

Improving Listening Skills and Motivation to Learn English Through Dictogloss

ディクトグロスがリスニング力と動機づけに与える影響

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1. Introduction

It is of great interest for English teachers to clarify how their intervention into their students' thoughts and behaviors promotes learning processes for intended outcomes. Compared with senior high-school students, university students, except those majoring in English, have fewer English classes in general. On average, they take English classes once or twice a week when they are freshmen and sophomores. It means that English teachers at the university level are facing a challenging task of how to motivate their students and encourage them to study outside classes of their own accord.

According to Gass (1988), there are five stages whereby second language (L2) learners convert input into output: apperceived input, comprehended input, intake, integration and output. Gass assumes that any linguistic form is not acquired at once. Learners gradually deepen their understanding on a certain linguistic form and will be able to use it on their own. This is what teachers have to take into consideration in planning and structuring a lesson.

For a lesson to be effective, it needs to be structured in a way where learners progressively enrich their understanding on linguistic forms. That is, an effective lesson should have the following four stages: presentation, comprehension, practice and production (henceforth, PCPP). A lesson organized in the PCPP sequence is considered to act positively on learners' cognitive processes (Muranoi, 2006).

Different output activities have a different impact on L2 learning. According to Farley (2004), a meaning-based output activity is more likely to contribute to L2 learning than a mechanical drill. Dictogloss (see 2.2 for the details) is a meaning-based output activity which requires learners to reconstruct a text they listen to. This study tries to investigate whether dictogloss contributes to the improvement of university English learners' listening skills and whether the technique increases their motivation to learn English.

2. Background

2.1 PCPP Sequence

How should teachers structure their lessons in order to facilitate their students' learning processes? The process of L2 learning is quite complicated. What is taught by teachers in class is not what students learn when it is taught (Long & Robinson, 1998). What is presented in an L2 becomes *input* for students. They interact with input data and then convert some of the input data, not all, into *intake* by taking what is necessary and

leaving what is not necessary. What is intaken, after being consolidated with their existing knowledge on the L2, constitutes their interlanguage (IL) system. The knowledge stored in their IL system is employed for producing output. By producing output, they have better access to the knowledge stored in the system. The system itself is also stretched if they engage in “pushed output” (Swain, 1993). This is how L2 learners develop their ability to use the L2 for communication.

What should be emphasized here is that each lesson should be structured in a way which encourages learners to deepen their understanding towards linguistic forms gradually. It should also be noted that language and content are like two sides of a coin and that they should be presented in an integrated way (Coyle, Hood, & Marsh, 2010). If they are presented in an integrated way in the PCPP sequence, learners are likely to develop their proficiency on the L2 effectively.

Taking the above into consideration, we offered a content-based lesson and encouraged the participants to pay attention to language only when needed. The course employed a textbook using CBS News as its materials. Each lesson started with oral presentation to stimulate the participants’ schemata on the upcoming news. After comprehending the news content, they practiced and finally engaged in a production activity (see 4.2 for the details). As a production activity, dictogloss was employed in each lesson.

2.2 Dictogloss

Dictogloss, which was originally developed by Wajnryb (1990), is an integrated skills technique for L2 learning in which learners work together to reconstruct a text they listen to.

Since it was proposed, a lot of researchers have shown interest in the technique and proved that the technique contributes to L2 learning (Brown, 2001; Storch, 1998). It is generally agreed that dictogloss is suitable for encouraging learners, whose attention is primarily on meaning, to be engaged in syntactic processing and that it triggers noticing. Noticing is considered to play an important role in facilitating L2 learning. Although some researchers argue that L2 learning takes place without noticing (Tomlin & Villa, 1994), there have been no studies which support the marginality of noticing in L2 learning. If dictogloss triggers noticing, it is likely to contribute to L2 learning positively.

How does dictogloss contribute to L2 learning? There are two aspects which should be taken into consideration: the linguistic and the affective aspects. While the former is concerned with how dictogloss contributes to the development of learners’ English proficiency, the latter is concerned with how dictogloss increases their motivation to learn English.

2.2.1 Effect of Dictogloss on L2 Proficiency

Producing output is considered to have several important roles in L2 learning: causing noticing and raising consciousness which deepen understanding, triggering hypothesis-testing and metalinguistic analysis which facilitate intake and enhancing fluency and automaticity which promote integration (Izumi, 2003). While comprehension allows them to ignore complicated linguistic forms, producing output requires L2 learners to think about syntax and access lemmas stored in their mental lexicon. It should be stressed that producing output has a significant role to play in raising L2 learners’ consciousness towards linguistic forms, which often lose out

to meaning during comprehension (Iwanaka & Takatsuka, 2010).

