

A STUDY ON EFFECTS OF UTILIZING DICTO-GLOSS ON FOSTERING LISTENING SKILL OF ENGLISH-MAJOR FRESHMEN AT UNIVERSITY OF ECONOMICS-TECHNOLOGY FOR INDUSTRIES (UNETI)

NGHIÊN CỨU VỀ ẢNH HƯỞNG CỦA DICTO-GLOSS ĐỐI VỚI VIỆC CẢI THIỆN KỸ NĂNG NGHE CỦA SINH VIÊN NĂM NHẤT CHUYÊN NGÀNH NGÔN NGỮ ANH TẠI TRƯỜNG ĐẠI HỌC KINH TẾ - KỸ THUẬT CÔNG NGHIỆP (ĐHKTKTCN)

Hoàng Thị Kim Thoa

Khoa Ngoại ngữ, Trường Đại học Kinh tế - Kỹ thuật Công nghiệp

Đến Tòa soạn ngày 03/03/2023, chấp nhận đăng ngày 12/04/2023

Abstract: The present study aimed to investigate the effects of using Dicto-gloss on enhancing listening skill for English-major freshmen at University of Economics and Technology for Industries. To fulfill the objectives of the study, a total of 114 English-major students were randomly assigned to the experimental group and control group. Then, both groups went through a pre-test and post-test. The collected data were analyzed using Kolmogorov - Smirnov (K-S) test, a Mann-Whitney test and a Wilcoxon test. The findings revealed that the experimental group outperformed the control group. Besides, a questionnaire was delivered to the experimental group to identify the participants' overview of the effectiveness of Dicto-gloss in enhancing listening comprehension. To sum up, utilizing Dicto-gloss can significantly improve English-major first-year students' listening comprehension. Some implications were offered at the end of the study.

Keywords: Dictogloss, listening comprehension skill.

Tóm tắt: Nghiên cứu nhằm đánh giá ảnh hưởng của việc áp dụng phương pháp Dicto-gloss đối với việc cải thiện kỹ năng Nghe của sinh viên năm nhất chuyên ngành Ngôn ngữ Anh tại Trường Đại học Kinh tế - Kỹ thuật Công nghiệp. Để hoàn thành mục tiêu nghiên cứu, 114 sinh viên năm nhất chuyên ngành Ngôn ngữ Anh được chọn ngẫu nhiên vào 2 nhóm. Cả 2 nhóm đều tham gia vào bài kiểm tra trước và sau quá trình thực nghiệm. Dữ liệu được phân tích dựa trên bài K-S test, Mann-Whitney test và Wilcoxon test. Kết quả nhận định rằng nhóm thực nghiệm có kết quả vượt xa so với nhóm kiểm soát. 1 bản điều tra được phát nhằm đánh giá nhận thức của người học về hiệu quả của phương pháp với việc nâng cao kỹ năng nghe của sinh viên. Tóm lại, sử dụng phương pháp Dicto-gloss có tác dụng nâng cao kỹ năng nghe hiểu cho sinh viên. Bên cạnh đó, một số đề xuất được đưa ra nhằm hỗ trợ sinh viên và giáo viên trong việc thực hành và giảng dạy kỹ năng nghe hiểu.

Từ khóa: Dictogloss, kỹ năng nghe hiểu.

1. INTRODUCTION

In the process of acquiring a language, listening comprehension is considered to be a fundamental skill; however, it is deemed one of the hardest skills for learners to master. According to Rost (2002) [16] and

