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M U N D A R I J A

Dolzarb mavzu

Qahramon Ismoilov. Yaponiya oliy ta'lim tizimi: zamonaviy yondashuvlar.....3
Maxmud Ravshanov. Mahmud Koshg'ariy "Devonu lug'at-it turk" asaridagi fe'llarning leksik-semantik tavsifi.....6

Tilshunoslik

Umidjon Yigitaliyev. Shaxs ijodiy tafakkuri tushunchasi va uning lingvo-kognitiv tavsifi.....7
Dilafruz Rahmatullayeva. O'zbek tilidagi "ilm-ma'rifat" sememali leksemalarning sintaktik funksiyalari.....10
Marhabo Umurzoqova. O'xshatishlar lisoniy shaxs milliy-madaniy mansubligini ifodalovchi vosita sifatida.....13
Farida Saidova. Umumiy izohli lug'atlarda sinonim so'zlarni izohlashga graduonimik yondashuv.....17
Akbarjon Hasanov. Badiiy matnda jonlantirishlar lingvopoetikasi.....18

Adabiyotshunoslik

Shoiraxon Toshxujayeva,
Maxbubaxon Tojiboyeva. Bir g'azal sharhi.....22
Durdona Rasulmuxamedova. Tarixiy dramada ijodiy personajlarning o'rni..24
Marhabo Meliboyeva. "O'g'uznoma" dostoni syujetining genezisi haqida....26
Nigora Xolmatova, Feruza
Qurbonova. Fiqralar.....29

Ilg'or pedagogik texnologiyalar

Nargis Kudratxodjayeva. Leksik matnlar yordamida talabalar nutqini o'stirish.....31
Dilshod Nabiye. Ta'limda qo'llanuvchi

kompyuter vositalarining turlari va klassifikatsiyasi.....33
Durdona Gafforova, Shoxida Mamadjanova. Boshlang'ich sinf o'quvchilarining ingliz tili leksik kompetensiyasini rivojlantirish texnologiyalari.....36
Fazliddin Ataullayev. Ta'lim sifatini ta'minlashda pedagoglarning kasbiy kompetensiyalarini ingliz tilida o'qitish va dual ta'lim orqali rivojlantirishning samarali usullari.....38
Eldorbek Khamitov. Dictation method and its peculiarities.....40
Shukurjon Akramov. O'zbek tilida sodda gaplar va ularning o'rganilishi masalasi.....43
Maxmudaxon Sobirova. Bo'lajak boshlang'ich sinf o'qituvchisining kasbiy kompetentligini rivojlantirish jarayoniga ta'sir ko'rsatuvchi omillar.....45
Feruzaxon Xoshimova. Raqamlashtirish sharoitida bo'lajak boshlang'ich sinf o'qituvchilarining ijodkorlik faoliyatini rivojlantirishning dasturiy metodik ta'minotini takomillashtirish texnologiyalari.....47
To'liqinjon Badalxodjayev. Informatika kursida sun'iy intellekt asoslarini o'qitish metodikasi.....49

Tadqiqot

Zikriyo Sharipov. Til grammatik strukturasini tasvirlash usullari.....51
Nargiza Uzoqova. 5-sinf ona tili mashg'ulotlarida foydalaniladigan sinonimlar o'quv lug'ati uchun birliklar tanlashning lingvistik asoslari.....55
Yulduz Do'smuradova. Badiiy matnda paramatn elementlari va ularning ahamiyati.....57
Muxayyo Mamajonova. O'zbek badiiy asarlarining fransuz tiliga tarjimalarida

