INVESTIGATING DICTOGLOSS:
A CASE STUDY OF GRADE 10
(QATAR INDEPENDENT TECHNICAL SCHOOL)

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MA in English Language Teaching (ELT)

Prepared By:

Salah El-Din Mohammed El-Hassan Ahmed Taha

Supervised By:

Dr. Ibrahim Mohammed Al- Faki

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DEDICATION

To the soul of my dearest wife, who would have been the happiest person to witness this task accomplished, I dedicate this humble work of mine with sincere supplications to our Lord to grant her His bounteous forgiveness and honour her with eternity in Paradise, Amen.

AKNOWLEDGEMENTS

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ABSTRACT

This study explores an innovative type of dictation called dictogloss in order to see whether it can help to achieve a student-centred ELT lesson. The study starts by investigating some modern concepts and trends in the field of language learning to assess their value and find out to what extent dictogloss is related to them. Next, the study tries to find evidence that may justify the acceptance or rejection of its hypotheses, which focus on the merits of dictogloss and its role in language learning, through the analysis and interpretation of the data collected by means of questionnaire. This data consists of the views of teachers and students involved in an experiment in which dictogloss was implemented in Qatar Independent Technical School. The study concludes with the acceptance of the hypotheses and consequently the recognition of the role of dictogloss as an effective device that helps to achieve a student-centred ELT lesson. The study consists of five Chapters:

Chapter One introduces the problem and defines the key terms used in the study, Chapter Two deals with the review of related literature, Chapter Three surveys the research methodology, Chapter Four treats the analysis and the interpretation of the data while the results, findings and recommendations constitute the concerns of Chapter Five.

مستخلص البحــث

هذه الدراسة تستكشف نوعا مبتكرا من الاملاء- يسمى الاملاءالانشائية-
لمعرفة ما اذا كان من الممكن أن يعين في انجاز درس لغة انجليزيه محوره
الطالب. تبدأ الدراسة بالتحري في بعض المفاهيم و الاتجاهات الحديثة في مجال
تعلم اللغة لتقويم قيمتها و اكتشاف مدى صلة الاملاء الانشائية بها. بعد ذلك تحاول
الدراسة أن تجد أدلة قد تبرر قبولها أو رفضها لفرضيات البحث(التي تركز على
مزايا الاملاء الانشائية و دورها في تعلم اللغة) من خلال تحليل و تفسير معلومات
جمعت عن طريق الاستبيان. هذه المعلومات تتألف من آراء المعلمين و الطلاب
المشتركين في تجربة نفذت فيها الاملاء الانشائية في مدرسة قطر التقنية المستقلة.
و تخلص الدراسة لقبول فرضيات البحث و من ثم الاعتراف   بدور الاملاء
الانشائية كوسيلة ناجعة تساعد في انجاز درس لغة انجليزية محوره الطالب. تتكون
الدراسة من خمسة فصول. يقدم الفصل الأول المشكلة و يعرّف بالمصطلحات
المستخدمة في الدراسة و الفصل الثاني يتعامل مع ا ستعراض الأدبيات ذات الصلة
والفصل الثالث يستعرض منهجية البحث و الفصل الرابع يعالج تحليل البيانات و
تفسيراتها بيبنما تشكّل النتائج و الاستنتاجات و التوصيات
محور إهتمامات الفصل الخامس.

Chapter One

INTRUDUCTION

1.1 Background

English language teachers have often been advised to make their lessons successful through the realization of maximum class participation. This implies that minimum teacher interference is desirable within a student-centred class atmosphere. The aim is, of course, to enlist the student's positive involvement and interest. An integrated-skill approach is also so strongly recommended that it can be regarded as the current trend. Moreover, the concept of cooperative learning among students as a means of accelerating students' learning and developing positive learning attitudes has gained considerable acclaim in educational research.

1.2 Statement of the Problem

It is a pity that in real practice, however, there has often been lack of enthusiasm among many teachers to achieve maximum class participation, integrate skills and encourage cooperative learning. Some would rather follow traditional methods in which the teacher is the centre of the whole teaching-learning process. Others may have the desire to apply a student-centered approach, but they need to be provided with certain devices and techniques to enable them achieve these goals. The researcher's concern with the above mentioned issues has led him into exploring and implementing several devices and approaches in an attempt to achieve those goals. However, as far as the researcher's knowledge is

concerned, very few studies have surveyed this particular topic which the researcher is going to treat from a different perspective.

It might be interesting to the reader to know how the researcher first came to know about dictogloss. This happened in a workshop held by Mr. Paul Alexander, an Australian expert from the SEC. The researcher and his two colleagues, who later helped him to carry out the experiment with dictogloss, were among the participants. He immediately realised that dictogloss was the very device he had been looking for as the subject for his exploration. Later, he decided to make it the topic for his research. This decision brought about a change in his previous plans for research as it entailed a change in the framework and the content of the study.

1.3 Aims of the Study

This research tries to explore dictogloss as a teaching device. It attempts to investigate whether the implementation of this technique can help to make an EL lesson student-centred. It also endeavours to find out whether this device can be of help for teachers and learners in developing an integrated-skill approach. In addition, it attempts to see if it can help make language learning interesting. The researcher aims to draw teachers' attention to a technique that may bring about real benefits to the teaching-learning process.

1.4 Questions of the Research

The research attempts to address the following questions:
1- What is dictogloss?
2- Does it serve the purpose of making an EL lesson student-centred?
3- Is it of help in integrating language skills with one another?

4- Does it make the lesson (more) interesting?

5- Does it encourage cooperative learning?

1.5 Research Hypotheses

The study hypothesizes the following:

1- Dictogloss is an effective device that can help teachers achieve a student-centred EL lesson.

2- The implementation of dictogloss guarantees greater participation from the students in the lesson as it arouses their interest and encourages their positive contribution.

3- Dictogloss tends to promote collaborative learning.

4- The implementation of this technique helps to treat language skills in an integrated manner which in turn increases the overall benefit students gain.

5- It helps in making language learning real fun.

1.6 Significance of the Study

There is a growing conviction among teachers that student-centred lessons are the most fruitful lessons in language teaching and learning situations. This is due to the fact that they maximize students' participation and arouse their interest and thus facilitate language learning and language acquisition. The researcher shares this conviction with the majority of his colleagues. Another conviction he also shares with them is the rationality of treating language skills as an integrated group. Therefore, any experimentation on devices and techniques that can help to achieve these convictions or invite others to embrace them is, in his view, worthwhile.

This study will be beneficial to several types of people in the field of English language teaching/learning. For instance, it will be useful to those colleagues who are looking for techniques that can make their lessons more student-centred. It will be of help to those who are keen about an integrated-skill approach. Those colleagues who care for encouraging cooperative learning among their students will also benefit from it. In addition, the students who are targeted by these efforts will gain the most benefits.

1.7 Limits of the Study

This study is limited to the students of grade 10 (first year secondary) in Qatar Independent Technical School in the second semester of the academic year 2007-2008. These students are exclusively male with a majority of Qataris, a few Sudanese, a few Egyptians and a few Somalis. Their ages range between fifteen and eighteen years.

1.8 Basic Assumptions

The study is based on the following assumptions:

1- Student-oriented lessons are desirable for effective language learning.

2- They help make language learning interesting.

3- If students enjoy the lesson, they will learn more.

4- Teachers should endeavour to make language learning enjoyable.

5- Language skills are integrated, so it makes sense to deal with them with this understanding.

6- The implementation of dictogloss is a good illustration for dealing with language skills in an integrated manner.

7- Dictogloss is a good technique that may help in making English lessons student-centred.

8- One merit of dictogloss is that it promotes cooperative learning.

1.9 Methodology of Research

This study follows the descriptive approach. The researcher collects his data from real classroom situations where dictogloss is being applied. The tools used for data collection are observation and questionnaire. The researcher has designed two questionnaire forms and used them in order to collect data about the classroom situations from their close observers: the teachers and the students involved. This data is then analysed, discussed, interpreted and then conclusions are reached.

1.10 Definition of Key Terms and Abbreviations

Terms/ Abbreviations	Definitions
collaborative learning	learning situations designed to enable students to work together and learn from each other.
cooperative learning	used interchangeably with collaborative learning.
dictogloss	an innovative teaching technique which involves using dictation, but not in the traditional way.
an integrated-skill approach	an approach which deals with language skills as an integrated group.
QITS	Qatar Independent Technical school, the school from which the sample for the study is selected.
QP	Qatar Petroleum, the license owner who operates QITS.
SEC	Supreme Education Council which controls independent schools in Qatar
student-centred	focusing on students' needs, interests and maximizing their active role and participation.
student-oriented	used interchangeably with "student-centred".
Grades 10, 11 and 12	equivalent to first year, second year and third year secondary

It is worth noting that the word "experiment" is used in this study to refer to the procedures and activities concerning the implementation of dictogloss in the particular classes of the representative sample for this study and not in the strict sense of the term. This explanatory note is essential to avoid any misunderstanding as failure to observe it will move this research into another category, namely the experimental research, a thing that will entail the adoption of different procedures and different data collection tools. Of course, this track is neither convenient nor desirable in the circumstances explained later in this study.

Chapter Two

LITERURE REVIEW

2.1 Introduction

In this chapter the researcher will endeavour to review some literature that he believes to be of some reasonable relevance to the present study. The chapter has two main topics to address. First, it will focus on the definition and procedure of dictogloss. Second, it will review the related literature under certain titles which constitute the main issues of the present study. These titles are: Student-Centred Learning, Cooperative Learning, Integrating Language Skills, Student Engagement, and Dictogloss in Recent Research. It is hoped that discussing these titles will set the scene for the present study and pave the way for the reader to understand it and realize its significance.

2.2 Definition and Procedure of Dictogloss

The term "dictogloss" has been briefly defined above with the other key terms. However, the researcher feels the need to deal with it further here due to its particular significance in this research. The aim is to give the reader a glimpse of the way it works in order to put him/her in a position to judge the role the study claims for it.

