영어어문교육, 15권 4호 2009년 겨울

# The Effects of Dictation Practice in English Listening Classes

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**Nam, Eun-Hee & Seong, Myeong-Hee. (2009). The effects of dictation practice in English listening classes. *English Language & Literature Teaching*, *15*(4), 177-197**

This study investigated the effects of dictation practice, in terms of listening proficiency and the use of listening strategy The research was implemented for 15 weeks with 89 freshmen and sophomores at a Korean university The subjects were divided into an experimental group and a control group All conditions were the same in both groups, except that the experimental group had dictation practice on a regular basis in their listening classes through one semester For the purpose of the study, two research questions were set, 1) Does dictation practice improve listening proficiency? 2) What are the differences in the use of listening strategies between the two groups? Does dictation practice make the participants use different listening strategies? A sample TOEIC listening test was conducted as a pre-test and post-test A questionnaire was used to find out the differences in the use of listening strategies between the two groups The results of this study reveal that there was no statistically difference in improvement between the two groups, however, the experimental group scored much higher on the post-test than the pre-test compared with the control group In regard to listening strategies, among 6 listening strategies, the use of metacognitive listening strategies had a significant difference between the two groups On the basis of the results, the study suggested some guidelines for dictation practice in EFL listening classes and called for more studies on its effects

**[dictation practice/listening proficiency/listening strategy/TOEIC listening comprehension test]**

## I. INTRODUCTION

English is now one of the most important subjects in most Asian and even European

schools This is because it is important for students to possess English ability in order to communicate with other English speakers, with the growth of English as a lingua franca Regarding teaching English more effectively, listening has received more and more attention from EFL professionals in recent years Among the four skills of English, listening is regarded as a fundamental factor for English learners To explore the effective methods of enhancing English listening skill, a great deal of research studies have been attempted One of them is dictation, and it has long been considered a useful method to improve learners' listening proficiency

Dictation has been an exercise consistently employed throughout the history of language teaching, and literatures on education suggests promising ways to use dictation in the language classroom Many methodologists have often made pedagogical claims for its value As the ground of its effect on language learning, Lambert (1986) insists that a single input (auditory) is less effective than double input (visual and auditory) in a language comprehension Pappas (1977) considers dictation as a good means of developing learners' listening comprehension, and Byrne (1977) advocates dictation as a useful pedagogical technique, and believes that dictation involves listening and the ability to transform what is heard into its written form

Despite their claims, another argument is that dictation is inefficient (Cartledge, 1968) On the other hand, as a testing method, dictation has been confirmed to be reliable and valid by many researchers (Davis and Rinvolucri, 1988, Heaton, 1988, Oller, 1979) As a teaching method, however, there have not been many studies concerning the effects of dictation, and dictation lacks sound empirical grounds For example, Harris (1969) mentions that dictation can be a useful pedagogical device but offers little empirical support Under the circumstances, it is necessary for English education professionals to examine the effects of dictation in EFL listening classes, and try to find empirical support for the effectiveness of dictation

In addition, within the field of language learning and teaching during the last two decades, a gradual but significant shift has taken place, resulting in less stress on teachers and teaching and greater emphasis on learners and learning (Nunan, 1988) One sequence of this shift is an increasing awareness and interest in resources for learning style and language learning strategies in foreign and second language teaching and learning In most research on language learning strategies, the primary concern has been on identifying what good learners report they do to learn a second language (Rubin, 1987) Since Rubin (1975) introduced the term 'a good language learner,' many researchers have identified that the good language learners are mentally active, strategic and apply language learning strategies when they learn a second and foreign languages (O'Mally & Chamot, 1990, Oxford, 1990, Rubin, 1975) For this reason, this study investigated the effects of dictation practice, in terms of listening proficiency and the use of listening strategy For the purpose

of the study, two research questions were set as follows

1) Does dictation practice improve listening proficiency in EFL listening classes?

2) What are the differences in the use of listening strategies between two groups? Does dictation practice make the participants use different listening strategies?

## II. THEORETICAL BACKGROUND

### 1 Dictation in Listening Classes

Dictation is the act of writing something that someone says or reads out as it is being said or immediately after it is said In a classroom dictation given as a learning exercise device, the students write down on paper what they hear from a live or taped dictation and it offers much as a technique for motivating language learners to understand spoken language (Nakamura, 1987) Researchers suggest that dictation is dual-access processing because in taking dictation the learner alters and harmonizes his/her perception, conception, and expression For example, Davis and Rinvolucri (1988) say that decoding the sounds of English and recoding them in writing is a major learning task, and suggest some reasons for using dictation in the EFL classroom, learners are active during and after the exercise In addition to these, they say that dictation will often calm down groups of learners, is a technically interesting exercise, and provides access to interesting texts They also mention diction fosters automaticity and unconscious thinking, and is suitable for use with large groups Frodesen (1991) states that if done systematically and regularly, dictation exercises improve students' ability to distinguish sounds in continuous speech as well as improving their spelling and their recognition of grammatically correct sentences and their production of them From the results of his study, Kim (2008) presents that dictation is a good indicator of overall English language ability and helps students to integrate and develop all four language skills

Even though dictation has many benefits, it is not often used in English listening classes This is often because both teachers and students feel under unnecessary pressure to understand every word For an effective dictation practice, Stanfield (1985) mentions that since in dictation the learner employs more than one mental power, s/he is more successful in internalizing the language s/he hears Regarding how to administer dictation in a classroom, Nakamura (1987) says that dictation in a foreign language is a more highly skilled task than is generally realized, and suggests a partial or a passage dictation, depending on the level of the learners and the goals of dictation set by the teacher According to him, an item or a partial dictation is that students are given incomplete

printed material with blanks which they are asked to fill in with words or phrases while attentive to the stretches of speech A passage dictation is that an entire passage is read to the learners, and the learners are expected to write down a whole passage as they hear it

