Does Dictogloss Improve Non-English Major Students' Motivation and Grammatical Competence?

Hang Nguyen
Thuyloi University, Hanoi, Vietnam

This 12-week research examined the effects of dictogloss on the students' grammatical competence and motivation. Data were collected through tests, questionnaires, and observation involving twenty eight students in a maths class at a higher education institution in Vietnam. The initial data indicated that students had low grammatical competence and motivation in learning grammar. By analyzing the textbook, the researcher found out it was structured in a way where dictogloss could be applicable and then an action plan was made to better the situation. The findings demonstrated the positive impacts of using dictogloss in the class where English was taught as an EFL (English as a foreign language). Learners could not only make improvements in their grammatical competence but also express greater interest in the English class. The discussion supports the use of dictogloss as an alternative method for grammar teaching and provides some implications for better dictogloss practice in EFL context.

Keywords: Dictogloss, grammatical competence, grammar, motivation

Teaching grammar in an interesting and communicative way has been always given some concern by the practitioners of Teaching English as a Foreign Language (TEFL). Due to theoretical and empirical developments in the fields, many attempts have been given to this task and a number of approaches have been proposed, including grammar-based approaches, communication-based approaches, and communicative focus on form (Nassaji and Fotos, 2011). Recent research points out that form-focused instruction benefits learners of English in modifying their interlanguage grammar, which leads to the improvement of linguistic accuracy (Doughty & Williams, 1998; Norris & Ortega, 2000; Ellis, 2002).

One of such focus-on-form techniques is dictogloss which was first introduced by (Wajnryb, 1990) as an alternative technique of teaching grammar (Vasiljevic, 2010). It is claimed to encourage learners to concentrate on the form of language on basis of communication (Ellis, 2003). Dictogloss is a task-based procedure to help language learners better understand how grammar works on a text basis (Wajnryb, 1990). It requires a text with recurrences of target grammar structures.

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At Non-English Major Division, at Hanoi College of Education (HCE)¹, where English is one of the mandatory subjects and all students irrespective of their majors are required to follow three compulsory English courses. After the course, learners are expected to be at the pre-intermediate level. Unfortunately, the teaching practice in the classroom did not reflect on the appropriate approaches in the English language Teaching (ELT) theory. After long courses, many non-English major students remained unconfident to naturally produce the grammatically correct sentences as well as expressed low interest in grammar lessons. After analyzing the textbook and the situation, the researcher found out that dictogloss might be utilizable in her context.

The study aimed to investigate the impacts of using dictogloss in teaching grammar intergratedly. This paper starts by looking at literature review on grammar instruction, dictogloss and its relations with grammar teaching, and motivation, which is followed by methodology section. The study then presents the findings and discusses them in light of relevant literature. Lastly, the conclusion emphasizes the findings and gives suggestions for further study.

Literature Review

Grammatical Competence

Historically, approaches to grammar teaching have undergone many changes due to a number of theoretical and empirical developments in the fields (Nassaji and Fotos, 2011). Apart from *traditional approaches*, currently, the rise of Communicative focus on form, which refers to grammar instruction that takes place in communicative contexts, has been widely advocated by a great number of scholars (Long, 1991; Skehan, 1996; Savignon, 2001; Nassaji and Fotos, 2011). Many authors have developed frameworks for grammar teaching that emphasize the incorporation of a focus on grammar into meaningful communication to help learners improve learners' grammatical competence.

Grammatical competence is developed by Canale and Swain (1980) on the basis of Chomsky's introduction of the term "competence" which "refers to knowledge of grammar and of other aspects of language" (Chomsky, 1965) and notions of communicative competence (Hymes, 1972; Campbell and Wales, 1970). According to Canale and Swain (1980), grammatical competence is associated with the mastery of the linguistic codes which enables the speakers to use necessary knowledge and skills to understand and express the literal meaning of utterances. It is aimed at acquiring knowledge of, and ability to use, forms of expression that are grammatically correct and accurate (Díaz-Rico & Weed, 2010; Gao, 2001). Orwig (1999) also defined grammatical competence as the ability to recognize and produce grammatical structures of a language and to use them effectively in communication. Larsen-Freeman (2001) claimed that teachers needed pay attention to the three dimensions of grammar including form (structure), meaning (semantics) and use (pragmatics). Teaching grammar rules and/or having student memorize verb conjugations would not help students acquire grammatical competence. Hence, a number of researchers insisted on the inclusion of focus on form in grammar pedagogy which refers to the learners' attention on particular linguistic forms in the

¹Hanoi College of Education: has changed its name to Hanoi Metropolitan University since 2014

context of meaningful communication. It is “an instructional option that calls for an integration of grammar and communication in second language teaching” (Nassaji and Fotos, 2011, p.1).

