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Uses of Listening Strategies in Dictogloss Activities and Perception of Dictogloss Among Korean Middle School Students

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ABSTRACT

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The aim of this study is to investigate the effect of strategy training during dictogloss on Korean middle school students' English listening. The students were to listen to the passages and write down what they heard and share their thoughts using the listening strategies. The participants were 75 (51 girls, 24 boys) first graders of a middle school students in Seoul. No one had any experiences having lived abroad. They participated in the dictogloss activity once in two weeks for 10-15 minutes for a semester. The data were collected by means of pre-survey and post-survey on English listening abilities and semi-structured interviews with 20 students on English listening activities. The research findings are summarized as follows. Students' dependency on the interpretation of English when using the strategies during dictogloss became low, and their listening activity became more active. By comparing the first and the last results of the activity, students had less difficulty on dictogloss and strategy use and they focused more on listening. The effect of the strategy training showed an improvement, especially on the dependency of the interpretation of English. Among the four different strategies, they used prediction the most. As a result, through strategy training and dictogloss, it can be said that students' interest and participation on English listening has increased. This activity can be an effective method especially for middle school high and intermediate-level students to use. The findings in this study imply that when students not just listen to the passage, but write things down and share their thoughts with their classmates, it contributes to positive changes in their listening and English learning. The important thing here is that students do the activity not by themselves, but with the group members, so that it can be a more effective method for improving listening skills.

I. Introduction

The study's main purpose is to investigate the effect of listening strategies during dictogloss activities as well as the perception of dictogloss among Korean middle school students. First, this study aims to identify students' processes when they experience the listening phase of dictogloss using strategies. Second, this study aims to investigate students' perceptions of dictogloss activities.

The rise of globalization and the ability to travel across the world have reinforced the importance of English. As English communication becomes increasingly important, English Education in Korea has tended to prioritize the improvement of students' communicative competence. According to the 2015 revision of the educational curriculum on listening, students are to develop their abilities to understand English, maintain interest in and learning motivation towards the subject, and improve their confidence in using English. Thus, from the early stages of studying English in elementary school all the way up to high school, students must build their listening comprehension skills to effectively communicate with native speakers (Song 2001). Thus, many researchers have studied how students can effectively improve their listening skills (Jung and Lee 2011).

In Daura's (2013) study, dictogloss is defined as an interactive teaching method that employs a dictation activity where learners listen to a passage, write down keywords, and then work together to create a reconstructed version of the text. This activity was originally introduced by Wajnryb (1990) as an alternative method of teaching grammar. The original method of dictogloss features four basic steps: preparation, dictation, reconstruction, and analysis and correction (Vasiljevic 2010).

Previous studies on the effects of dictogloss have shown that low-level learners experienced difficulties with this activity. In order to solve this problem, it would be advisable to conduct strategy training first and then identify whether this helps students perform dictogloss activities. This study aims to examine how using listening strategies affects middle school students' dictogloss activities along with their perceptions. For this purpose, middle school students were provided with a series of strategies use, which was designed to introduce listening strategies to students and foster a positive attitude toward strategies. First-grade students experience a significant change in their English curriculum, so it is worth researching whether these students experience any difficulties with dictogloss activities in order to identify potential improvement factors. Thus, this study evaluates the performance of first-grade middle school students using dictogloss for listening with strategies use.

Based on the study's purpose, two research questions are proposed as follows:

1. How does strategy training during dictogloss activities have an effect on students' English listening?
2. What are first-year middle school students' perceptions of strategy training and dictogloss activities?

2. Literature Review

2.1 Dictogloss Method

Many studies on English listening and effective ways of improving English listening skills have been published. For instance, Lee's (2011) study proposed that 'dictogloss' is a method that can improve English listening proficiency. As a variation of dictocomp, dictogloss is a language teaching technique that can be used to teach grammatical structures. In this activity, students form small groups and summarize a target-language text. First, the teacher prepares a text that contains examples of the grammatical form to be studied. The teacher reads the text

to the students at normal speed while they take notes. Students then work in small groups to produce a summary of their work using the correct grammatical structures. Finally, each group presents its work to the rest of the class. Dictogloss is often used in task-based language teaching. Wajnryb (1990) outlined four distinct dictogloss stages: preparation, dictation, reconstruction, and analysis and correction.

Park's (2004) study focused on eighth-grade Korean students with a study period of 12 weeks, revealing that the use of dictogloss was effective at improving students' listening comprehension. Additionally, dictogloss had a positive influence on students' attitudes toward English learning and inspired students to consider the importance and necessity of learning English. While Park's study was about the effect of dictogloss and the learner's perceptions, the researcher applied it with listening strategies in order to facilitate students' listening skills.

Kim and Ma's (2014) study, which focused on English collocations, recruited 60 Korean high school students to identify the effects of dictation and dictogloss. The study discovered that students in the dictogloss group displayed better immediate learning outcomes than those in the dictation group, implying the more immediate help off dictogloss tasks in acquiring knowledge about collocation.

Jang's (2012) in-depth survey results implied that most participants who engaged in the study were satisfied with the dictogloss task because they were able to peek into other students' minds and ideas, learn the importance of listening correctly and with consideration, and enhance their confidence in English listening through a group activity. Their increased confidence and interest in English listening are especially significant since students will potentially utilize the best study method among diverse English learning methods. The present study was conducted with first-grade middle school students over eight weeks.

In Ryu's (2013) study, students were not presented with the modality of whole content-understanding listening but rather with the modality of word-oriented listening. As they listened to the text, they cut it up based on the units of sentences, phrases, and paragraphs. Employing cooperative learning through dictogloss, they corrected errors through mutual cooperation. There was a significant difference in mutual cooperation among groups when it came to successful cooperative learning and English writing scores: this difference hinged on the presence of a leader. If a group had a clear leader, students cooperated well. On the other hand, for groups without leaders, cooperative learning was not successful. Ryu's study focused on eleventh-grade students over a study period of 10 weeks. White (2011) also reported positive results in a dictogloss study featuring 53 Korean EFL learners in their second year of university. Participants completed two dictogloss tasks back-to-back using target lexical items collaboratively. Learners were able to successfully notice and attend to the target lexical items and other grammatical forms. Doing dictogloss tasks back-to-back showed an increase in students' number of instances of noticing.

Mehdiabadi's (2014) study also focused on collaborative dictogloss but featuring 40 pre-intermediate EFL learners at the Sama Institute in Iran. Participants were randomly assigned to control and experimental groups. The experimental group was assigned a collaborative dictogloss task focusing on the text's form and meaning while the control group received conventional instruction and participants worked individually. The findings revealed that the collaborative dictogloss activity had a significant effect on learners' emotional intelligence.

