

Partial Dictation vs. Dictogloss Effect on Listening Comprehension of Iranian EFL Learners

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Abstract

The unique characteristics of the listening skill and the vital role they play in language learning and communication do not receive the attention they deserve and the situation is worsened in EFL contexts due to lack of communication in everyday context. Given this, the present study was an attempt to empirically investigate if partial dictation versus dictogloss had any significant effect on listening comprehension of Iranian EFL learners. To this end, 60 male EFL learners were selected via double sampling and, after taking homogeneity test and listening pre-test, they were randomly assigned to two experimental groups (partial dictation versus dictogloss) and a control group. The first experimental group was exposed to dictogloss, while the second experimental group was exposed to partial dictation. The control group underwent the mainstream usual classroom activities. After the treatment which took one hour each session for seven sessions, a listening post-test was given to all groups. The thorough analysis of data using paired sample t-test indicated that partial dictation group slightly outperformed the dictogloss group in the listening post-test and both experimental groups significantly outperformed the control group in the listening test. The result can have implications for learners, teachers, and material developers in all second and, especially, foreign language contexts where listening comprehension does not receive the attention it deserves and this, in turns, deprives EFL learners of viable sources of input. It is recommended that dictation in either partial format or dictogloss become an instructional activity in English classes because of its usefulness in improving listening comprehension and, more importantly, because of its practicality which is an important concern in many language learning contexts.

Key words: Dictogloss; English as a Foreign Language, Listening Comprehension; Partial Dictation

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Introduction

Listening is a challenging skill for many second language learners (Goh, 2014). The corollary one can logically draw is that the situation must even be harder in an EFL context in which, due to lack of day to day communication or insufficient exposure to English, most of the EFL learners must suffer from inadequate amount of listening input to construct a viable interlanguage. On the complexity of listening, Oxford (1993) states that listening is a complex problem-solving skill as it not only involves the recognition of sounds, but the ability to understand words, phrases, clauses, and connected stretch of discourse, conditions which can be met if learners are exposed to considerable amount of meaningful communication which lacks in EFL context. Therefore, in making sense of spoken language a single process is not involved and it is more accurate to conceive a cluster of related processes (Lynch & Mendelsohn, 2002).

Listening is an active, goal-driven process of making sense of spoken language (Brown, 2001). Listening, along with reading, is a receptive skill. That is, it requires a person to receive and understand given information. The receptive nature of listening might be a contributing factor in the common misunderstanding among people to consider this skill a passive one (Chastain, 1988). It must be stated that, ignoring listening skill is not restricted to EFL; as Vandergrift (2007) states, it is a fiendish skill to master even in one's mother tongue, let alone in learning a foreign language. However, contrary to this traditional belief, listening by no means is less challenging than the other productive skills as it inherently requires an active engagement. Listeners are required to connect their listening input to other information which they already have. Given the fact that learners combine what they hear with their own ideas and experience or schemata, listening can be envisaged as the creation of meaning in listeners' minds (Nunan, 2003), a daunting task for many if not all EFL learners to varying degrees. Nevertheless, along with this challenging nature, listening is undeniably a basic component of communication and is regarded by many scholars as a fundamental aspect of oral competence.

Due to the undeniable significance of listening in successful communication, it is worth investigating different influential factors that play a role in this complex process. All activities that involve noticing the oral input, paying attention to the key features, keeping them in short term memory and transforming the data from oral to written format with due consideration to the grammatical and lexical context can be expected to be conducive to developing listening comprehension skill. From the myriad of listening strategies recommended to boost this skill, partial dictation and dictogloss have most of the features mentioned; however, they have not attracted the attention they deserve as viable strategies. In partial dictation a passage with some deletions is given to the testees to fill in by listening to the complete passage read aloud to them (Nation & Newton, 2009). Partial dictation is an activity between cloze and dictation tasks (Brown, 2001). It benefits students' listening processes in many different ways; the bottom-up processing at the micro level is activated which, in turn, provides more processing storage for information to be passed on for macro-level analysis, thereby, activating top-down processing (Brown, 2007).

According to Nation and Newton (2009), dictogloss, on the other hand, is "a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text". Rather than a passive activity, it is claimed that dictogloss engages not only a variety of language areas, but also a large part of listeners' brain (Kadota, 2007). Considering this, dictogloss as an active, highly cognitive listening skill activates many different layers of a learner's brain, including the language center (Hamada, 2012). Equally important in the dictogloss activity is the potential nature of cooperative activity in completion of the task which can involve the related concept of the concept of effective scaffolding (Taber, 2018). Because of its myriad effects, dictogloss has long

been adopted as an exercise to enhance interpreters' timing, enriching their listening skills, and improving their short-term memory skills (Kurz, 1992).

