva57@gmail.com

DOI: <https://doi.org/10.5281/zenodo.15176118>

Abstract. *Nowadays, mastering foreign languages is becoming increasingly relevant on a global scale. Keeping up with scientific and technological advancements is considered an important factor in the development of the states. Therefore, using effective methods and approaches in foreign language teaching facilitates language acquisition. Due to its methodological advantages, the dictogloss technique is considered an effective method in teaching English. In this article, we will explore its various variants.*

Keywords: *Dictogloss, variations of dictogloss, skills, grammar competence, methodological guide.*

The term “dictogloss” was first introduced by the American educator Ruth Wajnryb in the book *Grammar Dictation*. It is derived from the combination of the words “dictation” (diktant) and “gloss” (understanding and explaining a text). In essence, dictogloss is similar to a traditional presentation, where students reconstruct and restore a text they have listened to as accurately as possible, preserving its original meaning and lexical-grammatical structure. The classic version of conducting a dictogloss consists of the following stages: the teacher selects a text that contains active vocabulary and grammatical structures relevant to the studied topic. The text is read twice by the teacher. During the first reading, students only listen. During the second reading, they take notes on the key information. After that, students work in pairs or small groups to reconstruct the text using grammatical and lexical structures. Each group then presents their reconstructed version of the original text. During the reconstruction process, students focus on both grammatical and lexical forms as well as the overall meaning of the text. In this way, R. Wajnryb expanded the traditional method of language dictation, making it a more comprehensive approach that develops different types of speech activities and two key language aspects: grammar and vocabulary.

Dictogloss provides students with an opportunity to apply active vocabulary and grammar in a foreign language within a meaningful context. Unlike some traditional grammar teaching methods, dictogloss promotes interactivity and encourages students to use their creative potential. In a conventional dictation exercise, students



XORIJIY TILLARNI O'QITISHDA INNOVATSION YONDASHUVLAR NAZARIYANING AMALIYOTGA TATBIQI

mavzusidagi respublika ilmiy-amaliy anjumani

write down exactly what they hear word for word, whereas dictogloss allows them to compare the original text with their reconstructed version, enhancing both their accuracy and creative thinking skills.

The stages of traditional dictogloss have contributed to the creation of many of its variations. In her research, I. Aksenova presents the following variants of dictogloss:

- a) **Negotiation dictogloss**
- b) **Student-controlled dictogloss**
- c) **Student-student dictogloss**
- d) **Summary**
- e) **Scrambled sentences**
- f) **Elaboration (creative dictogloss)**
- g) **Opinion-dictogloss**
- h) **Picture dictogloss**

Each variation of dictogloss is described in detail below:

The first variation of dictogloss was proposed by R. Devi. This version differs in that it includes a discussion phase for each meaningful section of the text. Depending on the complexity of the language material and the students' proficiency level, the text can be divided into several segments. Initially, students listen to the entire text without taking notes. During the second reading, the teacher pauses after every two or three sentences, allowing students to write down what they remember. Afterward, students compare their notes with one another and collaboratively reconstruct the text. In the final stage, they compare their reconstructed version with the original text.

The second variation, student-controlled dictation, was proposed by Z. Vasilyevich. The key feature of this variation is that students control the pace of the dictation. When the teacher begins reading the text, students can request pauses whenever they need more time to process or write down information. Naturally, the frequency of pauses depends on the students' proficiency in the target language. A unique aspect of this dictation method is that students can also suggest the content of the dictation themselves, making the activity more engaging and tailored to their learning needs.

The third variation, student-student dictation, is a peer-led version of dictogloss. This method is implemented using the "jigsaw" technique after students have mastered the dictogloss procedure. Students first work in small groups, where each group studies a specific segment of the text. In the next phase, students are regrouped



XORIJIY TILLARNI O'QITISHDA INNOVATSION YONDASHUVLAR NAZARIYANING AMALIYOTGA TATBIQI

mavzusidagi respublika ilmiy-amaliy anjumani

so that each new group consists of representatives from different original groups. Within these newly formed groups, each student presents their assigned part of the text. Working in these mini-groups, students take turns reading their sections aloud. Then, they collaborate to reconstruct the full text. This method allows each student to take on the role of the teacher, enhancing their engagement and deepening their understanding of the material.