Motivation

According to Martin (2003), motivation is learners’ energy and drives to study, a stimulant for achieving a specific target (Johnstone, 1999). It is the efforts which learners make for learning a language because of “their need or desire to learn it” (Ellis, 1994, p.715). It is closely associated with “arousal, attention, anxiety, and feedback of reinforcement” (Franken, 1994).

Ryan & Deci (2000) categorised motivation into two types. *Intrinsic motivation* refers to the inner eagerness and interest to do and participate in a particular activity as they find these activities enjoyable. On the other hand, *extrinsic motivation* comes from outside of the performers. Extrinsically motivated students study for the sake of outside influences such as getting teacher and peer praise, acquiring a good grade or some other type of reinforcement that a teacher or peer might offer. According to Fisher (1990) there are three major sources of motivation in learning including: (1) the learner’s natural interest: intrinsic satisfaction, (2) the teacher institution employment: extrinsic reward, and (3) success in the task: combining satisfaction and reward.

Johansson (2010) showed that learners easily lose their motivation in traditional grammar classes. This approach was considered as a deductive and linear presentation of these rules and learners were exposed to too much mother tongue and rules, there was little chance for them to practice the target language. Hence, this kind of instruction failed to satisfy the communicative needs of language learners (Nassaji and Fotos, 2011).

Dictogloss as an Educational Intervention

Dictation has made its long history in language teaching and obtained a number of pedagogical claims for its value from methodologists. Due to some criticisms, several variations of dictation were made to make dictation more interesting and learner-centered. One of them is Dictogloss, also called Grammar dictation, developed by Wajnryb (1990). It is “a task-based procedure designed to help language-learning students towards a better understanding of how grammar works on a text basis.” (Wajnryb, 1990, p.6). Its procedure involves four steps.

Step 1 – Preparation – This step informs students of the aim of the task. It equips learners with subject matter and vocabulary and makes them more “receptive” to listening in the next stage.

Step 2 – Dictation - The text should be dictated at normal speed twice or three times. In the first time of listening, students just listen to the general idea of the text. The second time, they take notes of the key words from which sentences and text will be constructed.

Step 3 – Reconstruction – Students are involved in reconstructing the text as accurately as possible by working in small groups.

Step 4 - Correction - With the teacher's help, learners are required to analyze the similarities and differences with the original version, and then correct their texts.

Variations of Dictogloss

Beside the standard procedure, Jacobs and Small (2003) suggested 8 variations of dictogloss.

Dictogloss negotiation. Students discuss after each part of the text. The teachers pause the audios after one sentence or a short paragraph.

Student-controlled Dictation. Students work directly with the teacher as they use a tape recorder. They can request the teacher to stop, rewind, and fast-forward.

Student - student Dictation. Instead of the teacher reading the text, it is students that take turns to dictate the text. It can also be done by students bringing in the own texts.

Dictogloss summaries. Students concentrate on the main ideas of the original text and work with a partner to summarize the key points of the text.

Scrambled sentence dictogloss. It is employed to draw students' attention on how texts fit together. The teacher jumbles the sentences of the text before delivering it to students and learners first have to produce what they heard and then put it into a logical order.

Elaboration dictogloss. Students not only recreate a text but also to improve it. After taking notes, students reconstruct the text and then add elaborations.

Dictogloss opinion. Students give their personal opinions on the writers' ideas after reconstructing the text.

Picture dictation. Dictation can be done by completing a graphic organizer or drawing. After doing a drawing, students compare their drawings with their partners and with the original.

Teaching grammar in a motivating way has been always given some concerns by language educators and teachers. Dictogloss was taken notice of in the focus-on-form literature review, a development in the theory of grammar instruction, as one of the teaching strategies that helps to address the problems of traditional approaches since its introduction (Wajnryb, 1990). The purpose of dictogloss is to improve students' knowledge of text structure and grammar within an authentic context (VanPatten et al., 2009), and to effectively address grammatical errors in writing that may be the result of erroneous aural perception of English." (Frodesen, 1991, p. 268). Dictogloss is not only the useful for literary English, but also encourages the students to appreciate the way of choosing words and phrasing, which familiarizes them with authentic English (Ghaderpanahi, 2012). Wajnryb (1990) claims dictogloss helps to encourage learners' motivation because its procedure allows them to raise their voice and teachers teach the students in response to their need. "Dictogloss procedure can capitalize on learners' willingness to learn and allow the teacher to maintain learner motivation at a high and effective level" (p.15). This was also supported by AlSibai (2017), Harwood (2008), and Gopal

(2012); Kanazawa (2017). Hence, dictogloss embraces the potential to address the traditional concerns of grammar instruction (AlSibai, 2017), to serve as a form-focused technique (Jacobs & Small, 2003) accommodating learners' interests (Stewart et al., 2014).