Several studies have defined dictogloss and described its procedures. For instance, the definition given by Teaching knowledge wiki, though short, is clear as it states that, "Dictogloss is a classroom dictation activity where learners are required to reconstruct a short text by listening and

noting down key words, which are then used as a base for reconstruction".

The definition or description given by Wajnryb is perhaps more detailed as it states,

> *The dictogloss is a teaching procedure that involves the speedy dictation of a short text to a group of language students. The students take notes during the reading of the text and then, working in small groups, proceed to piece together the text as a cooperative endeavor. This is achieved by the pooling of the group's notes and the making of grammatical decisions about the text: specifically about word choice, sentence formation, and cross-sentence connections. Finally, after each group has produced its own version of the text, the whole class reconvenes and the groups' versions are analyzed and corrected (Wajnryb 1988:35-38).*

A later text by the same author gives a more or less similar definition to the one above:

> *In the dictogloss, a short passage, designed to practice a particular grammatical feature, is read twice at normal speed by the teacher. Students individually try to write down as much as they can, and subsequently work in small groups to "reconstruct" the text; that is, the goal is not to reproduce the original, but to "gloss" it using their combined linguistic resources (Wajnryb 1990: 12).*

Dictogloss, as has been seen, consists essentially of asking students to reconstruct a dictated text in order to capture as much as possible of its information content in as accurate and acceptable a linguistic form as possible. It can be used at all levels and it involves practising several skills, e.g. listening, speaking, reading, writing, vocabulary expansion and recycling, note-taking, proofreading and correction.

There are many variations on dictogloss, but the basic format as has been described by Jacobs & Small (2003:1-15) is:

1- *The class engages in some discussion on the topic of the upcoming text. This topic is one about which the students have some background knowledge and, preferably, some interest.*

2- *The teacher reads the text aloud once at normal speed as students listen but do not write. The text should be at or below students' current overall proficiency level.*

3- *The teacher reads the text again at normal speed and students take notes. Students are not trying to write down every word they hear.*

4- *Students work in groups of two-four to reconstruct the text in full sentences. This reconstruction tries to retain the meaning and form of the original text but it is not a word-for-word copy of the text read by the teacher.*

5- *Students, with the teacher's help, identify similarities and differences in meaning and form between their text reconstructions and the original, which is displayed on an overhead projector or in another way.*

As it has been mentioned above, there are many variations on dictogloss. These share some common features with the basic format mentioned above, but differ in others. Examples of these variations include dictogloss negotiation, student-controlled dictation, student-student dictation, scrambled sentence dictogloss and elaboration dictogloss, to mention some. It is beyond the scope of this study to discuss these variations in detail. It is worth mentioning, however, that more variations are likely to immerge due to the efforts of creative teachers experimenting with dictogloss.

2.3 Student-Centred Learning

Student-centred (or student-oriented) learning is apparently a self-explanatory expression. It simply means that approach which sets the student as the centre of the teaching-learning process as opposed to the teacher-centred learning which sets the teacher as its centre. It seems logical, however, that since the student is the target of the teaching efforts, his/her needs, interests, learning styles, abilities and participation should constitute the crucial concerns of teachers, educators and syllabus designers. Gibbs (1992:23) states that student-centred learning, "gives students greater autonomy and control over choice of subject matter, learning methods and pace of study". This statement sheds light on the fundamental characteristics of student-centred learning by emphasizing the idea that students should have more say in:

- what is learnt
- how it is learnt, and
- when it is learnt.

This implies that students need to assume a high level of responsibility in the learning situation and be actively choosing their goals and managing their learning. They can no longer depend on lectures to tell them what, how, where and when to think. They must start to do this.

The recommendation for a shift of emphasis in responsibility from teacher to student is common in contemporary studies. de la Harpe, et al (1999: 110) give a summary of effective learners noting that good learners:

- *Have clear learning goals,*
- *Have a wide repertoire of learning strategies and know when to use them,*

- *Use available resources effectively,*
- *Know about their strengths and weaknesses,*
- *Understand the learning process,*
- *Deal appropriately with their feelings,*
- *Take responsibility of their own learning, and*
- *Plan, monitor, evaluate and adapt their learning process.*

Apart from the influence of the arguments of theory and research, personal experience is also influential. Mathematics teacher education lecturers were actively engaging student teachers in the debate about the possibilities of student-centred learning in schools. They reflected, with some irony, that the university course as it was modelled, was more focused on teacher responsibility, control and effort than on student learning. This realization was expressed as follows:

I was struck by the irony that I did an enormous amount of reading and thinking about education in order to prepare my lectures, plan effective workshops and select readings and texts for my students, while the students did relatively little. I was the most active learner in my class- because I had total responsibility for what was learned and how it was presented for consumption (Hogan, 1996: 79).

Hogan noted that she was doing most of the work in her classes, when she felt it should have been the students who were thinking. Her teacher-directed approach did not meet her expectations for student learning. Moreover, it failed to demonstrate practically the advantage of one of the approaches the course itself intended students to adopt in their teaching in schools.

One of the major differences between student-centred learning and teacher-centred learning is in assessment. In student-centred learning, students take part in the evaluation of their learning. This means that

students are involved in deciding how to demonstrate their learning. Developing assessment that supports learning and motivation is vital to the success of student-centred approaches. One of the main reasons why some teachers are reluctant to adopt student-centred learning is the view of assessment as problematic in practice. As teacher assigned grades have already gained their status in schools, along with high recognition from students, parents and administrators, allowing students to participate in assessment becomes a controversial issue.

On this score, Ecclestone and Swann (1999: 377-389) suggest that:
To be successful it is essential that students understand learning goals, realize the gap between their current and the target levels, identify the steps required to bridge this gap, and take responsibility for executing these steps. One way of achieving this is for students to become part of an assessment community in which they work together with their lecturers on assessment and on improving the quality of their work

As can be seen from the review above, student-centred learning is a new trend in education which is steadily gaining popularity over the old teacher-centred approach. For the sake of comparison between the two approaches, it should be imagined that they represent the two ends of a broad scale. The left end could be taken to represent the teacher-centred learning while the right one could be taken to represent the student-centred learning. The mid-point of the scale represents the line of demarcation between the two approaches. Thus, moving leftwards from the mid-point of the scale means moving into the teacher-centred zone of which the left end is the climax. Similarly, moving rightwards from the mid-point means moving into the student-centred zone of which the right end is the climax.

For the purpose of this research, the researcher would ask the reader to imagine moving rightwards from the mid-point of the scale. This way, the movement is done in the student-centred zone. As the reader approaches the right end, the role of the student maximizes. In other words, there are several levels or degrees of student-centred learning ranging between minimum student control over their learning and maximum student control over their learning. Each institution which adopts the student-centred approach will have to select its position on the path towards the right end of the scale. This choice will, no doubt, be decided according to certain factors, such as the age group of the learners, their background, their academic proficiency, to mention some. For instance, the choice of what to learn in a university course can be rendered possible through getting the learners to choose from a number of alternatives. Whereas, for a school syllabus that choice can be made by educators and syllabus designers based on a profound study of the learners' needs, psychology and preferences. By the same token, the issue of assessment can be treated. While the suggestion of assessment communities may be applicable at graduate and under-graduate levels, some other strategies, which should consider certain types of feedback from students, may be appropriate at school level to help promote the assessment and render it more student-oriented.

2.4 Cooperative Learning

Cooperative learning is one of the new trends in education that has gained significant prominence in the field of language learning. It helps to promote student-student interaction as it encourages the smooth flow of knowledge between group members. An atmosphere of teamwork is

created instead of competition within the same group, thus elevating the values of cooperation among students.

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability (i.e. heterogeneous groups), use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Cooperative efforts result in participants striving for mutual benefits so that all the members:

- *gain from each other's efforts. (Your success benefits me and my success benefits you.)*

- *recognize that all group members share a common fate. (We all sink or swim together here.)*

- *know that one's performance is mutually caused by oneself and one's team members. (We cannot do it without you.)*

- *feel proud and jointly celebrate when a group member is recognized for achievement. (We all congratulate you on your achievement)* (Kagan, 1994:1).

The implementation of cooperative learning is justified by the fact that research has shown that cooperative learning techniques:

- *promote student learning and academic achievement*

- *increase student retention*

- *enhance student satisfaction with their learning experience*

- *help students develop skills in oral communication*

- *develop students' social skills*

- *promote student self-esteem*

- *help promote positive race relations* (Kagan, 1994:1).

The study also mentions five elements as conditions under which cooperative efforts are expected to be more productive than competitive and individualistic efforts. These are:-

1- Positive Interdependence (sink or swim together)

2- Face-to-Face Interaction (promote each other's success)

3- Individual and Group Accountability

4- Interpersonal and Small Group Skills

5- Group Processing

Cooperative learning is a suggestive term that indicates a whole system of devices and techniques that mark an innovative trend in education in general and in language learning in particular. Several authors have attempted to explore that trend from different perspectives in order to show its effect in the field of language learning. Although they viewed it from different angles, yet they seemed to come to a kind of agreement on the positive role it plays in language learning. What the researcher thinks as worthy of consideration and noting is the role it plays in encouraging and enhancing positive learning attitudes besides elevating cooperation as a value among learners. Such a value is, no doubt, essential for the welfare of any society.

To sum up, the above review, though brief, is thought to have highlighted some of the merits of cooperative learning as a modern educational trend that has its great significance in the field of language learning. If that has been successfully accomplished, it will certainly facilitate the researcher's task in presenting dictogloss as an effective teaching technique that serves the goals the study claims.

2.5 Student Engagement

Student participation is one of the main issues of this study as it is among the vital concerns of teachers, syllabus designers and educators. The researcher opts to discuss this issue under the umbrella of student engagement which necessarily includes student participation. Student engagement is frequently used to," depict students' willingness to participate in routine school activities, such as attending class, submitting required work, and following teachers' directions in class" (Chapman, 2003).