On the other hand, Sawyer and Silver (1972) present four types of dictation that can be used in language learning The first type of them is the phonemic item dictation It consists of the teacher presenting the individual sounds of a language to students for transcription The second type is the phonemic text dictation, which is an extension of the phonemic item dictation The phonemic item dictation is valuable as a way to understand how English sounds change in connected speech The third one, orthographic item dictation, is dictating individual words in isolation for transcription, similar to the traditional spelling test It is useful to reinforce the correlation between the spelling system and sound system of a language Finally, the dictation with the broadest learning possibilities is the orthographic text dictation, in which students transcribe a unified passage Besides reinforcing the spelling/sound correlations of English, the orthographic text dictation uncover comprehension and grammatical weaknesses in learners which the teacher can analyze and address in future lessons

Dictation also gives students valuable practice for note-taking Learning to take notes effectively will help the students to remember important information Marchi and Najul (1994) found it is important to teach note-taking in L2 for the sake of having an organized written summary as the end product Also, Nwokoreze (1990) mentions from the EFL teacher's point of view that it is probably during the note-taking stage that the students reach the highest level of comprehension Based on the above types of dictation, this study uses three of them a sentence dictation as a variation of the orthographic text dictation (Sawyer and Silver, 1972), filling into the blanks as a partial dictation (Nakamura, 1987), and note-taking (Marchi & Najul, 1994)

## 2 Listening Strategies in Language Learning

Listening comprehension has become a keystone of many theories of second/foreign language acquisition and instruction which focus on the beginning levels of second/foreign proficiency Listening to spoken language has been acknowledged in second language theory to consist of active and complex processes that determine the content and level of what is comprehend (Call, 1985) Listeners engage in a variety of mental processes in an effort to comprehend information from oral texts Mental processes that are activated in order to understand new information are referred to as learning strategies (O'Malley & Chamot, 1989) With regard to learning strategies, the defining features are that the learners are conscious and intended to enhance comprehension, learning, or retention (Weinstein & Mayer, 1986) Chamot (1987) states learning strategies as techniques, approaches, or

deliberate actions of students which facilitate their learning and lead to better recall of both linguistic and content area information Oxford (1990) defines language learning strategies as specific actions taken by the learners to make learning easier, faster, more enjoyable, self-directed, more effective, and more transferable to new situation

Since research into language learning strategies began in the 1960s, there has been a noticeable increase in awareness and interest in resources for language learning, the identification of how learners process new information and what kinds of strategies they employ to understand, learn or remember the information Research and theories in the field of ESL/EFL strongly imply that strategies obviously play an important role in learning English Many researchers have discovered that good learners are strategic, meta-cognitively active in selecting strategies, and monitor their process in order to successfully accomplish given tasks (Macaro, 2001, O'Malley & Chamot, 1990, Oxford, 1990, Rubin, 1975) Researchers such as Oxford (1990), Cohen et al (1996), and O'Mallay and Chamot (1990) have stressed that effective learners use a variety of different strategies and techniques in order to solve problems that they face while acquiring or producing the language Phillips (1991) also suggests that students' use of various learning strategies positively affect their command over new language skills

In trying to find out the relationship between language learners and language learning strategies, researchers strongly implied that language learning strategies can be taught, and have identified and classified their own learning strategies (Chamot, 1984, Oxford, 1990, Rubin, 1987) Oxford (1990), Cohen et al (1996), and many others studied strategies used by language learners during the process of foreign language learning For example, Rubin (1987) classified strategies in terms of processes contributing directly or indirectly to language learning, while Chamot (1984) classified learning strategies into three different categories metacognitive, cognitive, and social-affective strategies

In addition to them, Oxford (1990) divided language learning strategies into direct and indirect strategies She classified them in detail into six categories Direct strategies were classified into 3 strategies, memory, cognitive, and compensation strategy Memory strategies are used for entering new information into memory storage and for retrieving it when needed for communication Cognitive strategies are used for linking new information with existing schemata and for analyzing and classifying it Cognitive strategies are responsible for deep processing, forming and revising internal mental models and receiving and producing messages in the target language Compensation strategies include such strategies as guessing and using gestures Such strategies are needed to fill any gaps in the knowledge of the language On the other hand, indirect strategies are divided into metacognitive, affective and social strategy Metacognitive strategies are techniques used for organizing, planning, focusing and evaluating one's own learning, and affective strategies are used for handling feelings, attitudes and motivations Besides, social

strategies are used for facilitating interaction by asking questions, and cooperating with others in the learning process This study explores the students' use of listening strategies on the basis of Oxford's (1990)

# III. METHODS

## 1 Subjects

The subjects were 89 freshmen and sophomores attending a Korean university They were divided into two groups These students were all non-English majors who enrolled in a TOEIC class as an elective, one of the groups functioned as the experimental group and the other as the control group Table 1 shows the subjects' background

**TABLE 1**

**Subjects' Background**

| Group | Freshman(n/%) | | Sophomore(n/%) | | Total(n/%) |
|---|---|---|---|---|---|
| | Female | Male | Female | Male | |
| Experimental | 23(54 8) | 6(14 3) | 10(23 8) | 3(7 1) | 42(100) |
| Control | 9(19 1) | 6(12 8) | 21(44 7) | 11(23 4) | 47(100) |

## 2 Instrument

For the purpose of the research questions, participants' listening proficiency and listening strategies use were measured