Underwood (1989) [20], learners may experience some difficulties in exchanging information orally if their listening ability is poor. Krashen (1985) [9] argues that people acquire language by understanding the linguistic information they hear. In other

words, language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input. In spite of the significance of the listening skill, the teaching of listening comprehension skill has been neglected for a long time (Abba & Mohammad, 2011) [5]. Some Vietnamese schools still pay much attention to grammatical knowledge, reading and writing skills. Listening tasks are always considered to be time-consuming and unnecessary. On the other hand, several educational institutions recognize the importance of listening comprehension skill and listening lessons are paid much attention. A fact is that the traditional teaching listening method is still used, which has been found inadequate to the demands for producing efficient English speakers and listeners. Consequently, a new teaching method should be used to meet the needs of students to use English as a tool for communication. Dicto-gloss is regarded as a technique combining all skills. Dicto-gloss allows teachers to help students develop not only listening skill but also reading, writing, speaking, team work skills. It also offers “a unique blending of teaching listening comprehension and the assessment of students’ listening ability” (Vasiljevic, 2010) [22]. Some previous studies have confirmed that dicto-gloss strategies have been effective for fostering learner’s language skills. Concerning about the above reasons, exploring the effect of dicto-gloss on improving learners’ listening skill is very essential. Therefore, this study focuses on investigating effects of utilizing dicto-gloss on fostering listening skill of English-major freshmen at University of Economics - Technology for Industries.

2. THEORETICAL BACKGROUND

2.1. Listening comprehension

Listening has been so far regarded as one of the most vital language skills. Nunan (1998) [14] defined “listening” as “an active process that involves deciphering and constructing meaning from verbal and non-verbal messages”. Having in common with Nunan, O’Malley, Chamot and Kupper (1990) [15] confirmed that “listening comprehension is an active and conscious process in which the listener constructs meaning using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirements”. It can be seen that the goal of listening is that language learners can write and talk about what they have heard. According to Brown (2001) [8], listening comprehension is not only the process of the unidirectional receiving of audible symbols but is also considered to be an interactive process.

2.2. Dicto-gloss strategy

Dicto-gloss was firstly presented by Wajnryb (1990) [18] and considered to be a new way to study grammar through doing dictation. However, Dicto-gloss differs from dictation as it includes interaction and collaboration, which are useful in the context of second language acquisition. Specifically, in a dicto-gloss activity, learners listen to a passage or text. Then, they just write down as many key words as possible in the correct order. Language learners are asked to work in pairs or in groups to make a reconstructed version of the text based on what they have taken note.. With a view to simplifying its definition, Newman (2012) [13] divided “*Dicto-gloss*” into two parts: “dicto” means

dictation and “gloss” means paraphrase or interpret the text. There are many variations and adaptations of Dicto-gloss which have been developed but four main phases are always shown. Based on Wajrnb (1990) [18], they are outlined as followed:

a. Preparation/ Warm-up

Learners find out about the topic by engaging in some discussion on the topic that they have some background knowledge and/or interest. They may also discuss the type of the text they are going to encounter and prepare necessary vocabulary.

b. Dictation

Learner hears the text and takes fragmentary notes. The text is normally read twice at natural speed making short pauses between the sentences. The first time, students do not take any notes. The second time, they note down key words to help them remember the content and reconstruct the text.

c. Reconstruction

Learners should work together in small groups to reconstruct the version of the text from their shared notes

d. Analysis and Correction

Language learners analyze and compare their text with the reconstruction of other students and the original text and make the necessary corrections.

As the above procedure, in order to complete a dicto-gloss activity, learners have to use all four skills (listening, speaking, reading, writing). Especially, it seems to be an effective way of combining individual and group activities. The analysis and correction stage enables students to see their linguistic shortcomings where they have done well and

where they need to improve. (Vasiljevic, 2010) [22]. On the other hand, the drawbacks of Dicto-gloss are set out. It takes a lot of time to apply well in the teaching-learning processes. Moreover, the dictation is in fact written passages that are read out aloud so Dicto-gloss does not help students to understand the difference between oral and written language. These factors need to be concerned about in the process of designing a dicto-gloss lesson.

