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**An Exploratory Study on the Impact of Dictation as a
Technique in Developing Learners' Listening
Case Study: First Year Students of English at Biskra University**

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requirements for Master degree in Sciences of Language

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DEDICATION

The present dissertation is dedicated:

To my precious parents Boukhalifa and Farida

To my sisters Meriem, Sabrina, Douaa, Manel and Souhila

To my beloved brothers Mustapha, Sliman, Aymane and Sami

To my future husband Islam

To my little angels Maram, Bouchra, Raniya, Abd El Rahman and

Rami

To my friends Asma, Nadjette, Halima, Randja and Amina

And finally to all the people I love.

Thanks for your support and encouragement.

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Abstract

Listening is a vital means for communication that requires considerable practice and attention. In addition, it is usually considered as one of the most complex mental processes for language learners. Thus, apparently, most Algerian students of English find it difficult to master their listening, to grasp, and to understand the spoken language correctly. The present research attempts to offer an exploratory study on the impact of dictation as a technique in developing listening to first year students of English in the Department of Letters and Foreign Languages at Biskra University. It aims to show the significance of dictation as a technique that can develop and improve learners' listening. To confirm or refute our hypothesis, that the practice of dictation in the classroom could be the appropriate technique to improve first year students' listening, two research tools were used. First, two questionnaires were administered; one for a sample of first year students (N= 100) and the other one for teachers (N=10). Second, semi-structured interview was conducted with two teachers, and it includes six questions. After analyzing the obtained results, the two questionnaires revealed that dictation would be practical and helpful teaching technique in developing students' listening. Besides, the qualitative data gathered from the interview demonstrates that teachers confirm dictation as an effective and worthy technique. In brief, the findings attained in the present research reveal that both students and teachers have positive viewpoints towards the efficacy of dictation, also they admit that such technique can assist students to develop and improve their listening. Finally, some recommendations and pedagogical implications are proposed, in the light of the results reached, with a hope to be helpful for teachers in using this valuable technique in their classrooms.

List of Abbreviations

FL: Foreign Language

EFL: English as a Foreign Language

ESL: English as a Second Language

NDEA: National Defense Educational Act

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1. Introduction

It is commonly known that English as a Foreign Language (EFL) requires teachers to follow certain techniques to teach the four skills especially the listening. Besides, students at university level are supposed to learn how to listen to word stress comprehensively, sentence stress and intonation. In fact, listening is one of the most frequently used language skills in everyday life, which plays a significant role in everyday communication and in educational process. However, EFL learners face many difficulties in listening. Hence, we are going to investigate the role and the impact of dictation on learners' listening, which could be an appropriate technique to develop listening since it demands accurate listening and good understanding.

2. Statement of the Problem

Learning to be a good listener is a challenging task for EFL learners as it is considered to be one of the main skills to assess proficiency. As far as the listening skill is concerned, we suppose that first year students of English language at Biskra University need to master and to improve their listening through using dictation. Unfortunately, some of the English tutors and learners regard this technique as useless, outdated and ineffective.

In addition, it is crucial for the students to learn how to listen and grasp words accurately; especially in their listening tasks. In other words, listening plays a very important role for students to be successful in their studies. For this reason, teachers need to focus on developing the listening of their students. EFL students encounter numerous difficulties while listening; in addition, the time devoted to this skill is not sufficient. Therefore, they need effective classroom activities that can contribute in the development

of their listening. In the light of what has been mentioned earlier, dictation could be viewed as a valuable pedagogical technique in improving EFL students' listening.

Consequently, the focus of this study is to highlight the importance of dictation as a technique and to prove that this technique has the potential to trigger EFL learners' motivation to listening. We attempt to investigate the effectiveness of using dictation and eventually foster their listening abilities to become competent and autonomous listeners.

3. Significance of the Study

The present research deals with dictation as a technique that may develop the listening of first year students of English at Biskra University. It is important to draw attention to this technique and its effects on improving students' listening. In fact, this study is intended to be informative so that teachers and students can benefit from its findings. First, it is a significant endeavour in prompting teachers to use dictation as an assessment technique to evaluate and explore their students' development, mastery and progress in listening. Second, it is expected to provide insights into students' perception about the use of dictation as a technique in developing listening. For this end, the present study investigates this technique that may enhance their listening.

4. Aims of the Study

This study aims to explore the role of dictation as a technique in developing EFL students' listening and to investigate whether the use of dictation as a technique is useful in developing students listening or not. In addition to find out how students would respond to dictation as a teaching technique and to attract teachers' attention towards the effectiveness of dictation as a technique in improving listening ability of first year students of Biskra University.

5. Research Question:

The present study is based on three main questions. Subsequently, we attempt to answer the following questions:

5.1 Main Research Question:

To what extent is the practice of dictation effective in improving English listening among first year students at Biskra University?

5.2 Subsidiary Questions:

1. How can students improve their listening?
2. Are first year students of English aware of the effect of dictation on their listening?

6. Hypothesis of the Study

In this study, we hypothesise that:

The practice of dictation in the classroom is the technique that may to improve first year students' listening.

7. Research Methodology

In this study, we are looking for a connection between the two variables, which are dictation as a technique in listening as the independent variable and the effectiveness of this technique on developing students' listening as the dependent one. The method that shall be adopted throughout this research combines the exploratory and descriptive methods, which refer to the type of research questions, designs and data analyses that were utilized in this work.

7.1 Data Collection Tools

This research includes two data collection tools: two questionnaires and a semi-structured interview. First, a questionnaire was administered to teachers to probe their attitude about the role of dictation in the process of listening to English. The second one was directed to first year students at Biskra University to survey their viewpoints about dictation and its effects on listening. Third, the interview was conducted with two teachers to supplement responses obtained through questionnaires. The questionnaires and the interview are very important tools of data collection, which are considered as being more suitable to this kind of research that will contribute in the validity and the reliability of the results of our research study.

7.2 Population/Sample

The sample of this research was limited to first year students of English and teachers at the Division of English in the Department of Foreign Languages at Biskra University. Due to the limited time of the current study, and the huge number of first year students, this research is limited to a specific number of students. We have decided to choose 100 students. This population will be chosen randomly because first year students are expected to have deficiency of vocabulary load and mishearing. Therefore, they may ignore how to grasp words correctly. As for teachers, a sample of (10) teachers will be chosen randomly for this study.

7.3 The Structure of the Study

The following research consists of three chapters. At the outset, we devote a separate prelude to present a general introduction, which comprises an introduction, statement of the problem and the aim of the study. Besides, the hypothesis and the main

questions and research methodology, population, significance of the study and data collection tools.

In addition, the current research study, the theoretical part, contains two chapters. In the first one, we present a definition of dictation, its types, also its benefits and drawbacks and how dictation is tightly correlated to listening; whereas, the second chapter presents the definition of listening, its types and its importance. Moreover, it deals with its difficulties and some factors that affect listening.

In the practical part, we end up our research with the third chapter, which represents the methodology employed and the findings of the field work. In methodology, we present an overview of research tools description, data analysis, and results. In particular, it includes interview, description of the process, results of the interview as well as research findings and the analysis of students' questionnaires and teachers' questionnaires and interviews. Finally, we provide conclusion at the end of the chapter, general conclusion, several implications for teachers and students, and suggestions for further studies.

Chapter One

Overview of Dictation

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Introduction

Dictation is not a newly used technique, but it is one of the oldest effective ones, which has a long history in the language classroom. Some teachers and students deem it as a beneficial technique, while others do not accept it and neglect it since it is considered as boring. Indeed, it is a matter of teachers and students' attitude toward dictation. Therefore, this chapter attempts to present a definition of this technique and accounts for its types, the possible merits and disadvantages it can include. In addition, it endeavours to suggest some principles and techniques that should be taken into consideration while giving dictation as well as some potential problems that can face some students. The last element is the correlation between dictation and listening.

1.1. Definition of Dictation

Since the development of science and technology, numerous teaching techniques were developed. Therefore, dictation seems to be neglected and ignored by some teachers in the English classroom. Although the technological progress has provided other alternative techniques, it is still used successfully as an excellent test of listening ability in different educational levels. Many scholars tried to find out a comprehensive definition that covers all aspects of this technique. According to the Long man Dictionary of Applied linguistics Richards and Schmidt's (2002, p.157) dictation is "a technique used in both language teaching and language testing in which a passage is read aloud to students or test takers, with pauses during which they must try to write down what they have read accurately as possible".

Another definition is suggested by Oller (1971, cited in Kazazoglu, 2012), in which he points out that dictation signifies the receiving of some spoken input that will be written

immediately by students after their accurate hearing. He also advocates that this procedure entails before producing the language material, it is necessary to hold it in memory for a short time.

According to the former authors, dictation is an act of saying words aloud, also it is a test in which students copy down what is being read to them correctly. The latter author said that dictation helps students to store the material in memory before writing it.

In addition, it does not only improve their spelling, vocabulary, and writing errors, but also intensifies their capacity to comprehend the meaning of what is being said (Oller, 1979). When a teacher dictates a passage, students listen accurately and precisely to words, then, they try to extract the meaning from the input to keep them in memory and finally, they write the discourse as they heard correctly. In addition to what is stated before, it does not only raise cognitive abilities of students, but also improves their attentive listening. Ezenwsou (2001) states that dictation requires, first, to listen carefully, after that to concentrate, then to train students write from dictation. It means that dictation is recording what is read by the teacher directly after listening and concentration to the passage.

Flowerder and Miller (2005, p.200) describe it as:

The technique is simple. The learners listen to an oral text and write down what they hear. The passage may be presented more than once, and it needs to be presented in segments, or information units, so the learner has time to process the language and write it down.

A further explanation is that dictation is an easy technique in which a teacher dictates a passage either as portion or as group of information three times to help students produce the information in written form. As a result, it demands an accurate listening for a better understanding. In general, dictation requires fundamentally, students to pay attention to both the form and the meaning of English words.

The main point to clarify is the concept of dictation, adopting the view of Oller and Streiff (1975) who posit that “dictation taps the learner’s internalized grammar of expectancies at work during the listening”. A further explanation, dictation activates the learners’ previous grammar by making listeners remember and expect it through listening.

So, listeners make speech into “chunks” and create expectancies about what is said in each. For instance, during dictation we notice that there are some words similar in pronunciation, such as, attention and intention. As a result, listeners form hypothesis by choosing the nearest word to the context. If the heard speech fit the hypotheses, the meaning is realized. If not, a new hypothesis is created by the internalized expectancy grammar (Oller &Streiff, 1975).

On the whole, according to Oller, the attentive and highly eloquent listener is the one who constructs correct expectation that seems to have relation with what the speaker says. Besides, in order to develop the ability to understand the spoken form of the verbal communication, dictation is regarded as a valuable and successful technique to investigate this purpose (Ur, 1984).In other words, according to her, dictation is a useful technique in teaching listening skill because it helps students to understand what has been said and increases their listening achievements.Moreover, Furman (1968) points out that dictation is an exercise which has a number of capabilities. First, it makes the ears to be sharpened. Second, it activates questions about the ability to read and write (literacy skill), punctuation, and about spelling.

In other words, dictation is an easy and effortless way to focus on spelling, writing, listening and punctuating sentences. Also to call attention to reading and the most important possibility is to allow teachers to test their students’ improvement in more than one aspect. For example, using cloze dictation provides students with a chance to transcribe new words correctly and develops their listening skill. In addition to what has

been said about dictation and its usefulness, Valette (1964) supports that the dictée exercises is an effective technique that assists students to learn a foreign language by invoking their awareness of the written language.

A further explanation, students are in a big challenge in which teachers encourage them to be more accurate in terms of spelling. In addition, it elevates their listening skill and cognitive awareness by encouraging them to correct their writing when the teacher re-reads difficult words. To select the appropriate written forms, students should understand the meaning of words. Consequently, to learn a foreign language, learners should be attentive listeners.

The last definition was suggested by Pappas (1977) stating that the major objective of this technique ought to develop the powers of listening skill, understanding, and attention, besides to reinforce memory of sentences and to teach students to copy the accurate words of the passage. It means that through dictation, students have to study to listen carefully and to recall correctly for writing a correct text. As a result, training listening and concentration will give a child's ability to copy the correct words of the passage.

The above definitions of dictation seem to be extensive. This shows this concept growing in educational assessment. Remarkably, due to what has been discussed yet about this technique and its definitions vary in terms of purpose and the role for which dictation is supposed to serve for EFL learners. Eventually, it is crucial matter to decide whether to use dictation or not by both teachers and students. Arguably, dictation is an aid to teachers to train listening.

1.2. Kinds of Dictation

Dictation, as a testing technique, has numerous kinds from which the teacher can choose one of them to apply it in the classroom. According to Sawyer and Silver (1972),

dictation encompasses four kinds, which are the phonemic item dictation, the phonemic text dictation, the orthographic item dictation and the orthographic text dictation.

The phonemic item dictation is a useful dictation which involves presenting the individual sounds by the teacher to students for transcription. It is a practical technique since it fosters the student's ability to distinguish and comprehend the sounds of language; in that way, it helps in facilitating their accurate and correct production. It means that teachers give their students some individual sounds to represent them in writing, also it helps them in recognizing the differences between these individual sounds.

Second, the phonemic text dictation includes transcribing a short text phonetically by students, which is read by the teacher. Additionally, this kind is useful as a means to realize and comprehend how English sounds shift and vary in connected speech. Third, the orthographic item dictation refers to the dictation of individual words in isolation for transcription. It was used as a test to assess spelling and considered as a "spelling test".

The last kind suggested by Sawyer and Silver is the orthographic text dictation. In this case, students transcribe a united text rather than individual words (as cited in Alkhir, 2002). Furthermore, the orthographic text dictation is utilised by most of foreign language instructors since it discovers comprehension and syntactical weaknesses of students. It means it is used to determine grammatical and semantic mistakes.

The previous types of dictation are classified according to the different purposes of teachers in each course. For instance, if the purpose is to assess spelling, then obviously the orthographic item dictation would be most suitable. However, all three kinds of dictation can be helpful to motivate and improve students' other skills. Thus, it is important for teachers to determine the goal of their teaching process to decide which kind of dictation to use.

In addition to what has been mentioned and explained by Sawyer and Silver, there are other kinds of dictation advocated by Oller (1979). In fact, there are four important types that dictation includes: dicto-comp, partial dictation, standard dictation, and finally elicited imitation.

The first kind to discuss is dicto-comp (dictation composition); it is a test in which a paragraph is read by the teacher, usually two or three times, while students are asked to listen to the paragraph in order to rewrite it at the end from the best of their memory (Nation, 1991). To explain more, when the teacher finishes the third reading, students are asked to write again what they can recall from the paragraph that they have been listening to.

The main distinction between standard dictation and comp – dictation is that in the former type, learners have to recall all a phrase or sentence as exactly as possible, while in the latter type, learners have to remember ideas in a passage and express them in their own words (Oller, 1979).

The second kind to illustrate is partial dictation, which is called cloze dictation; it is considered as a better technique to measure listening of Foreign Language learners. Nation and Newton (2009, p.170) state that in partial dictation “The learners have an incomplete written text in front of them. As they listen to a spoken version of the text, they fill in the missing parts on the written text.”

In this type of dictation, students have to listen to the spoken material in order to fill in the gaps with the words that have been left out (omitted) in the written paragraph. As a result, during listening, this kind of dictation motivates students to assess their listening, either they progressed, or not.

In fact, partial dictation is an exercise that correlates cloze and dictation tasks. On the one hand, it looks like dictation, since the paragraph is read to students. On the other

hand, it is like cloze because the students are provided with unfinished paragraph in order to fill in the gaps (Nation & Newton, 2009).

The third point to explain is elicited imitation, in this type of dictation, students listen to the passage, then they are requested to repeat what was said instead of writing it down. It means elicited imitation is employed as a test activity that raises the ability of students' short term memory, which examines their pronunciation and elevates their listening.

The fourth point to clarify is standard dictation, which is the most used by teachers. It entails the students to write the material as it is spoken by the examiner or played back from a recording. It means listening carefully and accurately to music or a dialogue that is recorded in a tape or dictated by the facilitator in order to write it correctly.

In addition to the aforementioned kinds of dictation, there are further types which are dictogloss and pair dictation. Quin (2008) says that dictogloss is the production that concentrates on the form of language. To explain more, it is a language teaching technique that is applied to teach the sentence structures (Richard & Schmidt, 2010). Students are asked to listen to a short text. Then, they form a small group where they will summarize and reconstruct the text together using the right and the accurate syntactical structures (Ellis, 2003). To clarify more, dictogloss concentrates on teaching grammar through listening, then summarizing the passage with the use of the right grammatical structure.

The dictogloss classroom activity assists students to practice the four skills, when they discuss in groups, they use grammar and vocabulary as well. Furthermore, it encourages students to listen accurately for key points (Wajnryb, 1990). Gibbons (2002) claims that dictogloss makes students more confident. It means that it helps them to engage and to participate without fear because they are sure of their abilities in guessing meaning.

The last type is pair dictation, which is also known as interactive, reciprocal and mutual activity since it requires students to work in pairs in order to combine two partials that are unfinished into one cohesive and incorporate passage. In this dictation activity, students will work together as a team and dictate to each other. Each one has a half of the paragraph, one of them will read his lines, while another one writes the paragraph. Then they exchange turns, until they complete the paragraph. When they finish, they will check what they have written with their partners (Ukessays, 2003). For more explanation, it is a pleasant technique that trains and improves students' reading, writing and pronunciation.

These types have been categorised also according to various purposes such as partial dictation is the most appropriate type to evaluate the progress of listening. While, others like dictogloss can demonstrate how students are active, and more confident to practice the use of grammar and vocabulary.

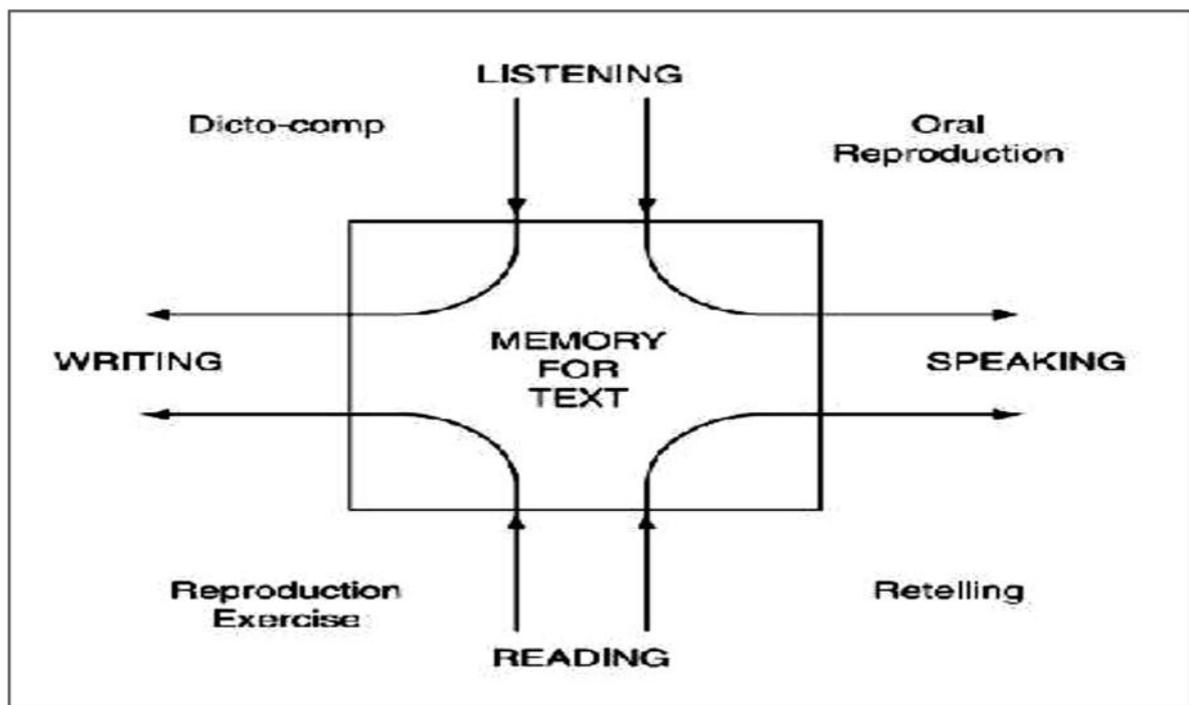


Figure 1.1: Dictogloss, Dicto-comp and Related Techniques (Nation & Newton, 2009, p. 70)

The above figure shows how the dicto-comp and dictogloss are associated with further techniques. First, in *Oral Reproduction*, the learners listen to the teacher's reading.

Then they repeat it to a classmate, for students who did not hear the first telling (retelling). Second, the input of this activity is reading. When the reader attains a good comprehending of the written text, he/she should retell the text to his/her classmates to be more comprehensive, to be easy to summarize and to construct again the full text orally. After that, *Reproduction exercises*, in this stage learners are asked to read the text (input) and then, writing it down by using their own words (output). Therefore, the use of these techniques helps learners to improve their bottom- up and top -down listening skills (Nation & Newton, 2009).

The above diagram involves different stages and techniques of dicto-comp and dictogloss which are essential for better understanding by retelling the passage, listening attentively in order to reconstruct it and producing a correct paragraph. So, these techniques will assist students to improve and to use their expectations, their previous knowledge and the combination of the sounds of words they hear to understand the passage correctly.

According to Newton and Nation (2009), there are other variations of dictation that can help students to break the routine and to make them more motivated. Some of those variations are: running dictation, and guided dictation.

First, running dictation is applied by posting a short dictation text on the wall outside the classroom. Students can work in small groups or in pairs. One of the students is the writer, while the other is the runner who goes outside to memorise a short sentence in order to repeat it to the writer who writes down what he heard from the runner. So, it develops writing, speaking and listening. It means that this type is an enjoyable activity for the students; in addition, it can revise grammar, vocabulary and word or sentence order and practicing listening and speaking. Besides, it fosters challenge.

The second point to illustrate is guided dictation, in which the teacher reads the passage while some nouns, verbs, and adjectives are written in the blackboard ordered as they are in the passage that will help them when they are listening to concentrate to the other difficult words. In another way, this kind facilitates both the comprehension and the writing of some hard words in the text.

Another kind suggested by (Leong, 2003) which is picture dictation. It is a fun activity that can be used effectively by English as Foreign Language (EFL) instructors in a large class. Its activities concentrate on preparing and selecting a text in an obvious visual term. Also, it helps teachers to verify whether students comprehend the listening text or not, students are asked to draw a picture based on what the facilitator reads to them instead of copying down the dictated text.

According to Agullo (1993, cited in Dwinalida, Naning & Jaya, 2014) picture dictation has many advantages, it makes students concentrate well and listen carefully to the passage so that it will facilitate the process of drawing the subject that they are listening to. In addition, it develops listening as well as it is considered as a demanding activity that helps teachers to keep control of the class. To sum up, it is an appropriate technique for a huge number of students.

These final types demonstrate that picture dictation is the appropriate one for making the speech easier to understand and more interesting, while guided dictation is very helpful since it instructs and gives a guide to the students.

In a nutshell, dictation could be a useful and motivating activity that has different kinds and numerous possibilities. Students should learn about it since it will help them to deal with more than one language skill. Dictation would certainly be one of the listening activities. Hence, it is crucial to engage students in dictation activities.

1.3 Criticism and Drawbacks of Dictation

Dictation was known as one of the ideal classroom techniques, which was used largely in 1960s, but some proponents and authors, against this effective exercise, criticised it.

1.3.1 Criticism of Dictation

The first criticism was declared by Lado (1961), who claims that many students and instructors preferred dictation as a testing and a training device. Nevertheless, on critical inspection, it seems to evaluate a little of language. According to him, when teachers dictate everything to their learners, it means when the words and their order are given, dictation will be unable to measure any aspect of the language (vocabulary, word order). An additional criticism has been stated against the aforementioned technique in which Nelson Brooks and the National Defense Educational Act (NDEA) stakeholder (1960) criticise dictation for being specific, difficult and rarely used outside the classroom. Lado confesses that dictation is a favored technique for classroom students; Brooks admits that it was a helpful exercise for teaching, but he warns that the ability to write dictation is not an accurate sign to master all the language skills (Brooks, 1960, cited in Stansfield, 1985). It means that even though dictation is a helpful activity, it cannot be considered as a perfect technique that develops all language skills.