1) Listening Proficiency

For participants' listening proficiency, a sample TOEIC listening comprehension test (L/C) was used The test consisted of 100 questions with four different parts, 10 questions for part 1, 30 questions for part 2, 30 questions for part 3, and 30 questions for part 4 All of the items were multiple-choice questions In part 1, students see a picture in their test sheet and hear four short statements They choose the statement that best describes the picture In part 2, students hear two speakers The first speaker asks a question Students then hear three possible responses to the question They choose the best response In part 3, students hear a short conversation between two people Then they read a question in the test sheet about the conversation followed by four responses They pick the best response

In part 4, students have a short talk They read several questions for each talk followed by four answer choices They select the best response Even though a standard score of TOEIC listening comprehension ranges between 5 to 495, the score for the listening test of this study ranges from 1 to 100 for convenience in calculation

2) Listening Strategies Use

To find out the differences in the use of listening strategies between the two groups, a questionnaire was used As referred to the Appendix, the questionnaire consisted of six categories according to Oxford's (1990) Strategy Inventory for Language Learning (SILL) The questionnaire included 50 items on the basis of Oxford's, but they were modified to measure listening strategies for the purpose of this study when needed There were 27 items for direct strategies in the questionnaire 9 for memory strategies (grouping, representing sounds in memories, structured reviewing, using physical response), 13 for cognitive strategies (repeating, getting the idea quickly, analyzing and taking notes), and 6 for compensation strategies (switching to the mother tongue, using other clues, getting help and using a synonym) On the other hand, there were 23 items for indirect strategies 10 for metacognitive strategies (linking new information with already known one, seeking practice opportunities, and self-monitoring), 7 for affective strategies (lowering anxiety by use of music, encouraging oneself and discussing feelings with others), and 6 for social strategies (asking for classification, cooperating with others and developing cultural understanding)

Each item was presented on a 5 point Likert scale (1= Never or almost never true/ 5=always or almost true) and it was written in Korean to help students understand clearly After the collection of the data, Cronbach's alpha coefficient analysis was executed to assess the reliability of the questionnaire as an instrument Table 2 shows the reliability of scales for the quality of the listening strategy questionnaire

**TABLE 2**

**The Reliability of the Listening Strategy Questionnaire**

| Strategy | Memory | Cognitive | Compensation | Metcognitive | Affective | Social | Overall |
|---|---|---|---|---|---|---|---|
| Cronbach's Alpha | 740 | 701 | 734 | 870 | 678 | 815 | 852 |

In the questionnaire used for 89 students, there were 6 items asking about listening strategies memory, cognitive, compensation, metacognitive, affective, and social strategies As shown in the table 2, the Cronbach's alpha in the questionnaire was from 678 to 870

The lowest item reliability was computed as α = 678 that was affective one, and the highest item reliability was computed as α = 870 that was metcognitive one The overall scale reliability had a Cronbach's alpha of 852 The results indicated relatively high level of item reliabilities

## 3 Procedures

The research was implemented for 15 weeks All conditions were the same for the experimental group and the control group, except that the experimental group had dictation practice on a regular basis in their listening classes throughout one semester At the beginning of the semester, a sample TOEIC listening test was administered as a pre-test, and the same one was used as a post-test at the end of the semester Right after the post-test, a listening strategy questionnaire was distributed to each student, and collected after 15 minutes

## 4 Treatment

Both groups of students attended two hour classes once a week, with one hour for listening and one hour for the reading section In the listening section, the control group took a traditional lecture the instructor spent most of the hour speaking to the students and it was primarily the instructor's responsibility to manage the class, and the students just listened to the lesson On the other hand, the experimental group was given tasks to take part in the class they were given a handout for dictation of the day and asked to write what they heard from the recorded tapes on the handout in their listening classes Since the class hour was limited to 50 minutes, it was not possible to dictate the whole script Furthermore, the study was conducted in a TOEIC class, and it was important to write down the key word the question needed For this reason, the participants were given different kinds of dictation practices according to the part of TOEIC listening test Types of dictation used in this study were a sentence dictation, filling in the blanks as a variation of the orthographic text dictation, and note taking Students were asked to write down a sentence for part 1, to fill in the blanks for part 2 and 3, and to take notes of the key words for part 4

For their dictations, the researcher prepared a handout for each class Prior to beginning the dictation, the researcher explained to the participants the process of the dictation and what they should do The participants wrote down on the handout what they thought they heard from the tape For the words the students could not transcribe, they were told to leave it blank and to dictate whatever they could Students heard the tape twice and they checked their work and made any changes during the listening After finishing the dictation and allowing the students a minute or two for final corrections, they were taught listening

comprehension during the part of the day Then the researcher had the students self-correct their transcriptions in order to assist in self-evaluation

## IV. RESULTS AND DISCUSSIONS

### 1 Listening Proficiency Improvement

The pre-test and post-test were conducted to compare the performance of the two groups' listening proficiencies The mean scores of control group and experimental group on the pre-test were compared to see whether they were same or different before the experiment started Table 3 shows the result of the T- test

**Table 3**

**Listening Proficiency on the Pre-test**

| Group | N | M | SD | t | p |
|---|---|---|---|---|---|
| Experimental | 40 | 44 3 | 11 85 | 2 27 | 867 |
| Control | 40 | 50 4 | 12 24 | | |

* p< 05

Levene's test F=0 03

According to Table 3, there was no significant difference between the two groups on the pre-test (* p< 05, p= 867) This shows that both groups were nearly homogeneous, and the two groups started with the same level of proficiency Next, to figure out the extent of improvement of the two groups, a T-test was conducted Table 4 shows the results of the T-test for the performance of the two groups on the post-test

**Table 4**

**Listening Proficiency on the Post-test**

| Group | N | M | SD | t | p |
|---|---|---|---|---|---|
| Experimental | 41 | 54 1 | 8 80 | 1 44 | 434 |
| Control | 45 | 57 2 | 11 12 | | |