Studying the possible effect of dictation on listening comprehension can be important. It can provide teachers and learners with a clear and manageable technique to tackle listening. The current dilemmas facing learners and teachers alike are partly attributed to a lack of understanding what listening contains and how comprehension is achieved (Goh, 2014). As a result, the learners may hold unrealistic expectations of their listening development and the teachers might assume that there is little they can do to teach listening because listening cannot be directly observed and controlled (Brown, 2001). The inevitable consequence might be disappointment on the part of learners and frustration on the part of the teachers.

To address some of the problems mentioned, in this study, partial dictation is proposed as a teaching technique for improving the listening comprehension ability of intermediate EFL learners. Conducting such a study seems to be necessary because using dictation along with a variety of alternative techniques as listening exercises has been recommended in many books about language teaching (Nation & Newton, 2009), but no research has been done to investigate the effect of partial dictation on the listening comprehension ability of Iranian intermediate EFL learners. Moreover, the application of dictogloss is either totally absent or quite rare in most if not all of the English classes. It is, therefore, important for language teachers to look into new listening techniques to help learners boost their listening skills.

As a viable attempt to improve listening skill, dictation has been described as a technique used in both language teaching and language testing in which a passage is read aloud to students, with pauses during which they must try to write down what they heard as accurately as possible (Richards & Schmidt; 2002, Nation & Newton, 2009). Partial dictation is an alternate to the usual dictation in which to decrease the mental load, a passage with some gaps is given to the students and they are supposed to listen to the same passage read aloud to them in complete form and fill in the gap. This writing is affected by their skill at listening, their command of the language, and their ability to hold what they have heard in their memory. Therefore, the advantages of partial dictation are multifaceted for second/foreign language learners: the bottom-up processing is activated through partial dictation and through this; more information can be hypothesized to pass on for macro-level analysis which, in turn, activates top-down processing. All these processes facilitate the input to be recalled and be associated with what has already been stored in the long-term memory (Zakeri, 2014).

The main reason for conducting the current study is that, despite the fact that it is taken for granted and it lacks the glamour of speaking skill, listening skill must be regarded as the most frequently used language skill (Morley, 1999; Scarcella & Oxford, 1992), that plays such a vital role in communication (Mendelsohn, 1994). It is safe to assume that hardly any communication can be accomplished without successful listening as the first step. Therefore, it can be said that "Listening is probably the least explicit skill of the four language skills, thus, making it the most difficult skill to learn" (Vandergrift, 2004, p. 1). Likewise, Oxford (1990) states "listening is perhaps the most fundamental language skill" (p. 205). The significance of listening in learning a second/foreign language has been highlighted by scholars in the field (Ferris, 1998; Tagg, 1996).

The results of the current study might prove beneficial for EFL teachers and learners in dealing with listening skill in the Foreign language context; it can make them aware of alternative teaching techniques to second or foreign language (L2) listening. The study might provide some insights to materials developers and course books designers and help them design listening materials which lead to better learning comprehension abilities through above-mentioned techniques. Given this, the purpose

of the present study is to investigate the comparative effect of partial dictation versus dictogloss on listening comprehension of Iranian EFL learners.

Research Questions

Based on the above-mentioned points, the present study seeks to address the following research questions:

Q1: Does partial dictation have any significant effect on listening comprehension ability of Iranian intermediate EFL learners?

Q2: Does dictogloss have any significant effect on listening comprehension ability of Iranian intermediate EFL learners?

Q3: Is there any significant difference between partial dictation and dictogloss on listening comprehension ability of Iranian intermediate EFL learners?

Method

Participants

In order to conduct this study, 60 EFL learners out of 100 learners within the age range of 14 and 25, studying at two well-known Language Institutes in Tehran, Iran were selected via double sampling in which an initial sampling was followed by preliminary analysis and because the participants did not meet the research requirement, another sample was taken and more analysis was run in the feature such as language proficiency so that the selected participants would meet the research requirement. They were at B2 or upper intermediate level according to CEFRL guideline. The institutes were selected based on the cooperative nature of their managers and students' willingness (e.g., using informed consent) to participate in all phases of the study. All the participants in the study were from Tehran province and Persian was their native language. They had been studying English for at least three years. Furthermore, they had never lived in a foreign country and, except English; they had no proficiency in any other foreign languages. They were partially homogeneous in socioeconomic status based on the information they had provided when registering for the institutes mentioned.

