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***The Impact of Dictation on Improving EFL Learners' Vocabulary
Retention***

A case study of third year EFL students at Mohamed Kheider University of Biskra

**A Dissertation Submitted to the Department of Foreign Languages in Partial
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Dedication

This dissertation is dedicated to:

My Mother

A strong soul who taught me to trust in Allah before someone else. For loving and caring about me .

My Father

For being my first teacher in life , for supporting and encouraging me to believe in myself .

My Brother and Lovely Sisters

For their support and encouragements all year long and praying for my success.

My Supervisor

For being my supervisor first, for her daily comments, for her support, for everything done with her guidance.

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For their encouragements and support. Thank you: Amel, Safa, Bariza and Yamina.

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Abstract

The present Study aims to explore the impact of dictation on improving EFL learners' vocabulary retention. It focuses on the importance of dictation as a teaching and learning strategy in learners' retention of vocabulary. This study focuses mainly on making the difference between learners who are taught through dictation and the others who are learning with handouts. The basic hypothesis adopted sets out that if linguistics teachers use dictation in teaching courses, the EFL learners' ability to retain the taught information and the new vocabulary will improve student comprehension compared to students who are given handouts. The method of this research is descriptive. It aims to describe two variables: Dictation in foreign language learning as the first variable, and improving EFL Learners' vocabulary Retention as a second variable. The data were gathered by means of two instruments; Classroom Observation with Third year LMD students of English at Mohamed Kheider University 2016-2017 ,Biskra; in addition to a Post-Test distributed to twenty students from both sections of third year. The research findings have revealed that teaching with Dictation has a great effect on improving learners' vocabulary retention.

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List of Abbreviation

EFL: English as a Foreign Language.

ESL :English as a Second Language.

FL: Foreign Language.

ICT: Information Communication Technology.

LL: Language Learner.

LMD: License Master Doctorate.

L1:First Language.

L2: Second Language.

TL: Target Language.

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General Introduction

Dictation has been used in the field of language for many years .It was firstly associated with the Grammar Translation Method whereas it was neglected with the dominance of Audio-lingual method in the 1960s ;it regained popularity later because it is useful in language testing and a helpful activity for the learning process .It can help developing all skills of language ,oral communication ,listening comprehension ,grammar and pronunciation .Dictation enlarges student's vocabulary and fills his mind with good standards of speech that enhance his writing skill. This means that dictation is an essential teaching and learning strategy that helps learners retain a great size of words. Davis and Rinvoluceri (2002) define dictation as decoding the sounds of English and recording them in writing . During the process of dictation ,students make use of input skill and output skill and write words through their hands ,pens and ears.

1.Background of the study

At Biskra University, many teachers use dictation as an important techniques in teaching .Some people view dictation as an old-fashioned technique and has no impact on improving EFL learners' vocabulary retention. Thus , in this research ,we are trying to prove that there is a difference between those who use dictation and who do not .

2. Problem Statement

Vocabulary retention is emphasized in language teaching. Although dictation is viewed as an old fashioned teaching and learning strategy, it can have a great effect on learners in terms of retaining new items and concepts. This study is an attempt to explore the impact of dictation on EFL learners' vocabulary development on the contrary with those who are taught with handouts.

3. Significance of the study

The findings of the study would be of a great help to those teachers who wish to have more effective language classes .That is to say ,re-introduce dictation as a valuable language learning device and to suggest ways for using it in an effective and interesting manner . Therefore , dictation should be in a way to meet the learners' needs.

4. Research Questions

What is the impact of dictation on improving EFL learners' vocabulary retention?

This question can be divided into three sub questions :

1. What is the relation between vocabulary retention and dictation?
2. What is the importance of dictation in vocabulary retention ?
3. How can teachers improve EFL learners vocabulary retention through dictation?

4.Hypothesis

If teachers use dictation in teaching courses , the EFL learners' ability to retain vocabulary will be improved compared to students who are given handouts .

6. Population and Sampling

The educational setting in which this study took place is the University of Mohamed Kheider of Biskra at the department of Foreign languages , more specifically the English Language division . A sample was of 20 students were chosen out of 447 students of third year , they were selected to evaluate their practical activity of dictation and how this latter effect their vocabulary retention .

7. Methodology

According to the nature of the issue about education, the most suitable method that is used is the descriptive one. Classroom Observation with a checklist was designed and used to collect data. We observed 447 students of third year LMD in the Department of

Foreign Languages, English Division. Then, a post-test was distributed to 20 students to test their vocabulary retention.

8. Data Gathering Tools

In this research ,we used two data gathering tools:

a. Classroom Observation

It is used at English classroom with third year LMD in Applied Linguistics in order to have clear image about the problem. Classroom Observation often requires mainly a month started from February to March of which took four sessions with each section.

b. Post- Test

It was about giving ten new words to learners of third year in order to assess their retention of vocabulary.