* p< 05

Levene's test F=0 62

As shown in the above results, regarding the mean scores of the post-test between the two groups, the experimental group (N=41, M=54 1) scored less than the control group

(N=45, M=57 2) in the post-test Considering performance between the two groups on both pre-test and post-test, the experimental group gained almost 10 points higher scores on the post-test than the pre-test, whereas the control group gained 6 7 points higher However, there was no significant difference in the results of the post-test between the two groups (* p< 05, p= 434)

## 2 Listening Strategy Use

First of all, the participants' overall use of listening strategies was examined to see what listening strategies were used by university students and how often they were used in their English listening 86 students responded to the questionnaire One student was absent from school, and the items which were reported more than once were ignored Table 5 presents the results of the descriptive statistics of all participants' overall use of listening strategies See the Appendix for the item number which stated the listening strategies

**Table 5**

**All Participants' Listening Strategy Use**

| Item No | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | 86 | 86 | 86 | 83 | 86 | 86 | 85 | 86 | 86 | 86 | 85 | 86 | 86 | 85 | 86 | 86 | 86 |
| Mean | 3 48 | 3 33 | 3 73 | 2 36 | 1 92 | 2 60 | 2 47 | 2 53 | 2 59 | 2 45 | 3 06 | 3 62 | 2 72 | 2 18 | 3 12 | 2 63 | 3 76 |
| SD | 99 | 91 | 87 | 76 | 74 | 1 03 | 80 | 95 | 99 | 98 | 1 06 | 97 | 99 | 74 | 1 01 | 1 16 | 77 |
| Item No | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 |
| N | 86 | 86 | 86 | 86 | 86 | 86 | 86 | 86 | 85 | 86 | 86 | 86 | 85 | 86 | 86 | 86 | 86 |
| Mean | 2 95 | 3 31 | 3 23 | 3 26 | 3 80 | 3 42 | 3 27 | 2 91 | 3 21 | 3 34 | 2 65 | 2 73 | 3 74 | 2 56 | 2 72 | 2 38 | 2 12 |
| SD | 93 | 1 07 | 98 | 1 03 | 73 | 1 02 | 1 01 | 1 09 | 1 00 | 97 | 1 00 | 82 | 82 | 85 | 1 08 | 77 | 73 |
| Item No | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | |
| N | 86 | 85 | 86 | 86 | 86 | 85 | 86 | 84 | 86 | 86 | 85 | 86 | 86 | 86 | 86 | 86 | |
| Mean | 2 20 | 2 16 | 2 43 | 3 48 | 3 30 | 3 13 | 3 62 | 1 93 | 2 30 | 3 14 | 2 25 | 1 76 | 2 66 | 2 52 | 2 36 | 2 72 | |
| SD | 94 | 75 | 95 | 82 | 95 | 1 06 | 96 | 90 | 97 | 1 03 | 1 03 | 92 | 97 | 1 07 | 1 02 | 1 11 | |

From this result, the most frequently used and the least frequently used listening strategies by the whole students were found The most frequently used listening strategies were the items 22 (M=3 80), 17 (M=3 76), 30 (M=3 74) and 3 (M=3 73) On the other hand, the least frequently used listening strategies were 46 (M=1 76), 5 (M=1 92), and 42 (M=1 93) This implies that when the students are listening to English, they try to find some clues from the context, if they don't understand the meaning by hearing They try to understand the overall meaning by remembering the keywords, they pay attention to the

subject of the content while they are listening, and try to remember new English words or phrases In addition to this, it was revealed that they hardly ask English speakers to correct them when they speak in English Also, they rarely use new English words in a sentence in order to remember the words, and hardly write down their feelings in a language learning diary (See the Appendix for the questionnaire statements) Second, to compare the use of listening strategies between the two groups, the study examined the differences of the use of direct and indirect strategies separately An exploratory factor analysis based on descriptive statistics was conducted to identify the differences Table 6 presents the results of descriptive statistics of the use of direct listening strategies of the two groups memory, cognitive, and compensation listening strategies