Others refused totally what has been said about dictation, such as (Harris, 1969, p.5), who states that “as a testing device, dictation must be regarded as generally both uneconomical and imprecise”. In the same regard, David Harris, deems dictation as a vague and inaccurate testing device that requires using too much time. Hence, it is considered to be uneconomical, inexact and consuming time activity.

Furthermore, Somartne (1957) says that, mostly, dictation is a test of spelling. It means that dictation mainly examines the act of forming the letters of a word in their

proper order. Besides, Cartledge (1968) declares that dictation is not a teaching activity as some instructors believe. He states that dictation is able just to assist learners to have some exercises in oral comprehension. From the above criticism, we can notice that each writer has criticised this technique according to different negative aspects. Harris criticised it as uneconomical and inaccurate technique. Somaratne stated that it is only a test of spelling; in addition, Lado denounced that it evaluates a little of language. While, Carledge looked at it as only the ability to understand the spoken language and finally, Brooks and NDEA stakeholder considered it as a complex technique, of little use outside the classroom, and could not develop all skills of language.

Dictation as a technique has several drawbacks that affect many students that are discussed by Rhamli as follow.

1.3.2 Drawbacks of Dictation

According to (Rhamli, 2009), dictation may have a number of objections that affect students' achievement. First, high affective filter, such as motivation, anxiety, and self confidence can be present especially for anxious and insecure students. It means that it can make students anxious, less motivated, and decreases the level of self- assurance. Second, it is seen as an uncommunicative, tedious, and unfashionable technique. In other words, some teachers do not respect the principles that are necessary during giving dictation, such as the selection of the material, and the type of dictation used in the classroom. Therefore, students are bored, and they consider it as an old fashioned technique since there are other developed techniques that can motivate them to talk and to communicate with each other.

Third, it is a teacher – centered activity. To explain more, during dictation, it is only the teacher who speaks, corrects and reads the passage, while students are inactive. In general, Rhamli means that dictation as an old technique has several disadvantages that influence students' psychology and cause their failure (underachievement).

Eventually, even though the criticism and drawbacks of those important authors, many teachers still use dictation, regarding it as a crucial and optimum technique for testing and teaching foreign languages.

1.4 Potential Problems while Giving Dictation

For many foreign language classrooms, dictation is considered as an uninteresting and boring technique, in which many students encounter problems when it is used by their teachers, such as boredom, difficulty, and accuracy when checking.

In *Teaching English*, (British Council, BBC, 2005), is stated that there are three potential problems while giving dictation. The first one is boredom. Many students, while doing dictation exercise, become bored, unenthusiastic and lose interest that can make them unmotivated and inactive. So, during dictation all sorts of texts can be dictated from a small number of words and sentences until reaching full passages. Several students have a negative attitude toward dictation, but teachers may change it to a positive one by using different techniques, as well as giving students support to concentrate on accuracy and meaning.

The second problem that absolutely should be explained is difficulty. Certain students find dictation not only as a boring technique, but also as a difficult one rather than others, particularly in multi-level classes. In order to overcome this difficulty, teachers ought to think about varying dictation activities such as partial dictation; students are asked to listen just for propositions that needed to fill in the gaps. The most important issue to take into consideration is the text's degree of complexity. Sometimes, the facilitator gives difficult passages, especially in testing to make students in a challenge. Therefore, to make dictation activities less difficult, teachers should choose the appropriate passages and train students to practice this technique in the classroom

The last problem that definitely ought to enlighten is accuracy when checking. Often, students are not very good in discovering mistakes that they make in their written work when comparing it to the original passage. However, they find it easy to check in somebody's work rather than in their own. As a result, teachers should provide their students with some strategies for checking their errors, for example, leaving some time between finishing dictation and checking errors, peer-review will be an excellent training for students to develop a significant skill which is 'observation skills'.

The above explanation demonstrates that to overcome these problems, teachers need to not dictate all the passage directly; they need to start from small words to a long passage. Besides, they should vary the use of dictation, select the suitable passage according to the students' level, and train them to check their errors to avoid these difficulties. To conclude, dictation is neither difficult nor boring technique if teachers are aware of how to use it intelligently and effectively.

1.5. Benefits of Dictation

The majority of criticism concerning dictation as Rhalmi (2009) put forward, is unacceptable and invalid. Therefore, as a technique, it has a number of useful merits that contribute in both teachers and students' achievements. Blanche (2004) indicates that even though the rejection of the audio-lingual method to dictation practices that was regarded as a very old type, they can be effectively applied in the classroom to teach pronunciation, listening and writing.

According to Morris (1983), dictation is a technique that can be applied for both as a testing technique and more significantly, as a learning exercise which assists students to improve and develop their accuracy in listening and in paying a careful attention to the

person who is speaking; moreover, it develops their accuracy in writing and vocabulary knowledge.

Morris (1983) also highlights that dictation is the most useful device to practice and train listening; besides, it is an effective tool to help students to be able to do or decide things by themselves (self-reliance). According to her, the most important benefit of dictation is its possible ability to encourage students to listen and to develop an accurate listening. Additionally, it combines the four skills, improves vocabulary, and promotes autonomy. In the same respect, students can correct the mistakes done during dictation.

Dictation is an effective technique that is used both for teaching and learning. Its most important advantages are: dictation can aid students to detect and correct syntactical mistakes, it ensures attentive listening and teaches students by training them to make a distinction between sounds; it facilitates the learning of pronunciation for students and improving their acoustic comprehension (aural comprehension) (Nation, 2009). According to Nation, it helps students to understand the spoken language, to detect grammatical mistakes, and to improve listening and pronunciation.

According to (Alkhire, 2002), dictation has many advantages:

1. Dictation provides students with an important and useful practice in note taking, which means it motivates students to take notes about the key words that are important.
2. Dictation assists to develop short-term memory. It means students keep in mind meaningful sentences and recall them while writing.
3. Dictation is psychologically powerful and challenging. To explain, it permits teachers to control their students and to make them in challenge to test their abilities and skills.
4. Dictation raises unconscious thinking in the target language. It indicates that dictation assists students to recall and write a number of words without being aware or realize.

Hence, it is ideal since it stimulates the unconscious into work, while it keeps the conscious mind busy in working.

5. During and after the dictation, the students are dynamic, so dictation is a motivating technique. To explain more, for instance, during dictation, students are asked to form groups where they are engaged actively in, they can participate especially in pair or partial dictation and finally, they can correct their own mistakes by themselves.

6. It can serve as an excellent review exercise. It means that it is an activity which helps students to look again at things they have studied, such as punctuation and vocabulary.

7. Dictation can be prepared and practiced for any level .It means that it can be done for pupils in primary school, middle school, high school and for students at university. So, the process of dictation is very simple and every student can do it.

8. It can be managed effectively by novice teacher. To explain, it does not require experienced teachers to practice this technique.

9. During dictation, teacher can move and give individual attention. For more explanation, teachers can move in the classroom and make their students listen carefully and concentrate by using body language or gestures.

Finally, Davis and Rinvoluceri (2002) point out that there are many reasons why we use dictation. First, dictation leads to oral communicative activities. For more explanation, when the facilitator dictates an interactive text, the students not only copy what they hear, but also respond, react and communicate. Second, dictation deals with mixed-ability group. It indicates that dictation exercises assist teachers to deal with different range of abilities in the class room, such as mixture of novice and advanced students.

The last reason is that dictation gives access to interesting text. The majority of teachers use texts that interest them and would attract their students for example, passages from articles. Thus, the facilitators, who have a variety of dictation strategies, will be able

to use these texts. It means that teachers should be selective in choosing the appropriate topic that interests their classes.

Dictation has several numbers of benefits that contribute in the progress of students' achievements. So, both teachers and students should be aware of them.

1.6. Techniques and Principles of Giving Dictation:

1.6.1 Principles of Dictation

Dictation requires some steps; both teachers and students should take it into consideration in order to obtain successful results. Before starting dictation, there are some principles that teachers ought to investigate, such as understanding and time are necessary in the selection of the material.

According to (Duncan, 1950), this selection should be short, well known and easy to recognize to avoid students' disinterest and boredom, also to gain time for correction. What is more, it should be varied and progressive activity. Moreover, they should explain to their students the method that they would like to apply and confirm that all of them comprehend what they are supposed to do.

For more explanation, the facilitator should vary the activities by using different types, for instance, dictogloss or running dictation followed by clear explanation about how to apply them. What is important is that teachers should use exercises gradually that is suitable to the level of their students, from dictating one word to phrases, then sentences, until they reach the dictation of the whole text. Therefore, in order to avoid boredom and tedium during using dictation, teachers need to vary the exercises by making them more interactive so that trigger students to engage in the activity successfully.

1.6.2 The Techniques While Giving Dictation

After understanding these principles that should be respected, there are significant steps that should be followed by both teachers and students. Above all, teachers should read and repeat the passage three times during the first step, teachers read the text at a regular speed; whilst, students listen accurately and attentively to comprehend the passage instead of writing it.

The second step requires a slow reading where teachers dictate the passage phrase by phrase with a sufficient pause that provides students with an adequate amount of time to copy down what they were listening to. In the last step, teachers re-read the paragraph only once at a normal speed, while students pay attention carefully in order to verify their writing by checking if there are grammatical errors or some missing words (Larsen-Freeman, 2000). To sum up, dictation could be an interesting and an effective technique, if teachers appreciate the aforementioned principles and guides.

1.7 Correlation between Dictation and Listening

Dictation as a technique has many advantages which improve English students' listening skill. Most of ESL/EFL students face problems with this receptive skill. Listening is one of the most difficult skills to master since it requires comprehending, interpreting and response of the discourse (Selasa, 2010).

John Flowerdew (1994) highlights that dictation focuses on determining the success and the achievements of students in listening ability. This information forms the relevance between listening and dictation because dictation demands to listen to the speaker in order to write down the spoken language. In this case, they could check their writing (correct mistakes) and they could measure their listening aptitude from practicing

this activity. In addition, the relevance between the two previous elements includes the cooperation between tutors and students.

When teachers do some listening activities such as dictation where the words or sentences are spoken in three different speeds, students try to listen carefully to fill in the gaps with the missing words they hear. So, teachers should help students to understand the spoken language by using correct pronunciation since the success of listening is determined by this latter. In other words, dictation requires attentive listening and it needs concentration to get a successful understanding of the discourse.

Besides, students can comprehend the message during dictation either by linking phonemes, words together until they reach to the whole sentence, or by using their previous knowledge or expectation, as Nunan (1991, p.25), says that "successful listeners use both bottom-up and top-down strategies in reconstructing messages".

Jeremy Harmer (2001) asserts that teachers can get the process moving only by little dictation especially for warming up. Several teachers complain that sometimes they are not aware how to begin the lesson; however, with using little dictation such as asking "what is your favorite music?" Afterwards, students will answer enthusiastically and glowingly "my favorite music is...".As a result, little dictation will make a class in a pleasant mood. Most of all, listening and dictation are interlinked. It means that it is impossible to separate both of them in language education. At the present time, the views of dictation changed from boring to becoming an interactive technique by applying different exercises that motivate and activate students to engage in. So, dictation is the valuable and successful technique to teach listening skill (Selasa, 2010). According to Harmer and selasa, the correlation between the two aforementioned concepts, in that

dictation considered as a stimulus that activates students to respond effectively in the classroom. Besides, using dictation makes them active, motivated to listen, to speak, and to participate as a response to the teacher dictation.

To conclude, dictation and listening are interrelated parts because the use of dictation requires attentive listening, clear pronunciation and good understanding.

Conclusion

Dictation is perceived as a powerful testing and teaching technique. It may provide important information; besides, it can support motivation and self-correction. This technique has different variations that can help the teachers to select the most suitable activity for their classes, but the most beneficial one in improving listening is partial dictation. Even though dictation was criticised as an outdated technique, it is still useful and successful in teaching languages. Therefore, it is an easy exercise that can be used for different levels to teach different lessons. The most important is that it assists students to develop many language skills, for example, listening and writing.

Chapter Two

Overview of Listening

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Introduction

Language plays a crucial role in human life since it is used for communication. Hence, learning ESL or EFL in this globalized world is becoming more important. Therefore, the ability to listen effectively in a foreign or a second language is widely perceived as a significant skill for success. This chapter attempts to present an overview of listening. It starts with a discussion of the different definitions of listening, its nature and its types. In addition, it presents the process of listening, its stages, and its approaches. Moreover, it aims to shed some light on the difficulties encountered by students and some factors that affect this receptive skill. Besides, it highlights the importance of listening and ends up with providing some tips and ways to improve it

2.1. Definition of Listening

Listening is one of the most frequently used language skill which plays a crucial role in communication and in the process of education. For that reason, Burely-Allen (1995, cited in Miller, 2003) shows that more than 40% of our everyday communication is spent on this receptive skill. Thus, to assess this skill, presenting a definition is a significant starting point.

Listening is widely described by many educators, according to Hornby (1995, p. 687) “Listening comes from a verb to listen which means to make an effort to hear somebody or something”. It means that listening is to pay attention to somebody as an attempt to be aware of sounds when he/she is speaking in order to grasp meaning since listening requires attention. An additional definition put forward by many scholars is that listening is not only catching sounds by ears, but also involves set of processes which are comprehending, analysing, concentrating and evaluating the message of the speaker (Myers and Myers, 1999, cited in Eni, 2013; Rost, 1990; Rost, 2005). Researchers, in this

definition, believe that in order to understand the spoken message completely, the listeners should employ their cognitive abilities.

Furthermore, Richards (2008) points out that helping student to understand the discourse is the major function of this receptive skill in second language learning. For more explanation, listening makes the process of understanding easier. So, listening serves to investigate the comprehension of what is being said to students.

Actually, (Nation & Newton, 2009, p.37) state that “listening is the natural precursor to speaking; the early stages of the language development in a person’s first language and in naturalistic acquisition of other languages are dependent on listening”. In other words, speaking is considered as a natural consequence of listening as well as this latter is essential to first language and other languages acquisition progresses. Thus, listening is integrated with speaking.

In summary, listening took on various definitions depending on different purposes of authors. On the other hand, they all establish listening as a crucial skill that have to be mastered by EFL students to increase their ability to grasp words correctly in order to be good listeners that help them to realise success in communication with others.

2.2. The Nature of Listening and Listening Comprehension

In the process of learning a language, we find four main language skills that have to be acquired by students which are speaking, writing, reading and listening. The latter skills are classified into two major groups: the productive skills (writing and speaking) and receptive skills (listening and reading). Listening is categorised as one of the receptive skills since it includes receiving language and building sense rather than producing it (Rost, 2002). Thus, we will take the nature of listening, depending on the following perspectives.

Flowerdew and Miller (2005) consider listening as an interpretive process in which listeners take part actively in building sense based on predictions, previous knowledge, and deduction of the input. In other words, listening provides an interpretation and comprehension of spoken language, and listeners are active since they predict, use prior knowledge, and infer. For example, they deduce grammar rules or new vocabulary.

According to Vandergrift (1999, p. 168), listening comprehension is:

A complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance.

The above quotation means that listening comprehension is not a passive, but an active process since when listeners listen, they are provoking their schemata. So, there is a link between listeners' schemata and what they are actually listening to. Additionally, it is considered as complex because listeners need to recognize the differences between sounds as well as to understand grammar and vocabulary; besides, they should pay attention to stress and the fall and rise of the speakers' voice. They also need to have knowledge about the English culture and society. Therefore, keeping them together in mind, assist listeners to understand the meaning of the verbal message. So, it is a mental activity since it involves the process of thinking.

Supporting the idea that listening is a complex skill to be mastered and improved by EFL students, Brown (2006) indicates that listening is a complicated activity. Moreover, teachers can facilitate students' understanding of the received message by triggering their pre-existing knowledge. For more explanation, listening in a foreign language is considered as a difficult activity to understand because it requires concentration in order to keep information in memory and to interpret it. What is more,

taking into consideration the fact that listening is a process that requires previous knowledge, which makes teachers promote their students to use these knowledge and experience as an aid to construct the meaning of the spoken discourse. Accordingly, listening demands a former knowledge to facilitate the understanding.

In addition to its complexity, listening is a dynamic and active process in which listeners follow a series of steps to understand the message, which are perceiving, attending, interpreting, remembering and responding to what is said by the speakers either verbally or non-verbally (Purdy, 1977).

Listening is dynamic because it makes listeners pass through many actions and steps. First, being aware and paying attention to the message; then, understanding its meaning with the reliance of the pre-existing knowledge as well as short-term memory and long-term memory that play a crucial role through the process of listening. Finally, they react and reply to the speakers' message.

Hook (1950, cited in Bouache, 2010) describes the nature of listening as "... The conscious, purposeful registration of sounds upon the mind ... [It] leads to further mental activity ...all true listening is creative." He means that listeners during listening are aware and they are able to use mental processes to understand the spoken language. In addition, listening has many purposes such as listening to get information, first, listeners should record what they hear in their minds. As a result, listening makes them produce and create new ideas for example; they listen to a story in order to complete its final plot using their own words. So, writing is integrated to listening.

To conclude, listening is complex, dynamic, interpretive and active. Besides, it is considered as a purposeful and creative process that requires the use of some cognitive abilities to help listeners understand the meaning of the spoken language. Thus, knowing its nature is very important for both teachers and students.

2.3 The Importance of Listening

Listening as a receptive skill is significant in learning a foreign language since it has many functions which are: receiving the knowledge and recalling it; besides, it facilitates the process of understanding what others are saying.

According to Harmer (2007), English students can improve their ability to understand the speech of their teachers through listening. This communicative skill has an additional advantage which is enhancing students' pronunciation.

According to him, listening is important because the more students listen and comprehend the spoken language, the more they improve their pronunciation to become excellent speakers. For instance, listening to BBC journalist can assist second language students to obtain the right pronunciation.

Furthermore, Hasan (2000, p.138) indicates that "Listening comprehension provides the right conditions for language acquisition and development of other language skills." It means that this communicative skill helps students to get information and knowledge, as well as it is beneficial to activate other skills, such as speaking or writing as a reaction to it. Hence, it is needed and essential in the process of learning a foreign language.

Additionally, Rost (1994) mentions that there are several reasons that make listening crucial and interesting which are summarised as follows:

- 1) It supplies input for students. Learning starts only when the students receive comprehensible input.
- 2) It is a challenging skill since students during listening try to comprehend the spoken English, actually, in the same way as native speakers do.
- 3) Its activities considered as a technique that helps teachers to draw their students'

attention to grammar and vocabulary. Hence, teachers should take this receptive skill into consideration in the classroom.

For more explanation, listening is vital because it has many purposes. First, it gives knowledge and new ideas to students. Thus, without the comprehension of the message, students will not acquire knowledge. Second, it is a challenge that encourages and motivates them to comprehend the input like native speakers. In addition, it assists students to learn new words to discover language rules and the most important feature is linguistic communication.

To conclude, listening is a learnable and an important skill since it not only provides knowledge and helps students to become better speakers, but also it improves pronunciation, facilitates comprehension, and enriches students' grammar and vocabulary.

2.4 Approaches of Listening

After knowing the nature of listening, this latter allows teachers to realize the strategies to teach it in order to have a clear image of how to teach it. The strategies of teaching listening intend to achieve a particular purpose, which is the understanding of the message.

Nunan (2002) states that firstly, it is essential to comprehend the nature of listening to help teachers afterward developing the suitable approaches to teach this receptive skill.

According to Nunan (2002), there are two views of listening which are the bottom-up processing view and the top-down interpretation view.

The first view to start with is the bottom-up. It deems that listening is a process of deciphering the sounds that a person hears in a linear way from phonemes by starting interpretation and linking those small units together to create words into grammatical structures (phrases, utterances) until listeners understand the meaning of the whole text.

In another way, the bottom–up considers listening as a process that makes listeners pass through a series of stages which are receiving the input that will be stored in memory, then attempting to discover the meaning. In addition, to understand the meaning of the whole text, listeners need to begin with the interpretation of the smallest unit, to sounds, words, sentences, and every detail; then, they interrelate them together. As a result, this latter assists students to realize the meaning. Thus, we can say that understanding is realized successfully, if the listener can find the sense of the spoken discourse.

The second view to illustrate is top down recommended that students comprehend the meaning of the spoken discourse by using their previous knowledge about some subjects. This means that students activate what they know about certain topics to make the process of understanding easier. Therefore, it is necessary for teachers and students to work with both approaches (bottom-up and top-down) in the classroom, especially during dictation since they provide keys to understand the meaning of the spoken speech which is one of the educational purposes of getting students to listen.

2.5. The Process of Listening

The process of listening goes through five steps which are receiving, attending, understanding, responding and remembering. Kline (1996) stated that the three former phases are necessary, while, the two final ones may happen and they may not.

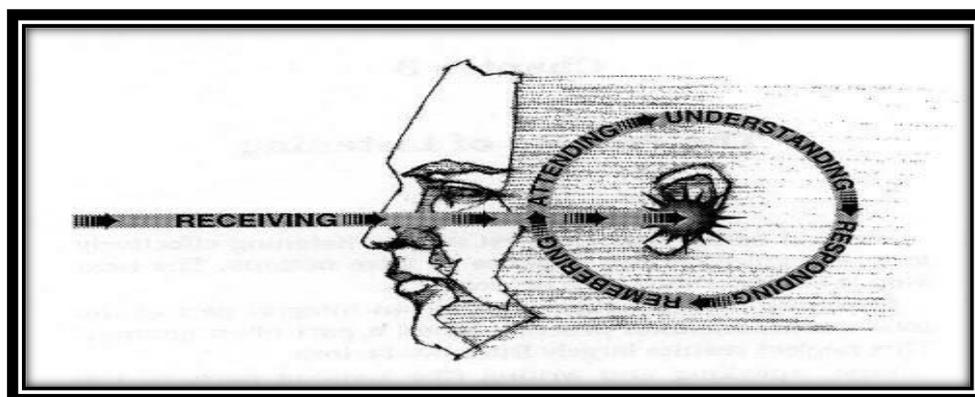


Figure 2.1: The Listening Process (Kline, 1996, p.16)

The above diagram represents the previous stages that are classified according to which ones take place first. It means that receiving is the first phase which refers to the listeners' ability to receive the speakers' message. The second phase is attending that indicates the process of concentrating and paying attention to the previous message; in addition, understanding is the third important stage since the two aforementioned phases are not adequate. Therefore, to create a relationship between the listener and the speaker, the comprehension of the message is the main key. Besides, responding is the result of understanding the message by discussing, responding or paraphrasing. Finally, remembering is the last phase which shows that listeners are able to store the information in their memory after perceiving and understanding it.

Kline (1997) defines the stages of listening process as follows:

2.5.1. Receiving

According to him, this step is easy to recognize. He made an analogy between the speakers' message and the senders of the message in the e-mail; this latter demonstrates that the senders of the message can send a well-organized, clear, and interesting message to an attentive receiver; however, if they do not turn to their computer, they will be unable to receive the message. So, receiving is occurred when receivers hear the sounds and, then they attempt to get the information.

In other words, receiving is to be able to receive the message of the speaker that is sent to the receiver, first, by being aware of sounds; in addition, they should pay attention to what the speaker is saying (listening), or they will not have the opportunity to get the message of the senders.

2.5.2. Attending

Klein explains that this process occurs according to the stimulus that makes listeners pay attention to the message. Besides, it sometimes does not occur because of

external and internal stimulus. For example, if the receivers got an e-mail message, but they are occupied on another things. As a result, they do not give enough attention to the message and they forget it.

For more explanation, attending is the process of concentrating and paying attention to what the speaker is saying. But, if listeners are thinking or doing another thing and are absent-minded, this process will not take place. Moreover, there are certain stimuli that prevent the occurrence of this process, such as hunger or events that occur around us.

2.5.3. Understanding

Klein says that the misunderstanding takes place because of several reasons. First, the incorrect predictions about what the senders or speakers sent to the receiver, or being unsuccessful to get the correct point. So, listeners cannot communicate successfully until they understand the message. An additional reason is explained in terms of the users' use of words since there are a number of distinct words that have the same meaning. Hence, understanding is important for communication.

To explain more, Klein means that the ability to understand the message of the speaker is the cause of a successful and effective communication. Therefore, the two previous stages need another key which is understanding. In spite of the receiving and the attending of the message, sometimes listeners do not understand because of the incorrect expectation about it, or the use of different words that have the same meaning which are unknown by beginners.