In another study, Kim (2012) recruited 63 university students, specifically freshmen. Participants were divided into two groups: a control group that engaged in traditional dictation and an experimental group that received dictogloss instruction. The experimental group showed a significant increase in listening, writing and speaking as well as in the affective domains.

Moreover, Kim and Kang's (2019) study explored the effects of dictogloss activities on EFL learners' listening proficiency using English news media. A total of 57 EFL college students were divided into two groups, an experimental group and a control group. In order to examine the effects of dictogloss activities on students' listening proficiency using English news media, some of the experimental group's traditional dictation activities

were replaced with dictogloss activities throughout the eight-week study period. The study found that the effects of dictogloss activities using English news media in the EFL classroom were statistically significant, although both groups showed significant improvements in listening during the study period.

In another prior study, Bae and Ahn (2012) focused on cognitive strategies. A total of 136 high school students were divided into an experimental group and a control group. Each group was again divided into a higher-level or lower-level group to reveal the differences in students' cognitive strategies. To develop EFL-friendly dictogloss techniques, 'the number of times the text is dictated' and 'the framework of presented text material' were revised. Moreover, L1 was allowed during the reconstruction stage for meaning negotiation. The experiment was conducted over eight months, revealing that the fine-tuned dictogloss procedure played an important role in improving learners' listening abilities. The revised dictogloss method also offered appropriate opportunities for higher-level learners to develop their social learning strategies.

2.2 Listening Strategies

Prior studies employing listening strategies have made attempts to help L2 learners enhance their listening abilities. According to Oxford (1990), teaching specific strategies to learners can be called 'strategy training', 'learning training', 'learning to learn training', 'learner methodology training', and 'methodological initiation for learners'. This study will use the term 'strategy training' througout.

Kim's (2008) study, which focused on high school students, explored the use of foreign language learning strategies to identify the effects of learning strategy training. The study employed 11 different kinds of learning strategies and featured 721 high school students from two different high schools. The study period was four months. Participants were split up based on their achievement, gender, grades, and the subjects they selected. The results suggested that high school students do not frequently use learning strategies; however, the most frequently used learning strategy categories tend to be compensation and metacognitive strategies. All of the strategies had strong relationships with each other; meanwhile, cognitive strategies had the highest relationship with total language learning strategies. More proficient students used all of the learning strategy categories more frequently than less proficient students. In terms of gender, female students used more learning strategies than their male counterparts except for social strategies. There was only one difference in effective strategies among the three grades and no differences were found between the groups based on the subjects they selected.

Shin's (2002) study aimed to identify the effects of foreign language learning strategy training on strategy use, language learning beliefs, and language achievement. Using the nonequivalent control group pretest-posttest design, 92 subjects (48 male and 44 female second-grade middle school students) were divided into two groups: a control group and an experimental group. The researcher designed and executed a training program throughout eight weeks of regular classes (four classes per week). After the training, participants were asked to take the Oxford's Strategy Inventory for Language Learning and Horwitz's Beliefs about Language Learning Inventory in addition to tests on vocabulary, listening, and reading. The study's results demonstrated that foreign language learning strategy training is able to improve the use of strategies and achievement in vocabulary, listening, and reading.

Lee's (2018) study recruited 89 university students for one semester to investigate whether writing weekly listening logs could influence English learners' metacognitive awareness and listening proficiency. The study found that EFL university students' listening comprehension had a significant relationship with the subscales of metacognitive awareness except for the strategy of planning and evaluation. Students' listening logs provided meaningful information about their listening practice on summarizing, response to the content, reflection on English ability, and listening strategies. By the end of the study, there was an improvement in students' listening

proficiency, which confirmed that the introduction of listening logs with classroom instruction can help students refine their listening abilities.

The findings from the listening strategy studies described above have shown that L2 learners can be more motivated to learn a target language if they receive assistance in using appropriate strategies. The present study employs dictogloss as a means to observe the effects of listening strategies and measures the effectiveness of strategy training based on the type and amount of strategies students use. Although many studies on improving listening skills (e.g., Kim 2009, Park 2004, Park 2009, Park 2012, Song 2001, Youh 2013) have been published, very few studies have focused on first-grade middle-school students. Many studies on dictogloss and strategies have been published (Ji 2004, Lee 2017) but very few have zoomed in on these two activities for middle-school students. It is worthwhile to employ listening strategies to enhance learners' listening abilities, particularly when it comes to middle school students given that most prior studies have focused on second-year middle school, high school, and university students.

3. Method

3.1 Participants and School Contexts

The participants were 75 first-graders (51 girls and 24 boys) from three different classes in a middle school in Seoul, South Korea. The participants attended a public school and none of them had any experience living abroad. The participants' school featured seven first-grade classes with each class made up of approximately 25 students and the researcher taught the three classes. All the classes were mixed-level in terms of academic achievement and English proficiency: thus the whole class participated in this study. The students took 45-minute English classes three days per week and had been learning English as a required subject for five years.

In addition, to more deeply understand middle school students' attitudes towards English listening and listening activities, student interviews were conducted. Among the participants, 20 students were interviewed; these were high- and intermediate- level male and female students (10 high, 10 intermediate, 5 boys, 15 girls) from the three classes. 6 students belonged to class 1, 8 students belong to class 2, and 6 students belonged to class 3. These students were selected based on the diagnostic assessments they took in class, and they were asked to meet the researcher during and after school hours. The diagnostic assessment was conducted in the beginning of the year in order to find out their abilities in each subject. Thus, all the first-grade students took the diagnostic assessment.

3.2 Research Procedure

This study was implemented for approximately five months, and dictogloss was used as a listening and writing activity. Students engaged in dictogloss with group members once every two weeks during class time. Listening strategy training was employed in order to facilitate students' listening skills and ability to better understand the assigned text. Table 1 illustrates the study's process. In week 1, students participated in listening strategy training prior to the first strategy use. The aim of listening strategy training was to encourage the students to use strategies they learned. In week 3, the students started first dictogloss activity. In week 5, the students completed the second dictogloss activity. In week 7, the students completed the third dictogloss activity. At this stage, the students wrote down anything that came to their minds since they had a hard time using strategies. In week 9, the students completed the fourth dictogloss activity. In week 11, the students completed the fifth dictogloss activity. In week

13, 20 students were interviewed by the researcher. In week 15, the students filled out a post-study survey.

