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An Investigating of Using Dictogloss as an Essential Technique for Improving Student's Listening Comprehension

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Abstract

The current study is an experimental one of using dictogloss as an essential technique with fifth preparatory EFL student's at Al-Saydaa Nafysaa secondary school for girls. The study is done in two classes as a sample: class one is called the experimental class which used dictogloss as an effective technique for improving listening comprehension , whereas the control class is taught by a dictation traditional method. To achieve its intended aims ,there is a test students used, then the data is collected and analyzed using SPSS. Moreover, collected data reveals that experimental class, students were taught using dictogloss which have better comprehension to information heard, and students express positive attitudes towards using dictogloss technique for improving their listening understanding.

Keywords: Dictogloss, Listening, Listening Comprehension

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دراسة تحليلية لاستخدام تعليم القواعد ديكتوغلوس بهدف تحسين مهارة الاستماع لدى الطلبة

م.د. الاء علي حسن

المديرية العامة لتربية صلاح الدين

المستخلص

تعد الدراسة الحالية مهمة لاستخدام تعليم القواعد كتنقية اساسية لدى طالبات ثانوية السيدة نفيسة لصف الخامس اعدادي متعلمي لغة الانكليزية لغة أجنبية. تم إجراء الدراسة لمعرفة الفروق الفردية بين طالبات المجموعة التجريبية وطالبات المجموعة الضابطة، مجموعة العينة التجريبية استخدمت تقنية تعليم القواعد كتنقية مؤثرة لتحسين مهارة الاستماع، بينما مجموعة الضابطة استخدمت الطريقة التقليدية. لتحقيق الاهداف المطلوبة، تم استخدام اختبار لطلبة المتعلمين، تم جمع البيانات وتحليلها باستخدام برنامج الحزم الاحصائية للعلوم الاجتماعية بالإضافة الى ذلك، كشفت البيانات التي تم جمعها أن طالبات المجموعة التجريبية الذين تعلموا باستخدام تعليم القواعد اكثر فهما للمعلومات المسموعة، عبرت الطالبات عن المواقف الايجابية اتجاه استخدام تقنية تعليم القواعد لتحسين فهم الاستماع لديهم.

الكلمات الدالة: تعليم القواعد ديكتوغلوس ، مهارة الاستماع

Section One

Introduction

1.1 Statement of the Problem

Wajnryb(1995) states that in the acquisition of knowledge or comprehension of English, there are four skills which are interrelated with one another. There are four skills in English language which are reading, writing, speaking and listening .These four skills are called macro skills. First of all, to achieve a good and sufficient language acquisition in communication, these macro skills sometimes cannot separate from micro skills.

One of the most important problems facing EFL students' school and even in collage technique of listening using dictogloss effectively for students' listening comprehension in certain texts or paragraphs then write down what they hear into their own thoughts. This technique is called Dictogloss, which is one type of dictation.

In dictogloss, students face a great difference between the phases of listening and writing. The teacher reads the paragraph or text twice at one time, reads text or paragraph and then repeats quickly then the students work with the groups to organize their ideas. Shortly, students practice and learn how to write good paragraphs in various ways, dictogloss provides opportunities for students to learn new from their groups because each individual within a group has various writing skills(ibid).

According to Smith(2012) dictogloss allows students to enable and process the language in many tasks, writing skill encourages students to learn the meaning rather than learning to write(skill).Dictogloss demands students to consider shape, encourages second language students to think in a critical way and take risks in their use of the language.

Dictogloss allow students to develop their ability to listen to what teacher tells them in a short text. Students are engaged in discussions about the upcoming texts , read texts to normal, identify any differences and similarities in meaning.

In general, the above section contained many problems :

- 1.Learners feel uninterested when they learn to listen and do not understand,
- 2.Most learners find listening to new words in unknown content sometimes difficult .
- 3.When the teacher is teaching listening usually leaves the class while the students hear the sound by the audio.

1.2 Aims of the Study

- 1.Showing if there are important differences between results of experimental group receiving instruction depending on dictogloss and control group receiving instruction using traditional dictations methods.
- 2.Showing if there are different points between results of experimental group in tests.