2.5.4. Responding

Sometimes, a successful communication requires more than understanding; responding is also important. It is the reaction to demonstrate that listeners have understood the speakers' message by relying on various kinds of response, such as asking

for clarification, paraphrasing or answering immediately. Thus, in any conversation, responding is known as a form of feedback.

In other words, responding is resulted from understanding by giving spoken or written answers to the speaker or the sender of the message for instance, discussing or paraphrasing the main points to show that listeners understand the meaning of the spoken language.

2.5.5. Remembering

In the process of listening, remembering is the final phase to explain. This latter is not needed to occur since listeners sometimes are not obliged to reply or paraphrase the received message.

We usually say: *“I can remember faces, but I cannot remember names”*. It means that memorization is related to short –term memory and long-term memory. The first holds small amount of information for very short time. Sometimes, it takes less than a minute. So, listeners forget rapidly, while, the second is characterized by making human beings remember the information stored in their minds that had been received since a long time ago.

Here Kline means that remembering is the ability to keep the received message in memory in order to paraphrase or discuss it, but, it is not always important. Furthermore, the relationship between listening and memory is related to short –term memory that last only few times; however, long-term memory enables listeners to remember the information that are stored in their memories from a long period of time. Eventually, receiving, attending, comprehending, responding and remembering are series of stages that are ranked in order to achieve a successful listening.

2.6. Types of Listening

Listening has several types because listeners can listen for many purposes such as listening to get information. According to many researchers, listening has a number of types which are explained as follows.

According to Brown (2000), the first type to discuss is reactive listening. It means that students listen in order to repeat the received message. Additionally, in this type, the listeners' role is like a tape recorder (Nunan, 1991, cited in Brown, 2000). Furthermore, it does not concentrate on creating a meaning, but on repeating the word as drills that targeted at pronunciation. It means students record what they hear in their minds, and then they react by repeating it. Thus, listeners listen to native speakers' pronunciation in order to improve their own.

Responsive listening is the second type to explain. Teachers speak for a short time where they perform many functions, for instance, question, command, or comprehension check so as to obtain direct responses (Brown, 2000) . To put it in another way, students react quickly with an interest, for example, teachers ask questions briefly to check their students' understanding

Moreover, the third type to illustrate is selective listening, which is used in long stretch of speech, such as stories and TV in order to select certain information instead of the general ones (Brown, 2000). For more explanation, listeners have to listen for specific information that is necessary and important in a longer passage.

An additional types suggested by Harmer (2001) that are extensive and intensive listening. The former is an activity that is done outside the classroom. It is done for pleasure, or for language improvement in terms of vocabulary, pronunciation and grammar. The latter is an activity that takes place in the classroom where teachers employ

the taped material and students have to give attention to the discourse components like intonation and phonemes.

Harmer means that extensive listening does not take place at classroom; instead, at home watching a movie to enrich vocabulary, to enhance pronunciation and grammar, and to foster their knowledge or listen to music for pleasure. However, intensive listening occurs in the classroom, and it is done with a large number of cares to sounds and phonemes by students during their listening to the taped material or teachers.

As a final point, interactive listening. This type can incorporate all the above-mentioned types when students take part actively in a conversation or discussion. Therefore, speaking has to be combined with listening to exchange ideas in real communication (Brown, 2000). In other words, this type is the result of understanding the message that makes listeners discuss, reply or debate.

To sum up, the above types of listening show that listening varies, depending on the listeners and teachers' purposes. As a result of this receptive skill, people can get information, enjoy music and stories, and the most important to communicate successfully with other person.

2.7. Difficulties in Listening

Listening is an important skill in our life, but sometimes this receptive skill encounters some problems. Many scholars as (Dunkel, 1991; Richards, 1983; Ur, 1984, cited in Brown, 2000) claim that there are several features which make this skill difficult.

The first point to illustrate is clustering. Unlike the written language that trains students to pay attention to the sentence as a principle unit of arrangement, in spoken language, we divide speech into small groups of words because of our memory as listeners are limited. To explain more, during listening, listeners are unable to grasp the meaning of all sentences, they need to divide the group of sentences into small group of words since

their memory is limited. However, in writing it is easy to collect ideas into clusters about certain topics. So, presenting information in small pieces, will direct students to understand easily.

The second points, stress, intonation, and rhythm are crucial for understanding. Some learners regard English speech as a shocking and frightening when there is some stressed syllabus, in addition to the different pronunciation of words that can influence the process of understanding, but sometimes intonation can help learners to understand more ambiguous messages.

It means that beginners consider the different pronunciation of words, stress and intonation as factors that make their listening difficult. Sometimes, these three aspects facilitate the process of understanding, for example, the raise of the speakers' voice will affect the meaning of their spoken language.

Besides, redundancy in spoken language is mostly used .It involves repetition, rephrasing, and some insertion, for instance," I mean "and "you know that is" in a conversation. Therefore, students should be interested in this redundancy since it can be a helpful means to understand meaning. To make it in another way, beginners find redundancy as one of the difficulties in listening, but this latter contains more information and details in order to make the meaning clearer.

The last point to explain is interaction. Beginner students face problems in listening, so they do not discuss and do not interact with their teachers. Thus, students should recognize that in order to respond, they have to be good listeners. It means that listeners to comprehend the spoken language, they can ask their teachers for clarification or reply to their questions. Thus, without understanding, there is no interaction.

To conclude, these features make listening difficult for beginners, but some of them can be positive and helpful for understanding the verbal message.

2.8. Some Factors Affecting Listening

Mastering FL is resulting from the development of listening. Hence, listening is important. However, there are several factors that influence this receptive skill. Those factors are summarized by many researchers as follows: listener factors, speaker factors and content factor, in addition to environmental and physical Factors.

According to Yule and Brown (1983, cited in Van Dozer, 1997), there are many factors that affect listening. The first factor to discuss is the listener factors. Before listening, teachers should bring topics that interest their students since the improvement of listeners' comprehension is investigated when listeners are interested in a topic. Moreover, listeners who have not background knowledge about the topic are passive participants in the conversation. So, they encounter difficulty in understanding. Additionally, listeners can ask the speaker to define, repeat, or clarify some points that are not understood to assist them comprehend the meaning of the information.

In other words, teachers should supply their students with topic that interest them in order to motivate them to listen, in which this latter intensify learners' ability to carry out a number of activities when they finish their listening. Also, Students who have enthusiasm to listen to many tasks, they will investigate a success in understanding and interacting without encountering difficulties because they possess background knowledge; while, others who do not listen, as a result, they will fail to comprehend. Therefore, to be able to understand the information, listeners can request the speaker to repeat or explain the message or the points that are not understood.

Brown and Yule (1983, cited in Van Duzer, 1997) state that the second factor to illustrate is the speaker factors. Teachers' way of speaking may have an influence on listening comprehension. Therefore, the use of reduced forms and colloquial language can lead listeners to face difficulties in understanding. Furthermore, teachers who use

hesitations or too fast rate of speech cause listeners' incomprehension; instead, they can help listeners by correcting or phrasing again the word or a sentence to make it more clear and easy to understand.

It means that the unclear, the distinct pronunciation of speakers and the fast rate of delivering the message; for example, teachers who speak too fast without pauses will make their spoken language unclear and difficult to comprehend by their students; moreover, the inappropriate use of pitch, hesitations, for example, there are boys here and they know who they are, also reduced forms, for instance, where will you go? Where'll ya go? Will prevent students, especially beginners to understand the spoken language.

Besides, the use of informal speech or expression, such as idioms and slangs during the listening lesson has also negative results in understanding that spoken language. So as to assist listeners to receipt an exact message, the speaker should talk clearly and correctly.

The last factor to explain is related to the content, which refers to the difficulty in understanding the content that learners encounter with the unknown vocabulary (Brown &Yule, cited in Van Duzer, 1997). This means that misunderstanding of students is a result of the unknown vocabulary. So, students who have not sufficient vocabulary and background knowledge will face problems in comprehending the spoken language.

An additional factors discussed by (Davis &Bass, 2005), which are environmental and physical factors. The former includes the noise that surrounds listeners. This latter is caused by students themselves such as, laughing with an aloud voice or by phone-rings.

In other words, noise is a negative factor in the classroom. Hence, the environment where listening occurs should be far-away of noise, distraction, and uncomfortable seating since they take listeners' attention away from listening rather than concentrating on the spoken message.

The latter refers to the uncomfortable temperature due to the heat and the cold weather. Here, the author means that listeners cannot concentrate on the spoken language if the weather is very hot or very cold. This factor makes listeners not only lose their ability to concentrate, but also they become unable to assimilate the information.

To conclude, both teachers and students should put in consideration these various factors that affect listening. Hence, teachers have to pay attention to the topic, the environment and the way of delivering the content in terms of the rate of delivering. While, students should listen and read more to gain new knowledge and to enrich vocabulary.

2.9. Stages in Listening

According to Flowerdew and Miller (2005), the process of listening has three crucial stages which are pre-listening, while-listening, and post-listening.

The first stage is pre-listening activity; it is generally a preparation for the listening where teachers' goal is to make students well prepared and motivated for the listening exercise by using the following:

- 1) Presenting pictures to students that are related to the topic
- 2) Before listening, teachers provide students with background knowledge.
- 3) Teachers create an active discussion with their students by asking questions about the topic to obtain students' answers.

In other words, pre-listening is a kind of warming-up activity since it prepares students to listening. In addition, it provokes their schemata. Therefore, teachers show students some pictures or introduce some key words to make them know about whom or about what they are going to listen; moreover, teachers during this stage integrate discussion with their students about the topic.

The second stage is while-listening activity; during this stage students are in a challenge where they attempt to comprehend the whole ideas of the oral text during the twice reading of their teachers. After the first reading, teachers ask their students questions with the aim of assisting them to focus their attention to certain details of the passage. What is more, they should take notes, then they check them after the second time of listening.

To explain more, during listening, students require to concentrate and to listen carefully to the dictated passage to understand its general ideas correctly, also to take notes after their first time of listening. After the second reading of teachers, students check their piece of writing. As a result, they respond to their teachers' questions either individually or in pairs by comparing their answers together.

Finally, the post-listening activity is the last stage. In this latter, students are asked to use and to expand the previous knowledge acquired during the former stage of listening for the improvement of additional skills, for instance, writing and speaking.

For more explanation, in this final stage, students are required to sum up the dictated text, to paraphrase, to give their opinions or to provide explanation of what the listening passage was so as to demonstrate their understanding; besides, it can be vocabulary practice. To conclude, teachers need to rely on these three important stages since they not only motivate students to listen carefully, but also to expand their knowledge; moreover, prevent ambiguity and prepare them to other skills.

2.10. Strategies to Improve Listening

Listening is a significant skill for second language students since it helps them to communicate successfully. Therefore, after the students comprehend the stages of listening that consists of effective activities, they can develop their listening through a number of rules.

Tyagi (2013) suggests some instructions and guidance which can assist in the improvement of students' listening. The first tip to discuss is to face the speaker and maintain eye contact. When teachers are speaking, students should pay attention to their teachers' body language which plays an important role in communication; in addition, they need to directly look to the speaker since the eye contact is an indication of attention and interest.

The second tip to explain is to keep an open mind. It means that listeners before interrupting, contradicting or criticizing what the speakers are saying, they have to listen carefully until the instructors finish their ideas that assist them to obtain a full comprehension.

The last tip is to engage yourself. The listeners can inquire questions for explanation and clarification. Then, to confirm that they understand, students can paraphrase the teachers' point.

The above instructions indicate that listeners require looking to speakers when they are talking because the eye contact leads to a success of the conversation, also it affirms the mutual interest in which the recipients are encouraged to respond. Additionally, the body movement can say much more than what teachers say in words. What is more important is that listeners should listen to the whole conversation in order to access an excellent understanding and avoid speakers' interruption. Furthermore, to prove their understanding, listeners need to paraphrase the speakers' information and are able to ask questions to clarify some points.

In addition to the above tips, Schilling (2012) states that to be an effective listener, students should pay attention to the word and attempt to imagine what is said by the speaker. It means that during listening, listeners make their minds work by creating mental sample of the information that is being said. Finally, these tips and guides are useful and

valuable in improving unsuccessful listening. Listeners have to take them into consideration while communication.

Conclusion

Listening is one of the major skills that is necessary for communication. Thus, it is significant for students to improve and to master. Its importance is illustrated when the students access the comprehension of the spoken language that is believed to be a basic goal of listening. Hence, both teachers and students need to consider seriously the difficulties of listening and the factors that affect it in and out the classroom. In this chapter, we tried to provide an overview of the approaches to teaching listening; moreover, we attempted to discover the stages that teachers have to rely on during listening lessons to provide students with specific and general understanding, to expand students' knowledge, and prepare them to speaking or writing. After the description of the approaches used in teaching listening, we conclude that both bottom-up and top-down approaches suit the use of dictation since they activate the students' prior knowledge and direct their attention to phonemes, intonation, and every detail of the spoken language that assist them to reach the understanding of its meaning. Therefore, students can improve their listening and reinforce their comprehension of the spoken language by relying on different ways, such as maintaining eye-contact with the speaker, focusing on body language, and engaging themselves through paraphrasing also responding.

Chapter Three

Data Analysis and Findings

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Introduction

This chapter represents the English practical part which includes the collection of data from first year LMD students and teachers at the Department of Foreign Languages at Biskra University. Therefore, we have prepared two questionnaires were administered to both teachers and students. Besides, this chapter includes the description and analysis of questionnaires, in addition to a teachers' interview.

3.1 Methodology and Data Collection

Presenting methodology employed in this research, like the population, the sample and the way this questionnaire has been administered, is necessary before analyzing the data collected.

3.1.1 The population

The population used in this questionnaire consists of first year LMD students at the department of Foreign Languages, Section of English at Biskra University. The total number of students is about 700. The population is chosen randomly because the majority of first year students have problems in listening, and they have deficiency of vocabulary load and mishearing. Therefore, they ignore how to grasp words correctly.

As for teachers, the total number of teachers' population is about 36. This population is selected for the reason that teachers have already taught many years at university and they would be familiar with dictation, and they would have certain perceptions and attitudes towards it. Thus, they can assist the researcher with useful information for the research.

3.1.2 The sample

The sample of this research is limited to first year students of English and teachers at the Division of English in the Department of Foreign Languages at Biskra University.

Due to the limited time allotted for the current study, and the huge number of first year students, this research is restricted to a specific number of students in which 100 students were chosen randomly out of the total number who participated in this questionnaire.

As for teachers, a sample of ten (10) teachers were chosen randomly for this study.

3.1.3 Aim of the Questionnaires:

The aim of questionnaires is summed up in the following statements:

- To explore to what extent dictation is effective in developing students' listening, and their difficulties in listening. In addition to survey their attitudes towards dictation and listening.
- To determine teachers' experience, their point of view about dictation; besides, their students' listening ability.

3.1.4 Description of the Questionnaires

Students and teachers' questionnaires are described as follows:

3.1.4.1 Students' Questionnaire:

In the current research, we used a semi-structured questionnaire, which is easy to be understood by everyone. This questionnaire includes open ended and close ended questions. The former aims are made to give the opportunity to the participants to present their viewpoints about dictation, but such questions are infrequently used because some of the weak level students left it unanswered. The latter is the most frequently used question because participants have just to tick the appropriate answer. This instrument consists of 20 questions divided into three sections. The first section deals with students' general information; it involves two questions. The first is about the participants' years in studying English language and the second is concerned with their major objective of learning English (Q1- Q2). The second section includes nine questions. It aims to investigate students' perceptions of listening, their level and the difficulties they encounter in

listening, in addition to the kind of activities they practice in the classroom, and their suggestions to overcome these difficulties (from Q3 to Q 11). Finally, the last section consists of nine questions. It is the most important part of the questionnaires which inspects the frequency of using dictation, students' point of views and perceptions towards dictation use and their preferences in the classroom, and whether such technique can bring improvement in their listening or not (from Q12 to Q 20).

3.1.4.2 Teachers' Questionnaire

Teachers' questionnaire is similar to students' questionnaire. It includes open-ended questions and close-ended questions. This tool is composed of 17 questions divided into three sections. Section one contains two questions that aim to identify teachers' experience in teaching English language and their degrees (Q1 Q2). Section two contains seven questions. It is the most important part of the questionnaires which inspects the frequency of using dictation, teachers' point of views and perceptions towards dictation use and its importance; in addition, whether such technique can assist students to improve their listening (From Q3 to Q9). Finally, the last section contains eight questions. It seeks teachers' perceptions of listening, the importance of listening, the kinds of listening materials and activities employed in the classroom, in addition to the difficulties encountered by their students in listening and their suggestions to improve their students' listening (From Q10 to Q17).

3.1.5 Piloting Questionnaires

It is very important to pilot the questionnaire on a group of students before administering it. Its goal is checking if students understand questions and demonstrate ambiguous questions before starting the real survey. Thus, the two questionnaires were piloted using a sample of two teachers and 20 students among first year students. As a result, the questions which were unclear and difficult for some students to reply

particularly open-ended questions were either simplified or omitted. So, some of them have been reformulated particularly those concerning dictation and its types. We added some explanations to the types of dictation; we have used Arabic to make them clearer and easier to understand. However, the two teachers do not encounter ambiguity because they are familiar with this technique.

3.1.6 Administration of the Questionnaire

The students' questionnaire was administered to 100 first year LMD students at the beginning of second semester of the academic year 2015/2016 in a relaxed and pleasant environment. After distributing and mentioning the purpose of questionnaire, students were encouraged to ask for clarification about any question, also the teacher explained to the students that they should answer the questions honestly. The participants were asked to complete the questionnaire within 30 minutes. Therefore, all participants returned the questionnaire with complete answers. In addition, teachers' questionnaire was distributed to ten (10) teachers of English in the faculty of Letters and Languages. The participants were given two weeks to answer and return the questionnaire. As a result, participants gave back all the questionnaires answered.

3.2 Questionnaire Analysis

This section will analyse students' questionnaires that are as follow:

3.2.1 Analysis of Students' Questionnaire:

Section I: Background Information

Question 1: How long have you been studying English?years.

Options	1 Year	8	9	10	Total
Participants	1	93	2	4	100
Percentage	1%	93%	2%	4%	100%

Table 3.1 Students' Number of Years in Studying English

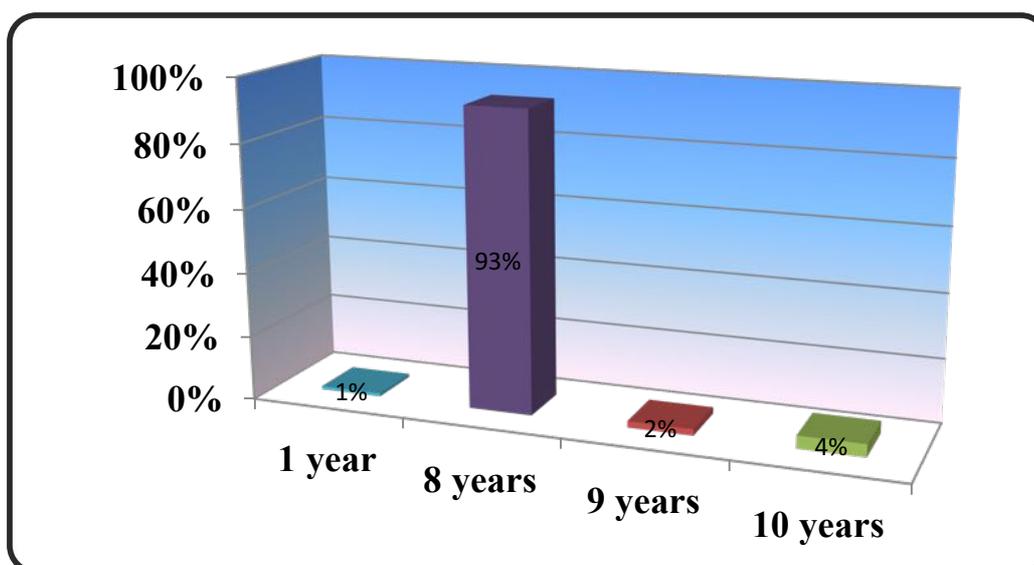


Figure 3.1 Students' Number of Years in Studying English

Table 3.1 indicates that the number of years of studying English ranges from 1 to 10 years. The majority of students have been studying English for 8 years (93%), while 2 participants have nine years of experience (2%). (4) participants report that they have been studying English for 10 years and only 1 participant who has 1 year (1%). Therefore, the majority of students have long period of experience and time in studying English. Students; as a result, are expected to be familiar with dictation and listening.

Question 2: What is your major purpose in learning English?

Options	Participants	Percentage
To get a job	27	27%
To communicate with People	50	50%
To go for further studies	23	23%
Total	100	100%

Table 3.2. Students' Major Purpose in Learning English

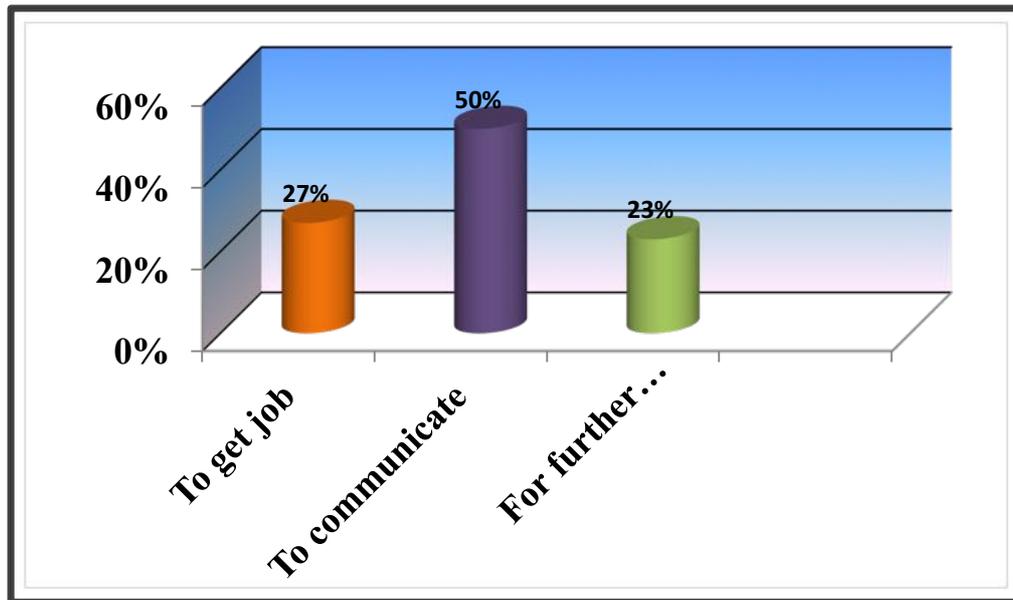


Figure3.2. Students' Major Purpose in Learning English

The table above shows that the majority of students (50%) have chosen learning English in order to communicate with people; whereas, (27%) of students have opted for learning English to get job and the other participants' responses (23%) indicate that they have chosen it to go for further studies. As a result, most students are interested in learning English because their major purpose is to become proficient in English, and to have the ability to communicate with all people comfortably.

Section II: Students' Views of Listening

Question 3: Do you think that listening is important as a language skill? Please say why?

