The impact of using note-taking, dictogloss, and dictation to improve listening comprehension english language

El impacto del uso de tomar notas, dictogloss, y dictado para mejorar la compresión auditiva del idioma inglés

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ABSTRACT

This study aims to investigate the impact of using note-taking, dictogloss, and dictation to improve listening comprehension. It is an experimental investigation in terms of nature and method. The statistical population is the students of an English university institute within an academic semester. The software called "Surveysystem" was used to obtain the sample size. 193 students were considered as the statistical sample. The data collection tool was a researcher team-made questionnaire and interviews. The results showed that the lack of listening teaching and insufficient listening habits were the cause of limited listening skills in the students. These results supported the need to apply this research. The treatment was given to 15 pre-intermediate English students (the experimental group). It consisted of the application of listening techniques based on methodology (note-taking, dictogloss, and dictation). Data was gathered by means of a pre-test and a post-test. The means, standard deviations and the *t-test* were used to analyze the data and test the hypotheses. The results showed that the application of note-taking, dictogloss, and dictation increases significantly students listening comprehension.

Keywords: Listening comprehension, note-taking, dictogloss, cooperative learning, dictation, motivation.

Resumén

El objetivo de este estudio es investigar el impacto del uso de tomar notas, dictogloss, y dictado para mejorar la comprensión auditiva del idioma inglés. Esta es una investigación experimental en términos de naturaleza y método. La población estadística son los estudiantes de un instituto de Ingles durante un semestre académico. El software llamado "Surveysystem" se utilizó para obtener el tamaño de la muestra. 193 estudiantes fueron considerados como la muestra estadística. Las herramientas de recolección de datos fueron un cuestionario y entrevistas diseñadas por el equipo investigador. Los resultados mostraron que la falta de enseñanza de escucha y hábitos insuficientes de escucha fue la causa de las limitadas habilidades de las mismas. Además los resultados corroboran la necesidad de aplicar esta investigación. El tratamiento se administró a 15 estudiantes de nivel pre-intermedio de inglés (grupo experimental). El tratamiento consistió en la aplicación de técnicas de escucha basadas en metodología (tomar notas, dictogloss y dictado). Se recogieron datos mediante un pre-test y un post-test. La media aritmética, la desviación estándar y el valor-t fueron utilizados para analizar los datos y probar las hipótesis. Los resultados mostraron que la aplicación de las técnicas de escucha de esta investigación (tomar notas, dictogloss y dictado) aumenta significativamente la comprensión auditiva de los estudiantes.

Palabras clave: Comprensión auditiva, tomar notas, dictogloss, aprendizaje cooperativo, dictado, motivación.

1. Introduction

It is a well-known fact that listening is vital in the acquisition of the English language because it provides language input (Manaj, 2015). Krashen claims that "The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." Whereas, English language learners acquire the second language when they absorb and understand sufficient comprehensible input (Krashen, 1985). As we see, listening is crucial in the acquisition of English. Nowadays, there is an urgent need to improve students' listening comprehension since it impedes that English students acquire and be communicatively competent in English. However, there has been little research about this skill. English learners have serious problems in listening comprehension due to the fact

that universities pay more attention to English grammar, reading and vocabulary (Hamouda, 2013).

Likewise, most English teachers assume and think that listening will develop naturally and simultaneously within the process of language learning (Segura, 2012). Therefore, there is a lack of practicing the listening skill and lack of exposure to different kind of listening resources with different accents. It has not been clear what the best methods or techniques to teach listening are, and the way in which immediate listening feedback must be given. Thus, most English teachers have neglected the teaching of listening. Likewise, teachers at universities, high schools, and schools have to complete a curriculum or program, so they are limited to cover a book and they dedicate more time to grammar, and reading since these skills will be evaluated in exams (Segura, 2011). When students do listening activities the listening input that they receive is only noise in their brains. The result is unmotivated students who do not participate in listening activities or in interactions. Still another reason to not pay attention to this skill is that in listening multiple choice activities students guess or when they are asked questions they just nod or move their heads as a sign of understanding when they have not understood anything, and some teachers take for granted that they are acquiring English (https://bit.ly/2LUHuqa). Despite the high importance of listening in the acquisition of the second language, most of the studies conducted about listening have been developed in other countries and a few studies in Ecuador. Therefore, in the present study the impact of note-taking, dictogloss, and dictation has been examined.