1.3 Hypotheses of the Study

1. Researchers may find some important points the scores of experimental group receiving instructions depending on dictogloss and control group receiving instructions depending on traditional dictations methods in posttest.
- 2.Results show the important differences between scores of experimental group in tests.

1.4 Limits of the Study

There are some limited points which are:

- 1.Dictogloss use as an important model to improve students' listening comprehension.
2. A researcher did this study as scholastic year(2021-2022).
- 3.A sample in this research is limited with the fifth phase in Al-Sydaa Nafasaa secondary school girls during the academic year 2021-2022.
- 4.Materials from students' book and activity book.

1.5 Study Procedures

To achieve this study aims , there are some procedures:

- 1.Choosing a sample of fifth phase at secondary school for girls.
- 2.Constructing a test.
- 3.Giving a test as a sample
4. Introducing conclusions, recommendations as well as suggestions for furthers studies

1.6 Definitions of the Basic Key Terms

1.6.1 Dictogloss

Is defined as an activity teachers do in classroom where students first listen to texts, write main words, and then work together to construct a rebuilt of the text (Vasiljevic 2010).

Operational Definition

It is an efficient way of teaching listening an increasing students' understanding of listening. It is an activity teacher use in classrooms where students are invited to listen to the text teachers have read and students will reconstruct the text in their own words.

1.6.2 Listening

It defines as an active listening which is really important for communicating effectively. In other words, it is not enough to hear, interpret and understand what a conversation is all about (Powers 1986).

Operational Definition

Is a psychological and a physical process that includes assessing, acquiring, meaning and answering to symbolic messages.

1.6.3 Listening Comprehension

It is a process of includes the various processes of understanding spoken language. This includes the recognition of the sounds of speech,

the comprehension of the sense of individuals words, or understanding the way sentences are given to students to get the demanded meaning (Thomas 2012).

Operational Definition

It defines as the receptive skill of speaking, when we talk about listening, what we actually want to say is listen and understand what we mean.

Section Two

2.1 The Concept of Dictogloss Technique

According to Vasiljevic(2010) dictogloss is a language teaching technique used for teaching grammar, in this technique students gather in small groups and understand the meaning of the target language texts. In other words, dictogloss is an activity that teacher teaches in classrooms where students are asked rebuild a short paragraph after listening to tape record and noting the main ideas in that paragraph.

Vasiljevic(2010) states that dictogloss as an interactive language learning method in which text reconstruction stimulus both the effort of cooperation and negotiation meaning that improves the learning dictogloss process. It also provides student with the opportunities to learn new words from groups because each student in group has different written skills from the other groups members, also they can reduce anxiety in writing because they are working in groups, using dictogloss as a technique needs pay more attention to the four skills of language and encourages students' autonomy and thinking skills.

Smith(2012)explains that dictogloss allows students to work with language using writing skill, it improves the learning of writing meanings. Dictogloss encourages student to think about form and encourages them to think in a critical way in their own language.

Vasiljevic(2010)express that there are many steps of dictogloss process:

- 1.The teacher reads a short passage text,
- 2.The students listen to the teacher and writes notes,
- 3.Then the teacher repeats the paragraph or text with a normal speed, asking students to listen carefully, then a second time and encourages them to write notes.
- 4.The students work form pairs and share their final written text or passage to reconstruct the dictogloss, the aim is to get close to the original text which includes grammar.

Stewart et al(2014) explain that the dictogloss contributes to explain the other area of language communication and human development such as learner-centered negotiation and writing, sharing opinions whether include the teacher and student alike, dictogloss helps to improve productive writing skills, and communication skills between learners as well as integrating with other language skills.

2.2 Phases of Dictogloss

Shak(2006) mentions that there are many definitions of dictogloss in teaching listening:

A. Listening Phase: In this phase a teacher prepares students for the technical dictogloss text using telling stories method and talking to the whole class.

B. Noticing Phase: This phase is applied by the students when students use their listening skill, teachers ask them to listen to a short text then they write the text individually with their own ideas.