O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligi huzuridagi Oliy attestatsiya komissiyasi Rayosatining 2023-yil 3-iyundagi 338/6-sonli qarori bilan Filologiya hamda Pedagogika fanlari bo'yicha doktorlik dissertatsiyalari (PhD, DSc) asosiy ilmiy natijalarini chop etish tavsiya etilgan milliy ilmiy nashrdir.
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muomala madaniyati milliy xususiyatlarining ifodalanishi.....	59
Ma'mura Sidiqova. Tilshunoslikda termin bilan bog'liq ilmiy-nazariy qarashlar.....	61
Oybek Boyatov. Majzub Namangoniyni takrir va talmeh san'atlaridan foydalanish mahorati.....	63
Abdurahmon Ochilov. Maktablarda innovatsion jarayonni tashkil etishning falsafiy-metodologik jihatlari.....	66
Ro'za xonim Mavlonova. Mardumlig' shevasidan olis pari yoxud odamvashlig'-u mardumdorliqqa da'vat.....	68
Sumbul Muxammedova. "Sayod va Hamro" dostonidagi ayrim frazemalar tahlili.....	71
Mahbuba Quvondiqova. Imom al-Buxoriyning "Al-Jome' as-Sahih" asarining mazmun mohiyati va o'rganilishi.....	75
Kamola Axmedova. Mutrubiy Samarqandiyning "Tazkirat ush-shuaro"sida nazariy, poetik masalalarning yoritilish tamoyillari.....	78
Shamshoda Hamdamova. O'zbek ilmiy fantastikasiga jahon adabiyotining ta'siri.....	80
Dilnavoz Shahobiddinova. Ingliz tilida jismoniy madaniyat yo'nalishi talabalarining kasbiy-kommunikativ kompetensiyasini rivojlantirishning ilmiy-nazariy masalalari.....	83
Ozoda Shukurboyeva. Adabiyot va adabiy ta'limda sun'iy intellektning qo'llanishi.....	86
Nizomiddin Rajabov. Tilshunoslikdagi variantlilik va dublet hodisalari leksik munosabat turlari sifatida.....	89
Oydin Nurullayeva. O'zbek va ingliz tillari frazemalarning ba'zi ma'no mushtarakliklari.....	92
Dilnavoz Fayziyeva. Nasriy asarlarda urush mavzusi va uning qiyosiy-tipologik tahlili.....	94
Dilnoza Ro'zimatova. Ijtimoiy maqomning pragmalogik tadqiqi.....	97
Dilrabo Saydullayeva. "Nasoyim ul-muhabbat" da zikri keltirilgan ayrim ijodkor so'fiylar ijodi misolida hikmat janrining poetologik tadqiqi.....	101
Nasima Qodirova. Buxorolik shoir Shamsiddin Shohin hayoti va ijodiga doir ayrim qaydlar.....	105
Ilhomjon Madrahimov. Grammatik kategoriya – lisoniy paradigma turi.....	108
Zulfizarxon Azizova. Sharq olimlarining pedagogik qarashlari.....	112
Baxtiyor Omonov. Geologiya sohasiga oid terminlarning ilmiy tavsifi.....	114
Azizbek Toshpo'latov. Tabiiy ijodida musammatlar.....	116
Baxriddin G'aprov. O'zbek tilining tarixiy taraqqiyotida o'zlashma so'zlarning ahamiyati.....	118
Gulnora Madumarova. Rahbarlik faoliyatida shaxslararo munosabatlarning ijtimoiy-psixologik jihatlari.....	121

Mansur Turg'unboyev. Voleybol o'yini malakalari texnikasiga dastlabki o'rgatish uslublarining ahamiyati.....	123
Muhayyo Ergasheva, Nilufar Maxmudova. Olamning milliy-lisoniy manzarasi va makon konsepti.....	125
Nilufar Samiyeva. Tilshunoslikda aforizmlarning o'rganilishi.....	127
Абдухалил Атаматов. Сравнение требований рынка труда и содержания существующих образовательных программ.....	129
Наргиза Раджапова. Значение русского языка среди мировых языков и необходимость его изучения.....	132
Malohat Badalbaeva. Teaching emergency terms in english: ensuring effective communication in critical situations.....	133
Dilshoda Khudoyberdiyeva. About the usage of household appliance lexemes in forming idiomatic expressions in english language.....	136
Lola Mirzayeva. Improving the professional communication of future tour guides in the field of tourism.....	139
Dilnavozxon Yokubjonova. Teaching listening skills for juniors.....	142
Nilufar Xaydarova. Bo'lajak boshlang'ich sinf o'qituvchilarida kreativ fikrlash qobiliyatini rivojlantirishda geymifikatsiyadan foydalanishning pedagogik-psixologik jihatlari.....	144