1.2. Theoretical framework of research
1.2.1. Listening comprehension

There is not a common definition of listening comprehension among linguists. Nevertheless, there is a common agreement that listening comprehension is an invisible mental process. This process according to Rost (2002 p7) allows language learners to understand spoken language. During this complex process "listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, understand intention and retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance".

Howard and Dakin (1974) claim that listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, the

speaker's grammar and vocabulary and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

Likewise, Rost (2002) defined listening as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker (listening strategies) and responding (collaborative orientation); and creating meaning through involvement, imagination and empathy (transformative orientation).

Listening is one of the four language macro skills (the others are reading, speaking and writing). But it's important to understand that in real life there's no such thing as just 'listening'. In fact, there are several different kinds of listening, which we call sub-skills. Among the most important we have: listening for gist, listening for specific information, listening in detail, etc. (Wilson, 2008)

Taking into account all these definitions about listening comprehension, the research team concludes that listening is an active (interactive) complex process in which listeners process listening input and make use of other listening subskills and listening strategies to understand the spoken language. In this interactive process listeners are not passive hearers. They are active listeners doing other activities simultaneously or after receiving listening input which gives the speaker, teacher, or themselves a clear idea to what extent listeners understood the received listening input.

1.2.2. Significance of listening comprehension

Listening is the fundamental language skill, It is the medium through which individuals obtain a large portion of their education, information, understanding of the world, human affairs, ideals, sense of values, and appreciation. In our world of mass communication, much of it is developed orally. So, it is important that students are taught to listen effectively and critically" (Bulletin 1952). Listening is considered the most important of the fourth skills (speaking, Reading, and writing) not only in the acquisition of a second language also in the acquisition of the first language, because it gives the aural input which is necessary to acquire a language and permits people to interact in spoken communication (Wilt, 1950).

Feyten's research (1991) revealed that there is a significant positive relationship between listening comprehension ability and foreign language acquisition, indicating that listening ability is an extremely factor in the acquisition of foreign language. Likewise, Coakley &

Wolvin, 1997; Truesdale, 1990 confirm that numerous studies indicated that efficient listening skills were more important than reading skills as a factor contributing to academic success. It is evident that listening plays the main role in second language acquisition, Therefore, English teachers must take action and promote listening comprehension teaching in their classrooms to help students get improved with their listening skills.

1.2.3. Listening comprehension problems

According to Rost (2002), "Listening is the mental process of constructing meaning from spoken input" (p. 24). Furthermore, listening is "conceived as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what speakers are trying to express" (Rubin, 1995, p., 7). This process implicates perception, attention, cognition, and memory. During this process many factors can impede that second language learners grasp listening input.

Among the most important factors we have speech rate (Conrad, 1989; Blau, 1990; Griffths, 1992; Zhao, 1997), lexis (Rost, 1992), phonological features and background knowledge (Long, 1990; Chiang and Dunkel, 1992).

Other aspects that hinder listening input comprehension are insufficient exposure to the target language, and a lack of interest and motivation (Hamouda, 2013). Brown (1995) also argued that listener difficulties are also related to the levels of cognitive demands made by the content of the texts. Buck (2001) identifies numerous difficulties which can be confronted in listening tasks such as unknown vocabularies, unfamiliar topics, fast speech rate, and unfamiliar accents. Higgins (1995) studied Omani students' problems in listening comprehension and found that the factors which facilitate or hinder listening are speech rate, vocabulary, and pronunciation.

The first thing that the research team had to do to help students get improved with their listening skill was to find out the listening problems which cause difficulties to them.

In this research, several beginner and pre-intermediate Spanish students of an English university institute were interviewed about their listening comprehension problems. The results showed that most of them thought that listening was the most difficult skill to acquire; and that most of the students understood 40 % when they listened to songs, conversations, interviews, or watched movies. In the case of movies they understood them because they watched the scenes and they inferred meaning. It also indicated that most of the students

were predominantly visual. Likewise, they conveyed that new vocabulary, connected speech, idiomatic expressions, different accents, stress, complex grammatical structures, and the length of the spoken text (they were short) are the most important message factors for listening problems.