Table 1. Process of the Study

Time	Activity
Week 1	Listening strategy training
Week 11	Fifth dictogloss activity
Week 13	Interview
Week 15	Survey
Week 3	First dictogloss activity
Week 5	Second dictogloss activity
Week 7	Third dictogloss activity
Week 9	Fourth dictogloss activity

3.3 Instruments

3.3.1 Listening strategy training

In order to guide the students to use strategies, listening strategy training was conducted by the researcher in week 1. In step 1, students simply listened. In step 2, they performed note-taking while listening to the text. In step 3, they learned and used four different listening strategies. Finally, in step 4, they reconstructed the whole text with their group members. The activity's content was taken from a school textbook that was not being currently used at the researcher's school. The paragraph was made up of eight sentences with 68 total words.

Exciting Summer Plans

This summer, my friend Ela is going to visit me from Turkey. We are going to go to my grandparents' house in Yongin. The Korean Folk Village is there. We are going to try the Korean see-saw, Neolttwigi. We can also see traditional Korean houses and eat Korean food like Jeon and Bibimbap. After the folk village, we are going to go to the Nam June Paik Art Center. We can see his video works there. We will have a great summer!

Figure 1. The Listening Material of the Listening Strategy Training

Strategy training was employed as follows. First, the teacher explained the concept and method of strategy training in week 1. In this study, four different listening strategies were adapted from Ji (2004) in order to encourage students to conduct dictogloss. The strategies were making predictions, questioning, using experience and knowledge and summarizing. With prediction, students are required to predict the text's content before listening by simply hearing the texts' title. In this study, the students practiced this strategy by predicting what the text would be about through the title of the text. After writing down their thoughts, they shared them with their group members. With questioning, students must ask themselves if they are understanding the text correctly and what the text is about. With using experience and knowledge, the students must relate the text to their own lives. They can relate to the text's content by remembering a book that they have read or through their common sense, experiences, social context, movies, or neighbors' experiences. Finally, with summarizing, they must summarize what they have heard in their own language. For each strategy, the researcher trained the students by showing them examples created by the researcher. The students were given handouts about each strategy and asked to use those strategies. Although there is no such method in Ji's (2004) study, students used interpretation with these four

methods. Since it may be difficult for them to write their thoughts in English, they were asked to write them in Korean on a piece of paper provided by the researcher. This study's aim was to identify which of these five different strategies during dictogloss students would use the most.

The first strategy was prediction. The students were asked to predict what would happen in the passage right after hearing the title. They wrote down their thoughts in a sentence or two on a paper given by the teacher. The teacher also provided sample explanation and strategy training steps while the students copied and practiced the steps. An issue with this strategy was that students had a hard time predicting what would happen in the passage. Only a few students who were interested in English were able to predict what would happen in the passage and to write down their thoughts.

Table 2. Prediction Strategy

Step	Prediction
Explanation	· Listen to the title first and predict the content of the text · Predict the content of the text while listening · Title : Exciting Summer Plans
Strategy Training Example	(It must be a text about summer vacation. It must have been an interesting summer since the word 'exciting' means '신나는'. She must have had fun if she just hung out with her friends.)
Copy	· Copy the strategy which the teacher has just shown.
Practice	· Practice predicting the title of each lesson in the textbook. Students write down their thoughts on what will happen next below each title and tell their thoughts to their friend or group members. (She must have gone somewhere and did some fun things with her friend.)

The second strategy was questioning. After listening to the text, students were asked to come up with questions based on the text's content. The questions could be about what students wanted to know more about or how they felt, etc. As with prediction, students had a hard time writing down questions about the text. Again, only a few students who were interested in English were able to write questions related to the text. The students who could not write down questions were asked to use other strategies.

Table 3. Questioning Strategy

Step	Questioning
Explanation	· While listening to the text, ask questions about the text as if asking to the author. · Ask oneself if he/she is understanding correctly. After listening to the text, ask oneself what the text is about. · Make questions about the text as if you are the teacher.
Strategy Training Example	This summer, my friend Ela is going to visit me from Turkey. (A friend must be visiting. If her name is Ela, is she a foreigner? Turkey? I have heard about Turkey. Where is it? It must be fun if a friend visits me. Where are they going then? To Myeongdong, if she is a foreigner? Or to Gyeongbok palace or to Korean folk village?)
Copy	· Copy the strategy which the teacher has just shown.
Practice	· Students practice making questions while listening to the text the teacher has prepared. In order to make many questions, say the text to the students sentence by sentence and make them write the questions. Tell their questions to their friend or group members.

The third strategy was using personal experience and knowledge. For this strategy, students were asked to remember their past experiences or knowledge related to the text that they had just heard. This was the hardest strategy for students, even for high-level students. Very few of them used it. Perhaps the difficulty arose from a lack of experiences or simply because students could not remember past experiences.

Table 4. Using the Experience and Knowledge Strategy

Step	Using the experience and knowledge
Explanation	· Relate the content of the text with oneself. · Relate the content of the text with the content of a book one has read. · Relate the content of the text with one's common sense, experience, society, movie and the life of neighbors.
Strategy Training Example	The Korean Folk Village is there. (Folk village... Many Korean dramas are filmed in the folk village. I have seen people play Korean traditional games and go around the village dressed in hanbok.)
Copy	· Copy the strategy which the teacher has just shown.
Practice	· Students write their thoughts on a piece of paper given by the researcher which are related to their experience and knowledge, while listening to the teacher's text.

The fourth strategy was summarizing. After students listened to the text, they were asked to summarize what they heard in a sentence or two. Many students employed this method, which was probably easy to use because all they had to write was a summary of what they heard.

Table 5. Summarizing Strategy

Step	Summarizing
Explanation	· Connect the information one has heard. · Summarize the content of the text after listening to it.
Strategy Training Example	We can also see traditional Korean houses and eat Korean food like *Jeon* and *Bibimbap*. After the folk village, we are going to go to the Nam June Paik Art Center. We can see his video art works there. (So they can 1) see the traditional house 2) eat Korean food such as Jeon and Bibimbap and 3) see art works at the Nam June Paik Art Center.)
Copy	· Copy the strategy which the teacher has just shown.
Practice	· Summarize the content of the text and write down their thoughts after listening to the text.