C. Activity Phase: At this phase students work together forming small groups to reproduce texts depending on their recollection of what they heard.

D. Checking Phase: This phase allows comparison of the written versions. Shortly, students drafted their text and compared it to the original text to show differences and talk about what are acceptable.

E. Writing Phase: During the final phase students have the opportunity to write or produce the same text individually and demonstrate their understanding of the reading.

To sum up, Wajnryb(1990) mentions that there are four phases of dictogloss, those phases are:

A. Preparation Phase: This phase is used when the teacher applies the dictogloss instruction. The teacher gives students obvious commands of the task and organizes them into groups before dictation.

The primary purpose of this phase is to prepare students for the known and unknown vocabulary in text they will hear as warm-up activities. This type of warming-up vocabulary makes students pay more attention for listening in the following phase.

B. Dictation Phase: In this phase students listen to the text twice through the teacher. At the initially students are not permitted to write down keywords; furthermore, students are asked to get the main points in the text without any writing notes but the second time students write about content and the main idea is helpful tools to help students assemble the text in the rewriting phase.

C. Reconstruction Phase: During this phase the students work in a small groups or pairs on version of their text to assist them in rebuilding their own ideas and rearranging the text. In this phase, the teacher will not provide any information to the students.

D. Analysis and Correction: In this phase, students analyze and edit their rewritten texts in their own style. In addition, the students can compare the various versions with the original text and talk to the other about the text.

2.3 Advantages and Disadvantages of Dictogloss

Vasiljevic(2010) states that there are many advantages of using dictogloss at classroom as follows

1.Dictogloss is defined as a powerful modal used to combine work activities. Briefly, students should listen to the texts individually, then work each other in groups to rewrite phase of the text.

2.Dictogloss can help the students learn what they are doing and do not know English, then recreate and analyze the text.

3.The procedures facilitate students communicative competence as they work together which helps them collaborate and provide opportunities to practice and use all modes of communicative language.

4.Dictogloss can refine and upgrade language using comprehensive analysis interferes in students' correction of texts.

5.Dictogloss modal during the rebuilding helps students to enhance their strength and overcome their weaknesses. Dictogloss helps students in comparing data with their own text representative.

6.Dictogloss helps in motivate students in competitive and co-operative activities . Self-confidence activities give students chance to show their abilities.

7.Dictogloss helps students to write a cohesive text ,and to explore their knowledge of grammar, vocabulary, spelling and punctuation.

8.Dictogloss raises awareness of language students notice language.

Dictogloss disadvantages :

1.Dictogloss is not as good for lower- level of students.

2.Students who are unfamiliar with new contents they have in front of them may wish to write each word.

3.Dictogloss technique has a very long procedure and require a lot of time to be implemented perfectly in learning and teaching process.

4.Dictating punctuation- free text and then asking students to work in groups to punctuate the text correctly .

5.Dictogloss is an old-fashioned referred to as a grammar translation method.

6.Dictogloss is an unpleasant and generally difficult lesson because it concentrates on the accuracy of language.

7.Students may not prepare to edit or explain the text with other groups(Ibid).

2.4 Principles Teaching Listening

According to(Schwart 2004) there are many principles in teaching listening :

1.Use real prepared listening materials.

2.The listening text should be as short as two minutes.

3.There are three sections to the listening skill :pre-listening, while-listening and post listening.

4. Audio tapes must be played two or three times if needed.

5. Students must be educated to use listening skills. i.e predict what the speaker will say, listen key idea, listening to the details or conclusions.

6. Students to read the questions teacher put before they hear the text. They answer using their listening skill.

Schwart(2004) explains teaching listening for ESL students is something difficult , it is not connected with linguistic laboratory but to understand the speaker's information. However, EFL students are not familiar with target language apart from the classroom, they do not interact with native speakers.

Nunan(2003) says that in order to enhance a better communication in second language listening skill is very important. In other words, listening is required using the method of imitating sounds students heard from phonemes.

Brown(2004) suggests that listening is connected with speaking . Listening skills shows students' ability to understand of what is being listened. Teaching listening assists learners respond to what they hear.

