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**Theme:**

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**"DICTOGLOSS AND THE LISTENING COMPREHENSION"**

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## DEDICATION

To my mother who gave me all her support and love throughout my life, her advice and her infallible company in moments of sadness and happiness.

To my father who has known how to be an example to follow during my life, to his care and concerns that he has given me and without a doubt, his support and love.

To my friends that I have met in my university career and have become part of my life and my family. For all the support, the laughter, the bad times and the fun we have had together is that they have made this stage one of the best in my life.

To all the people who have helped me in my bad times and have been part of my happiness in my life, so from the bottom of my heart I thank them for always being there.

With best wishes,

From your daughter and friend, *Evelyn Cisneros*

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**TOPIC:** "DICTOGLOSS AND THE LISTENING COMPREHENSION"

**AUTHOR:** Evelyn Michelle Cisneros Vera

**TUTOR:** Dra. Mg. Mayorie Chimbo

**ABSTRACT**

Dictogloss is considered as a dictation activity which the teacher can implement it as a listening strategy tool to assess the listening comprehension. It is important that students develop this skill in order to understand conversations, dialogues and instructions useful for their academic and professional future. For this reason, the present research seeks to explore the impact of dictogloss strategy on the development of the listening comprehension. Additionally, this research work is a mix approach: qualitative and quantitative approach with an experimental research design where experimental group (EG) and control group (CG) were used. The participants were 64 students from Unidad Educativa "Juan Montalvo" belonging to sixth grade EGB equally divided into each group. The participants from the experimental group were involved in two interventions including five sessions applying dictogloss around 30 minutes in each session. The instruments used to collect data were the listening pre/post-test (KET) from the Cambridge English. Moreover, the rubric to assess writing task taken from Cambridge English A2 Key and the students' attitude questionnaire elaborated by Gibran. In the first intervention, the pre-test was applied and in the following five sessions, the application of the strategy took place. Finally, the post-test and the students' attitude questionnaire were applied to students. The results obtained were analyzed through the software SPSS showed that the level of significance obtained is 0,00 which it is less than the value of 0,05 demonstrating that dictogloss strategy had an impact on the development of the listening comprehension in students. On the other hand, the students' attitude questionnaire showed positive results in the level of student satisfaction using dictogloss strategy.

**Keywords:** Dictogloss strategy, dictation, listening comprehension, impact.

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**AUTOR: Evelyn Michelle Cisneros Vera**

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**RESUMEN**

Dictogloss es considerada como una actividad de dictado donde el profesor puede implementarlo como una herramienta de estrategia auditiva para evaluar la comprensión auditiva. Es importante que los estudiantes desarrollen esta habilidad para comprender conversaciones, diálogos e instrucciones útiles para su futuro académico y profesional. Por tal motivo, la presente investigación busca explorar el impacto de la estrategia de dictogloss en el desarrollo de la comprensión auditiva. Además, este trabajo de investigación es un enfoque mixto: cualitativo y cuantitativo con un diseño de investigación experimental donde se utilizó un grupo experimental (GE) y un grupo de control (GC). Los participantes fueron 64 estudiantes de la Unidad Educativa "Juan Montalvo" pertenecientes a sexto grado EGB divididos equitativamente en cada grupo. Los participantes del grupo experimental participaron en dos intervenciones que incluían cinco sesiones aplicando dictogloss alrededor de 30 minutos en cada sesión. Los instrumentos utilizados para la recolección de datos fueron el listening pre/post-test (KET) del Cambridge English. Además, la rúbrica para evaluar la tarea de escritura extraída de Cambridge English A2 Key y el cuestionario de actitud de los alumnos elaborado por Gibran. En la primera intervención se aplicó el pre-test a los y en las siguientes cinco sesiones se llevó a cabo la aplicación de la estrategia. Finalmente, se aplicó a los estudiantes el post-test y el cuestionario de actitud de los estudiantes. Los resultados obtenidos fueron analizados a través del software SPSS que mostraron un nivel de significancia de 0,00 el cual es menor al valor de 0,05 demostrando que la estrategia del dictogloss tuvo un impacto en el desarrollo de la comprensión auditiva en los estudiantes. Por otro lado, el cuestionario de actitud de los estudiantes mostró resultados positivos en el nivel de satisfacción de los estudiantes utilizando la estrategia de dictogloss.

**Palabras clave:** Estrategia de dictogloss, dictado, comprensión auditiva, impacto.

## **B. CONTENT**

### **CHAPTER I**

#### **1.1 Research background**

The art of research is an important process to remove doubts about an existing social phenomenon resulting in a scientific explanatory base with real and reliable evidence. Also, scientific research can be published as articles, books, magazines and papers that serve as a foundation for future research. Additionally, the investigation is a motivation for researchers to contribute knowledge, give prestige, support and strengthen to the research. Moreover, there can be variations of investigations focused on different areas of study, phenomena and populations that vary according to the convenience of the investigation or the type of result they are looking for. Below, there are some scientific works, journals, articles, thesis and papers used to support this research work:

The research study done by Akib and Saputra (2019) entitled “Effects of the dictogloss method in teaching listening skills to students” where the main propose was to investigate the effect of the dictogloss method applied on the listening skills of the students through listening teaching and if in the end the result differed in those students. The design used in this research was quasi-experimental where two selected groups of participants were used: the experimental group that used the dictogloss method and the control group that used a different dictation method. The total number of participants was 33 divided into the experimental group and the control group. The instruments used in this research were pre-test and post-test applied in these two groups. Hence, the results were positive with a notable increase in the initial test with the experimental group using the dictogloss method. Nevertheless, the controlled group that used other methods obtained significantly lower results than the experimental group. Finally, the dictogloss used in proved that it had an influence on the improvement of the listening skills of the participants.

The study carried out by Asrobi and Amni (2017) entitled “The use of dictogloss in teaching listening comprehension for EFL learners” aimed on the effectiveness of dictogloss for the development of listening comprehension in students. This study had a quantitative research and pre-experimental design for the reason that it used data collection applied to a selected group of students through a pre-test and post-test to diagnose the level of student’s listening comprehension. On the other hand, the

population used in this study was exactly two hundred and ninety-one students who were divided into ten different classes. Nevertheless, the authors mention that it is a large population to proceed with the investigation, so a random sample of the total number of thirty students was taken. Furthermore, the research was conducted with a preparation for assessment where students' prior knowledge was activated and then proceeded with dictation that allowed students to take notes and then compare them in small groups to reinforce collaborative work. At the end, the results showed a positive increase in improvement, which proved that dictogloss was effective in students' listening comprehension that contributed to their learning and the teaching process.

Cooke and Leis (2018) carried out an article to improve listening comprehension. This study focused through dictation exercises based on dictogloss in a new form of application and redefinition. Also, it is mentioned that the chosen population were around 30 to 40 students from an EFL class with mixed abilities and levels. Additionally, in the implementation of dictogloss, several systematic stages were passed through, such as preparation and practice focused on collaborative work and the previous knowledge of the students. Afterwards, the dictation and reconstruction were taken as a second stage using a traditional dictation and comparing with the dictogloss based on their listening ability and memory retention. For the next stage, the progress and reflection of the students was exposed through a table that evaluated the performance and the level of the students through a dictation task. Finally, active learning is mentioned where students demonstrated critical thinking and what they have learned by solving significant and interactive activities. In conclusion, the results were presented in a non-empirical way, suggesting changes and combinations with the forms of traditional dictation and modern dictation to obtain a more interactive, collective and significant learning for students and teachers.

Dista (2017) aimed using dictogloss to improve listening comprehension. In this investigative work, an experimental study was used through dictogloss technique in children. In addition, it had an experimental design where two different sample groups were used: experimental group and controlled group. The population chosen for this research was a second grade class (8 years old) of a Junior High School. Moreover, the information collected in this study was through questionnaires and tests (pre-test and post-test) that were analyzed through the software called "SPSS" to create graphs

and tables of the data obtained. Besides, the growth scores of the students were showed who used the same materials in the experimental group and the control group. Gradually, the results exposed a positive improvement in the ability of listening comprehension that is evident in the majority of students with a 93% improvement in their learning and motivation.

Mowlaie et al. (2020) conducted a study called “The partial dictation vs. dictogloss effect on listening comprehension of Iranian EFL learners” as an empirical investigation with the purpose of finding a significant effect on listening comprehension using a partial dictation versus dictogloss in students. Afterwards, this study had an experimental design by virtue of use two experimental groups (first experimental group using dictogloss and partial dictation; second group as a control group using casual activities) which used pre- test to measure the level of listening comprehension of the Iranian EFL students. The researchers applied daily activities to the controlled group, while the treatment was applied to the experimental group for seven sessions lasting one hour in each session. Then, a listening test was applied in both groups. The results obtained were encouraging and significant for the experimental group using dictogloss which had a slight increase in listening comprehension compared to partial dictation. On the other hand, the controlled group did not increase listening comprehension levels. The authors recommended teachers to use techniques and strategies in order to pay more attention to listening comprehension as a significant part of learning the English language.

Núñez (2017) proposed a research study aimed to expose whether the dictogloss technique has an effect on the development of listening comprehension in students of language center at “Uniandes” University. Besides, the design of this study is quasi-experimental. For that reason, two study groups were used: the experimental group and controlled group. On the other hand, this research has a mixed approach (qualitative and quantitative research) in which holistic results are sought by approaching a social phenomenon through a descriptive process that in this case is the influence of the dictogloss in listening comprehension. Also, it is quantitative because the data obtained were through a statistical process through a pre-test and post-test applied in students. The participants were 24 students whom were divided into sixteen in the experimental group and eight in the controlled group. For the results obtained

through the post-test, it was evidenced that in the experimental group had a significant influence on the development of listening comprehension using the dictogloss technique than in the control group that used a common process.

Rezaei (2019) carried out a research study aimed the effect of dictogloss technique on the listening comprehension ability in English foreign learners. Additionally, this study had an experimental design that showed the use of two different groups or classes (class A and class B). The class A is taken as the experimental group and class B as the control group. The population used was twenty-five students in each of the two classes. The instruments used were the pre-test applied at the beginning of the investigation to show the level of previous knowledge in the two classes. In addition, the study lasted fifteen sections to obtain quantitative data and scores where the experimental group had the dictogloss treatment, while class B remained in common activities. At the end, the post-test was applied in both groups in the same way to verify data and results. Finally, the data obtained was used to compare scores between both groups and it was shown that the experimental group (class A) had a high performance than the control group, which means that the dictogloss technique used to improve listening comprehension worked effectively.

Snoder and Reynolds (2019) proposed an instructional intervention as a research study with the aim of examining theoretical models as a stronger predictor focused on the vocabulary (L2) through the dictogloss task modified for the basis of learning collocations in the learning process. The authors applied their research to sixty-four students around 15 years old through instruments as pre-test and post-test approved respectively by authorized institutions. Additionally, the participants had an estimate of level B1 in the English language proficiency. Afterwards, participants received pre-task, glossary activities and target items as in L2-L1 translations to then apply assessments using the post-test and measure the knowledge they produced and the knowledge they received through those target items. The results obtained showed that dictogloss as a modified task generated high learning performance in collocations and differs in other skills such as speaking and writing depending on the theoretical models.



The research study titled “The effect of dictogloss on listening comprehension: Focus on metacognitive strategies and gender” proposed by Taheri and Taki (2017) aimed to expose the effect of dictogloss and metacognitive listening strategies have on the gender (female and male) in listening comprehension of the students. The research had an experimental design that lasted twelve sessions applied in two groups divided between men and women in each group, as well as the application of the pre/posttest (obtained from the standardized Preliminary English Test) to verify their levels of listening comprehension and a questionnaire that was used in both groups created by Vandergrift et al. (2006). On the other hand, the participants involved in this study were twenty-five female students and twenty-five male students in each group. Furthermore, the results obtained showed a high rate of improvement in listening comprehension using dictogloss and metacognitive listening strategies. Meanwhile, emphasizing gender which did not have a significant difference between men and women.

Tsauri (2021) conducted a study that revealed the effect of dictogloss on students' listening achievement. The design was quasi-experimental by cause of experimental samples were used. The population belonged to a group of 35 students for each second grade class that were divided homogeneously into two groups: (EG and CG). In the investigation, instruments were used to collect data such as the pre and post-tests made to obtain the level of listening comprehension at the beginning and at the end of the research. Furthermore, the design of the test was written with multiple choice in twenty listening questions that were validated and analyzed through a software (ANATEST) in which relevant data could be obtained. Besides, the final results were analyzed in several steps: the summary of the tests (pre/post), the normality test, the homogeneity of the pre-test and post-test. To conclude, the two groups had differences in scores, showing that the experimental group (EG) obtained greater results and benefits when applying the dictogloss technique, while the controlled group (CG) obtained low performance in listening comprehension.

The aforementioned research investigations, articles, journals, papers and thesis have used as a guide in the realization of this research project that focuses basically on the use of dictogloss and its effect on English language learners. Additionally, each of these investigations have contributed significantly to a social and academic aspects

reflected in the improvement of listening comprehension through a technique or strategy, in this case dictogloss. Moreover, these studies have contributed to increase and develop the students' listening comprehension with satisfactory and beneficial results for students in their learning process and for the teachers in their process of improving teaching. As in all the mentioned authors and their research work, positive and significant results have been obtained for student learning, in addition to the relevance of the listening comprehension' development skills in communicative situations.

## **1.2 Theoretical framework**

In the present research work, several scientific documents, papers and investigations have been chosen to support the arguments, ideas, analysis and expositions of the topic "Dictogloss and the listening comprehension". Firstly, dictogloss has several concepts, benefits and advantages with the purpose of develop listening comprehension in students. In addition, the strategy application focused on improving listening skills as important for the sake of achieve a positive learning result in the English language. Secondly, the elements and steps for the application of dictogloss in an English class has been exposed to seek the development of student's listening comprehension.

### **1.2.1 Independent variable**

#### **English language learning**

The importance of learning English has become a priority in educational institutions. For the students' learning process, two important reasons are analyzed in the education. First, the use of English strategies to develop and improve the different skills. Gilakjani and Sabouri (2017) stated that the main thing in learning English is the type of teaching implemented to strengthen knowledge and establish a new objective in the learning process. Secondly, planning is an essential basis for any class but depends if it is a success in how it is going to be taught, what strategies are going to be used and for whom it is designed. In short, the student learning process is a long path for teachers who are looking for the best way to reach their students.

## **Communicative Language Teaching**

The author Thornbury (2016) established that CLT works as a set of communicative functions that have broken the traditional scheme of the structure established in traditional teaching. Furthermore, this type of approach was adapted to teaching plans based on semantic fundamentals and communicative functions. Communicative Language Teaching has the communicative background that allows the use of modern class activities that can be adapted to new educational contexts and allows the change of the old mechanical activities for collaborative tasks focused on the development of communication skills, the learner's own criteria and their own autonomy in learning.

## **Task-Based Language Teaching**

Task-Based Language Teaching is a branch of CLT focused on Task-Based Instruction considered a convenience approach in second language teaching. The authors Ellis et al. (2019) mentioned the importance of managing the student's natural learning abilities through instructional contexts and tasks supported in the authentic use of the English language. The innovations that TBLT has in the instructional contexts have contributed to the teaching of the language based on an already structured syllabus.

## **Interactive teaching strategies**

The strategies used in interactive teaching is focused on the student learning. These strategies have the proposal to involve the learner in the contents, activities and learning outcomes within the pedagogical field in the educational process. According to Senthamarai (2018), the interactive teaching strategies accomplish the purpose of forming students' critical thinking, fostering research skills and collaborative abilities in the social aspect. Hence, the students involved in the application of interactive strategies can develop interpersonal skills such as: leadership, teamwork, appreciation of opinions and different perspectives, negotiation and communicative skills. In addition, this author mentioned three strategies belonging to interactive teaching:

- ❖ **Sorting out:** These types of strategies allow students to analyze, contrast, compare, check and organize information in order to promote their skills, values, learning and knowledge. With this in mind, the students can identify the main ideas, apply knowledge and obtain their own conclusions.

- ❖ Reflecting: Through reflective strategies, the students have the opportunity to discuss, detect and examine different aspects of their understanding, their learning, values and attitudes.
- ❖ Finding out: This type of strategies allows students to examine their learning problems, the understanding of the main knowledge and the crevasse in their knowledge. Besides, this allows students to collect information through their own research and use it to create ideas, obtain answers and improve communication.

### **Dictogloss strategy**

Wajnryb (1990) stated that dictogloss is a process based relatively on traditional dictation but it differs completely in phases and learning outcomes from the traditional dictation. At first, dictogloss has been considered as a dictation activity where the teacher implements it for writing development and vocabulary teaching. Additionally, dictation has been consider as listening strategy tool in order to assess the listening comprehension (Brown, 2004).