In fact, the efficacy of dictogloss in promoting grammar knowledge has been empirically examined in many contexts; however, to the best of the researcher's knowledge, there have been very few studies that had assessed the value of this procedure in grammar teaching in the Southeast Asia. Furthermore, all research did only explore the impacts of standard dictogloss procedure while there were eight variations of dictogloss (Jacobs and Small, 2003). It inspired the researcher's attempt to address the gaps.

Research Aims

This study aimed to empirically measure the influences of using dictogloss on students' grammatical competence and their motivation in grammar lessons. To fulfill this aim, the study seeks to answer the following research questions:

1. How did dictogloss influence the students' grammatical competence?
2. How did it motivate students in the lessons?

Methodology

Participants

The research was carried out in 12 weeks during the second semester in the academic year 2012-2013. Participants in this study were 28 second-year students majoring in Maths at HCE. They were in a mixed-level class as they did not take any official placement tests up on the enrollment. Typically, those participants had been studying English for about ten years as a subject prior to entering university and had already experienced the two first parts of the course (English 1 and 2) in the previous semesters. Therefore, these participants might acquire some basic listening and speaking skills as well as certain knowledge of grammatical points. However, all of them had not been equipped with note-taking skills before, so it was necessary for the researcher to gradually familiarize them with note-taking so that they could participate in dictogloss procedure. After the target course, their English was expected to be at the pre-intermediate level.

Pedagogical Design

New English file is a textbook for a grammar-based comprehensive course with all skills and components. In other words, target grammatical items of each lesson appear repeatedly in other skill tasks, namely reading and listening. This is really suitable for using dictogloss as a technique in the class.

For English 3, students were equipped with some popular topics from File 7 to file 9. Each week, there are 3 forty-five-minute periods. Teachers are encouraged to use as much English in the class as possible. After this course, students are expected to (1) improve their grammatical competence with a deeper understanding of its usages in real context, (2) develop their language skills such as listening, note-taking, speaking, writing, (3) develop their interaction

with others by kinds of grouping (group work, pair work), and (4) increase greater motivation in the grammar-based class.

Data Collection Instruments

Data collection in this study included (a) the delivery of a pre- and post-test to all participants and analysis of the responses; (b) the delivery of a pre- and post- questionnaire and analysis of responses; and (c) the analysis of observation data.

A pre- and post-test. The pre-test (see Appendix A) and the post-test (see Appendix B) were designed to test learners' achievement before and after the intervention in order to find out the results of the whole treatment. To ensure the reliability and validity, the pre-test and the post-test are the same in structure, test items, target grammar, and level of difficulty. The two tests covered all grammatical components in the target files. They comprised of four parts which required students to recognize grammar items and utilize them to produce their own written works.

A pre- and post- questionnaire. Pre-questionnaire (see Appendix C) and post-questionnaire (see Appendix D) were a combination of multiple choice questions, open questions and likert scale questions collecting participants' background and their responses towards traditional grammar class and dictogloss procedure. To avoid the misunderstanding and gather the most reliable responses, both questionnaires were originally written in Vietnamese.

Observation. It was implemented during the whole period noting teachers' familiarity with dictogloss and the problems they encountered when implementing it. This helped the researcher know whether the activities were properly carried out to make some prompt adjustments.

Procedure

The action research was conducted during 12 weeks in the second semester of the academic year 2012-2013, following 7 primary steps proposed by Mc Bride & Schostak model (1989).

Figure 1. 7 - step action research cycle

After administering a pre-test and pre-questionnaire at the first research week, data were statistically interpreted and a hypothesis “*Applying dictogloss could raise the students’ interest and grammatical competence.*” was formed. Then, a training session (week 2) was held to familiarize students with note-taking and dictogloss. The action plan was done between week 3 and week 10; the action might be slightly adjusted based on data from observation. Post data (from a post-test and a post-questionnaire) were collected and analyzed in the two following weeks.

Findings

This section presents the detailed findings for the two research questions based on the analysis of three data collection tools including tests, questionnaires, and observation.

Students’ Grammatical Competence

The changes in students’ grammatical competence after the intervention could be first revealed by analyzing and comparing the findings of the two tests. The overall results showed that the use of dictogloss in grammar lessons could improve their grammatical performance.