The dictogloss activity was conducted as follows. For the pre-listening stage, students talked about a topic related to the listening text. Then, they were introduced to related content and learned new words. This was done so that students could predict what they were going to hear in order to improve their listening. The assigned text focused on a topic from a textbook that students were not using at school. Since the classes were not divided based on students' levels, the assigned text included high-, intermediate-, and low-level contents. During the first round, students simply listened. For the second round, they wrote down keywords. After reconstructing the whole text, they engaged in listening strategy use and then discussed and compared their written texts with their group members. Finally, in the self-evaluation and correction stage, each group analyzed and corrected its completed text with the whole class. After all the groups were finished, the teacher revealed the original text. By comparing their texts with the original text, students were able to analyze their texts and discover which group had made the least errors. The listening materials were chosen from other textbooks related to the content of the textbook students were actually using.

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The teacher selected the listening texts from other English textbooks, all of which were related to the topics in the students' primary textbook. In order to motivate students, they were shown video-clips about the texts that they were going to hear. Then, they engaged in dictogloss five times while being encouraged to use listening strategies. Both easy and difficult passages were chosen due to students' different proficiency levels. Students engaged in these activities five times for approximately 10-15 minutes each class once every two weeks. Students were asked to write down what they thought about each text using the different strategies. The first two times, students wrote down the kinds of methods that they used along with their thoughts. However, starting with the third activity, students had a harder time using those methods. Therefore, the researcher asked them to simply write down whatever came to mind in Korean and then classified and transcribed their thoughts based on each method. After writing, students shared their thoughts with their group members.

In step 1, students simply listened to the text at normal speed. In step 2, they performed note-taking while listening to the text. In step 3, they were asked to use the four listening strategies that they were taught. They were asked to write down their thoughts about the passage, guess what the passage would be about through the title, write down things they wanted to know about the passage, express their memories of past experiences related to the passage, and summarize the passage. In step 4, the students reconstructed the whole text with group members.

3.3.2 Survey

Seventy-five students were asked to participate in a survey utilizing a five-point Likert scale. The options included 1 (strongly agree), 2 (agree), 3 (neither agree nor disagree), 4 (disagree), and 5 (strongly disagree). Students also answered 12 questions about the strategy use and dictogloss activities they completed during the study (Appendix 2). The survey was organized and developed based on Ji (2004) (see Appendix 2). The survey's purpose was to identify how students completed the activities and whether the activities helped to improve their listening.

3.3.3 Interview

In addition to administering a survey on dictogloss, the researcher also conducted interviews with 20 students (out of the 75 students who participated). The researcher selected 20 students with varying levels from the three classes. The students were asked more specific questions regarding their levels and abilities. The interview duration was approximately 5-10 minutes for each student. The six interview questions were adapted from Kim (2009) (see Appendix 1) because this earlier study also focused on dictogloss. The questions were adapted based on the present study's purpose. The objective of the interview was to uncover what students thought about dictogloss activities, particularly in terms of listening strategy use. The interview also focused on students' reactions to their own participating in dictogloss activities. Out of the 20 interviews, 10 students' interview data were used as case studies in order to identify what students thought about the dictogloss activities. The 10 students were 5 boys and 5 girls, and 7 had a high proficiency level while 3 had an intermediate proficiency level. These students were selected based on the diagnostic assessments they took in class. The performance assessment was conducted regularly in order to find out their English abilities.

3.4 Data Analysis

Tianmei, Binglan and Weijun (2013) have suggested that, when analyzing dictogloss data, the recordings of

each dyad's reconstruction should be transcribed in order to identify the language-related episodes for each group. These transcriptions can then be coded as either having a lexical or grammatical focus. Basterrechea and Garcia Mayo (2014) also suggested that noticing and production should be operationalized by tallying the correct number of instances of present tense morphology in obligatory contexts in a dictogloss task. Based on these suggestions, the researcher in the present study analyzed the qualitative data obtained about the strategy use during dictogloss by the participating students. First, the strategies used by students were counted and categorized. Students' notes about their thoughts were read and then classified into five different types of strategies by the researcher (e.g., a thought with a question mark would be categorized as a questioning strategy). Each sentence was counted as one use of strategy. The first dictogloss activity featured a short and easy passage of a well-known poem about weather. Figure 8 illustrates one student's thoughts about the passage. She is an intermediate-level student who wrote down most of the passage. This was categorized as a summarization strategy, and her thought expresses 'let's get up early in the morning'.
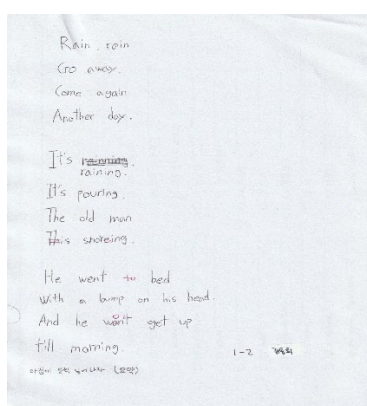

Figure 2. S 20's Thought about the Passage (Dictogloss 1)

4. Results

4.1 Listening Strategy Use during Dictogloss

First of all, to identify the students' use of listening strategies before they conducted dictogloss, their notes of thoughts in the initial strategy training were analyzed. The topic was 'Exciting Summer Plans' and the passage featured eight sentences with 68 total words. Although all students were asked to write down what they thought about the text, most students had a hard time writing something down. The 20 students below are the students who had an interview with the researcher. Each student's use of the initial listening activity strategy was as follows.

Table 6 presents the result of the comparison with the initial strategy training and the fifth dictogloss activity. As it shows, the 20 students' passages featured, a total of 51 thoughts (sentences) that were written down. Each individual student produced approximately 2.55 thoughts on their notes. Most thoughts can be categorized as interpretation (23), followed by prediction (10), summarizing (9), and questioning thoughts (7). Only a couple of thoughts fell into the category of prior knowledge experience use (2). While high-level students-such as S2 and S8-used several strategies between one and three times, intermediate-level students-such S16 and S18-used only one or two strategies between one and three times. Although interpretation was not one of the featured strategies in this study, the students relied excessively on English interpretation as they tried to understand the meaning of

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the passage. Understanding what they heard was their highest priority. In Table 2, "average" refers to each total number divided by 20 students while "ratio" refers to each total number divided by the total thoughts use number.