On the other hand, dictogloss was designed to develop one of the most important skills in the English language learning. This type of dictation is an interactive activity that helps to develop students' listening comprehension for two reasons. According to Akib and Saputra (2019), dictogloss is considered as a scaffold that connects and develops listening and communicative skills. In addition, dictogloss can even promote collaborative work among learners. Secondly, dictogloss focuses on improving students' listening skills working effectively on the development of student's mental and linguistic processes that are involved in communicative operations.

The dictogloss strategy has many advantages that can be used by students and teachers. Asrobi and Amni (2017) explained that this kind of dictation is also known as listening activity that can evolve collaborative and participatory work among students. For instance, it can build a more comfortable atmosphere and increase student's motivation to complement the activity and the English learning. Therefore, it can expand groups work and create a motivating environment for students.

Dista (2017) postulated that dictogloss can be seen as a distinguished way to integrate all the skills and understandings of students. This listening activity has two positive

effects on the development of students' English learning skills. The first positive effect is it can integrate all four learning skills (listening, reading, speaking and writing), combining writing and speaking practice with listening comprehension to increment and expand vocabulary. Secondly, increase collaborative work, student autonomy, critical thinking and performance of assessments. Hence, the students can integrate all learning skills through dictogloss in order to improve their English language's learning boosting their work confidence and liability.

### **Steps for the application of dictogloss in the English class**

Dictogloss varies in the application according to the age of learners and the time of realization but it has an original process to follow. Wajnryb (1990) explained that dictogloss has four original steps. The first step consists of preparing vocabulary for the students (warm-up). In the second step, the teacher dictates a short paragraph to the students and they must take notes of what they hear. The third step is the rebuilding where the students work in small groups reconstructing the dictations according to their notes. Finally, the step 4 consists of examination and adjustment between the students, comparing their reconstruction with others and the original. At the end, the respective corrections are made and the feedback is given.

Dictogloss strategy can integrate more steps according to the learners' age in order to develop listening comprehension. Furthermore, Shak (2006) mentioned five stages for the application of the dictogloss focused on the development and improvement of listening comprehension in children. According to this author, the application of dictogloss consists in five stages: listening in the beginning, noticing, activity, checking, and for the last one writing. Finally, all these stages have a process that the teacher has to follow in order to improve effectively the listening comprehension in students.

The following 5 stages are described below (Shak, 2006):

**Stage 1 (listening):** In this first stage, the teacher prepares the students before starting. At last, the teacher gets ready with a topic from a text for the narration that is going to be listen first by the students so that they can be discussed.

**Stage 2 (noticing):** At this stage the students begin to listen the narration and take notes in the second repetition of the narration that the teacher is doing. Just as

important, the teacher dictates the text with adequate reading speed and with a high tone of voice so that the whole class can hear.

**Stage 3 (activity):** After the teacher finishes dictating, the students gather in groups and begin to compare and write everything they could understand and hear from the narrative. Moreover, students try to reconstruct the text narrated by the teacher.

**Stage 4 (checking):** In this stage the final results of the students are analyzed and compared. All interpretations are reviewed with the whole class. Afterwards, the teacher checks if the students managed to achieve a good collection of words or phrases.

**Stage 5 (writing):** This stage is implemented. At the end, the students have the opportunity to work individually in the writing of their own reconstruction of the text dictated by the teacher and show an autonomous work of what they understood based on their listening comprehension.

### **Elements of dictogloss strategy**

#### **Texts**

The possible texts used in the original stage of dictogloss (stage 2-dication) may vary depending on the learning objectives and educational needs of the student. It is advisable to use short texts that encourage the motivation and interest of the student to avoid the traditional teaching. The author Wajnryb (1990) stated that to choose and use an appropriate text in dictogloss the teacher should take into account the following criteria:

- **Level:** The teacher must select a text according to the level of the students. The texts are divided in length which means that short texts are more appropriate for beginners and pre-intermediates levels, while slightly longer and more complex texts should be for advanced levels of English language proficiency.
- **Theme:** The thematic interests of the students should be considered to increase their attention and participation in the activity. The teacher can use any type of text focused on the theme based on the learning objectives.

**Figure 1.** *Text types*

1. Narrative	2. Non-fiction	3. Poetry
Adventure Mystery Science Fiction Fantasy Historical fiction Contemporary fiction Dilemma Stories Dialogue, Play scripts, film narratives Myths Legends Fairy tales Fables Traditional tales guidance	Discussion texts Explanatory texts Instructional texts Persuasion texts Non-chronological reports Recounts	Free verse Visual poems Structured poems

**Note:** Texts types divided into three genres and sub-divided into specific text types. Taken from: *A guide to texts types: Narrative, Non-fictions and poetry* by National Literacy Trust, 2013.

- **Language points:** Each text has a grammatical structure and a set of vocabulary. For that, it is essential to consider the language and the level of formality (register) of the text that serves as a point of focus in teaching.
- **Authentic material:** Texts can be adapted from a real and authentic source (podcast, songs, movie clips, videos, etc.) with the purpose of engaging students in real context learning. According to Edrenius (2018), the use of authentic material can develop listening skills embedded in real-world learning for students. Some of the listening skills integrate listening comprehension in a global comprehension in which the listener understands and gets the main idea (*listening for the gist*). On the other hand, listening for details or according to the speaker’s attitude through authentic material allows students to gain a more realistic perspective and develop their authentic understanding of the real world.

### 1.2.2 Dependent variable

#### Receptive skills

In the learning English there are only two receptive skills: reading and listening. These skills can also be known as passive skills, as the name implies it contrast to active skills. For that reason, Diab et al. (2018) postulated that listening and reading are receptive skills by virtue of learners do not need to produce any final product as a result of language. Nonetheless, the case of speaking and writing they do have to produce

skills. Thus, receptive skills only contribute to learning and improvement without showing language productivity.

### **Listening**

For learners, the ability to listen is an important skill in the part of learning as human beings. Hearing is a fundamental sense for the human being but knowing how to listen is already part of a skill that can be developed and improved. According to Diab et al. (2018), listening is a varied and complex process in which learners receive, assimilate and interpret with what they have learned or with what they already know. For instance, students go through a brain process to assimilate and learn according to what they have heard. With this in mind, hearing and listening are totally different but fundamental processes for learners on which this skill must be focused and developed in order to benefit and ensure their learning.

### **Extensive listening**

Brown (2004) affirmed that extensive listening focuses on promoting a detailed universal understanding of the oral language. Besides, the use of extensive participation in listening integrates the derivation of a message obtained from a short conversation or even complete conferences with the purpose of a verbal and comprehensive assimilation. Thus, extensive listening can range: listen to the gist, listen for details including the main idea and make inferences through the speaker's attitude.

### **Listening sub-skills**

For English teachers, it is essential to know the skills' characteristics belonging to listening skill. According to Jongepierová (2021), there are three listening sub-skills: the listening for gist, listening for detail and finally the listening for speaker's attitude. Furthermore, these skills can be accepted within scales that vary in the type of extension and selectivity on the part of the listener. As a result, several types and auditory scales can be evidenced. It is an important part to develop the ability of listening comprehension.



Jongepierová (2021) proposed a brief description of the sorts of listening:

- **Listening for the gist:** It is about a general idea when listening doing a brief analysis of the topic that was heard. Moreover, the listener in this type of listening is evidenced as reasoning for a very broad and general point or vision.
- **Listening for detail:** This contrasts with listening for gist because here, the listener focuses on the details that he is collecting and has a more specific vision of the information collected.
- **Listening for speaker's attitude:** This listening sub-skill described and focused on the mental outlook where the person has their own vision of what he listens according to the attitude reported in the communication or message that he is listening to.

### **Listening comprehension**

One of the most important skills to develop in learning English and in the application of the dictogloss is listening comprehension. The listening comprehension has several concepts and processes. Moreover, Diab et al. (2018) pointed out that listening comprehension is a receptive skill which promotes and increased the learning of English language. For instance, the use of an active skill such as speaking can be more effective in this sense now that this skill is used in real and daily situations. Because of this, the processes of listening comprehension differ in the application and requirement that the learner has in their learning processes. The listening comprehension takes a long and due cerebral operation. In fact, this skill has more process and functioning in the moment of applying this skill.

Taheri and Taki (2017) mentioned that listening comprehension is a procedure of several mental processes that the listener must discriminate in sounds, accents, intonation and pronunciation. Furthermore, it works as a complex process and cognitive processes that are involved so the listener differs in the construction, recognition and interpretation of the information.

For the successful application of the dictogloss in the development of listening comprehension, some mental processes of a learner's brain must be considered. In listening comprehension, various types of listening and understanding of the listener are carried out. First, the listener must have the essential idea of what he hears and then

process it in understanding the words and phrases. After this, he relates and interprets it according to the prior knowledge of the learner (Rezaei, 2019). As a result, in these complex mental processes the teachers can take advantage of understanding the way that the listener can listen information and relating it.

### **Elements of listening comprehension**

The ability to listen requires some processes and elements that are involved to reach an effective understanding of the received message. According to Highline college (2022), the elements involved in the listening process behoove the listener to identify sounds, understand the message produced by the speaker's sounds and critically evaluate that message in order to retain it in the memory and subsequently respond to the information received. Mentioned below are four of the elements and processes involved in effective listening:

- **Receiving:** The process of first identifying and then interpreting all the meanings received by the listener is attended to in order to capture them in the form of words that the listener himself gives meaning according to the context that is received, whether it comes from a non-verbal or verbal message.
- **Understanding:** Here, the understanding within the listening comprehension is important by reason of the listener proposes an interpretation to the meaning that is shared to open the communication where the listener determines the context and meanings of the words received in order to understand sentences.
- **Evaluating:** The listener evaluates the information received and interpreted to reach a conclusion if the message is meaningful, complete, important, true and organized. Also, the listener evaluates and determines the reasons why the information has been sent.
- **Responding:** The listener provides a response or reactions to the information that has been evaluated either in verbal or non-verbal forms such as gestures, signs or through body language. On the other hand, a verbal response varies from asking a question, starting a conversation, interrupting the speaker, or even checking the received message with the speaker.

## **1.3 Objectives**

### **1.3.1 General objective:**

- To explore the impact of dictogloss strategy on the development of the listening comprehension in students of sixth grade EGB from Unidad Educativa “Juan Montalvo”.

### **1.3.2 Specific objectives:**

- To identify the elements of dictogloss and the listening comprehension.
- To diagnose the level of students’ listening comprehension.
- To define the effectiveness of the dictogloss on students' listening comprehension.

### **Fulfillment of objectives**

The main element during the five sessions were the texts for dictation taken from authentic materials applied in the stage 2 (noticing) of dictogloss strategy. The elements of listening comprehension were identified as the processes involved in effective listening comprehension by students through the steps of dictogloss.

The Key English Test (KET) from the Cambridge English was applied in order to diagnose the level of students’ listening comprehension. The listening test had 25 questions and lasted around 30 minutes in order to evaluate each part focused on the development of the listening sub-skills (listen for the gist, listen for detail and listen for speaker’s attitude).

The application of dictogloss strategy is effective on the students' listening comprehension. This strategy was beneficial for students because they expand their vocabulary, identify accents and improve the pronunciation of the words they listen in step 1 (listening) of dictogloss.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Materials**

Several materials were used for the elaboration of this research: electronic books from the virtual library of Universidad Técnica de Ambato, essays, research papers, articles and magazines in order to support this work. Additionally, virtual interactive platforms like Microsoft Teams, Genially, Wordwall and Google forms were used. Also, physical materials such as printed worksheets, vocabulary cards, tape recorder, CD player, speakers, computer and school supplies were used in the application of dictogloss.

#### **2.2 Resources**

For the present research entitled "Dictogloss and the listening comprehension" several resources have been used in order to achieve scientific results.

- **Human resources**

This type of resource is based on the people involved in the research study. The following human resources have been implicated on this research work:

- Students of sixth grade (EGB) from Unidad Educativa “Juan Montalvo”
- The tutor's research guide
- The researcher

- **Institutional resources**

The involvement of an institution has been required for the investigative process. The Unidad Educativa “Juan Montalvo” has participated in this investigative requirement and acceptance.

##### **2.2.1 Population**

The participants were 64 students divided into two groups: the experimental group (EG) or “Parallel A” and the control group (CG) or “Parallel B”. The groups of participants were from Unidad Educativa “Juan Montalvo” belonging to sixth grade (EGB). The participants from the experimental group were involved in five sessions lasting 25 to 30 minutes in each session.

**Table 1. Population**

Frequency				
Population	<b>Experimental group (EG)</b>	<b>Control group (CG)</b>	<b>Total quantity</b>	<b>Average</b>
Female	13	11	24	37,5%
Male	19	21	40	62,5%
<b>Total</b>	<b>32</b>	<b>32</b>	<b>64</b>	<b>100%</b>

*Note:* This table shows the frequency and average of the population.

### **2.3 Instruments**

The most essential thing for this chapter is to reveal the instruments selected to facilitate the investigation in an efficient and scientific way. Sampieri (2018) postulated that instruments are tools that allow the researcher to obtain information from a specific sample or source. In scientific research, several types of instruments are categorized into the type of research which the researcher wants to carry out and what data the researcher wants to obtain. The investigative work can use different types of instruments to collect desired informational data in order to investigate the established problem or phenomenon. For that reason, the instruments used in this study were the pre and post-tests, dictogloss texts and a student's attitude questionnaire. Moreover, the collected data and information were analyzed through the software SPSS (Statistical Package for Social Sciences) that allowed to create a basis empirical data.

- **Listening pre/post-test**

The instrument used as pre/post-test in this research was Key English Test (KET) from the Cambridge English in order to diagnose the level of students' listening comprehension. This test was applied at the beginning as pre-test prior to apply the treatment using dictogloss strategy and at the end of the investigation as post-test. Furthermore, this test has difficulty of A2 elementary designed for beginners learners according to Common European Framework of Reference for Languages (CEFR). The test is divided into the 4 skills of the English language (reading and writing; listening and speaking) which only the listening part was taken according to the dependent variable of this research (listening comprehension).

The listening pre/post-test had 25 questions and lasted around 30 minutes. In the same way, it was integrated in 5 parts:

**Part 1-** pictures (multiple questions): The participants answer multiple questions listening five short recordings based on pictures. In this part, they need to be able to listen for the gist or listen general information.

**Part 2-** fill in a form: In part 2, the participants listen a longer monologue to fill the blanks. They need to be able to listen for detail or for specific information.

**Part 3-** multiple choice: In this part, the participants listen a longer dialogue in a multiple questions. They need to be able to listen for specific information and detail understanding.

**Part 4-** main idea: The participants listen five short recordings in order to get the main idea of each one. They need to be able to listen for detail.

**Part 5-** matching: The participants listen a conversation in order to match the speaker with the correct main idea. They need to be able to listen for speaker's attitude and detail understanding.

Therefore, the aforementioned test does not require validity and certification of validity because this already has an established standard.

- **Authentic material and texts used in dictogloss strategy**

The use of texts and authentic material in the application of the dictogloss strategy was essential in this investigation. For instance, in the first session it was used a passage about Albert Einstein awards taken from "*Extraordinary people*" by Kern (2009) focused on past simple of the verb to be. In the second application of the dictogloss strategy, the researcher used a fragment about Albert Einstein's life taken from a short documentary called "*Albert Einstein: The Biography Shorties*" focused on past simple with regular and irregular verbs. Furthermore, in the third session a short extract was applied taken from a YouTube video called "*Mother Teresa (Biography for Children) Youtube for Kids (Women's History Month)*" where the main language points was past simple with the auxiliary verb did. In the fourth session, the researcher applied a short passage about "*My last birthday party*" created by herself. This passage was focused on past simple of the verb to be (was/were) in affirmative sentences. Finally, in the

fifth session the researcher used a fragment of a true life story by Hernandez (2018) taken from Liveworksheets called “*A true life story - Listening Exercise*” where the language point was the past simple of the verb to be.

- **Rubric to assess writing task**

Another instrument used in this research was a rubric to assess writing task taken from Cambridge English A2 Key (2020). This rubric was used with the purpose of assess the students' progress in the writing task through the application of the dictogloss strategy. Additionally, it was applied to measure the student's listening comprehension through their writings. According to Sonmez (2019), rubric supports and evaluates the students' competencies through proposed guidelines to measure the learning process and allows the design of a more systematic and planned teaching process. The rubric selected is divided into three basic guidelines according to the level of the students: content, organization and language.

- **Students' attitude questionnaire**

The questionnaire used as an instrument in this research was applied to students in order to measure their perceptions in the use of dictogloss strategy. The questionnaire based on Likert scale or summary evaluations method was taken from the investigative work appointed as “*The students' perception on the use of dictogloss strategy in teaching listening*” by Gibran (2021). Additionally, in the application of this questionnaire only 6 items have been selected based mainly on the level of satisfaction of the students using dictogloss strategy and the remaining 3 items focused on the students' opinions in the same treatment processes.