It is essential to note that achieving student engagement requires a number of elements. It is similarly essential to note a particular role for teachers in this respect. This is obvious from the fact that student engagement is increasingly seen as an indicator of successful classroom instruction, and as a valued outcome of school reform. The phrase has been identified as "the latest buzzword in education circles" (Kenny and Dumont, 1995: 37).

It is important to see the positive effect of student engagement and the negative undesirable effect of its absence in order to fully realize its value. To begin with the positive effect, Skinner and Belmont (1933:572) state that:

Students who are engaged show sustained behavioral involvement in learning activities accompanied by a positive emotional tone. They select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest.

The picture will only be complete, however, by casting a look at the other end of the formula. The opposite of engagement is disaffection. Disaffected students exhibit a typically contrary attitude to that of their counterparts, the engaged students. This can be summarized in that they, " … are passive, do not try hard, and give up easily in the face of challenges … can be bored , depressed, anxious, or even angry about their presence in the classroom; they can be withdrawn from learning opportunities or even rebellious towards teachers and classmates" (Skinner and Belmont, 1993:572).

The value of student engagement should be clear from the above discussion which certainly explains and justifies regarding it as one of the vital issues of this study. If that is the situation, shifting to the discussion of the next issue, namely integrating language skills, would not seem inappropriate.

2.6 Integrating Language Skills

Treating language skills as an integrated group has gained considerable dominance in the field of English language teaching both in theory and practice. It can safely be regarded as one of the current trends in that field nowadays. Proof of this can be found in the fact that most newly designed English language courses are designed in accordance with this concept. They are designed in such a way in which each skill functions to support the other and enhance it. For instance, a lesson may begin with a listening/speaking task which may smoothly lead the learner into a reading task that might in turn set the learner upon the threshold of a writing activity, and so forth. Even comparatively old courses that were originally designed with a focus on one of the skills have attempted to review their approaches and issue their new editions that adopt an integrated skill approach. An example can be found in the course called

'Focus on Grammar'. This course, written by Irene E. Schoenberg and Jay Maurer and published by Longman for Pearson Education (2003), appeared first as 'Focus on Grammar: An Introductory Course for Reference and Practice'. Its second edition (2006), however, bore the title of 'Focus on Grammar: An Integrated Skills Approach'. This clearly indicates that in the second edition of the course, the authors adopted the treatment of language skills as an integrated group, a thing that signifies the strong influence of this new trend. It also indicates the irrationality of encouraging learners to view language skills as separate components through improper teaching practices.

A researcher investigated the effects of integrated language-based instruction in elementary ESL learning:

The purpose of this research study is to compare the effectiveness of 2 different instructional approaches to language instruction-integrated (oral plus written) versus oral-only instruction- in developing oral language skills of young students learning English as a second language (ESL).Drawing upon 2 competing research perspectives on young ESL children's English language learning, this study examined the question "Does integrated, language-based intervention lead to greater gains in the oral language development of focus ESL students than oral language-based intervention?" The study participants were 2 beginning ESL students-one from Korea (Yun) and one from China (Yang)…Results from the 2 focus students' performances on multiple oral language assessment measures showed that integrated language-based intervention led to greater gains in the focus students' oral language development than did an exclusively oral language-based intervention (Youb, 2008:431-451).

This study is of great significance as it emphasizes the concept of integrating language skills in language teaching/learning which has

become one of the current trends in that field. Though this experiment was confined to two language skills, yet on the analogy of its results the issue of integrating language skills seems firmly justified with regards to its effectiveness in addition to its already justified rationality. As it has been pointed out above, the fact that most of the recently designed English language courses adopt this approach is the material proof of the established conviction of its value. Moreover, the example given above for old courses that issued their new editions which adopt the concept of integrating language skills is worth noting. It should not be viewed as an isolated incident, but rather as an indication of the wide acceptance and the growing influence of the concept of integrating language skills. That being the case, it becomes natural for the present study to seek to investigate how far dictogloss helps in integrating language skills. The significance of this issue and of the other issues discussed in this review contributes to the total value of dictogloss as an innovative teaching device.

2.7 Dictogloss in Recent Research

Dictogloss is a relatively new teaching device, yet several recent studies have attempted to explore it. Among these is an article by George Jacobs and John Small published in The Reading Matrix under the title: Combing Dictogloss and Cooperative Learning to Promote Language Learning. In this article, the authors mention that Ruth Wajnryb is credited by developing a new way to dictation, known as dictogloss. The study proceeds to describe the basic format for dictogloss. It also mentions a number of variations on dictogloss.Then, it moves to explain the concept of cooperative/collaborative learning. Next it discusses eight of the principles of cooperative learning:

1-Heterogeneous grouping   2- collaborative skills

3- Group autonomy   4- Simultaneous interaction

5- Equal participation   6- Individual accountability

7- Positive interdependence and   8- Cooperation as a value

Dictogloss has a lot to do with current trends in second language education as can be seen from the following quotation:

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,
focus on meaning, diversity, thinking skills, alternative
assessment and teachers as colearners. These principles
flow from an overall paradigm shift that has occurred in
second language education. (Jacobs & Farrell, 2001:1-16).

A study by Nabei, Toshio appeared under the title: Dictogloss: Is It an Effective Language Learning Task? This study examined second language learners' interaction in the interaction stage of dictogloss to see how it might facilitate language learning. Nabei concluded that:

Apparently, the interaction stage in the dictogloss differs from the
Jig-saw whose content is not grammar. The dictogloss task requires
students to engage in more language-form related processes than
the jig-saw does. While the interaction in the jig-saw requires only
meaning-based communication, in the dictogloss both meaning-based
and grammar-based communication is expected (Nabei, 1996: 71).

Ruth Wajnryb is an author who contributed a lot to the development of dictogloss. To assess the value of her contribution, it is enough to mention that none of the significant studies recently conducted on dictogloss could have been accomplished without referring to the works of Wajnryb. In fact, she is the one who is said to have developed it.

Regarding the principle of group autonomy, which is one of the fundamental principles in dictogloss, Wajnryb notes:

Classroom organization in the form of group work allows for a small learning community…There is also the factor of group responsibility for the work produced. … The creation of small learning communities means increased participation and learner cooperation. This injection of 'democracy' into the classroom allows learners to complement each others' strengths and weaknesses (Wajnryb, 1990:18).

One of the merits of group work is that it encourages students to speak as many students feel more comfortable about participating and speaking to the group than (to) the entire class. In this issue, Wajnryb is of the view that," Group work reduces the stress on the learner (as well as the teacher) by moving interaction away from the public arena. ... allows for the phenomenon of 'exploratory talk' among peers, something which is rendered impossible by the size, power asymmetry, and lack of intimacy of the full classroom" (Wajnryb, 1990:18).

The principle of positive interdependence represents an essential pillar in the structure of cooperative learning. When positive interdependence exists in a group, it enhances the feeling of "All for one and one for all" within the group. As Wajnryb puts it, "As a group pools its resources to perform the task of reconstruction of the dictogloss text, they assume common ownership of the version they are creating. This inevitably generates a certain pride of ownership and increases learners' commitment to their energy investment." (Wajnryb, 1990:18).

This review of the related literature, as has been seen, has tried to survey some of the current language trends in the field of language learning today. It has attempted to discuss those items which are closely related to the present study. This survey aimed to help set the scene for the present study by roughly framing out its theoretical foundation. The

researcher hopes that the review has at least set landmarks to enable him proceed with his study. On the other hand, these landmarks are expected to be of great help to the reader to enable him navigate through the study.

It is obvious that the above review has tried to discuss some of the advantages of the new trends it surveyed along with some explanation of how they operate in the field of language learning. Thus it is thought the review prepares the reader to understand the role dictogloss plays as an innovative teaching device. This role is certainly facilitated by the fact that the device under study is deeply rooted in a number of the current trends in the field of language learning, as has been revealed by the review.

Chapter Three
RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher will attempt to describe the population, the representative sample and the tool used to collect the data for the study. Moreover, the reason for the selection of this tool in addition to an assessment of its reliability and validity will be dealt with. Finally, the procedure through which the research was conducted could also be illustrated.

3.2 Background

The students of Qatar Independent Technical School, QITS, represent the broad population of this research. Therefore, the researcher has found it necessary to give the reader a concise idea about this school to enable him envisage how it works in order to form a clearer view of the narrow population and the representative sample that have been selected from within the broad population, QITS. The school is a secondary school and as indicated by its name, it is an independent school, too.

Independent schools, by definition, enjoy some kind of administrative independence as they no longer belong to the Qatari Ministry of Education. They also enjoy a kind of independence in the choice of their syllabuses within a broad framework of criteria determined by the SEC with the aim of creating a creative academic atmosphere. The SEC provides administrative and technical supervision besides technical and financial support. The financial support is provided to the license owner to help him/her with the running expenses of the school. With regards to the technical support, it includes familiarizing

teachers and administrators with the policies of the SEC besides conducting meetings, courses and workshops to train teachers on some new devices, techniques or strategies which could help bring about innovation in the techniques practised in schools.

QITS is unique in two ways. First, it is both a technical school and an independent one. Second, it is a school where English is the medium of instruction. This means that all subjects (excluding Arabic Language and Islamic Studies) are taught in English.

The school consists of twenty-six classes distributed as follows:-

- eleven classes for grade 10 (foundation level),
- nine classes for grade 11 and
- six classes for grade 12.

These classes teach different specializations which can be summarized as follows:-

- Information Technology (IT)
- Business Administration (BA)
- Technical Studies (T) which branch into

electrical and mechanical studies in grade 11 adding process and instrumentation in grade 12.

