Using the Dictogloss Method and IELTS Materials in Adult ESL Listening Classes

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## The problem

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| ● The number of Chinese students studying abroad exceeded 600,000 in 2018  
● The largest population of international students around the world (Ministry of Education of the People’s Republic of China, 2019). | ● International English Language Testing System (IELTS)  
● Chinese students’ average IELTS score ranked 34 out of 40 countries in 2017.  
● Listening skill. | There is a need to explore effective teaching strategies to improve Chinese students’ listening performance in IELTS. |
Why Listening Skills?

- Listening is the main input resource for SLA (Tyagi & Misra, 2011; Vasiljevic, 2010).

- Weak listening ability and poor test performance are predictors of a higher level of Foreign Language Learning Anxiety (FLLA) (Chow, Chiu, & Wong, 2017).
What is your listening class look like?
Traditional method (TM)

1. Teach vocabulary and grammar
2. Teacher-centered
3. Check answers together

- Teacher plays the recording several times with instructions.
- Students listen to the recordings while working on workbook questions.
Dictogloss method (DM)
The Standard Dictogloss (DG) Method

The standard dictogloss

- Preparation (20 minutes)
- Dictation (5 minutes)
- Reconstruction (30 minutes)
- Analysis and correction (30-45 minutes)

In the classroom Dictogloss is often regarded as a multiple skills and systems activity. Learners practise listening, writing and speaking (by working in groups) and use vocabulary, grammar and discourse systems in order to complete the task (Wajnryb, 1990).
Modified Dictogloss (MDG) method

**Preparation**
Introduce the background knowledge of the listening material, for example, the target vocabulary, related culture, and language structure.

**Dictation**
Play the recording three times. The recording was played at a normal speed for the first and third time, listening materials were chunked into sentences and phrases for the second time. During dictation, students can write keywords to help with reconstructing the material.

**Reconstruction**
The students were asked to reconstruct the listening material in five minutes and present it to other groups in English.

**Correction and feedback**
The teacher noted the students’ errors in common during their presentation and corrected the errors as a whole group. The students were asked to compare their dictation to the original context and note errors in their journals. All the errors were reviewed in the next class.
Effectiveness of Dictogloss Method

- Researchers found out that dictogloss is effective on improving ESL learners’ writing performance (Abbasian & Mohammadi, 2013; Kooshafa, Youhanaee, & Amirian, 2012; Younis & Batineh, 2016).
- The dictogloss method is effective in teaching problematic linguistic structures in a meaningful context (Yuan, 2014).
- The Modified dictogloss method is effective on improving L2 learners’ memory on English formulaic sequences (FSs) in later writing (Lindstromberg, Eyckmans, & Connabeer, 2016).
Why IELTS?

- Researchers found that there is a positive correlation between IELTS scores and student GPAs in undergraduate and graduate studies (Bayliss & Ingram, 2006; Feast, 2002; Yen & Kuzma, 2009).

- IELTS has been widely acknowledged by over 140 countries and 10,000 higher education institutions in Australia, Canada, New Zealand, the United Kingdom, and many schools in the United States since its establishment in 1989.

- In recent years, the number of IELTS test-takers grew rapidly and reached three million a year in 2017.

- High reliability of the tests: The average Cronbach’s alpha amounted to above .91 across the listening and reading tests in 2017.
IELTS Listening Test

Answer 40 questions (four sections) in 40 minutes:

A. a conversation between two people set in an everyday social context;
B. a monologue set in an everyday social context, e.g. a speech about local facilities;
C. a conversation between up to four people set in an educational or training context, e.g. a university tutor and a student discussing an assignment;
D. a monologue on an academic subject, e.g. a university lecture. (IELTS, 2017)
Discussions

- Researcher suggested doing adequate preparation, for example, discuss the topic and introduce new vocabulary at the first stage (Gallego, 2014).
- Study shows that allowing students to get acquainted with the target knowledge in a meaningful way was able to increase their competence in using the language forms (Snoder & Reynolds, 2018).
- Authentic materials
- Life-related topics
- Opportunities to practice the target language
References


References