Table 6. Strategy Use during Initial Listening Strategy Training Session

Strategy / Students (high & interme-diate)	Prediction	Prior knowledge experience use	Questioning	Summarizing	Interpretation	The total number of thoughts use	The total number of listening strategies use
S 1				1		1	1
S 2	2	1	1			4	3
S 3					3	3	1
S 4	1		1		2	4	3
S 5					4	4	1
S 6					1	1	1
S 7	1		1	1		3	3
S 8	2	1	3			6	3
S 9					1	1	1
S 10					1	1	1
S 11	3			1		4	2
S 12	1			1		2	2
S 13				1	1	2	2
S 14				1	1	2	2
S 15				1		1	1
S 16				1		1	1
S 17					1	1	1
S 18			1		4	5	2
S 19					1	1	1
S 20				1	3	4	2
Total	10	2	7	9	23	51	5
Average	0.50	0.10	0.35	0.45	1.15	2.55	1.70
Ratio	19.6	3.9	13.7	17.6	45.0	%	

Table 7 presents students' thoughts during listening to the text. S 8 is an intermediate-level student who wrote down most of the passages correctly. She used one of the strategies mentioned by the researcher and wrote down her thoughts. She used the summarizing strategy to produce the thought: 'they are in vacation, Ela is from a foreign country and they must have hung around at the folk village'.

Table 7. Students' Thoughts about the Passage

S 4	*It must be great to have a foreign friend.* (prediction)
S 7	*I wonder what Ela thought about Korea?* (questioning)
S 8	*I remember having been to the folk village. I had a great time there with my family.* (using the experience and knowledge)
S 15	*It looks like they had fun in the summer vacation.* (summarizing)
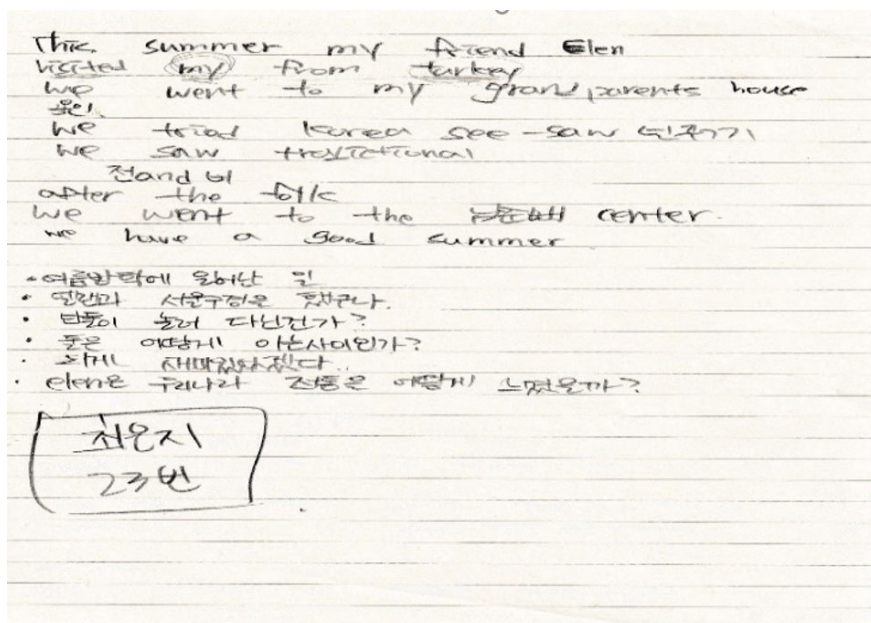
Figure 3. S 8's Thought about the Passage

Figure 3 presents one student's thoughts about the initial listening activity passage from Table 3 above. She is a high-level student who wrote down most of the passage as well. She employed three listening strategies: prediction, prior knowledge and experience use, and questioning. Her thoughts express the following ideas: 'things happened during summer vacation', 'She must have gone sightseeing with Elen', 'Only the two of them hung out?', 'how do they know each other?', 'It must have been fun', and 'how did Elen feel about my country's tradition?'.

The researcher also examined the evaluation completed by students at the end of the semester (week 15 of the study) to provide a fifth dictogloss activity. This was to compare with the initial strategy training. As with the initial listening activity, the students were asked to write down all of their thoughts while listening to the text. The evaluation's topic was 'Outdoor Activities' and the passage included seven sentences. Each student's use of fifth listening strategy was as follows.

As Table 8 shows, the 20 students' passages featured 132 thoughts (sentences) that were written down. Each individual student produced approximately 6.60 thoughts on the evaluation paper. Again, most thoughts can be categorized as interpretation, followed by prediction, summarizing, questioning and some prior knowledge experience use. The results were very similar to the listening strategy training results; however, students in week 15 tended to depend less on English interpretation. In addition, they actively participated in the activity as time progressed. Although they did not employ prior knowledge experience as much, they used the other strategies more frequently. For instance, students used prediction three times more in the fifth strategy use than in the initial

strategy training. Summarizing was used 2.9 times more, experience and knowledge 2.5 times more, interpretation 2.4 times more, and questioning 2.3 times more. Thus, students used other strategies more frequently than interpretation. In Table 4, "average" refers to each total number divided by 20 students while "ratio" refers to each total number divided by the total thoughts use number.

Table 8 Fifth Listening Strategy Use during Dictogloss

Students (high & interme-diate)	Prediction	Prior knowledge experience use	Questioning	Summarizing	Interpretation	The total number of thoughts use	The total number of listening strategies use
S 1				2	2	4	2
S 2	5	3	1		4	13	4
S 3					5	5	1
S 4	3		2		2	7	3
S 5					5	5	1
S 6					3	3	1
S 7	4		2	3		9	3
S 8	6	2	5		2	15	4
S 9					3	3	1
S 10					2	2	1
S 11	7		2	2		11	3
S 12	3		1	3		7	3
S 13				3	2	5	2
S 14				2	4	6	2
S 15				2	3	5	2
S 16				3	3	6	2
S 17					2	2	1
S 18	2		3		5	10	3
S 19				4	3	7	2
S 20				2	5	7	2
Total	**30**	**5**	**16**	**26**	**55**	**132**	**5**
Average	1.50	0.25	0.80	1.30	2.75	6.60	2.15
Ratio	22.7	3.7	12.1	19.6	41.6	%	

As Table 9 shows, high-level students' thoughts about the passage were chosen for prediction and questioning because intermediate-level students found it harder to write down their thoughts. Intermediate-level students' thoughts were chosen for experience and knowledge use and summarizing. High-level students- such as S2 and S8-used almost all strategies between one and six times. On the other hand, low-level students-such as S14 and S15-still relied on summarizing and interpretation strategies but used them much more frequently than before. Some students were now able to use the experience and knowledge strategy.

Table 9. Students' Thoughts about the Passage (Fifth Listening Strategy Use)

S 2	*It must be about the writer's favorite things*. (prediction)
S 12	*What would the sound of the raindrops on roses like*? (questioning)
S 8	*I have listened to this text before*. (using the experience and knowledge)
S 20	*The writer has many favorite things*. (summarizing)

Table 5 presents one student's (S12) thoughts about the passage used in the fifth listening activity. She is a high-level student who wrote down most of the passages correctly. She used one of the strategies mentioned by the researcher to write down her thoughts. Her thoughts were based on questioning: 'What would the sound of the rain be like?' and 'Would it be nice to have snowflakes on one's eyes and a nose?'