The distribution of students into different classes is done according to two factors: students' choices coupled with their performance in the placement test which depends mainly on their proficiency in English language. Thus, those students with the highest scores in the placement test held at the beginning of grade 10, find their seats in the IT and BA classes, provided that they have no objection to this choice. The other choices then follow. Another narrow classification occurs among technical students at the end of grade 11 which assigns students with the

best scores their seats in the process and instrumentation classes in grade 12 whereas the remaining students continue their electrical and mechanical studies in their respective grade 12 classes.

The above is a brief account of QITS or rather, the students of QITS, who form the broad population of this study. As it has been mentioned earlier, the aim is to set the background for the population in order to give the reader a clearer view of it. A question may naturally arise as to why this particular school was chosen and another question may stem out from it regarding the reason why grade 10 students were selected as the narrow population for this study (and neither grade 11 nor grade 12 students). The answer to both questions is so simple: destiny!

The researcher was puzzled and wondered what topic to choose for the study and how to conduct the study on school students while he had left his last school three years before in another country: Saudi Arabia. It occurred in the researcher's mind that as soon as the topic for the study had been decided upon, he would ask his colleagues in his last school to conduct the study on his behalf. However, the idea had to be dismissed as inconvenient. Then, QP got the license to operate QITS. The researcher and some colleagues, who were teaching at one of QP'S training centres, were transferred to the school: QITS. They were assigned grade 10 to teach. Then, during mid-year break several workshops were held in QITS by a group of experts from SEC. It was in one of these workshops that the researcher found his topic for the study, dictogloss, as has been previously mentioned. He told his colleagues of his intention to conduct the study in grade 10 and they agreed to conduct it for him in their respective grade 10 classes. Thus the choice of the school and the population was a matter of convenience for the researcher and his study. It was the school where he worked and the grade which he taught and

where he could find a cooperative group of colleagues who were ready to implement the experiment of dictogloss with him.

3.3 Population

If the students of QITS represent the broad population of this study, grade10 students represent its narrow population. These students comprise the eleven classes of the foundation level of the school. Two of these classes teach Information Technology, one teaches Business Administration and eight teach Technical Studies. Basic information about the population is shown in the table below:

Table (3.1):

Basic Information About the Population (Grade 10 Students)				
No of Classes	Specialization	Names of Classes	Number of Students	Sex
2	Information Technology	IT1/1 & IT1/2	21	male
1	Business Administration	BA1/1	8	male
8	Technical Studies	T1/1through T1/8	181	male
			210	

The classes that were selected as the representative sample for the study were seven out of eleven. They include the two IT (Information Technology) classes, the BA (Business Administration) class and four

Technical classes. The original plan was to conduct the study in all the classes of grade 10. However, after careful consideration, the researcher decided that seven classes out of eleven met the requirements for forming a representative sample. This decision was made in view of the following arguments:-

- The sample includes all the specializations.
- Seven classes out of eleven amount to approximately (64%) of the population (in terms of classes).
- The sample includes the two IT classes (100% of this specialization).
- The sample includes the BA class (100% of this specialization).
- The sample includes four out of eight of the Technical classes (50% of this group in terms of classes).
- The number of the students in the sample (90) compared to the total number of the population (210) is approximately [43%].

The study was conducted in the two Information Technology classes: IT1/1, IT1/2 and the Business Administration class: BA1/1. It was also conducted in four of the Technical classes, namely T1/5, T1/6, T1/7 and T1/8. For the sake of clarity, the classes which form this representative sample in terms of their names and the number of students in each of them are displayed in the following table:-

Table (3.2): Representative Sample (Classes & Student Numbers)

CLASS	NUMBER OF STUDENTS
IT1/1	12
IT1/2	9
BA1/1	8
T1/5	12
T1/6	24
T1/7	10
T1/8	15
	90

3.4 Choice of Tool

It has been mentioned earlier in this study that it adopts the use of questionnaire as its tool for collecting data from the direct observers of the experiment. Some explanation may be needed here as to how and why this particular data collection tool has been adopted. In fact, the researcher was obliged to select this tool as the best possible one in the circumstances that surrounded the researcher and the study. Originally, the researcher had had the intention to conduct an experimental research and use the appropriate tools for that type of research. However, as matters stood, a complicated, time consuming process for obtaining the approval for conducting such a study was needed. Therefore, the researcher decided to conduct the study as a normal classroom activity to avoid the complications pointed out above.

3.5 Design of the Two Questionnaires

Thus, two questionnaire forms were designed to collect teachers' and students' views on the approach that is being newly applied, dictogloss. The researcher showed the drafts of the two forms to his colleagues who suggested some modifications that helped to improve them. Having taken his colleagues remarks into consideration, the researcher finally printed the fair copies of the two questionnaire forms. The questions of both questionnaires tried to find answers to the main questions of the research from the two parties who actively participated in the experiment and closely witnessed it (See Appendices I and II).

3.6 Reliability and Validity of the Questionnaires

Reliability means the consistency or repeatability of the measure. In order to check the reliability of the two questionnaires, the researcher

implemented the test-retest approach due to its feasibility. Seven students were selected from the seven classes of the representative sample. In fact, one student was randomly chosen from each class. Each of them was given a copy of Form 2 of the questionnaire to fill out at the end of a dictogloss lesson. The test was repeated three times for the same students under the same conditions at intervals of four days between each test and the next. Comparing the responses of the students in the three tests revealed that each student gave the same response for each question of the questionnaire three times. This result vindicated the reliability of Form 2 of the questionnaire. The same procedure was followed with Form 1 of the questionnaire to check its reliability. The only difference was that one teacher was randomly chosen from among the group of teachers involved in the experiment. Comparison of the three responses made by this teacher to Form 1 of the questionnaire gave the same result reached with form 2 above and thus confirmed the reliability of Form 1, too.

Validity means that we are measuring what we want to measure. In other words it is an assessment of whether an instrument (the questionnaire in this case) measures what it aims to measure. The validity of the questionnaires was assessed on two levels: a) Face Validity and b) Content Validity.

Face Validity is concerned with whether at face value, the questions appear to be measuring the construct. This is obviously a common-sense assessment but also relies on knowledge of the way people respond to survey questions and common defects in questionnaire design. To assess the face validity of the two questionnaires the questions of each questionnaire were closely studied by a group of experienced teachers. These gave a positive judgment on that issue.

Content Validity is concerned with whether all the important aspects of the construct are covered. In the case of the present study those important aspects included the main issues claimed by the study and expressed in the hypotheses. They also constitute the main target of the research questions as can be seen below as they concentrate on the assumed role of dictogloss which is the subject investigated by the study:

- Whether dictogloss serves the purpose of making an EL lesson student-centred.
- Whether it helps in integrating language skills with one another.
- Whether it makes the lesson more interesting.
- Whether it encourages cooperative learning.
- Whether it increases students' participation and makes language learning real fun.

The thorough study of the questions of each questionnaire against the main aspects or issues of the study confirmed complete coverage of those main issues. This result in turn confirmed the content validity of the questionnaires. In view of the results reached at the two levels of validity as explained above, the group of experienced teachers deemed the two questionnaires valid.

3.7 Procedure

The modified plan is to implement dictogloss in all grade 10 classes but to perform the study on the seven classes which form the representative sample. So the study in its simplest form is to find answers to the research questions and test its hypotheses through the views of the teachers and the students involved in study. These views are collected from their responses to the questions of their respective questionnaire forms: Form1 and Form2. (See Appendix I and Appendix II). IF the general trend of the responses from both teachers and students is positive,

the hypotheses may then be accepted. If, otherwise, it is negative, the hypotheses may then be rejected.

After briefing their students on dictogloss and the procedure to be followed in implementing it, the teachers embarked on the implementation task. Soon, the students got acquainted with the procedure and the dictogloss lessons went on fairly smoothly. After several weeks of implementation, the teachers started to ask their students' opinions formally through the questionnaire form especially designed for this purpose, 'Form 2: Student's View' (See Appendix II). Of course, since the beginning of the experiment the teachers got some immediate feedback from many students concerning their opinions about dictogloss in the form of spontaneous remarks. But these responses were now being formally channelled and documented into the questionnaire form mentioned above. After persuading students to express their views freely and reassuring them about the secure and confidential nature of their responses, the teachers distributed the questionnaire forms towards the end of the dictogloss class after finishing the dictogloss task. The students completed the questionnaire forms and handed them back to the teachers, thus bringing the number of waste in returned forms to nil. In some cases, however, the teachers had to explain one or some of the questions to one student or more in order to facilitate their smooth completion of the questionnaire form. After receiving the students' completed questionnaire forms, the teachers handed them over to the researcher. The researcher kept a checklist for the classes and the teachers which he marked whenever he received any completed questionnaire forms belonging to the teachers or to the students. This checklist insured the collection of the data in a fairly systematic manner (See Appendix III).

The teacher's views were verbally expressed to the researcher during their implementation of dictogloss in their classes. These initial views expressed the teachers' observations of their students' responses. After about five weeks from the start of the experiment, the researcher distributed form1 of the questionnaire, entitled "Teacher's View", to the teachers involved. Although each teacher could have been issued one copy of the questionnaire form as his views should normally be the outcome of his observations in all his classes, each teacher was issued a number of copies equal to the number of classes he was teaching instead. The researcher thought this might provide better opportunities for the teacher to present his views and observations. Moreover, the questionnaire (Form 1) included a blank section at the bottom where teachers were invited to freely add any views, comments or observations as this was expected to enrich the reservoir of view points, expand the scope of the discussion and provide more insight into the issue under study.

Next, the researcher embarked on the task of counting the different responses for each of the questions of the questionnaires. First, the students were divided into two groups: the BA and IT group as they had the highest intake scores and the Technical group. The researcher counted the responses for each group separately and registered the numbers. Then he totalized the overall responses for all the students. He also counted the responses for each question of the questionnaire in Form 1 (Teacher's View) and registered the numbers.

Thus the result of this count of responses in terms of figures appeared in four tables as follows:

- One table showed the number of responses for each question of form 1 (Teacher's View).