As it is also an output activity, dictogloss is assumed to have the above mentioned roles too. Kowal and Swain (1994), for example, have investigated the roles of dictogloss in L2 learning. They show with concrete evidence that learners try to solve problems by making use of their current linguistic knowledge and formulating a hypothesis when they cannot reconstruct the original text and assert that talking about the similarities and the differences between their reconstructed text and the original text explicitly encourages learners to establish strong form-meaning-function relationships. Their research basically shows that a collaborative text reconstruction task, or dictogloss, is effective in encouraging learners to reflect on linguistic forms. Someya (2010) also assumes that the primary role of dictogloss is to facilitate the acquisition of language structures.

Although it is often discussed in the context of the Output Hypothesis (Swain, 1993), the Noticing Hypothesis (Schmidt, 1990) and focus on form (Long, 1991), dictogloss was originally developed as a new way to do a listening activity (Jacobs & Small, 2003). In the standard dictation procedure, the teacher reads a passage and learners write down exactly what the teacher says. This has been criticized because learners “make a copy of the text the teacher reads without doing any thinking” (Jacobs & Small, 2003, p. 1). Although dictation in its standard form helps learners develop the ability to distinguish phonemes, recognize words and produce a grammatically correct sentence, it is not an integrated skills technique and less likely to lead them to employ thinking skills. In spite of the fact that dictogloss is a listening activity, most studies concerning the technique have regarded it as an output activity and its potential benefits on listening skills have not been fully discussed yet. This is where our primary concern lies. As a listening activity, we assume, dictogloss is quite promising and likely to develop learners’ listening skills.

2.2.2 Effect of Dictogloss on Motivation

It is a matter of great importance for teachers whether a certain language activity in class is accepted favorably by students or not. An activity which is implemented in class should have beneficial effects on motivation as well as on L2 proficiency. Does dictogloss lead to increased motivation to learn English?

The Self-Determination Theory (Deci & Ryan, 2002), which has attracted a lot of researchers’ attention in motivation studies, posits three basic psychological needs: competence, relatedness and autonomy. Competence refers to being effective in dealing with the environment a person finds himself or herself in. Relatedness is the universal want to interact with and be connected to others. Autonomy is the universal urge to be a causal agent of his or her own life. These needs are regarded as universal necessities that are innate and seen in humanity across time, gender and culture. According to the theory, people become positive and well-developed in the context in which the three needs are fulfilled at the same time.

If a certain language activity allows satisfaction of the three basic needs, learners are likely to increase their motivation to learn. Does dictogloss satisfy the three basic needs? We consider that the technique inherently has the potential to satisfy them.

To satisfy the need for competence, learners should deal with a task which leads them to think that the task which they are now working on is challenging and demanding enough to match their competence. Taking notes while listening to a text read at a normal speed is not easy and learners have to make a quick and appropriate

decision on what to write down. When they reconstruct a text and compare their reconstructed text with the original they listened to, they have to make use of their thinking skills such as analyzing, composing, thinking critically, making a decision and comparing. It is evident that making use of the thinking skills mentioned above is much more challenging and satisfying than just doing what the teacher tells them to do or just learning a certain linguistic form or grammatical rule by heart.

Dictogloss facilitates cooperation among learners, which helps satisfy the need for relatedness. While engaged in dictogloss, learners work together in pairs. A number of studies have shown that there are both pedagogic and social gains for most learners working in small groups (Storch, 2002). If they can work collaboratively with their partners, the need for relatedness is likely to be satisfied.

Learner autonomy involves learners having choice and feeling responsible for their own learning (van Lier, 1996). Dictogloss is a learner-centered activity and includes factors which promote learner autonomy. While they are engaged in dictogloss, learners have to decide what to write down and how to reconstruct a text by themselves. They are not allowed to depend on teachers for help. Teachers play a supporting role and learner-centered learning environment is created. If the technique is implemented in class regularly, learners are likely to be more responsible for their own learning.