**Table 6**

**The Frequency of Direct Listening Strategies Use of the Two Groups**

| Strategy | Item No | 1(Never or almost never true) E/C | 2(Usually not true) E/C | 3(Somewhat true) E/C | 4(Usually true) E/C | 5(Always or almost true) E/C | Total N (100 %) |
|---|---|---|---|---|---|---|---|
| Memory | 1 | 2(4 9)/3(6 7) | 3(7 3)/3(6 7) | 10(24 4)/18(40 0) | 24(58 5)/13(28 9) | 2(4 9)/8(17 8) | 41/45 |
| | 2 | 1(2 4)/1(2 2) | 8(19 5)/7(15 6) | 15(36 6)/12(26 7) | 15(36 6)/22(48 9) | 2(4 9)/3(6 7) | 41/45 |
| | 3 | 0(0)/1(2 2) | 1(2 4)/4(8 9) | 11(26 8)/15(33 3) | 20(48 8)/18(40 0) | 9(22 0)/7(15 6) | 41/45 |
| | 4 | 2(5 1)/7(15 9) | 19(48 7)/21(47 7) | 17(43 6)/12(27 3) | 17(43 6)/12(27 3) | 1(2 6)/4(9 1) | 39/44 |
| | 5 | 8(19 5)/15(33 3) | 26(63 4)/25(55 6) | 6(14 6)/2(4 4) | 1(2 4)/3(6 7) | 0(0)/0(0) | 41/45 |
| | 6 | 5(15 2)/10(22 5) | 11(26 8)/12(26 7) | 15(36 6)/15(33 3) | 10(24 4)/7(15 6) | 0(0)/1(2 2) | 41/45 |
| | 7 | 2(5 0)/7(15 6) | 18(45 0)/16(35 6) | 15(37 5)/20(44 4) | 15(37 5)/20(44 4) | 5(12 5)/2(4 4) | 40/45 |
| | 8 | 2(4 9)/8(17 8) | 20(48 8)/17(37 8) | 14(34 1)/9(20 0) | 4(9 8)/11(24 4) | 1(2 4)/0(0) | 41/45 |
| Compen-sation | 9 | 3(7 3)/7(15 6) | 14(34 1)/19(42 2) | 15(36 6)/13(28 9) | 7(17 1)/5(11 1) | 2(4 9)/1(2 2) | 41/45 |
| | 10 | 5(12 2)/10(22 2) | 15(36 6)/17(37 8) | 12(29 3)/12(26 7) | 9(22 0)/6(13 3) | 0(00/0(0) | 41/45 |
| | 11 | 0(0)/6(13 3) | 10(25 0)/10(22 2) | 17(42 5)/12(26 7) | 11(27 5)/12(26 7) | 2(5 0)/5(11 1) | 40/45 |
| | 12 | 0(0)/0(0) | 4(9 8)/10(22 2) | 10(24 4)/11(24 4) | 21(51 2)/14(31 1) | 6(14 6)/10(22 2) | 41/45 |
| | 13 | 3(7 3)/7(15 6) | 12(29 3)/11(24 4) | 19(46 3)/19(42,2) | 6(14 6)/5(11 1) | 1(2 4)/3(6 7) | 41/45 |
| | 14 | 5(12 5)/9(20) | 19(47 5)/26(57 8) | 14(3 5 0)/9(20 0) | 2(5 0)/1(2 2) | 0(0)/0(0) | 40/45 |
| | 15 | 0(0)/1(8 9) | 10(24 4)/11(24 4) | 16(39 0)/12(26 7) | 14(34 1)/13(28 9) | 192 4)/5(11 1) | 41/45 |
| | 16 | 4(9 8)/12(26 7) | 12(29 3)/12(26 7) | 17(41 5)/12(26 7) | 6(14 6)/4(8 9) | 2(4 9)/5(11 1) | 41/45 |
| | 17 | 0(0)/0(0) | 1(2 4)/2(4 4) | 15(36 6)/14(31 1) | 15(36 6)/14(31 1) | 5(12 2)/9(20 2) | 41/45 |
| | 18 | 2(4 9)/3(6 7) | 10(24 4)/12(26 7) | 17(41 5)/16(35 6) | 11(26 8)/13(28 9) | 1(2 4)/1(2 2) | 41/45 |
| | 19 | 3(7 3)/ 2(4 4) | 8(19 5)/7(15 6) | 13(31 7)/10(22 2) | 14(34 1)/20(44 4) | 3(7 3)/6(13 3) | 41/45 |
| | 20 | 1(2 4)/3(6 7) | 8(19 5)/7(15 6) | 13(31 7)/17(37 8) | 17(41 5)/14(31 1) | 2(4 9)/4(8 9) | 41/45 |
| | 21 | 2(4 9)/1(2 2) | 8(19 5)/10(22 2) | 14(34 1)/15(33 3) | 12(29 3)/14(31 1) | 5(12 2)/5(11 1) | 41/45 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 22 | 0(0)/0(0) | 0(0)/2(4 4) | 12(29 3)/15(33 3) | 25(61 0)/18(40 0) | 4(9 8)/10(22 2) | 41/45 |
| | 23 | 1(2 4)/0(0) | 8(19 5)/10(22 2) | 11(26 8)/13(28 9) | 16(39 0)/14(31 1) | 5(12 2)8(17 8) | 41/45 |
| Cogni- | 24 | 1(2 4)/2(4 4)0 | 8(19 5)/11(24 4) | 12(29 3)/17(37 8) | 15(36 6)/11(24 4) | 5(12 2)/5(11 1) | 41/45 |
| tive | 25 | 2(4 9)/5(11 1) | 14(34 1)/14(31 1) | 11(26 8)/12(26 7) | 10(24 4)/12(26 7) | 4(9 8)/2(4 4) | 41/45 |
| | 26 | 2(4 9)/1(2 3) | 6(14 6)/13(29 5) | 12(29 3)/15(34 1) | 17(41 5)/12(27 3) | 4(9 8)/3(6 8) | 41/44 |
| | 27 | 1(2 4)/1(2 2) | 9(22 0)/6(13 3) | 11(26 8)/19(42 2) | 16(39 0)/14(31 1) | 4(9 8)/5(11 1) | 41/45 |

E Experimental group, C Control group

As the above table 6 shows, among these direct strategies, item 3 (I try to remember new English words or phrases) and 22 (I try to find some clues from the context, when I don't understand the meaning by hearing) were frequently used by both groups The experimental group used item 3 (almost 72 % The figures are the addition of No 4 and No 5 only) more often than the control group (55 5%) On the other hand, item 5 (I use new English words in a sentence so I can remember them), 14 (I use English words I know in different ways) were rarely used by either group Item 5 and 14 were calculated below 10% each After that, the study examined whether the use of direct listening strategies between the two groups was different or not For this, a T-test was administered Table 7 shows the results of the T-test of the use of direct listening strategies memory, cognitive, and compensation listening strategies

**Table 7**

**Comparison of Direct Listening Strategies Use between the Two Groups**

| Strategy | Group | N | M | SD | t | p |
|---|---|---|---|---|---|---|
| Memory | Experimental | 38 | 2 87 | 0 50 | -1 01 | 316 |
| | Control | 44 | 2 75 | 0 56 | | |
| Cognitive | Experimental | 39 | 3 05 | 0 46 | -1 02 | 313 |
| | Control | 45 | 2 94 | 0 46 | | |
| Compensation | Experimental | 38 | 3 37 | 0 65 | -0 93 | 356 |
| | Control | 44 | 3 25 | 0 63 | | |