- One table showed the number of responses for each question of form 2 (Student's View) for the BA and IT group.
- A similar table showed the responses of the Technical group.
- The fourth table showed the overall number of responses of all the students.

These initial statistics were set in the hands of a statistician for analysis. The researcher asked the statistician to apply the SPSS model in his analysis. This model was chosen as it displays the results in the form of tables that include numbers, percentages, etc. It also uses bar charts to further illustrate the outcomes. These qualities of the model along with its clarity justified its selection by the researcher as it was thought to be of help in finding answers to the research questions.

The statistician accomplished his task and submitted the result of his work which appeared in the form of numerical tables and bar graphs. The tables were the same questionnaire forms with a figure and a percentage in the slot that represented each response. The figure marked the number of participants who chose that particular response whereas the percentage indicated the weight that number represented against the total number of participants. Thus, the researcher received four tables from the statistician. Each table was accompanied by a bar chart for further illustration. The four tables directly corresponded to the four tables that included the initial statistics made by the researcher and delivered to the statistician.

3.8 Materials

The materials of the study include the following:
- The dictogloss texts dictated to the students in different lessons (some samples appear in Appendices IV and V)
- Students' notes and their reconstructions of the dictogloss texts

- Completed questionnaire Form 1 (Teacher's View): [7 Forms]
- Completed questionnaire Form 2 (Student's View): [90 Forms]
- Statistical analysis: 4 tables and 4 bar charts
- Initial statistical tables: [4 Tables]

Chapter Four

DATA⚬ ANALYSIS, RESULTS AND INTERPRETATIONS

4.1 Introduction

In this chapter, the researcher will attempt to analyse the data for his study. Here the researcher will endeavour to analyse the figures in the tables, juxtapose some tables with each other for comparison, give his interpretations of them, read some responses of relevance (from different tables) together and show how the resultant response aggregate for each question/view under discussion contributes to the acceptance or the rejection of the corresponding hypothesis stated for the study. In other words, the chief purpose of this chapter is to give the gist of the analysis conducted and to review how frequencies of the teachers' and the students' responses are distributed. Statistical investigation of the results shall be carried out in the light of the figures obtained and the significance they have.

In order to enable the reader follow this discussion smoothly, it is important to note that each table is accompanied by a bar chart which further illustrates and summarizes the content of the table as it has been pointed out earlier. The figures on the vertical axis of the chart represent the percentage grade for the responses while the horizontal axis represents the alternative responses: strongly agree (S. agree), agree, disagree and strongly disagree (S. disagree). Thus each item which refers to one of the eight/seven views on the table is represented by four bars on the chart that show the responses it scored. The items are numbered according to the order of the view they refer to on the

table. Different colours are assigned to the different items as explained in the key on the right of the chart.

4.2 Teachers' Responses

Table (4.1): Frequency Distribution of Teachers' Responses

	My views about , " dictogloss"	I strongly agree		I agree		I disagree		I strongly disagree		Total	
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
1	By implementing this approach, I can achieve more student participation.	4	57.1	3	42.9	-	-	-	-	7	100
2	Even weak students can participate in this type of lesson.	-	-	7	100	-	-	-	-	7	100
3	In this approach students do most of the work in the lesson.	6	85.7	1	14.3	-	-	-	-	7	100
4	This approach enables students to develop several skills simultaneously.	3	42.9	4	57.1	-	-	-	-	7	100
5	This approach gives me valuable feedback as to the skill that needs further development.	6	85.7	1	14.3	-	-	-	-	7	100
6	Students' interest is positively aroused through this approach.	1	14.3	6	85.7	-	-	-	-	7	100
7	My students co-operate well during the lesson (student- student interaction is great).	1	14.3	6	85.7	-	-	-	-	7	100
8	My students have started to find language learning real fun.	4	57.1	3	42.9	-	-	-	-	7	100

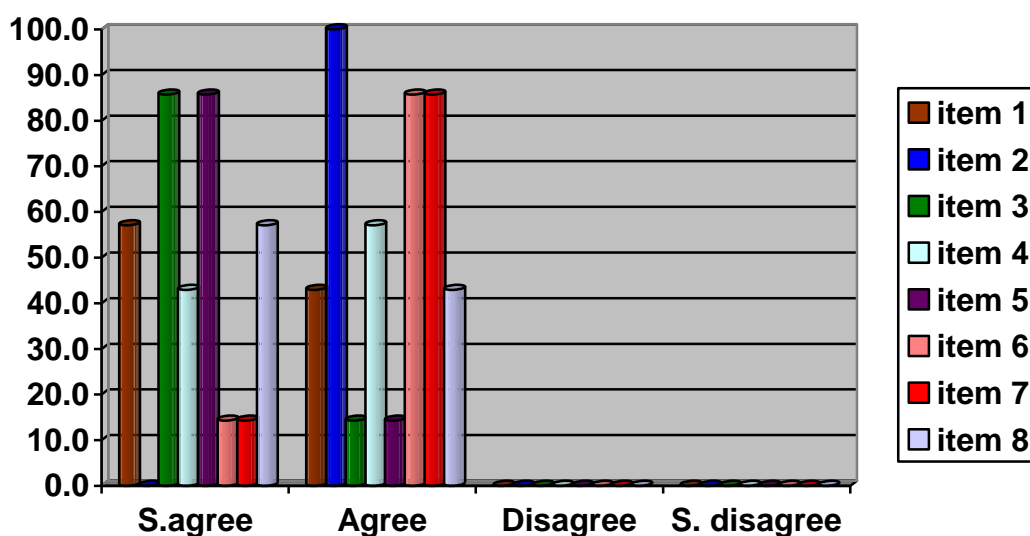### Figure (4.1): Summary of Teachers' Responses

Table (4.1) shows that (57.1%) of the responses strongly agreed that more student participation can be achieved by implementing dictogloss whereas (42.9%) of the responses agreed with the same view. None of the participants disagreed with the view, thus bringing the total percentage of agreement with this view (different degrees of agreement, of course,) to (100%). This shows that the teachers who participated in the experiment expressed their unanimous agreement with the view regarding the opportunity dictogloss provides for students for more participation. This result tends to support item 2 of the research hypotheses.

The response recorded in the second item of this table shows that the teachers unanimously agreed that even weak students can participate in this type of lesson. Though none of the participants strongly agreed or disagreed, the result can still form considerable enhancement to the support for the issue of more student participation achieved through this approach, dictogloss.

The highest score of strong agreement, (85.7%), was given by the participants to the view that the students do most of the work in the lesson. This score is only shared by item 5 which will be discussed below. The other participants, (14.3%), also agreed with the view. This result confirms the participants' conviction of the contribution of dictogloss in the move towards a student-centred approach which is one of the hypotheses of the study.

The responses of the teachers show that (42.9%) strongly agreed that dictogloss enables students to develop several skills simultaneously and (57.1%) agreed with the same view while none of the participants disagreed with it. This response, in its totality, supports the view that the implementation of dictogloss helps in treating language skills in an integrated manner which is one of the hypotheses of the study.

Item 5 of this table shows that (85.7%) of the teachers strongly agreed that this approach, dictogloss, gives them valuable feedback as to the skill that needs further development. This is the highest score of strong agreement shared only by the response to item 3 above. The rest of the views, (14.3%), also agreed with the same view. This result indicates that most of the teachers highly estimate the role of dictogloss as an indicator of weak points with regards to skills to help the teachers in developing them. The researcher finds the relationship between items 3 and 5 logical. As the students do most of the work in the lesson, the teacher is free to observe symptoms of students' weakness at any of the skills which is the valuable feedback referred to.

The responses to the view that "Students' interest is positively aroused through dictogloss" show that a low percentage of teachers strongly agreed with the view (14.3%) whereas the percentage of those who only agreed with the view amounts to (85.7%). The result shows similarity to the next item and to the above one if strong agreement and agreement were reversed. The response in its totality, however, shows that the teachers believe that students' interest is positively aroused through dictogloss. The opportunities students find for participation, the type of creative and cooperative activities they practise may account for this.

As for item 7 of the table which reads, "My students co-operate well during the lesson (student-student interaction is great)" the responses are congruent with those of item 6 above both in strong agreement and agreement, (14.3%) and (85.7%) respectively. On aggregate, this result supports the issue raised by the study as one of its hypotheses as to the role of dictogloss in promoting collaborative learning.

The responses recorded for the last item on the table reveal that (57.1%) of the participants strongly agreed with the view proposed while the rest of them, (42.9%), agreed with it. It is noticeable that this is the

same score for the first item. It seems natural that the two views should obtain the same score as they are closely related to each other through the theme of cause and effect. The more student participation is achieved, the more students feel that language learning has started to become real fun for them.