9. Literature Review

Dictation is an activity of writing what is being said or read. It is a valuable language teaching and learning technique that has gone through a long history and has been used for centuries . Research has shown that dictation can help students improve many aspects of their language proficiency .Davis and Rinvolcury (2002) explained that : dictation contained a wealth of new technique to extent the traditional language activity of dictation .A few people believe that the use of dictation has nothing to do with the improvement of learners proficiency .That is the same with Cartledge (1968) who viewed dictation not as a teaching device but helps them in oral comprehension practice. Stansfield (1985) as well , refused using dictation as a test of foreign language proficiency due to its strong association with the Grammar Translation Method(GTM).In contrast with those researchers, others believe that dictation can be used as a teaching technique due to the amount of input it provides for the learners .Jafarpur and Amini

(1993) viewed that dictation allows the language learner to both comprehend and produce the language in the context of meaningful discourse. According to R. Montalvan(1990) there are at least 20 advantages of dictation .The most important are:1.It can help learning grammar.2.It helps to develop short -term memory.3.It can help to develop all four language skills in an integrated way . In conclusion , dictation has a great impact on vocabulary retention.

10.Structure of the Study

The present study is divided into three main chapters. The first chapter entitled "Dictation in Foreign Language Learning". It starts with the definition of Dictation. Then it sheds light on its types. After that, we dealt with the advantages and the disadvantages of dictation. Selecting dictation was the next element. In addition, we reviewed some factors influencing the text difficulty. Moreover, there are two potential problems during delivering dictation which are; Boredom and Difficulty. Two more elements that we mentioned were accuracy when checking and the relevance between dictation and vocabulary retention.

The second chapter is "EFL Learners' Vocabulary Retention" specifically highlights definition of vocabulary and its importance. Aspects of L2 vocabulary knowledge is the third element. Then this part sheds light on the vocabulary learning strategies. After that , the importance of vocabulary retention and the learners size.

The third chapter is the field work. Provides a detailed description of data collection as well as analysis of the classroom observation and the post-test. Moreover, this chapter includes a discussion of data tools.

In this organization, we open each chapter with an introduction and cloze it with a conclusion.

Introduction

Dictation is a valuable language teaching and learning device that has been used in many countries though often ignored by teachers. Dictation is a writing activity that involves writing what someone says or reads out as it is being said or immediately after it is said. Several works were done in this area that proved its effectiveness in the classroom setting. Dictation was firstly associated with Grammar Translation Method and was neglected with the dominance of Audio lingual Method in the 1960s; however, it regained popularity later because a) it highly correlates with tests of overall language proficiency and b) it tests language as a whole as opposed to testing language components in isolation (Stansfield, 1985).

In 1964, Valette conducted a study at South Florida University and she posited that dictation is a practical tool to measure students' overall performances. Thus, the ability to write dictation does not merely mean that one can transcribe sounds to letters. Rather, it is an indication of the presence of an internalized grammar of the language which is at least as developed as the difficulty level of the passage dictated. In other words, according to Oller, dictation can be regarded as a cognitive tool of measuring students' overall language skills, which means that dictation can improve more than one language at a time. However, in criticizing dictation, Cartledge (1968) argued that some teachers think it is a teaching exercise.

Jacobs (2003) maintains that dictation in this traditional usage has been criticized as a rote learning technique whereby students just copy the text the teacher reads without thinking, therefore producing a mechanical form of literacy. To sum up, these views did not completely reject dictation whether as a teaching, or a testing technique, rather they pointed out its weaknesses in language teaching and learning.

1.1. Definition of Dictation

Dictation, in the age of communication ,seems to have no place in the English language classrooms; however, many teachers still use it as a teaching technique. Dictation in its easiest form refers to a person reading a text aloud so that the listener can write what is being said .The Longman dictionary of Applied Linguistics (2002,p.157) defines dictation as "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 requires the processing of temporally constrained sequences of material in the language, divided up of stream of speech and then refers down what is heard requires understanding of the meaning of the material". It means that dictation does not only improve students 'spelling and vocabulary, but it also enhances their ability in comprehending the meaning of what is being dictated.

In addition, the subject matter should be potentially interesting to the learner and the text relatively short."That is to say; the material being dictated should be interesting and inviting to make students engage better in the activity, despite it depends on the nature of the course and the objectives of the activity, to boredom that is typically what students and teachers encounter in dictation.

Davis and Rinvolcury(2002)have also defined dictation as decoding sounds in aural input and then recording them in writing. In standard dictation the teacher dictates the text for three times. In the first and third time, the text is read at a normal speech rate without any silences, but the second time includes pauses to allow time for the learners to write what they hear (Jafarpur &Yamini,1993).

Dictation is an exercise with many possibilities . It sharpens the ears. It sparks questions about literary style, spelling and punctuation.(Furman,1968). To put it another way , dictation permits the teacher to test students' improvement in more than one aspect at a time. For instance, the teacher may use dictation to test their spelling, vocabulary,

listening and punctuation ,all at the same time. Such exercises enhance students' learning new vocabulary and how to use them appropriately and correctly.

Moreover, dictation can be used in the beginning of the session to engage students into the course .Ezenwsou (2001,p.9) states "dictation practice is transcribing what the teacher says or reads immediately after listening."

The main aim of dictation activity is that the students understand then re-convey the meaning of the passage, with regarding the concentration on the communicative aspect of the activity rather than producing grammatically perfect text. There are many reasons why dictation activities work well in the classroom.