2.3. Empirical studies

In the literature, a variety of studies analyzed the effect of Dicto-gloss on fostering English learners' language skills. So as to have an overview of different researches related to Dicto-gloss, we review some of them. Moh. C. H & Piping. R (2019) [23] investigated the effectiveness of using Dictogloss technique to improve students' writing. The findings show that the students' writing skill got improvement after being taught using Dicto-gloss technique. Additionally, M Ahmadian, M Amerian, E Lavasani. (2015) [11] carried out an experimental research on the effect of the Dicto-Gloss as a cooperative learning technique on EFL learners' self-efficacy in writing. The results revealed a difference between the two groups, indicating the effects of the dicto-gloss technique of cooperative learning on self-efficacy in the writing of EFL learners. Besides, in a study by Jibir-Daura (2013) [17], Dicto-gloss is confirmed to be “an effective way of teaching listening comprehension to second language learners. Dicto-gloss helps students in cooperative learning. The students can get used to working with peers without inhibition. Therefore, learning becomes fun”. It can be easily seen that this method is highly

appreciated; however, in this study, the implementation time is limited so the efficacy level is not high. In a detailed and specific way, in research by M Taheri, S Taki (2017) [12], the results indicated significant improvement in the experimental group's listening comprehension with no significant difference between male and female learners and the listeners in the experimental group made noticeable gains in their choice of metacognitive strategies through using the Dicto-gloss technique.

Some Vietnamese researchers explored the effect of Dicto-gloss on teaching some different language skills. It is noticeable that Nguyen. H. (2017) [3] raised a question: "Does dicto-gloss improve non-English major students' motivation and grammatical competence?". The answer was clearly shown that the positive impacts of using Dicto-gloss in the class where English was taught as a foreign language. Learners could not only make improvements in their grammatical competence but also express greater interest in the English class. As regards listening skill, Ngo. T. M. H & Le. D. H. (2020) [2] demonstrated the effects of dicto-gloss on non-English majored undergraduates' listening comprehension. They realized that Dicto-gloss helped to improve the learners' listening comprehension through activating and raising their awareness of linguistic knowledge and providing them a clear context for listening, which also made them more interested in the activity. As can be implied in the above studies, Vietnamese researchers paid attention to non-English major students to assess the method's efficacy; however, its effect on the enhancement of English-majored students' listening comprehension has gained

scant attention. Therefore, this study focuses on the effects of utilizing Dicto-gloss on fostering listening skill of English -major freshmen at University of Economics - Technology for Industries.

To fulfill the objectives of the study, the following research questions were shown:

To what extent, does using Dicto-gloss dramatically improve listening skill of English-major freshmen at University of Economics-Technology for Industries?

Are there any significant differences between the group using the Dicto-gloss method and the group using the traditional dictation method?

What is the English-major freshmen's opinion towards Dicto-gloss practice in learning listening skill?

3. RESEARCH METHODS

3.1. Participants

The participants of this research included 114 English-major freshmen from Faculty of Foreign Languages, University of Economics-Technology for Industries (Uneti) in the academic year 2022- 2023. They were aged between 19 years or 20 years. In this study, the researcher applied cluster sampling technique and the first 57 students were taken to be the experimental group and the remaining was put into the control group. The first-year students were selected because they were always available to the researcher. Especially, they have not had any chances to be accessible to a new method in the university environment, therefore, the judgements have become more correct.

3.2. Instruments

The first instruments are comprised of two

listening tests administered as the pre-test and post-test. The pre-test would be given before treatment to measure the students' listening comprehension. The post-test was administered to measure the students' listening comprehension at the end of the instruction. The test consisted of 5 parts: (1) multiple-choice questions with 5 photos (2) + (3) multiple-choice conversational questions including 5 questions for each (4) write what you hear in the conversation (5) gap-filling listening exercise with 5 gaps. The students' scores range from 0 to 10 (2 points per each exercise). The tests originate from Listening 1's Supplementary Material of Faculty of Foreign Languages – Uneti which was assessed by some well-experienced FFL lecturers. Finally, the researchers piloted the listening comprehension tests on 10 students with the same features of the participants in the main study in Uneti. The reliability of the tests was calculated through KR- 21 formula, and it was 0.75 and 0.88 for pretest and post-test, respectively.