4.3 Students' Responses (BA & IT Classes)

Table (4.2): Frequency Distribution of Business Administration (BA) and Information Technology (IT) Students' Responses

	With the new approach , " dictogloss"	Strongly agree		Agree		Disagree		Strongly disagree		Total	
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
1	I find more opportunity for participation	12	41.4	16	55.2	1	3.4	-	-	29	100
2	The teacher allows us to do most of the work	19	65.5	10	34.5	-	-	-	-	29	100
3	We practise a number of skills together	12	41.4	15	51.7	2	6.9	-	-	29	100
4	I find the lesson more interesting now	16	55.2	11	37.9	2	6.9	-	-	29	100
5	My classmates and I enjoy the lesson better now	9	31	18	62.1	2	6.9	-	-	29	100
6	There is much cooperation between students during the lesson	15	51.7	9	31	5	17.2	-	-	29	100
7	Our learning is becoming real fun now	11	37.9	16	55.2	1	3.4	1	3.4	29	100

Figure (4.2): Summary of BA & IT Students' Responses
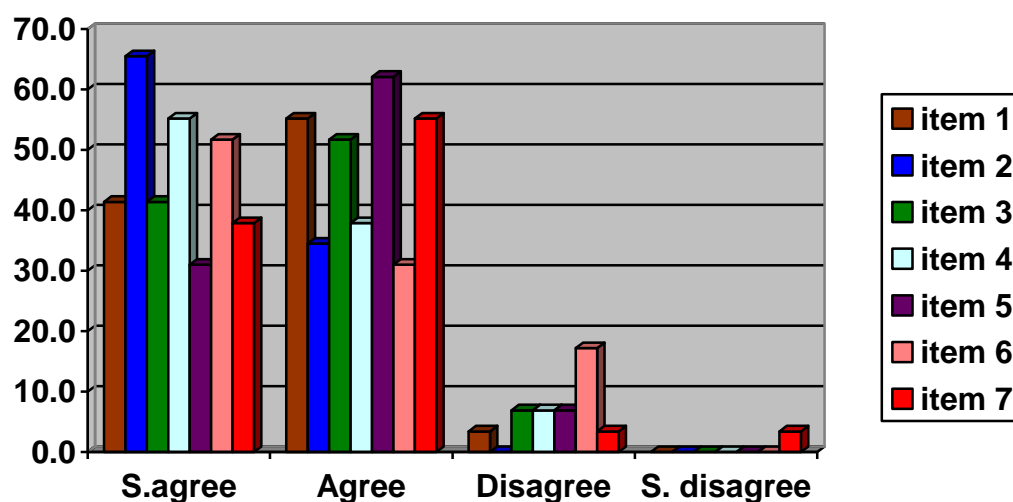
Inspection of Table (4.2), which is further illustrated and summarized by Figure (4.2), shows that (41.4%) of the students of the BA and IT

classes strongly agreed that they find more opportunity for participation with dictogloss while (55.2%) of this group agreed with the same view. On the other hand, disagreement with this view was expressed by (3.4%) but not on the strong level. Thus if the two levels of agreement are added together, the percentage of agreement will amount to (96.6%) which shows a high degree of agreement with this view among this group of students. The result indicates that the students are clear about the opportunity they find for participation which can form an obvious support to one of the basic hypotheses of the study.

The highest score of agreement among the responses can be seen in item 2 which shows that (65.5%) of the participants strongly agreed that the teacher allows them to do most of the work. The rest of the participants, (34.5%), agreed with the same view, thus bringing the total percentage of agreement to (100%) as no disagreement of any level was recorded. This unanimous agreement with the view in question is of great significance as it indicates that the participants in this group of students are by no means skeptic about this issue, a fact which in turn confirms the sudent-oriented nature of dictogloss lessons and consequently leads to the acceptance of the first hypothesis of the study.

The percentage of the students who strongly agreed with the view that with the new approach, dictogloss, they practised a number of skills together amounts to (41.4%) (equal to item 1).Those who agreed with the view form 51.7%, thus bringing the total percentage of agreement with this view to 93.1%. Disagreement with the view, however, is limited to (6.9%). The percentage of agreement supports the claim of one of the research hypotheses that the implementation of dictogloss helps to treat language skills in an integrated manner.

A look at item 4 of the table reveals that those students who strongly agreed that they find the lesson more interesting now constitute (55.2%)

of the BA and IT students and those who agreed constitute (37.9%) of them. Thus, those who expressed their agreement with this view amount to (93.1%) while only (6.9%) expressed their disagreement. This means that the students of this group acknowledged the change brought about by the implementation of dictogloss which resulted in their feeling that the lesson is more interesting now, i.e. after implementing dictogloss.

As for the responses to the view that reads," My classmates and I enjoy the lesson better now" (31%) of the participants strongly agreed with the view and (62.1%) agreed with it. Only (6.9%) disagreed with the view. However, they did not express any strong disagreement. Thus, the total percentage of agreement with this view amounts to (93.1%) which is equal to the total percentage of agreement with the two above views with some differences in the details. Both views in items 4 and 5 address the feeling of interest and enjoyment of the lesson: the former at the individual level and the latter at the group level. The fact that the total percentages of agreement in items 4 and 5 are equal indicates that this feeling is firmly established among this group of students which in turn supports items 2 and 5 of the hypotheses.

Participants who strongly agreed that "There is much cooperation between students during the lesson" form (51.7%) of the group. Another (31%) also agreed with this view whereas (17.2%) disagreed with it which is the highest level of disagreement recorded for any of the views posed in the questionnaire (Form 2). The total count of agreement amounts to (82.7%).This percentage, though high enough, is the lowest level of agreement recorded with any view posed in the questionnaire. This result, however, still supports the hypothesis which claims that dictogloss tends to promote collaborative learning.

Item 7 of the table shows that in response to the view that reads, "Our learning is becoming real fun now" (37.9%) of the participants

strongly agreed with it, (55.2%) agreed whereas those who strongly disagreed or disagreed equalize as they amount to (3.4%) each. Thus the total percentage of agreement amounts to (93.1%). This score of agreement is shared with items 4 and 5 as has been pointed out above. This similarity of the scores of agreement obtained by the three views seems natural as they all address closely related areas. The final point to add here is that this result supports the hypothesis which assumes that the implementation of dictogloss helps in making language learning real fun.

4.4 Students' Responses (Technical Classes)

The technical students constitute the second group of students in the representative sample of the study. The results of their responses to their questionnaire (Form 2) are displayed on Table (4.3) below.

Table (4.3): Frequency Distribution of Technical Students' Responses

	With the new approach, " dictogloss"	I strongly agree		I agree		I disagree		I strongly disagree		Total	
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
1	I find more opportunity for participation	30	49.2	26	42.6	3	4.9	2	3.3	61	100
2	The teacher allows us to do most of the work	22	36.1	31	50.8	5	8.2	3	4.9	61	100
3	We practise a number of skills together	24	39.4	28	45.9	6	9.8	3	4.9	61	100
4	I find the lesson more interesting now	28	45.9	26	42.6	4	6.6	3	4.9	61	100
5	My classmates and I enjoy the lesson better now	19	31.1	32	52.5	9	14.8	1	1.6	61	100
6	There is much cooperation between students during the lesson	15	24.6	28	45.9	13	21.3	5	8.2	61	100
7	Our learning is becoming real fun now	27	44.3	32	52.5	1	1.6	1	1.6	61	100

Figure (4.3): Summary of Technical Students' Responses
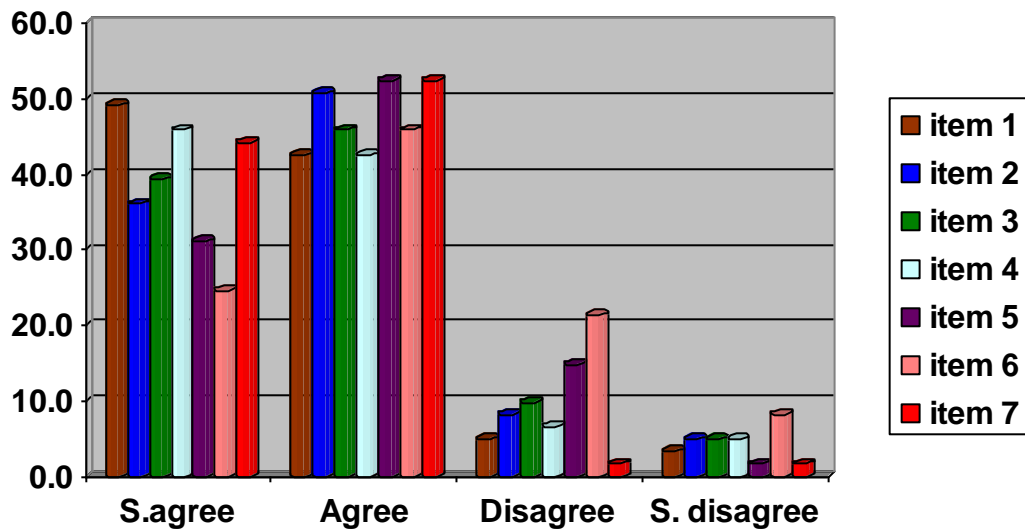
Digging deep into Table (4.3) above reveals that (49.2%) of this group strongly agreed with the view in item 1 concerning the opportunity they find for participation and (42.6) agreed with the same view. The total percentage of disagreement amounts to (8.2%) whereas the total percentage of agreement amounts to (91.8%). These details are illustrated by Figure (4.3) which also summarizes Table (4.3). The agreement percentage, high as it is, still fails to match the (96.6%) scored by BA and IT classes in response to the same view.

As displayed by the table, the responses to the second view show that (36.1%) of the participants strongly agreed with the view and (50.8%) agreed with it. On the other hand, (4.9%) strongly disagreed with the view while (8.2%) disagreed making the total percentage of disagreement (13.1%). Thus the total percentage of agreement is (86.9%). This result is lower compared with that of BA and IT students as BA and IT students agreed unanimously with this view (100%). However, the result, as it is, supports the first hypothesis of the study which claims that, "Dictogloss is an effective device that can help teachers achieve a student-centred ELT lesson".

The view that reads," We practise a number of skills together" obtained the strong agreement of (39.4%) of the technical students' group along with the agreement of (45.9%) of that group to bring the total percentage of agreement to (85.3%). The disagreement obtained by the view amounts to (14.7%) coming from the strong disagreement (4.9%) of the group added to the disagreement of (9.8%). This means that the view gained the agreement of the majority of the technical students. If this result is compared with that achieved by the BA and IT group, it will be observed that the latter expressed greater agreement with the same view (93.1%). Despite this fact, the result supports the study's claim as to the role of dictogloss in integrating language skills suggested in the hypotheses.

In response to the view that says "I find the lesson more interesting now", (45.9%) of the members of the group strongly agreed with the view and (42.6%) agreed with it. Thus, on aggregate, the agreement with the view in question amounts to (88.5%) while the disagreement amounts to (11.5%). This high record of agreement when compared with the one made by the BA and IT group in response to the same view (93.1%) highlights close records of agreement over this issue between the two groups with the BA and IT group taking the lead. These agreement records, no doubt, support the second hypothesis of the study.