Table 1***Student's results of pre-test and post-test***

Test performance	Pre/Post	Number of Students	Percentage	Pre/Post Difference
Weak (mark under 5)	Pre	6	21.4%	-14.3%
	Post	20	7.1%	
Average (mark 5 – 6.9)	Pre	13	46.4%	-7.1%
	Post	11	39.3%	
Fair (mark 7 – 7.9)	Pre	3	10.7%	14.3%
	Post	7	25%	
Good (Mark 8 - 8.9)	Pre	4	14.3%	3.6%
	Post	3	10.7%	
Excellent (mark 9 – 10)	Pre	2	7.2%	10.7%
	Post	5	17.9%	

Note. Pre= Pre-test, Post = Post-test

It was clearly seen that from the pre-test data, nearly half of the students received a mark in the range from 5 to 6.9 while the total number of fair, good, and excellent marks accounted for slightly over 32%. This result showed an unsatisfactory level of grammatical competence. In contrast, from the Pre/Post Difference data, a fall in the percentage of weak and average marks, and an increase in that of fair, good, and excellent marks indicated that there was an improvement in students' grammar test performance (see Table 1).

Looking into students' performance on separate tasks in both tests (see table 2a and 2b), it is obviously seen that multiple choice exercises were constantly done the best by the participants with the highest percentage of score group A (80%-100% correct) in pre-test and post-test (89.3% and 92.9%, correspondingly) while sentence transformation tasks took up the highest portions of score group C (<50% correct) in both tests.

Table 2a***Comparison the students' performance in pre-test tasks***

Tasks / score groups	A	B	C
	80%-100% correct	50%-79% correct	<50% correct
Multiple choice	89,3%	10.7%	0 %
Mistake correction	42,8 %	53,6%	3,6%
Building full sentences	21.4 %	17.9 %	60.7 %
Sentence transformation	14.3 %	17.9 %	67.8 %
Paragraph writing	21.4 %	39.3 %	39.3 %

Table 2b***Comparison the students' performance in post-test tasks***

Tasks / score groups	A	B	C
	80%-100% correct	50%-79% correct	<50% correct
Multiple choice	92.9%	7.1%	0 %
Mistake correction	64.3%	35.7%	0 %
Building full sentences	35.7%	35.7%	28.6%
Sentence transformation	35.7%	25%	39.3%
Paragraph writing	21.4%	64.3%	14.3%

Note: Score groups, including A, B, and C, are named by the researcher to facilitate the analysis. They are the percentage of correct answers in each task.

Upon closer inspection the data on students' performance in different tasks in pre-test and post-test revealed there was an overall positive change. The percentage of score group A (80%-100% correct) in the post-test was on the rise in all types of tasks except the task 5 and that of score group C (50% correct) saw a downward trend in comparison with the pre-test.

When analyzing Question 6 in the prequestionnaire, the researcher understood the students' exact troubles when doing the grammar tests. Compared with only 4.5% of the responses "I have no problems with the grammar test", the biggest problem recorded was students' failure in applying long units such as building sentences even though they knew the rules (accounting for 54.6%), followed by their inability to recognize and remember the grammar points in the quiz (up to 40.9%).

However, an inspection into tests results revealed that there is an improvement in the participants' knowledge of grammar when doing grammar exercise. Moreover, for the tasks (such as task 4 and 5) which required deep understanding and master of grammatical rules to be able to use them effectively in communicating a message, students demonstrated increased performance after the intervention. This indicated that to some extents students did improve their grammatical competence.

To be more reliable, the author analyzed the post-questionnaire (see Appendix D) data, which revealed that a large percentage of students (82.5%) could recognize their improvement in grammatical competence and about 17.5% were not satisfied with what they gained from the course.

Table 3

Students' evaluation on their grammatical competence improvement after the intervention

Students' evaluation	Percentage
I see no improvement	5%
I have experienced a little improvement	12.5%
I feel excited as I have made progress in doing grammar exercises	37.5%
I can apply the target rules into building sentences with few mistakes.	25%
I can apply the target rules in communicating some common messages	20%

Data from observation showed that after each dictogloss procedure, students were required to take part in some practice exercises and then apply the rules in communication. Overall, the completion of the tasks was good except several students with very poor performance. They still misunderstood between a few and a little and made mistakes because they could not distinguish some uncountable and countable nouns; or between adjectives (ing) and (ed); This could also strengthened by data from post-questionnaire.