The second instrument is a questionnaire involving in two parts. The former consists of Likert-scale questions to investigate the students' opinions about the importance of learning listening comprehension skill. The latter is comprised of 8 questions to inspect the benefits of Dicto-gloss technique to listening comprehension skill.

The last one is a small interview with two open-ended questions further understand students' the difficulties when learning listening comprehension with Dicto-gloss and ask for their recommendation to better the use of this technique in teaching – learning listening comprehension.

3.3. Data collection procedure

Some steps were experienced in the present study. At the first stage, the researcher administered the pre-test to measure the participants' listening comprehension before the treatment. At the second stage, the researcher implemented the treatment which lasted 10 weeks for the experimental group. At the beginning of each session, a warm-up activity was given to students with a view to brainstorming the topic and addressing topic-related vocabulary. Next, the participants had to listen carefully to the audio played by the researcher for the first time without taking notes. Then, the researcher instructed them how to take note and allowed them to implement note-taking technique in the process of listening. The audio was played twice or three times based on the students' needs. The next step is that the instructor gave participants time to recreate the text in their own. Especially, they were required to work in groups to write as good constructed text as possible. Finally, the researcher showed their text and the original one on the project so as to compare and contrast. This procedure continued for the remaining of the session. For the control group, the audio was played once or twice. The participants would have to recreate the text. At the last stage, the post-test was run to measure the participants' listening comprehension at the end of the treatment.

After the treatment, a questionnaire was delivered to the participants to judge students' opinions about the importance of learning listening comprehension skill as well as the benefits of Dicto-gloss technique to listening

comprehension skill. In addition, a small interview was carried out to investigate the students' difficulties in learning listening comprehension through Dicto-gloss and some recommendation for teaching and learning listening comprehension more effectively with this technique.

3.4. Data analysis

To analyze the collected data, SPSS version 2021 was used. Along with the descriptive statistics including: mean and standard deviation, Kolmogorov-Smirnov (K-S) test, a Mann-Whitney test and a Wilconxon test were utilized to measure the effects of Dicto-gloss on the improvement of students' listening comprehension skill.

4. FINDINGS & DISCUSSION

With the aim of answering the first research question, there is no way but calculating the data from the pre-test and post-test before and after the treatment. The result is presented as follows.

First of all, the results of K-S test for estimating the normality of data were shown in Table 1.

Table 1. Results of the one-sample K-S Test

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
post-exp	.302	57	.000
pre-control	.135	57	.012
pre-exp	.133	57	.013
post-control	.147	57	.004

As the above result, Sig <0.05 so the test distribution is not normal. Consequently, a Mann-Whitney test and a Wilconxon test might be used to calculate the data.

Table 2. Results of descriptive statistics (pre-test)

Groups	N	Min	Max	Mean	Std. Deviation
Experimental	57	2.8	8.0	5.772	1.3677
Control	57	3.6	7.6	5.467	.9690

Table 2 showed the descriptive data of both groups for the pre-test. In the experimental group, the mean score is 5.772 and the standard deviation is 1.367. In control group, the mean score is 5.467 and the standard deviation is 0.9690. It certified that there is similarity in both groups at the beginning of the treatment.

Table 3. Results of descriptive statistics (post-test)

Groups	N	Min	Maxi	Mean	Std. Deviation
Experimental	57	4.4	8.4	7.123	1.0210
Control	57	4.4	7.6	5.635	.8727

Table 3 presented the descriptive data of both groups for the post-test. In the experimental group, the mean score is 7.123 and the standard deviation is 1.0210. In control group, the mean score is 5.635 and the standard deviation is 0.8727. The participants in the experimental group outperformed the participants in the control group. It is proved that there is a dramatic improvement in listening comprehension skill through applying Dicto-gloss technique.