In sum, after analyzing students' first and last dictogloss activities, it is evident that although they still relied heavily on English interpretation, their listening skills became more active. This was demonstrated by the increased amount of thoughts they wrote down using all strategies during fifth listening strategy use (as compared to during initial listening strategy training). Students' first use of listening strategies during dictogloss activities was a result of training, whereas the last use of listening strategies during dictogloss activities was a result of students' spontaneous use of them. They also attempted to understand the text naturally by discussing it with their group members and comparing what they had written down.

4.2 The Results of the Survey on Listening Strategies and Dictogloss

This section presents the results of the survey on listening strategies and dictogloss based on- an analysis of the 75 students' responses. For question 1 ("I actively participated in the activity"), 54% of students responded that they participated well in the activity. These were mostly high-level students. However, 39% of students reported that they did not participate well. While intermediate-level students wrote down some words, low-level students were unable to write much. They could only write a word or two and/or write words in Korean. They barely knew the alphabet so they were unable to write words or phrases in English. Some students simply left the paper blank.

Table 10. Students' Thoughts on the Activity
(Question 1: I actively participated in the activity.)

Classification	Frequency	Percent
Strongly agree	17	23%
Agree	23	31%
Neither agree nor disagree	29	39%
disagree	5	6%
strongly disagree	1	1%
Total	75	100%

For question 2 ("It was easy to listen to familiar contents"), 62% of students expressed that they felt comfortable listening to a text on familiar topics. They had no issues writing down words and their spelling was mostly correct. However, low-level students with little English experience thought that listening was difficult even when the text was on a familiar topic.

Table 11. Students' Thoughts on the Activity
(Question 2: It was easy to listen to familiar contents.)

Classification	Frequency	Percent
Strongly agree	26	35%
Agree	20	27%
Neither agree nor disagree	20	27%
disagree	8	10%
strongly disagree	1	1%
Total	75	100%

In question 3 ("I listened to every word"), 48% of students listened to the text word by word. They thought that the words were important because they had to understand them while also writing them down. Although 37% of students did not listen to every word, they tried to write down almost all the words.

Table 12. Students' Thoughts on the Activity
(Question 3: I listened to every word.)

Classification	Frequency	Percent
Strongly agree	15	20%
Agree	21	28%
Neither agree nor disagree	28	37%
disagree	10	14%
strongly disagree	1	1%
Total	75	100%

In question 4 ("It was hard to understand if there were some difficult words"), 44% of students had a hard time understanding the text when it contained unfamiliar words. Thus, they were unable to write these words down properly because they did not know how to spell them. On the other hand, 43% of students did not think that the text was difficult to understand even if it contained some difficult words.

Table 13. Students' Thoughts on the Activity
(Question 4: It was hard to understand if there were some difficult words.)

Classification	Frequency	Percent
Strongly agree	10	13%
Agree	23	31%
Neither agree nor disagree	32	43%
disagree	8	10%
strongly disagree	2	3%
Total	75	100%

For question 5 ("I predicted what I was going to hear from the title"), 40% of students predicted what they were going to hear through the text's title. This helped them to complete the activity more easily and write down the words with correct spelling. However, 39% of students were not able to predict what they were going to hear from the title well.

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Table 14. Students' Thoughts on the Activity
(Question 5: I predicted what I was going to hear from the title.)

Classification	Frequency	Percent
Strongly agree	9	12%
Agree	21	28%
Neither agree nor disagree	29	39%
disagree	10	13%
strongly disagree	6	8%
Total	75	100%

For question 6 ("I grasped the meaning as I listened to the text"), 57% of students understood the text while they were listening to it. These were high-level students with good English proficiency. Thus, they wrote down the words as soon as they heard them. On the other hand, 34% of students did not grasp the meaning as they listened to the text, so it took some time for them to write things down.

Table 15. Students' Thoughts on the Activity
(Question 6: I grasped the meaning as I listened to the text.)

Classification	Frequency	Percent
Strongly agree	12	16%
Agree	31	41%
Neither agree nor disagree	25	34%
disagree	7	9%
strongly disagree	0	0%
Total	75	100%

In question 7 ("I thought about my knowledge or experience while I listened to the text"), if the students had no prior experience or knowledge of what they heard, they had a difficult time focusing on listening in addition to the activity. Therefore, 21% of students could not write down the words very well and only 31% of students considered their prior knowledge or experience while they listened to the text.

Table 16. Students' Thoughts on the Activity
(Question 7: I thought about my knowledge or experience while I listened to the text.)

Classification	Frequency	Percent
Strongly agree	9	12%
Agree	14	19%
Neither agree nor disagree	36	47%
disagree	14	19%
strongly disagree	2	3
Total	75	100%

In question 8 ("I connected the previous stories while I listened to the text"), 37% of students tried to remember what they heard previously even if they experienced some difficulties. This helped them to focus on listening and participate in the activity more actively. In contrast, 38% of students were not able to fully connect the text to previous stories while they listened to it. This is because they found it hard to remember what they had heard previously.

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Table 17. Students' Thoughts on the Activity
(Question 8: I connected the previous stories while I listened to the text.)

Classification	Frequency	Percent
Strongly agree	15	20%
Agree	13	17%
Neither agree nor disagree	28	38%
disagree	13	17%
strongly disagree	6	8%
Total	75	100%

For question 9 ("I asked myself questions while I listened to the text"), only 27% of students reported that they asked themselves questions while listening to the text. These were high-level students. Meanwhile, low-level students had a hard time simply listening to the text. According to the survey, 36% of students did not ask themselves questions while they listened to the text. They found it difficult to do this, so they hardly wrote down what they heard.

Table 18. Students' Thoughts on the Activity
(Question 9: I asked myself questions while I listened to the text.)

Classification	Frequency	Percent
Strongly agree	8	10%
Agree	13	17%
Neither agree nor disagree	27	37%
disagree	17	23%
strongly disagree	10	13%
Total	75	100%

For question 10 ("I checked if I was understanding right while I listened to the text"), 43% of students reported that they checked with themselves to see if they were understanding the text. They read what they wrote and checked whether they wrote the words correctly. If not, they self-corrected what they had written. In contrast, 42% of students did not check whether they were understanding correctly while they listened to the text. Instead, they wrote down a few words and checked the spelling.