The view that reads, "My classmates and I enjoy the lesson better now" got the strong agreement of (31.1%) and the agreement of (52.5%) of the participants. Therefore, the aggregate agreement percentage amounts to (83.6%) whereas the aggregate disagreement percentage amounts to (16.4%). Comparing this agreement (83.6%) with that of item 4 above (88.5%) reveals that the students are more certain about their own feeling of interest towards the dictogloss

lessons on individual basis than of the same feeling on collective basis (as a group). Another comparison of the agreement percentage with that scored by the BA and IT students in response to the same view (93.1%) shows that the latter group obviously takes the lead in this score.

"There is much cooperation between students during the lesson." The responses to this view show that (24.6%) strongly agreed with it and (45.9%) agreed with it (the second highest normal agreement). The total percentage of agreement is only (70.5%) (the lowest percentage of agreement in this group). Comparing this agreement with that of the BA and IT group (82.7%) shows that although, on aggregate, the agreement is adequate in as much as it supports the hypothesis that dictogloss tends to promote collaborative learning, yet this support given by this group is by far less than the support given by their counterparts in the BA and IT group. The fact that the agreement percentage with the above view is particularly low may be due to the students' understanding of the concept of cooperation among the group or to the way they practised cooperation during the lesson.

In response to the last view: "Our learning is becoming real fun now" (44.3%) of the participants expressed their strong agreement with the view and (52.5%) expressed their agreement. Consequently, the total agreement percentage amounts to (96.8%) which is the highest agreement percentage cited for any of the views with this group. On the other hand, the total percentage of disagreement amounts to (3.2%) resulting from the (1.6%) score of the strong disagreement and a similar score of disagreement. It is noticeable that the agreement noted above exceeded the agreement recorded by the BA and IT group (93.1%) which is a unique case in all the

comparisons made between the responses of the two groups. The reason why the technical students felt more fun in learning with the dictogloss lesson is, perhaps, the practical nature of the lesson which coincided with their technical inclinations. This agreement, no doubt, supports item 5 of the hypotheses which claims that dictogloss helps in making language learning real fun.

4.5 Total of Students' Responses

Table (4.4) represents the aggregate of students' responses from the two groups to the views presented in questionnaire Form 2. The following lines will briefly attempt to analyze the percentage of agreement/disagreement and assess how it, often read with teachers' responses to relevant views, leads to the acceptance or rejection of the hypotheses of the study.

Table (4.4): Frequency Distribution of All Students' Responses

	With the new approach , " dictogloss"	I strongly agree		I agree		I disagree		I strongly disagree		Total	
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
1	I find more opportunity for participation	42	46.7	42	46.7	4	4.4	2	2.2	90	100
2	The teacher allows us to do most of the work	41	45.6	41	45.6	5	5.6	3	3.3	90	100
3	We practise a number of skills together	36	40	43	47.8	8	8.9	3	3.3	90	100
4	I find the lesson more interesting now	44	48.9	37	41.1	6	6.7	3	3.3	90	100
5	My classmates and I enjoy the lesson better now	28	31.1	50	55.6	11	12.2	1	1.1	90	100
6	There is much cooperation between students during the lesson	30	33.3	37	41.1	18	20	5	5.6	90	100
7	Our learning is becoming real fun now	38	42.2	48	53.3	2	2.2	2	2.2	90	100

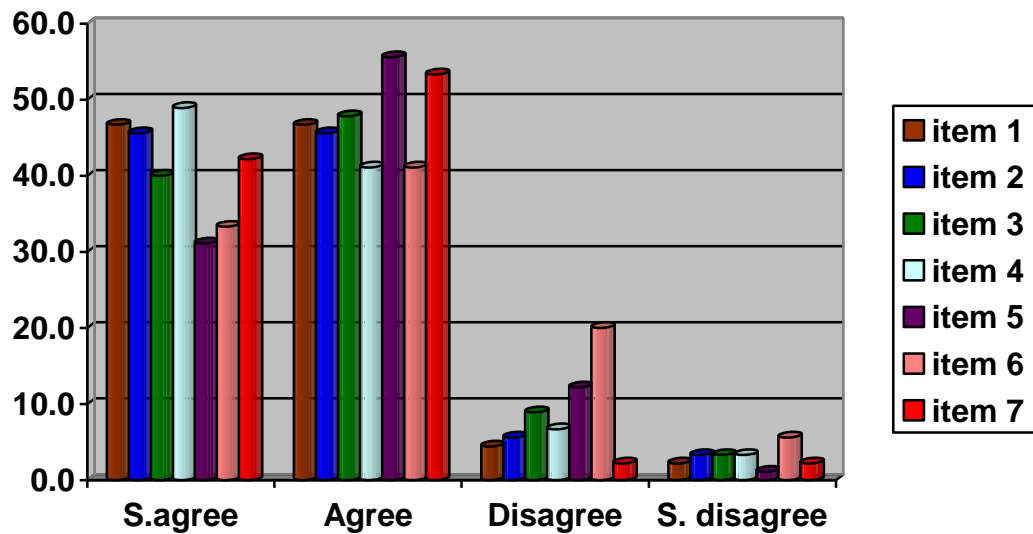**Figure (4.4): Summary of All Students' Responses**

Table (4.4) displays the total percentages of all students' responses in all classes and Figure (4.4) illustrates and summarizes the contents of this table. The total percentage of disagreement with item 1 on the table is (6.6%) whereas the total percentage of agreement with this item amounts to (93.4%). This means that the majority of the students agreed with the view that they find more opportunity for participation. Consequently, if this result is read with the teachers' responses to items 1 and 2 of Table (4.1), which address the same issue of student participation, it will lead to the acceptance of the research hypothesis which reads: "The implementation of dictogloss guarantees greater participation from the students in the lesson as it arouses their interest and encourages their positive contribution".

The total of responses of all the students to item 2 on the table shows that the total percentage of disagreement is (8.9%) while the total percentage of agreement is (91.2%). This indicates that most of the participants agreed with the view that reads: "The teacher allows us to do most of the work". However, if this result is read along with the result of the teachers' responses to item 3 of Table (4.1) which addresses the same

issue, it can be obviously seen that the two results undoubtedly support the issue of making the lesson student-centred and lead to the acceptance of the first hypothesis of the study which reads, "Dictogloss is an effective device that can help teachers achieve a student-centred ELT lesson".

With regards to the question of integrating language skills, item 3 of the table shows that the view received the total disagreement of (12.2%) of the students whereas the total percentage of agreement it received was (87.8%). If this result is juxtaposed and read in combination with the total agreement received by item 4 in Table (4.1), which displays the teachers' views on the same issue, the observer will see that the result leads to the acceptance of item 5 of the hypotheses of the study which reads," The implementation of this technique (i.e. dictogloss) helps to treat language skills in an integrated manner which in turn increases the overall benefit students gain".

Students' responses to items 4, 5 and 7 express students' feelings of interest and enjoyment of the dictogloss lesson both at the individual and the group levels. The total percentages of disagreement recorded are (10%), (13.3%) and (4.4%) respectively whereas the total agreement percentages recorded are (90%), (86.7%) and (95.5%) respectively. This means that most of the students found the dictogloss lessons interesting and enjoyable. If the above mentioned result is considered with a view to the teachers' responses to items 6 and 7 in Table (4.1) which address the same issue, it will be observed that the majority of the participants (students and teachers) are not skeptic about the issue. Thus their responses on this issue support the acceptance of item 4 of the hypotheses which claims that dictogloss helps in making language learning real fun.

The inspection of item 6 of the table shows that a total of (25.6%) of the students disagreed with the view that claims the existence of much

cooperation between students during the lesson. However, a total of (74.4%) agreed with it. Although this agreement amounts to approximately three quarters of the participants which satisfactorily supports the relevant claims of the study, yet the relatively high disagreement (compared with the other responses above) deserves some comments. This comparatively high score of disagreement is possibly due to the differences among students as to their concepts of cooperation. At any rate, the total agreement percentage read jointly with the total agreement percentage of the teachers in response to item 7 of Table (4.1), which addresses the same issue of cooperation, will only support the claim that dictogloss encourages cooperative learning. This, in turn, justifies the acceptance of item 3 of the study hypotheses which claims that dictogloss tends to promote collaborative learning among students.

To sum up, the above was an attempt to dig deep into the tables and charts that summarized the statistical analysis the data collected for the study by means of questionnaire was subjected to. As has been seen the figures were further analysed, discussed compared and interpreted. The crucial outcome of this laborious task led to the acceptance of the research hypotheses in the end.

CHPTER FIVE
SUMMARY AND CONCLUSIONS

5.1 Introduction

In this chapter the researcher will give a summary of his study. Then, he will state his findings and recommendations. The chapter will be concluded with implications for further studies suggested by the researcher.

5.2 Summary

The researcher believes, as many scholars do, that student-centred lessons are the most effective type of lessons for language learning. In his search for new devices and techniques to help make his lessons more student-oriented, the researcher came to know about dictogloss as an innovative type of dictation. This new type of dictation involves dictating a text to which students listen, and then take notes of the main ideas. Next, the students work in small groups to reconstruct what has been dictated. Finally, they compare their reconstructions with the original text and detect similarities and differences in content and form. From the initial experimentation with dictogloss, the researcher observed some apparently favourable qualities of this new technique. He decided to conduct this study in order to further explore dictogloss and find out whether it can help to achieve a student-centred ELT lesson. Since the study was intended mainly to investigate dictogloss and the potential role it may play in student-oriented lessons, the following questions have been posed:

1- What is dictogloss?

2- Does it serve the purpose of making an ELT lesson student-centred?

3- Is it of help in integrating language skills with one another?

4- Does it make the lesson more interesting?

5- Does it encourage cooperative learning?