From the teachers'view,dictation:1)In order to save time ,explaining the class abstract concepts ,the teacher can just dictate the lesson in the form of questions and ansewrs.2)For the students can ;a)focus on both meaning and form ,b)Develop all four skills ,speaking and pronunciation can be developed if the students do the dictation rather than the teacher ,c)In case of difficult and abstract portions of the syllabus, students find dictated notes helpful.

In summary, teachers and students attitudes towards dictation should be taken into consideration to determine whether or not to use dictation in the classroom.

1.2.Types of Dictation

There are different types of dictation from which the teachers can choose to apply inside the classroom, depending on teacher's objectives. Oller (1979) had distinguished five types of dictation:

1.2.1.Standard Dictation

It is the best known type of dictation. Its stages are described by Fachrurrarzy (1989) as,(1)Reading a passage aloud.(2) Dividing the passage into phrases suitable for committal to short-term memory and re-reading phrase with gaps long enough for

subjects to record the preceding phrases in writing,(3)Optionally re-reading each phrase as it is being written, and 4)Re-reading the whole passage. In addition, Oller (1979) stated that Standard Dictation needs the examinee to write verbal sequences of material as spoken by an examiner or played back from a recording.

1.2.2.Dictation with Competing Noise

This type is considered as challenging to learners because the task is presented in a noisy setting . Its activities is very beneficial for students' everyday communication context; so that, it imitates real life setting. For instance, in a public place, such as a train station ,and we are trying to communicate with someone while people are talking and the broadcaster is announcing the schedule of trains.

1.2.3.Partial Dictation

It is called also spot dictation and sometimes called cloze .In fact ,it is an activity between cloze and dictation tasks .It is similar to the dictation in which the passage is read to the tested. Whereas, it is different from dictation in that the tested is provided with an incomplete form of the passage . In addition , it is near to cloze in that the tested should fill in the gaps .It is; however, different from cloze in that the deleted parts are given to the tested through reading the passage. (Ferhadi, Jafarpur and Birjandi,1994)

In partial dictation, the portions of the text that are missing in the printed version are the criterion parts where the examinees simultaneously and exactly write what is heard.(Oller,1979)

1.2.4.Dicto-Comp (Dictation Composition)

It is a technique that works with much larger units of language than phrases and clauses. The learners listen as the teacher reads a text to them. The teacher can read the passage more than once, then the learners write what they can remember without any help (Nation,1991).The essential difference between standard and Dicto-comp dictation is that

in the former students ought to remember phrases and many words as precisely as possible ,but in Dicto-comp the students should remember the main ideas in a long passage and write them either in the original text's words or in words of their own. According to Kidd (1992), Dicto-comp can be used to provide practice in any structure, from simple to complex.

1.2.4.Elicited Imitation

Is a testing method to evaluate the linguistic skills of the students. Here, the test administrator or test application elicits an utterance from the test-taker by saying a sentence and then the test-taker imitates or repeats it back. In addition ,to the above types of dictation that are used to test purposes, Sawyer and Silver(1961) suggested four types of dictation that can be used in language teaching and learning. These types are as follows:

1.2.5.The Orthographic Text Dictation

Most of foreign language (FL) teachers are familiar with this kind of dictation activity where students transcribe a unified text .Indeed ,to reinforce the correlation between sounds of English and spelling. The orthographic text dictation exposes grammatical weaknesses of students to the teacher that he/she can consider and address forthcoming sessions. Additional three types of dictation that can be employed in the class setting are explained as follows:

1.2.6.Dictogloss

It is" an output-oriented focus-on-form type of instruction"(Qin 2008,p.61).In which learners listen to a short text read to them at a normal speed and reconstruct their versions of the original text in small groups. Later the different versions are compared and analyzed in the class setting(Wajnryb,1990).

Furthermore, Wajnryb (1990) accentuates that the objective is not to generate an exact replica of the original text ,rather to reproduce its content and mention its main ideas. Dictogloss is often regarded as multiple skills and systems activity ,students practice listening ,writing and speaking(by working in groups) and use vocabulary, grammar and discourse patterns in order to complete the task.

1.2.7.Pair Dictation

This dictation requires students to work in pairs to combine two incomplete passages into one unified piece. Two students have to collaborate in order to unify the incomplete text. Each student had half of the text. They should not look at each other's sheets. One student dictates and another writes ,then they exchange turns, back and forth, and so on until the text is completed(Ukessays,2005).

1.2.8.Prediction

Prediction focuses more on reading skills and grammar. The students can work individually or in pairs. Each logical or grammatically correct item or phrase can be accepted i.e., when the teacher reads the passage, the learner predicts what could be in each gap space. Then, it requires the students to listen to the same passage and check if their guesses were correct, or similar to the ones in the original passage(Ukessays,2005).

1.3.Advantages and Disadvantages of Dictation

1.3.1.Advantages of dictation

Many positive aspects have been drawn by scholars regarding the use of dictation. Oller(1979) believes that dictation is successful because it is a language processing task which reflects what people do when they use language for real communication purposes. Moreover, it is suitable for different levels and attitudes. As such ,Montavalan (2006) suggests the following advantages:

- Dictation can help develop all four language skills.