The learners who participated in this study studied at the intermediate level in the institute. To select a homogeneous sample for the present study, firstly, a sampling frame was specified. In the present study, the sampling frame (i.e., almost 400 students) was intermediate EFL students in aforementioned institutes. Secondly, out of these 400 learners 100 participants were selected based on convenience sampling after briefing them, assuring them about the confidentiality of the information they provided during the research, and receiving their consent to participate in the present study.

Research Tools

In this study, in order to determine the effectiveness of partial dictation versus dictogloss on listening comprehension, a proficiency test, a piloted listening pre-test, and a piloted listening post-test were administered at three different phases.

Nelson English language proficiency test (400 A) (Fowler & Coe, 1976) (See Appendix A): This test consists of 50 multiple-choice items organized in four parts: grammar (two sections), vocabulary, and reading comprehension. The time allotted was 40 minutes. The reliability of Nelson proficiency test (1976) was reported to be 0.87

Listening pre-test and post-test: This test consisted of 30 completions, and dictation listening items selected from 'Tactics for Listening' for intermediate level by Richards (2011). To establish the suitability of the pre-test for the selected participants, prior to the main administration, it was piloted on

30 young EFL learners who were different from the main sample learners but whose proficiency level were the same as the main sample. The reliability measure turned out to be 0.76 indicating satisfactory level of reliability of the test. The post-test consisted of 30 multiple choice, completion, and dictation listening items selected from materials covered throughout the course. The reliability of the piloted post-test was 0.80

Materials: To conduct the present study, the researchers used the following materials: 'Tactics for Listening' (third edition) written by Richards (2011), New Headway (Fourth Edition, intermediate) by Soars and Soars (2013), a series of animated cartoons, and selected authentic videos and sound tracks. According to the authors of the materials mentioned these books were specially designed for intermediate-level students and contained appropriate materials which boosted students' listening comprehension.

Procedures

These procedures in the present study can be divided into four general stages: selection and homogenization of the participants; pretest; experimentation; and posttest.

At the beginning and before the instruction began, the Nelson Proficiency Test (400 A) was administered to a population of 100 learners to ensure their homogeneity. For this purpose, 60 participants whose scores fell one standard deviation above and one standard deviation below the mean (Mean \pm SD) were chosen. They were divided into three different groups; two experimental groups (i.e., partial dictation versus dictogloss) and a control group.

It is worth mentioning that APA ethical guidelines for participants selection and consensus were observed; informed consent and confidentiality were taken into account. The participants all voluntarily participated in this study and the confidentiality of their identity and performance on the tests were maintained throughout the study and thereafter.

Next, the pretest was administered to measure the listening comprehension of the participants before receiving the instruction. Following the pretest, the students in the experimental and control groups received the intended instructional material. The participants in the control group received the mainstream usual listening classes in line with the objectives mentioned in the related course books, which included pre-listening, listening, doing the related tasks, etc. In the experimental groups, prior to the instruction and to optimize the cooperativeness and familiarity of the participants, they were informed about the way the instruction would be carried out and the tasks they were expected to perform. The treatment took one hour each session for seven sessions. The experimental and control groups were exposed to the same materials, and the time of instruction, and the number of sessions were kept the same for all groups. However, two different techniques (partial dictation and dictogloss) were applied in the experimental groups.

For the students in the first experimental group (i.e., partial dictation) the following steps were taken: Firstly, the students were made aware of the topic of the passage or conversation to give them a chance to activate their background knowledge. Next, the whole oral passage or conversation was played to them without any pauses. Next, the written form of the same text designed with blanks for the content or grammatical words was given to the students. In the next step, the tape was played again and the students were instructed to listen to the oral passage of the same written text and complete the blanks. In the next stage, they listened again to the whole passage or conversation to check what they had written. Finally, they checked their writing with the tape script.

For the participants in the dictogloss group, the following steps were taken: Firstly, in the planning stage, after introducing the topic of the listening text to the students, they were asked to write

down on a piece of paper whatever they could come up with about the topic. Secondly, the teacher played the tape aloud once at a normal speed. The participants were required to listen carefully at this stage. The teacher, then, replayed the tape at a normal speed and the students were required to take notes. They were instructed to get the meaning of the text instead of writing down every word. Next, the participants were told to collaborate in groups of two or three to reconstruct the text in full sentences. The reconstructed text could retain the meaning of the original text but was not necessarily a word-for-word copy of the text. After the completion of the text collaboratively, they listened to the tape once again and compared what they had done to see what aspects of the text they had managed to capture and what aspects they had missed and find out the extent those missed parts affected the intelligibility of the text. Finally, they compared their constructed texts with the typescript and noted the similarities and the differences.