Answering the above questions the following hypotheses have been Formulated:

1- Dictogloss is an effective device that can help teachers achieve a student-centred ELT lesson.

2- The implementation of dictogloss guarantees greater participation from the students in the lesson as it arouses their interest and encourages their positive contribution.

3- Dictogloss tends to promote collaborative learning among students.

4- It helps in making language learning real fun.

5- The implementation of this technique helps to treat language skills in an integrated manner.

The plan was to implement dictogloss on class 10 of Qatar Independent Technical School (QITS). Then data about the experiment were to be collected from a representative sample of students and the teachers who carried out the experiment through two questionnaire forms: one for teachers' views and the other for students' views. Next, the data was to be analyzed and interpreted. Finally, in the light of the analysis and interpretations, conclusions were to be made as to the acceptance or rejection of the hypotheses.

The plan went as scheduled. The teachers implemented dictogloss in their respective classes for five to six weeks. Then, they got their students to complete their questionnaire (Form 2). The teachers themselves completed a questionnaire (Form 1) for each class they taught. The completed questionnaire forms were then submitted to the

researcher who received them according to a special checklist he had prepared for this purpose (See Appendix III).

The next stage was a very busy one. The researcher organized the collected data in order to prepare for the crucial task of analysis. The completed questionnaire forms were separated into three groups: the teachers' group and two students' groups. The two students' groups were the BA and IT group and the Technical group. The division was made according to the students' scores in the placement test that the students had taken at the beginning of the year and it was made for the sole purpose of facilitating the analysis task.

The stage that followed was when the researcher embarked on the process of the initial statistics for the three groups. First, he counted the responses of the teachers to each view in their questionnaire and recorded the number in the correct slot opposite the view in an empty copy of questionnaire Form 1. Secondly, the same procedure was followed with the responses of each of the two groups of students and the responses of each group were recorded separately in a separate empty copy of questionnaire Form 2. Thirdly, another count was done for the total of the responses of all the students from both groups and the results were also recorded in a separate empty copy of questionnaire Form 2.

The researcher took the initial statistics to a statistician asking for further statistical analysis using the SPSS model. Eventually, the researcher got back four tables along with four bar charts from the statistician. The tables included the results of the statistics in numbers and percentages. Each table was accompanied with a bar chart which illustrated and summarized the contents of that particular table. These tables and charts were subjected to a close and thorough study and analysis from the researcher. Some tables, especially the two that

displayed the views of the two groups of students, were juxtaposed together for comparisons and analysis followed by relevant interpretations. The researcher attempted to find out whether the details of the statistical analysis supported or opposed the hypotheses of the study. Finally, the total results of all the students' responses were read together with the results of the teachers' responses to help take a decision concerning the acceptance or rejection of each of the research hypotheses. The results of all that effort, in its totality, lead to the acceptance of the research hypotheses in the end.

5.3 Summary of Findings

1- Dictogloss is a device that can serve several goals in language teaching/learning.

2- The implementation of dictogloss can help make an ELT lesson more student-centred.

3- Student engagement in the lesson can be achieved through the choice of techniques and topics that appeal to the students.

4- As students get more opportunity for participation, they find the lesson more interesting and vice versa.

5- Integrating language skills in teaching is a worthwhile approach and dictogloss can help in that.

6- Cooperative learning is encouraged through the implementation of techniques that enable students of different standards to work together.

7- Different choices of fields of specialization may result in different attitudes towards some teaching techniques or devices.

5.4 Recommendations

In the light of the findings above, one would like to make the following recommendations:-

1. Teachers are recommended to make their lessons student-oriented as that will help their students to derive the most benefit from the lesson.

2. Teachers of English language are recommended to try to make use of dictogloss in their classes.

3. Teachers are expected to seek different ways to encourage cooperation, in general, and cooperative learning, in particular, within their classes.

4. English language teachers are recommended to remember that language skills are integrated so it seems only natural, logical and above all fruitful to treat them accordingly.

5. Teachers are expected to attempt different techniques to arouse their students' interest in the lesson and keep them engaged.

6. Educational authorities are recommended to encourage teacher conferences in order to create opportunities for discussions and exchange of views about creative teaching techniques.

5.5 Implications for Further Research

In the light of this study the researcher recommends the following topics for further research:-

1. An experimental comparative study to assess traditional dictation with dictogloss and find the areas where dictogloss excels.

2. A study to investigate other techniques (apart from dictogloss) which may help in making ELT lessons student-centred.

3. A comparative study to investigate the gains and losses involved in integrating versus isolating language skills in ELT lessons.

4. How far can cooperative learning be useful, controllable and effective in language learning?

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APPENDICES

APPINDEX I

Teacher's View   (Form 1)

Dear colleague,

      You are kindly requested to tick the choices that best express your views based on your classroom experience with dictogloss.

	My Views about "Dictogloss"	I agree	I strongly agree	I disagree	I strongly disagree
1	By implementing this approach, I can achieve more student participation.				
2	Even weak students can participate in this type of lesson.				
3	In this approach the students do most of the work in the lesson.				
4	This approach enables students to develop several skills simultaneously.(It is an integrated-skill approach)				
5	This approach gives me valuable feedback as to the skill that needs further development.				
6	Students' interest is positively aroused through this approach.				
7	My students co-operate well during the lesson (student-student interaction is great.)				
8	My students have started to find language learning real fun.				

Please feel free to add any comments about your experience with dictogloss:-

_____

_____

_____

_____

_____

APPINDEX II

Student's View   (Form 2)

Please tick the choice that best expresses your opinion.

	With the new approach, "dictogloss":-	I agree	I strongly agree	I disagree	I strongly disagree
1	I find more opportunity for participation.				
2	The teacher allows us to do most of the work.				
3	We practise a number of skills together.				
4	I find the lesson more interesting now.				
5	My classmates and I enjoy the lesson better now.				
6	There is much cooperation between students during the lesson.				
7	Our learning is becoming real fun now.				

APPINDEX III

Checklist for Receipt of Completed Questionnaire Forms 1 and 2

Class	Form 1	Form 2
BA1/1		
IT1/1		
IT1/2		
T1/5		
T1/6		
T1/7		
T1/8		

APPINDEX IV

Samples of Dictation Texts (1)

I have a good friend, José, and he is like a brother to me. He is very responsible, but he is also fun to be with. We have a great time whenever we get together. He is smart and reads a lot, so he always has interesting things to say. He is quite a talkative guy, but he is a very good listener, too. I can talk about my problems with him, and he always gives me good advice. I am really glad to have a friend like José.

I have several hobbies that keep me busy in my free time. I love to read, and I often read short stories and magazines. Another one of my hobbies is cooking, and Chinese cooking is my specialty. My favorite hobby is photography. I usually take black and white pictures because I think they are more interesting. In conclusion, without my hobbies, my life would not be as much fun.
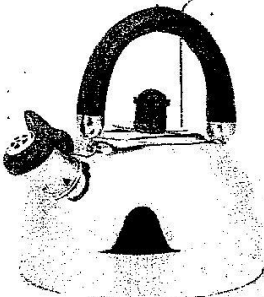
A kettle is a metal container which is **used for boiling water**. This **practical German** kettle is **silver and black** in colour. It consists of 4 main parts: a vessel, a lid, a spout, and a handle. It is **45 centimetres high**. It is **spherical** in shape. The base is **circular**. On the top of the vessel, there is a lid with a **plastic** knob in the middle. Above the lid is a **curved** handle which is covered with plastic. At the side there is a spout for pouring water out of the vessel.

A Cozy Bedroom

My bedroom is small but cozy. There are two windows so my room is usually bright and sunny. I have a desk for my laptop computer. All the books I need to use while I am studying are in the bookcase. My bed is across from the desk. It is not big, but it is comfortable. Above the bed, there is a painting of a bowl of fruit that I did in my art class. It's not very good, but I love the bright colors. I also have an old dresser that belonged to my grandmother. There are several photographs of my family on top of it. I enjoy spending time in my bedroom.

APPINDEX V
Samples of Dictation Texts (2)

Keeping Fit

Steve Fredericks cares about keeping fit. First of all, he tries to get some exercise every day. He belongs to a health club where he usually exercises after work. He likes to lift weights and run on the track. In addition, he is careful about his diet. For example, he rarely eats foods that have a lot of fat or sugar. Finally, Steve tries to get eight hours of sleep every night. Like many of his friends, Steve tries to keep in shape and stay healthy.

Zambia – Tourist Guide

One place of interest is the Collier Monument. In 1902 while John Collier was hunting, he saw and shot a roan antelope. When he went to pick up his kill, he noticed that there was a green streak in the rock near the dead animal. Collier wondered whether the local people had taken copper from this area in the past, and took samples of the rock. When the samples were tested, he was very excited to find that they contained high-grade copper.

The Roan Antelope mine was later built in this area, and millions of tonnes of copper ore were taken from the mine. Copper is now Zambia's most important product, and the country is one of the biggest producers of copper in the world. Visitors to this site can still see the remains of the mine ...

Egyptian firefighters yesterday

finally put out a fire on an offshore platform on the Temseh natural gas field. The fire started two weeks ago, on Tuesday 10 August. Petrobel safely evacuated all employees and contractors and no-one was hurt, but the fire destroyed the platform. The platform cost 17 million dollars and produced approximately 150 million cubic feet of gas per day.

Early investigations say that the fire was an accident, and it probably started when a difficult storm hit the platform.

A Busy Doctor

Dr. Gary Lesneski is an obstetrician. An obstetrician is a doctor who delivers babies. Dr. Lesneski usually gets up on 6:30 at the morning. He goes to his office at 7:00. His workdays are never typical, but they are always busy. He never knows what time a baby will decide to be born. Sometimes babies are born at the afternoon. Sometimes they are born in night. Often he has to go to the hospital in the middle of the night. He rarely sleeps through an entire night without any interruptions. Dr. Lesneski loves his work, but he looks forward to his vacation on August.