Table 19. Students' Thoughts on the Activity
(Question 10: I checked if I am understanding right while I listened to the text.)

Classification	Frequency	Percent
Strongly agree	12	16%
Agree	20	27%
Neither agree nor disagree	32	42%
disagree	9	12%
strongly disagree	2	3%
Total	75	100%

In question 11 ("I thought about the meaning of each word while I listened to the text"), 44% of students focused on the meaning of the words and tried to think about the words that they heard. If they already knew the words, it

was easier for students to write them down correctly. On the other hand, 42% of students had difficulty thinking about the meaning of each word while they listened to the text. Therefore, it was difficult for them to write the words correctly.

Table 20. Students' Thoughts on the Activity
(Question 11: I thought about the meaning of each word while I listened to the text.)

Classification	Frequency	Percent
Strongly agree	14	19%
Agree	19	25%
Neither agree nor disagree	31	42%
disagree	7	9%
strongly disagree	4	5%
Total	75	100%

In question 12 ("I told myself about the whole story after I listened to the text"), 26% of students reported that they did not tell themselves about the whole story after they listened to the text. If they thought something was not right, they sometimes erased what they wrote and then re-wrote the words. They had a hard time reviewing what they had written because they were unsure of the spelling.

Table 21. Students' Thoughts on the Activity
(Question 12: I told myself about the whole story after I listened to the text.)

Classification	Frequency	Percent
Strongly agree	16	21%
Agree	9	12%
Neither agree nor disagree	31	41%
disagree	11	15%
strongly disagree	8	11%
Total	75	100%

4.3 The Results of the Interview on Listening Strategies and Dictogloss

This section presents the results of the interview data regarding students' perceptions of the dictogloss activities. Based on the data analysis, 57% of students thought that the dictogloss activity was interesting. However, students who received low scores (below 50 points) in English thought that it was boring or responded that they had no idea. Moreover, 65% of students thought that the activity was easy. Again, students who received low scores in English thought that the activity was difficult because the listening speed was fast, while others responded that they do not like English. While more than half of the students had no difficulties actually doing the activity, low-level students experienced numerous challenges: i.e., difficulty understanding new words, difficulty remembering what they heard and, difficulty understanding the text. 70% of students thought that this activity was helpful in improving their English listening skills. In addition, 58% of students hoped that this activity would be continually used in class. Regarding the activity's advantages, students answered that: it was fun to study together with friends, they were able to learn vocabulary, it was an interesting activity, it was a good way to improve English, they were able to review their work many times, and they were able to understand English better. Finally, regarding the activity's disadvantages, many students said that it was not interesting, that it was difficult, and that working in

groups was sometimes noisy.

Several important themes emerged from textual analysis including self-directed learning, peer learning, enjoyment, and self-evaluation. Participants reported that their self-direction (outcome) can be enhanced when they study. As excerpts 1 and 2 show, some common themes emerged about the dictogloss activity. Students with good English proficiency thought that this activity was easy and interesting. These were mostly high-level students who generally consider English to be a fun subject. They thought that the activity was very helpful in improving their listening abilities. As P4 and P13 stated, this theme can be labeled self-directed learning, which is defined as a learning process where learners take the initiative to diagnose, choose, implement, and assess the task at hand (Danis, 1992). This result confirms that self-directed learning is an essential and effective educational process.

Excerpt 1. Participant 4 (Girl, High)
Participant 4 (P4): *It was good that I could improve my listening while note-taking. I think it helped me learn English listening.*

Excerpt 2. Participant 13 (Boy, High)
Participant 13 (P13): *I could not understand at first, because it was fast, but as time went by, I got used to the speed so that I could keep pace with my learning.*

The second largest theme was peer learning, which can be defined as instruction where students of varied academic and language abilities work together in pairs or small groups toward a common goal (Saenz, 2002). This theme saliently present in dictogloss, which features many elements of peer learning. Dictogloss effectively engages students in peer learning because it does not adjust the individual learning process: rather, it promotes a learning process through discussion and deduction among group members. As excerpts 3, 4, and 5 illustrate, students enjoyed working with their group members. By doing the activity together, they helped and learned from each other. This enabled them to engage in discussions together and find out what words they had missed.

Excerpt 3. Participant 11 (Boy, Intermediate)
Participant 11 (P11): *The activity was good and interesting, because it was a group activity. It was fun to work with my group members. Although it was a little fast, it was good to have an autonomous atmosphere.*

Excerpt 4. Participant 18 (Boy, High)
Participant 18 (P18): *It was good to learn some new words and I liked studying with my friends in a group.*

Excerpt 5. Participant 16 (Girl, Low)
Participant 16 (P16): *I could write down the words I did not hear. It was good to ... work with group members.*

After peer learning, the third theme was enjoyment. In-class activities can be used as effective teaching tool. Engaging in activities is often unrelated to grades, so students tend to think of them as play instead of study. This leads to a positive attitude that enables a better understanding of the learning contents. Such a phenomenon is present in dictogloss activities. In this study, students with high English proficiency thought that this activity was easy and interesting. For question 1 ("Was the activity you did in class fun?"), most students responded that they considered the activity to be interesting and that they had fun working with their friends. As excerpts 6, 7, and 8 demonstrate, students who normally got good scores in English enjoyed the activity. They not only enjoyed

learning English but also enjoyed doing the activity. They also thought that it was easier to listen to texts as time went by.

Excerpt 6. Participant 2 (Girl, High)
Participant 2 (P2): *This activity was interesting because I could know many words and how to pronounce them. Moreover, I could find out what words I missed when I worked with my group members. So, it was fun and helpful.*

Excerpt 7. Participant 1 (boy, High)
Participant 1 (P1): *The activity was good and interesting because I have heard the texts before many times.*

Excerpt 8. Participant 6 (Girl, High)
Participant 6 (P6): *I enjoyed listening to the text and writing them down. However, it wasn't easy because I was not sure of the spelling, and it was a little fast.*

The fourth theme was self-evaluation, which can be defined as an internally controlled, formative, evidence-based practice undertaken by professionals with the help of an expert facilitator (Olina, 2002). Self-evaluation is useful for students because it does not entail them comparing themselves with others. In this study, students thought that listening skills are very important and that the activity offered them a good opportunity to learn new words. As excerpts 9, 10, and 11 show, many students thought that the activity helped them improve their listening skills. Moreover, since it was a helpful activity for them, they hoped to do it again in the near future.