- Short-term memory is developed through dictation i.e., learners practice retaining meaningful phrases or whole sentences before copying them down.
- Practice in careful listening to dictation will be useful later on in note taking exercises.
- When the teacher correct his students mistakes students while dictating can lead to oral communication.
- It can serve as an excellent review exercise.
- Dictation is psychologically concerned powerful and challenging.
- It fosters unconscious thinking in the new language.
- Dictation involves the whole class even if it is large.
- The dictation can be completely prepared in advance.
- Dictation can be prepared for mixing ability groups.
- An inexperienced teacher can easily prepare dictation.
- The teacher can move about giving individual attention while dictation.
- Dictation can be prepared for any level.
- All the students are active during and after dictation.
- Dictation can provide access to interesting texts, by introducing a topic, for example, or summarizing it.

1.3.2. Disadvantages of Dictation

Though dictation has several benefits, some researchers criticized this technique in language teaching and testing. Rhalmi (2009) lists the following weaknesses:

- It might cause high affective filter especially for frightened, insecure learners.
- It does not need a big effort from the teacher nor any talent.
- Dictation is a time consuming activity.
- Learners could easily get bored if it does not done properly.

- It is a teacher centered activity.
- Only listening skills are developed in dictation.
- It does not provide creativity on both teacher and students' part.

1.4.Selecting Dictation

Teachers need to establish the objectives of dictation task before giving it because one of the dictation aims is providing practice in understanding the dictation content. At the beginner and intermediate, dictation should be familiar ,easy to students and challenging in a medium level .However, dictation texts should be unfamiliar ,more challenging and more structurally complex for the teacher wants his/her students to learn what they hear .By doing so ,the main aspect of this exercise is the students' listening (Alkire,2002).

1.5.Factors Influencing the Text Difficulty

There are some other factors which effect the difficulty of the text:

- The speed of presentation.
- The number of times the text presented.
- The difficulty of the word sequences themselves.
- The length of sequences of material that are presented between pauses.
- The signal to noise ratio i.e.; the amount of noise added to the material.
- The dialect and the pronunciation of the speaker and the dialect of the learner is most familiar with(Oller,1979).

To sum up, these factors make the text dictated more hard and difficult for the learners.

1.6.Deliver Dictation

Alkire (2002)"A good time to deliver a dictation is at the beginning of class. The reasons are to focus the students on English right away ,calm them and ensure punctuality". To start the dictation, the teacher reads a passage from the textbook which

students are familiar with (e.g.; an article, an essay, a short story). During the first reading, the students should only listen. The second reading is more slowly, the students begin to transcribe. After that, the teacher reads the dictation through the third time at normal speaking pace in which students check their work, and make sure what they have written is grammatically correct (Alkire, 2002).

1.7. Potential Problems During Delivering Dictation

1.7.1. Boredom

Is a problem that occurs during the dictation activity. Some students and even teacher may develop a negative attitude towards dictation. Different kind of texts can be given from few words and phrases to lengthy passages. It's important that both teachers and students see dictation activities as learning experiences rather than as techniques of testing their ability of listening and transcribing. Thus, it is needed to vary the methods of delivering dictation in the classroom, and encourage the students to focus on accuracy and meaning (Teaching English, 2005).

1.7.2. Difficulty

In a multi-level class some learners may find dictation more difficult than others. Thus, thinking about varying dictation tasks is one way to engage in the situation. In testing, teachers try to give some difficult passages to challenge students. The teacher can give average-level students easier versions of dictation (e.g.; gap filling activities). This can be a useful approach for practicing to address this issue. The teacher tends to give some difficult passages to challenge the students, especially in testing. Thus, giving suitable texts, preparing students and training then can make dictation activity less difficult.

1.8. Accuracy When Checking

For students ,they find it easier to discover errors in others' written work rather than their own. Moreover, it is better to find sometime between completing the dictation and checking the text against a correct version as students are often better able to find their errors with "fresh" eyes. Doing this will also be good training for students ,improve their observation skills (Teaching English,2005).

1.9.The Relevance between Dictation and Vocabulary Retention

Dictation can affect vocabulary and the latter may also has an affection on comprehension. Many types of vocabulary instruction can have a positive effect on comprehension. That is, when the teacher gives dictation to his students, they use more than one sense. First, when he hears the item dictated he uses the first sense which is his ears (listening comprehension) then automatically applies memorization. i.e., if he/ she knows the word automatically writes it down but, if the learner does not recognize it, he/she asks the teacher to spell it, and from this he/she will memorize it. Here, the learner will retain the new word and will use it in speech. Thus , he/she will apply the third skill which is speaking. To sum up, vocabulary is an essential element of the four skills; speaking, listening, reading and writing.

Conclusion

To conclude, we have presented in this chapter a brief background study and the definition, the merits of the liberty to select the most suitable activity for his/her class. Although dictation is traditional ,modest technique, it is useful and effective .It can be easily used without preparation. Dictation activities encourage re-reading, enforce listening-writing transfer skills and encourage noticing in punctuation and spelling. It is practical, flexible and helps students develop many language skills such as pronunciation, vocabulary and listening.

Introduction

Vocabulary is the most essential part in learning a foreign language. The basic step toward mastering a foreign language is vocabulary learning. Nevertheless, learning vocabulary is a complex process in which different skills are involved. They are vocabulary acquisition, vocabulary retention, and vocabulary transfer (Schneider et al.,2002).L2 learners know the effectiveness of words in a language and they realize that learning strategies can help them to learn vocabulary with success. Vocabulary learning strategies are tools or devices consciously involved by the learners to facilitate their vocabulary retention. Many learners do agree that vocabulary is an important part of a language.