In addition, listening is the key to all effective communication; messages are unclear without a good listening as a result the sender of the message is frustrated.

2.5 Listening Comprehension

Ur(1984) defines that listening comprehension is one of the communication such as developing writing and reading comprehension. It includes the multiple processes of

understanding language as it is understood, spoken and interpreted. In other words. This ability to communicate is linked to cognitive learning, which is connected with attention, memory, vocabulary, grammar and comprehension development.

The importance of context in listening means that individuals can make a connection between what she/he hears and the real world she/he lives, because they can identify concepts with language and relate them to each other to understand what they hear.

Brown(2000) states that listeners play an important role in reconstructing meanings. Listeners understand words in sound discrimination and intonation as well as other linguistic and non-linguistic clues.

Gilbert(2005) says that understanding languages need a listening comprehension of discourses. Listening comprehension in second language learning demand listeners to have personal linguistic unity, like phonemes words, grammar structures, as well as expectations about the situation and context, background and topic.

Listening comprehension can divide into three phases:

- 1.Listen and respond as a result of written text, informal discussion with the teacher.
- 2.Listen and give short answers(obey text instructions , physical movement, construction models, picture dictation, true false exercise..etc.
- 3.Listen and give a longer answer (repeat and dictate, paraphrase, answer comprehension question on text, summarizing..etc.

In general, listening comprehension is the first key of communication. When student understands what is being said, his/her ability to communicate will be developed. In addition, they will be able to notice the features of the target language which help in maintaining their first language development in the four skills areas(Ibid).

2.6 Previous Studies

2.6.1.Maryam . et al(2019)

This study focus on investigating the effect of using dictogloss as a while listening activity for improving EFL learners listening understanding.

Specific procedures teachers did to achieve certain aims:

- 1.Selecting a 80 intermediate students is selected randomly from the high school in Shoushter city, Iran.
- 2.Constructing pre-test then post-test in the experimental and control class.
3. Getting results through using SPSS version 22 is used.

The results are:

1. Mean score and standard deviation of groups are approximately similar in the pre-test. The mean score of experiment is (17.00) while control is (16.10). The standard of the experiment is (6.17) , the standard of control is (5.50).
2. Mean score and standard deviation are not similar in post-test.

2.6.2 Afriani(2020)

This study aimed at find out the effect of dictogloss technique on students' in grade 11 . MAS Al-Ihsaniyah Munro. Jambi.

There are several procedures teachers done :

- 1.Selecting a 29 students is selected from the 11th grade MAS Al-Ihsaniyah Munro.
2. Making a post-test only. Teachers introduced post-test to both groups.
- 3.Teachers used gathered data in two independent sample.

Results showed the following points:

1. Post-test show that there is an important difference between these two groups.
2. Experimental score is (74.67) while the control group is (62.5).

Section Three

Methodology

3.1 Experimental Design

Maclin(2020) mentions that it is a systematic plan of what/how it will do also how the data will analyze.

Baker(2005) argues that an experimental design conducts show the effect that variable has upon another variable and this design has many steps:

1. Identify (discriminate) the problem,
2. Formulate a hypothesis,
3. Design procedures to be used as test as hypotheses,
4. Carry out the experimental procedure,
5. Analyze and observations to data
6. Write conclusions.

Concerning this study, experimental group of students used dictogloss technique and the control group used traditional method.

3.2 The Population and the Sample of the Study

3.2.1 Population

Salkind(2010) identifies a group to which a researcher wants to organize the results. Hence, it's a larger group has generalized about it.

While (Satishprakash 2020) defines that as the whole or group of all units apply the collected results.

This study includes EFL Iraqi fifth year preparatory students in AL-Saydaa Nafasaa secondary school for girls, Baji city in Salah Aldeen Governorate. The total number of fifth-grade students' population is (80).

3.2.2 The Sample

Salkind(2010) states that the process in selecting a representative subgroup or portion of the total population that can study for their topic so that can come to some conclusions about the general population.

Whereas, Allen(2017) explains that is a group of people who can select from a larger population to provide data to the researcher.

