Abstract

Dictation has been shown to benefit acquisition of a foreign language. But traditional dictation did not include elements of authentic, real world communication. The communicative approach to foreign language education, the core of which is having learners engage in meaningful communication in the classroom, has become the most common approach in language learning environments. Dictation can align itself with the communicative approach through the dictation method, Dictogloss, which introduced communicative dictation and has been used widely in communicative classrooms around the world. However, even communicative dictation can be perceived by adult learners as something for younger learners. This can be partially remedied by having Dictogloss activities revolve around topics geared towards adults. But many of these topics may be more at home in a language institute than an academic university setting. This presentation will briefly review the history of traditional dictation, summarize the tenets of dictogloss and how it fits into a communicative classroom where traditional dictation does not, review some of the research on dictation’s benefits for improving competency in a foreign language, and discuss how it can be used in university settings.