Now I am less confused with some grammatical points. For example, "a little" and "a few". Sometimes, I remember it right, but sometimes I use it wrong as I am confused between the two. (Reflection 1 for question 1)

I found that I did make some progress. However, in several cases, I couldn't identify which was the characteristic and which was just the emotion. Hence, I was unable to give the right answers. (Reflection 2 for question 1)

Students' Motivation in the Classroom

A majority of students did not respond positively to the traditional method, which was shown in the pre-questionnaire's results. A large number of participants agreed that they felt discouraged due to the uninteresting methods and their inability in applying the rules into doing exercises and communication.

However, data from observations demonstrate that dictogloss contributed to the exciting atmosphere in the classroom. Through observation, the researcher found the class atmosphere quite exciting. In the class, most students actively took part in activities; the grouping of mixed-level students had some advantages. Because the whole lesson was often held to be a competition, all the teams wanted to win the game to receive a certain kind of rewards or merely satisfy themselves. Therefore, the group members tried to be engaged in the procedure. When the tasks (week 3- "*used to*") were delivered, a group leader encouraged her members "*Come on, guys!*", or any groups who were the fastest or were the only group to give the correct answers, they shouted and clapped their hands.

Regarding the topics, "*Rebel at school*" and "*Useful inventions by women*" turned out to be of their interest. The former made the learners amused as it reminded them of their time at school; and the latter awoke their curiosity. The topic "Weekends" was reported to be the most unexciting and uninformative.

Overall this result matched with data from the post-questionnaire (see table 4). The participants, after the intervention, expressed clear interest to the new technique. A majority did not feel sleepy during the lesson, and they were involved in the different activities of dictogloss procedure. Group work during dictogloss procedure seemed to have great impacts on the students as up to 53.6% agreed that group work made them more confident and they liked to discuss what they learnt as they could remember the rules longer (accounting for 60.7%).

Table 4
Students' attitudes to dictogloss

Attitudes	Scale		
	1	2	3
1. Sleepy, as I do not understand anything.	60.7%	32.1%	7.2%
2. Sleepy, as some dictation texts are really boring.	28.6%	57.1%	14.3%
3. Even though I have to struggle in the first steps of dictogloss, its last steps still help me to understand the target grammar.	32.1%	42.9%	25%
4. Group work helps me feel more confident.	17.9%	28.5%	53.6%
5. Great as I have more chance to discuss about what we've learnt. This will enhance our memory.	14.3%	25%	60.7%
6. It is great that the teacher immediately correct the mistakes in our reconstructions.	21.4%	3.6%	75%
7. Encouraged as I could remember and apply the target grammar in real situations because it is used in context.	17.9%	32.1%	50%
8. I felt motivated because I made an obvious improvement.	25%	57.1%	17.9%

Dictogloss was advocated because the way the teacher corrected the mistakes attracted them (75%). Half of the learners felt encouraged as they could remember and apply the target grammar in real situations because it was used in context.

Data from post-questionnaire reported that nearly half of the responses indicated that students felt quite inspired in learning grammar and doing grammar tasks as they could understand and do the tasks, in comparison to a small percentage of opinions (about 13.2%) which complained that learning grammar was still a huge challenge. Here are some extra reflections from participants.

To me, grammar is not a nightmare as it used to be. Formerly, I learnt the rules mechanically and did the exercises based on the signs in the sentences without really understanding its usage. It was problematic as it only worked well in multiple choice exercises. Therefore, I often failed in other exercises such as sentence transformation. (Reflection 1 for question 5)

In dictogloss procedure, I had to reconstruct a paragraph on basis of the key words from the text. This task helped me be more confident with "Building full sentences" exercise. (Reflection 2 for question 5)

Noticeably, the use of dictogloss helped to lessen the fear of learning grammar and nearly 30% students increased their autonomy in doing extra grammar exercises at home to improve their grammatical competence. This was very promising and it could be seen as the target of language education.

The students' expectations and recommendations for the use of dictogloss were also collected. They said that teacher should pay more attention to grouping because some weaker students could not keep up with the stronger ones. Finally, many participants noted that they wanted

their group to be marked at the end of the discussion. This would make the discussion a competitive game.