The participants in the control group were taught based on the conventional method practiced in institutes in Iran. It included brainstorming before listening, listening and taking note and answering the multiple-choice questions following each passage and checking with their peers. The number of the sessions was kept the same between the experimental and the control group. After the treatment, the listening post-test was administered to all participants.

Results

The aim of the present study was to investigate the comparative effect of partial dictation versus dictogloss on listening comprehension ability of Iranian EFL learners. Given this, this section presents the results of the analysis of the data obtained from the two experimental groups (i.e., partial dictation versus dictogloss) and the control group through a pre-test and a post-test. For this purpose, paired-samples t-test and ANCOVA statistics were used, but as they are both parametric statistics and they require checking for normality assumptions, first these assumptions were checked.

Descriptive Statistics

Descriptive statistics of the participants' pre-test and post-test scores in the two experimental groups, and the control group are presented in Table 1

Table 1 *Descriptive Statistics for the Two Experimental Groups and One Control Group*

			N	Minimum	Maximum	Mean	Std. Deviation	Skewedness	Kurtosis
The partial dictation group	Pre-test	20	14	17	15.35	1.039	.133	-1.069	
	Post-test	20	16	20	17.80	.894	.432	1.037	
The Dictogloss Group	Pre-test	20	13	15	13.90	.718	.152	-.880	
	Post-test	20	15	19	17	1.123	-.247	-.823	
The control group	Pre-test	20	12	15	13.75	.966	-.219	-.817	
	Post-test	20	13	16	13.95	.887	.607	-.246	

According to Table 1, the mean score of the partial dictation group's pre-test was 15.35, which changed to 17.80 in the post-test. On the other hand, the mean score of the dictogloss group's pre-test

is 13.90, which changed to 17 in the post-test. The mean score of the control group's pre-test is 13.75, which changed to 13.95 in the post-test.

Normality of Distribution of Test Scores

To check this assumption, the Kolmogorov-Smirnov and Shapiro-Wilk tests were run. Table 2 shows the results.

Table 2: *The Kolmogorov-Smirnov and Shapiro-Wilk Test for Normality of the Distribution of the Data*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	N	Sig.	Statistic	df	Sig.
Pre test	.113	60	.056	.977	60	.303
Post test	.094	60	.200	.967	60	.105

As Table 2 shows the P values for both Kolmogorov-Smirnov (1933) and Shapiro-Wilk test (1965) exceed the critical value (0.05), indicating the normality of the distribution of the data.

Homogeneity of Error Variances

To check the homogeneity of variances, Levene's statistic was used. Levene's statistic tests the assumption that the error variance of the dependent variable is equal across groups. This is presented in Table 3.

Table 3: *Levene's Test of Equality of Error Variances*

test	F	df1	df2	Sig.
Pre-test	2.668	2	57	.078
Post-test	1.051	2	57	.356

As displayed in Table 3, the results of Levene's test were not significant for the pre-test (F = 2.668, Sig= .078, P > .05) and the post-test (F = 1.051 Sig= .356, P > .05). Based on these results, it can be concluded that there were not any significant differences between the variances of the groups.

Homogeneity of Regression Slopes

This assumption was checked by measuring the interaction between the group and the covariate (pretest).

Table 4: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	188.346 ^a	5	37.669	65.820	.000
Intercept	7.459	1	7.459	13.033	.001
GROUP	2.020	2	1.010	1.764	.041
Pretest	23.133	1	23.133	40.420	.181
GROUP * pretest2	1.756	2	.878	1.535	.225
Error	30.904	54	.572		
Total	16063.000	60			
Corrected Total	219.250	59			

As the data in Table 4 shows, the value obtained was found to be Sig = .225, $P > .05$. This means that there was a linear relationship between the pre-test and the post-test scores.

Linearity of Slope of Regression Lines

This assumption is checked by drawing a scatterplot. As figure 1 shows, there was a linear relationship between the pre-test and the post-test scores which is an indication of the fact that the assumption of linearity of regression lines was also held.