Iwanaka (2011) has investigated the effects of classroom environment which satisfies the three psychological needs on learners' motivation to learn English. Dictogloss was employed as an activity to promote the participants' autonomy and establish a desirable relationship between them. After the treatment, the participants' motivation for an English class increased significantly. It can be considered that dictogloss, if it is implemented carefully and matches learners' psycholinguistic readiness, satisfies the three basic psychological needs and encourages learners to increase their motivation to learn English.

3. Research Questions

Based on the above discussion, the following two research questions were formulated. While the first is concerned with the effect of dictogloss on the participants' listening skills, the second is concerned with the effect of dictogloss on their motivation.

RQ1: Does dictogloss contribute to the improvement of the participants' listening skills?

RQ2: Does dictogloss increase the participants' motivation to learn English?

4. Method

4.1 Participants

A total of 20 participants took part in the experiment. They were undergraduate students and their ages were from 19 to 21. Their TOEIC scores ranged from 465 to 600 ($M = 513.8$, $SD = 86.3$). They all fulfilled the following requirements: (a) they are not majoring in English language or English literature, (b) they have not stayed in an English speaking country for more than six months in total, (c) they started to study English when

they entered a junior high-school, (d) they do not have an opportunity to use English in their daily lives and (e) they are taking an English class once a week.

It is possible to say that those following the above requirements represent typical Japanese university learners of English.

4.2 Class Organization

The course which the participants took put its focus on developing their listening skills and the textbook employed in the course used CBS News as its materials. The course was content-based and each lesson consisted of four stages: presentation, comprehension, practice and production. The participants were requested to come to class well-prepared. Although the course was basically conducted in English, the participants were allowed to ask questions in Japanese when necessary. The basic procedure of each lesson is as follows:

(1) Presentation

Stage 1 Pre-listening Activity: The teacher asks questions in English to activate the participants' schema on the news topic and they answer the questions.

Stage 2 Introducing Key Expressions: The teacher introduces key words and phrases necessary to understand the upcoming news.

(2) Comprehension

Stage 3 Cloze Dictation: The participants listen to the CD and fill in missing words in the news script individually.

Stage 4 Watching News on DVD: The participants watch the news on DVD three times.

Stage 5 Vocabulary Exercise: The participants answer questions on the vocabulary used in the news.

Stage 6 Comprehension of the News: The participants answer the questions which check their understanding on the news.

(3) Practice

Stage 7 Parallel Reading and Shadowing: The participants read the passage aloud while listening to the CD individually.

(4) Production

Stage 8 Composition: The participants translate Japanese sentences into English.

Stage 9 Dictogloss: The participants reconstruct a text read by the teacher (see 4.3 for the details).

4.3 Dictogloss Procedure

What materials should be used for a text of dictogloss? As Swain (1998) has suggested, it is possible to employ a text for dictogloss which learners listen to for the first time. Muranoi (2006) considers, on the other hand, that dictogloss using learned materials as its text can be an effective post-comprehension activity. The text used for dictogloss in this study is a summary of the news whose content the participants were already familiar with.

When the participants worked on dictogloss, they were already familiar with the content of the upcoming

text, which means that all of them were equally ready to work on it. The dictogloss procedure in this study is as follows:

- Step 1 While the teacher reads the text aloud once at a normal speed, the participants listen but do not write. The text is a summary of the news they have already comprehended and includes important words and expressions from the news. The text consists of four or five sentences and has approximately 70 words (see Appendix A).
- Step 2 The teacher reads the text again at a normal speed and the participants take notes. They are expected to get the meaning of the text instead of writing down every word spoken.
- Step 3 The participants work in pairs to reconstruct the text in full sentences. The reconstructed text retains the meaning of the original text but is not necessarily a word-for-word copy of the text read by the teacher.
- Step 4 Several pairs read their reconstructed text to the class and other pairs listen and compare the text with their own reconstructed text.
- Step 5 The original text is provided to the participants and they identify similarities and differences in terms of meaning and form between their reconstructed text and the original and write down what they have noticed.

4.4 Data Collection

4.4.1 Listening Skills

To evaluate how the participants' listening skills improved through dictogloss, the listening section of Ace Placement Test⁽¹⁾ was employed. The participants took the test twice at the beginning (Time 1) and the end (Time 2) of the course. Their scores at Times 1 and 2 were compared to evaluate the improvement of their listening skills.