2.1- Definition of vocabulary

In the process of learning a foreign language ,vocabulary is considered to be a significant part of a language because the more one knows the more s/he has for uttering the phrases, clauses and sentence. Clouston, M.L. (2013, p. 9) argues that vocabulary is "words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do". According to Cambridge Advanced Learner's Dictionary (2008), vocabulary is "all the words which exist in a particular language or subject". Whereas, Oxford Advanced Learner's Dictionary (2005) defines vocabulary as "all the words that a person knows or uses."Thus, vocabulary is the set of words that one knows, learns or uses. In addition, Hatch and Brown (1995) consider vocabulary as a set of words of a certain language that individual speakers of a language might use.

Knowing a language requires recognizing and knowing its vocabulary. Thus, one of the main goals of foreign language is learners know, use and enlarge their vocabulary. Despite that there are scholars who define the concept of word knowledge in different

ways according to their points of view. Pavicic (2008) stated that knowing a word refers to knowing its different features and facets; for example, knowing its "phonological, orthographic ,morphological ,syntactic and semantic characteristics" (Pavicic,p.10). In addition, Nation (2001) makes distinction between receptive and productive language. He states that: "Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it. Productive carries the idea that we produce language forms by speaking and writing to convey messages" (Nation,p.37).

2.2- The importance of vocabulary

Learners should try to develop and enlarge their vocabulary knowledge in order to enhance their English, and this is may be done through learning new words and expressions that guide them when expressing their thoughts.

The linguist David Wilkins stated clearly that the vocabulary's importance in his students' advice:" If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!"

In his introduction about vocabulary, McCarthy (1990) argued that there is no matter how well the learners learn grammar, no matter how effectively the sounds of the target of the target language are mastered, without words needed for expressing a wide range of meaning, communication in the foreign language cannot take place. Thus ,as foreign learners ,words are successful communication with native speakers of the target language. It is clear that vocabulary is quite important element for the English foreign language learners ,because they always in need to learn ,enlarge and expand their vocabulary knowledge in order to convey a meaning. Wilkins (1972. cited in

thornbury.2002,p. 13).who claims that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

Learners should look for opportunities to learn more vocabulary which have a great importance especially in the foreign context .As a result, there are two processes in which learners learn new vocabulary items which are a direct and an indirect learning, they differ in the learners' intention and focus when learning.

2.3- Aspects of L2 vocabulary knowledge

Word knowledge is an essential part of communicative competence, and it is important for both comprehension and production in a foreign language according to seal (1991).

- A great deal about its general frequency of use, syntactic and situational limitations on its use,
- Its underlying form and the forms that can be derived from it,
- The network (structure) of its semantic features and,
- The various meanings associated with the item.

According to Richards (1976) knowing a word goes beyond knowing its meaning or form. In order to learn vocabulary, Richards provided a numerous assumptions with regard to what the learners should know about L2.These assumptions are as follow:

1) The native speaker of a language continues to expand his vocabulary in adulthood, whereas there is comparatively little development of syntax in adult life.

2) Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words we also know the sort of words most likely to be found associated with the word.

3) Knowing a word implies knowing the limitations imposed on the use of the word according to variations of function and situation.

- 4) Knowing a word means knowing the syntactic behavior associated with the word.
- 5) Knowing a word entails knowledge of the underlying form of a word and the derivations that can be made from it.
- 6) Knowing a word entails knowledge of the network of associations between that word and other words in the language.
- 7) Knowing a word means knowing the semantic value of a word.
- 8) Knowing a word means knowing many of the different meanings associated with a word.

Word knowledge is the knowledge of its spelling, pronunciation, arrangement ,and appropriateness. Thus ,vocabulary competence is not just the knowledge of the meaning of great number of words but vocabulary competence covers a wide range of knowledge that needs different strategies to gain the knowledge .Relating to these assumptions and characteristics of L2 word knowledge ,it can be said that learning L2 vocabulary is not as easy as it viewed (Richards, 1976, p. 82).

2.4- Vocabulary learning strategies

Several researchers have defined vocabulary learning strategies (VLS) differently. For instance ,Nation (2001,p.217) stated that" vocabulary learning strategies are a part of a language learning strategies which in turn are a part of general learning strategies".

2.4.1- Classification of vocabulary learning strategies

Each researcher has his own criteria in classifying the vocabulary learning strategies. Some of the classification are as follow:

2.4.1.1- Cook's Classification of Vocabulary Learning Strategies:

VLS can be divided into two groups according to Cook (2008,p.58) ;the first group contains strategies for understanding the meaning of words and the second one includes the strategies for acquiring words as shown below:

-Strategies for understanding the meaning of words

- Guessing from the situation or context.
- Using dictionary strategy.
- Making deductions from the word form.
- Linking to cognates (finding similarities in words of two different languages).

- Strategies for acquiring words

- Repetition and rote learning .
- Organizing words in the mind.
- Linking to existing knowledge.