1.3. Review of literature

1.3.1. Listening Strategies

Listening strategies facilitate comprehension and help listeners to compensate for the difficulties they had in understanding listening input. According to Vandergrift (1996) there are three types of listening strategies: metacognitive, cognitive, and socio-affective strategies. All of them utilize different techniques to grasp meaning and some of them (especially socio-affective strategies) interrupt the listening process to do it more efficiently. Metacognitive strategies describe complex activities that listeners do to catch meaning. They regulate and direct the language learning process (O'Malley & Chamot, 1990, Vandergrift, 1997a) when listeners use metacognitive techniques they begin to analyse the requisites of the listening task, try to make good predictions, activate the correct listening process required, check their comprehension, evaluate the success of their approach, etc.

Cognitive strategies refer to basic techniques that listeners do to understand listening input; for example, making inferences, realizing what went wrong, or what produced misinterpretation during the listening task, etc. Finally, socio-affective strategies refer to techniques that listeners utilize to confirm understanding, cooperate with the speaker, or to lower anxiety (self-encouragement); for example, listeners interact with the speaker, ask for clarification, negotiate meaning, etc. (Vandergrift,1996).

Grant (1997) also pointed out four strategies which would help learners to listen to English by activating or building schema, guessing, or predicting, listening selectively, and negotiating meaning.

Ma Weima (2005) reveals that short-term memory is an important clue in listening comprehension, and put forward three most effective ways to improve short term memory retention, repetition, dictation, and good command of the language.

Taking into account all these theories the research team applied note-taking, dictogloss, and dictation in an experimental group. What is really important to mention is that these

techniques interrupt the listening process, pay attention to pre-listening, while listening, and post-listening to give students the opportunity to build a schema, guess, make predictions, make inferences, confirm understanding, and negotiate meaning.

1.3.2. Listening techniques

1.3.2.1 Note-taking

Note-taking is the practice of writing down pieces of information in a systematic way (https://bit.ly/2LUdrPb). Seward (1910) first proposed the hypothesis that illustrated the two functions of notetaking "external storage" and "encoding". These functions have been recognized and confirmed by most researchers. The common agreement is that the "external" function refers to preserving information for later use; and the "encoding" function refers to the role that the actual process of taking notes ensures the lecture information is properly understood and coded into memory (https://bit.ly/2xGDt5u). There is a large consensus that encoding accompany notetaking activity. Di Vesta and Gray (1972) claimed that encoding "involves the learner transcribing whatever subjective associations, inferences and interpretations that occur to him while listening" (p.8). Fisher and Harris (1972) view encoding as a process, "in which the learner reorganises the input data, and ... transforms the data to make it his own" (p.321). Howe's (1972) opinion is similar to that of Fisher & Harris: it involves coding, integrating and transforming information. Aiken et al. (1975) maintain that processing lecture content involves interpreting, inferring, condensing and paraphrasing (p.439). Weener (1974) proposes (p.43) that "while listening ..., the student transforms the presented message in ways which can be described as associational, conceptual and inferential"(p.62). Rickards & Friedman identify the kind of processing as "organising information and/or sifting out relevant material" (p.136). likewise, Barnett et al. (1981) stated that the processing accompanying notetaking involves paraphrasing, selecting, and summarising relevant information. From this overview, note-taking involves encoding and decoding. The process of encoding ensures that English learners understand listening input and the external function makes sure English learners reserve or recycle information to use it later in oral presentations or writing compositions. Several studies have been carried out about note-taking, but the most significant is Hayati and Jalilifar's study (2009) in which they report that participants who received instruction and benefit from the Cornell note-taking strategy scored higher in listening comprehension than those who received no instruction. The research team used this technique because it gave the students the opportunity to have a written record of monologues, interviews, news reports, etc. Taking notes made the learners

active and involved listeners. When learners take notes they have to concentrate and pay attention to what was being said and how the writer is saying it. The most important aspects which learners have to pay attention are: body language, listening for introductory, concluding and transition words and phrases, and using pictures and diagrams to make the notes more understandable (https://bit.ly/2LWSnro).