Table 4. Results of Mann-Whitney Test (pre-test)

	Total
Mann-Whitney U	1403.000
Wilcoxon W	3056.000
Z	-1.261
Asymp. Sig. (2-tailed)	.207

Table 4 indicated the results of Mann-Whitney test of the pre-test for two groups. Because Sig (2-detailed) is greater than 0.05, the

difference between both groups is not significant. In other words, both groups performed the same in the pre-test.

Table 5. Results of Mann-Whitney Test (post-test)

	V8
Mann-Whitney U	465.500
Wilcoxon W	2118.500
Z	-6.613
Asymp. Sig. (2-tailed)	.000

Table 5 revealed the results of Mann-Whitney test of the post-test for two groups. As it can be realized that the Sig (2-tailed) is less than 0.05, the difference between both groups is significant. Hence, the conclusion is that two groups are not similar in the post-test.

The findings of this study are in agreement with those of Jibir-Daura (2013) [19] indicating that Dicto-gloss is an effective way of teaching listening comprehension to second language learners and helps students in cooperative learning. Furthermore, the study's findings are consistent with those one of M Ahmadian, M Amerian, E Lavasani. (2015) [11] documenting the effects of the dicto-gloss technique of cooperative learning on self-efficacy in the writing of EFL learners.

The second research question is analyzed in the following tables.

Table 6 confirmed that there is significant

difference between two experimental groups in pre-test and post-test since Sig (2-tailed) is less than 0.05. On the other hand, with control group, Sig (2-tailed) is greater than 0.05, so the difference between the pre-test and post-test of the control group is not significant. As noted above, it evidenced that the experimental group outweighed the control group in the post-test. In other words, some significant differences between the group using the Dicto-gloss method and the group using the traditional dictation method can be seen easily. In a sense, since four phases of Dicto-gloss method were instructed and implemented in a careful and thorough way, the students were able to gain some vital knowledge and skill to improve their listening comprehension.

Table 6. Results of Wilcoxon Test

	post-control pre-control	post-experimental pre-experimental
Z	-.862b	-5.410b
Asymp. Sig. (2-tailed)	.389	.000

The third research question is related to English-major freshmen's opinion towards Dicto-gloss practice in learning listening skill. So as to answer this question, a questionnaire was delivered to the participants in the experimental group. The results are analyzed as follows:

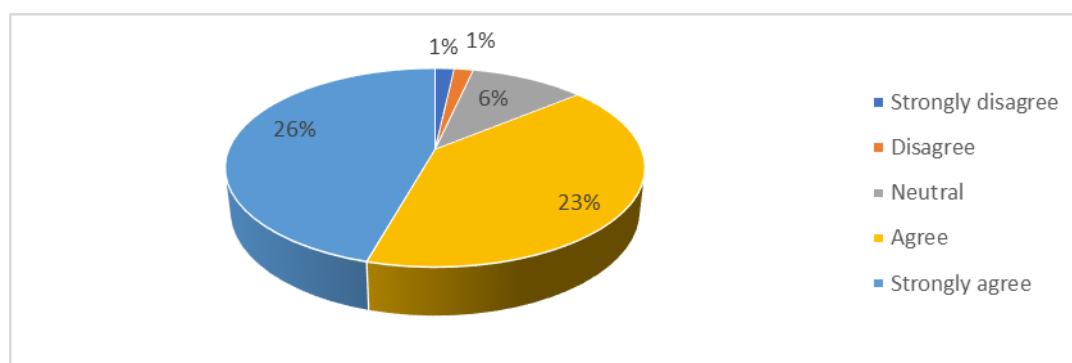


Figure 1. The students' opinions about the importance of learning comprehension

As noted above, 23% of students agreed and even 26% of them strongly agreed that the listening comprehension skill is one of the most important skills. It confirmed that students pay more attention to and highly appreciate this skill. The findings are

compatible with those of Quyen, N.N & Dan, T.C (2018) [4] indicating most of the students held positive awareness towards the role of listening skill development. Table 7 explores the students' views of Dicto-gloss's benefits to their listening comprehension.