* $p < 05$

Data about the use of direct listening strategies show that the experimental group appeared to use them almost the same or a little more than the control group, and there was no statistical difference in the use of three direct listening strategies between the two groups

Concerning the frequency of the listening strategies, the study examined indirect listening strategies as well Table 8 presents the results of the descriptive statistics of the use of indirect listening strategies metacognitive, affective, and social strategies

**Table 8**

**The Frequency of Indirect Listening Strategies Use of the Two Groups**

| Strategy | Item No | 1(Never or almost never true) E/C | 2(Usually not true) E/C | 3(Somewhat true) E/C | 4(Usually true) E/C | 5(Always or almost true) E/C | Total N (100 %) |
|---|---|---|---|---|---|---|---|
| Metacognitive | 28 | 3(7 5)/3(6 7) | 17(41 5)/22(48 9) | 14(34 10/12(26 7) | 5(12 2)/4(8 9) | 2(4 9)/4(8 9) | 41/45 |
| | 29 | 2(4 9)/3(6 7) | 7(17 1)/20(44 4) | 22(53 7)/19(42 2) | 9(22 0)/3(6 7) | 1(2 4)/0(0) | 41/45 |
| | 30 | 0(0)/0(0) | 2(5 0)/4(8 9) | 9(22 5)/15(33 3) | 22(55 0)/19(42 2) | 7(17 5)/7(15 6) | 40/45 |
| | 31 | 2(4 9)/5(11 1) | 16(39 0)/20(44 4) | 18(43 90/14(31 1) | 4(9 8)/6(13 3) | 1(2 4)/0(0) | 41/45 |
| | 32 | 5(12 2)/4(8 9) | 13(31 7)/18(40 0) | 14(34 1)/14(31 1) | 7(17 1)/4(8 9) | 2(4 9)/5(11 1) | 41/45 |
| | 33 | 3(7 3)/6(13 3) | 16(39 0)/25(55 6) | 1(43 9)/12(26 7) | 4(9 8)/2(4 4) | 0(0)/0(0) | 41/45 |
| | 34 | 4(9 8)/10(22 2) | 26(63 4)/25(55 6) | 9(22 0)/10(22 2) | 1(2 4)/0(0) | 1(2 4)/0(0) | 41/45 |
| | 35 | 6(14 6)/11(24 4) | 23(56 1)/23(51 1) | 8(19 5)/7(15 6) | 2(4 9)/3(6 7) | 2(4 9)/1(2 2) | 41/45 |
| | 36 | 3(7 3)/11(25 0) | 20(48 8)/27(61 4) | 15(36 6)/5(11 4) | 3(7 3)/1(2 3) | 0(0)/0(0) | 41/44 |
| | 37 | 1(2 4)/11(24 4) | 19(46 3)/19(42 2) | 15(36 6)/11(24 4) | 5(12 2)/2(4 4) | 1(2 4)/2(4 4) | 41/45 |
| Affective | 38 | 0(0)/0(0) | 4(9 8)/6(13 3) | 13(31 7)/20(44 4) | 20(48 8)/15(33 3) | 4(9 8)/4(8 9) | 41/45 |
| | 39 | 1(2 4)/3(6 7) | 3(7 3)/8(17 8) | 16(39 0)/16(35 6) | 17(41 5)/16(35 6) | 4(9 8)/2(4 4) | 41/45 |
| | 40 | 1(2 4)/5(11 4) | 5(12 5)/11(25 0) | 20(48 8)/12(27 3) | 12(29 3)/11(25 0) | 3(7 3)/5(11 4) | 41/44 |
| | 41 | 0(0)/1(2 2) | 5(12 2)/4(8 9) | 13(31 7)/16(35 6) | 15(36 6)/15(33 3) | 8(19 5)/9(20 0) | 41/45 |
| | 42 | 10(24 4)/19(44 2) | 22(53 7)/16(37 2) | 7(17 1)/6(14 0) | 1(2 4)/1(2 3) | 1(2 4)/1(2 3) | 41/43 |
| | 43 | 7(17 1)/11(24 4) | 17(41 5)/19(42 2) | 11(26 8)/10(22 2) | 5(12 2)/5(11 1) | 1(2 4)/0(0) | 41/45 |
| | 44 | 4(9 8)/1(2 2) | 8(19 5)/9(20 0) | 13(31 7)/20(44 4) | 14(34 1)/9(20 0) | 2(4 9)/6(13 3) | 41/45 |
| Social | 45 | 5(12 2)/17(38 6) | 19(46 3)/14(31 8) | 12(29 3)/7(15 9) | 4(9 8)/5(11 4) | 1(2 4)/1(2 3) | 41/44 |
| | 46 | 14(34 1)/28(62 2) | 19(46 3)/10(22 2) | 7(17 1)/3(6 7) | 1(2 4)/3(6 7) | 0(0)/1(2 2) | 41/45 |
| | 47 | 4(9 8)/5(11 1) | 13(31 7)/16(35 6) | 15(36 6)/18(40 0) | 7(17 1)/5(11 1) | 2(4 9)/1(2 2) | 41/45 |
| | 48 | 3(7 3)/17(41 5) | 17(41 5)/16(35 6 | 14(34 1)/9(20 0) | 7(17 1)/5(11 1) | 0(0)/4(8 9) | 41/45 |
| | 49 | 6(14 6)/9(20 0) | 18(43 9)/22(48 9) | 13(31 7)/7(15 6) | 3(7 3)/4(8 9) | 1(2 4)/3(6 7) | 41/45 |
| | 50 | 4(9 8)/6(13 3) | 13(31 7)/18(40 0) | 13(31 7)/13(28 9) | 7(17 1)/5(11 1) | 4(9 8)/3(6 7) | 41/45 |