Kichik tadqiqot

Ro'zigul Primova. Qo'chqor Norqobil asarlarida urushning inson ruhiyatiga ta'siri tasviri.....	147
Mukarramoy Xo'jabekova. Art-terapiya fanini amaliy mashg'ulotlarda o'rganish, mustahkamlash texnologiyasi.....	148
Surayyo Mirzayeva. Semiotika.....	150
Sharifjon Kenjaboyev. Kasbiy kompetensiya va identitetlik tushunchalarining ilmiy tahlili.....	152
Mohigul Hoshimova. XIX-XX asrlarda doston janrining tadrijiy taraqqiyoti.....	155
Nigora Xamidova, Sevara Pirnazarova. Phonetic features of verbal irony in english.....	157
Maftuna Toshtemirova. Bo'lajak boshlang'ich sinf o'qituvchilarida tanqidiy va kreativ fikrlashni shakllantirishning samarali pedagogik texnikalari.....	159
Zulfiya Asamatdinova. Tarjimada inson qiyofasi va xarakterini ifodalash.....	161
Qaxramon Mashrapov. Texnik oliy ta'lim muassasalarida "Hayot faoliyati xavfsizligi" fanini o'qitishning zaruriy ahamiyati.....	163
Shahnoza Xodjayeva. Ispan tilini o'qitishda multimedia texnologiyalarining ahamiyati.....	165
Shahnoza Nusratova. O'qish savodxonligi darslarida o'quvchilarning ijodiy qobiliyatlarini rivojlantirish metodikasi xususida ayrim mulohazalar.....	167
Nargiza Boymuratova. Lutfiy she'riyatida irfoniy	

mazmunning badiiy talqini.....	169
Saida Imomova. Said Ahmadning "Ufq" romanida ota obrazi ruhiyati talqini.....	170
Surayyo Tursunova. Bolalarning jismoniy rivojlanishida psixologiyaning o'рни.....	172
Lutfiya Xoliqova. Zamonaviy ta'limda yangi interaktiv metodlarning avvalgi turdagi metodlardan afzalliklari.....	174
Asaloy Xudoyberdiyeva. Topishmoqlarda ortiqchalik va tejamkorlik tamoyillarining kuzatilishi.....	175
Mohichehra O'rolova, Normat Yo'ldoshev. Shukur Xolmirzayev hikoyalarida inson va tabiat munosabatlarining poetik talqini.....	177
Dilnura Sotimboyeva. O'g'uz lahjasida o'xshatish va kesatishga oid maqollarning o'ziga xos xususiyatlari.....	179
Dilnavoz Xaytaxmatova. Omon Matjon she'riyatida muhabbat motivi.....	180
Shohista Aduqodirova. Ta'limga oid saytlarda pragmatlingvistik xususiyatlarning ifodalanishi.....	182
Azizbek Ibragimov. Orzu lirikasida ishq mavzusi.....	184
Sevinch Muxtorova. Devonai haqgo'ylar.....	186
Dilnura Madaminova. Isajon Sultonning "Toshkelinchak" hikoyasi tahlili.....	188
Dostonbek Axmadov. Mirzakalon Ismoilning 30-yillar davri ijodi.....	190
Dildora Husanova. Barcha shodlik senga bo'lsin.....	192
Sabinabonu Qaxramonova. Botin metaforasining surrealistik tasviri.....	194
Sarvinov Jamolova. "Mahbub ul-qulub" da "tavozu" talqini.....	197
Sardor Hamroyev, Ruxshona Muxiddinova. Understanding and supporting individuals with pragmatic language disorders.....	198
Gulhayo Jabborova. A comparative linguocognitive analysis of fear in uzbek and english artistic discourse.....	201
Akhmad Baisov. Harmony of theme and idea in the story.....	202
Lutfullina Yulia. Intellectual development of junior schoolchildren in mathematics lessons in the context of the implementation of a competency-based approach.....	204
Rufina Abdullayeva. Munis Xorazmiy tuyuqlari badiiyati.....	206
Madina Alimova. Andragogikada ikkinchi tilni o'qitishda xorij tajribasi.....	208
Zarina Tursunova. Representation of sadness in english and uzbek languages.....	210
Mehriniso Khusenova. The goals and objectives of terminology and lexicography as a field of linguistics.....	211
Oysha Rajabova. Xorijiy tillarni o'rganishning imkoniyatlari.....	212



darsda vaqtni taqsimlash jarayonida kontent qo'shish va o'chirishga ruxsat berishimiz kerak." - deydi. Ushbu taklifga binoan, biz o'quvchilarga tillar va madaniyatlar o'rtasidagi ko'plab tafovutlarni aniqlash va o'rganishga imkon yaratamiz.