Cook identifies two major categories for getting and using vocabulary that contains strategies for understanding the meaning, and strategies for acquiring words. L2 learners can get the meaning of vocabulary items and this by guessing the meaning from context ,using dictionary, making deduction from the word form ,and linking vocabulary items to cognates .Learners can also acquire vocabulary items through repetition and rote learning, organizing words in their minds, and linking words to existing knowledge.

2.4.1.2- Hatch and Brown's Classification of Vocabulary Learning Strategies

Hatch and Brown (2000.cited in Pavicic.2008,p.73) divide vocabulary learning strategies into five main steps involving great number of different strategies:

- 1) Encountering new word (with sources of new words being reading, watching TV, listening to radio, conversation, with native speakers, textbooks, wordlists, Dictionaries, etc).
- 2) Creating a mental picture(visual, auditory or both) of word form (e. g; relating new word with L1 words or other EFLs with sounds, using phonetic script, relating to already acquired English word that sound similarly).

- 3) Learning the word's meaning (e. g; asking the native speakers for the meaning, creating a mental image of the meaning, guessing from context);
- 4) Creating a strong linkage between word and form and meaning(regardless of the memory strategy used-as long as it is used.
- 5) Using words (in example sentence, collocation, various contexts conversation, etc).

The five steps of vocabulary learning strategies seem not related to each other's but in fact, they are strongly related. As Hutch & Brown (2000) have stated that whenever the learner engages in each step is directly related a dependent on the learning goal. As far as the learner is considered, his use of the fifth step entails the productivity of words, sentences, etc; however, when the learner is only a receptive or passive, in the case the fifth step is irrelevant. Since the five steps are interrelated, the level in which lexical items enter to each sieve or step is different(compared to the second and third, in the first step more lexical items are provided because there are many sources).The process of retention is repeated in all steps. The number of lexical items the learner gains, the more or the richer his/her vocabulary is.

2.4.1.3- Lawson and Hogben's Classification of Vocabulary Learning Strategies

Another classification of vocabulary learning strategies of Lawson and Hogben (1996,p.114-115).They classified the individual vocabulary learning strategies according to procedure called the think-aloud and an interview conducted in 15 students learning Italian in Australia. The vocabulary learning strategies were classified under 4 different categories:

-Category 1 :

- Repetition

- Reading of related Word ; Simple rehearsal ;
- Writing of word and meaning ;

- Cumulative rehearsal ;
- Testing

-Category 2:

- Word Feature Analysis

- Spelling ;
- Word classification ;
- Suffix ;

-Category 3:

- Simple Elaboration

- Sentence translation ;
- Simple use of context ;
- Appearance similarity ;
- Sound Link

-Category 4 :

Complex Elaboration

- Complex use of context ;
- Paraphrase ;
- Mnemonic.

Repetition, Word Feature Analysis, Simple Elaboration and complex Elaboration are the four steps that have been classified by Lawson and Hogben (ibid). The first one comprises five strategies, the second comprises three strategies, the third comprises four strategies and the fourth comprises three strategies for learning vocabulary.

2.4.1.4- Schmitt's classification of vocabulary learning strategies

vocabulary learning strategies are divided by Schmitt (1997) cited in Schmitt (2000,p. 134) into two main categories. First category word's meaning. Second category

involves those strategies used for consolidating a word once it has been encountered. Schmitt(1997) stated that this classification reflects the different processes necessary for finding out a new word's meaning and usage, and for consolidating that meaning for future use.

2.4.1.4.1-Strategy group Strategy

- **Strategies for the discovery of a new word's meaning**

DET Analyze part of speech

DET Analyze affixes and roots

DET Check for L1 cognates

DET Analyze any available pictures or gestures

DET Guess meaning from textual context

DET Use a dictionary (bilingual or monolingual)

SOC Ask teachers for a synonym, paraphrase, or L1 translation of new word

SOC Ask classmates for meaning

- **Strategies for consolidating a word once it has been encountered**

SOC Study and practice meaning in a group

SOC Interact with native speakers

MEM Connect word to a previous personal experience

MEM Associate the word with its coordinates

MEM Connect the word to its synonyms and antonyms

MEM Use semantic maps

MEM Image word form

MEM Image word's meaning

MEM Use keyword method

MEM Group words together to study them

- MEM Study the spelling of a word
- MEM Say new word aloud when studying
- MEM Use physical action when learning a word
- COG Verbal repetition
- COG Written repetition
- COG Word lists
- COG Put English labels on physical objects
- COG Keep a vocabulary notebook
- MET Use English-language media (songs, movies, newscasts, etc.)
- MET Use special word practice (expanding rehearsal)
- MET Test oneself with word tests
- MET Skip or pass new word
- MET Continue to study word over time

Then, Schmitt (1997) classified these two categories in five groups:

2.4.1.4.2-Determination Strategies (DET)

Discovering the meaning of new words without resort to another person's expertise can be achieved through guessing from one's L1 cognates, guessing from structural existing knowledge, or using reference material(mainly using a dictionary).