## **2.4. Procedure**

The procedure was carried out in two interventions including five sessions applying dictogloss around 30 minutes according to the planned schedule. In the first intervention, the pre-test was applied to the students in order to diagnose their level of listening comprehension. During this intervention, general instructions were given, the time of completion and the topics in each intervention. Additionally, the pre-test (KET) had 25 questions divided into 5 parts and lasted around 30 minutes where the students listened to short dialogues, conversations and monologues.

In the first session applying the strategy, the steps of dictogloss strategy were introduced to the students to familiarize them with the experiment. Moreover, the steps applied were based on the level and age of the students (in this case children) to facilitate the application in 6 parts with 4 stages: preparation, listening (stage 1), noticing (stage 2), activity (stage 3), checking (stage 4) and production. Firstly, the lesson began with the topic of "*Extraordinary people*" where the preparation was given to start the class.

The researcher played a song about the use of *was* and *were* as a warm-up. For the step of listening, the researcher gave to students a notebook where they wrote their notes, vocabulary and each dictation. Then, the researcher introduced the vocabulary where the students listened to the pronunciation of each word with a British accent and repeated it. After that, students read sentences with each word from vocabulary to establish the meaning of those words through sentences.

In the next step (noticing), the researcher made two dictations using an authentic text that contains all the words entered in the vocabulary. In the first dictation, the students listened the passage without writing anything. After the first dictation was over, students were able to take notes in order to retain the information listened in their memories. For the second dictation, students listened again the same passage and took notes at the same time. In the third stage (activity), students were organized into groups in order to discuss and reconstruct the passage using their notes.

For the fourth stage (checking), each group shared their reconstructions in front of the class to later be analyzed between the researcher and the whole class. Subsequently, all interpretations were analyzed in order to check if the students managed the new vocabulary. Finally, in the production part the students worked with a worksheet "Find someone who" to cover the language points "Past simple of the verb to be (*was* and *were*)" where students asked and answered yes/no questions to their classmates using *was/were* to complete the worksheet.

In the second session, the lesson started with the topic "*Albert Einstein's life*". The researcher started with the preparation stage where a game in Wordwall was presented. The students chose the best option to complete the sentence in past simple. After that in the preparation stage, the researcher presented the vocabulary through flash cards and plays the audio of each card with British native pronunciation.



Here, the students listen and repeat the pronunciation to later play a memory game with the same flash cards. Additionally, they matched the picture with the right word and pronounced it correctly. After that, the researcher returned the notebooks used in the previous class to the students with the respective feedback based on the Cambridge writing rubric.

For the noticing stage, the researcher applied the two dictations according to the dictogloss application procedure integrating all the words entered in the vocabulary. In dictation 1, the participants listened to a fragment from a short documentary video about Albert Einstein's life without taking notes. For the second dictation, participants listened again the same fragment about Albert Einstein's life and in this case they took notes at the same time they were listening.

In the stage 3, the participants discussed in groups to reconstruct the fragment about Albert Einstein's life using their notes. For stage 4 (checking), the researcher asked students to share their reconstructions writing on the board. Moreover, the reconstructions were analyzed between the researcher and the whole class in order to check if the participants managed the new vocabulary. Finally, students worked in the same groups to play "tic tac toe" where the students chose a verb from any section of tic tac toe and made a sentence in past simple.

In the third session, the lesson began with the topic of *Mother Teresa bibliography*. First, the researcher started with the preparation part where the participants played a multiple-choice game in "Genially" as a warm-up about past simple in order to choose the best option to win the game. In the listening stage, the researcher presented the vocabulary through digital flash cards in the computer and plays the audio of each digital card with British native pronunciation.

In the same way, the participants listened and repeated the pronunciation. Then, the researcher encouraged students to read the sentences with the same vocabulary in past simple using was and were to pronounce correctly the words. After that, the researcher returned the notebooks used in the previous class to the students with the respective feedback based on the Cambridge writing rubric. In the noticing stage, the two dictations were applied. In the first dictation, participants listened to a short extract from a YouTube video about Mother Teresa bibliography where they listened first and took notes after listening. In the second dictation, students listened again the short

extract about Mother Teresa bibliography and took notes at the same time they were listening.

In the activity stage, students were organized into groups in order to discuss and reconstruct the passage using their notes. In the checking stage, each group shared their reconstructions in front of the class to later be analyzed between the researcher and the whole class. Furthermore, all interpretations were analyzed in order to check if the students managed the new vocabulary. As last, the researcher gave to students a worksheet based on information gap where students worked in pairs to make wh-questions using auxiliary verb did in order to complete all the missing information in the worksheet.

In the fourth session, the lesson started with the topic "*My last birthday party*". The researcher started with the preparation part with a mystery box where each student picked up a small piece of paper. It is mentioned that in some pieces there are incomplete sentences. The participants who received the written paper completed the sentence using was/were correctly and wrote it on the board. Additionally, the researcher and the whole class decided a penance for the student who made a mistake in the sentence. To start with the listening stage, the researcher presented the vocabulary through flash cards and played the audio of each card with British native pronunciation.

The participants listened to the audio of each card and repeated the pronunciation. After that, the researcher encouraged participants to make sentences with the same vocabulary in past simple using was and were where they pronounced correctly the words. For the noticing stage, the researcher applied the two dictations: in the first one, researcher encouraged a student to read the passage about "My last birthday" and the rest of students listened first to their classmate and took notes after listening. In dictation 2, students listened again the same passage read by their classmate and took notes at the same time they were listening.

In the next step (activity), the students were organized into groups in order to discuss and reconstruct the passage using their notes. For the fourth stage (checking), the researcher asked students to share their reconstructions writing on the board. The reconstructions were analyzed between the researcher and the whole class in order to check if the participants managed the new vocabulary. Ultimately, the students made

an oral presentation as a production part describing their last birthday using *was* and *were* in affirmative sentences.

For the fifth session, the researcher started the class with the topic “A true life story”. As a warm-up and preparation stage, the researcher gave to students a worksheet and played a song called “When you were mine” by Lauper (1983). The participants listened to the song and filled in the blanks of the worksheet according to the lyrics of the song. After that, the researcher and students checked the missing words. In the stage 1, the researcher presented the vocabulary through flash cards and played the audio of each card with British native pronunciation.

The participants listened and repeated the pronunciation. After that, the researcher encouraged students to make sentences with the same vocabulary in past simple using *was* and *were* pronouncing correctly the words. In the noticing stage, the researcher made two dictations using an authentic text that contains all the words entered in the vocabulary. In the first dictation, the participants listened to a fragment of a true life story first and took notes after listening. For the second dictation, the participants listened again the same fragment of a true life story and took notes at the same time they were listening.

In the activity stage, students worked in groups in order to discuss and reconstruct the fragment using their notes. In the checking stage, the researcher asked students to share their reconstructions writing on the board. The reconstructions were analyzed between the researcher and the whole class in order to check if the participants managed the new vocabulary. Finally, the students wrote a short past story about their life as a production part using *was* and *were*. After that, they presented it orally in front of the class.

In the second and final intervention, the post-test was applied to the participants in order to explore the impact of their level in listening comprehension using dictogloss strategy. This post-test taken from KET had 25 questions divided into 5 parts and lasted around 30 minutes. The post-test was applied at the end of the treatment to look at the levels of listening comprehension and compare it with the results of the pre-test. Additionally, the students’ attitude questionnaire based on Likert scale was applied to the participants in order to measure their perceptions in the use of dictogloss strategy during the sessions.

## **2.2 Methods**

The scientific field was focused to obtain scientific foundations about the impact of dictogloss in the student's listening comprehension where the research methodology, research design, level of research and modality allowed to achieve the objectives of this investigation. Thus, this methodology chapter is an important field for this work and research study by reason of demonstrate and corroborate the hypotheses established.

### **2.2.1 Research methodology**

The present research work is a mix approach: **qualitative** and **quantitative approach**. The authors Rutberg and Bouikidis (2018) postulated that investigation is established as mixed approach when the researcher has the strong viability of collecting data through quantitative and qualitative methods. The naturalness of this mixed approach is the collaboration between both to mutually support each other the data obtained.

Eyisi (2016) mentioned that qualitative approach focuses on explanatory foundations about the behavior of a phenomenon through direct observation and deductions from experiences arising during the investigation. For that reason, this research focused to find a solution on the problem that students have in their listening comprehension and the behavior through the questionnaire students' attitude. Thus, this type of research is essential mainly for this investigative work focused on issues in the educational field.

On the other hand, the quantitative approach can offer a study based on numerical data and statistical bases obtained through the selected study groups in a controlled or experimental environment. Statistical data collection facilitates the researcher in the process of calculation and analysis through a computer system (SPSS) (Eyisi, 2016). For that reason, this investigation was involved experimental and control groups to obtain and collect quantified information through tests (pre/post-tests) and scales based on statistical structures to corroborate the proposed hypotheses.

### **2.2.2 Research design**

#### **Experimental research**

The design of this research work was an experimental research. According to Flannelly et al. (2018) experimental research uses a true scientific design of experimentation that involves the random use of study subjects. The participants selected in experimental

and controlled groups are involved from the beginning of the experiment. Additionally, the data collection of the study subjects is done through tests (pre/post-tests) applied at the beginning and at the end of the experiment.

For that reason, the use of participatory groups in this study were: the experimental group (EG) and the control group (CG). The experimental group is directly involved with the strategy chosen, in this case dictogloss. On the other hand, the control group is not directly involved with this strategy so normal classroom activities were applied in this group to collect data and contrast it with the experimental group data in order to obtain a more solid scientific basis.

### **2.2.3 Level of research**

#### **Exploratory research**

Exploratory research is considered as an investigation of science and society focused on the discovery of new emergences. It is established as the guide for research with innovative and interesting results. Besides, this research specializes precisely in the theory of empirical bases with depth results to solve a problem (Swedberg, 2020). Hence, the proposal and hypothesis established for this research was based on solving a problem that students have with listening comprehension and improving it in an innovative way through teaching and the use of strategies such as dictogloss.

#### **Correlational research**

Seeram (2019) established that correlational research is a type of non-experimental research which facilitates the explanations among variables and its relationship. For that reason, this research work is focused on correlational research because the researcher did not manipulate the proposed variables. Moreover, between these two variables there is a relationship and influence by virtue of the dependent variable in this case listening comprehension is related to the independent variable dictogloss and as well as dictogloss is strongly related to the impact of listening comprehension.

## **2.2.4 Modality**

### **Field research**

As stated by Graterol (2011), field research is a controlled field formed by participants where the researcher can understand the real context and its various realities through the own needs-based diagnosis. Subsequently, the field of this research was the institution Unidad Educativa “Juan Montalvo” exposing the reality of an educational context and the appearance of problems along with the manifestation of various aspects and factors belonging to a natural and real environment.

### **Bibliographic or documentary research**

Bibliographic- documentary is assumed in order to expand the conceptualizations and hypotheses of this investigation through first and second level of bibliographic resources. Whereas, an experimental application was evidenced using a certain population or groups of participants applying a pre-test in the beginning and then a post-test at the end of the research focusing on the participants' listening comprehension.

## **2.3 Hypothesis**

### **Null hypothesis**

Dictogloss does not have impact on the development of the listening comprehension in students of sixth grade EGB from Unidad Educativa “Juan Montalvo”.

### **Alternative hypothesis**

Dictogloss does have impact on the development of the listening comprehension in students of sixth grade EGB from Unidad Educativa “Juan Montalvo”.

## **CHAPTER III**

### **RESULTS AND DISCUSSION**

#### **3.1 Analysis and discussion of the results**

This chapter is focused on analyzing and interpreting the results obtained through the scientific research using the software SPSS. The results obtained are represented through statistical tables and figures that show the average of the data collected. The first result analyzed is the questionnaire with 6 items focused on the students' perspective in the application of dictogloss strategy where the participants answered each item based on Likert scale. Each item was analyzed through tables and figures that show the frequency and percentage of responses.

Furthermore, the level of participation and performance assigned in writing task according to their listening comprehension based on content, organization and language were analyzed during the five sessions of treatment. The writings of each session are analyzed through a rubric. At the end, the general results of the averages obtained in all the sessions are analyzed.

The results obtained from the pre-test and post-test in the experimental group and the control group were thoroughly analyzed to obtain statistical and empirical evidence. In the first group, data was collected from 32 sixth grade students parallel "A" belonging to Unidad Educativa "Juan Montalvo". These students participated in a treatment during 3 weeks with 2 interventions and 5 sessions of application. Each session had 30 minutes of duration in order to verify if the use of the dictogloss strategy has impact on the development of the listening comprehension. Otherwise, the test applied taken from the Cambridge English (KET) Key English Test consists of 5 parts, each part has a maximum weight of 5 and a minimum of 0 points allowing the student to obtain a maximum score of 25 points. The score is transformed by a rule of 3 which allowed the student to obtain a final grade of 10.

On the other hand, the same test was applied to the control group formed by 32 sixth grade students parallel "B" from Unidad Educativa "Juan Montalvo". However, this group did not participate in any treatment to improve listening skills. Finally, the hypothesis verification through test of normality, Wilcoxon signed ranks test and statistics test based on the results of the pre/post-test in order to determine if the research hypothesis is accepted or rejected.

### 3.2 Students' attitude questionnaire

For this investigative work, a questionnaire was applied at the end of the treatment in order to measure the students' perceptions in the use of dictogloss strategy. The questionnaire had 6 items where the 3 first items were based mainly on the level of satisfaction of the students using dictogloss strategy whereas the remaining 3 items focused on the students' opinions in the same treatment processes. This questionnaire was based on Likert scale divided into: strongly disagree, disagree, neutral, agree and strongly agree.

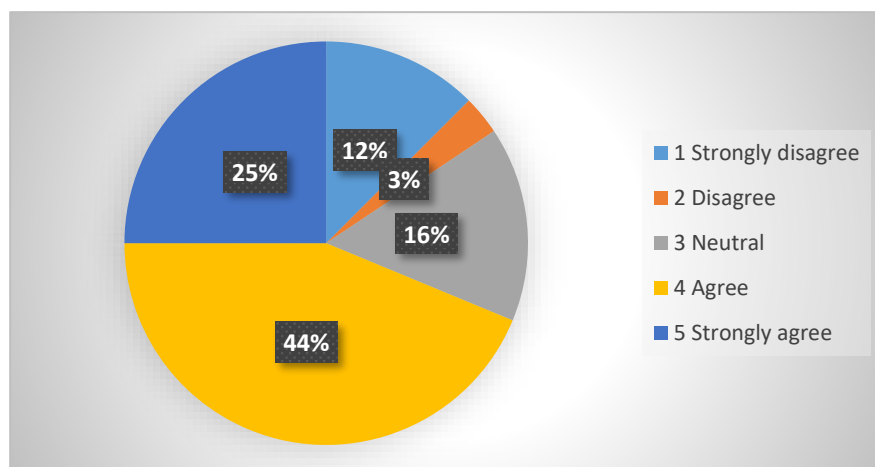
**Item 1:** I feel that dictogloss strategy can help me studying.

**Table 2.** *Dictogloss strategy in studies*

Scales	Frequency	Percentage
<b>1 Strongly disagree</b>	4	12%
<b>2 Disagree</b>	1	3%
<b>3 Neutral</b>	5	16%
<b>4 Agree</b>	14	44%
<b>5 Strongly agree</b>	8	25%
<b>Total</b>	<b>32</b>	<b>100%</b>

*Note:* This table shows the scales, frequency and percentage of students' attitude questionnaire

**Figure 2.** *Dictogloss strategy in studies*



*Note:* This figure presents the scales and percentage of students' attitude questionnaire



### Analysis and interpretation

Table 2 shows the level of satisfaction of the 32 students using dictogloss strategy as a way to help them in their studies. The highest percentage resulted in 44% which represents 14 students who does *agree* that dictogloss strategy can help them for studying. The lowest level resulted in 3% that represents 1 student who does *disagree* that dictogloss strategy can help for studying. Moreover, the 12% that represents 4 students from the sample were *strongly disagree*. Also, the *neutral* scale is represented with 16% with 5 students who were in a neutral position. Finally, the 25% representing 8 students were *strongly agree* that dictogloss strategy can help for studying.

