

and asked to move to a neighbouring group in order to share their stories. They compare their stories in the new group and make the necessary changes to the story. The students are then given the story and will be asked to discuss with their peers to find the answers to the given questions (See Appendix 2). Students are given time to come to the board and start the Question and Answer (Q&A) activity. The teacher invites students to comment and check the answers.

Step 3: The teacher illustrates the story on the smart board or gives each student a copy of the story and asks them to repeat the key sentences. They are asked to repeat individually and chorally. The teacher uses substitution drills as well as backwards build up to help students master the form of the sentences. Using body language and hand movement, the teacher tries to help students get the music of the sentences. The students are asked to repeat the model closely. They move their hands based on the rising and falling of the intonation. Finally, groups are given story books in which they can find a lot of pictures. Using the content of the lesson, they start asking real questions and receiving

real answers. Pairs are invited to come to the board in order to practice Q&A.

Conclusion

Dictogloss is an integrated task via which students practice listening, dictation, writing, speaking, and grammar. This technique can make the class student-centered and reduces the Teacher's Talking Time (TTT). Give it a try and enjoy the experience.

References

- Scrivener, J. (1994). *Language Teaching: The Essential Guide to English Language Teaching*. MACMILLAN. Oxford.
- Thornbury, S. (1999). *How to Teach Grammar*. PEARSON Longman. Essex.

Appendices

Appendix 1

The Dictogloss Short Story

This is Mr. Imani. He is my English teacher. He is wearing a blue suit and a white shirt. This short boy is Ali. He is my classmate. He is wearing an orange cap and a brown T-shirt. The old man is my grandfather. He is wearing a brown shirt and brown pants. This tall woman is my aunt, Maryam. She is wearing a black chador. Negar, my sister, is wearing a blue scarf, a blue dress, and a blue skirt.

Appendix 2

The Dictogloss Short Story Questions

- 1) Who is Mr. Imani?
- 2) What is he wearing?
- 3) What is Ali wearing?
- 4) Who is Maryam?
- 5) What is she wearing?
- 6) What is Negar wearing?



Grammar Dictation

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اشاره

ستون «My Contribution» با هدف انتقال تجربه‌های موفق تدریس، براساس برنامه‌دستی جدید زبان انگلیسی طراحی شده است. تصور رایج بر این است که آموزش، به‌طور کلی، براساس محتوای کتاب درسی و راهکارهای ارائه شده در کتاب معلم شکل می‌گیرد، در عین حال لازم است به این نکته توجه کنیم که هر طرح درسی از سبک آموزشی طراح خود نیز تأثیر می‌پذیرد. از همین رو، تبادل تجربه‌های آموزشی که می‌توانند مبتکرانه و تا حدودی شخصی باشند به مدرسان کمک می‌کند کیفیت تدریس خود را ارتقا بخشند. از مدرسان محترم زبان انگلیسی تقاضا می‌شود تجربه‌های آموزشی موفق خود را در قالبی مناسب این ستون، به نشانی پیام‌نگار (E-mail) مسئول ستون، ارسال نمایند. این تجربه‌ها پس از بررسی و تأیید به چاپ خواهند رسید.

Quick guide

Key Words: dictogloss

Learner English level: beginners – grade 7

Preparation time: 10 minutes to write a very short story – 5 minutes to write some comprehension questions

Activity time: 45 minutes

Materials: classroom board, worksheets, some sample story books

Introduction

Dictogloss is a form of dictation in that students listen to a short story read by the teacher. They write the key words, and then re-construct the story by their own words. This is done in a group work activity (Scrivener, 1994). The technique is also called dictocomp or grammar dictation (Thornbury, 1999).

Preparation

Step 1: Based on students' level of language proficiency, the teacher writes a short story. The story should be so long that

the students would not be able to memorize it by line by line.

Step 2: The teacher writes some comprehension questions to ask about the short story in order to elicit the new grammar.

Procedure

Step 1: The teacher reads a short story and asks students to listen to it very carefully (See Appendix 1). The teacher reads the story for the second time and then asks students to write whatever they remember – probably some words, phrases, and maybe a sentence (students may also write the key words or phrases while the teacher is reading the story). After that, the students are asked to work in groups to reconstruct the story using the key words they remember from their listening to the short story as well as their own words.

Step 2: To involve the students more and more, group representatives are selected



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Guidelines for Publishing in My Contribution

The column entitled *My Contribution* is a recent initiative which is intended to be a forum for sharing lesson plans and procedures for classroom activities. Our assumption is that all teachers have original ideas for running their lessons which work for them. We welcome a contribution which reflects an original idea. Ideas taken from teachers' guides can be of no help unless they are sufficiently modified. The sign of an original idea is that it is a source of excitement and pride to the originator to the extent that he/she would like to tell others how it works. You can imagine yourself telling your colleague in a very simple clear language how you carry out the activity in your class in a stepwise manner. As your account is procedural it follows a certain structure which is different from the structure of a research article. The column includes instructions which tell the reader how to carry out the teaching activities like the ones one can find in a recipe. In some cases specially in the conclusion part you might want to provide a rationale for the activity by referring to the literature but this needs to be kept at a minimum.

It should be noted that a lesson plan is the blueprint of those teaching activities that are to be done in the classroom to teach the textbook content with the aim of achieving its objectives. Every teacher tries to plan the content in his/her own style so that he/she can teach systematically and effectively. You can see the detailed guidelines for writing *My Contribution* in the box below.

Your "My Contribution" should include:

- A title, your name, affiliation, and email address;
- A "Quick guide" to the activity or teaching technique;
- No more than 700 words excluding the appendixes;
- An introduction (i.e. overview) followed by preparation and procedure steps and a conclusion.

It should be:

- In Microsoft Word format;
- Double-spaced with an extra space between sections.