This study consists of (60) students selected from the fifth-grade at Al-Sayadaa Nafasaa secondary school for girls Baji city who represent (75%) of the original population, (30) students have been selected to the (EG) and (30) students have been selected to the (CG), As shown in Table (1)

Table(1)

The Population and the Sample of the Study

Groups	Sample of the Study	Population
EG	30	80
CG	30	

3.3 Test Construction

Measuring the success level of the experiment involves preparing a post-test. It defines as an individual skill or knowledge in a specific field of content that they have been received (Fery 2018).

It focuses to assess how much knowledge a person has in a specific area, topics or subtopics. The aim of tests is to evaluate the achievement of course should provide teaching objectivity to which they relate, two tests teachers gave to students, a one on the first day and another on the last day(Bailey 2008).

An achievement test a post –test was given to all of students , there are four questions. Question one students listen to the teacher when she/he reads text, then the teacher asked them to work in groups, to fill the blanks from the passage they listened .Question two students should to listen to the text and chose the correct answer. Question three students should answer grammar and functions on their textbook. Question four is five items to match the words with their definitions. As shown in Table(2)

Table(2)

Specification of the Performance Post-test

Level	No. of Question	Type	Total Scores
Production	1	Fill the blanks from the text they listened ,then write a paragraph about yourself	15
Recognition	2	Choose the correct answer	15
Production	3	Complete the correct verb	15
Recognition	4	Match word with their definition	15

3.4 Instructional Material

Dictogloss technique has been selected by teachers who used audio material. Materials are taken from a book "English for Iraq 5th Preparatory" , teachers gave students 4 weeks to understand. The experiment teachers did in the first semester during the academic year 2021. Instructions began on November until December.

3.5 Pilot Study

Beng(2010) states that is a trail study was done before the research model was finalized to define the research question or test the feasibility, reliability and validity of the study design.

In other words, a smaller experiment for that study. A pilot study includes pretesting a research tool, like new data collection . It is used to test ideas or hypothesizes.

On the 20th of November 2021, pilot study is done in normal situation and classroom conditions, in a specific, time is required for responding tests and to know if questions are clear . The pilot test has revealed students spent half an hour to answer the required questions. As well as, pilot study helped students in making a final administration of the post-test.

3.6 Validity and Reliability of the Achievement Test

The degree of the evidence and theory support interpretations of test scores and tests proposal. Validity has two types ,face and content. The post test is specialized in gaining face validity(Mertens 2010) . The test is exposed to a jury member of specialists in English language

Reliability ,like validity, is refers to the extent to which outcomes are consistent when the experiment is re-again more than once(Anastasiadou 2011)). The coefficient is found to be(0.86), which is consider acceptable.

3.7 The Experimental Work

3.7.1 The Experimental Material

Previously the fifth-year students of AL-Saydaa Nafysaa secondary school for girls in Biji city in Salah Aldeen Governate have selected as a sample of the experiment. Teachers informed researcher that the experimental group lesson s are arranged from Sunday to Wednesday. The material of the experimental group involves:

- 1.English for Iraq 5th preparatory(students book),
- 2.Color cards, board and color markers.

3.7.2 Application of the Experiment

The experiment application started on the 1st of November in 2021.On that date, the pre-test has applied. The experiment application lasted for four weeks. Teachers organized lessons for the experimental group a (4hs) pre-week. Finally, the post-test has applied.

Teachers applied dictogloss technique in the experimental group. The researcher followed the following plans:

- 1.The researcher reads a text , normal speed, twice,
- 2.As a student listen and takes notes,
- 3.The researcher repeats the reading, then work in small groups to share their notes.
4. Researcher reads the text a final time at normal speed.

Section Four

Data Analysis and Discussion of Results

4.1 Presentation of the Results

4.1.1 A Comparison between the Mean Scores of the Experimental Group and that of Control Group in the Post –Test

Statistics show that the mean scores of the experimental group is(77.43) and that of the control group is(60.16). The calculated t-value is (4.240), whereas the tabulated t-value is found (2.00) at the degree of freedom(58) and the level of significance(0.05).