4.4.2 Motivation

To evaluate how the participants increased their motivation from Time 1 to Time 2, the same questionnaire was given at Times 1 and 2 and we compared the results of the questionnaire between the two time points. Isoda (2009), Iwanaka (2011) and Tanaka (2010) were consulted in compiling the questionnaire. The questionnaire employed a seven point Likert-type scale and the participants were to choose 7 when they agreed to a question item strongly and 1 when they disagreed to it strongly.

Learners' motivation is multidimensional. According to the Hierarchical Model (Vallerand & Ratelle, 2002), motivation is represented within an individual at three hierarchical levels of generality: the global, the contextual and the situational levels. This study follows the model and tries to evaluate the participants' motivation to learn at three levels: motivation for a language activity, motivation for an English class and motivation for learning English.

Motivation for a language activity, which is at the most specific level among the three, is concerned with whether learners are interested in a language activity such as cloze dictation and oral reading. As the course put its emphasis on the improvement of the participants' listening skills, we decided to evaluate how their motivation

for listening would change from Time 1 to Time 2. Question items to evaluate the participants' motivation for listening were: "I prefer listening practice in class," "I enjoy English listening in class," "I work hard to listen to English in class" and "I work on listening practice diligently in class." The Cronbach's alpha coefficients between the items were .86 at Time 1 and .85 at Time 2 respectively. Motivation for an English class, which is at the next level, is concerned with whether they are enjoying an English class or not. Question items to evaluate the participants' motivation for an English class were: "an English class is fun and time ticks away fast," "I enjoy an English class," "I look forward to an English class" and "my intellectual curiosity is fulfilled in an English class." The Cronbach's alpha coefficients between the items were .85 at Time 1 and .82 at Time 2 respectively. Motivation for learning English, which is at the most general level, reflects their general attitude toward English learning. In other words, it is related to whether they are motivated to learn English or not. Question items to evaluate the participants' motivation for learning English were: "I will continue to study English even if I do not have an English class," "English is important and necessary for all university students," "it is necessary for me to measure my English proficiency regularly with such a test as TOEIC" and "I will take an elective English class when I become a third year student." The Cronbach's alpha coefficients between the items were .81 at Time 1 and .80 at Time 2 respectively. As all the Cronbach's alpha coefficients were above .80, we judged that the internal consistency between the items was high enough. We calculated the average scores of the items and used the average scores as the participants' motivation scores.

To evaluate how the participants felt about the course, we asked the participants to write down brief comments on listening, dictogloss, the English course they were taking and English learning at Time 2 (see Appendix B). We also interviewed 11 participants at Time 2.

5. Results and Discussion

5.1 Research Question 1

Does dictogloss contribute to the improvement of the participants' listening skills? Table 1 shows the mean listening test scores of the participants at Times 1 and 2.

Table 1 Mean Listening Test Scores of Participants

Time 1		Time 2	
<i>M</i> (max = 100)	<i>SD</i>	<i>M</i> (max = 100)	<i>SD</i>
60.75	10.63	72.75	12.36

As the number of the participants was not large enough to employ a parametric test, the Wilcoxon signed-rank test, which is a non-parametric test used to test the median difference in paired data, was employed and the result shows that the average score of Time 2 is significantly higher than that of Time 1 ($Z = -3.523$, $p = .000$, $r = .79$). Out of the 20 participants, 19 of them increased their scores from Time 1 to Time 2. Only one participant decreased his score from Time 1 to Time 2.

The above result shows that regular incorporation of dictogloss in class contributes to the improvement of learners' listening skills. Let us now discuss why dictogloss contributed to the improvement of the participants'

listening skills. As mentioned above, dictogloss is a meaning-based output activity and induces L2 learners to think about language and meaning at the same time. Cloze dictation, oral reading and parallel reading are language activities which facilitate learners' lower skills such as phoneme distinction and word recognition. Although the importance of those techniques in L2 learning is undeniable, it sometimes happens that they do not help learners establish form-meaning-function relationships. Take cloze dictation as an example. While they are engaged in the activity, they concentrate on catching the missing words. It may happen that they think about a certain linguistic form without taking its meaning and the context in which the linguistic form is used into consideration.