1.3.2.2. Dictogloss

Dictogloss is an effective dictation activity in which learners listen to monologues, conversations, interviews, etc., note down key words and then work in pairs to create a reconstructed version of the text (Vasiljevic, 2010). Dictogloss was introduced by Ruth Wajnryb (1990). The original dictogloss procedure consists of four basic steps:
a. Warm-up at this step the learners find out about the topic and do some preparatory vocabulary work.
b. Dictation the learners listen to the text read at a normal speed by the teacher or they listen to an audio program and take notes. The learners will normally hear the text twice.
c. Reconstruction at this step the learners work together in pairs to reconstruct a version of the text from their notes.
d. Analysis and correction when students analyse and compare their text with the reconstructions of other student and the original text and make the necessary corrections (Wajnryb, 1990).
Text reconstruction encourages both the negotiation of meaning and the negotiation of form. It is a co-operative effort which obliges learners to participate actively in the learning process. "Through active learner involvement students come to confront their own strengths and weaknesses in English language use. In so doing, they find out what they do not know, then they find out what they need to know." (Wajnryb, 1990:10). Dictogloss offers several potential advantages for teaching listening comprehension. Nunan (2004) explains that dictogloss is an effective pedagogical task because it is classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to convey meaning. According to Nunan (1995), the dictogloss technique provides a useful bridge between bottom-up and top-down understanding. Likewise, Vasiljevic (2010) in his study concludes that dictogloss is a new type of meaning-based listening activity and cooperative learning. He

asserts that if dictogloss is implemented correctly, the dictogloss approach results in active involvement of the learners and offers challenging and rewarding learning experience. Hence, In this research, an endeavour was made to investigate the effectiveness of this technique in enhancing learners' listening comprehension.

1.3.2.3. Dictation

Dictation is one of the oldest techniques known for testing progress in the learning of a foreign language. In the first language, exactly in the middle ages, it was used to transmit course content from teacher to student. In the second language, dictation was used in the sixteen century when certain groups began the study of modern foreign languages (Stansfield, 1985). As we see, in its simplest form, dictation is the process of writing down what someone else has said (https://bit.ly/2J6Rej8). Dictation refers to a person reading some text aloud, or playing an audio program so that the listener(s) can write down what is being said. When this technique is used in a language classroom, the main objective is that students to write down what is been said by the teacher, word for word, later checking their own text against the original and correcting the mistakes made. Dictation has countless variations that can make it more interesting and learner-centred. For example, wall dictation, shouting dictation, song line dictation, etc. (https://bit.ly/2h3WF3l). This simple and effective technique used since the sixteen century shows excellent results in the improvement of listening. It is corroborated by Kondon (2018) when he reports improvement in listening after obligatory dictation exercises in 56 students at Waseda University. Therefore, this research examined the effectiveness of dictation to improve listening in an experimental group.

1.4. Conceptual framework of research

In concordance with the literature review and the objective of study, the conceptual framework of research was configured as demonstrated in Fig. 1

Experimental group G1 (intact):	X1 Pre-test	T Treatment (Note-taking, dictogloss, dictation)	X2 Post-test
Control Group G2 (intact):	X1 Pre-test	O Observation	X2 Post-test

Figure 1. Conceptual model of research

G1 (Intact): It stands for the experimental group. The group that received treatment (Note-taking, dictogloss and dictation)

G2 (Intact): It stands for the control group. The group that did not receive any treatment. It was only used to observe to what extent the students had improved their listening comprehension, by only doing activities from a text book, without developing any extra listening techniques. It was also used to compare the students' grades with the experimental group grades, in order to establish if note-taking, dictogloss, and dictation had been effective.

1.5. Research hypotheses

These hypotheses were created for this research based on the conceptual framework for the research and literature review:

Alternative Hypothesis: the application of note-taking, dictogloss, and dictation (treatment) increases the listening comprehension of the experimental group students.

Null Hypothesis: There is no correlation between the application of the treatment (Note-taking, dictogloss, and dictation) and the experimental group students' improvement in listening comprehension.

2. Research Methodology

The present research is applied in terms of purpose, and is an experimental research in terms of nature and method. The statistical population is the students of an English university institute within an academic semester. The software called "Surveysystem" was used to obtain the sample size. 193 students were considered as the statistical sample. The data collection tool was a researcher team-made questionnaire and interviews. In order to determine exploratory validity of this research.The results showed students' limited listening skill and the need to apply note-taking, dictogloss, and dictation to solve this problem. The questionnaire included close and open-ended questions. Close-ended questions because they are easy to collate and analyse and open-ended questions to give the interviewees the opportunity to convey a detailed answer.