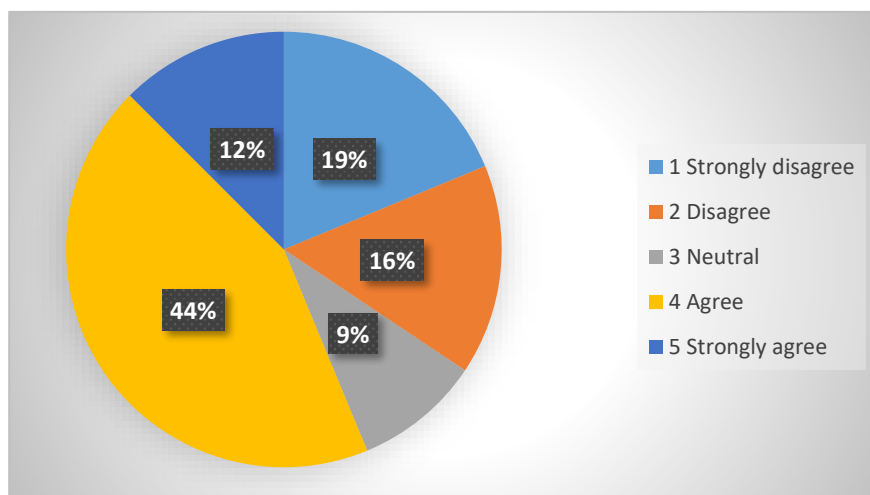
**Item 2:** I get new information through dictogloss strategy

**Table 3.** *Get new information*

Scales	Frequency	Percentage
1 Strongly disagree	6	19%
2 Disagree	5	16%
3 Neutral	3	9%
4 Agree	14	44%
5 Strongly agree	4	12%
<b>Total</b>	<b>32</b>	<b>100%</b>

*Note:* This table shows the scales, frequency and percentage of students' attitude questionnaire

**Figure 3.** *Get new information*



*Note:* This figure presents the scales and percentage of students' attitude questionnaire

### Analysis and interpretation

As shown in the results of table 3, the highest percentage from a sample of 32 students resulted in 44% representing 14 students who were “agree” that they get new information through the dictogloss strategy. On the other hand, the lowest was the 9% representing 3 students who opted for the “neutral” option in getting new information. The rest of the participants were 6 students who selected “strongly disagree” with 19%. The scale of “disagree” was selected by 5 students with 16%. Finally, the 12% of the results is represented in the scale of “strongly agree” selected by 4 students.

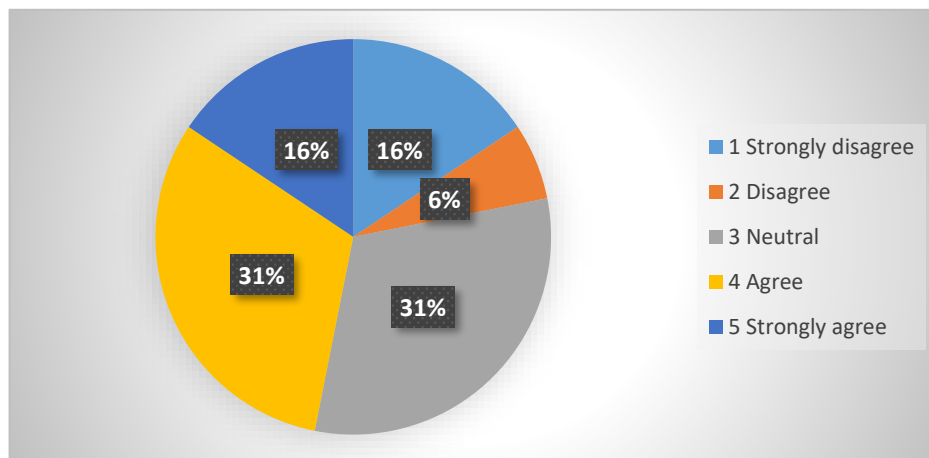
**Item 3:** I am able to understand the lesson using dictogloss strategy.

**Table 4.** *Understand the lesson*

Scales	Frequency	Percentage
1 Strongly disagree	5	16%
2 Disagree	2	6%
3 Neutral	10	31%
4 Agree	10	31%
5 Strongly agree	5	16%
<b>Total</b>	<b>32</b>	<b>100%</b>

*Note:* This table shows the scales, frequency and percentage of students’ attitude questionnaire

**Figure 4.** *Understand the lesson*



*Note:* This figure presents the scales and percentage of students’ attitude questionnaire

### Analysis and interpretation

The total sample of 32 students represented by 100%, the 16% of the students is presented in two occasions. The 5 students answered “*strongly disagree*” and the others 5 students selected “*strongly agree*” in understanding the lesson using dictogloss strategy. Moreover, the 6% of the sample were disagree, while the 31% is also presented in two occasions, that is to say 10 of the students chose *neutral* and the other 10 chose *agree*.

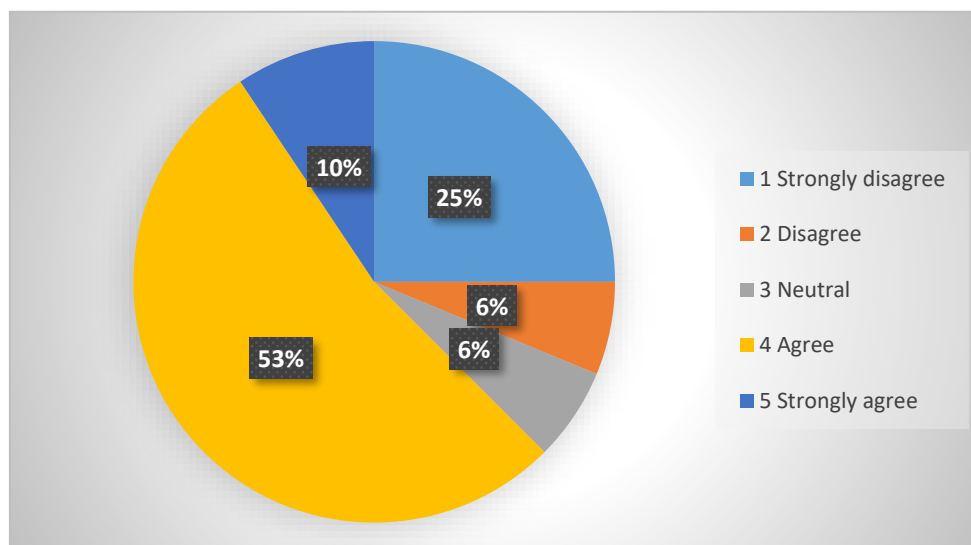
**Item 4:** Dictogloss strategy in the class can help me to increase my motivation in learning.

**Table 5.** Increase motivation in learning

Scales	Frequency	Percentage
1 Strongly disagree	8	25%
2 Disagree	2	6%
3 Neutral	2	6%
4 Agree	17	53%
5 Strongly agree	3	10%
<b>Total</b>	<b>32</b>	<b>100%</b>

**Note:** This table shows the scales, frequency and percentage of students’ attitude questionnaire

**Figure 5.** Increase motivation in learning



**Note:** This figure presents the scales and percentage of students’ attitude questionnaire

### Analysis and interpretation

Table 5 and figure 5 present the total of 100% of the sample of 32 students divided into 25% representing 8 students who selected the scale “*strongly disagree*”, the 6% represented in two occasions with *disagree* and *neutral* where 2 students selected it in each scale. Moreover, the majority of the population, that is to say 17 students represented with 53% who chose *agree* and the other 10% were 3 students that opted for *strongly agree*. As a result, most of the sample was agree that dictogloss strategy in the class can help them to increase motivation in learning, while the least part of the sample was disagree and neutral with the item 4.

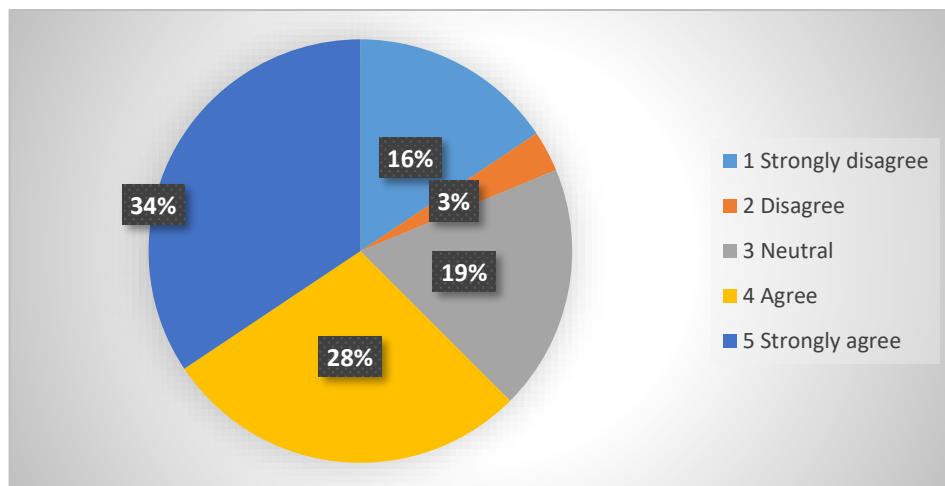
**Item 5:** Dictogloss strategy helps me to understand more about a lesson in the listening class.

**Table 6.** *Understand the lesson in the listening class.*

Scales	Frequency	Percentage
1 Strongly disagree	5	16%
2 Disagree	1	3%
3 Neutral	6	19%
4 Agree	9	28%
5 Strongly agree	11	34%
<b>Total</b>	<b>32</b>	<b>100%</b>

*Note:* This table shows the scales, frequency and percentage of students’ attitude questionnaire

**Figure 6.** *Understand the lesson in the listening class.*



*Note:* This figure presents the scales and percentage of students’ attitude questionnaire

### Analysis and interpretation

According to the results of table and figure 6, the total of 100% from the sample of 32 students is divided into 16% representing 5 students who selected the scale “*strongly disagree*”, the 1% representing 1 student who was *disagree* and the 19% presented in the *neutral* scale selected by 6 students. Additionally, table 5 indicates 9 students who selected the option *agree* with 28% and the rest of the frequency with 11 students representing the 34% who were *strongly agree*. Therefore, the majority of the population was strongly agree that dictogloss strategy helps to understand more about a lesson in the listening class.

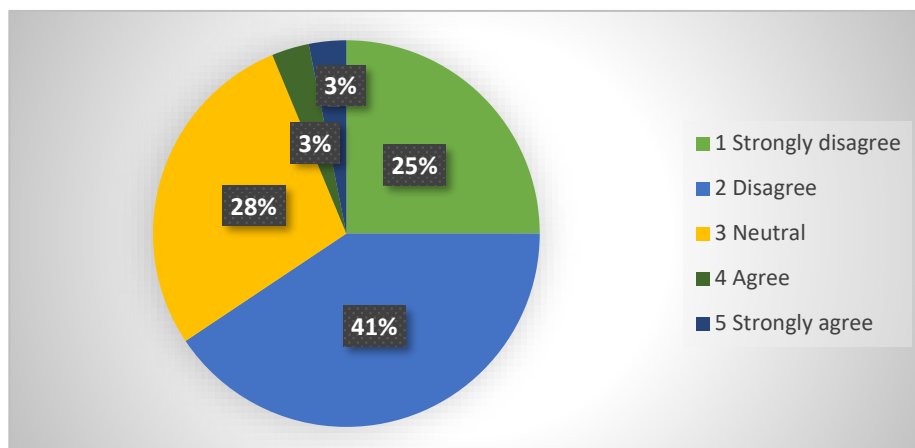
**Item 6:** By doing dictogloss strategy in class the teaching learning process becomes unpleasantly boring.

**Table 7.** *Teaching learning process.*

Scales	Frequency	Percentage
1 Strongly disagree	8	25%
2 Disagree	13	41%
3 Neutral	9	28%
4 Agree	1	3%
5 Strongly agree	1	3%
<b>Total</b>	<b>32</b>	<b>100%</b>

*Note:* This table shows the scales, frequency and percentage of students' attitude questionnaire

**Figure 7. Teaching learning process**



*Note:* This figure presents the scales and percentage of students' attitude questionnaire

### **Analysis and interpretation**

As table 7 and figure 7 indicate, the total population were 32 students of which 8 students selected the option “*strongly disagree*” representing 25% of the sample. Further, the 41% were 13 students who chose *disagree*, while the two last options represent 3% where 1 student was *agree* and the other student was *strongly agree*. Also, the 28% representing 9 students were *neutral* about dictogloss and teaching learning process. Thus, most of the students were strongly disagree that by doing dictogloss strategy in class the teaching learning process becomes unpleasantly boring, while the least part of the population were agree and strongly agree with the postulated statement.

### 3.3 Students' progress in the writing task through the application of the dictogloss strategy

To complement this investigative work and the results, the students' progress in the writing task through the application of the dictogloss strategy was taken into account using a rubric to assess writing task taken from Cambridge English A2 Key. It was used during the treatment with the purpose of measure the student's listening comprehension through their writings focusing on content, organization and language criteria.

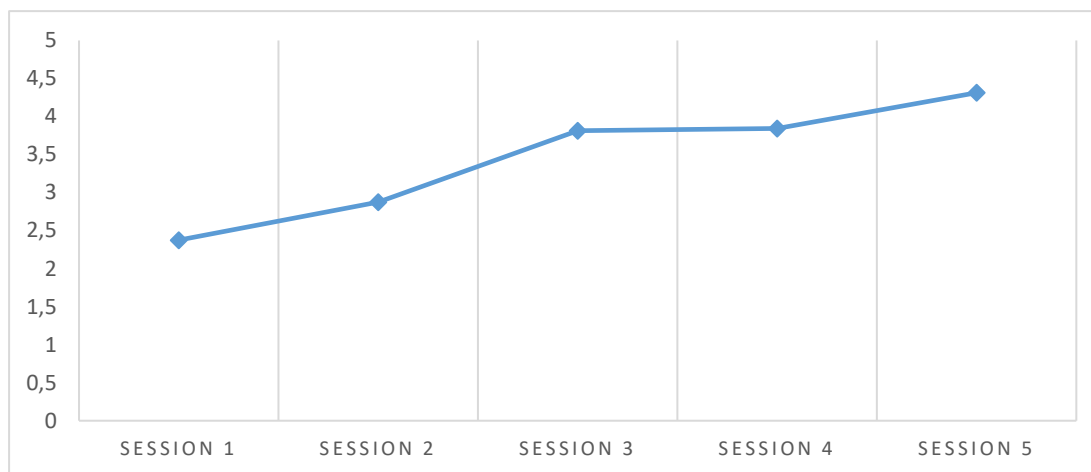
## Criteria N°1: Content

**Table 8.** Content average over 5 points

Content	Session 1	Session 2	Session 3	Session 4	Session 5
Average	2,37	2,87	3,81	3,84	4,31

*Note:* Average of content criteria of the experimental group in the writing task.

**Figure 8.** Content average over 5 points



*Note:* Average of content criteria of the experimental group in the writing task.

### Analysis and interpretation

According to the results of table 8, the general content average in the first treatment session was 2,37; while in the second session the average was 2,87 having an increase of 0,5 in the second session. Besides, the table shows an increase between session 2 and 3 with an augmentation of 0,94 resulting with the average of 3,81 in session 3. For session 4, the average is 3,84 that it is compared to session 3 which had an increase of 0,003. Finally, between session 4 and 5 an increase is demonstrated between the penultimate and last session resulting in an increase of 0,47 representing an average of 4,31.

Figure 8 shows the data obtained focused on the content and the increments for each session that have been established through the students' writing using the dictogloss strategy to improve their listening comprehension. The figure represents the level of improvement that has been obtained in each session and the level of progress in their listening comprehension demonstrated through their writings. As a result, the sessions 2, 3, 4 and 5 according to the criteria of the rubric used presenting a remarkable improvement in each session.

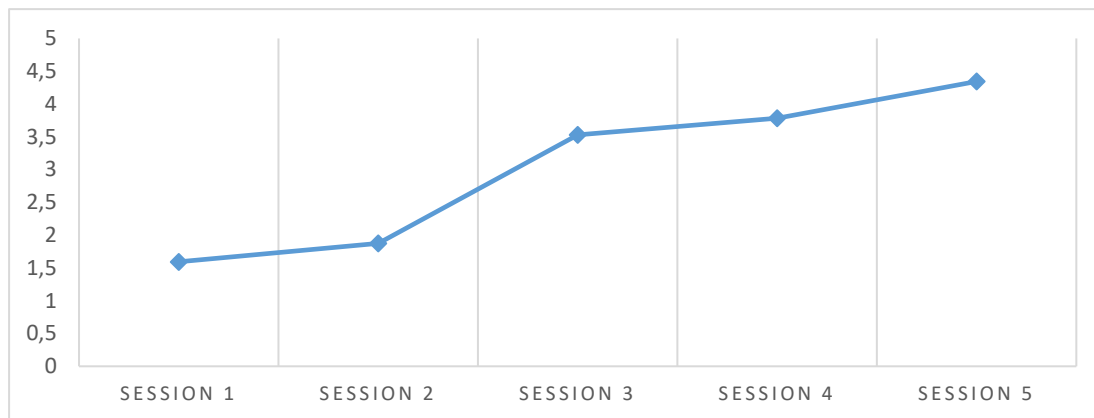
## Criteria N°2: Organization

**Table 9.** Organization average over 5 points

Organization	Session 1	Session 2	Session 3	Session 4	Session 5
Average	1,59	1,87	3,53	3,78	4,34

*Note:* Average of organization criteria of the experimental group in the writing task.