Options	Participants	Percentage
Yes	98	98%
No	2	2%
Total	100%	100%

Table3.3.Students Views about the Importance of Listening

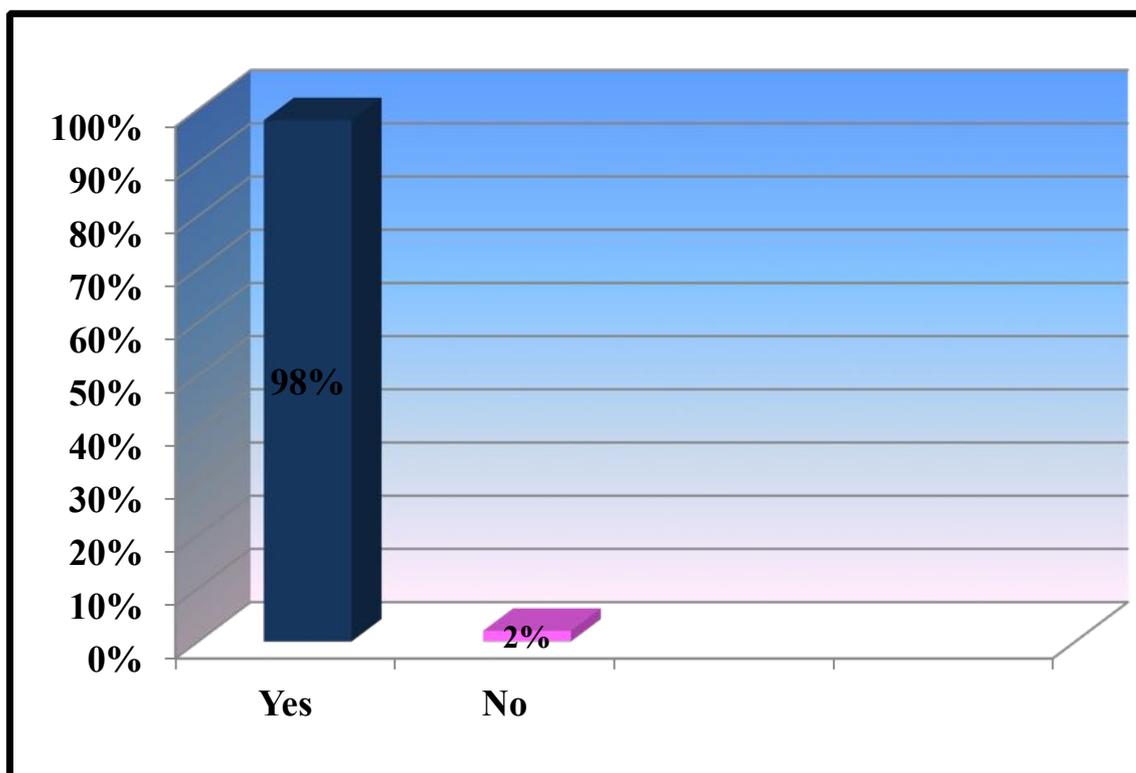


Figure3.3. Students Views about the Importance of Listening

According to the result shown in the above table, we can say that the majority of participants (98%) think that listening is an important language skill, while only (2%) of students view that listening is not important. Most students commented that listening is important for the reason that it assists them to acquire new vocabulary, ameliorates their English pronunciation, and helps them to write words correctly. While, others said that listening is important because it develops their grammar, their thinking and knowledge; in addition, it trains their ears to understand native speakers and teachers' spoken language. So, they think that the base of understanding English is listening. Also, some of them reported that listening is the best way to learn English and to communicate because it encourages speaking and develops other skills. From these comments, we can conclude that students have positive attitudes towards listening and they are aware of the importance of listening as a crucial skill that is required as other skills for many purposes.

Question 4: Does your teacher give you listening activities in the classroom?

Options	Participants	Percentage
Yes	57	57%
No	43	43%
Total	100	100%

Table 3.4. Students' Views of Listening Activities

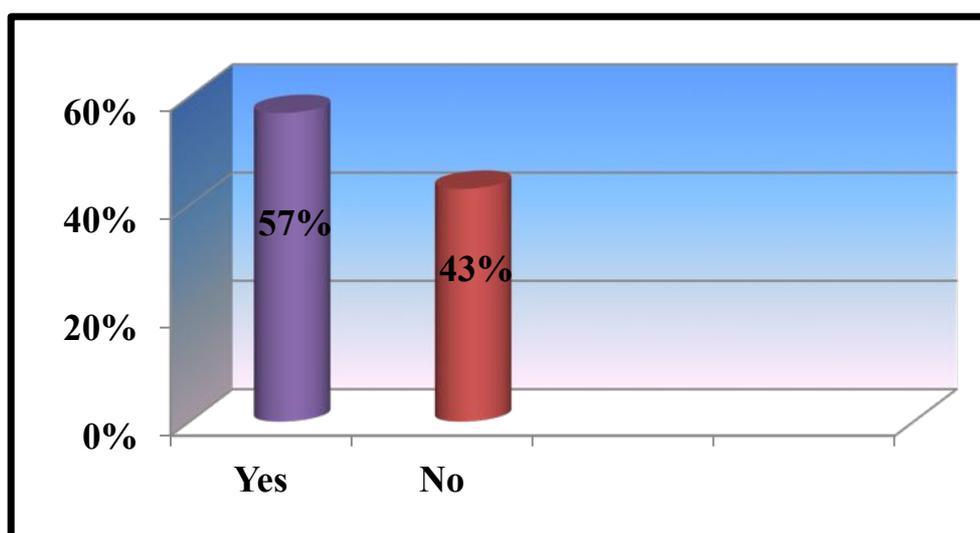


Figure3.4. Students' Views of Listening Activities

The aim of this question is to make students state whether their teacher provides them with listening activities or not. Depending on students' answers, the majority of first year students (57%) revealed that their teacher does provide them with listening activities; however, out of 100 participants, (43%) answered negatively and reported that their teacher does not give them listening activities in the classroom. According to these answers, we can deduce that there are some teachers who should take listening into consideration and provide their students with listening activities.

Question 5: If yes, what kind of activities?

Options	Participants	Percentage
Dictation	35	35%
True/false	3	3%
Multiple choice questions	17	17%
Others	2	2%
Total	57	57%

Table 3.5 Kinds of Listening Activities Used in the Classroom

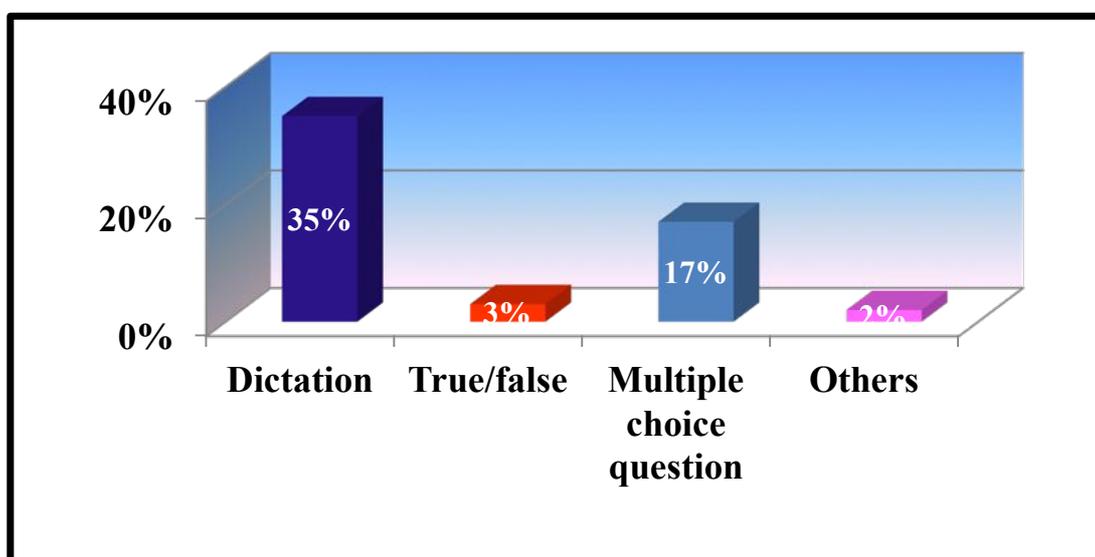


Figure3.5.Kinds of Listening Activities Used in the Classroom

The answers we got from question five (5) help us to discover which kinds of listening activities used in the classroom. The results show that the majority of students (35%) answer that their teacher uses dictation as listening activity in their classroom, while 3% of students' responses reveal that true/false is the listening activity employed by their teacher and (17%) of 57 students indicate that multiple choice questions is the listening activity used in the classroom. However, 2 students (2%) provide us with additional listening activities for instance, songs, conversations and videos which are done in oral expression. As a result, dictation is considered as the most used listening activity in first

year classes. This tendency indicates that dictation is given more importance among all listening activities that is used by the teacher to enhance his/her students' listening.

Question 6: How would you rate your level in listening?

Options	Participants	Percentage
Excellent	2	2%
Good	19	19%
Adequate	49	49%
Weak	30	30%
Total	100	100%

Table3.6. Students' Level in Listening

According to the above table, (49%) of the total sample assert that their level in listening is adequate, while (30%) of students' responses claim that they consider their level in listening as weak and (19%) of the participants report that their level in listening is good. Only (2%) think that they are excellent in listening. Consequently, we can notice that nearly the half of the participants still have difficulties in listening may be because of the lack of practice. So, first year students are waiting their teachers to help them in improving their levels.

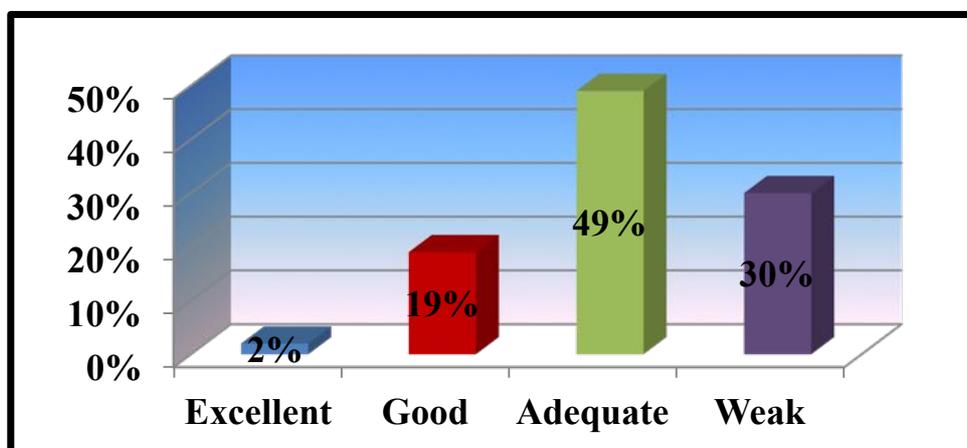


Figure3.6. Students' Level in Listening

Question 7: Do you think that your level is weak in English because of:

Options	Participants	Percentage
Lack of listening	38	38%
Lack of reading	24	24%
Lack of practice	10	10%
All of them	4	4%

Table 3.7. Reasons for Students' Weak Level in English

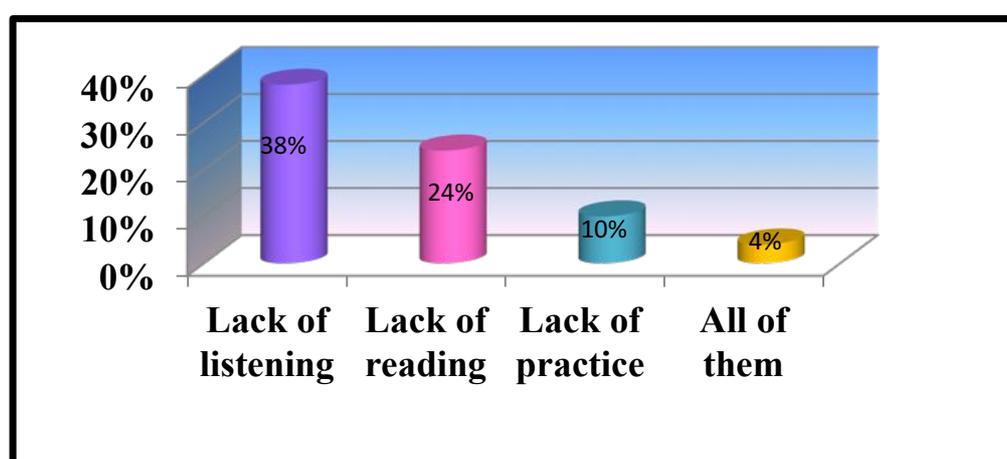


Figure3.7. Reasons for Students' Weak Level in English

In this question, students are asked to give reasons for their weak level in English. It was concerning only students who have weak level. According to the results above, out of the whole population, (76%) answered this question. Only twenty four (24) students did not answer this question because they believe that they do not have weak level in English. Therefore, the results show that (38%) of students think that the reason of their weak level in English is lack of listening; whereas, (24%) reported that it is due to the lack of reading. Furthermore, 10% claimed that their level is weak because of the lack of practice, while only four participants state that all of them are considered as the reasons to their weak level in English. As a result, we can deduce that the lack of listening is the major reason of students' weak level in English.

Question 8: If listening is the reason, is it because:

Options	Participants	Percentage
Do not understand the pronunciation of the teacher	18	18%
Not interesting to listening	2	2%
Time allotted to listening is not sufficient	8	8%
Noise	2	2%
Multiple answers	4	4%
Others	4	4%

Table 3.8. Reasons of Students' Weak Level in Listening

Through asking this followed up question, we aim to discover why students' level is weak because of the lack of listening. This question is answered only by 38 students (38%) who claim that their level in English is weak due to the lack of listening. Depending on students' responses, (18%) reported that they do not understand the pronunciation of their teachers when they speak, while eight students (8%) of the whole number claimed that the time allotted to listening is not sufficient. Besides, (2%) of them pointed that they are not interested in listening; however, (2%) of the sample answered that noise is the reason. (4%) of the whole sample have chosen multiple answers, which mean that they have more than one reason. Finally, others (4%) added other reason which they face difficulties in understanding due to the new vocabulary used in the speech they are listening to; besides, sometimes they do not understand their teachers and native speakers when they speak rapidly. Consequently, we deduce that teachers need to speak clearly and slowly, more time to listening needs to be allotted, and students need to give more attention and importance to listening in order to improve their level in English.

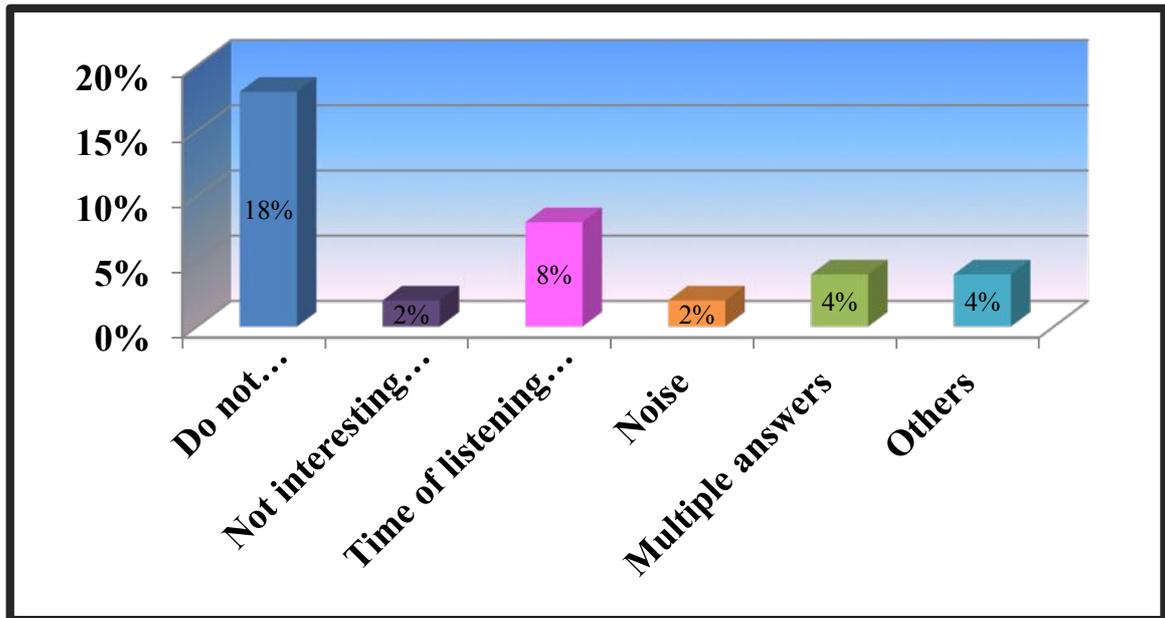


Figure3.8. Reasons of Students' Weak Level in Listening

Question 9: Do you think listening is:

Options	Participants	Percentage
Very easy	4	4%
Easy	33	33%
Difficult	51	51%
Very Difficult	12	12%
Total	100	100%

Table3.9.Evaluation of Listening

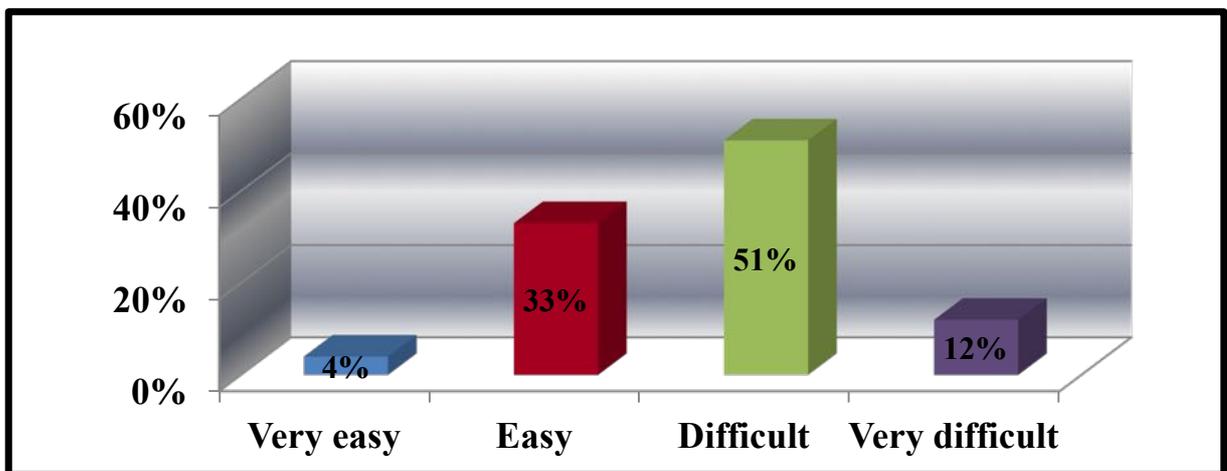


Figure3.9.Evaluation of Listening

According to the table 3.9, the majority of participants (51) responded that listening is a difficult skill. Some of good students provided us with reasons although we did not ask them. They claim that listening is difficult because it is complex skill that requires concentration, interest, time and practice, while (12%) of the participants answer that listening is a very difficult skill to be acquired since they have to memorize a number of vocabularies in their minds for many purposes. Furthermore, (33%) of the sample reported that listening is easy. As a result, students have to concentrate on the spoken language that they are listening to; moreover, they need to do more practice, efforts and work harder to develop and improve their listening.

Question 10: Please, indicate the kind of difficulties you face in listening:

Options	Participants	Percentage
Pronunciation	24	24%
Vocabulary	12	12%
Grammar	3	3%
Lack of motivation	3	3%
Lack of confidence	1	1%
Multiple answers	20	20%

Table3.10. Students' Difficulties in Listening

The aim of this question is to discover which kinds of difficulties that students face in listening. Out of the whole sample (100) students, only (63%) of the participants answered this question who claimed that listening is very difficult and difficult. According to the above table, we notice that the majority of first year students have difficulties with the pronunciation because they cannot understand the pronunciation either of their teachers, or of native speakers. Other participants (12%) said that they also encounter difficulties in vocabulary; it means that they are first year students at university, where

they listen to a large amount and new vocabulary that they are not familiar with. So, they cannot understand the meaning of this vocabulary. 3 students (3%) reported that they have difficulties in grammar, whereas (3%) pointed that the lack of motivation is one of the difficulties that they face in listening because they do not want to listen, especially for the reason that listening involves attention and effort. Furthermore, 1 student (1%) pointed to the lack of confidence because he believes that he is not sure about his ability to listen and being successful in understanding the speech, while others choose multiple answers since they face many difficulties in listening. However, 37 students (37%) show that they do not have difficulties in listening. Therefore, we can conclude that students are aware of their difficulties in listening.

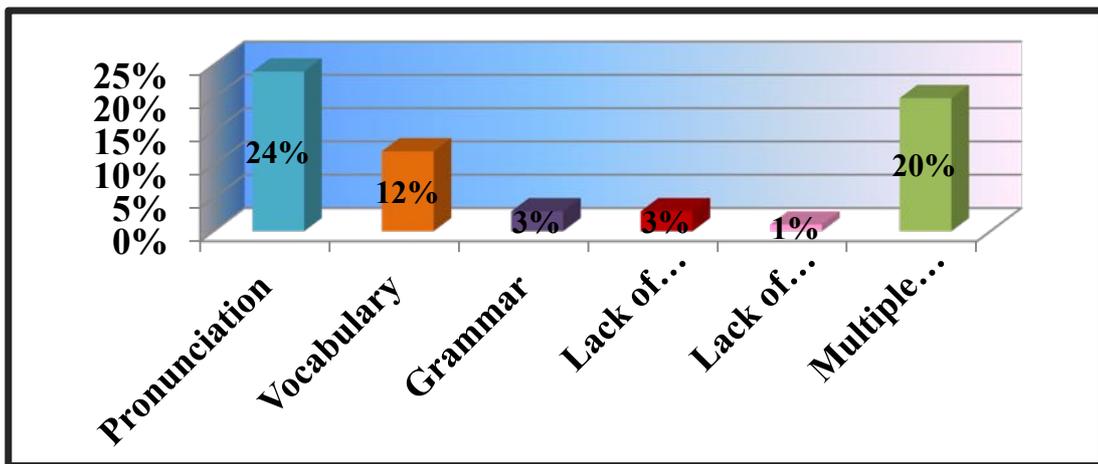


Figure 3.10. Students' Difficulties in Listening

Question 11: What do you suggest to overcome these difficulties?

Options	Participants	Percentage
Doing more practice	62	62%
Asking the help of teachers	8	8%
Additional sessions	12	12%
Multiple answers	18	18%
Total	100	100%

Table 3.11. Solutions to Students' Listening Difficulties

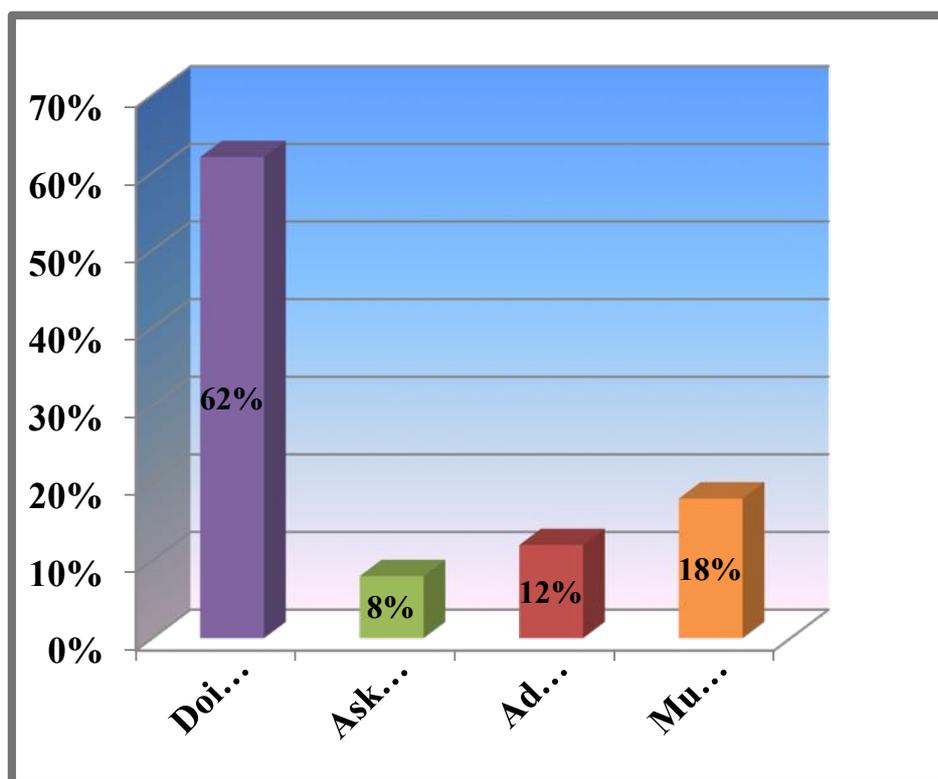


Figure 3.11. Solutions to Students' Listening Difficulties

This question is associated with the previous one. In this question, the main purpose is to know what the participants have reported about the appropriate way of solving their listening difficulties. According to table 3.11, it is obvious that a large number of students (62%) think that they can develop their listening through doing more practice either in or outside the classroom. This indicates that students are aware of the fact that no one turns perfect from the beginning, and they need to listen more to native speakers in BBC or movies that can develop their listening. Others (8%) respond that they would ask the help of their teachers to speak slowly to help them understand his/her pronunciation and get the correct meaning of the speech that they are listening to. Only 2 students (2%) propose additional sessions because they find that the time allotted to listening in the classroom is insufficient to make their listening better. However, (18%) of the participants have chosen multiple answers since they believe that they need to do more practice outside the classroom, in addition to additional sessions to improve their listening.