Among the most important answers we had that they would like music in the classroom and to listen to audio books. They wanted to watch movies, to take song tests, listening exercises, games and conversations. After the baseline study, the research team carried out a Quasi-experimental method (Intact groups single-control). It is well-known that quasi-experimental methods calculate approximately how the treatment affects the treated group (the experimental group). However, in order to establish the efficiency of the treatment (Note-

taking, dictogloss, dictation), the experimental group had to be compared with a control group, which did not receive any treatment. The research team must point out that in this research, they worked with intact groups. However, the authors randomly applied the treatment to one of the two groups with the flip of a coin. The research team worked with intact groups which is appropriate for performing factor analysis.

2.1. Data collection

The data collection in this experimental research was done by means of a pre-test and a post-test. These instruments were mock Ket English tests. It was necessary to calculate the means and standard deviation to obtain numerical data for further analysis. These Mock Ket English tests included five parts. Part 1 matching. It had five short conversations in which the students had to match the question with the correct answer. Part 2 multiple matching. In this part students listened to a long conversation and matched people with places, people with clothes, etc.; part 3 matching. In this section the students listened to a long conversation and matched 5 questions related to the conversation with 5 answers. Part 4 and Part 5 were completion exercises. The students listened to a long conversation or monologue and completed charts with one, two, or three words.

2.1.2. Participants

The classrooms chosen as a sample for this experimental research were two third-fourth level classrooms. The sample had twenty-eight students, separated into the following categories: twenty-one young female university students, four young male university students and three high school students. All were native Spanish speakers, between fifteen and twenty-eight years old. Note that the experimental group had 15 students and the control group 13 students.

2.1.3. The Treatment (Listening techniques applied)

2.1.3.1 Note-taking process

Basically, the research team played audio programs about different topics; for example, famous singers, unusual water sports, careers, millionaires, etc. The learners listened to the audio programs twice. They took notes using the Cornell format, note-taking abbreviations (https://bit.ly/2LWSnro).   and their own abbreviations. Similarly, the authors emphasized that when they got lost they had to leave space to fill it later, and left a symbol (*) indicating that it had to be completed.

Immediately, students continued with the note-making process (https://bit.ly/2LWSnro). They read the taken notes, corrected spelling mistakes, completed gaps, highlighted important information. After finishing this process, they were ready to use the taken notes in different ways. The research team asked questions about the heard audio programs. The learners answered the questions based on the taken notes. If the learners did not know the answers the research team repeated the audio program and stopped exactly in the answer to get students to realize where the answer was. Another variation of the technique consisted in completing charts with the taken notes. Likewise, learners wrote compositions and in some cases they gave oral extended presentations about the listening input received.

2.1.3.2. The Cornell Format

On each page of their notes the learners drew a vertical line, top to down. 5cm from the left side of the paper. The learners wrote their notes on the right of this line and left the area to the left of the line for key words, word clues, and sample questions (https://bit.ly/2LWSnro).

2.1.3.3. Dictogloss Process

The research team applied this listening technique since it is a variation of dictation. In fact, it is a sort of supported dictation which integrates the four skills (listening, reading, writing and speaking). Hence its effectiveness, Dictogloss requires learners to listen, take notes, talk about the taken notes, collaborate to get more information about the heard extract, draft a composition, redraft it, and present it orally (https://bit.ly/2h3WF3l). The research team worked exactly in this way: First, they played an audio program about holidays, tornados, bad days, Gandhi, etc. at normal speed. The audio program had a language level a little above that of the learners. Second, the learners listened and took notes. Third, the authors repeated the reading, after writing new words on the board to help learners to understand and avoid them felt anxiety and frustration. Fourth, the learners worked in pairs and shared their notes. At this point a weak student was paired with a strong student to work together and the weak student had support and a model to follow. Similarly, two students with the same English level were paired and they duplicated the obtained information. Fifth, the author read the text again at normal speed. The learners worked in pairs again to write strong extract summaries. The objective was to try to get all the information they listened to in extracts and write summaries, give opinions about the extracts, or report what they had heard.

2.1.3.4. Dictation Process

According to Davis and Rinvolucri, dictation is to decode the sounds of a language and to recode them in writing (1988). The research team used this technique to work with the experimental group. First, the writer dictated to them words, once they were used to doing it. The writer continued using this technique but at a sentence level. At the beginning, it was difficult for them, but little by little they felt more confident and did it very well. The writer applied all types of dictation in order to get a different approach to them; for example: shouting dictation, wall dictation, song line dictation, song stanza dictation (according to the students' English level), etc.