Discussion

The findings of the study demonstrate that language teachers should be aware that dictogloss is feasible and appropriate for teaching grammar through the design and implementation of meaningful tasks (Akbari, 2012). Jibir Daura (2013) recommended that teachers try to use dictogloss in the classroom so that learners could benefit from cooperative activities. The reported findings, to some extent, were in line with the results of previous studies (Kidd, 1992; Harwood, 2008; Qin, 2008; Gopal, 2012; Abbasian & Minagar, 2012; AlSibai, 2017) advocating the applying dictogloss to direct learners' attention to grammatical form (Akbari, 2012; Khoii & Pourhassan, 2015; Lindstromberg et al., 2016) while engaged in meaningful tasks (Basterrechea & García Mayo, 2014) and to fuel learners' motivation in the class (Abbasian & Mohammadi, 2013; Dista, 2017). Students made a progress in producing grammatical structures of a language and expressing the literal meaning of utterances (Canale & Swain, 1980; Akbari, 2012). After the intervention, they were naturally involved in order to work out the grammar rules and see its real usage in the context and they were also given chances to practice the language. They could do some types of exercises that they had not performed well before such as rewriting the sentences and building sentences (Uludag & VanPatten, 2012). Furthermore, by working in groups after listening, while the weaker students stood a better chance of learning from the others to complete the tasks which was still very challenging when they had to deal individually, the stronger could actively engage in completing the tasks and support the others.

Given the positive responses of the learners, there have been several things for further discussion. First, it is clear from the findings that dictogloss did contribute to the exciting atmosphere in the classroom. However, it is hard to claim that students have intrinsic motivation (Littlejohn, 2001) because English is only one of their minor subject at college. In response to question 2 (post-questionnaire) on the reasons for little improvement, they said "Because English is just a subject like other minor subjects we have to study at college, I cannot allocate much time for it though I might have some fun in the class." According to three major sources of motivation in learning suggested by Fisher (1990), although it may not help much in terms of their natural interest, dictogloss could improve learners' extrinsic motivation by means of their success in the task, rewards and enjoyable activities in dictogloss procedure. In fact, having language learners make a shift in their mood from low to higher level of encouragement is of a great significance. Secondly, students' motivation depended much on how interest the topics were. For example, with "Weekends" or "Morning life", reported tedious topics, teachers would find harder to raise learners' mood because they were able to predict the content. Furthermore, the content of the topic was also about trite routines at the weekends of some people, which made it difficult to warm up the class atmosphere. A remedy for this is that teachers should give room for students to make their own decisions on what topics need replacing before the course. This is what Wajnryb (1990) called "teachers teach the students in response to their need" to "maintain learner motivation at a high and effective level." (p.15)

In a discussion on how to implement FonF tasks in the classroom, Ellis (2002) pointed out two factors that might affect its success: (1) target structure choices and (2) the extent of the instruction. Therefore, it would be more likely to be successful if teachers only delivered extensive instruction on simple noticeable structures. Furthermore, skill preparation also acts as a catalyst for dictogloss implementation in the class because Dictogloss includes a combination of multiple skills (Wajnryb, 1990). Yang Xue-qian (2007) claimed that if the students were unfamiliar with involved skills in dictogloss, they might face big troubles in understanding the text. For this study, the researcher had to set up a training session on dictogloss procedure and practice of note-taking skill before the treatment. However, students still took time to be familiar with it at the beginning of research period. Hence, it is essential that learners are well-equipped with important skills in advance.

After all, in spite of receiving positive feedbacks from the students, dictogloss is still recommended not to be used exclusively in the whole course. Hornby Uribe (2010) claimed that dictogloss is not an effective stand-alone activity for teaching target grammar. It should be only used as an alternative technique to teach grammar. When dictogloss is utilizable depends much on the features of the courses, the text-book and available materials with the recurrences of those features within the text (Ayoun & Rafael Salaberry, 2005), and learners.

The first limitation of the study relates to the participant selection. Their English level was estimated approximately. They did not take any official tests to ensure that they have the same level. This may affect the outcomes of the study. The second issue is associated with the selected kind of tests which are in the written form. The final aim of dictogloss procedure is to enable learners to produce utterances grammatically accurately in communication. This limitation, therefore, suggests the need for further studies to emphasize the impacts of dictogloss on learners' grammatical competence by means of both written and oral tests.

Conclusion

Many language educators would probably agree that applying dictogloss in teaching grammar is promising in theory but challenging in practice. This study was conducted to explore the effects of using dictogloss on students' grammatical competence and their motivation in grammar class in Vietnamese EFL context. This study has demonstrated that students undertaking a grammar course with dictogloss as part of their learning process were able to improve their overall grammatical competence in areas such as verb conjugations, adjectives ending with -ing and -ed, unidentified nouns, and quantifiers encourage. Furthermore, they also encourage positive attitudes in the English classroom.

A significant contribution of the study to the ELT is the author's findings which help to positively advocate the use of dictogloss in the theory of language teaching. Regardless of several difficulties, using dictogloss in grammar lessons makes learning less stressful and more engaging, which helps to keep students motivated in learning grammar.