This actually happened to some of the participants. In the interview at Time 2, quite a few participants said, "While engaged in cloze dictation, I concentrated on waiting for a missing linguistic form and tried intentionally not to think about other things at all." Although this is a good strategy for cloze dictation, it does not foster form-meaning matching which is necessary to facilitate L2 learning. This is what teachers should take into consideration. A strategy which is useful for a certain language activity sometimes prevents learners from mapping form and meaning. The interview at Time 2 suggests that language activities which aim to develop learners' lower skills such as cloze dictation and oral reading sometimes do not lead them to understand the relationship between form, meaning and function. Learners may resort to strategies, which are good for performing a specific language activity but does not contribute to the improvement of their overall listening skills.

As Cumming (1990) has pointed out, L2 learning is likely to be facilitated when learners pay attention to both a linguistic form and its meaning simultaneously. A language activity intended to develop learners' lower skills sometimes prevents them from allocating their selective attention to both a form and its meaning simultaneously and induces them to develop a strategy which is likely to be useful only for the activity but not for the development of overall listening skills.

Dictogloss, on the other hand, induces learners to pay attention to both a form and its meaning. In this study, dictogloss was employed as a post-comprehension activity, which means that the participants were familiar with the content of the upcoming text when they listened to the teacher at Steps⁽²⁾ 1 and 2.

Listening comprehension ability consists of both linguistic factors and non-linguistic factors. While the former comprises the ability to distinguish phonemes, grammatical competence and word recognition skill, the latter comprises background knowledge, prediction, inference and memory. In this study, the listening section of ACE Placement Test was employed to evaluate the participants' listening skills. The test requires learners to make use of their cognitive skills such as inference and memory. Resorting to linguistic skills alone is not enough to be successful in the test. Dictogloss is an activity which leads learners to resort to cognitive skills as well as linguistic skills. When they reconstruct a text with their partner at Step 3, they have to resort to their cognitive skills such as inference and memory. It can be said that dictogloss is more likely to foster cognitive skills than language activities aiming to develop lower skills.

Dictogloss, which requires learners to listen, take notes and think about language use with their partner, seems to lead them to get involved with linguistic forms deeply. It also provides learners with opportunities to pay close attention to language itself and make use of their currently held linguistic knowledge for text-

reconstruction. Provided with relevant input at Step 5, they compare their reconstructed text and the original text, which may lead them to notice the gap between the two texts. This is called a cognitive comparison (Nelson, 1987), which is assumed to play an important role in L2 learning. Dictogloss is an activity which is likely to trigger learners' noticing. Noticing triggers various cognitive activities which are likely to facilitate their L2 learning. This is also a plausible reason why the participants increased their listening skills significantly through dictogloss.

5.2 Research Question 2

Does dictogloss increase the participants' motivation to learn English? Table 2 shows the mean motivation scores of the participants at Times 1 and 2.

Table 2 Mean Motivation Scores of Participants

	Time 1		Time 2	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Motivation for listening	4.45	1.23	5.21	1.26
Motivation for an English lesson	4.35	1.20	4.86	0.98
Motivation for learning English	4.02	1.75	4.32	1.78

The Wilcoxon signed-rank test was conducted to examine how the participants' motivation scores had changed from Time 1 to Time 2.

The results of statistical analysis show that the participants' motivation for listening increased from Time 1 to Time 2 significantly ($Z = -2.92, p = .003, r = .65$). The participants' written comments on listening were analyzed. Out of 21 comments, 16 comments were positive (see Appendix B). Typical examples were: "I am now more confident in listening," "I like listening" and "Listening is fun."

As discussed in 2.2.2, regular incorporation of dictogloss in class is likely to satisfy the three basic psychological needs posited by the Self-Determination Theory. It can be said safely that the fulfillment of the three needs contributed to the participants' increased motivation. Although none of them had experienced dictogloss before, their attitude toward the activity was generally positive, which was reflected in their comments on the technique. Typical examples were: "Although it was difficult, I enjoyed the activity very much," "The technique helped me develop my listening skills," "Though it was challenging, I enjoyed it" and "It was good that we were able to study at our own pace."

The participants' motivation for an English class also increased from Time 1 to Time 2 significantly ($Z = -2.18, p = .031, r = .49$). Out of 23 comments, 18 comments were positive (see Appendix B). Typical examples were: "Time flies in this class," "I enjoyed this class very much" and "This was a very fulfilling class."