These means indicate that the significant difference between achievements of the two groups and in favor of the experimental group .Thus, the first hypothesis which states that the significant differences between the mean scores of the experimental group , and the control group is accepted, as shown in Table(3)

Table(3)

Means, Standard Deviation, and T-values of the Two Groups

Groups	No. of Students	Mean Scores	SD	T-value		DF	Level of Significance
				Calculated	Tabulated		
Experimental	30	77.43	15.79	Calculated	Tabulated	58	0.05
				4.240	2.00		
Control	30	60.16	15.74				

4.1.2 A Comparison between Experimental Group in the Pre and Post-Test Scores

Achieving the second hypothesis that shows "There are a significant differences between the scores of the experimental group in the pre and post-test". Statistics show the experimental group achievements in the post –test is(77.43) with a standard deviation of(15.59). While the pre-test is(38.46) with a standard deviation(9.40). The calculated t-value is(12.000), which is(2.04) at level of significance(0.05) with the degree of freedom is(29)

Final results show the main differences between students' performance in the pre-tests using dictogloss , as shown in Table(4)

Table(4)

The Experimental Group Performances in the Pre-Test and Post Test

Experimental Group	No. of Students	Mean Scores	SD	T-value		DF	Level of Significance
				Calculated	Tabulated		
Post	30	77.43	15.79	Calculated	Tabulated	29	0.05
				12.000	2.04		
Pre		38.46	9.40				

The improvement of this student achievement is done by using dictogloss technique which can be attributed the following:

- 1.It develops students' confidence in the listening process.
- 2.It encourages students to organize and good link relationships between ideas.
3. It motivates students by utilizing radio and tap-recorder.

- 4.It helps students to understand, memorize and think.
- 5.Listening comprehension lessons focus on conscious students' memory.
6. Listening comprehension lessons shows a communicative necessity to concentrate on communication.

4.3 Conclusions

- 1.This study aims to shade light on dictogloss technique in secondary school students. Dictogloss teaching is better from students that using traditional method.
- 2.It improves students skills of language like reading, speaking, writing and listening
- 3.It develops the students listening comprehension without any threat to assessment.
- 4.A teacher will give students an opportunity which is listening to the native speaker talk.
- 5.Listening comprehension allows teacher to make new strategies in teaching as well as develop new ways to gain listening skill.

Section Five

Recommendations and Suggestions for Further Studies

5.1 Recommendations

Through the conclusions of the current study some recommendations can draw:

1. listening comprehension helps in implementing teaching English in order to develop students achievement.
- 2.Students are encouraged for practicing dictogloss technique to understand what they learn.

5.2 Suggestions

The suggestions are:

- 1.Investigating effects of applying listening activities on listening comprehension of learners at a higher level.
- 2.Effectiveness of dictogloss technique on the understanding of social studies content by students with disabilities.

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Appendix

The Post-Test

Q1:Listen and write a paragraph about Ramadon in your country by using the following words(religious, fast, sunset, patient, kind, generous, bad-tempered, easy-going)

Q2: Choose the correct answer:

- 1.She always...(travelling, travel, to travel) by a plane.
- 2.They...(going, are going,go) to school at the moment.
- 3.He watched TV while his father...(are cleaning, was cleaning, cleaned)
- 4.We have just...(repaired, repair, repairing).
- 5.When does she...(camp, camping, camped).

Q3: Listen the following sentences then complete each sentences with a correct word (calm, east-going, generous, sociable, kind, generous, fortunate)

1. My uncle always gives me expensive presents he is very...
2. Rashid loves meeting new people, he is very....
3. Hasan helped the old woman to cross the road, he is a...boy.
4. There is a fire in the building, we have to leave immediately, please be...and don't run.
5. You are very....you have a lovely family and a good job.

Q4: Match the sentences in List (A) with List(B)

List(A)	List(B)
1. Take your passport and papers with you	a. he always works there on Saturdays
2. I don't need an umbrella	b. it is not raining at the moment
3. Mariam isn't eating anything	c. she never has breakfast
4. I'm cold	d. that's why I'm putting my jacket
5. Dan is at the shop	e. the police often stop cars on that road