So'nggi yillarda yurtimiz oliy ta'lim tizimida sodir bolayotgan muhim o'zgarishlardan biri bu-dual talim tizimining tashkil etilganligidir. Dual ta'lim qisqa muddat ichida yosh mutaxassisda qimmatli tajriba va ko'plab professional ko'nikmalar bilan birga akademik darajada va kasbiy malakaga ega bo'lish imkonini beradi.

Ma'lumki, Germaniya mehnat bozorida ta'limning mazkur turi katta ahamiyatga ega. Kyoln Iqtisodiy taraqqiyotlar instituti tamonidan o'tkazilgan so'rovnoma shuni ko'rsatadiki, oliy ta'lim bitiruvchilari ko'pincha nazariy bilimlarni amaliyotga tatbiq etishda qiynaladilar. Bu esa ta'lim va ishlab chiqarish korxonalari integratsiyasini kuchayishini taqozo etmoqda. Yevropada bu borada qator muvaffaqiyatli islohotlar olib borilmoqda.

Germaniyada dual ta'lim tizimi 50 yil davomida muvaffaqiyatli amalga oshirib kelinmoqda. Bu tizim qator Yevropa mamlakatlari shuningdek, Xitoy, Indoneziya, Kolumbiya, Ekvador va Peru kabi davlatlarda ham qabul qilingan. Bugungi kunda amaliyotga yo'naltirilgan ta'limning afzalliklari dunyoning ko'plab mamlakatlarida kasb-hunar ta'limi loyihalari uchun innovatsion tanlovni boshlagan Germaniya iqtisodiy hamkorlik va taraqqiyot federal

vazirligi alohida qayd etgan.

Dual ta'lim dasturining nazariy o'quv amaliy qismi professional ta'lim muassasasida malaka hamda kompetensiyalarni shakllantirish, boshqacha qilib aytgach, ishlab chiqarish bilan bog'liq amaliy qismi korxona yoki tashkilotga amalga oshiriladigan o'qitish turi hisoblanadi. "Dual ta'lim dasturi" esa ta'lim muassasasi va korxona, yoxud tashkilotga bitiruvchiga ma'lum bir mutaxassislik bo'yicha kasbiy faoliyatni malakali bajarishga qaratilgan professional ta'lim tayyorgarligining asosiy mazmunini belgilovchi ta'lim standartlari malaka talablari o'quv reja o'quv dastur modullari o'quv va ishlab chiqarish amaliyoti dasturlaridan iborat hujjatlar to'plamidir.

Ta'lim sifatini ta'minlash ustuvor vazifa. Yetishtirilayotgan kadrlar har jihatdan raqobatga tayyor bo'lishi kerak. O'quv jarayonida ta'lim sifatini ta'minlash omillari hisobga olinmoqda. Birinchidan, me'yoriy-huquqiy hujjatlar takomillashmoqda. O'quv jarayonining asosiy hujjati bo'lgan o'quv rejalaridagi fanlarning soni qisqartirildi, mutaxassislik fanlarini chuqur o'rgatishga e'tibor qaratildi. To'rt yil davomida talaba 240 kredit to'plasa boldi. Bunda belgilangan fanlarni talab darajasida o'zgartirishi yetarli. Ikkinchidan, professor o'qituvchilar ortiqcha qog'ozbozlikdan xoli bo'lishdi, barcha jarayonlarning elektron tartibi yo'lga qo'yildi, ularning faoliyatiga aralashuvlar cheklandi. Bu esa, o'ylaymanki, ta'lim sifatini ijobiy yo'l bilan yuqori darajaga ko'tarishga yana bir omil bo'ldi.

Foydalanilgan adabiyotlar

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Dictation Method and Its Peculiarities

Annotation: dictation shows potential for the acquisition of L2 grammatical structures, both consciously and subconsciously, due to many theoretical and practical factors. Conventional dictation may be dull, yet it offers numerous stimulating variations. ESL instructors can promptly incorporate four grammar-oriented dictation exercises into their teaching resources. This article will analyze the role of dictation in ESL grammar training, as well as other dictation tactics (such as dictogloss) that have been created to assist ESL students in acquiring English grammatical structures and addressing methodological deficiencies. This information is intended to assist teachers who are interested in using dictation into their teaching practices.