Table 7. Students' opinions on the benefits of Dicto-gloss to their listening comprehension

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
With dictogloss activity, I can understand the listening materials more easily.	1 1.7%	2 3.5%	9 15.8%	38 66.7%	7 12.3%
I am used to looking at the listening text as a whole picture to understand its messages.	1 1.7%	8 14%	13 22.8%	31 54.4%	4 7.1%
With this activity, I am used to recognizing the key words from the text.	1 1.7%	8 14%	20 35.1%	24 42.1%	4 7.1%
With dictogloss, I am used to recognizing its overall structure.	3 5.3%	7 12.3%	18 31.5%	25 43.8%	4 7.1%
I find it difficult to pay attention to the links among ideas.	8 14%	24 42.1%	19 33.3%	4 7.1%	2 3.5%
I can understand not only the explicit but also implicit meaning of the text.	0 0%	8 14%	15 26.3%	32 56.2%	2 3.5%
The dictogloss activity cannot enable me to measure my listening comprehension.	2 3.5%	34 59.6%	13 22.8%	5 8.8%	3 5.3%
After doing the dictogloss activity, I am able to improve my listening comprehension.	0 0%	8 14%	11 19.3%	34 59.6%	4 7.1%

As stated in the table 7, 66.7% confirmed that they can master the materials more easily and even 32 students accounting for 56.2 % said that they can understand the explicit and implicit meaning of the text. It means students are able to master the content of the text more deeply, consequently, grasping the information from the speaker and recalling the overall message when necessary is more effective. Especially, 24% realized that paying attention to the links among ideas is not too hard, which is different from their opinions before the treatment. Furthermore, when asked about the effectiveness of Dicto-gloss

on listening comprehension skill, the majority of the participants (approximately 66.7%) agreed and even strongly agreed that Dicto-gloss helps them to improve their listening comprehension. Besides, the participants also believed that Dicto-gloss allows them to measure their own listening comprehension and this idea is only denied by 14.1% of them. It can't be negated that in students' perspective, Dicto-gloss has aided them to foster their listening skill more or less. In spite of the high rate of respondents supporting Dicto-gloss, the minority of the students (relatively 15%) disagreed with the

benefits of Dicto-gloss. It means that a few students still face difficulties in practicing Dicto-gloss and need time to overcome.

5. CONCLUSION

Based on the findings of the present study, it can be emphasized that Dicto-gloss could enhance significantly English-major freshmen's listening comprehension. In a nutshell, when language learners are prepared well with warm-up activity to gain the background knowledge, their reconstructed version is good. Especially, they have a chance to work together and analyze their performance in cooperation with their peers, their listening comprehension is fostered substantially.

From the present study, some implications for teachers and learners can be shown. First of all, teachers should consider the suitable materials in terms of the length of the text and the level of the participants so that Dicto-gloss

can be applied as effectively as possible. Secondly, EFL teachers should practice Dicto-gloss frequently in their classroom, which helps EFL learners to be familiar with the procedure of Dicto-gloss strategy. The third point is that students are necessary to be provided with writing knowledge so as to have a better reconstruction version.

Considering the limitations of this study, some recommendations are presented. The current study was carried out in a state university, more researches can be conducted in private educational institutions, English centers. Furthermore, interested researchers can expand the sample of the study from freshmen to English – major sophomores, junior, senior students or non-English majors. Finally, a further research can be run in a period of continual time with a larger number of participants with a view to boosting the validity of the study.