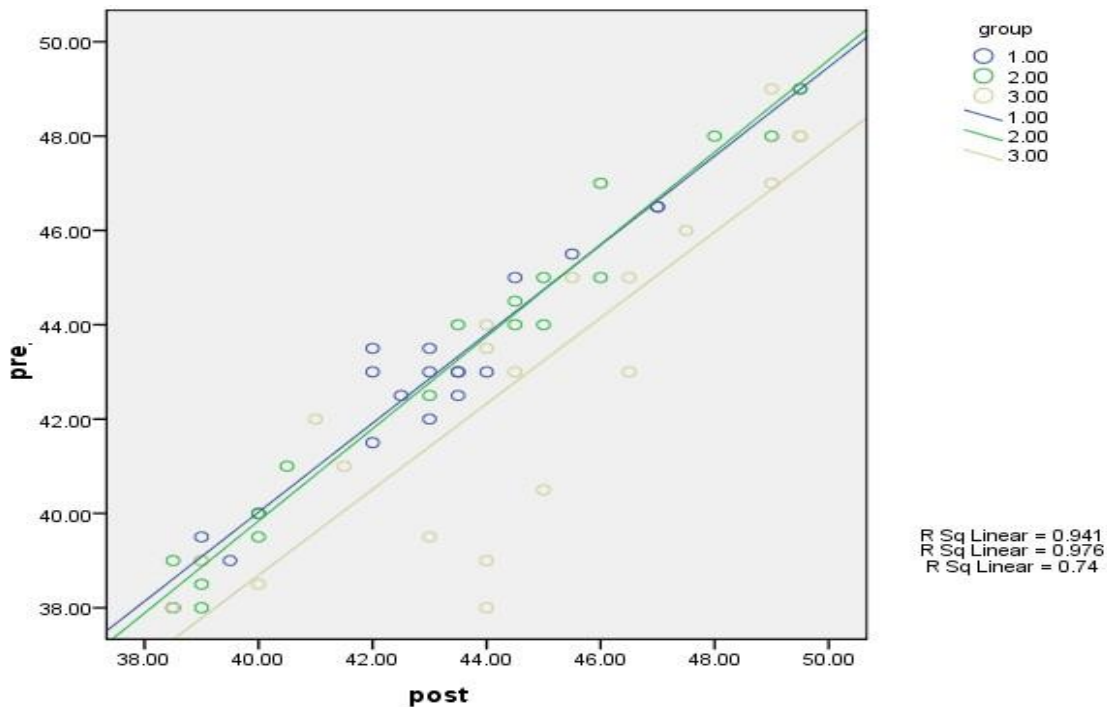


Figure 1 Linear relationship among regression lines

Having checked the normality assumptions, the researchers then proceeded to test research hypotheses.

Analyzing the Research Hypotheses

Testing the first research hypothesis: Regarding the first research hypothesis (null hypothesis stating that partial dictation does not have any significant effect on listening comprehension ability of Iranian intermediate EFL learners), the descriptive statistics showed that there was a difference between the pre-test (M=15.35 and SD=1.039) and the post-test scores (M=17.80 and SD=.894) in the dictation group with regard to listening comprehension. In order to analyze whether this difference was meaningful or not, the paired-samples T-Test was utilized. The results of this analysis are presented in Table 5

Table 5: Paired Samples T-Test between the Pre-test and Post-test

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Dictation group	-2.45	.887	.198	-2.865 -2.034	-12.352	19	.000

Based on the results presented in Table 5, it can be concluded with the 95% confidence, that there was a significant difference in the mean scores of the participants between the pre-test and the post-test in the dictation group ($t = -12.352, P < 0.05$). Based on the results presented in Table 5, a significant change was observed in the post-test scores in comparison to the pre-test scores. Hence, the first research hypothesis was rejected.

Testing the second research hypothesis: With regard to the second research hypothesis, (null hypothesis stating that the dictogloss does not have any significant effect on listening comprehension ability of Iranian intermediate EFL learners), the descriptive statistics showed that there was a difference between the pre-test (M=13.90 and SD=.718) and the post-test scores (M=17 and SD=1.123) in the dictogloss group with regard to listening comprehension. In order to analyze whether this difference was meaningful or not, the paired-samples T-Test was utilized. The results of this analysis are presented in Table 6.

Table 6: Paired Samples T-Test between the Pre-test and Post-test

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Dictogloss group	-3.100	.852	.190	-3.498 -2.701	-16.267	19	.000

Based on the results presented in Table 6, it can be concluded that with the 95% confidence there was a significant difference in the mean scores of the participants between the pre-test and the post-test in the dictogloss group ($t = -16.267$, $P < 0.05$). Therefore, the second research hypothesis was also rejected.