From the students' responses that are clearly illustrated in (Figure3.11), we can deduce that the major solution to listening difficulties is doing more practice. Therefore, teachers should encourage their students to listen both in and outside the classroom and supply them with additional sessions to listen more by providing them with listening activities to become competent and good listeners, which means to improve their listening.

Section III: Students' Views of Dictation Use

Question 12: Does your teacher employ dictation in the classroom?

Options	Participants	Percentage
Yes	85	85%
No	15	15%
Total	100	100%

Table.12.The Use of Dictation in the Classroom

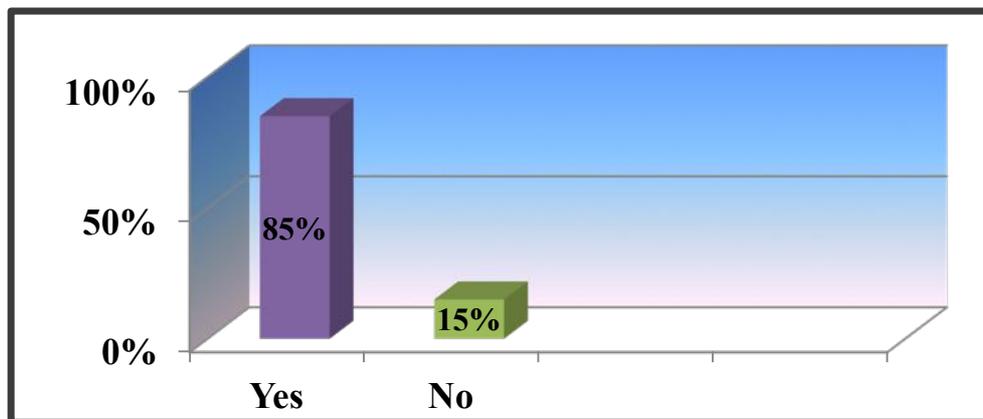


Figure3.12.The Use of Dictation in the Classroom

When the participants have been asked to indicate whether their teachers employ dictation in the classroom or not, most of them (85%) answered positively because their teachers employ dictation in the classroom. Only (15%) responded negatively since their teachers do not employ dictation in the classroom. These answers confirm that some teachers neglect dictation and consider it ineffective. Therefore, this encourages and helps

us as researcher to prove that the use of dictation in teaching listening will assist students to develop their listening.

Question 13: How often does your teacher use dictation?

Options	Participants	Percentage
Everyday	11	11%
A few times a week	55	55%
Once a week	13	13%
Few times a month	6	6%
Never	15	15%
Total	100	100%

Table3.13.Frequency of Using Dictation

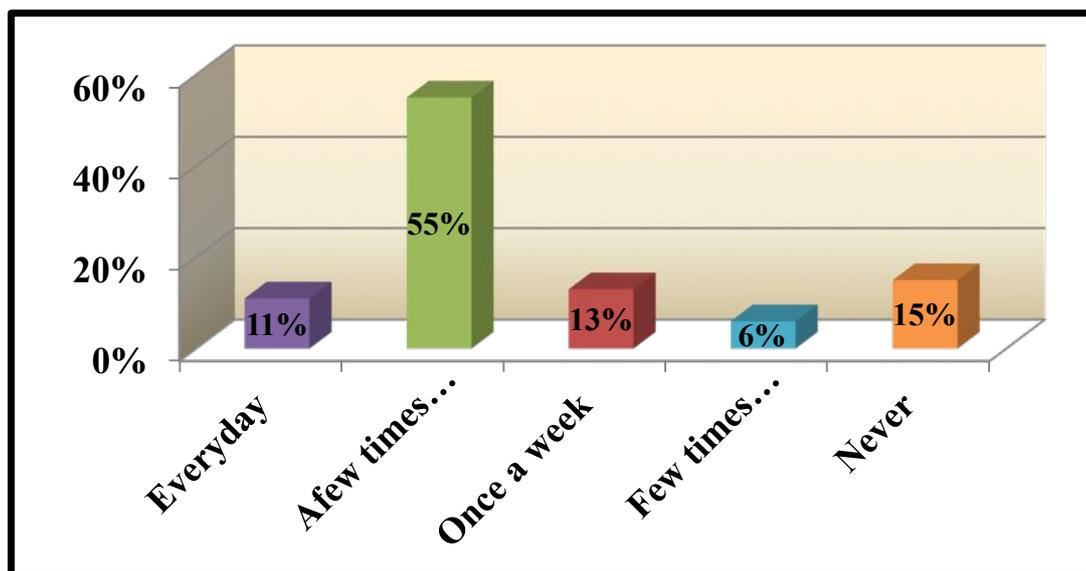


Figure3.13.Frequency of Using Dictation

Table3.13 determined that from 100 participants, (55%) claimed that their teacher uses dictation a few times a week, while (13%) say once a week. Furthermore, (11%) claimed that their teacher uses dictation everyday in the classroom and the percentage of the students who claimed that their teacher uses dictation few times a month is (6%).

However, fifteen students (15%) said that their teacher never uses dictation in the classroom. From these data, we can deduce that (55%) is the highest percentage because their teachers are conscious of the importance and the effectiveness of dictation in improving their students' listening, while those who never give their students dictation, they are not aware of its importance and usefulness.

Question 14: Do you like the course (s) to be in the form of:

Options	Participants	Percentage
Dictation	47	47%
Handouts	17	17%
Video	15	15%
Multiple answers	20	20%
Others	1	1%
Total	100	100%

Table3.14.Students' Preference of the Courses (handouts, dictation)

The aim of this question is to discover students' preference of the course. Depending on their answers, (47%) prefer the courses to be in the form of dictation and (17%) prefer the handouts. Only (15%) claimed that they prefer the course to be in the form of video, whereas (20%) of the participants choose multiple answers (dictation with video). When asked to give other preference of the courses, (1%) suggests the use of the traditional way is the best one, teachers use the blackboard to explain the course clearly that is accompanied with discussion. As a result, we can deduce that most of first year students prefer to take the courses in the form of dictation because they are aware of its effects on their listening and other skills such as, self -correction. This data is considered as an answer to one of our research questions (question number 2).

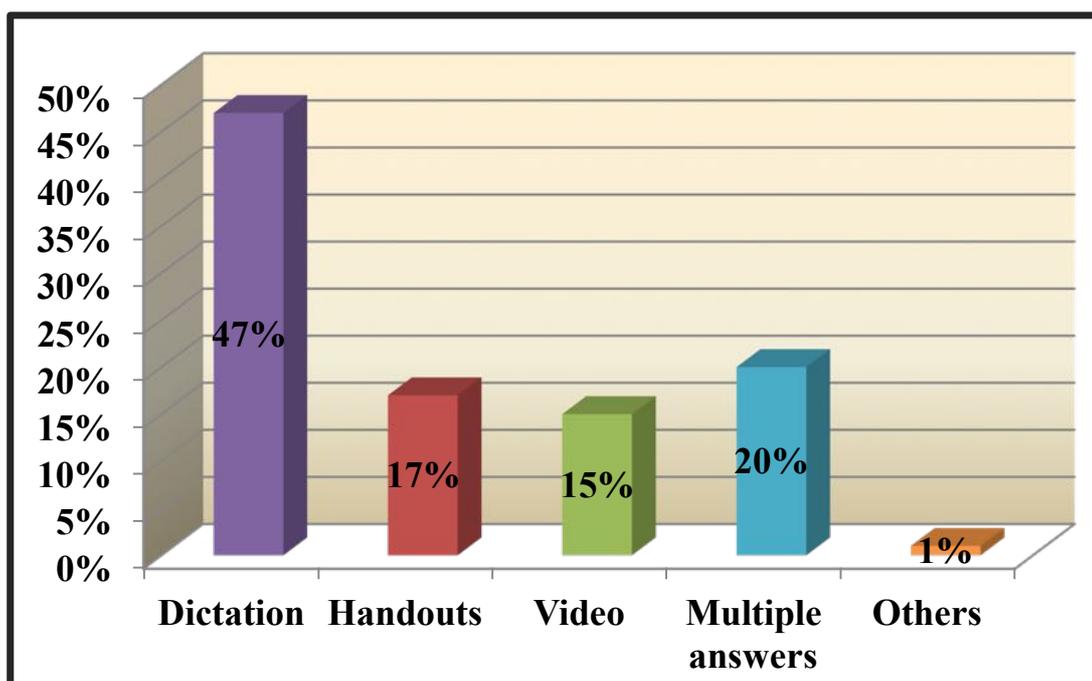


Figure3.14.Students' Preference of the Courses (handouts, dictation)

Question 15: Do you think that the use of dictation will encourage you to listen?

Options	Participants	Percentage
Yes	89	89%
No	11	11%

Table3.15.Dictation as a Way of Encouragement to Listen

This question is asked to check whether dictation encourages students to listen or not. According to the table above, the majority of the participants (89%) revealed that dictation encourages them to listen; on the contrary, (11%) indicated that dictation does not encourage them to listen. Therefore, the majority of participants answered positively about dictation because they are conscious of its positive effects and consider this technique as a useful one in encouraging them to listen carefully.

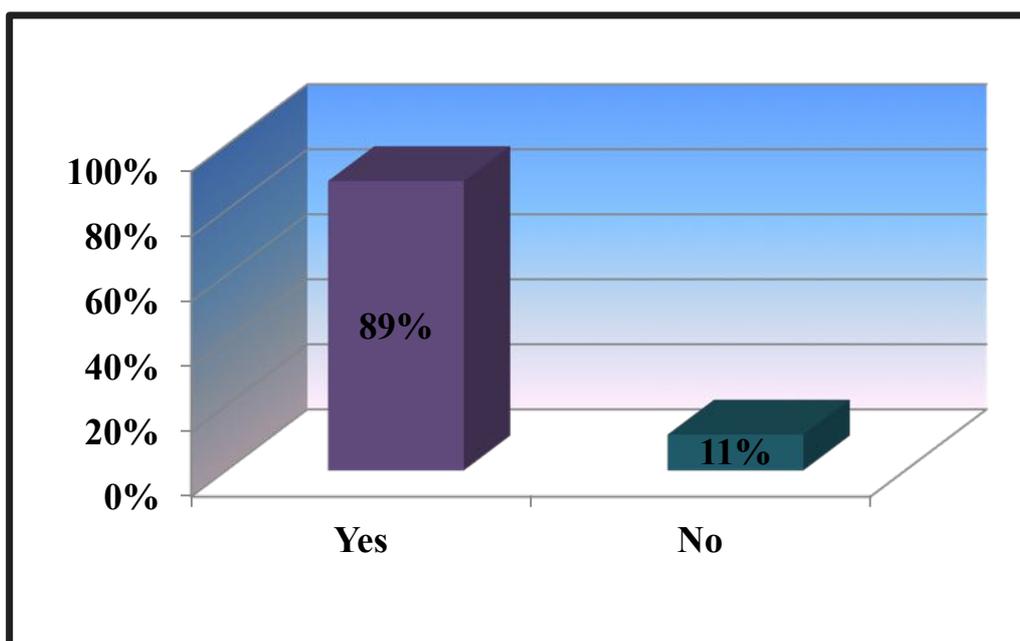


Figure3.15. Dictation as a Way of Encouragement to Listen

Question 16: If yes, it encourages you to listen in order to:

Options	Participants	Percentage
To get correct pronunciation	21	21%
To write words correctly	14	14%
To develop your listening	40	40%
All of them	13	13%
Others	1	1%

Table3.16. Reasons of Dictation Encouragement to Listen

The answers we got from question (16) help us to understand why dictation encourages students to listen. This question is answered by (89%) participants who provided us with positive answers in the previous question. According to the students' answers in the Table3.16 and Figure3.16, we notice that most of students (40%) indicated that dictation encourages them to listen so as to help them to develop their listening, while (21%) answered that dictation allows them to get correct pronunciation. (14%) of the participants claimed that dictation encourages them to listen to write words or sentences

correctly; however, (13%) have chosen all the answers since they believe that dictation encourages them to listen for many purposes. Finally, the rest of students (1%) suggested other reason, where she claimed that it encourages her to listen to get a new information and knowledge especially if the chosen topic is an interesting one.

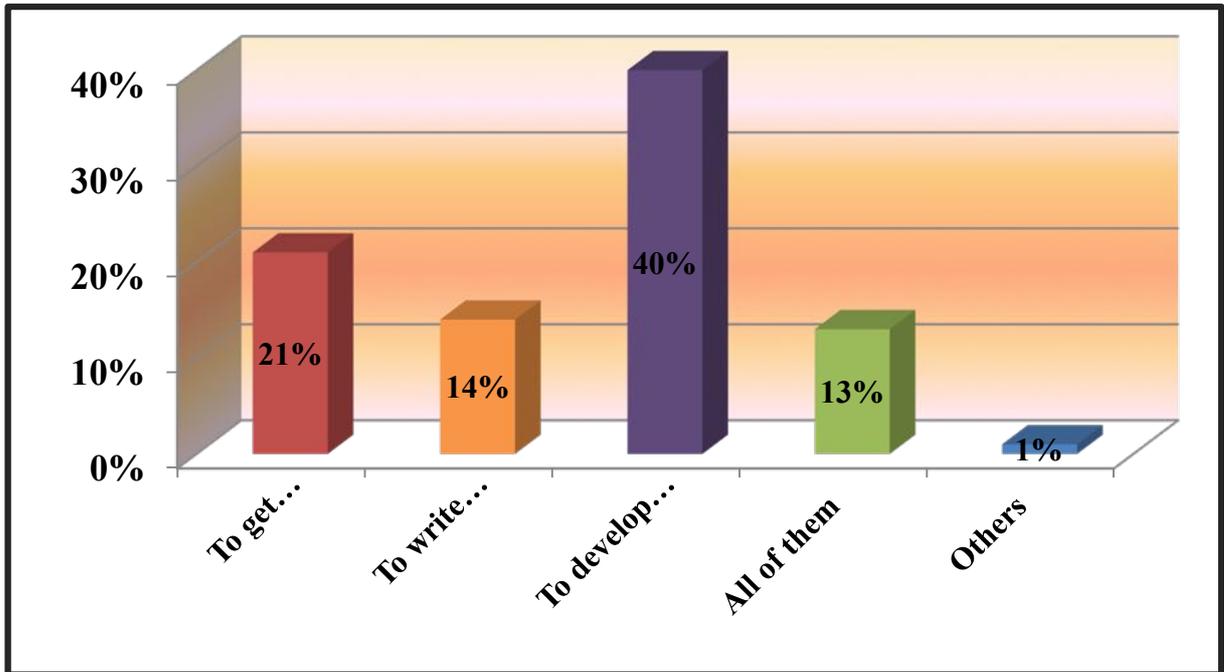


Figure3.16. Reasons of Dictation Encouragement to Listen

Question 17: Do you think that dictation as technique contributes to improve:

Options	Participants	Percentage
Vocabulary	20	20%
Grammar	9	9%
Pronunciation	12	12%
Spelling	9	9%
Punctuation	1	1%
More than one option	49	49%
Total	100	100%

Table 3.17.Areas of Students' Improvements

This table (3.17) shows the different aspects of students that dictation can improve. According to the students' answers, we can notice that the majority of participants have chosen multiple answers including vocabulary and grammar, or pronunciation and spelling, or all of them together. However, (20%) indicated that their vocabulary has improved through dictation and (12%) of the whole sample stated that the use of dictation help them to improve their pronunciation. Whereas, (9%) answered that their spellings have improved because of the use of dictation. Others (9%) claimed that they improved in grammar as a result of the use of dictation and only 1 participant (1%) who stated that dictation improved her/ his punctuation. From these results, we can deduce that dictation can develop many aspects such as, grammar, vocabulary and pronunciation, in addition to spelling and punctuation. Therefore, dictation is a helpful technique since it assists students to listen correctly, to get correct pronunciation and to write effectively.

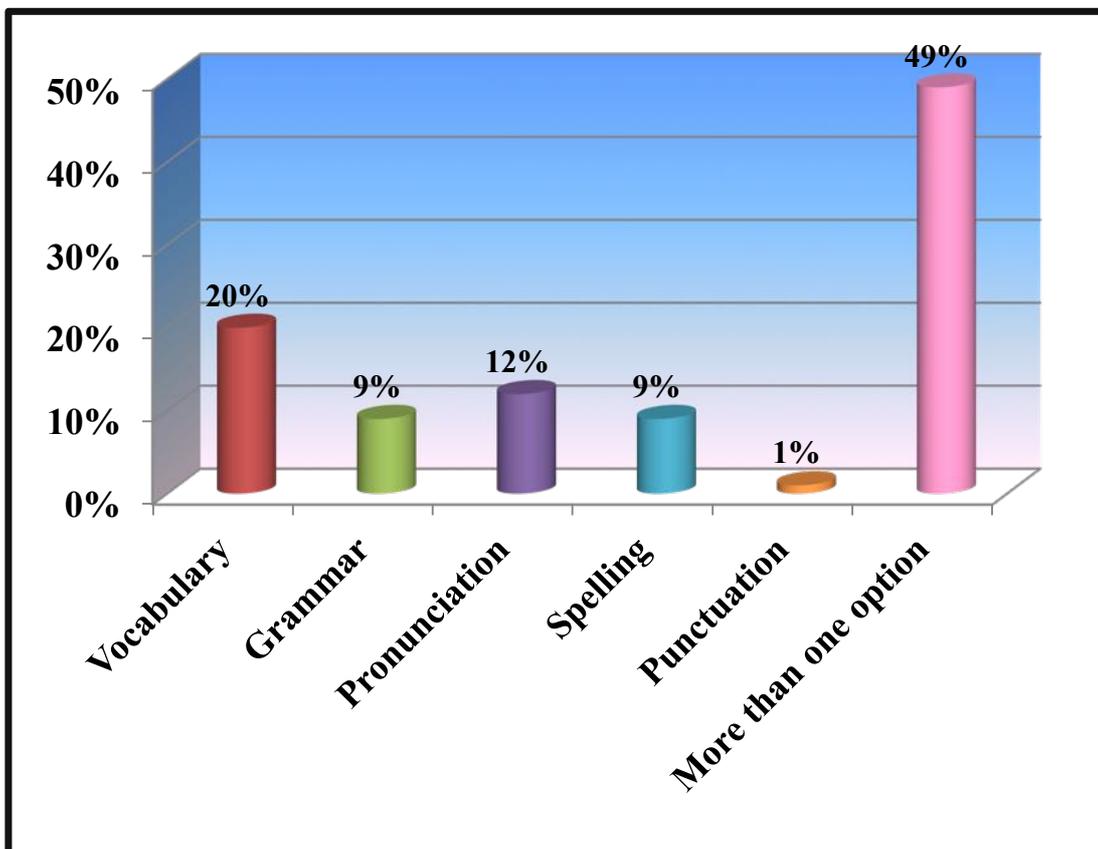


Figure3.17. Areas of Students' Improvements

Question 18: Do you believe that dictation would help you develop listening ability?

Options	Participants	Percentage
Yes	94	94%
No	6	6%
Total	100	100%

Table3.18. The Role of Dictation in Developing Listening

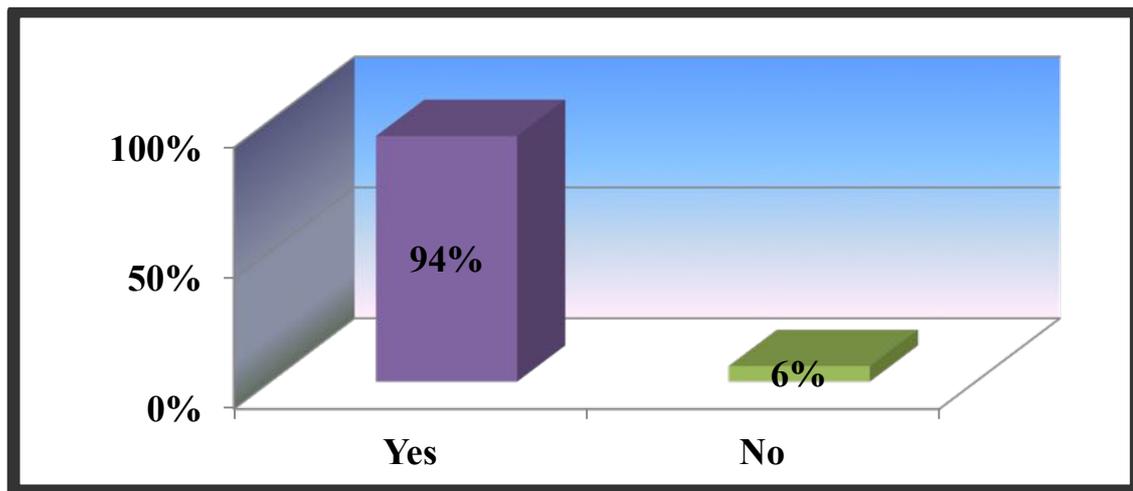


Figure3.18. The Role of Dictation in Developing Listening

This question is asked to explore whether dictation would help to develop students' listening or not. The majority (94%) of participants answered positively as opposed to (6%) who claimed that dictation does not help them to develop their listening. Among first year students, some good students provided us with justification about their positive answers about the role of dictation in developing listening although we did not ask them to justify. They explained that the use of dictation is a useful practice which helps them to concentrate, pay attention and focus on what their teacher is saying to understand; besides, it assists them to improve their accuracy in listening, which means to be able to listen to words correctly without mistakes. From these findings, we can deduce that some students still have negative attitude toward dictation and its role in developing listening because they think it is not a successful technique and it is a boring, waste of time and tiresome one.

Question 19: What type of dictation exercises does your teacher employ?

Options	Participants	Percentage
Silent letter	14	14%
Text reconstruction	30	30%
Cloze drills	41	41%
None of them	15	15%
Total	100	100%

Table3.19.Types of Dictation Exercises Used by the Teacher

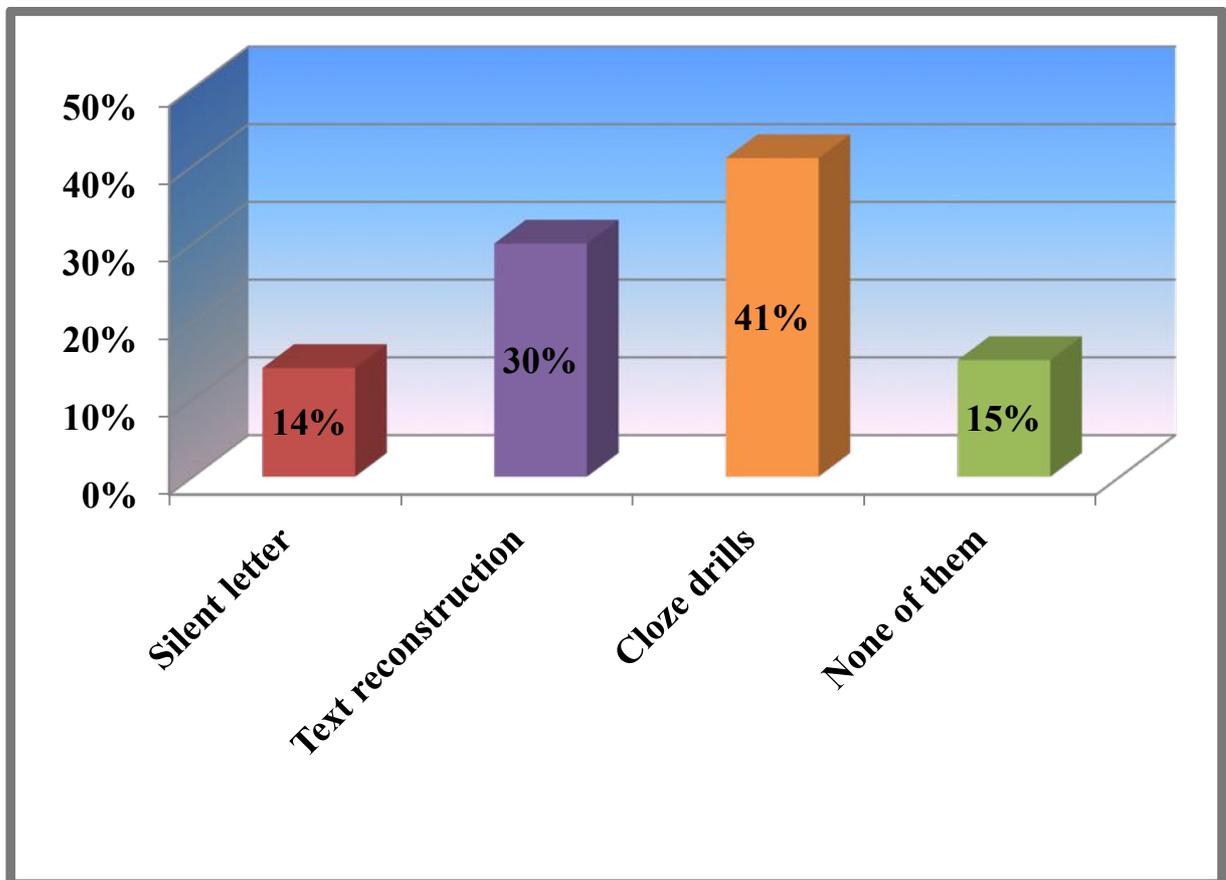


Figure.3.19.Types of Dictation Exercises Used by the Teacher

According to the above table, (41%) of the total sample claimed that their teacher uses cloze drills dictation. While, (30%) of first year students answered that text reconstruction is the type of dictation exercise that is used by their teacher. As for the rest 14 participants (14%), they reported that their teacher uses silent letter as a dictation

exercise. However, (15%) indicated that none of these dictation activities is used by their teacher. From these answers, we can deduce that some teachers of first year vary the use of dictation exercises because they are aware of their effects on students' listening and other skills, for instance ; cloze drills or partial dictation is one of the most beneficial technique in improving students' listening as it was mentioned in chapter one.