All these technique were applied by the research team in order to give the experimental group tons of listening input. Similarly, the authors followed the three phases described by underwood (1989) to teach listening: pre, while and post-listening. The writers consider that these phases and the activities developed in these stages are important in the listening process. In the pre-listening phase listeners are prepared to be successful in the listening activity through these activities setting the context, generating interest, activating current knowledge, acquiring knowledge, activating vocabulary / language, predicting content, pre-learning vocabulary, checking / understanding the listening tasks, etc. While in the while-listening phase the learner shows their understanding of what was heard of, while the teacher supervises comprehension. Among the most used activities we have: listen for main ideas, listen for details, making inferences, correct the errors, gap fill, listen and describe, true or false, etc. Finally, in the post-listening phase the teacher evaluates if the listening technique applied and the results were good or not. In fact, post-listening activities are a follow-up to the listening technique. The main objective of post-listening activities is to utilize the acquired knowledge for the improvement of other skills like speaking or writing. Post-listening activities also allow students to recycle new vocabulary and further use.

In addition, immediate listening feedback was always given. It basically consisted of repeating the audio programs and stopping them exactly in the parts that the students did not understand. Likewise, when students knew the answers of the questions they said the answer. Similarly, when the students did not know the answer the teacher provided the right answer explaining them why it was the right answer.

3. Results

The listening pre-and-post-test results allowed the research team to compare and contrast the academic listening outcomes of the experimental and control groups, establish conclusions, and reject the null hypothesis as well.

3.1. Factor analysis of the experimental and control groups' pre-test results

The pre-test was taken by experimental and control group students at the beginning of the academic semester. On the one hand, the results of the pre-test taken by the experimental group students showed a mean $\overline{X}_1$ of 8.13 equal to 33.00% of listening comprehension. On the other hand, the results of the pre-test taken by the control group students showed a mean $\overline{X}_2$ of 9.23 equal to 37% of listening comprehension. Both results were very low, considering that students needed to get 17.50 marks equal to 70% to be considered proficient in listening on the target language and pass the KET English test. Observe that the difference between both means in the pre-test was 1.10 equal to 4%, it was not significant, both groups were in similar listening conditions; or in other words, they had similar listening problems. However, the very low listening outcomes (listening grades) confirmed the need to apply this project to improve students' listening comprehension.
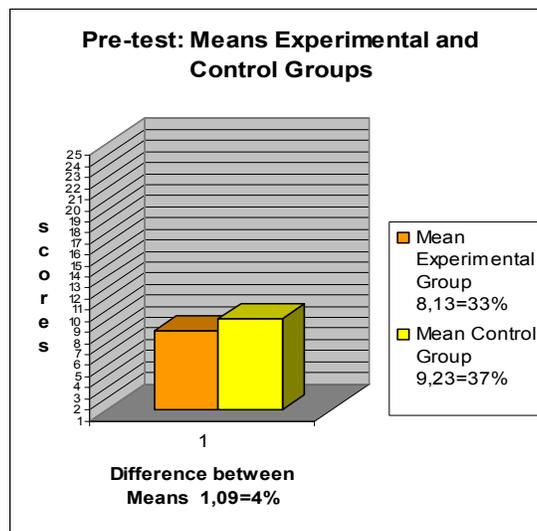

Figure 2. Means pre-test experimental and control groups

3.2. Factor analysis of the experimental and control groups' Post-test results

The post-test was taken by control and experimental group students at the end of the academic semester, after that the listening treatment was applied to the experimental group students. On

the one hand, the results of the post-test taken by the experimental group students after treatment showed a mean $\overline{X_1}$ of 17.20 equal to 69.00% of listening comprehension. On the other hand, the post-test taken by the control group students showed a mean $\overline{X_2}$ of 10.77 equal to 43% of listening comprehension.
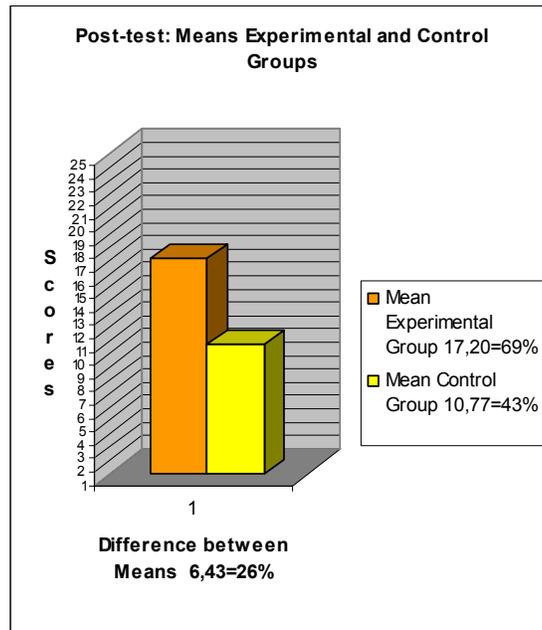