Excerpt 9. Participant 13 (Boy, High)
Participant 13 (P13): *The activity was helpful for me, because I could discuss and translate some words with my group members. Although I missed some words and it was a little fast, I could know more words and I think I understand English better now.*

Excerpt 10. Participant 3 (boy, High)
Participant 3 (P3): *I think the activity helped improve listening skills. I could understand the text after writing it down.*

Excerpt 11. Participant 20 (Girl, Low)
Participant 20 (P20): *It was a helpful activity, because I could write down what I heard … and I think my listening skill improved.*

Table 22. Common Themes of Dictogloss

Theme	Frequency
Self-directed learning	3
Peer learning	5
Enjoyment	8
Self-evaluation	4

5. Discussion

Based on the study's findings, the effects of listening strategy training during dictogloss activities on EFL students' listening proficiency have not been assessed; however, their perceptions of dictogloss became positive. Students were eager to engage in dictogloss again in the future and most students thought that it helped them improve their English listening skills. Comparing the results of the first activity with those of the last activity, it becomes evident that students participated well and that they focused on listening more. The effects of strategy use on dictogloss can be said to be helpful in improving listening.

The effect of strategy training on students' listening skills is as follows. Based on an analysis of the results, students used interpretation very frequently in the beginning because it was difficult for them to use the other four new strategies. Among these four, they used prediction the most. This study has focused on strategy use: within this context, by using the four strategies, students were able to better understand the texts and share their thoughts with group members.

The first-year middle school students' perceptions of strategy training and dictogloss activities is as follows. The study found that most students considered strategy use to be fun and easy. Their biggest challenge was encountering unfamiliar words while listening. Most students thought that strategy use helped them to improve their English listening skills; moreover, they hoped to do the activity again in the future. Although strategy use was perceived as not fun and rather difficult by some students, especially low-level students, more than half of the intermediate- and high-level students seemed to have a good and positive perception of strategy training.

Using the listening strategies helped students to focus more on listening and on the passages that they wrote. Furthermore, they were able to learn their group members' thoughts about the passages and compare them with their own thoughts. Although the study's effects were not great, mostly due to low-level students' difficulty with the dictogloss method, effectiveness might be increased if students engage in a lot more strategy training.

6. Conclusion

Many middle school students in Korea are currently taught English listening through in-class dictation activities, which are adopted from English textbooks by teachers to evaluate students. Many students also exhibit a lack of interest in listening and remain passive participants in class.

Thus, the study's purpose was to enable students to improve their listening skills not just via dictation but through strategy training and dictogloss. The students in this study used different strategies which are making predictions, using prior knowledge and experience, questioning, summarizing, and interpretation.

First, dictogloss activities along with strategy sparked interest in the students, which made them participate more actively. Second, the study found that dictogloss activities along with strategy can effectively and actively facilitate the listening process. Although students were often trying to understand the meaning of the text, which made them dependent on English interpretation, this effort may improve their interest in listening.

In previous studies on Korean middle and high school students, it was revealed that learning a foreign language through dictation and dictogloss activities was more effective (e.g., Kim, 2009; Jang, 2003). Compared to the previous studies, this study is meaningful in focusing on listening using strategy training with dictogloss activities. Therefore, it has been revealed in this study that a group activity is more effective and beneficial learning method for high- and intermediate-level middle school students.

The study has revealed that using strategy during dictogloss is a helpful listening activity for first-grade middle

school students as well as high- and intermediate-level EFL students in Korea. In this study, the impact of dictogloss was not very high since low-level students had difficulty with the activity. However, if these students receive more intensive strategy training, dictogloss may be more effective for them as well. Furthermore, learners' autonomy may be enhanced if teachers divide their classes into groups and assign activities at different levels for each group. This is because dictogloss is a form of process-based learning.

Although the study has revealed some of the advantages of using strategy training with dictogloss, several limitations should be addressed before future research is conducted. First, this study was conducted with a relatively small sample of 75 Korean middle school students. Increasing the number of students in the sample and recruiting students from other areas outside of Seoul may lead to different results. Second, using the strategy training during dictogloss may have been more impactful if the study period had been longer. Third, allowing students to give a presentation during dictogloss activities might have been a great opportunity for them to further share their thoughts.

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Examples in: English
Applicable Languages: English
Applicable Level: Tertiary

Appendix 1: Interview Questions

1. Was the activity you did in class fun? Please tell me in detail.

2. Was the activity you did in class easy? Please tell me in detail.

3. What were the difficulties in listening to English? Please tell me in detail.

4. Was the activity you did in class helpful in improving your English listening skills? Please tell me in detail.

5. Do you want the activity to be continually used in class? Please tell me in detail.

6. What are the advantages and disadvantages of this activity? Please tell me in detail.

Appendix 2: Survey on Listening Strategies

1. **I actively participated in the activity**.
   1) strongly agree 2) agree 3) neither agree nor disagree
   4) disagree 5) strongly disagree

2. **It was easy to listen to familiar contents.**
   1) strongly agree 2) agree 3) neither agree nor disagree
   4) disagree 5) strongly disagree

3. **I listened to every word.**
   1) strongly agree 2) agree 3) neither agree nor disagree
   4) disagree 5) strongly disagree

4. **It was hard to understand if there were some difficult words**.
   1) strongly agree 2) agree 3) neither agree nor disagree
   4) disagree 5) strongly disagree

5. **I predicted what I was going to hear from the title**.
   1) strongly agree 2) agree 3) neither agree nor disagree
   4) disagree 5) strongly disagree

6. **I grasped the meaning as I listened to the text**.
   1) strongly agree 2) agree 3) neither agree nor disagree
   4) disagree 5) strongly disagree

7. **I thought about my knowledge or experience while I listened to the text**.

1) strongly agree 2) agree 3) neither agree nor disagree
4) disagree 5) strongly disagree

8. **I connected the previous stories while I listened to the text**.
   1) strongly agree 2) agree 3) neither agree nor disagree
   4) disagree 5) strongly disagree

9. **I asked myself questions while I listened to the text**.
   1) strongly agree 2) agree 3) neither agree nor disagree
   4) disagree 5) strongly disagree

10. **I checked if I was understanding right while I listened to the text**.
    1) strongly agree 2) agree 3) neither agree nor disagree
    4) disagree 5) strongly disagree

11. **I thought about the meaning of each word while I listened to the text**.
    1) strongly agree 2) agree 3) neither agree nor disagree
    4) disagree 5) strongly disagree

12. **I told myself about the whole story after I listened to the text**.
    1) strongly agree 2) agree 3) neither agree nor disagree
    4) disagree 5) strongly disagree