**Figure 9.** Organization average over 5 points



*Note:* Average of organization criteria of the experimental group in the writing task.

### Analysis and interpretation

As shown in the results of table 9, the organization average in the session 1 was 1,59; while in the second session the average was 1,87 having an increase of 0,28 in the second session. Moreover, the table shows an increase between session 2 and 3 with an augmentation of 1,66 resulting with the average of 3,53 in session 3. For session 4, the average is 3,78 that it is compared to session 3 which had an increase of 0,25. At last, between session 4 and 5 an increase is demonstrated between the penultimate and last session resulting in an increase of 0,56 representing an average of 4,34.

Consequently, figure 9 shows the data obtained focused on the organization and the increments for each session that have been established through the students' writing using dictogloss strategy to improve their listening comprehension. The figure represents the level of improvement that has been obtained in each session and the level of progress in their listening comprehension demonstrated through their writings. Thus, the consecutive growth according to the data obtained from the organization progress of their writings has resulted in an improvement demonstrated in sessions 2, 3, 4 and 5 resulting in the highest number of best in session 5.



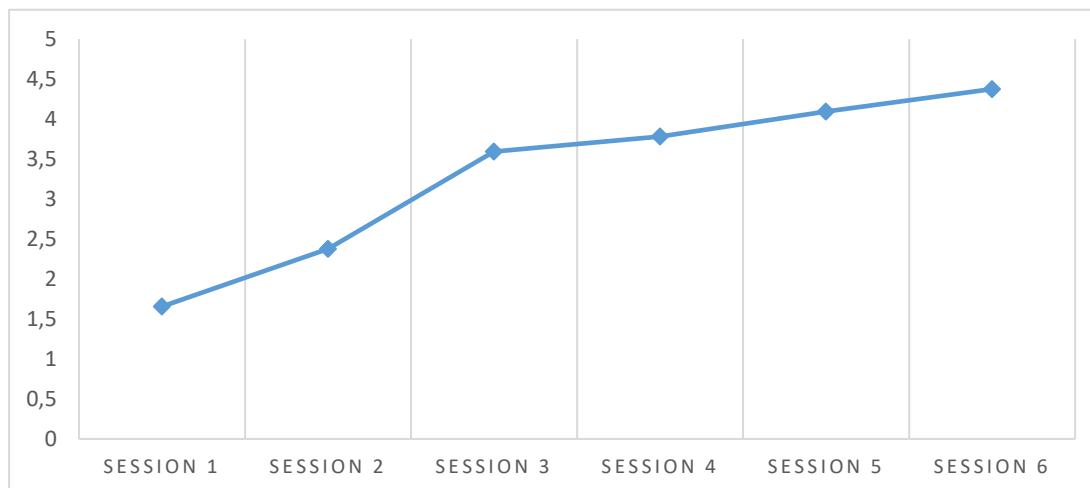
### Criteria N° 3: Language

**Table 10.** Language average over 5 points

Language	Session 1	Session 2	Session 3	Session 4	Session 5
Average	1,66	2,37	3,59	3,78	4,09

*Note:* Average of language criteria of the experimental group in the writing task.

**Figure 10.** Language average over 5 points



*Note:* Average of language criteria of the experimental group in the writing task.

### Analysis and interpretation

As can be seen in table 10, the language average in the session 1 was 1,66; while in the second session the average was 2,37 having an increase of 0,71 in the second session. With this in mind, the table shows an increase between session 2 and 3 with an augmentation of 1,22 resulting with the average of 3,59 in session 3. For session 4, the average is 3,78 that it is compared to session 3 which had an increase of 0,19. In short, between session 4 and 5 an increase is demonstrated between the penultimate and last session resulting in an increase of 0,31 representing an average of 4,09.

In the meantime, the figure 10 represents the level of improvement that has been obtained in each session and the level of progress in their listening comprehension demonstrated through their writings. Thus, the consecutive growth according to the data obtained from the language progress has resulted in an improvement demonstrated in sessions 2, 3, 4 and 5 resulting in the highest number of best in session 5. Hence, the significant difference between each session and the consequent growth of the averages of each session shows that the students of the experimental group have had an improvement in the language according to the criterion of the rubric used.

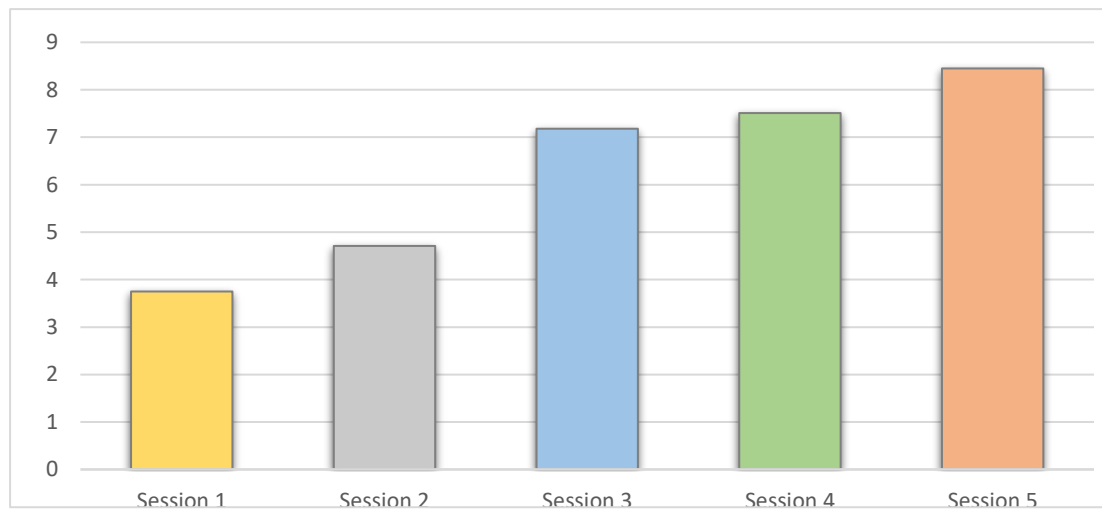
### 3.3.1 General average of the students' progress in the writing task

**Table 11.** *General average over 10 points*

	Session 1	Session 2	Session 3	Session 4	Session 5
<b>General Average</b>	3,75	4,71	7,18	7,51	8,45

*Note:* General average of the experimental group in the writing task.

**Figure 11.** *General average over 10 points*



*Note:* General average of the experimental group in the writing task.

#### **Analysis and interpretation**

According to the results of table 11, session 1 resulted in the general average of 3,75 over 10 points, while session 2 shows an average of 4,71 demonstrating an increase of 0,96 and raising the improvement increment in the areas of content, organization and language. Besides, the session 3 with the average of 7,18 shows a noticeable increase compared to session 2 with a difference of 2,47. In session 4, the overall average is 7,51 representing a bit of difference with session 3 with a 0,33. Finally, session 5 had an increase of 0,94 between session 4 having as a result that session 5 was the highest session of increase in the notes of the writings.

Meanwhile, figure 11 shows students' progress in their writing from session 1 to session 5. As can be seen, session 5 was the highest session with grades greater than 6, while the lowest session was number 1, implying that the students started with grades lower than 3 in their writing. Therefore, the increase in the averages in each session has been evidenced through the improvement of the students' writing tasks to

measure the level of listening comprehension resulting in a notable increase and improvement in the content, organization and language.

### 3.4 Results of the application of the pre-test and post-test

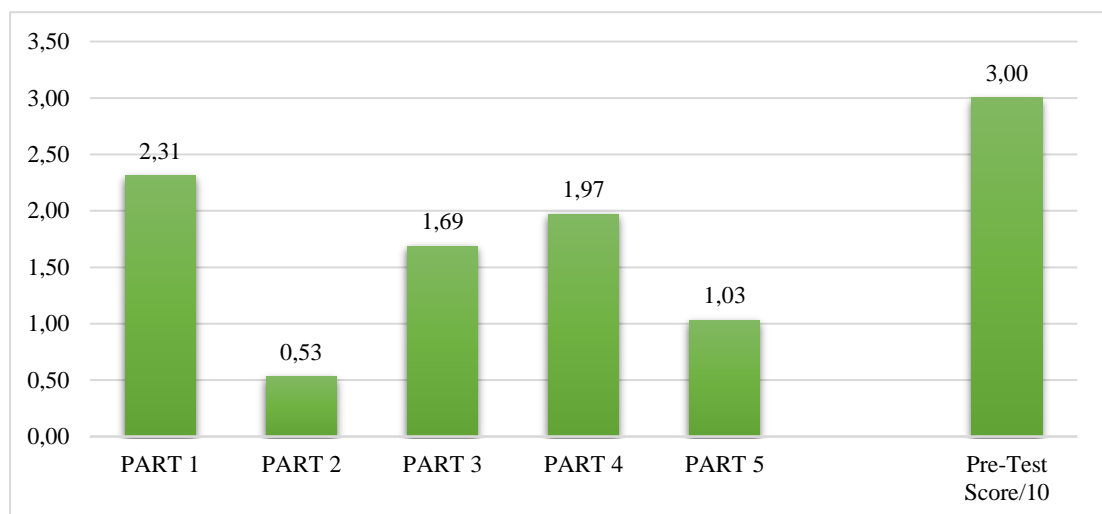
#### Results of the experimental group pre-test

**Table 12.** Results of the experimental group in the listening pre-test

Results of the experimental group pre-test						
	Part 1	Part 2	Part 3	Part 4	Part 5	Pre-Test Score/10
<b>Average</b>	2,31	0,53	1,69	1,97	1,03	3,00

*Note:* General average of the experimental group of the listening pre-test.

**Figure 12.** Results of the experimental group in the listening pre-test



*Note:* General average of the experimental group of the listening pre-test.

#### Analysis and interpretation

The pre-test was applied to the experimental group of 32 sixth grade students parallel "A" from Unidad Educativa "Juan Montalvo" in order to get their listening comprehension level through 5 parts. In part 1, the participants answer multiple questions where they listen to five short image-based recordings. In part 2, the participants listen to a longer monologue to fill in the blanks through listening specific information. Additionally, part 3 focuses on participants listen to a longer dialogue to answer multiple questions. Moreover, part 4 requires participants to listen five short recordings to get the main. Finally, part 5 requires to participants listen to a conversation in order to match the speaker with the correct main idea. Each part has a

maximum weight of 5 and a minimum of 0 points allowing the student to obtain a maximum score of 25 points at the end of the test. This score was transformed using a rule of 3, which will allow the student to obtain a final grade of 10.

Table 11 shows an average range in the first part of 2,31 out of 5 points. In part 2, the initial average was 0.53 out of 5 points, while in part 3 the average range was 1,69. In part 4, the average range reached 1.97 and finally in part 5 the average range was 1,03 points. The overall average after applying the rule of 3 was 3 out of 10 points. Accordingly, it is evident that the general average is below the maximum grade and this is observed in part 2 the average range was 0,5 out of 5 points. For that reason, it is the lowest score almost reaching the minimum mark which means that the students have problems listening to the information so it is recommended that this skill be improved and developed.

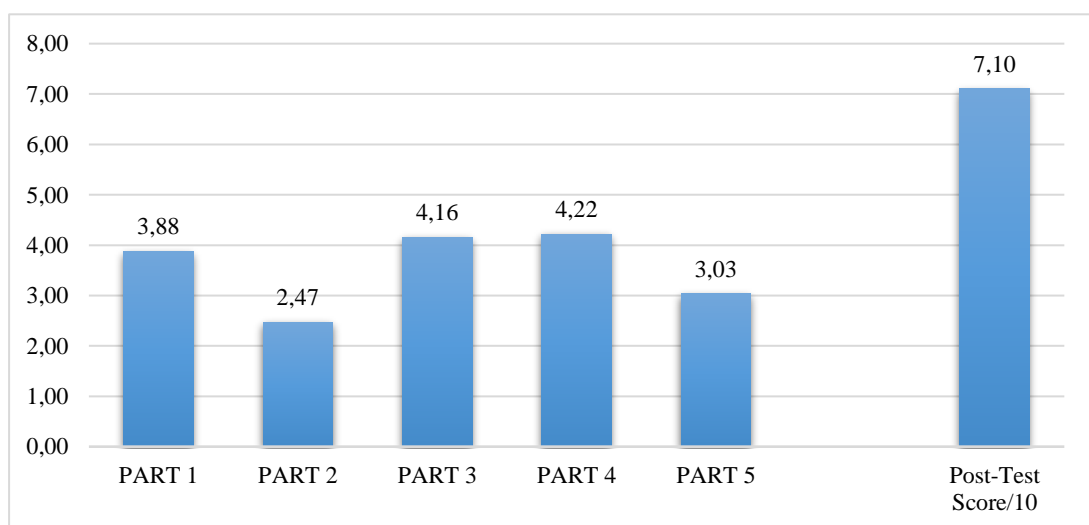
### Results of the experimental group post-test

**Table 13.** Results of the experimental group in the listening post-test

Results of the experimental group Post-Test						
	Part 1	Part 2	Part 3	Part 4	Part 5	Post-Test Score/10
Average	3,88	2,47	4,16	4,22	3,03	7,10

*Note:* General Average of the experimental group of the listening post-test.

**Figure 13.** Results of the experimental group in the listening post-test



*Note:* General average of the experimental group of the listening post-test.

### **Analysis and interpretation**

Dictogloss strategy was applied in order to develop and increase the listening comprehension in students. The post-test was applied to the same group of 32 sixth grade students parallel "A" from Unidad Educativa "Juan Montalvo". The test that was applied consists of the same 5 parts as the pre-test. In part 1, the participants answer multiple questions where they listen to five short image-based recordings. In part 2, the participants listen to a longer monologue to fill in the blanks through listening specific information. Additionally, part 3 focuses on participants listen to a longer dialogue to answer multiple questions. Moreover, part 4 requires participants to listen five short recordings to get the main. Finally, part 5 requires to participants listen to a conversation in order to match the speaker with the correct main idea. Each part has a maximum weight of 5 and a minimum of 0 points allowing the student to obtain a maximum score of 25 points at the end of the test. This score was transformed using a rule of 3, which will allow the student to obtain a final grade of 10.

As shown in table 13, there is an increase in the values. The average range in the first part increased to 3,88 out of 5 points. In part 2, it reached an average of 2,47 out of 5 points. In part 3, it is evident that there was a remarkable growth where the average range was 4,16. Whereas, in part 4 the midrange reached 4,22. Finally, in part 5 the average range was 3,03 out of 5 points. The general average of the post-test after applying the rule of 3, increased to 7,10 out of 10 points. At this point, it is evident that the general average increased above half of the maximum grade, which means that the treatment had a positive impact on the listening development of the students. As a result, this was demonstrated through the tables that the students notably improved their scores in the post-test. Therefore, the use of the dictogloss strategy is recommended for use in learning and in the development of listening skills.

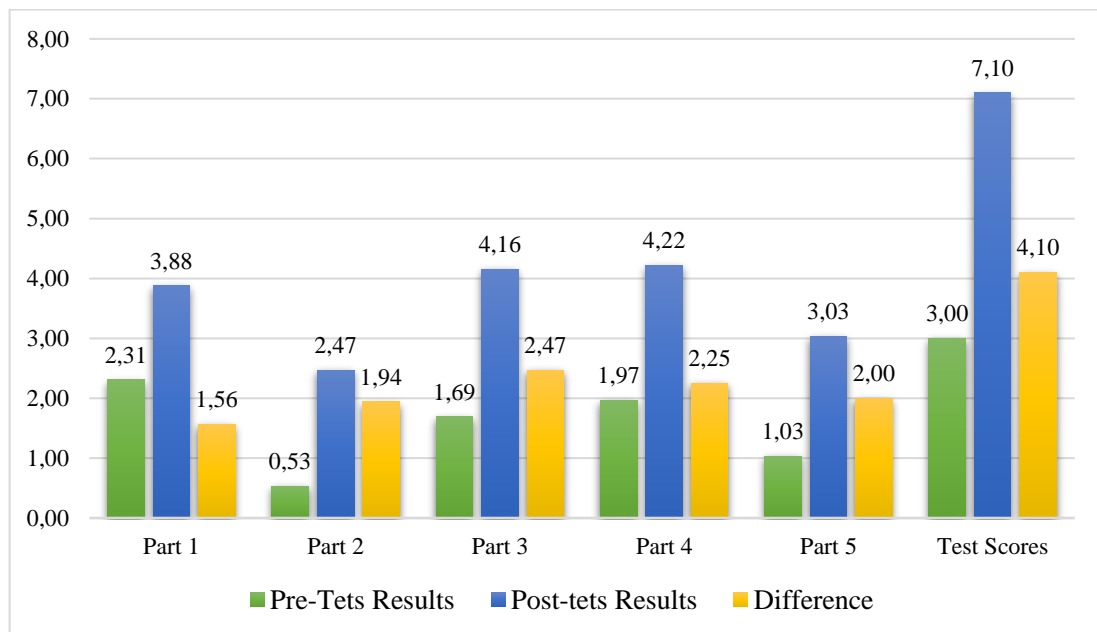
### Comparative results of the experimental group pre-test and post-test

**Table 14.** Comparative results of the experimental group pre-test and post-test

Criteria	Pre-test average	Post-test average	Difference
Part 1	2,31	3,88	1,56
Part 2	0,53	2,47	1,94
Part 3	1,69	4,16	2,47
Part 4	1,97	4,22	2,25
Part 5	1,03	3,03	2,00
Test scores	<b>3,00</b>	<b>7,10</b>	<b>4,10</b>

*Note:* General average and difference pre-test and post-test.