Author Note

Hang Nguyen, Division of English, the Center for International Education, Thuy Loi University, Hanoi, Vietnam.

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Hang Nguyen is a lecturer of English at Thuyloi University. She holds an M.A in ELT at University of Language and International Studies - VNU. Her fields of interest are ELT, materials development and teaching methodology.

Correspondence concerning this article should be addressed to Hang Nguyen, Division of English, the Center for International Education, Thuy Loi University. E-mail: nguyenhangsphn@gmail.com

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13. Your father's asleep. Don't wake up him! He will be very frustrated

A B C D

14. My daughter was particularly impressing by the dancing.

A B C D

15. Even though we are not twins, I look exactly the same with my sister.

A B C D

III. Make full sentences with the given words (20p)

16. It / is not / safe enough / walk here at night.

17. He / born / in Virginia.

18. This / is / first time / I / meet / him.

19. Every morning / I / turn / my computer / and check my e-mail.

20. Yesterday after / Kathy and Tom / do exercise, / they have a shower.

IV. Rewrite the sentences without changing the meaning (20p)

21. The police arrested fifteen people.

→ Fifteen _____

22. It is tiring to study late at night.

→ Studying _____

23. I got dressed, and then she went to work.

→ After _____

24. He often walked to the park in the evening when he was a child, but now he doesn't

→ He used _____

25. Those shoes are too small for me to wear.

→ These shoes are not _____

V. Writing (20p)

Write a short paragraph (about 50 - 60 words) to talk about what you used to do in the past. In the paragraph, you must include 10 uses of the following components (try to use different components, but you don't have to use all of them). For each component used, please underline them.

- ✓ Phrasal verbs
- ✓ Used to
- ✓ Passive
- ✓ Quantifiers (much/many/a few/ few/ a little/ little/ too...to / enough ... to)
- ✓ Similarity (similar, same, either , neither, so, too, look like)
- ✓ Adj (ing/ ed)
- ✓ Some (body /thing / where), any (body /thing / where); no (body /thing / where)
- ✓ Past perfect

The end

Appendix B

Post-test

I. Use of English (20p)

1. I was late for school this morning because my alarm clock didn't _____.
A. go off B. go up C. go away D. go on
2. She doesn't know much about French. She cannot read a newspaper in French.
A. She doesn't know enough French not to read a newspaper in French.
B. She doesn't know French enough to read a newspaper in French.
C. She knows too much French to read a newspaper in French.
D. She doesn't know too much French to read a newspaper in French.
3. There _____ a petrol station there. When was it built?
A. used to be B. used being C. didn't use to be D. didn't used to be
4. – A: He didn't know that she had been married. – B: _____.
A. So did I B. So I did C. Neither did I D. Neither didn't I
5. She supposed the trip would be very _____.
A. interests B. interest C. interesting D. interested
6. The film _____ by the time we _____ to the cinema.
A. had already started/ got B. already started/ had gotten
C. had already started/ had gotten D. has already started/ got
7. I was late for school this morning because my alarm clock didn't _____.
A. go off B. go up C. go away D. go on
8. I phoned twice, but _____ answered.
A. nothing B. anything C. somebody D. nobody
9. English _____ in many parts of the world.
A. is speaking B. speaking C. is spoken D. speaks
10. If you can wait, we'll be there in _____ minutes.
A. few B. little C. a little D. a few

II. Mistake correction (20p)

Identify the underlined word or phrase A, B, C or D that must be changed and then correct them.

11. We couldn't go sailing yesterday. There wasn't wind enough for both of us.
 A B C D

12. He used smoke 40 cigarettes a day but he doesn't smoke any more now.
A B C D
13. Your clothes are on the floor. Why don't you put away it? We're having guests.
A B C D
14. It was an extremely frightened experience in my life.
A B C D
15. Dr. Bouchard didn't expect them to be so similar with each other
A B C D

III. Make full sentences with the given words (20p)

16. He / was / too / old / ride / the bumper car.
17. Television / invent / John Logie Baird / in 1925.
18. We / not have / a good meal / for / three weeks.
19. I've lost / my glass. Can / you / help me/ look / them?
20. The man / lend / me / his newspaper / after / he / read / it.

IV. Rewrite the sentences without changing the meaning (20p)

21. Nobody sent us any tickets.
✎ We _____
22. He found this book boring.
✎ He was _____
23. Daisy and John did some exercise. Then they had a shower.
✎ After _____
24. Jim was my best friend, but we aren't friends any more.
✎ Jim used _____
25. He was too poor to buy a bicycle
✎ He was not _____

V. Writing (20p)

Write a short paragraph (about 50 – 60 words) to talk about your interesting visit in the past. In the paragraph, you must include 10 uses of the following components (try to use different components, but you don't have to use all of them). For each component used, please underline them.