Keywords: *language acquisition, technique, engaging activities, dictation, dictogloss*

Аннотация: диктант демонстрирует потенциал для усвоения грамматических структур второго языка как сознательно, так и подсознательно, благодаря многим теоретическим и практическим факторам. Обычный диктант может показаться скучным, но он предлагает множество стимулирующих вариаций. Преподаватели второго языка (английский) могут быстро включить в свои учебные материалы четыре грамматических диктанта. В этой статье будет проанализирована роль диктанта в обучении грамматике второго языка, а также другие тактики диктовки (например, диктоглосс), которые были созданы для помощи студентам изучающие второго языка в усвоении английских грамматических структур и устранении методических не-

достатков. Эта информация предназначена для помощи учителям, которые заинтересованы в использовании диктовки в своей педагогической практике.

Ключевые слова: овладение языком, техника, увлекательная деятельность, диктант, диктогloss.

Annotatsiya: diktant ko'plab nazariy va amaliy omillar tufayli ikkinchi tilning grammatik tuzilmalarini ongli ravishda va ongsiz ravishda egallash imkoniyatini ko'rsatadi. Muntazam diktant zerikarli bo'lib tuyulishi mumkin, ammo u juda ko'p rag'batlantiruvchi variantlarni taklif qiladi. Ikkinchi til (ingliz) o'qituvchilari tezda to'rtta grammatik diktantni o'z o'quv materiallariga kiritishlari mumkin. Ushbu maqolada diktantning ikkinchi til grammatikasini o'rgatishdagi o'rni, shuningdek, ikkinchi til o'quvchilariga ingliz tilining grammatik tuzilmalarini o'zlashtirish va uslubiy kamchiliklarni bartaraf etish uchun yaratilgan boshqa diktant taktikalari (masalan, diktogloss) tahlil qilinadi. Ushbu ma'lumotlar diktantni o'qitish amaliyotida qo'llashga qiziqqan o'qituvchilarga yordam berish uchun mo'ljallangan.

Kalit so'zlar: tilni o'zlashtirish, texnika, qiziqarli mashg'ulotlar, diktant, diktogloss

Most ESL teachers in this communicative era certainly view dictation as an old-fashioned and sterile technique of language learning. Our dislike of dictation may stem from high school French.

"dictdes" or FL dictations. Those exercises followed the customary format: the teacher read a passage phrase by phrase, the students reproduced it, and the passage was somehow rectified. This method doesn't seem to promote communication, interaction, or creative language use, which we encourage in modern ESL/EFL training. Our dislike may also originate from the underlying idea that dictation is mostly for listening comprehension work. The report by S. Schecter (1984) says that dictation is unattractive under this assumption since there are many more engaging listening activities [7].

The recent publication of superb dictation books suggests a comeback. First, old dictation books by Davis and Rinvolucry (1988) Dictation [5]: New Methods, New Possibilities dispels many of our worries about dictation's instructional suitability. Comparative with 69 classroom activities using dictation procedures of various types, it shows that dictation should be considered a general method that allows a wide variety of techniques, many of which are potentially interesting and motivating because they promote meaningful communication between students and creative language use. The second book was presented by Wajnryb (1990) Grammar Dictation, similarly answers our questions, but differently. It concentrates solely on "dictogloss" dictation, which is engaging, motivating, communicative, and—most importantly—designed for ESL grammar instruction [9]. Dictogloss is a clever method [8].

HOW DICTATION TEACHES GRAMMAR

Before discussing my chosen methods, I'd like to briefly discuss rationale: why might dictation be effective for teaching grammatical structures?

The "grammar of expectancy" (Oller, 1975, 1978), which encompasses syntactic, semantic, and pragmatic knowledge, instantly comes to mind as a theoretical construct relevant to this subject [4]. Learner expectancy grammar, Oller states that "continually

formulating, modifying, and reformulating hypotheses about the underlying structure and meaning of input signals" is the foundation of predictive capability (Oller, 1978). Dictation enables learners to pay attention to both the forms and semantic and pragmatic meanings of grammatical structures, which is a great way to practice and improve this capacity. Dictation increases grammatical ability holistically, not as a separate skill. According to the sayings by Larsen-Freeman, modern theory holds that grammatical structures must constantly be learned in conjunction with semantic and pragmatic variables, including sociolinguistic and discourse-related meanings [3].