**Figure 14.** Comparative results of the experimental group pre-test and post-test



*Note:* General average and difference pre-test and post-test.

### Analysis and interpretation

Table 14 shows the average results of each part that was evaluated and the difference between each value is also displayed. The purpose of this table is to demonstrate the increase in student scores. In addition, the table shows the comparative result in the 5 parts of the test. In part 1 of the pre-test, the average range was 2,31 and with this result increased to 3,88 in the post-test, that is to say there was an increase of 1,56 points. In part 2, the initial average was 0,53 compared to the average obtained in the post-test which was 2,47 with a difference of 1,94 points. Part 3 shows a significant growth

between the averages where the range in the pre-test was 1,69 so this value increased to 4,16 with an increase of 2,47 points. In the fourth part, it is evident that the initial average was 1,97; while this value grew to 4,22 in the post-test. From here on, part 5 obtained an initial average of 1,03 where this value increased to 3,03 with a difference of 2 points.

Gradually, the rule of three was applied to general average to get the value over 10 points. In the previous test was 3,00 so this value increased considerably in the post-test with 7,10 over 10 points. Also, there was an increase of 4,10 points between both tests. After the analysis of the two tests applied to the students, it inferred that the use of the dictogloss strategy had a positive impact on improving and increasing the listening ability. For that reason, this is evidenced in the difference between the scores of the pre-test and post-test through the application of the treatment which allowed students to capture and understand auditory information. Therefore, the use of dictogloss for student learning is recommended.

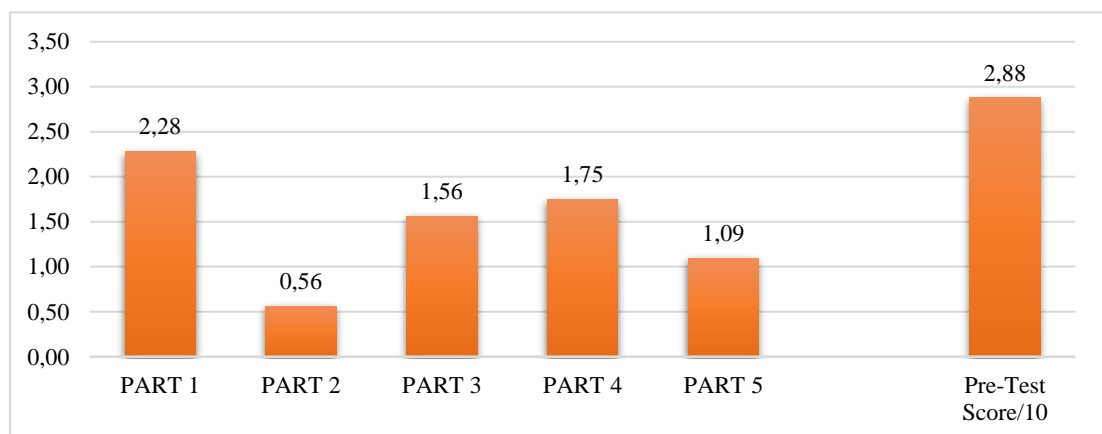
### Results of the control group pre-test

**Table 15.** Results of the control group in the listening pre-test

Results of the control group pre-test						
	Part 1	Part 2	Part 3	Part 4	Part 5	Pre-Test Score/10
<b>Average</b>	2,28	0,56	1,56	1,75	1,09	2,88

*Note:* General average of the control group of the listening pre-test.

**Figure 15.** Results of the control group in the listening pre-test



*Note:* General average of the control group of the listening pre-test.

### Analysis and interpretation

The pre-test was applied to the second group called control group in order to get their listening comprehension level. The control group were 32 students parallel "B" from Unidad Educativa "Juan Montalvo". The test applied consists of the same 5 parts with a maximum score of 5 and a minimum of 0 points for each one allowing the student to obtain a maximum score of 25 points at the end of the test. This score was transformed using a rule of 3 which allowed the student to obtain a final grade of 10.

As evidenced, table 15 shows a difference between the pre-test results in the control group. In part 1, the rank obtained by the students was 2,28 out of 5 points. In part 2, the initial average was 0,56 out of 5 points. In part 3, the average range was 1,56. In addition, part 4 had an average range reached with 1,75. At last, the average of part 5 range was 1,09 out of 5 points. The general average after applying the rule of 3 was 2,88 out of 10 points. Hence, it is evident that the control group also has problems to get information through listening.

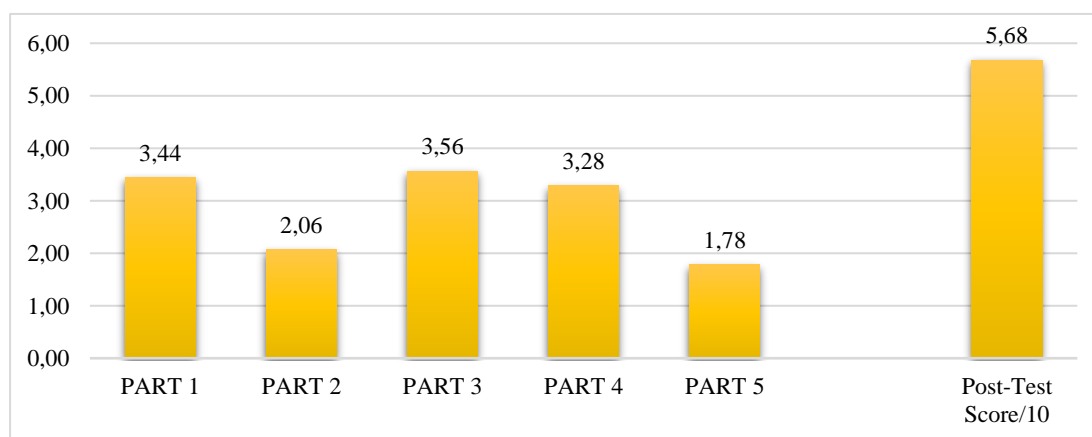
### Results of the control group post-test

**Table 16.** Results of the control group in the listening post-test

Results of the control group Post-Test						
	Part 1	Part 2	Part 3	Part 4	Part 5	Post-Test Score/10
<b>Average</b>	3,44	2,06	3,56	3,28	1,78	5,68

*Note:* General average of the control group of the listening post-test.

**Figure 16.** Results of the control group in the listening post-test



*Note:* General average of the control group of the listening post-test.



### Analysis and interpretation

The post-test was applied to the same control group and with the same structure as the initial one in order to observe if the listening comprehension improved without using any improvement strategy as in the case of the experimental group. The test applied consists of the same 5 parts with a maximum score of 5 and a minimum of 0 points for each one allowing the student to obtain a maximum score of 25 points at the end of the test. This score was transformed using a rule of 3 which allowed the student to obtain a final grade of 10.

It is observed that in table 16 there is an increase in the values. The average range in the first part increased to 3,44 out of 5 points. The part 2 reached an average of 2,06 out of 5 points. In part 3, it is evident that there was a remarkable growth resulting with the average range of 3,56 and in part 4 reached 3,28. Meanwhile, the average of part 5 was 1,78 out of 5 points. The general average of the post-test after applying the rule of 3 increased to 5,68 out of 10 points. At this point, it is evident that the general average increased above half of the maximum grade.

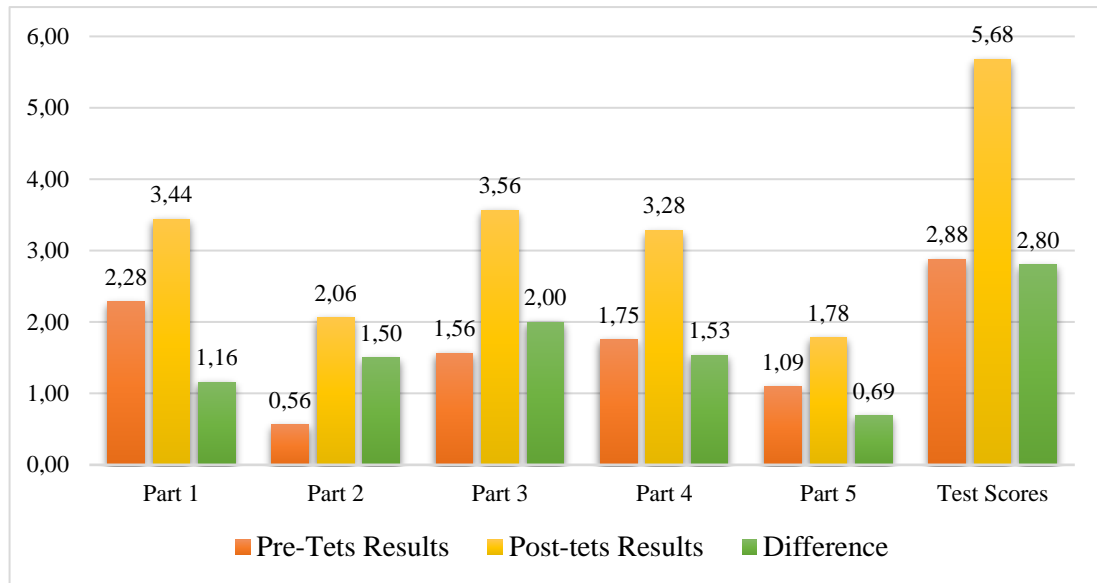
### Comparative Results of the control group pre-test and post-test

**Table 17.** *Comparative results of the control group pre-test and post-test*

Criteria	Pre-Test Results	Post-test Results	Difference
Part 1	2,28	3,44	1,16
Part 2	0,56	2,06	1,50
Part 3	1,56	3,56	2,00
Part 4	1,75	3,28	1,53
Part 5	1,09	1,78	0,69
Test Scores	2,88	5,68	2,80

*Note:* General average and difference pre-test and post-test.

**Figure 17.** Comparative results of the control group pre-test and post-test



*Note:* General average and difference pre-test and post-test.

### Analysis and Interpretation

The data obtained from the control group the pre-test and post-test was analyzed and compared. With this in mind, table 17 shows the average results of each part that was evaluated. The table shows the comparative result in the 5 parts of the test. In part 1 of the pre-test, the average range was 2,28 so with this result increased to 3,44 in the post-test, that is to say there was an increase of 1,16 points. In part 2, the initial average was 0,56 so the value grew in the post-test to 2,06 with a difference of 1,50 points. Moreover, part 3 shows a significant growth between the averages. The average range in the pre-test was 1,6 and this value increased to 3,56 with an augmentation of 2,00 points. In the fourth part, it is evident that the initial average was 1,75; while this value grew to 3,28 in the post-test. Finally, part 5 obtained an initial average of 1,00 so this value increased to 1,78 with a difference of 0,69 points.

The rule of three was applied to the general average so the previous test was 2,88. This value increased considerably in the post-test with an amount of 5,68 and this over 10 points. With this in mind, there was an increase of 2,80 points between both tests. Nonetheless, the results analyzed of the two tests applied to the students, it is inferred that by applying the same test the students managed to improve their scores. However, the listening skill of the control group did not get better remarkably and this is evidenced in the difference between the pre-test and post-test scores.

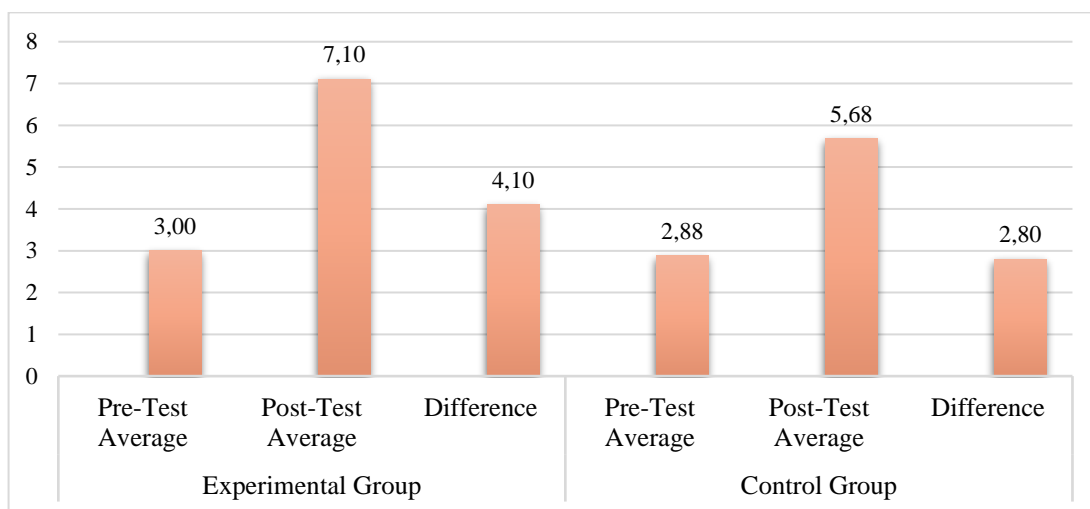
**Comparative results of the experimental group and control group**

**Table 18.** *Comparative results of the experimental and control group and control group*

Comparative table experimental group and control group					
Experimental Group			Control Group		
Pre-Test Average	Post-Test Average	Difference	Pre-Test Average	Post-Test Average	Difference
3,00	7,10	4,10	2,88	5,68	2,80

*Note:* Comparative table experimental group and control group.

**Figure 18.** *Comparative results of the experimental and control group pre-test and post-test*



*Note:* Comparative table experimental group and control group.

**Analysis and interpretation**

As can be seen in the statistical results, the application of the pre-test in the experimental group had an average of 3,00; while in the control group it was 2,88. It is evident that the results of the two groups do not vary significantly, having a difference of 0,12. Moreover, the results of the post-test are shown with the average of 7,10 in the experimental group, while in the control group the final average was of 5,68 representing a difference of 1,42 between the two groups. At the end, the comparative difference of the pre and post-test in the experimental group was 4,10; while the difference of the pre and post-test in the control group was 2,80.

Figure 18 shows the difference in scores between the experimental group and the control group. With this in mind, it is observed that the use of the dictogloss strategy

in the experimental group helped in the development of the listening comprehension. On the other hand, the control group improved their scores but this does not mean that the listening comprehension improved.

### 3.5 Hypotheses verification

#### Hypothesis statement

##### Null hypothesis

(H0): Dictogloss does not have impact on the development of the listening comprehension in students of sixth grade EGB from Unidad Educativa “Juan Montalvo”.

##### Alternative hypothesis

(H1): Dictogloss does have impact on the development of the listening comprehension in students of sixth grade EGB from Unidad Educativa “Juan Montalvo”.

#### Test of normality

**Table 19.** *Test of normality*

		Kolmogórov-Smirnov			Shapiro-Wilk		
		Stadístic	gl	Sig.	Stadístic	gl	Sig.
Pre-test	Experimental group	,225	32	,000	,903	32	,008
	Control group	,225	32	,001	,886	32	,003
	Experimental group	,215	32	,001	,900	32	,006
Post-test	Control group	,149	32	,069	,948	32	,126

a. Lilliefors Significance Correction.

*Note:* Test of normality table of experimental group and control group.

To verify the hypothesis, a normality test was carried out considering the two groups: the experimental and the control group. As the selected sample is 32 for each group, the Kolmogórov-Smirnov test was taken into consideration. This statistic works with samples greater than 30 participants. For the determination of the test, the significance level of the experimental group was analyzed. For this case, the level of significance in the pre-test is 0,000; while this same level had a value of 0,001 in the post-test. Therefore, the results are determined to be scattered.

**Wilcoxon signed ranks test**

**Table 20.** *Wilcoxon signed ranks test*

**Wilcoxon signed ranks test**

		N	Mean rank	Sum of ranks
Experimental group	Post-test - Pre-test	Negative ranks	0 <sup>a</sup>	,00
		Positive ranks	32 <sup>b</sup>	16,50
		Ties	0 <sup>c</sup>	
		Total	32	
Control group	Post-test – Pre-test	Negative ranks	4 <sup>d</sup>	7,25
		Positive ranks	26 <sup>e</sup>	16,77
		Ties	2 <sup>f</sup>	
		Total	32	

- a. Post-test < Pre-test
- b. Post-test > Pre-test
- c. Post-test = Pre-test
- d. Post\_Test < Pre\_Test
- e. Post\_Test > Pre\_Test
- f. Post\_Test = Pre\_Test

*Note:* Wilcoxon signed ranks table of experimental group and control group.