Question 20: Would you like to suggest ideas or comments? Please do.

This question is asked to give the opportunities for students to add any comments or suggestions about the topic in general. Therefore, only (30%) from the whole sample who added some suggestions and comments and others did not answer this question. These comments and suggestions are summarized as follows:

- 1) Some of students propose for their teachers to do not dictate only the course, but also poems and songs to enrich their vocabulary and develop their listening.

- 2) Others highlighted the importance of dictation. They claim that teachers should give this technique more time in the course session as an activity to practice listening. For that reason, teachers have to dictate all the lessons by explaining the difficult words for students to make the dictated course more clear and easy to understand by all students. Furthermore, teachers should use clear pronunciation and speak slowly.

- 3) In addition, they suggested for their teachers to dictate some hard words to correct and make use of them so that help students to be able to use language correctly and enrich their vocabulary. Besides, they believe that if dictation is accompanied with video that explain the dictated speech it will be better to facilitate understanding.

4) The majority of students (28%) said that dictation is very useful and important, for that reason teachers should use it and try to vary its kinds to create an enjoyable environment for discussion and improving many skills rather than boring.

5) Finally, some of them believe that it would be better and very helpful if their teachers add new session called” listening expression” to give them more time and opportunities to listen and improve their listening through using different types of dictation, in addition to do other listening activities.

These data show that the participants are conscious and active students willing to work hard and asking the help of their teachers to succeed in improving their listening.

3.2.2 Analysis of Teachers’ Questionnaire

Teachers provide the researcher with useful answers that are analyzed as follows:

Section one: General Information

The first section aims to identify teachers’ diplomas and experience in teaching English Language at university.

Question 1: Degree:

Degrees	Licence	Master	Magister	Doctorate	Total
Participants	0	0	7	3	10
Percentage	0%	0%	70%	30%	100%

Table3.20.Teachers’ Diplomas

The teachers who participated in answering our questionnaire hold different degrees; three from ten teachers hold a doctorate degree (30%), while the majority of participants (70%) hold magister degree. However, none of the participants have license or master degree. These data show that all participants will provide us with different opinions

and attitudes towards dictation and listening. Therefore, they will provide us with the necessary information needed in this study.

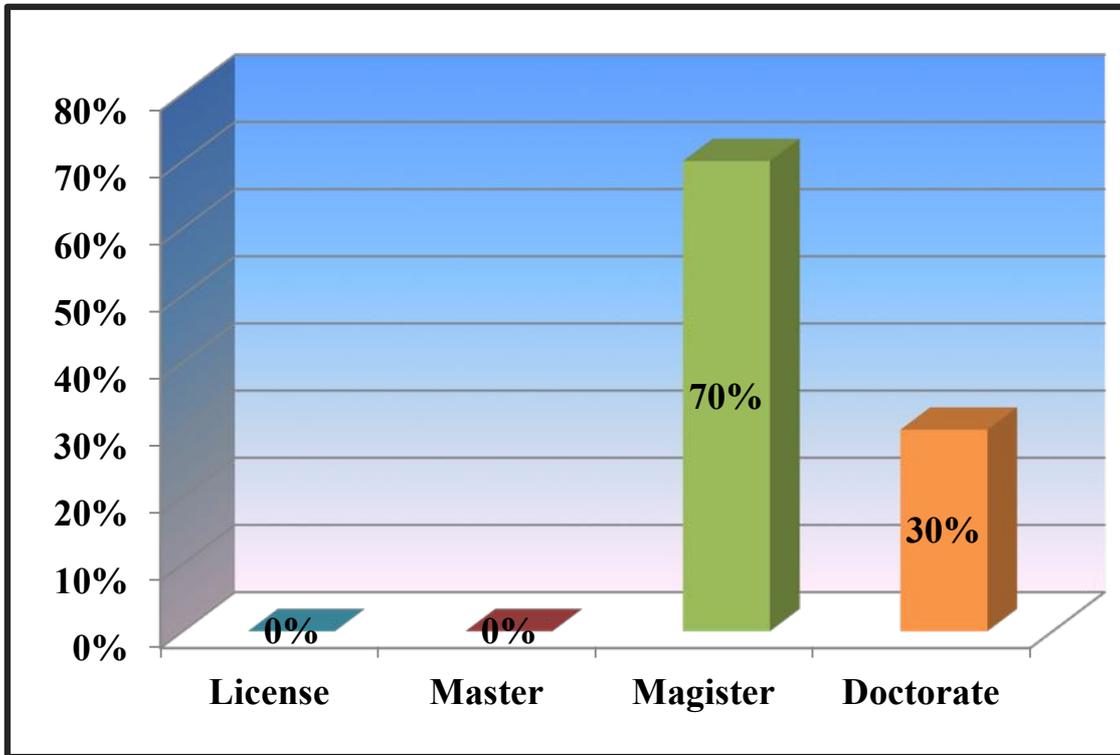


Figure 3.20. Teachers' Diplomas

Question2: Experience in teaching English at university:

Options	1- 4	5- 9	10-15	16-20	More than 20 years	Total
Participants	0	5	4	1	0	10
Percentage	0%	50%	40%	10%	0%	100%

Table3.21. Teachers' Teaching Experience

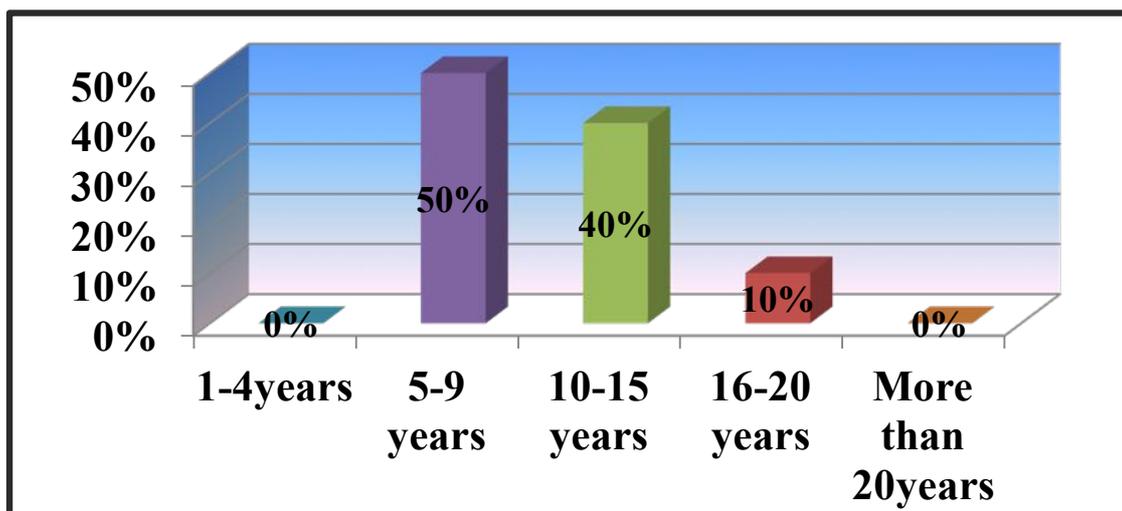


Figure3.21. Teachers' Teaching Experience

This question was asked to identify teachers' experience in teaching English at university. From the answers provided in the table 3.21, we notice that teachers' experience vary from (5-9 years) to (16-20 years). Among the whole sample (10), (50%) take the range of teaching English from five to nine. However, (10%) of the participants has been teaching English from sixteen to twenty. These data indicate that the five teachers who have been teaching English at university from five to nine years, their experience seems to be short compared to those who have been teaching English for more than nine years. Therefore, teachers with both short and long experience will help us to reach the aim of our research.

Section two: Teachers' Perceptions of Dictation

Question 3: Do you use dictation as technique in the classroom? Would you state why?

Options	Participants	Percentage
Yes	8	80 %
No	2	20 %
Total	10	100 %

Table3.22. Teachers' Use of Dictation in the Classroom

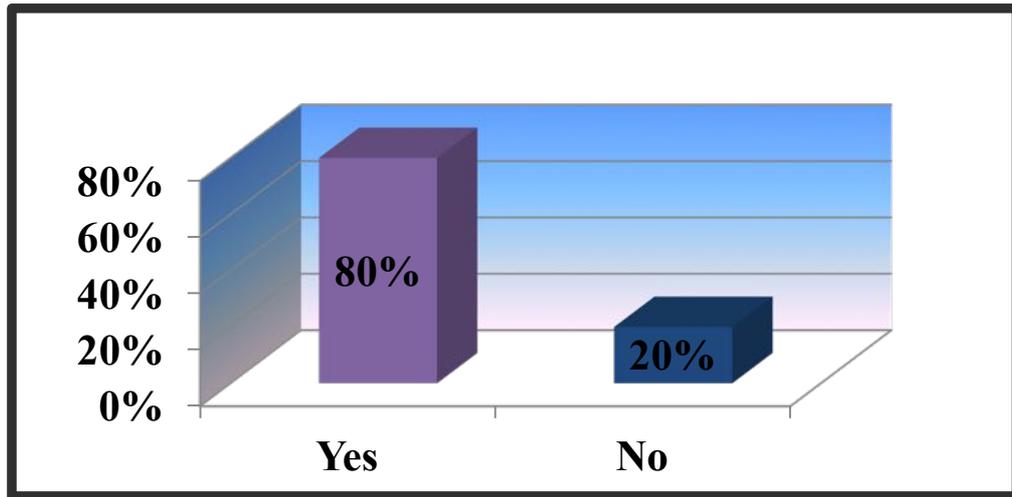


Figure3.22. Teachers' Use of Dictation in the Classroom

The above table reveals that almost all the participants (80%) answered positively, and only (20%) who reported negatively. When we asked them to state the reason, they commented that dictation helps students to memorize important data and avoid lengthy handouts ;as well as, it develops students' spelling, and listening. In addition, they pointed that they use dictation in order to check students' comprehension and pronunciation. Moreover, one of the participants stated that he dictates and explains in the same time because dictation assists students to understand effectively the lecture; also it enhances the amount of vocabulary items. However, others (20%) who answered negatively revealed that they do not use it because it is tiresome, waste of time and uneconomic technique. According to the participants' answers, we notice that the most teachers are familiar with dictation and aware of its importance as a teaching technique.

Question 4: How do you find the use of dictation in listening?

Options	Beneficial	Not Beneficial	Undecided	Total
Participants	10	0	0	10
Percentage	100%	0%	0%	100%

Table3.23. Teachers' Views about Dictation

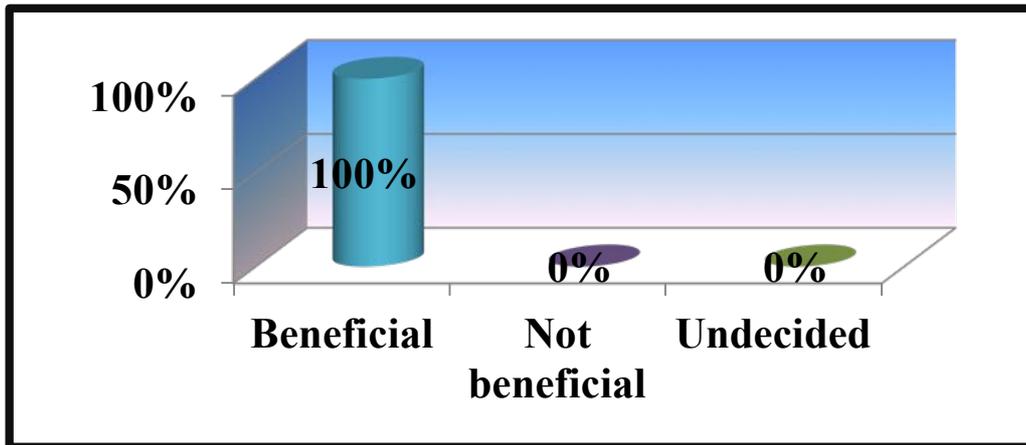


Figure3.23.Teachers' Views about Dictation

The aim of this question is to discover teachers' views about the use of dictation whether it is beneficial, not beneficial, or undecided. All participants (100%) answered that the use of dictation is beneficial in listening. These answers show that all teachers acknowledge the benefits of this technique; in addition, they consider that the use of dictation would bring improvements to students' listening. Therefore, teachers believe that dictation is a useful teaching technique.

Question 5: Do you believe that dictation can improve students' listening? If yes, would you please say how?

Options	Participants	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table3.24.The Ability of Dictation to Improve Listening

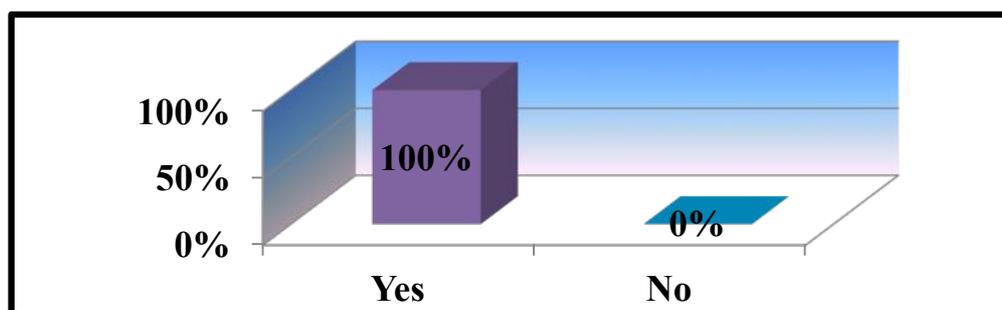


Figure3.24.The Ability of Dictation to Improve Listening

When the participants have been asked to indicate whether dictation can improve students' listening, all of them (100%) answered positively. Some teachers indicated that dictation is didactic aid to improve students' listening since it permits students to improve their awareness of correct pronunciation of unfamiliar words and develops students' ability to phonemic differentiate sounds of the language awareness and their actual representation (i.e. spelling). Others reported that dictation is an activity that obliges the student to concentrate fully, that means he listens, understands, and then writes. In addition it gives them the opportunity to become more attentive to grammar and vocabulary. One of the participants also reported that the frequent use of dictation will contribute in improving students' listening because the more they listen to the dictated passage; the more they become familiar with English words and expressions. These answers show that all teachers agree that dictation is an effective technique and believe that it has an ability to improve students' listening.

Question 6: How do your students respond to dictation?

Options	Participants	Percentage
a. Pay attention to the vocabulary	1	10%
b. Learn spelling	1	10%
c. Develop their listening comprehension	2	20%
d. Encourage interaction	0	0%
e. Boring	1	10%
a+ b+ c	3	30%
Others	2	20%
Total	10	100%

Table3.25.Teachers Showing Their Students' Reactions to Dictation

When we asked about how students respond to dictation in the classroom, (30%) of the participants reported that they pay attention to the vocabulary they write, learn spelling and develop their listening comprehension. While, (20%) answered that they develop their listening comprehension. As for the rest, (10%) declared that students pay attention to the vocabulary. However, one of the participants (10%) indicated that students consider dictation boring teaching technique. When we asked them to state others, some of participants (20%) stated that students improve their pronunciation and their handwriting. While others, reported that some of them feel under pressure especially if the teacher is quick in reading and they get tired very often, but teachers insist on it for their benefit. These data confirm that the majority of first year students respond positively to dictation and teachers are aware of their students' reaction to this technique. Henceforth, teachers should make more interaction with students during dictation for those who feel that this technique is boring and hard, in this way students can interact and concentrate on the speech to understand it and develop their listening.

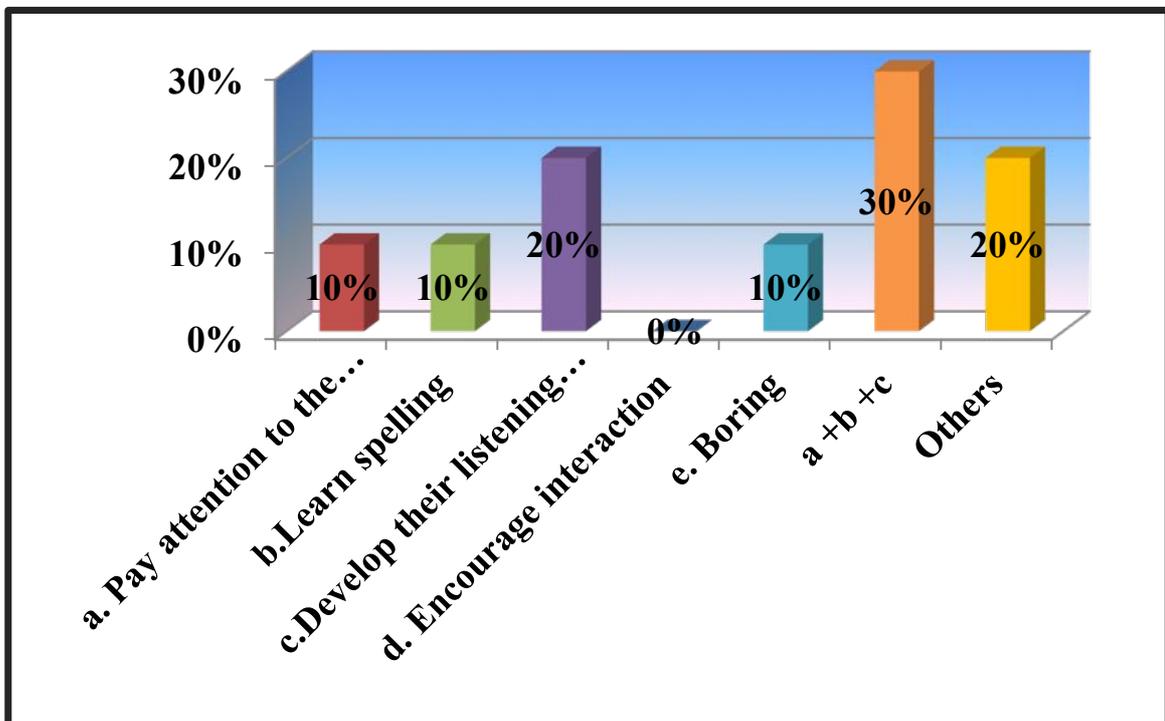


Figure3.25. Teachers showing their Students' Reactions to Dictation

Question 7: What do you think the purpose of using dictation?

Concerning this question, the answers given by the participants reveal that all teachers (100%) know the purpose of using dictation. Some of them reported that the purpose is to improve students' listening, spelling and their writing style. Others claimed that dictation is used to recapitulate what has gone before, to enhance students' comprehension and develop students' listening, lexical also reading abilities. The rest of participants explained that dictation is one of the efficient techniques to have students fully understand. In addition, one of the participants added that he personally uses dictation because if learners are given handouts, they do not read them. It means that dictation is used to make students revise the course and memorize the main idea about it. These data indicated that all teachers are conscious of its purposes and each one uses dictation for different purposes according to his/her module.

Question 8: Which kind of dictation exercises do you employ?

Options	Participants	Percentage
Text reconstruction	2	20%
Close drills	2	20%
None of them	3	30%
Others	3	30%
Total	10	100%

Table3.26.Dictation Exercises Employed in the Classroom

The participants are asked which kinds of dictation exercises they use in the classroom, (20%) answered that they use text reconstruction, while (20%) of the participants claimed that they employ close drills. However, three teachers (30%) indicated that they do not use any one of these dictation exercises in the classroom. When we asked them to state other dictation exercises, others (30%) reported that they use standard

dictation, which means they read the text, while students listen, then they write what is being dictated. One of the participants also provided us with an additional answer, he reported that he tries to dictate summaries of the main lecture points ,as well as, he tries to make them interact not only through an exchange of words (vocabulary), but also of ideas. Therefore, teachers’ answers reveal that some of the participants are familiar with the different kinds of dictation exercises and their benefits on students, while others have a little familiarity with these kinds of dictation exercises. Hence, teachers should vary the use of dictation in the classroom to develop several skills since each kind has a specific purpose to achieve.

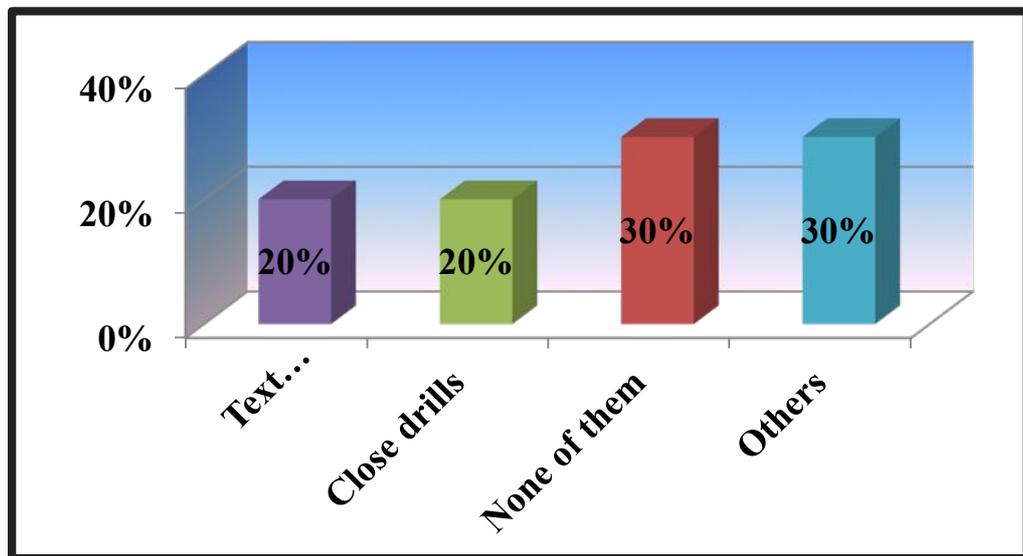


Figure 3.26. Dictation Exercises Employed in the Classroom

Question 9: In your opinion, can dictation motivate your students to listen and self-assess listening?

Options	Participants	Percentage
Yes	9	90%
No	1	10%
Total	10	100%

Table 3.27. The Ability of Dictation to Enhance Self-Assessment

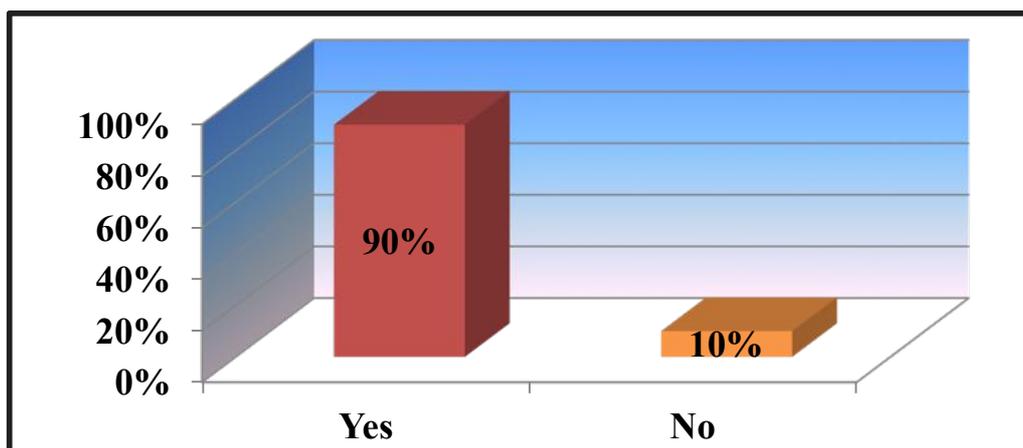


Figure3.27.The Ability of Dictation to Enhance Self-Assessment

According to teachers' responses, as shown in table3.27, almost all the participants (90%) answered "yes". However, one teacher find that dictation cannot motivate students to listen and self- assess their listening. Thus, teachers should consider that the practice of dictation in their classes will encourage and motivate students to concentrate effectively on words, evaluate and monitor their listening. Besides, teachers should take into consideration the level of students, it means they should choose words and expressions according to their students' level and provide them with different topics during dictation to train their ears listen to new vocabulary and help them assess their listening.