E Experimental group, C Control group

From the results, it was found that almost all metacognitive strategies were more often used by the experimental group than the control group in case of item 30 (I pay attention

to the subject of the content while I am listening), the frequency was 72 5% vs 57 % On the other hand, among metacognitive strategies, item 33 (I check up how much improvement I have made in listening proficiency), 34 (I plan my schedule so I will have enough time to study), 35 (I go to extra classes or go to private institutes in order to improve my listening proficiency), and 36 (I organize and study new English words or phrases for improving my listening proficiency) were rarely used by either group The frequencies were below 10% In affective strategies, item 42 (I write down my feelings in a language learning diary) was hardly used (below 5%) For the item 38 (I try to relax when I am listening English), the experimental group (58 6%) used it more often than the control group (40%) Regarding using the social strategies, neither group used these strategies very often most of them were below 20% Especially, for the item 46 (I ask English speakers to correct me when I speak in English), only one student in the experimental group (2 4%) and 3 students in the control group (8 9%) reported to use this strategy

Next, the study examined the differences in the use of indirect listening strategies between the two groups Table 9 presents the results of the T-test of the use of indirect listening strategies metacognitive, affective, and social strategies

**Table 9**

**Comparison of Indirect Listening Strategies Use between the Two Groups**

| Strategy | Group | N | M | SD | t | p |
|---|---|---|---|---|---|---|
| Metacognitive | Experimental | 39 | 2 72 | 0 61 | -2 11 | 037* |
| | Control | 45 | 2 44 | 0 56 | | |
| Affective | Experimental | 38 | 3 01 | 0 56 | -0 86 | 390 |
| | Control | 44 | 2 97 | 0 53 | | |
| Social | Experimental | 39 | 2 49 | 0 63 | -1 33 | 187 |
| | Control | 45 | 2 28 | 0 82 | | |

* p< 05

Among the indirect listening strategies, there was a significant difference between the two groups More precisely, the experimental group used metacognitive listening strategies more than the control group, and there was a statistically significant difference (*p< 05, p= 037), unlike affective and social strategies

On the whole, although the two groups showed somewhat equal tendencies to the use of listening strategies, there was a significant difference in the use of metacognitive listening strategies The most frequently used strategies were compensation strategies for the experimental (M=3 37) and the control group (M=3 25), and social strategies were the least used ones for both groups (experimental group M= 2 49, control group M= 2 28)

## V. CONCLUSION

This study investigated the effects of dictation practice in English listening classes at a university For the purpose of this study, the experimental group took a dictation in every session of their listening class for a period of one semester

For the first research question (i e , Does dictation practice improve listening proficiency in EFL listening classes?), there was no statistically significant improvement, but this study focused on two positive effects with regard to the first research question One is the experimental group who had regular practice with dictation made more improvement in their listening proficiency than the control group (almost 10 points higher vs 6 7 points higher over the semester) The other is the decrease in the standard deviation The standard deviation of the experimental group decreased from 11 85 to 8 80, whereas the control group decreased from 12 4 to 11 12 This means that the experimental group has more evenly improved their English listening proficiency than the control group

In regard to the improvement of listening proficiency, this study had several notable shortcomings First, the time spent on the dictation practice was just 50 minutes a week Second, the post-test was given only 13 weeks after the pre-test This was considered that the time frame was too brief to implement various and sufficient dictation practice Thus, it can be said that the 'incubation hypothesis' might have been partly disregarded in this study Jafarpur and Yamini (1993) who noted that dictation improves language skills, saw no improvement in the proficiency of the experimental group as compared with the control group in their study, and they claimed that since language learning is a process which improves over time and needs an incubation period before any learning can be seen in the performance of the learners Their claim echoes Krashen's silent period Krashen (1985) argues that in the initial phase of the language acquisition process, there is typically a 'silent period' during which children are acquiring a new language This phenomenon is also observed when we see how children acquire their mother tongue The present study lends support to their claims which imply that a dictation practice may show its effects in the long run, and the results of the study may hold for another impact of dictation practice when longer period of time is concerned In addition, considering some research of dictation practice thus far, it is worth noting that the present study showed the experimental group made more improvements in their listening proficiency than the control group, and this has an implication of teaching effective listening

Findings for the second research question (i e , What are the differences in the use of listening strategies between the two groups? Does dictation practice make the participants use different listening strategies?) implied the following The experimental group appeared

to use all 6 listening strategies more frequently than the control group the mean scores for all 6 listening strategies of the experimental group were higher than the control group, and the analysis on the use of the 6 different listening strategies reveals metacognitive listening strategies had a significant difference between the two groups the experimental group used more metacognitive listening strategies than the control group According to Oxford (1990), metacognitive strategies are techniques used for organizing, planning, focusing and evaluating one's own learning So, it might be said that dictation practice made students use those techniques in their English listening Considering successful listeners use many strategies and various types of strategies when they learn and use a second language (Bacon, 1992, Chamot & Kupper, 1989, Maeng, 2006, Mang & Rha, 2007, Vandegrift, 1997), these results propose that English listening classes with dictation practice need to identify learners' weakness in regard to listening and dictating and then proceed towards processing their autonomy for better results For example, when listening strategies were introduced and some words for dictation were presented in advance, students will be encouraged to use their own listening strategies to choose appropriate or right word and write down the word