Inspecting the third research hypothesis: With regard to the third research hypothesis, (null hypothesis stating that there is not any significant difference between the effects of partial dictation versus dictogloss on listening comprehension ability of Iranian intermediate EFL learners), the descriptive statistics showed that there was a difference between the control group, dictation group and the dictogloss group with regard to listening comprehension. In order to assess whether this difference was meaningful or not, the ANCOVA analysis was utilized. The results of this analysis are presented in Table 7

Table 7: *Tests of Between-Subjects Effects*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	186.589 ^a	3	62.196	106.641	.000
Intercept	10.374	1	10.374	17.788	.000
GROUP	97.648	2	48.824	83.713	.000
pretest	21.489	1	21.489	36.845	.082
Error	32.661	56	.583		
Total	16063.000	60			
Corrected Total	219.250	59			

On the basis of observed results, it can be concluded that there was a meaningful difference between the three groups ($F = 83.713$, $p < 0.05$). In other words, it can be stated that the treatment had a significant impact on the experimental groups. The value power of test ($1 - \beta = .99$) showed that ANCOVA analysis was able to reject the null hypothesis. To locate the place where the treatment was more effective, post hoc Bonferroni was run, the results of which are shown in Table 8.

Table 8: *Pair-wise Comparisons (Bonferroni) for the Groups' Performance in Listening Comprehension*

(I) GROUP	(J) GROUP	Mean Difference (I-J)	Std. Error	Sig. ^a
Dictation	Dictogloss	-.169	.290	1.000
	Control	2.781*	.299	.000
Dictogloss	Dictation	.169	.290	1.000
	Control	2.950*	.242	.000
Control	Dictation	-2.781*	.299	.000
	Dictogloss	-2.950*	.242	.000

With reference to Table 8, it can be observed that there was a meaningful difference between the control and the dictation group ($p < 0.05$). Moreover, there was a meaningful difference between the control and the dictogloss groups ($p < 0.05$). There was not a meaningful difference between the dictation and the dictogloss group ($p > 0.05$). However, the dictation technique was found to be slightly more effective than the dictogloss strategy instruction on learners' listening comprehension.

Discussion

Regarding the first research question, which aimed at exploring whether partial dictation has any significant effect on listening comprehension ability of Iranian intermediate EFL learners, a significant change was observed in the students' post-test's scores in comparison to that of the pre-test ($t = 12.352$, $P < 0.05$). This means that partial dictation had a significant effect on listening comprehension ability of Iranian EFL learners.

This finding is in line with those of many other researchers (Buck, 2001; Hughes, 1989; Nation & Newton, 2009) who concluded that partial dictation can be incorporated as a rigorous listening instruction technique to boost learners' listening comprehension. One plausible explanation might be considering the fact that shadowing training seems to give the participants a chance to identify and successfully connect the phonemic sound to its corresponding meaning which seems to have assessed the participants' listening while they were listening. Gradually, throughout treatment sessions, the participants seem to have developed, though partially, the ability to somehow automatize phonological ability and learn to focus on missing parts. This, in turn, can be hypothesized to make it easier for them to follow the text and/or to get its main points, and hence through rehearsal they might have improved their processing capabilities.

Considering the second research question, which aimed at exploring whether dictogloss has any significant effect on listening comprehension ability of Iranian intermediate EFL learners, the paired T-Test results revealed that there is a significant difference in the mean scores of the participants between the pre-test and the post-test in the dictogloss group ($t = -17.84$, $P < 0.05$). The findings are in line with those of others including Vandergrift and Tafaghodtari (2010), Goh and Taib (2006), and Vandergrift (2002), indicating that dictogloss had a significant impact on listening comprehension ability of Iranian EFL learners. This can be explained in the light of the fact that by means of dictogloss, the students could have mastered the ability to actively engage in monitoring, controlling, and arranging listening inputs. This, in turn, could be conducive to triggering noticing among language learners. Noticing is a widely accepted concept in SLA research and plays a pivotal role in uptake and long-term acquisition (Schmidt, 1990, 1994). Based on Schmitt and Frota's (1986) concept of noticing the gap, learners could have consciously observed how their interlanguage differs from that of the target form and paid attention and notice the subtle aspects of given input in order to subsume it in their interlanguage.