The fourth variation, summary dictogloss, allows students to focus only on the main ideas of the text. After completing the traditional stages of classic dictogloss, students work in pairs or small groups to present only the key aspects of the text's content. Unlike other versions that emphasize reconstructing the full text, this method prioritizes understanding and summarization. Students can use additional tools such as drawings, diagrams, charts, tables, or graphs to visually represent the main points, making the activity more interactive and enhancing their comprehension skills.

The fifth variation, scrambled sentences dictogloss, adds an extra challenge by requiring students not only to reconstruct the text but also to arrange its parts in the correct order. In this version, the teacher reads the text in a shuffled sequence, presenting the sentences out of their original order. Students must first write down the sentences as they hear them and then work together to reconstruct the text while arranging the sentences logically. In some cases, there may be multiple correct ways to organize the sentences, allowing for flexibility in interpretation. This variation is best suited for advanced language learners, as it requires a strong understanding of both grammar and logical text structure.

The sixth variation, elaboration dictogloss, focuses on enhancing and expanding the original text rather than simply reconstructing it. In this version, students are tasked with improving the initial dictation text by adding lexical elements, sentence variations, facts, details, and other expansions. Working in pairs or small groups, they have the creative freedom to not only reconstruct the original text but also enrich it with additional content. This method encourages students to use more advanced vocabulary and grammatical structures, making it an excellent exercise for developing both accuracy and fluency in the target language.

The seventh variation, opinion dictogloss, goes beyond simple text reconstruction by incorporating critical thinking and personal expression. In addition to following the classic dictogloss steps, students are invited to share their own opinions on the topic discussed in the dictation text. After reconstructing the original content, they write an additional paragraph expressing their thoughts, arguments, or



XORIYIY TILLARNI O'QITISHDA INNOVATSION YONDASHUVLAR NAZARIYANING AMALIYOTGA TATBIQI

mavzusidagi respublika ilmiy-amaliy anjumani

perspectives on the issue. This method helps develop both language proficiency and critical thinking skills, as students must not only comprehend and reproduce the text but also analyze, evaluate, and articulate their own viewpoints in the target language.

The eighth variation, picture dictogloss, focuses on visual representation rather than written text reconstruction. Unlike previous versions, this variation does not require students to rewrite the text. Instead, the dictation text must include a detailed description of a scene, object, or situation. As students listen, they draw an illustration based on the description they hear. After completing their individual drawings, students work in pairs or small groups to compare their illustrations, discuss any missing details, and refine their drawings by filling in gaps. One possible way to conduct this activity is to have students first reconstruct the text and only then create a visual representation. This version of dictogloss helps develop listening comprehension, descriptive vocabulary, and attention to detail, making it especially useful for visual learners.

In conclusion, compared to other methods, dictogloss offers unparalleled methodological advantages, making it a highly effective language learning technique. Its various adaptations cater to learners of different proficiency levels, ensuring flexibility and engagement. For teachers, choosing the right variant is crucial, as it allows them to tailor the activity to their students' needs, learning goals, and language abilities. By selecting the most appropriate dictogloss version, educators can enhance students' listening, comprehension, grammar, and communication skills in an interactive and dynamic way.

References:

1. Aksenova I.N. The Methodology of Teaching Students the Types of Foreign Language Communicative Activity Based on Dictogloss (English Language, Faculty of Languages) AAD, - Moscow, 2023.
2. Zorana Vasiljevic. Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners// English language teaching.-2010. – № 1. – b.41
3. Wajnryb. R. Grammar dictation.- Oxford:Oxford University Press,199
4. Sayed. M. Using dictogloss strategy for developing secondary stage students' English Grammar competence and Motivation towards learning English language// BSU Journal of pedagogy and Curriculum, 2023; 2(3): 134-152