Section three: Teachers' Perceptions of Listening

Question 10: Do you believe that listening is important as a language skill?

Options	Participants	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table3.28.Teachers' Views about the Importance of Listening

This question is asked to find out teachers' views about the importance of listening. The table above reveals that all the participants (100%) believe that listening is important

as a language skill. According to teachers' answers, we can deduce that teachers are much aware of the importance of listening as an essential skill.

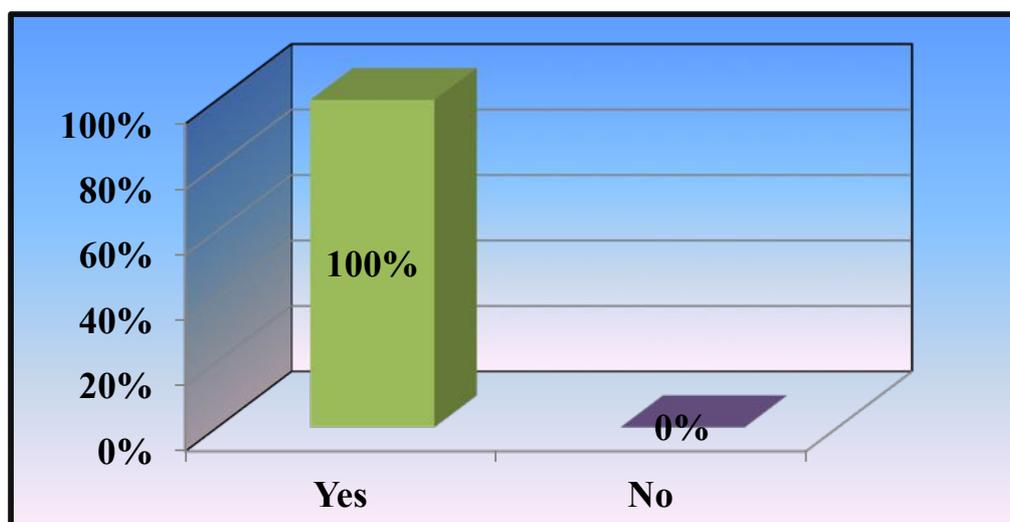


Figure3.28. Teachers' Views about the Importance of Listening

Question 11: Which one of these listening activities do you supply to your students?

Options	Participants	Percentage
Multiple choice questions	2	20%
True/ false	2	20%
Dictation	3	30%
All of them	1	10%
None	2	20%
Total	10	100%

Table3.29.Kinds of Listening Activities

The participants are asked to state the kinds of listening activities they supply to their students in the classroom. According to the table above, we can notice that the participants provide us with multiple answers. It is obvious that a large number of teachers (30%) reported that they use dictation, while (20%) claimed that they use multiple choice

questions. Others (20%) stated that they use true/false. Only one teacher (10%) who answered that he uses all of them. As for the rest, (20%) who said they use no one of these listening activities in their classes. From these answers, we can deduce that only three teachers from the whole sample use dictation as a listening activity, while the others, though they recognize its importance, they neglect it. Therefore, teachers should pay more attention to listening and provide their students with listening activities to improve their listening

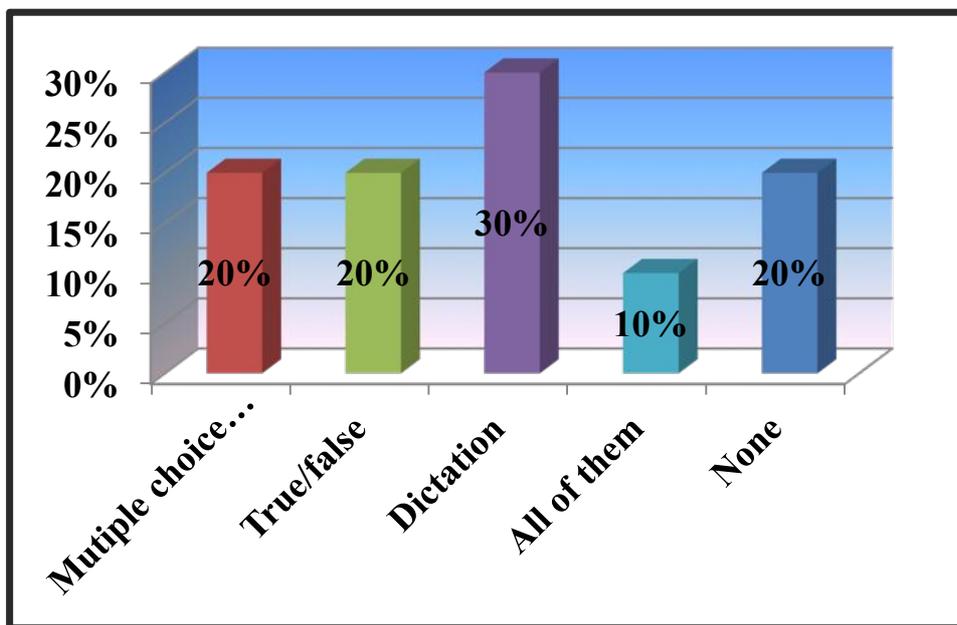


Figure3.29.Kinds of Listening Activities

Question 12: How do you evaluate your students' level in listening?

Options	Participants	Percentage (%)
Very good	0	0%
Good	1	10%
Average	8	80%
Weak	1	10%
Total	10	100%

Table3.30.Students' Level in Listening

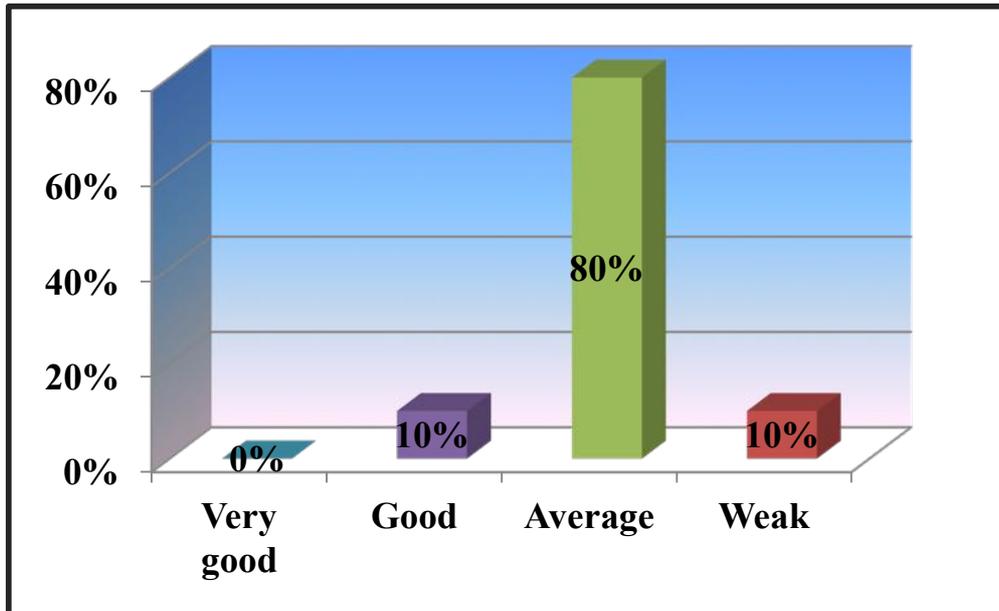


Figure3.30.Students' Level in Listening

According to the above table, nearly all participants (80%) showed that their students of first year have average level in listening, which means that most of them are unable to discriminate between some sounds and vocabulary. While, one teacher (10%) answered that they have good level in listening. Only one of the participants (10%) who claimed that the level of his students is weak, that means they are unable to listen accurately, they do not pay attention to the vocabulary, and grammar and find the receiving input difficult to understand .Therefore, these results show that first year students still have problems with grammar, pronunciation and vocabulary. Henceforth, teachers should devote more time to evaluate their students' listening by providing them with listening activities to know their levels and take their difficulties into consideration to reach noticeable improvements.

Question13: Please, which one of these skills is significant to you? (order them by importance 1,2,3,4)

This question aims to discover teachers' opinions about which one of the four skills is more important than the others. Therefore, the answers are presented in different

order according to each teacher

Participants	Skill 01	Skill 02	Skill 03	Skill 04
Teacher1	listening	speaking	reading	Writing
Teacher2	writing	listening	reading	Speaking
Teacher3	writing	reading	listening	Speaking
Teacher4	speaking	writing	listening	Reading
Teacher5	listening	reading	speaking	Writing
Teacher6	Reading	listening	Speaking	Writing
Teacher7	Speaking	reading	Writing	Listening
Teacher8	writing	speaking	Listening	Reading
Teacher9	listening	writing	Speaking	Reading
Teacher10	reading	speaking	Listening	Writing

Table 3.31. Classification of the Importance of Skills for Teachers

According to the above classifications, we can notice that teachers gave us different answers. Three teachers reported that listening skill is more important than the other skills. However, the rest seven teachers think that speaking, writing and reading are more important than listening. These data indicate that the majority of teachers concentrate on productive skills because of the nature of the course they teach and do not pay attention to listening as a receptive skill though they know its importance since speaking is the result of listening. Therefore, teachers should pay more attention to it.

Question 14: Do your students face difficulties in listening?

Options	Participants	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table3.32.Students' Difficulties Faced in Listening

When we asked teachers to state whether their students face difficulties in listening or not, all the participants (100%) answered" yes". This means that students do not

practice much listening either in the classroom or outside it. Teachers should motivate and encourage them to listen in order to overcome the difficulties that they face in listening.

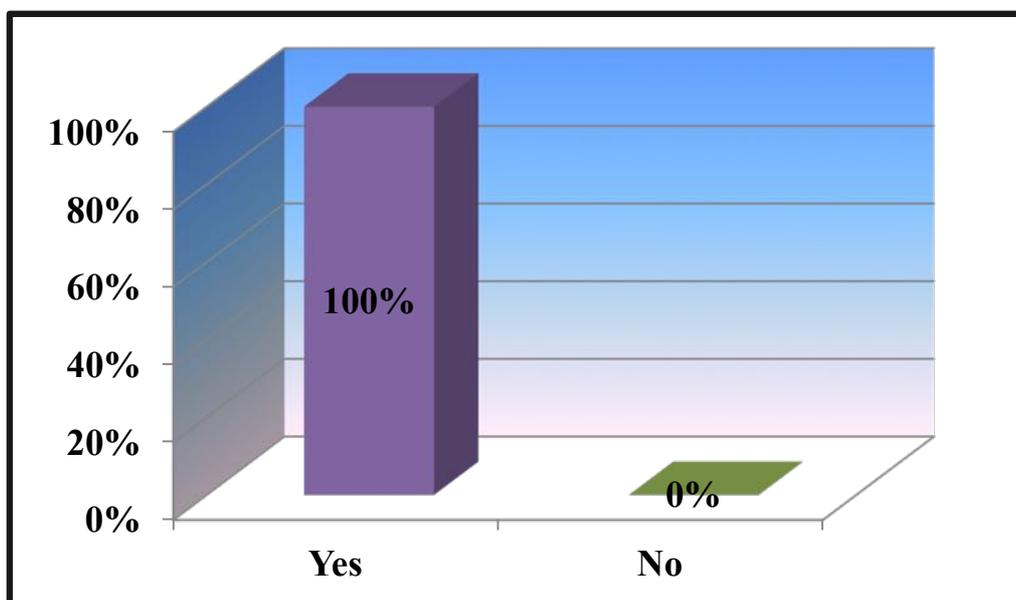


Figure3.32. Students' Difficulties Faced in Listening

Question 15: Please, indicate what these difficulties are?

Options	Participants	Percentage
Grammar	1	10%
Pronunciation	1	10%
Vocabulary	2	20%
Lack of motivation	0	0%
Lack of confidence	1	10%
Multiple answers	4	40%
Others	1	10%
Total	10	100%

Table3.33.Kinds of Students' Difficulties in Listening

Table3.33 determines that from 10 participants, (40%) indicated that the kind of difficulties their students face in listening are multiple. Some of them have problems in grammar, pronunciation and vocabulary, others in vocabulary and pronunciation. Whereas,

one teacher (10%) stated lack of confidence. Only one teacher who selected grammar and (20%) chose vocabulary. When we asked them to state others, only one teacher added the lack of understanding. According to teachers' answers, we can conclude that vocabulary is the most listening difficulty that is shared among first year students. Thus, students should listen and read more to enrich their vocabulary and rely on them to understand during listening.

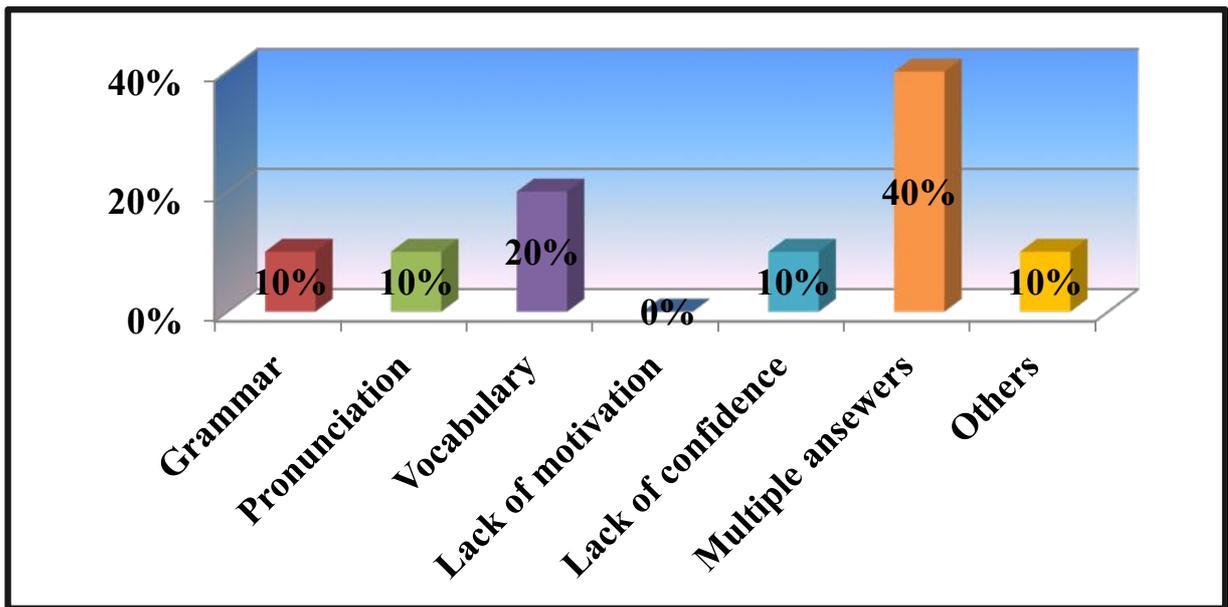


Figure3.33. Kinds of Students' Difficulties in Listening

Question 16: During your course, which kind of listening materials do you rely on?

Options	Participants	Percentage
a. Audio materials	2	20%
b. Printed materials	3	30%
c. Visual materials	2	20%
a + c	2	20%
b + c	1	10%
Total	10	100%

Table3.34. Kinds of Listening Materials

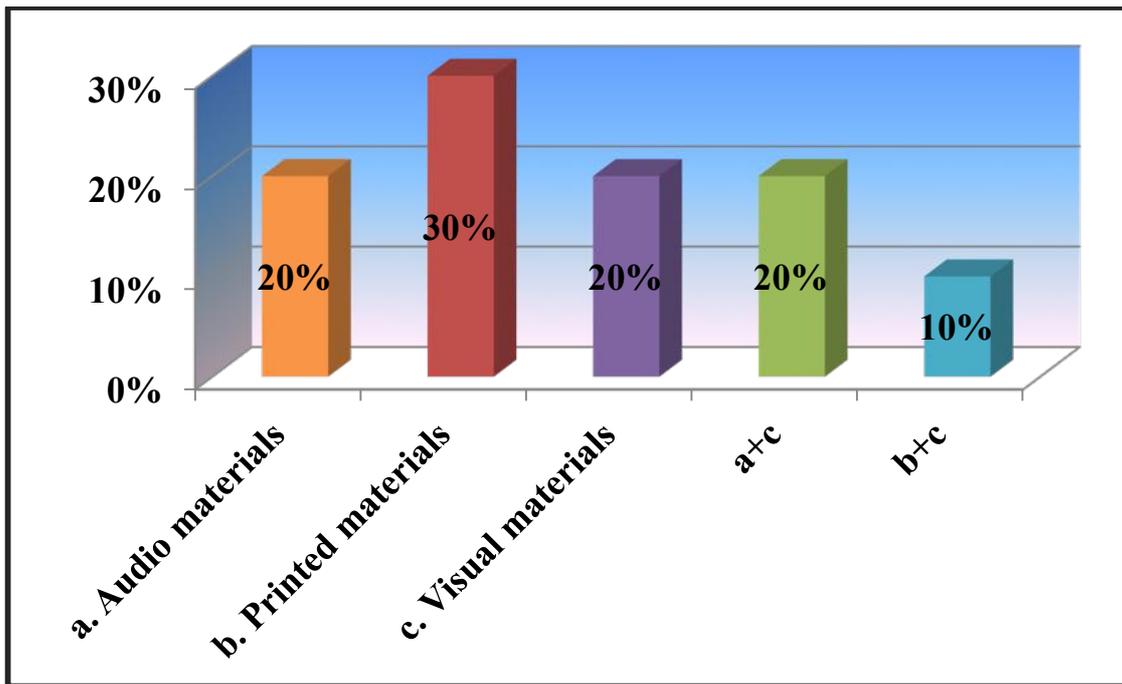


Figure3.34. Kinds of Listening Materials

According to the participants' answers, (30%) of the whole sample indicated that they use printed materials, while two teachers said that they use audio materials. However, (20%) answered that they use visual materials. Others (20%) reported that they integrate both audio and visual materials in their classes. Only one participant who indicated that he uses printed and visual materials. These data confirm that teachers use a variety of listening materials to make the course easier to understand and attract students' attention to follow and in the same time develop their listening.

Question 17: What suggestions do you have for improving students' listening?

All teachers emphasized on incorporating more listening activities in oral expression. They indicated that through listening, students can speak correctly, which means they get the correct pronunciation; In addition, they will be more active and motivate them to participate confidently.

Other ideas suggested by teachers are summarized as follows:

- 1) Using different audio- visual aids by native speakers and train students on how to guess new words' spelling.
- 2) Let students work in pairs and in group work.
- 3) Teachers can use dictation and its kinds as activity especially cloze drill dictation to improve students' listening. It is the best way for listening improvement.
- 4) Teachers should be eclectic and innovative and students should be encouraged to take the initiative to solve their own EFL listening deficiencies.
- 5) It is through continuous exposure to native speakers that the students' listening skill can develop; moreover, listening to shows, radio and TV stations such as news in the BBC and CNN.
- 6) Finally, make rehearsals in the lab, repetition of sounds and sentences. In addition, conversation is very crucial as well as speaking to one another in the classroom through discussing different topics.

From these suggestions, we can deduce that when students are providing with listening activities such as, discussion and dictation, not only improve their listening, but also encourage them to listen accurately and motivate them to speak. Consequently, from these suggestions, teachers have answered one of our research questions (question number 3).

3.6 Teachers' Interview

In this current research, the researcher has chosen a semi-structured interview. The use of this data gathering tool will assist the researcher to obtain rich data from the interviewees' experience .The interview was conducted by the researcher with two teachers of first year who may use dictation in their classroom in the teachers' room during the period from 25 to26thJanuary, 2016, at Biskra University. Each interview lasted about 15 minutes about six open-ended questions that are addressed during the interview. The

aim of this interview is to determine whether teachers would use dictation technique in their classes; what sorts of dictation they often use; who would benefit the most from dictation; what advantages dictation can provide as well as how can dictation contribute in enhancing students' listening and what teachers can suggest for improving students' listening.

3.6.1. Interview Analysis

Question one: What do you know about dictation as a teaching technique? And what do you think about it in teaching listening?

Both teachers reported that they have large familiarity with dictation. So, both teacher A and B have positive attitude towards dictation since they consider it a good teaching technique.

Teacher A: dictation is a very useful technique for less advanced students especially first year; it can effectively be used to probe and correct students' problems in mismatching between their aural perception of language forms and grammar and spelling. In addition, it is an excellent exercise that encourages students to listen and self assess their listening.

Teacher B: dictation is a pivotal technique, which means it is an integrated skill that can be used within the four learning skills, especially listening skill.

The interviewees' responses revealed that they have large familiarity with dictation. These data disclosed that teachers give more importance to this technique since it is very helpful in teaching listening for novice students.

Question two: Who would benefit the most from dictation?

The interviewees' responses about the aforementioned question were different.

Teacher A: as far as TEFL is concerned, it is the learner who benefits more from dictation since they may discover their spelling mistakes and enhance their listening.

Teacher B: both teachers and learners benefit from dictation. It is the only efficient practice for learners and teachers' input and output.

Teacher A reported that dictation can enhance students' listening and help them to recognize and discover their errors, while teacher B indicated that dictation can be beneficial to both teachers and learners. These two different points of views can be because of their different acquaintances and experiences with dictation.

Question three: What are the advantages of using dictation in listening?

When we asked what are the advantages of using dictation, both of the interviewees gave approximately the same answers. They think that the use of dictation in listening bring several advantage

Teacher A: dictation enhances the learners' listening skills. It improves the ability to listen attentively and concentrate on the pronunciation of words, and the rhythmic aspect of language so as to be able to write them correctly. It also consolidates their ability to make correlation between speech and writing in terms of prosodic features, pauses, capitalization, and punctuation.

Teacher B: dictation is an eclectic exercise. It gives students self-confidence which help them to guess meaning; in addition, it encourages students to listen more since they have few opportunities to listen outside

the classroom. Furthermore, it encourages students' self correction and self-reliance.

The responses of both teachers revealed that they are aware of the advantage of this useful technique, and recognize how much dictation assists students to improve their listening and writing. So, it was given more importance since its implementation gives better results.

Question four: Would you like to apply dictation in your class? If yes, what sorts of dictation do you like to use?

Both teachers demonstrated that they use dictation in their classes. Moreover, they reported that they apply various forms of dictation. Each one expresses these kinds differently.

Teacher A: yes, I would. I often use dictation as a technique in teaching written expression. The use of dictation is an activity whose purpose is to enhance students' listening and writing skills. The kind of dictation I often used is standard dictation to transmit knowledge and to enhance their listening.

Teacher B: yes, I use it since it is very useful. When I taught English as an EFL in University, especially first year, I intensively used various sorts of dictation to develop learners' skills basically listening as well as to prevent students' boredom. I often use partial dictation to improve listening and picture dictation to enhance memory. It is very important to use different types of dictation.

Teacher A showed that he frequently applies dictation as a technique in his class to train his students to listen attentively and then, they write what is being dictated. However, teacher B indicated that he frequently uses dictation and stressed the need to

vary the kinds of dictation to avoid boring in the class and obtain excellent improvement in many skills particularly listening. Therefore, both of interviewees demonstrated the success of dictation application.

Question five: To what extent can dictation contribute in improving students' listening?

Concerning the question of dictation and its contribution in improving students' listening, both teachers provide a diversity of answers.

Teacher A: through the use of dictation, students will be familiar with the use of new vocabulary, pronounce them correctly and use them suitably.

Teacher B: encourage students to take note and stimulates their attention; besides, it constructs concentration, develops their spelling and provides linguistic oral/aural input for students. Moreover, this useful technique helps students to distinguish between words that have the same pronunciation, but has a different spelling or meaning such as, some and sum, bear and bar (homophones).