2.4.1.4.3-Guessing from context:

Nation (2001,p.232) states that "incidental learning via guessing from context is the most important of all sources of vocabulary learning ".This strategy has been greatly developed since it seems to "fit in more comfortably with the communicative approach than other, more discrete, Discovery Strategies"(Schmitt 1997,p.209).Moreover, Nation (1990,p.130)hypothesizes that guessing from context is "undoubtedly most important

vocabulary learning strategy" i. e ,guessing new words' meaning from context is a key to learning vocabulary .Schmitt (2000)

Nevertheless ,he stated that this strategy is a complex process .Since it needs learners to know much vocabulary in a text ,and sufficient background knowledge of the content to be effective guessing, there is no guarantee that learners will automatically be successful in discovering new terms.

2.4.1.4.4-Dictionary Use Strategy

In general, dictionaries are used by learners to check spelling ,look up the meaning of new words and confirm the meaning of unfamiliar words .They are easy for searching of new words because of their alphabetical order .They contain words' spelling ,syllables ,pronunciation, origin, meaning ,etc

Three different categories of dictionaries for FL learners: the Bilingual Dictionary which provides a translation of target words in the first language and vice versa, the learners' Monolingual Dictionary which is written only in the FL and appeals to the learners whatever their first language is, and the standard Monolingual Dictionary which appeals mainly to native speakers. Another kind of dictionaries used by readers is Electronic Dictionary which offers further options for teachers and learners. E-dictionaries provide both pictures and text; thus, the learning of unfamiliar words becomes more efficient (Chun and Plass, 1996; cited in Hunt and Begler, 2005 on-line pages). For learners to acquire new words, dictionaries are used for. Moreover, this is not the only task that dictionaries are used for, they are also provide and help learners with both understanding and producing texts .This is supported by Nation (2001,p.281) who suggests that dictionaries can be aids for.

Although using dictionaries help in learning the meaning of unfamiliar words, in many cases dictionary may confuse learners, when the unknown word has numerous

entries (Hunt & Begler,2005 on -line).Furthermore ,dictionary is time-consuming and disrupts the flow of reading .According to Pavicic (2008) learners use strategy while reading in order to find out words' meaning or to check their assumptions, thus, to consolidate those words' meaning. However, if learners cannot appropriately make use of dictionary, if they, for instance, look up a big number of words or do not understand the definition provided by dictionary, learners may become frustrated. Hence, they need to be trained in using dictionary as well as they need to be provided with opportunities to apply this strategy in different tasks of language learning (Pavicic, 2008).

2.4.1.4.5-Social Strategies (SOC)

Schmitt (2000) argued that social strategies contain using interaction with others to improve language learning. That is, one can ask teachers or peers for information an unfamiliar word and they can answer in different ways. For instance, teacher may give a definition, a synonym, or an equivalent term in L1. In addition, classmates or friends may also helps learners fill knowledge gaps and even group work activities. Hence, social strategies are strategies where learners learn new words through interaction and communication. However, not all the social strategies involve meaning determination because there are some that can be used for consolidating knowledge, so this set of strategies can be regarded as having double dimensions.

2.4.1.4.6-Memory strategies (MEM)

Memory Strategies refer to those strategies that make connections between existing learned knowledge and to be-learned, as Schmitt (2000) has defined it ,by using a form of imagery and grouping. Those strategies contain a kind of very sophisticated mental processing which are very useful in helping long-term storage of Memory Strategies which plays an important role in helping learners to store new words into memory and in the whole process of vocabulary learning .In addition, Oxford(1990) claims that memory

strategies "make learning easier, faster, more enjoyable, more self-directed ,more effective, and more transformable to new situations". He added by asserting that learner face difficulties in remembering all the necessary information vocabulary and are helpful that in order to achieve fluency. Also these memory strategies are so helpful in overcome these difficulties.

2.4.1.4.7-Cognitive Strategies (COG)

As suggested by Schmitt (2000,p.136)"Cognitive Strategies are similar to Memory Strategies, but are not focused so specifically on manipulative mental processing. They include both verbal and written repetition as well as some mechanical means used for learning vocabulary .Both the transformation and manipulation of the target language is used by learners through the use of cognitive strategies. According to Cook (2008),through repeating the word over and over ,the learner learns words easily. Whether repetition is done by memorizing lists of words or by testing himself repeatedly entails, eliminating the words he knows.

2.4.1.4.8-Metacognitive Strategies (MET)

As stated in Schmitt(2000,p.136) "Metacognitive Strategies involve a conscious overview of the learning process and making decisions about planning ,monitoring ,or evaluating ,the best ways to study". There are three requirements by metacognitive strategies. First, learners are required to improve access to input. Secondly ,to decide on the efficient methods of study and review and finally learners test themselves to evaluate their improvement .For Schmitt, the exposer of learners to TL is a vital necessity through (movies ,books ,internet, etc).Also, Schmitt saw that learners should engage with native speakers in communicative activities. One of the main tasks that learners should do is to check whether the working of the process of lexical acquisition works properly or not and if the requirements are met by the learning strategies and also learners should regulate the

time of how doing so.(Schmitt,2000) To sum up ,the evaluation and the control of the learning process is done through metacognitive strategies by learners.

To conclude, an efficient vocabulary learning is accomplished only through the aforementioned strategies .Hence ,the purpose of learning defines the appropriate vocabulary strategies.

2.5-The importance of Vocabulary Retention

2.5.1- Vocabulary Retention

Vocabulary learning is a crucial aspect of education .Vocabulary knowledge through various opportunities for learning .These learning opportunities can be broken down into two main categories .