- ✓ Phrasal verbs
- ✓ Used to
- ✓ Passive
- ✓ Quantifiers (much/many/a few/ few/ a little/ little/ too...to / enough ... to)
- ✓ Similarity (similar, same, either , neither, so, too, look like)
- ✓ Adj (ing/ ed)
- ✓ Some (body /thing / where), any (body /thing / where); no (body /thing / where)
- ✓ Past perfect

The end

Appendix C

Pre-questionnaire

1. Please describe your difficulties in learning grammar? (You may choose more than one)

- a. I find no difficulties.
- b. I can't remember many grammatical rules.
- c. I don't understand, so I feel demotivated.
- d. The teaching methods are uninteresting to students.
- e. I find it hard to apply grammatical rules in communication.
- f. Others: _____

2. How often do you get low scores in the grammar tests?

- a. Never
- b. Rarely
- c. Sometimes
- d. often
- e. always

* Low score: = < 5/10

3. What do you find difficult when doing grammar tests?

- a. I find no difficulties
- b. I can't identify which grammatical rules are being tested.
- c. I must struggle when applying grammar in building meaningful sentences.
- d. Others: _____

4. Please tick the teaching method which was most used in the grammar class

- a. Neglecting grammar
- b. Teaching grammar in isolation
- c. Teaching grammar through other skills
- d. Others: _____

5. What are your attitudes in traditional grammar lessons (teaching grammar in isolation).

Please tick x in the response which corresponds with your opinion.

1 = Strongly disagree

4 = Agree

2 = disagree

5 = Strongly agree

3 = Neither disagree nor agree

No.	Attitudes	Scale				
		1	2	3	4	5
1	Bored as I do not understand anything					
2	Sleepy as the teacher's methods are boring					
3	Disappointed as I cannot apply grammatical rules into practice.					
4	Interested as I could understand what the teacher presents.					
5	Interested as I could do the exercises after the teacher gives the rules.					
6	Interested as the teacher presents the rules in an interesting way.					
7	Interested as I know how to use accurate grammatical rules in communication.					

Others: _____

6. What are your expectations of a grammar lesson? (You can choose more than one)
- a. Teachers can give examples in popular contexts or situations, so that students could easily recognize its usage.
 - b. Teachers have more interesting methods.
 - c. Sometimes teachers should allow students to work out the rules by themselves.
 - d. Teachers should create more chances for students to practice the rules in communication.
 - e. Students should practice rules in some complex exercises such as building sentences, not limited to multiple choice exercises.
 - f. Others: _____

Appendix D

Post-questionnaire

1. Please evaluate your progress in learning grammar after the course. (You can choose more than one)

- a/ I see no improvement
- b/ I experienced a little improvement
- c/ I have made progress in doing grammar exercises
- d/ I can apply the target rules into building sentences with few mistakes.
- e/ I can apply the target rules in communicating some common messages.
- f/ Others: _____

2. In your opinion, what are the reasons for little improvement?

- a/ I am not familiar with dictogloss technique.
- b/ Dictogloss is quite complex, which hinders me from understanding the lessons.
- c/ Dictogloss is not engaging, so I cannot stay focused.
- d/ Others: _____

3. What are your responses towards grammar lessons with the use of dictogloss? Please indicate whether you agree or disagree with the following statements.

1 = Disagree

2 = Neither disagree nor agree

3 = Agree

* Neither disagree nor agree: Sometimes right sometimes wrong

No.	Attitudes	Scale		
		1	2	3
1.	Sleepy, as I do not understand anything.			
2.	Sleepy, as some dictation texts are really boring.			
3.	Even though I have to struggle in the first steps of dictogloss, its last steps still help me to understand the target grammar.			
4.	Group work helps me feel more confident.			
5.	Great as I have more chance to discuss about what we've learnt. This will enhance our memory.			
6.	It is great that the teacher immediately correct the mistakes in our reconstructions.			
7.	Encouraged as I could remember and apply the target grammar in real situations because it is used in context.			
8.	I felt motivated because I made an obvious improvement.			

Others: _____

4. What are your recommendations for better implementation of dictogloss?

5. What are your attitudes towards learning grammar now?

a/ It is still very difficult for me.

b/ I find learning grammar less difficult.

c/ I feel quite motivated with learning grammar and doing exercises because I understand it.

d/ I often look for extra exercises to improve my grammar.

e/ Others: _____