Moving on to the language acquisition model by second, dictation passages may provide intelligible input, which promotes grammar learning [6].

Subconscious structural acquisition: Select texts that challenge ESL students will have some "i+1" structures which provide meaning and active participation in dictation. Krashen says intelligible input becomes "intake" and acquisition is automatic under such situations [6]. However, dictation encourages conscious structural learning. Students doing dictation exercises must transcribe the text accurately, and follow-up work commonly comprises form-focused corrections. According to Sharwood's report, focusing on formal elements promotes the "conscious" grammatical "ness-raising" [2]. Many believe that conscious structures can become implicit ("acquired") through practice and experience, notwithstanding Krashen's claim that learning cannot become acquisition. This "rule internalization," as it's known, may just be the development of "automaticity" or "control" of grammatical knowledge [1], [2]. Dictation may give receptive (hearing) and productive (writing) experience for such control. These considerations, plus others that cannot be listed, substantially support the premise that dictation has potential value for grammar instruction. Perhaps we should briefly mention the method's general benefits. It works for any size and skill level of group. Teachers may like how dictation exercises relax students (they must be quiet and focused). Most significantly, teachers can easily create

and manage dictation activities. This list might easily include more practical benefits, but let's focus on the four strategies suggested earlier.

DICTOGLOSS

I will conclude with dictogloss, the most advanced dictation method. This treatment is common in Australia, where it originated. Australian teacher-trainer Ruth Wajnryb promotes it in her book Grammar [9].

Dictation (1990) covers the approach in detail and suggests sixty dictation "activities," twenty at each level—pre-intermediate, intermediate, and advanced. ESL teachers interested in this method should consult this great sourcebook.

To teach grammar, Dictogloss was created. Students must rebuild the text, like dicto-comp after dictation rather than during it, albeit the two methods differ in several ways. The dictogloss technique has four steps, which I believe I have described well enough for interested teachers to try technique in classes.

Initial preparation involves the teacher introducing the topic and creatively interpret the passage. This engages pupils' background schema and improves comprehension. "T" additionally pre-teaches unfamiliar text vocabulary and divides students into 3–4 groups.

Students hear a short text with several occurrences of the target structure (or structures) twice at regular speed during dictation. During the first reading, students listen for meaning without writing. On the second reading, they write down key words and phrases to reconstruct the text. Nouns, verbs, adjectives, and other content words are best for this, whereas prepositions, articles, and other function terms should be omitted since pupils won't have time to duplicate everything. Then, in the reconstruction stage, students write their own versions of the text in small groups. To "reconstruct a version of the text from their shared resources" [8], they combine their notes.

One student in each group scribes the group's text after discussion and negotiation. Intragroup cooperation is what distinguishes dictogloss from dicto-comp in text interpretation and reconstruction.

The analysis and rectification stage compares the group versions, focusing on the target structure. Many methods can be used in the final step. Representatives from different groups could write their views on the chalkboard and compare them sentence by sentence. You may also utilize overhead transparencies with all first lines on one, all second sentences on another, etc. Photocopies and other methods are conceivable. Regardless of T's strategy, students should compare versions and analyze language choices. This will help them realize their mistakes and (hopefully) internalize the correct rules through "consciousness raising".

CONCLUSION

Today, ESL teachers develop their students' structural knowledge through experiential, communication-based activities, while traditional language-teaching students crave "grammar lessons." Dictogloss satisfies both preferences: it is experiential, communicative, and oriented toward active creativity, while also focusing on grammatical structures in a deliberate and methodical manner.

Dictation seems promising for teaching ESL grammar in general. The method above is simple to use in the classroom and help pupils focus on target structures. This brief evaluation should inspire ESL teachers to try these and other dictation method to spice up their grammar lessons.

THE LIST OF ABBREVIATIONS

L2 – second language
FL – foreign language
ESL – English as a secondary language
EFL – English as a foreign language
T – a teacher

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