Another theoretical concept which can play a role in dictogloss can be the role group work or cooperative learning play, a concept which has attracted the attention in the field of SLA or FLA (Bodrova & Leong, 1998; Cote, 2006; Long & Porter, 1985). According to these authors, one of the viable sources of feedback which can be used in the class is the peer feedback rather than teacher feedback due to some affective filters (Krashen, 1982) present in the teacher feedback but not in the peer feedback. On the other hand, as stated in McCafferty, Jacobs and Iddings (2006) and Berg (1999), the peer pair does not have to constitute one expert and one novice, as stated in Vygotsky's classical notion of ZPD (1986), but even if both of the peers are novice, the act of negotiation of meaning (Long, 1996) can have its positive effect and collaboratively, as assumed to be the case in dictogloss, the peers can accomplish a task neither of them can do alone. The requirement for this task accomplishment though

seems to be their familiarity with the procedure of cooperation and provision of feedback which seems to worth the effort.

Finally, regarding the final research hypothesis which sought to explore whether there was any significant difference between the effects of partial dictation and dictogloss on listening comprehension ability of Iranian intermediate EFL learners, the results of Bonferroni test displayed that dictation technique was found to be slightly better outperformed other participants. This can be explained by the virtue of the fact that through dictation training, the participants improved their skill in processing the amount of phonemic input. Furthermore, the activation of previously learned items (i.e., schema) through dictation practice might have accounted for the slightly higher scores of the dictation group. During dictation, because the knowledge of the target passage has already been activated, students were not only able to undertake bottom-up processing, such as identifying incoming phonological information but also top-down processing, such as guessing which word would come next.

Conclusion

The result of the current study confirmed that dictation in either partial format or dictogloss is conducive to listening comprehension in a foreign language context. The instructional and pedagogical benefit of dictation on listening performance is worthy of attention because on the one hand, it is quite practical for almost all teaching and learning situations, not needing any specific facilities makes it one of the most viable learning tasks for students and teachers. On the other hand, it improves the listening, a skill that is usually swept under the pedagogic carpet in most of the classes and consequently deprives learners of receiving input which is so important in a foreign language context. From another perspective, doing dictation is an important technique for classroom management since all of the students are involved in the task at the same time. Therefore, based on the results of the current study, the application of this task is highly recommended in English language classes.

The limitation of using dictation must be addressed too. Teachers should know that it is different from the way they have been taught; when spelling by mistake was considered dictation; they should be aware that in any form of dictation, short-term memory plays a vital role for the successful accomplishment of the task. They need to disabuse the learners of their wrong believes about the mechanism of dictation, in that it goes more to dictation than mere copying. Unless they do this, confusion on the part of the students about the criteria of success or failure will remain nebulous. However, if convinced of the benefit of dictation, both students and teachers can reap the benefit of the positive effect of dictation on improving the listening comprehension.

The current research studied the effect of dictation on listening; other studies can deal with the possible effect of dictation on other skills of reading or writing. Still other studies can investigate the possible effect of some variables such as age or personality type which might play a role on the effect of dictation on different dependent variables.

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Appendix A: Nelson Test (400 A)

Choose the correct answer. Only one answer is correct.

"I can't understand1....." Mark Said. "The couple had lived in this house for a long time. Their relatives lived next door to them and in another2..... Hadley, the3..... called in to see them five minutes after the postman delivered a letter. But they had already disappeared." The house4..... had5..... surprises for Mr. Bolton. It was exactly as he had imagined it.6..... in the hall and front room, but the kitchen and dining room were clearly used7..... And possessed8..... . Someone without much money, but9..... nice things, had lived there. He or she and he thought it was probably she had been generous, too10..... her efforts to save, if the packets of little things obviously bought at the door were anything to go by. The thin detective11..... wandered through the house. There was no sign of flight, packing,12..... violence. He looked at everything but13..... seemed to interest him was a photograph14..... when the couple had got married. It was an ordinary picture but he15..... it. Nora looked rather frightened, and Alex, the husband, although he seemed determined, had a worried expression16..... Smiled confidently. "I don't think Hadley is the sort of man who imagines things," Mark said. "When he says he felt the couple had been in the house that morning17....., I believed him. But here's another photograph of Alex. He18..... someone I knew in the army,19..... in normal circumstances but20..... quickly if necessary." "They seem21..... just after the postman called," Bolton said. "I wonder if they won the football pools and the news of their win22..... in the letter. They may have gone away quickly away in case23.....perhaps Alex knew his wife was generous and24..... a decision25..... the money with her relatives."