With regard to the results, this study suggests that the research to be undertaken should consider the followings 1) Sufficient time of dictation practice in English listening classes should be allowed 2) Research should be conducted in the long run for a better understanding of the effectiveness of dictation 3) Qualitative methodology should be included to investigate whether the dictation practice contributes to improve English listening proficiency

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## APPENDIX

Listening Strategy Questionnaire

(① Never or almost never true ② Usually not true ③ Somewhat true
④ Usually true ⑤ Always or almost true)

| # | Statement | Response |
|---|---|---|
| 1 | I think of relationship between what I already know and new things I learn in English | ① ② ③ ④ ⑤ |
| 2 | I connect the sound of a new word with an image or picture of the new word | ① ② ③ ④ ⑤ |
| 3 | I try to remember new English words or phrases | ① ② ③ ④ ⑤ |
| 4 | I review English lessons often | ① ② ③ ④ ⑤ |
| 5 | I use new English words in a sentence so I can remember them | ① ② ③ ④ ⑤ |
| 6 | I use a glossary to remember new English words | ① ② ③ ④ ⑤ |
| 7 | I practice new English words or phrases often | ① ② ③ ④ ⑤ |

| | | |
|---|---|---|
| 8 | I remember to practice new English words or phrases through the sentences or conversation where they are | ① ② ③ ④ ⑤ |
| 9 | I listen carefully and practice the English pronunciation, stress or intonation | ① ② ③ ④ ⑤ |
| 10 | I study English grammar to enhance listening proficiency | ① ② ③ ④ ⑤ |
| 11 | I take a note of the content that I think that is important while listening | ① ② ③ ④ ⑤ |
| 12 | When the listening text is difficult, I just ignore the sounds that can't hear clearly and then I focus on the next | ① ② ③ ④ ⑤ |
| 13 | I practice dictating English texts to enhance my listening proficiency | ① ② ③ ④ ⑤ |
| 14 | I use English words I know in different ways | ① ② ③ ④ ⑤ |
| 15 | I translate words and sentences into Korean to grasp overall meaning | ① ② ③ ④ ⑤ |
| 16 | I watch TV shows or movies spoken in English | ① ② ③ ④ ⑤ |
| 17 | I try to understand the overall meaning by remembering the keywords while I am listening | ① ② ③ ④ ⑤ |
| 18 | I make summaries of information that I hear in English | ① ② ③ ④ ⑤ |
| 19 | I try to understand the text using my background knowledge | ① ② ③ ④ ⑤ |
| 20 | I try to find patterns in English | ① ② ③ ④ ⑤ |
| 21 | I first skim an English passage and then go back carefully | ① ② ③ ④ ⑤ |
| 22 | I try to find some clues from the context, when I don't understand the meaning by hearing | ① ② ③ ④ ⑤ |
| 23 | When the listening text is difficult, I try to understand the overall meaning instead of lingering on what I can't understand words or phrases | ① ② ③ ④ ⑤ |
| 24 | I try to guess the overall meaning instead of interpreting every word or expression | ① ② ③ ④ ⑤ |
| 25 | I try to guess what the speaker or the other person will say next in English | ① ② ③ ④ ⑤ |
| 26 | I don't look up every new word while I am listening | ① ② ③ ④ ⑤ |
| 27 | I don't linger on what I can't understand or hear but instead move to the next thing quickly | ① ② ③ ④ ⑤ |
| 28 | I try to find and use as many ways(Computer, Internet, Tape, CD Rom) as I can enhance my listening proficiency | ① ② ③ ④ ⑤ |
| 29 | I find my weakness in English listening, and try to overcome the weakness | ① ② ③ ④ ⑤ |

| | | |
|---|---|---|
| 30 | I pay attention to the subject of the content while I am listening | ① ② ③ ④ ⑤ |
| 31 | I have a clear goal for improving my listening proficiency | ① ② ③ ④ ⑤ |
| 32 | I look for opportunities to use English as much as possible | ① ② ③ ④ ⑤ |
| 33 | I check up how much improvement I have made in listening proficiency | ① ② ③ ④ ⑤ |
| 34 | I plan my schedule so I will have enough time to study | ① ② ③ ④ ⑤ |
| 35 | I go to extra classes or go to private institutes in order to improve my listening proficiency | ① ② ③ ④ ⑤ |
| 36 | I organize and study new English words or phrases for improving my listening proficiency | ① ② ③ ④ ⑤ |
| 37 | I try to find out how to be a better listener of English | ① ② ③ ④ ⑤ |
| 38 | I try to relax when I am listening English | ① ② ③ ④ ⑤ |
| 39 | I encourage myself to listen English while I am listening to English | ① ② ③ ④ ⑤ |
| 40 | I give myself a reward of treat when I understand the meaning exactly | ① ② ③ ④ ⑤ |
| 41 | I try to relax and force myself to focus on what I am listening to English | ① ② ③ ④ ⑤ |
| 42 | I write down my feelings in a language learning diary | ① ② ③ ④ ⑤ |
| 43 | I talk to someone else how I make an effort to improve my English listening | ① ② ③ ④ ⑤ |
| 44 | Even if I am not confident in English, I make a challenge with confidence | ① ② ③ ④ ⑤ |
| 45 | I practice English with other students | ① ② ③ ④ ⑤ |
| 46 | I ask English speakers to correct me when I speak in English | ① ② ③ ④ ⑤ |
| 47 | When I don't understand, I ask my teacher for help | ① ② ③ ④ ⑤ |
| 48 | I try to learn about the culture of English speakers | ① ② ③ ④ ⑤ |
| 49 | I ask and answer questions in English | ① ② ③ ④ ⑤ |
| 50 | I ask for help from other people for improving my listening proficiency | ① ② ③ ④ ⑤ |

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Received in October, 2009
Reviewed in November, 2009
Revised version received in December, 2009