We can say that both teachers' responses show the effectiveness of dictation technique in teaching to improve several language aspects, mainly the listening skill. So, dictation makes good listeners because it requires a very clear pronunciation. Listeners should listen and imitate the teacher to get the correct pronunciation. As a result, these data help us to confirm that the practice of dictation has great effect on improving students' listening, which is considered as an answer of our research question (question number1).

Question six: What suggestions can you make for improving students' listening?

They suggest that although dictation seems a little bit one-way mechanical process in that it implies that the teacher orally imparts written text to her/his students who are required the opposite. Besides, they pointed out that interaction between the teacher and

students is more than necessary; for example, students should be allowed to ask questions and communication through body language could be given more room in teacher-students and students-students interaction. In addition, students need to read more to acquire, enrich and improve their vocabulary, grammar and makes the understanding of the message at ease ,as well as, they need to listen to native speakers. This means that teachers play a crucial role in helping students to be aware of the benefits of reading in facilitating the process of listening and improving vocabulary and grammar.

3.7 Discussion of the Findings

3.7.1 Students' Questionnaire

This study assures that dictation is significant to develop and improve students' listening and other skills. This is based on the data collected from both teachers and students' questionnaire, in addition to teachers' interview. Now, we are going to discuss these findings.

Results of students' questionnaires revealed that most students have chosen learn English to communicate with people because their major purpose is to become more proficient in English and to have the ability to communicate with all people comfortably. Furthermore, the majority of students believe that listening is important because it helps them to acquire new vocabulary, to ameliorates their pronunciation and trains their ears to understand native speakers. So, they think that the base of understanding is listening. These results are in the same way with that of Richards (2008).

Moreover, most students stated that their teachers provide them with listening activities in the classroom; remarkably, dictation is considered as the most used listening activity. Additionally, in this study, what is observable is that the majority of students claimed that their level in listening is adequate, which means that they still have difficulties in listening. Besides, almost all students believed that the reason behind their weak level in

English is because of the lack of listening. This result can be attributed to many reasons. Some of them do not understand the pronunciation either of teachers, or of native Speakers. Only few cases which were due to lack of reading. Thus, students have to listen more and read to acquire vocabulary, knowledge and improve their level in listening.

Most of first year students find listening a difficult skill that requires time, concentration, interest, and practice. They claimed that they have difficulties in pronunciation, vocabulary and grammar, in addition to lack of motivation and lack of confidence. Therefore, students suggested to do more practice in and outside the classroom and proposed additional session for listening since the time allotted to this latter is not sufficient.

Concerning dictation, almost all first year students have positive attitudes about it because they are conscious about its benefits and impact. Nearly all students reported that their teachers use dictation few times a week, which means that teachers rely on it in their teaching. They also indicated that they prefer the course to be in the form of dictation instead of handouts since it motivates them to listen, to self-assess their listening and self correction.

Besides, they denoted that dictation encourages them to listen in order to get correct pronunciation, to develop their listening and acquire new knowledge and information. Additionally, the majority of students stated that this technique is helpful because of its impact and benefits in improving different language skills such as; vocabulary, grammar, pronunciation and spelling.

Furthermore, they believe that dictation plays a crucial role in developing their listening because it strengthens concentration, and attention; besides, it makes students focus on what the teacher is saying. However, those who reported that they do not support the idea that dictation develops students' listening because they consider it boring, waste of

time and uneconomic. Like wise, (Harris,1965) and (Rhalmi,2009) noted that dictation is a consuming time and boring activity.

Concerning the types of dictation exercises used by their teachers, almost of students reported that cloze drills is the most used for the reason that teachers are conscious of its effects in improving students' listening ,as it is stated in chapter one by Oller (1979) , it is the most beneficial technique to measure listening of (FL) learners. Finally, students highlight the importance of dictation, some of them suggested to give this technique more time in the course as an activity, where teachers have to dictate hard words to correct them. Others, reported that dictation is very helpful if it is accompanied with videos for more explanation and clear understanding.

3.7.2 Teachers' Questionnaire and Interview

The results of teachers' questionnaire and interview reveal that all teachers aided to reach the aim of our research attributable to their teaching experience. Concerning dictation, the majority of teachers have positive perceptions about it .They reported that they use dictation because it helps students to memorize important data, to correct their problems in mismatching between their aural perceptions of language forms, and develop their listening. In addition, it gives students self-confidence which help them to guess meaning, encourages them to listen more, since they have little opportunities to listen outside the classroom, and supports self- reliance. In the same way, Morris(1983) revealed that dictation is a useful device to practice listening and encourage self-reliance. So, this shows the effectiveness of this technique and its importance to teachers.

They also stated that the use of this technique is beneficial since they recognize its benefits. In addition to that, all teachers believe that dictation can improve students' listening by developing their ability to phonemic differentiate sounds of the language awareness, obliging them to concentrate fully to vocabulary and grammar and encourage

them to take notes. This finding is similar to the work of (Alkhire,2002) who showed that dictation motivates students to take notes of key words. Besides,through the use of dictation, students will be familiar with the use of new vocabulary, pronounce them correctly and use them appropriately.

Regarding teachers' dictation exercises employed in their classes,the results denoted that most teachers employ standard dictation and only few teachers who use cloze drills and text reconstruction in their teaching for many purposes. Therefore, teachers explained that dictation has a number of purposes. Through dictation, students can revise the course, and improve their writing and listening.

All teachers belived that dictation motivates students to listen and helps them to assess their listening. So, this technique plays a crucial role in language teaching because of its powerful effectiveness and usefulness in improving students' listening.

The results obtained from teachers' questionnaire and interview reveale that all teachers believe that listening is important as a language skill. However, few teachers who pay more attention to it. Others neglect it and focus more on the productive skills due to the nature of the course they teach. So, there is a lack of listening in some classes.

Furthermore, what is noticeable, is that nearly all teachers reported that their students have average level in listening,which means that they still have problems with listening. Thus, all of them indicated that they agree that their students have difficulties in listening, as students themselves have argued. Teachers denoted that they have difficulties in the three important language skills which are grammar, pronunciation and vocabulary. In addition to the lack of confidence and the lack of understanding. These can be resulted because they do not understand the pronounciationn of teachers, lack of reading, or lack of listening.

Some teachers stated that they use varied listening exercises especially dictation to improve their students' listening. They also claimed that they rely on different listening materials during the course. Some of them stated that they use audio materials , or visual materials. Others reported that they do not rely only on one material, but also they vary the listening materials and integrate both visual and printed materials, or audio and printed materials in order to facilitate the understanding, to attract students' attention to follow and in the same time develop their listening.

Finally, some teachers suggested that the use of dictation and its kinds especially close drills or partial dictation, is the best way to improve students' listening. Additionally, others emphasized on reading because through this latter, students acquire, enrich and improve their vocabulary. What is more, reading prepares students' ears to recognize the intended meaning of words and sentences, which means it makes the understanding of the message at ease. They also proposed that the repetition of sounds and sentences, conversation and using different audio-visual aids by native speakers, are very crucial in improving students' listening.

To conclude, these findings and discussions are in agreement with what was presented in the literature that dictation as a teaching technique can develop students' listening. These results also show that this technique is effective and useful in improving various language skills, especially listening

3.4.3 Discussion of the Hypotheses and Research Questions

3.4.3.1 Discussion of the Hypotheses

According to what has been perceived and discussed in the second section of students' questionnaires "*Students' Views of Dictation Use*" and the first section of teachers' questionnaires "*Teachers' Perceptions of Dictation*", in addition to the third question of teachers' interview "*What are the advantages of using dictation in listening?*",

we can confirm our hypotheses that *the practice of dictation in the classroom could be the appropriate technique to improve first year students' listening*. The results confirmed the fact that dictation is a useful technique that can improve students' listening. Many students and teachers pointed out that they prefer dictation as a listening activity, but the time allotted for teaching listening is not sufficient.

3.4.3.2 Discussion of the Research Questions

Concerning the research questions, as to the results of students' questionnaires, question 14 *Do you like the course to be in the form of:*

a) *dictation* b) *video* c) *handouts*

question 15: *Do you think that the use of dictation will encourage you to listen? Besides,*
question 18: *Do you believe that dictation would help you develop listening ability?*

These questions are answered therefore, the second question of our subsidiary question *are first year students of English aware of the effect of dictation on their listening?* .So, students prefer the course to be in the form of dictation rather than handouts. Furthermore, they reported that dictation encourages them to listen and helps them to develop their listening since they are aware of the effect of this technique on their listening.

In addition to the results of teachers' questionnaires and interview, question 17 *What suggestions do you have for improving students' listening?*

question 6: *What suggestions you can make for improving students' listening?*

As a result, these questions are answered the first question of our subsidiary question which is *how can students improve their listening?*

Finally, as a result of teachers' interview, we have got from question 5 that is: *To what extent can dictation contribute in improving students' listening?* .This has answered our major research question, which states *'to what extent the practice of dictation is effective in improving English listening among first year students at Biskra university?'*. In

this regard, the main results of the research study indicate that dictation has a great effect on improving students' listening.

Conclusion

In conclusion to this chapter, the data gathered from students' questionnaire, teachers' questionnaire and interview allowed us to draw up the following points; the findings reveal that students still have difficulties in listening chiefly in grammar, pronunciation and vocabulary. Additionally, the results show the effectiveness of dictation and support the impact of this teaching technique in developing the listening of first year students at the department of foreign languages at Biskra University. In general, the findings indicate that dictation and its various activities can improve students' listening and other language skills. Furthermore, both teachers and students have positive perceptions and attitudes towards dictation. On the one hand, students indicated that dictation encourages them to listen and develop their listening by helping them to concentrate, focus on what the teacher is saying to understand the message, and improving their awareness of correct pronunciation of unfamiliar words. On the other hand, teachers reported that dictation allows students to memorize important data, and motivate them to listen and assess their listening, in addition to self-correction. As a result of the aforementioned, the hypothesis is confirmed and the research questions that are stated before in this dissertation are answered successfully.

General Conclusion

Listening is one of the major skills that is necessary for communication in second or foreign language, hence, its importance is undeniable. However, most of the students at the Department of Foreign Languages at Biskra University still have problems with listening. In other words, they cannot grasp and understand the spoken language (vocabulary and pronunciation). For that reason, the present study aims to offer an exploratory study on the impact of dictation as a technique in developing students' listening as well as it endeavours at confirming the hypothesis that the use of dictation in the classroom could be a technique to improve students' listening.

This research consists of three chapters, two theoretical chapters in which a review of related literature is presented, and the third chapter is a practical part. The first chapter is about dictation, we presented its definition and its types also its benefits, drawbacks and criticism. Besides, we showed potential problems while giving dictation, the techniques and principles of giving dictation. We have also seen how dictation is tightly correlated to listening; whereas, the second chapter treats the different definitions of listening, its nature and its types. In addition, it explained the process of listening, its stages, also its approaches. Moreover, it aims to shed some light on the difficulties that encounter students and some factors that affect this receptive skill; besides, this chapter highlights the importance of listening. Finally, it ended up with providing some tips and ways to improve listening.

The two theoretical chapters provide better understanding of this technique. We indicated that dictation can be a valuable and successful technique not only in improving students' listening, but also in developing self-reliance. Moreover, it makes students autonomous learners able to correct their mistakes without the help of teachers and it

develops their spelling. In addition, it encourages them to be more confident in guessing the meaning.

Therefore, teachers should explain clearly the bottom-up and top-down of listening to students during the implementation of dictation in teaching listening because they encourage them to improve their cognitive abilities to understand the spoken language; either relying on their previous knowledge, expectation, or linking phonemes, words together until they reach to the whole sentence.

The two chapters helped us to foreground the third practical chapter which encompasses the questionnaires and interview. These two research instruments were utilised to gather relevant data on the subject. The obtained results reveal that both teachers and students demonstrate positive attitudes and perceptions toward the use of dictation in listening because it makes the delivery of the message easier. Additionally, the findings indicate that teachers should give more attention to listening skill, not just speaking and writing. Besides, they should provide their students with listening activities to improve their level in listening. The most important, the findings also reveal that dictation is beneficial and useful technique in improving students' listening. Thus, these results confirm our hypothesis that the practice of dictation in the classroom is the appropriate technique in improving students' listening.

To conclude, the present research attempts to provide new insight into the importance and the effectiveness of dictation in developing listening. So, teachers should be aware of how to use dictation because its success is ensured by selecting the appropriate type of dictation. At the end, this study needs to be enriched and done with large population in further researches.

Pedagogical Recommendations and Suggestions

Based on the aforementioned findings and results of the study, we suggest the following recommendations:

Recommendations for Teachers

First, teachers need to provide their students with listening activities in the classroom and provide them with more guidance on how to listen; besides, they should devote more time to listening skill since it is considered as an overlooked one.

Second, they need to vary their activities in the classroom. Therefore, dictation is a useful activity and a helpful technique that can assist teachers to discover their students' weaknesses and deficiencies in mastering the target language. What is more, this valuable teaching technique helps in improving students' listening, for that reason teachers need to take it into consideration and rely on it as a part of their teaching process to teach listening.

Third, successful teachers minimise students' confusion and ambiguity. Thus, they familiarise their students with any kind of activity before starting it such as; partial dictation, multiple choice questions and other important activities. For instance; teachers should be creative while giving partial dictation according to their goals as to teach new vocabulary, grammar rules, or to assess their students' listening. Before starting, they can supply their students with clear and brief explanation about this technique and make sure that all students understand the instructions. Students are going to work individually, or in pairs, they will listen to some interesting topics to fill in the gaps with the appropriate words which are set as the lessons' objectives.

Fourth, teachers need to use different types of dictation as mentioned in chapter one to avoid boredom and using authentic material in order to help students enrich their vocabulary. Besides, it is crucial to make dictation more students-centered instead of teachers-centered to help them being active and to promote communication. Additionally,

to give students a chance to improve their pronunciation. For example, teachers can use dictation as a fun and motivating activity in many modules, for instance, in the written module, to improve grammar, writing, their handwriting and self-correction. Besides, it can be used in oral expression to enhance students' speaking, pronunciation and self-confidence.

Additionally, teachers have to respect the techniques of giving dictation; they should read and repeat the text three times, speak slowly and use clear pronunciation to help students to understand successfully.

Finally, teachers need to rely on the three important stages of listening during listening activities to realize a successful listening, which are: pre-listening stage, by providing pictures or some key words as a warming up activity. While-listening stage, it is an important stage which aims to assist students focus on the listening itself, catch the necessary information and understanding the message of the spoken language. Finally the post-listening stage, which is the result of the two previous stages and preparation for reading, speaking or writing skills.

Recommendations for Students

Based on the main findings of this research, we suggest the following recommendations to help students to improve their listening.

First, students need to practise more listening, particularly outside the classroom to improve their listening. They should be responsible by working for an extensive listening, as well as they need to support dictation and encourage their teachers to use it since it not only improves listening, but also develops handwriting and phonics.

Second, students should be aware of the importance and the benefits of reading in developing listening and listening comprehension because the more they read, the more

they acquire knowledge and vocabulary that assist them to understand what they are listening to.

Third, students during dictation or any listening activity, can rely on the approaches of listening (bottom-up and top-down), either by using their previous knowledge, expectation, or by combining the components of discourse.

Fourth, students during dictation need to be active, self confident, motivated to listen and autonomous learners, who correct their mistakes by themselves.

Furthermore, students should be aware about the kinds of dictation and their benefits and effectiveness in improving listening and other skills such as; grammar, self-assessment and pronunciation.

Finally, students ought to train themselves outside the classroom by practicing dictation as an assessment tool to check whether they develop their listening or not.

Suggestions for Further Studies

For the researchers who would like to contribute to deepen this research, we provide them with the following suggestions:

- First, the present study is conducted among university level students. Other researchers can deal with the same issue among high school or middle school pupils.
- This research was conducted to investigate the impact of dictation as technique in developing students' listening. While, other researchers can investigate the effect of dictation in improving students' writing skill.
- An additional area for research that can be worth to investigate is the effectiveness of dictation in English vocabulary teaching to help students enrich their vocabulary.

- In this research, the researcher used standard dictation, other researches can apply further kinds of dictation as mentioned in chapter one to improve students' listening, or other skills.
- This research, due to limited time allotted for the study, was conducted among small number of first year students. It can be a good idea for other researchers to deal with larger sample of students and teachers via using the experimental method instead of the descriptive method.

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Appendix 1: Students' Questionnaire

Dear student,

This questionnaire serves as a data collection tool for Master dissertation research. It investigates **an exploratory study on the impact of dictation as a technique in developing first year students' listening**. Your contributions will assist us to achieve the objective of the study. You are kindly requested to answer honestly the questions below. Put a tick (✓) behind them.

AIT HAMOUDA Imene Master 2 Researcher

Section I: Background Information

1. How long have you been studying English?..... years.
2. What is your major purpose in learning English?
 - a. To get a job
 - b. To communicate with people
 - c. To go for further studies

Section II: Students' Views of Listening

3. Do you think that listening is important as a language skill?
 - a. Yes
 - b. No

Please say why?

.....
.....

4. Does your teacher give you listening activities in the classroom?
 - a. Yes
 - b. No
5. If yes, what kind of activities:
 - a. Dictation
 - b. True/false
 - c. Multiple choice questions

d. Others, please mention them?

.....
.....

6. How would you rate your level in listening?

- a. Excellent
- b. Good
- c. adequate
- d. Weak

7. If your level is weak in English, is it because of:

- a. Lack of listening
- b. Lack of reading
- c. Lack of practice

8. If listening is the reason, is it because:

- a. Do not understand the pronunciation of the teacher
- b. Not interesting to listening
- c. Time allotted to listening is not sufficient
- d. Noise

9. Do you think listening is:

- a. Very easy
- b. Easy
- c. Difficult
- d. Very Difficult

10. Please, indicate the kind of difficulties you face in listening: ***(you can choose more than one)***

- a. Pronunciation
- b. Vocabulary
- c. Grammar
- d. Lack of motivation
- e. Lack of confidence

11. What do you suggest to overcome these difficulties?

- a. Doing more practice
- b. Asking the help of teachers
- c. Additional sessions

Section III: Students' Views of Dictation Use

12. Does your teacher employ dictation in the classroom?

- a. Yes
- b. No

13. How often does your teacher use dictation? (Choose only one choice)

- a. Everyday
- b. Few times a week
- c. Once a week
- d. Few times a month
- e. Never

14. Do you like the course to be in the form of:

- a. Dictation
- b. Handouts
- c. Videos

Others, please state

them?.....

15. Do you think that the use of dictation will encourage you to listen?

- a. Yes
- b. No

16. If yes, it encourages you to listen in order to:

- a. To get correct pronunciation
- b. To write words correctly
- c. To develop your listening

Others, please state

them?.....
.....

17. Do you think that dictation as technique contributes to improve :(you can choose more than one option)

- a. Vocabulary
- b. Grammar
- c. Pronunciation
- d. spelling
- e. Punctuation

18. Do you believe that dictation would help you develop listening ability?

- a. Yes
- b. No

19. What type of dictation exercises does your teacher employ?

- a. Silent letter (*activity to listen to letters that you cannot hear when the word is pronounced during dictation*)
- b. Text reconstruction (*to rebuild the dictated passage using your own words*)
- c. Cloze drill (*dictation exercises to fill in the blanks with the appropriate words*)

20. Would you like to suggest ideas or comments? Please do.

.....

.....

.....

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.....

.....

Thank you
Master 2 Researcher

Appendix 2: Teachers' Questionnaire

Dear teacher,

The present questionnaire serves to collect data for a master degree research. It deals with **an exploratory study on the impact of dictation in developing first year students' listening**. Your responses will be of great help for us to reach the purpose of this study. Would you please tick (✓) the appropriate answer or give your own comment whenever it is needed.

AIT HAMOUDA Imene

Thank you in advance for your collaboration

Section one: General Information

1. Degree: Licence
Master
1-4 Magister 10-15 16-20 More than 20 years
Doctorate

2. Experience in teaching English at university:

Section two: Teachers' Perceptions of Dictation

3. Do you use dictation as technique in the classroom?
a. Yes
b. No

Would you state why?

.....
.....

4. How do you find the use of dictation?
a. Beneficial
b. Not beneficial
c. Undecided

5. Do you believe that dictation can improve students' listening?
a. Yes
b. No

If yes, please say how?

.....
.....
.....

6. How do your students respond to dictation?(**you can choose more than one option**)

- a. Pay attention to the vocabulary
 - b. Learn spelling
 - c. Develop their listening comprehension
 - d. Encourage interaction
 - e. Boring
- Others, would you state them?

.....
.....
.....

7. What do you think the purpose of using dictation?

.....
.....

8. Which kind of dictation exercises do you employ?

- a. Text reconstruction(rebuild a dictated text by asking students to use their own words)
- b. Close drills (dictation exercises to fill in the blanks with the appropriate words)

Others, would you please mention them:

.....

9. In your opinion, can dictation motivate your students to listen and self-assess their listening?

- a. Yes
- b. No

Section three: Teachers' Perceptions of Listening

10. Do you believe that listening is important as a language skill?

- a. Yes
- b. No

11. Which one of these listening activities do you supply to your students?

- a. Multiple choice questions
- b. True/false
- c. Dictation

12. How do you evaluate your students' level in listening?

- a. Very good
- b. Good
- c. Average
- d. Weak

13. Please, which one of these skills is significant to you ?(order them by importance 1,2,3,4)

- a. Listening
- b. Speaking
- c. Writing
- d. Reading

14. Do your students face difficulties in listening?

- a. Yes
- b. No

15. Please, indicate what are these difficulties? (you can choose multiple choices)

- a. Grammar
- b. Pronunciation
- c. Vocabulary
- d. Lack of motivation
- e. Lack of confidence

Others, please specify?

.....
.....
.....

16. During your course, which kind of listening materials do you rely on?

- a. Audio materials
- b. Printed materials
- c. Visual materials

17. What suggestions do you have for improving students' listening?

.....
.....
.....
.....

Thank you very much for your cooperation

Appendix 3: Teachers' Interview

- 1) What do you know about dictation as a teaching technique? And what do you think about it in teaching listening?
- 2) Who would benefit the most from dictation?
- 3) What are the advantages of using dictation in listening?
- 4) Would you like to apply dictation in your class? If yes, what sorts of dictation do you like to use?
- 5) To what extent can dictation contribute in improving students' listening?
- 6) What suggestions can you make for improving students' listening?

الملخص

يعتبر الإستماع وسيلة مهمة من أجل التواصل الذي يتطلب ممارسة و انتباه أكثر. بالإضافة إلى أنه من العمليات الذهنية الأكثر تعقيدا لمتعلمي اللغة. لذلك يعاني معظم الطلبة الجزائريين صعوبات في التمكن من إدراك وفهم اللغة المنطوقة بطريقة صحيحة. يسعى البحث الحالي للتحقيق و الإستكشاف في أثر استخدام تقنية الإملاء لتطوير مستوى الإستماع لطلبة سنة أولى قسم اللغة الإنجليزية بكلية الآداب و اللغات الأجنبية بجامعة بسكرة. كما أنه يهدف إلى تبين أهمية الإملاء كتقنية التي يمكنها تطوير و تحسين استماع الطلبة. لكي تثبت أو ترفض فرضية أن استعمال الإملاء يمكن أن تكون التقنية المناسبة لتحسين الإستماع لطلاب السنة أولى، استعمل استبيانين للطلبة و الأساتذة على حد سواء. الأول تم توزيعه لمجموعة طلبة السنة أولى انجليزي متكونة من 100 طالبا و الثاني قدم لعشرة من أساتذة اللغة الإنجليزية. بالإضافة إلى المقابلة التي أجريت مع أستاذين آخرين والمتكونة من ستة أسئلة. إن النتائج المحصل عليها في الاستبيانين تدل على أن الإملاء تقنية تعليمية عملية ومفيدة في تطوير استماع الطلبة. إضافة إلى نتائج المقابلتين أكدت على النتائج المتحصل عليها سابقا كما بينت مدى تأييد الأساتذة لهذه التقنية. باختصار كل من الطلبة والأساتذة أكدوا على أهمية استعمال الإملاء ومدى تأثيرها في تحسين و تطوير استماع الطلبة. في الختام نقترح بعض التوصيات التربوية على أمل أن تكون عاملا مساعدا للأساتذة في استعمال هذه التقنية القيمة.