- 1) A: that which happened B: that which did happen C: what did happen D: what happened
- 2) A: house nearby B: near house C: facing house D: house in the way
- 3) A: wife brother B: brother wife C: wife's brother D: brother's wife
- 4) A: by its own B: as itself C: for itself D: itself
- 5) A: little B: a little C: few D: a few
- 6) A: It wasn't much furniture B: there wasn't much furniture C: there weren't many furniture D: there weren't many furniture
- 7) A: a great deal B: a big lot C: much D: the most of the time
- 8) A: its proper character B: a character of its own C: their proper character D: a character of their own

- 9) A: which liked B: who liked C: what liked D: to whom liked
- 10) A: in spite of B: although C: nevertheless D: however
- 11) A: with the glasses of horn rims B: in the glasses of horn rims C: with the horn-rimmed glasses D: of the horn-rimmed glasses
- 12) A: or B: nor C: but D: neither
- 13) A: the only thing that B: the only thing what C: the single thing what D: the only which
- 14) A: done B: made C: caught D: taken
- 15) A: did a careful study of B: made a careful study of C: did a careful study from D: made a careful study from
- 16) A: The whole of the relative B: All relatives C: The relatives all D: The relatives they all
- 17) A: as happy as never B: as happy as ever B: so happy as never D: so happy as ever
- 18) A: remembers me of B: reminds me of C: remembers me
to D: reminds me to 19) A: enough calm B: so calmly C: calm enough D: just calmly
- 20) A: able for acting B: was able to act C: capable to act D: capable of acting
- 21) A: to leave B: to be leaving C: to have left D: that they left
- 22) A: was B: were C: it was D: they were
- 23) A: the rest of the family found out B: the rest of the family would find out C: the others of the family found out D: the others of the family would find out
- 24) A: should do B: should make C: had to do D: had to make
- 25) A: for not sharing B: in order not to share C: so as not to share D: not to be shared

Choose the correct answer. Only one answer is correct.

On the main road

“ Slow down, darling. You’re driving much too fast.”

“I know. But by the time we26..... to the church, the marriage service27..... started. If you28..... such a long time to get dressed, we’d have been there by now. I finished29..... an hour before you did.” “It’s not my fault. You30..... we were in a hurry.” “ Now there’s a police car behind us. It’s signaling. I31..... stop.”

“would you32..... me your driving licence, sir? You realize that you were driving at a hundred miles an hour, don’t you?” “No, officer, I33..... Oh, well, I suppose I was. We’re going to a wedding. You see.” “Not now, sir, I’m afraid. You’re coming to the police station.”

- 26) A: shall get B: shall arrive C: get D: arrive
- 27) A: shall have B: will have C: has D: must have
- 28) A: hadn’t taken B: wouldn’t have taken C: weren’t taking D: wouldn’t take
- 29) A: dressing B: to dress C: being dressed D: my dressing
- 30) A: must have told me B: ought to tell me C: had to tell me D: should have told me

31) A: had rather B: would rather C: had better D: would better

32) A: mind to show B: mind showing C: matter to show D: matter showing

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33) A: didn't need to be B: may not have been C: couldn't have been D: needn't have been

Choose the correct answer. Only one answer is correct.

34) He The letter carefully before putting it in the envelop.

A: folded B: bent C: turned D: curved

35) I you to go to the Town Hall and ask

them for information about it.

A: advertise B: announce C: notice D: advise

36) He wasn't admitted to the club because he wasn't a

A: partner B: member C: social D: representative

37) You must..... facts and not run away from the truth.

A: look B: sight C: front D: face

38) I to him for the error.

A: excused B: apologized C: pardoned D: forgave

39) She's bought some lovelyto make herself a dress.

A: material B: clothing C: costume D: pattern

40) He's staying in the youthin Market Street.

A: home B: lodge C: hostel D: house

41) It's no use ringing me at the office this week because I'm

A: by my leave B: at leave C: in holidays D: on holidays

42) at the Town Hall, the queen was welcomed by the Mayor.

A: On reaching B: at arrival C: On arrival D: At reaching

43) He working till he was seventy years old.

A: kept on B: kept C: followed D: succeeded

44) The meeting at midnight and we all went home.

A: broke through B: stopped off C: stopped up D: broke up

45) He's not as honest as he.....

A: makes up B: makes out C: gives over D: gives away

In this series of questions, three words have the same sound but one does not. Choose the one that does not Example: A: go B: so C: show D: do

46) A: drum B: thumb C: home D: come

47) A: abroad B: load C: scored D: board

48) A: bush B: brush C: crush D: rush

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49) A: worm B: storm C: form D: norm

50) A: cast B: classed C: passed D: massed