**Test Statistics**

**Table 21.** *Test statistics*

<b>Test Statistics<sup>a</sup></b>		
	Experimental group	Control group
	Post-test - Pre-test	Post-test – Pre-test
Z	-4,947 <sup>b</sup>	-4,200 <sup>b</sup>
Sig. asintót. (bilateral)	,000	,000

a. Wilcoxon signed ranks test

b. Based on negative rank.

*Note:* Test statistics table based on Wilcoxon signed ranks of experimental group and control.

### **Analysis and interpretation**

The normality test determined that the results are scattered. Therefore, it is necessary to develop a non-parametric test between two related samples, the Wilcoxon rank test, product of subtracting the values of the final test and the initial test. In this case, it was developed with the results of the pre- test and post-test of the experimental and control groups. The first part is the analysis of the experimental group, in the chart for negative ranges there is no value, this means that none student had a grade lower than the pre-test. On the other hand, the chart for positive ranges shows a total of 32 so all students in the experimental group improved and raised their grades in the post-test. Consequently, there is no evidence of a parity. In the next column, the average range is calculated with 2 values: the first value is 0,00 and the second value is 16,50. The sum total of these ranges resulted in two values, one of 0,00 and the other of 528,00.

Table 21 shows the level of asymptotic significance. The experimental group obtained a Z value of -4,947. Furthermore, the level of significance obtained is 0,00 which it is less than the value of 0,05 so the results reject the null hypothesis and accept the alternative hypothesis of the investigation. Accordingly, dictogloss does have impact on the development of the listening comprehension in students of sixth grade EGB from Unidad Educativa “Juan Montalvo”.

### **3.6 Discussion of the results**

The results obtained show that the dictogloss strategy had an impact on the development of the students' listening comprehension. Based on the statistical data that shows a low performance of the students in their listening comprehension before the application of the treatment in comparison to the final results that show a growth of improvement in listening and understanding of specific information, details and attitudes of the speaker.

The study carried out by Asrobi and Amni (2017) with a pre-experimental design shows similar results. In the mentioned study, the results are obtained to verify the effectiveness of the application of dictogloss in the teaching listening comprehension with a significant difference between the pre-test and post-test after the 3 applications of the treatment. The researcher prepared the topic before starting the application and introduced the vocabulary for the subsequent dictation activity. Unlike, in the present

study the introduction of the vocabulary was done through recordings with the pronunciation and repetition of the words in a British accent so the students could become familiar with the pronunciation of each vocabulary word and better listening in the activity part of the dictation.

Similarly, the research study done by Dista (2017) proposed dictogloss as an interactive activity for beginning learners within an experimental design. The study is focused on improving teaching –learning of listening comprehension with the use of dictogloss through the dictation of narrative texts. Unlike the cited study, in this investigative work the authentic materials from native speakers were used so that the participants were introduced in a more real context of the English language.

## **CHAPTER IV**

### **CONCLUSIONS AND RECOMMENDATIONS**

After the deep analysis and interpretation of the information collected by the researcher, the following conclusions and recommendations were reached:

#### **4.1 Conclusions**

- The application of the dictogloss strategy has had an impact on the development of listening comprehension of students. The results of the EG in the pre-test was 3,00 and for the CG was 2,88 over ten points. Meantime, the post-test results of the EG was 7,10 after the application of dictogloss strategy in five sessions and the results obtained from the CG in the post test was 5,68 obtaining a difference of 1,42.

The experimental group has shown a significant increase in the 5 parts of the listening test compared to the control group which has been evidenced through the performance of the pre and post-test. The part with the highest performance was the part 4: main idea which the participants were much more able to listen for specific details in short recordings.

- The elements of the dictogloss strategy and listening comprehension have been identified. During the application of the dictogloss strategy, the texts have been used as the main element based on the criteria of level, theme, and language points taken from authentic materials. On the other hand, the elements that have participated in the process of developing listening comprehension have been receiving, understanding, evaluation and responding where the participants were involved in the process of an effective listening of information.

According to the authors cited in this research work, effective listening requires the participation of elements and processes in which the listener identifies sounds, understands, interprets, assigns meanings depending on the context, and evaluates the information received to determine if it is relevant or not to finally respond to the information verbally or non-verbally.

- The pre-test was applied in order to diagnose the level of students' listening comprehension showing that students of sixth grade EGB from Unidad Educativa "Juan Montalvo" had a low level in listening comprehension. The results obtained was level A1 according to CEFR which the students were only



able to understand familiar words and phrases slowly. This conclusion is based on the performance that students had in the listening test (KET) A2 level where both experimental and control groups obtained a low performance to accomplish the requirements of level A2 according to the standards of CEFR. Additionally, the Common European Framework of Reference for Languages dictated that at the A2 level of listening, participants are able to understand simple information from family and social aspects. Also, participants must be able to understand simple notification points and announcements. With this in mind, the students failing to accomplish the A2 level requirements.

- The effectiveness of the dictogloss strategy on students' listening comprehension has been demonstrated through the results obtained in the students' writings task. After 5 sessions applying dictogloss strategy, the students in their writings have shown an improvement growth in each session taking into account the criteria of content, organization and language.

The students were able to demonstrate that the content was relevant in each dictation. Also, they showed an expansion and learning of a new vocabulary using it appropriately and having good control over grammar. In the organization, they demonstrated a more emphasis on improvement where they were able to coherently connect the words through linking words and cohesive devices. The session 5 had the highest results showing that each time the dictogloss strategy is applied, the students improve demonstrating its effectiveness.

#### **4.2 Recommendations**

- It is highly recommended to use dictogloss strategy as a way to improve and develop listening comprehension in students by focusing on the topic, vocabulary and grammar of the class. In addition, this strategy can enhance collaborative work among students and create an atmosphere of work, competition and dedication to learning a new subject. Moreover, teachers should take into account the process, steps and elements in the dictogloss application to ensure that students feel comfortable performing the activities individually and in groups as well.

- It is suggested to consider authentic texts and materials in the application of dictogloss strategy as a new way of teaching and ensuring student learning within a more real and fun context. In addition, language points and vocabulary should be considered as strategic points in the planning that is based primarily on the topic of the lesson and the basic grammar for the students.
- It is highly recommended to implement innovative, dynamic and interactive activities for beginners in the production stage of dictogloss strategy. It is advisable to use activities that are appealing and attractive to beginning students in order to ensure their learning and the knowledge imparted be more meaningful and lasting for them.
- It is recommended to take into consideration the age and level of the students in the application of dictogloss strategy. The steps and process of applying the dictogloss strategy varies according to the level and age of the students and it can be applied in fewer steps for beginners using short dictations. In the case of advanced students, the process could be more complex by adding more activities in the noticing stage of the application and it is suggested that the dictations be longer and more complex.

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## ANNEXES

### Annex 1: Authorization document

#### ANEXO 3

### CARTA DE COMPROMISO

Ambato, 22/04/2022

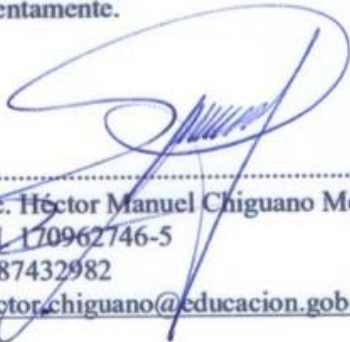
Doctor  
**Marcelo Núñez**  
Presidente  
Unidad de titulación  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación

Yo **Lic. Héctor Manuel Chiguano Morocho** en mi calidad de Rector de la Unidad Educativa "Juan Montalvo", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "DICTOGLOSS AND THE LISTENING COMPREHENSION" propuesto por la estudiante **Evelyn Michelle Cisneros Vera**, portadora de la Cédula de Ciudadanía 1850623461, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

  
.....  
Lic. Héctor Manuel Chiguano Morocho  
C.I. 170962746-5  
0987432982  
[hector.chiguano@educacion.gob.ec](mailto:hector.chiguano@educacion.gob.ec)



## Annex 2: Pre and Post test

<https://forms.gle/CkQGdFYFyD2WeYRb9>

### PART 1: PICTURES

In part 1 of the Key English Test (KET) you listen to a short recording and you have to choose the best of three pictures. You can listen to the audio twice.

- There are three pictures and a short recording. Choose the correct picture.

1. What does the man want to buy? \*



A. Blue suit



B. A new shirt



### PART 2: FORM-FILLING

This is a longer monologue. While you listen you need to complete some notes. There are 4 gaps to complete. You can listen to the audio twice.

- You will hear some information about a language school. Listen and complete the questions.

First Floor: Library / 2. You can borrow reading books and ..... for 2 weeks. \*

Tu respuesta \_\_\_\_\_

Second Floor: Computer room / 3. The booking form is on the..... \*

Tu respuesta \_\_\_\_\_

4. Basement:..... \*

Tu respuesta \_\_\_\_\_



### Annex 3: Rubric to assess writing task

Band	Content	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.  Uses simple grammatical forms with a good degree of control.  While errors are noticeable, meaning can still be determined.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately.  Uses simple grammatical forms with some degree of control.  Errors may impede meaning at times.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases.  Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>	

## Annex 4: Students' attitude questionnaire

<https://forms.gle/KCYPiR9a9Utr8Mza7>

### Universidad Técnica de Ambato

### Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

STUDENTS' ATTITUDE QUESTIONNAIRE

[Iniciar sesión en Google](#) para guardar lo que llevas hecho. [Más Información](#)

**\*Obligatorio**

Name: \*

Tu respuesta

Instructions: Answer the question by choosing one of the five alternative answers that have been provided by giving a sign (✓).  
Responda las preguntas escogiendo solamente una de las cinco alternativas.  
Scales:  
1: (Strongly disagree) (Muy en desacuerdo)    2: (Disagree) (En desacuerdo)    3: (Neutral) (Neutro)  
4: (Agree) (Estoy de acuerdo)    5: (Strongly agree) (Estoy muy de acuerdo)

I feel that dictogloss strategy can help me studying. (Siento que dictogloss puede ayudarme a estudiar)

	1 Muy en desacuerdo	2 En desacuerdo	3 Neutral	4 Estoy de acuerdo	5 Estoy muy de acuerdo
Item 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I get new information through dictogloss strategy.(Obtengo nueva información a través de la estrategia de dictogloss)

	1 Muy en desacuerdo	2 En desacuerdo	3 Neutral	4 Estoy de acuerdo	5 Estoy muy de acuerdo
Item 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I am able to understand the lesson using dictogloss strategy. (Soy capaz de entender la lección de inglés usando la estrategia de dictogloss)

	1 Muy en desacuerdo	2 En desacuerdo	3 Neutral	4 Estoy de acuerdo	5 Estoy muy de acuerdo
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: Gibran (2021)

Elaborated by: Cisneros, E (2022)

**Annex 5: Activity plans**

<b>ACTIVITY PLAN</b>			
<b>Teacher:</b> Evelyn Cisneros		<b>Time:</b> 30 minutes	
<b>Class:</b> 6 <sup>th</sup> A (EGB)		<b>Number of students:</b> 32	
<b>Date:</b>		<b>Session N° 1</b>	
<b>Topic:</b> Extraordinary people			
<b>Objective:</b> Students will be able to ask and answer yes/no questions about their personal information using was and were.			
<b>Language points:</b>		<b>Vocabulary:</b>	
<ul style="list-style-type: none"> <li>• <b>Past tense</b> <ul style="list-style-type: none"> <li>➤ Past simple of the verb to be (was/were)</li> </ul> </li> </ul>		<a href="https://view.genial.ly/6285926be4a89f00116b56a8/interactive-image-vocabulary-extraordinary-people-with-waswere">https://view.genial.ly/6285926be4a89f00116b56a8/interactive-image-vocabulary-extraordinary-people-with-waswere</a> <ul style="list-style-type: none"> <li>▪ Awarded</li> <li>▪ Discovery</li> <li>▪ Rewarded</li> <li>▪ Prize</li> </ul>	
<b>Materials:</b> Flash cards, computer, speakers, markers, board, pictures, worksheet, Genially, Wordwall.			
<b>Strategy:</b> Dictogloss			
<b>Procedure</b>		<b>Time</b>	<b>Interaction patterns</b>
<b>Preparation</b>	<b>Warm up:</b> <ul style="list-style-type: none"> <li>- The T starts playing a song about the use of was and were.</li> </ul> <a href="https://www.youtube.com/watch?v=KAsacxmPh1Q">https://www.youtube.com/watch?v=KAsacxmPh1Q</a> <ul style="list-style-type: none"> <li>- Ss listen the song twice.</li> </ul>	3'	T-S
	<ul style="list-style-type: none"> <li>- T presents the vocabulary through digital flash cards in the computer and plays the audio of each digital card with British native pronunciation.</li> </ul> <a href="https://view.genial.ly/6285926be4a89f00116b56a8/interactive-image-vocabulary-extraordinary-people-with-waswere">https://view.genial.ly/6285926be4a89f00116b56a8/interactive-image-vocabulary-extraordinary-people-with-waswere</a> <ul style="list-style-type: none"> <li>- Ss listen and repeat the pronunciation. Then, T encourages Ss to read the sentences with the same vocabulary in past simple using was and were. They must pronounce correctly the words.</li> </ul>		
<b>Stage 1</b> <i>(listening)</i>		5'	T-S

<b>Stage 2</b> ( <i>noticing</i> )	<ul style="list-style-type: none"> <li>❖ <b>Dictation N° 1</b></li> <li>- T encourages a student to read the passage.</li> <li>- The rest of ss should listen first to their classmate and take notes after listening.</li> <li>❖ <b>Dictation N° 2</b></li> <li>- Ss listen again the same passage read by their classmate. They must take notes at the same time they are listening.</li> </ul>	5'	T-S
<b>Stage 3</b> ( <i>activity</i> )	<ul style="list-style-type: none"> <li>- Ss discuss in groups to reconstruct the passage using their notes.</li> </ul>	5'	S-S
<b>Stage 4</b> ( <i>checking</i> )	<ul style="list-style-type: none"> <li>- T asks students to read their reconstructions in front of the class.</li> <li>- T and Ss analyze each passage.</li> <li>- All interpretations are reviewed with the whole class.</li> <li>- T checks if the students managed the new vocabulary.</li> </ul>	5'	T-S
<b>Production</b>	<ul style="list-style-type: none"> <li>- T gives to Ss a worksheet called "<i>Find someone who</i>".</li> <li>- Ss must walk around the classroom asking and answering yes/no questions to their classmates using was/were to complete that worksheet.</li> <li>- Ss who complete the whole worksheet receive a stamp.</li> </ul>	7'	S-S

### Passage about Albert Einstein awards

Albert Einstein was awarded with the Nobel Prize. Also, Einstein was rewarded for his many contributions and for his discovery of the photoelectric effect.