REFERENCES

- [1] Bùi Thị Kim Loan, Lưu Trọng Tuấn, "Schema-building and Listening. Studies in Literature and Language", 1(5), 53-65, (2010).
- [2] Ngo. T.M.H & Le. D.H, "Effects of dictogloss on non-english majored undergraduates' listening comprehension". Hanoi University of Industry, (2020).
- [3] Nguyen. H., Does dictogloss improve non-english major students' motivation and grammatical competence. Thuy loi University, Hanoi, VN, (2017).
- [4] Nguyễn Ngọc Quyên, Thái Công Dan, "Listening comprehension: First year English-major students' perceptions and problems", Can Tho University Journal of Science. 54(2): 75-83, (1995).
- [5] Abbas Pourhossein Gilakjani, Mohammad Reza Ahmadi, "A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement", Journal of Language Teaching and Research, Vol. 2, No. 5, pp. 977-988, September 2011
- [6] Garrison Donn Randy, "Self-directed learning: Toward a comprehensive model", Adult Education Quarterly, 48(1), 18–33, (1997).
- [7] Gholam-Reza Abbasian & Mohammad Mohammadi, "The effectiveness of dicto-gloss in developing general writing skill of Iranian intermediate EFL learners", Journal of Language Teaching and Research, vol. 4, no. 6, pp. 1371–1380, (2013).

- [8] H. Douglas Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy", Longman, New York, NY, USA, second edition, (2001).
- [9] Krashen Stephan, "The input hypothesis", London, England: Longman (1985).
- [10] Larry Vandergrift, "Orchestrating Strategy Use: Toward a Model of the Skilled Second Language Listener", *Language Learning*, vol. 53, no. 3, pp. 463–496, (2003).
- [11] Moussa Ahmadian, Majid Amerian, Elham Lavasani, "The effect of the Dicto-Gloss as a cooperative learning technique on EFL learners' self-efficacy in writing", *Journal of Language Teaching and Research*, Vol. 6, No. 6, pp. 1357-1364, November (2015).
- [12] M Taheri, S Taki, "The effect of dictogloss on listening comprehension: Focus on metacognitive strategies and gender", *International Journal of Applied Linguistics & English Literature* (2017).
- [13] Newman, "Dare to dictogloss!", Teacher Talk blog on AzarGrammar.com (2012).
- [14] Nunan, D, "Approaches to Teaching Listening in the Language Classroom", Paper presented at the Korea TESOL Conference, Seoul, (1998).
- [15] J. M. O'Malley and A. U. Chamot, "Learning Strategies in Second Language Acquisition", Cambridge University Press, Cambridge, UK, (1990).
- [16] Rost, Michael, "Teaching and researching listening", London: Longman, (2002).
- [17] Ramlatu Jibir-Daura, "Using Dictogloss As An Interactive Method Of Teaching Listening Comprehension", *Advances in Language and Literary Studies*, vol. 4, no. 2, pp. 112–116, 2013
- [18] R. Wajnryb, "Grammar Dictation", Oxford University Press, Oxford, UK, (1990).
- [19] Sharon J Derry, Debra A Murphy, "Designing systems that train learning ability: from theory to practice," *Review of Educational Research*, vol. 56, no. 1, pp. 1–39, (1986).
- [20] Underwood Martin, "Teaching Listening", New York: Longman, (1989).
- [21] Xiaoli Bao, "A Study on Listening Strategies Instructed by Teachers and Strategies Used by Students", *International Journal of English Linguistics*; Vol. 7, No. 2; (2017).
- [22] Zorana Vasiljevic, "Dictogloss as an interactive method of teaching listening comprehension to L2 learners", *English Language Teaching*, vol. 3, no. 1, pp. 41–52, (2010).
- [23] Moh. Choirul Huda, Piping Rahadiano, "Using dictogloss technique to improve students' writing skill", *English Community Journal* 3 (1): 307–316, (2019).

Thông tin liên hệ: **Hoàng Thị Kim Thoa**

Điện thoại: 0946800239 - Email: htkthoa@uneti.edu.vn

Khoa Ngoại ngữ, Trường Đại học Kinh tế - Kỹ thuật Công nghiệp.