In addition, the results of statistical analysis show that the participants' motivation for learning English increased from Time 1 to Time 2 significantly ($Z = -2.10, p = .038, r = .47$). The participants' comments were mostly positive. Typical examples were: "I now understand the importance of English," "I am going to study English by myself from now on" and "I am going to take TOEIC regularly." It is possible to say that the result is quite informative for college English teachers. For most university students except those majoring in English, the

number of English classes which they can take is quite limited. They usually take English classes once or twice a week. College English teachers always face a challenging task of how to motivate their students and encourage them to study English outside classes voluntarily. The participants in this study took an English class once a week. They did not take other English classes than the one in which this study was done. The result indicates that it is possible to motivate learners with limited hours of instruction.

Compared with motivation for listening and motivation for an English class, motivation for learning English is at a more general level. It is possible for teachers to increase their students' motivation for a language activity and an English class. If they enjoy a certain language activity in class, the students will enjoy it and get intrinsically motivated toward the activity. If they have intrinsically motivated experiences repeatedly in class, they are likely to enjoy the class and get intrinsically motivated toward the class.

Motivation for learning English, which is at a more general level, is something that teachers cannot influence directly. The result of this study shows, however, that engaging in motivating activities at a specific level is likely to facilitate motivation at a more general level. That is, by engaging in motivating activities repeatedly in class, learners feel satisfied with the class and increase their motivation for learning at a higher level. This is called "the recursive bottom-up influence of situational motivation on contextual motivation" (Vallerand & Ratelle, 2002, p. 40).

The results of this study suggest that regular incorporation of dictogloss in class, if implemented properly, fulfills the three basic psychological needs which the Self-Determination Theory posits and brings about learners' increased motivation to learn English.

6. Conclusion

It is of great interest for English teachers to elucidate how a certain activity contributes to the improvement of learners' language skills such as listening and speaking. It is also of great interest for English teachers to clarify how a certain language activity contributes to learners' increased motivation to learn English. What this study has clarified are: (a) dictogloss contributes to the improvement of learners' listening skills and (b) dictogloss increases learners' motivation for learning English. The findings show that dictogloss as a post-comprehension activity is a desirable language activity which is likely to influence both learners' English proficiency and their motivation to learn English positively.

The findings also indicate the importance of meaningful output and an integrated skills activity in class. Dictogloss requires learners to pay attention to both meaning and form and to require them to think about language use deliberately. The technique also expects learners to employ the four skills: listening, reading, speaking and writing. What is more, it also requires learners to employ collaborative skills. They are the skills which are needed to work with others: asking for reasons, giving reasons, disagreeing politely, responding politely to disagreement and so on. The technique offers learners opportunities where they work collaboratively in pairs to reach an agreement as well as just listen, write, speak and read.

Although this study has clarified that dictogloss contributes to the development of the participants' listening skills and their increased motivation, we should note that the PCPP sequence also contributed to the positive

results of this study. As discussed in 2.1, a lesson structured in the sequence is considered to contribute to L2 learning positively. Following Swain (1999), we tried to provide language and content in an integrated way as much as possible. It should also be noted that we tried to satisfy the three basic psychological needs posited by the Self-Determination Theory during non-dictogloss parts of the class. It should be interpreted that both dictogloss and other parts of the class contributed to the improvement of the participants' listening skills and their increased motivation.

Finally, we would like to refer to the limitation of this study. This study employed 20 participants. It is evident that the number is not large enough to generalize its results. It should be admitted that further research needs to be done in order to confirm the findings of this study.

Notes

- (1) See <http://english-assessment.org/products/test/placement.html> for the details.
- (2) The Steps referred to here are the five steps in our dictogloss procedure described in 4.3.

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Appendix A: Sample Text Used for Dictogloss

In Bismarck, more than 1,000 people have been evacuated from their homes because of flooding. People are trying very hard to stop the Missouri River from advancing. Grand Forks is a city located in North Dakota and prone to flooding. In 1997, the Red River burst its banks and caused \$4 billion in damage and downtown Grand Forks was almost completely destroyed.

Appendix B: Participants' Comments

At Time 2, we asked the participants to write down brief comments on what they thought about listening, dictogloss, the English course they took and English learning. We did not force them to write their comments on every item. If they had no comments on a certain item, they did not have to do that. If they had two or more than two comments on a certain item, they were allowed to write them down. We put their comments into three categories: positive, negative and others. The table below shows the results.

	Positive	Negative	Others	Total
Listening	16	1	4	21
Dictogloss	17	1	2	20
English course	18	4	3	23
English learning	13	4	2	19
Total	64	10	11	83