**Taken from:** Kern, S. (2009). *Extraordinary people*. ESLprintables.com

Retrieved from:

[https://www.eslprintables.com/vocabulary\\_worksheets/people/Extraordinary\\_People\\_2\\_pages\\_1933\\_97/](https://www.eslprintables.com/vocabulary_worksheets/people/Extraordinary_People_2_pages_1933_97/)

## ACTIVITY PLAN

<b>Teacher:</b> Evelyn Cisneros		<b>Time:</b> 30 minutes	
<b>Class:</b> 6 <sup>th</sup> A (EGB)		<b>Number of students:</b> 32	
<b>Date:</b>		<b>Session N° 2</b>	
<b>Topic:</b> Albert Einstein's life			
<b>Objective:</b> Students will be able to make sentences about Albert Einstein's life using past simple with regular and irregular verbs.			
<b>Language points:</b>		<b>Vocabulary:</b>	
<ul style="list-style-type: none"> <li>• <b>Past tense</b> <ul style="list-style-type: none"> <li>➤ Past simple with regular and irregular verbs</li> </ul> </li> </ul>		<a href="https://view.genial.ly/6285bb959527af00183878fc/interactive-image-vocabulary-extraordinary-people-2-with-regular-irregular-verbs">https://view.genial.ly/6285bb959527af00183878fc/interactive-image-vocabulary-extraordinary-people-2-with-regular-irregular-verbs</a> <ul style="list-style-type: none"> <li>▪ Hated</li> <li>▪ Taught</li> <li>▪ Enjoyed</li> <li>▪ Showed</li> </ul>	
<b>Materials:</b> Flash cards, computer, speakers, markers, board, pictures, worksheet, Genially, Wordwall.			
<b>Strategy:</b> Dictogloss			
Procedure		Time	Interaction patterns
<b>Preparation</b>	<b>Warm up:</b> <ul style="list-style-type: none"> <li>- The T presents a game in Wordwall. <a href="https://wordwall.net/es/resource/32604564">https://wordwall.net/es/resource/32604564</a></li> <li>- Ss chose the best option to complete the sentence in past simple.</li> </ul>	3'	T-S
<b>Stage 1</b> <i>(listening)</i>	<ul style="list-style-type: none"> <li>- T presents the vocabulary through flash cards and plays the audio of each card with British native pronunciation.</li> <li>- Ss listen and repeat the pronunciation.</li> <li>- Then, Ss play a memory game with the same flash cards. They have to match the picture with the right word and pronounce it correctly.</li> </ul>	5'	T-S
<b>Stage 2</b> <i>(noticing)</i>	<ul style="list-style-type: none"> <li>❖ <b>Dictation N° 1</b></li> <li>- Ss listen to a fragment from a short documentary video about Albert Einstein's life. <a href="https://youtu.be/uZw-BaNFHhI?t=114">https://youtu.be/uZw-BaNFHhI?t=114</a></li> <li>- The Ss should listen first and take notes after listening.</li> <li>❖ <b>Dictation N° 2</b></li> <li>- Ss listen again the same fragment about Albert Einstein's life. They must take notes at the same time they are listening.</li> </ul>	5'	T-S
<b>Stage 3</b> <i>(activity)</i>	<ul style="list-style-type: none"> <li>- Ss discuss in groups to reconstruct the fragment about Albert Einstein's life using their notes.</li> </ul>	5'	S-S
<b>Stage 4</b> <i>(checking)</i>	<ul style="list-style-type: none"> <li>- T asks students to share their reconstructions writing on the board.</li> <li>- T and Ss analyze each passage.</li> <li>- All interpretations are reviewed with the whole class.</li> <li>- T checks if the students managed the new vocabulary.</li> </ul>	5'	T-S

<b>Production</b>	<ul style="list-style-type: none"> <li>- Ss work in the same groups to play <i>tic tac toe</i>.</li> <li>- Ss choose a verb from any section of tic tac toe and make a sentence in past simple. The first group to win is rewarded by the teacher.</li> </ul>	7'	S-S
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**Fragment about Albert Einstein's life:**

Einstein actually hated formal education and mostly taught himself. As a young child, he enjoyed and showed a preference for classical music.

**Taken from:** Teachings in Education channel. (2019). *Albert Einstein: The Biography Shorties* [Video file]. Youtube. <https://www.youtube.com/watch?v=uZw-BaNFHhI>

## ACTIVITY PLAN

<b>Teacher:</b> Evelyn Cisneros	<b>Time:</b> 30 minutes
<b>Class:</b> 6 <sup>th</sup> A (EGB)	<b>Number of students:</b> 32
<b>Date:</b>	<b>Session N° 3</b>
<b>Topic:</b> Mother Teresa bibliography	
<b>Objective:</b> Students will be able to make wh- questions in past simple using auxiliary verb did.	
<b>Language points:</b> <ul style="list-style-type: none"> <li>• <b>Past tense</b> <ul style="list-style-type: none"> <li>➤ Past simple</li> <li>➤ Auxiliary verb: did</li> </ul> </li> </ul>	<b>Vocabulary:</b> <a href="https://view.genial.ly/62871e8b312cde0018da05a8/interactive-image-mother-teresa">https://view.genial.ly/62871e8b312cde0018da05a8/interactive-image-mother-teresa</a> <ul style="list-style-type: none"> <li>▪ Decided</li> <li>▪ Nun</li> <li>▪ Became</li> <li>▪ Won</li> </ul>
<b>Materials:</b> Flash cards, computer, speakers, markers, board, pictures, worksheet, Genially.	
<b>Strategy:</b> Dictogloss	

Procedure		Time	Interaction patterns
<b>Preparation</b>	<b>Warm up:</b> <ul style="list-style-type: none"> <li>- The T starts playing a multiple-choice game about past simple with Ss.  <a href="https://view.genial.ly/628715c7b81b6100182c7687/interactive-content-mother-teresa">https://view.genial.ly/628715c7b81b6100182c7687/interactive-content-mother-teresa</a></li> <li>- Ss have to choose the best option to win the game.</li> </ul>	3'	T-S
<b>Stage 1</b> <i>(listening)</i>	<ul style="list-style-type: none"> <li>- T presents the vocabulary through digital flash cards in the computer and plays the audio of each digital card with British native pronunciation.  <a href="https://view.genial.ly/62871e8b312cde0018da05a8/interactive-image-mother-teresa">https://view.genial.ly/62871e8b312cde0018da05a8/interactive-image-mother-teresa</a></li> <li>- Ss listen and repeat the pronunciation. Then, T encourages Ss to read the sentences with the same vocabulary in past simple using was and were. They must pronounce correctly the words.</li> </ul>	5'	T-S
<b>Stage 2</b> <i>(noticing)</i>	<ul style="list-style-type: none"> <li>❖ <b>Dictation N° 1</b></li> <li>- Ss listen a short extract from a YouTube video about Mother Teresa bibliography  <a href="https://www.youtube.com/watch?v=mzH13X88kbM">https://www.youtube.com/watch?v=mzH13X88kbM</a></li> <li>- The Ss should listen first and take notes after listening.</li> <li>❖ <b>Dictation N° 2</b></li> <li>- Ss listen again the short extract about Mother Teresa bibliography.</li> <li>- They must take notes at the same time they are listening.</li> </ul>	5'	T-S
<b>Stage 3</b> <i>(activity)</i>	<ul style="list-style-type: none"> <li>- Ss discuss in groups to reconstruct the passage using their notes.</li> </ul>	5'	S-S

<b>Stage 4</b> <i>(checking)</i>	<ul style="list-style-type: none"> <li>- T asks students to write their reconstructions on the board.</li> <li>- T and Ss analyze each passage.</li> <li>- All interpretations are reviewed with the whole class.</li> <li>- T checks if the students managed the new vocabulary.</li> </ul>	5'	T-S
<b>Production</b>	<ul style="list-style-type: none"> <li>- T gives to Ss a worksheet (<i>information gap</i>).</li> <li>- Ss work in pairs to make wh- questions using auxiliary verb did in order to complete all the missing information in the worksheet.</li> <li>- Ss who complete the whole worksheet receive a stamp.</li> </ul>	7'	S-S

**Extract about Mother Teresa bibliography:**

Mother Teresa was a nun who spent her entire life helping people who were in need.

**Taken from:** Educational Videos for Students (Cartoons on Bullying, Leadership & More) channel. (26 feb 2015). *Mother Teresa (Biography for Children) Youtube for Kids (Women's History Month)*. [Video file]. Youtube. <https://www.youtube.com/watch?v=mzH13X88kbM>



## ACTIVITY PLAN

<b>Teacher:</b> Evelyn Cisneros		<b>Time:</b> 30 minutes	
<b>Class:</b> 6 <sup>th</sup> A (EGB)		<b>Number of students:</b> 32	
<b>Date:</b>		<b>Session N° 4</b>	
<b>Topic:</b> My last birthday party			
<b>Objective:</b> Students will be able to make an oral presentation describing their last birthday using was and were in affirmative sentences.			
<b>Language points:</b>		<b>Vocabulary:</b>	
<ul style="list-style-type: none"> <li>• <b>Past tense</b> <ul style="list-style-type: none"> <li>➤ Past simple of the verb to be (was/were) in affirmative sentences</li> </ul> </li> </ul>		<a href="https://view.genial.ly/6295a42ba8b8a30018af8684/interactive-image-my-last-birthday-vocabulary">https://view.genial.ly/6295a42ba8b8a30018af8684/interactive-image-my-last-birthday-vocabulary</a> <ul style="list-style-type: none"> <li>▪ Weather</li> <li>▪ Wonderful</li> <li>▪ Friends</li> <li>▪ Cake</li> </ul>	
<b>Materials:</b> Flash cards, computer, speakers, markers, board, pictures, worksheet, Genially.			
<b>Strategy:</b> Dictogloss			
<b>Procedure</b>		<b>Time</b>	<b>Interaction patterns</b>
<b>Preparation</b>	<b>Warm up:</b> <ul style="list-style-type: none"> <li>- The T shows a mystery box where each student picks up a small piece of paper. In some pieces there are incomplete sentences.</li> <li>- Ss who have received the written paper must complete the sentence using was/were correctly and write it on the board.</li> <li>- The student who made a mistake receives a penance.</li> </ul>	5'	T-S
<b>Stage 1 (listening)</b>	<ul style="list-style-type: none"> <li>- T presents the vocabulary through flash cards and plays the audio of each card with British native pronunciation. <a href="https://view.genial.ly/6295a42ba8b8a30018af8684/interactive-image-my-last-birthday-vocabulary">https://view.genial.ly/6295a42ba8b8a30018af8684/interactive-image-my-last-birthday-vocabulary</a></li> <li>- Ss listen and repeat the pronunciation.</li> <li>- T encourages Ss to make sentences with the same vocabulary in past simple using was and were. They must pronounce correctly the words.</li> </ul>	5'	T-S
<b>Stage 2 (noticing)</b>	<ul style="list-style-type: none"> <li>❖ <b>Dictation N° 1</b> <ul style="list-style-type: none"> <li>- T encourages a student to read the passage.</li> <li>- The rest of ss should listen first to their classmate and take notes after listening.</li> </ul> </li> <li>❖ <b>Dictation N° 2</b> <ul style="list-style-type: none"> <li>- Ss listen again the same passage read by their classmate. They must take notes at the same time they are listening.</li> </ul> </li> </ul>	5'	T-S
<b>Stage 3 (activity)</b>	<ul style="list-style-type: none"> <li>- Ss discuss in groups to reconstruct the passage using their notes.</li> </ul>	5'	S-S

<b>Stage 4</b> <i>(checking)</i>	<ul style="list-style-type: none"> <li>- T asks students to write their reconstructions on the board.</li> <li>- T and Ss analyze each passage.</li> <li>- All interpretations are reviewed with the whole class.</li> <li>- T checks if the students managed the new vocabulary.</li> <li>- T gives a prize to the group with the most similar reconstructions to the original.</li> </ul>	5'	T-S
<b>Production</b>	<ul style="list-style-type: none"> <li>- Ss make an oral presentation describing their last birthday using was and were in affirmative sentences.</li> </ul>	7'	S-S

### Short passage about my last birthday party

It was my birthday yesterday. The weather was wonderful and all my friends were at my party with a big chocolate cake.

**Elaborated by:** Cisneros, E. (2022).

## ACTIVITY PLAN

<b>Teacher:</b> Evelyn Cisneros		Time: 30 minutes	
Class: 6th A (EGB)		Number of students: 32	
<b>Date:</b>		<b>Session N° 5</b>	
<b>Topic:</b> A true life story			
<b>Objective:</b> Students will be able to write a short past story about their life using was and were.			
Language points: <ul style="list-style-type: none"> <li>• Past tense <ul style="list-style-type: none"> <li>➤ Past simple of the verb to be (was/were).</li> </ul> </li> </ul>		Vocabulary: <ul style="list-style-type: none"> <li>• Interesting</li> <li>• Servant</li> <li>• Work</li> <li>• Rich</li> </ul>	
Materials: Flash cards, computer, speakers, markers, board, pictures, worksheet, Genially.			
Strategy: Dictogloss			
Procedure		Time	Interaction patterns
Preparation	<p>Warm up:</p> <p>-The T gives to students a worksheet and plays a song. <a href="https://www.youtube.com/watch?v=6vQxeZqIrv8">https://www.youtube.com/watch?v=6vQxeZqIrv8</a></p> <p>-Ss listen to the song and try to fill in the blanks of the worksheet according to the lyrics of the song.</p> <p>-Teacher and ss check the missing words.</p>	5'	T-S
Stage 1 (listening)	<p>-T presents the vocabulary through flash cards and plays the audio of each card with British native pronunciation. <a href="https://view.genial.ly/62997459ab237c0011ec7b1d/interactive-image-a-true-life-story">https://view.genial.ly/62997459ab237c0011ec7b1d/interactive-image-a-true-life-story</a></p> <p>-Ss listen and repeat the pronunciation.</p> <p>-T encourages Ss to make sentences with the same vocabulary in past simple using was and were. They must pronounce correctly the words.</p>	5'	T-S
Stage 2 (noticing)	<p><b>Dictation N° 1</b></p> <p>-Ss listen a fragment of a true life story.</p> <p>-The Ss should listen first and take notes after listening.</p>	5'	T-S

	<p><b>Dictation N° 2</b></p> <p>-Ss listen again the same fragment of a true life story. They must take notes at the same time they are listening.</p>		
Stage 3 (activity)	-Ss discuss in groups to reconstruct the fragment using their notes.	5'	S-S
Stage 4 (checking)	<p>-T asks students to write their reconstructions on the board.</p> <p>-T and Ss analyze each passage.</p> <p>-All interpretations are reviewed with the whole class.</p> <p>-T checks if the students managed the new vocabulary.</p> <p>-T gives a prize to the group with the most similar reconstructions to the original.</p>	5'	T-S
Production	<p>-Ss write a short past story about their life using was and were.</p> <p>-After that, they present it orally in front of the class.</p>	7'	S-S

### Fragment of a true life story

My grandparents were both Russian but they met in London. My grandmother's story was the most interesting. She was a servant girl in Russia and she worked for a rich family.

*Taken from: Hernandez, D. (2018). A true life story - Listening Exercise. Liveworksheets. Retrieved from: <https://es.liveworksheets.com/tt2382972ka>*

SESSION N° 1

<https://view.genial.ly/6285926be4a89f00116b56a8/interactive-image-vocabulary-extraordinary-people-with-waswere>



# Awarded (galardonado)

Listen: <https://www.ingles.com/pronunciacion/awarded>

Sentence:  
Albert Einstein *was* awarded for the Nobel Prize.

genially



# Discovery (descubrimiento)

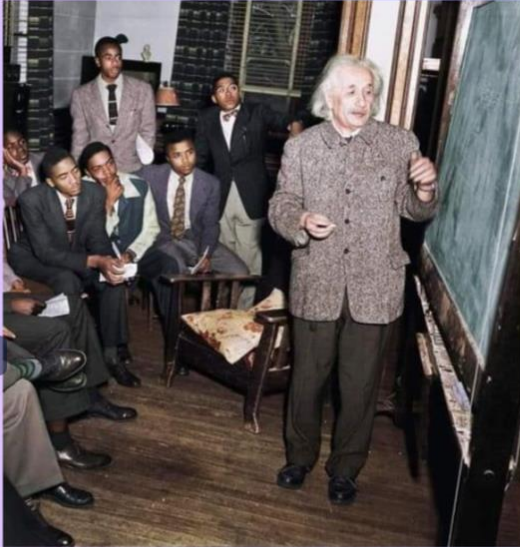
Listen: <https://www.ingles.com/pronunciacion/discovery>

Sentence:  
The electricity *was* a discovery of the scientist Michael Faraday

genially

SESSION N° 2

<https://view.genial.ly/6285bb959527af00183878fc/interactive-image-vocabulary-extraordinary-people-2-with-regular-irregular-verbs>



# Teach/Taught

(enseñar/enseñó)

Listen: <https://www.ingles.com/pronunciacion/taught>



Sentence:

Albert Einstein *taught* at Princeton University.

genially



# Enjoy-ed

(disfrutar/disfrutó)

Listen: <https://www.ingles.com/pronunciacion/enjoyed>



Sentence:

Albert Einstein enjoyed classical music.

genially



SESSION N°3

<https://view.genial.ly/62871e8b312cde0018da05a8/interactive-image-mother-teresa>



**Decide-d**  
(decidir/decidió)

**Nun**  
(monja)

Listen: <https://www.ingles.com/pronunciacion/decided>

Listen: <https://www.ingles.com/pronunciacion/nun>

**Sentence:**

Mother Teresa *decided* to become a *nun* when she was 12.

genially



**Became**  
(se convirtió)

Listen: <https://www.ingles.com/pronunciacion/became>

**Sentence:**

She became famous for starting missionaries

genially

SESSION N°4

<https://view.genial.ly/6295a42ba8b8a30018af8684/interactive-image-my-last-birthday-vocabulary>



# Weather (clima)

Listen: <https://www.ingles.com/pronunciacion/Weather>



# Wonderful (maravilloso)

Listen:

<https://www.ingles.com/pronunciacion/Wonderful>



## SESSION N° 5

<https://view.genial.ly/62997459ab237c0011ec7b1d/interactive-image-a-true-life-story>



# Interesting

(interesante)

Listen: <https://www.ingles.com/pronunciacion/interesting>

genially



# Servant

(sirvienta)

Listen:

<https://www.ingles.com/pronunciacion/servant>

genially



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