Figure 3. Means post-test experimental and control groups

3.3. Factor analysis of the experimental and control groups' Post-test dispersion results

The standard deviation of the experimental group after treatment in the post-test was 2.17, which showed that after treatment, the experimental group was more homogenous than the control group, which had a standard deviation of 4.00. Consequently, the experimental group after treatment showed a lower dispersion than that of the control group (the untreated group).
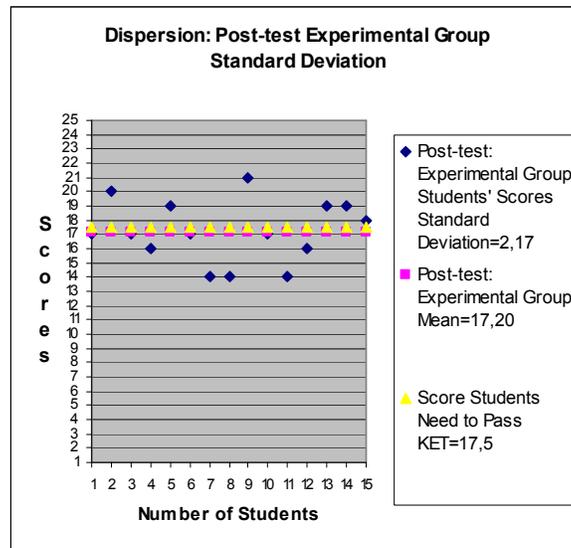
Figure 4. Dispersion experimental group after treatment.

3.3. Testing the research hypothesis

Examining the hypothesis:

1. The application of note-taking, dictogloss, and dictation (treatment) increases the listening comprehension of the experimental group students.

In examining the effects of note-taking, dictogloss, and dictation. It was observed a difference of $\pm$9.07 equal to 36% between the two means of the experimental group in the pre-test and the post-test. It was necessary to confirm if that difference (9.07) was sufficiently high enough to reject the null hypothesis. The research team proceeded to obtain the *t-value* with a significance level of 0.10 and calculated the degrees of freedom using the *t table*. In the level of **0.10** and with **26** degrees of freedom, the research team found a t-reason of $\pm$1.7056. This result is much lower than the calculated **t-reason** of the experimental group $\pm$10.19. So, the research team concluded that the difference between the two means is significant; consequently, the alternative hypothesis is accepted and the null hypothesis is rejected.

4. Discussion and conclusions

The present study examined the impact of note-taking, dictogloss and dictation to improve listening comprehension. The results showed that these techniques increased significantly the

experimental group's listening grades. This group, after treatment on the post-test, had a mean $\overline{X}_1$ of 17.20 which is superior to the control group's listening grades, who had a mean $\overline{X}_2$ of 10.77 in the post-test. The difference between both means in the pre-test and post-test of the experimental group shows an improvement of 9, 07 which is significant. The control group reported an improvement of 1, 54 which is relatively low. Similarly, the experimental group standard deviation was 2.17 because the treatment helped all the students improve their listening comprehension, especially the weak listening students, who improved their listening comprehension, and reached an adequate listening level inside the experimental group. The obtained result is consistent with some previous studies; such as, Hayati and Jalilifar's study (2009), Vasiljevic (2010), and Kondon (2018). The findings also indicate the null hypothesis was rejected because it was demonstrated using the *t-test* that after treatment, the difference between the mean of the experimental group in the pre-test and the mean of the experimental group in the post-test was 9.07, equal to 36% which is significant. In other words, it means that note-taking, dictogloss and dictation are effective techniques to increase weak students' listening comprehension.

5. Recommendations

English teachers must implement note-taking, dictogloss, and dictation in their daily teaching practice because English learning must focus on listening which permits students to become communicatively competent.

We as English teachers must be creative, enterprising, and involve our students in creating their own listening materials, making students independent and concerned with their own learning because it is tested that only following activities from a course book is not enough to improve listening skills.

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