2.5.1.1-Implicit Instruction: is when a child knows the meaning of a word without the adult's help. For instance ,if the child comes up with the definition of a certain item using contextual clues while silent reading or from listening to the teacher speak, it would be considered as implicit instruction.

2.5.1.2-Explicit Instruction :is when a teacher or adult defines a word for a child in purpose (Marulis &Neuman,2010).

It can be divided also into two methods of teaching vocabulary:

✓ **Embedded Instruction:** Teaches new words within the context of an activity or a storybook .For example, when a teacher is reading aloud to the students and a new word is introduced ,the definitions given within the story is continues .This kind of instruction is a good strategy to teach a large size of items in terms of time .In addition ,it is taught only within the one context of a storybook with a great number of words taught and a short amount of time spent on each word (Coyne et al,2009).

✓ **Extended Instruction :**It teaches vocabulary in depth by allowing the child to experience the word in several contexts ,for instance, within different contexts of a

storybook ,in the classroom. So it is more time intensive for the student as well as the teacher.

Coyne et al.(2009) found that explicit extended instruction was the most effective method of teaching new vocabulary words. Explicit extended instruction allowed the students to demonstrate complete knowledge of terms on average ;however, explicit embedded instruction allowed the students to demonstrate only partial knowledge of words.

2.5.2- Learners' vocabulary size

Vocabulary is viewed as one of the difficulties for language learners to develop the four language skills. They require to know enough vocabulary in order to develop their language skills successfully. Thus, vocabulary size is an aspect of vocabulary that is worth mentioning and discussing since it is important for listening ,speaking, reading and writing skills(Nation,1990).

It is essential to be knowledgeable about the vocabulary size students need to use for listening ,speaking ,reading and writing (Nation, ibid) therefore language teachers may look into ways to help their students to enlarge their vocabulary. Nevertheless, the question arises of how many items a foreign language learner must know in order to understand authentic texts or authentic situations. This is a factor of concern what a language skill, what the learner's level of education, what are vocabulary learning goals, or any communication situations a language learner deals with.

Schmitt (2000, p. 157) indicated that “the number of words language learners need also depend largely upon the realistic goal: around 2,000 word families should be the threshold for daily basic conversations but this will not cover every conversational topic”. Nation and Waring (2004) proposed around 2,000-3,000 word families for productive speaking and writing. This is the same as Allen (1983) who recommended that about

3,000 words would be necessary „productive“ items to be used in writing and speech. Laufer (1989) put it about 3,000 word families, while Nation and Waring (2004) recommended that 3,000-5,000 word families is needed to provide a basis for comprehension, or to begin reading authentic texts. Katzenberg and Hulstijn (1996) mentioned about 10,000 for difficult academic texts as in university textbooks, and 15,000 to 20,000 to equal an educated native speaker of English.

To sum up, it is essential for language learners to have enough vocabulary in working with the four language skills. Enlarging the amount of vocabulary is one of the main goals of vocabulary learning since a language learner with large size of items will succeed inside and outside the classroom and in his social life. this is with the help of vocabulary learning strategies due to their usefulness for learners of different levels.

Conclusion

Summing up, foreign language learners can overcome the problem of learning new vocabulary which is a challenge for them by having access to a variety of vocabulary learning strategies .Those strategies including guessing meaning from context, use a dictionary ,ask teacher for a synonym or L1 translation of new words ,verbal repetition and many other strategies that are very useful for EFL students which enlarge their vocabulary size.

Introduction

This chapter is designed to analyze the findings obtained through investigating the impact of dictation on improving EFL learners vocabulary retention. The goal of the study is to prove our hypothesis that if linguistics teachers use dictation in teaching courses, the EFL learners' ability to retain the taught information and the new vocabulary will improve students comprehension compared to students who are given handout.

The most appropriate tool for our investigation and for gathering data is through making a classroom observation and a post test distributed to twenty (20) learners. We have worked with 3rd EFL students in order to seek more ideas and data about the research problems.

3.Research Methodology

3.1.Method

In the course of designing our study, we have chosen the descriptive method in analysis to gather and acquire data for this research. Moreover, we intended to apply classroom observation with the third year EFL students of English division as a tool that fits with our case basically to get more reliable and realistic data. In addition, we used a post-test to twenty (20) students among them randomly in order to certify data gathering through observation.

3.2.Population and Sampling

The current study deals with students of third year English at the department of foreign languages, division of English at Biskra University. There are 447 students of third year divided into ten (10) groups, each group includes approximately fifty (50) students. Since our goal is to observe third year students where the issue of dictation is present. We observed both sections of third LMD students.

In fact , the reason behind choosing the third year students population is to have a clear idea of the difference between those who retain vocabulary by dictation and those who retain items by receiving handouts. This issue is present clearly among the two sections of third year .i.e., section one is taught by a teacher who does not dictate except few times but he gives handouts, whereas section two whom their teacher dictate to them. Since each teacher different strategy of delivering the information, there are differences with the teaching environment, the presence rate, the students' reaction, motivation and of course the teacher feedback.

3.3.Data Gathering Tools

This study is based on a main research tool which is classroom observation to gather more tangible evidence through the presence in a real teaching context. In all the sessions that we attended, we did not involve ourselves directly within the lectures; but we observed , witnessed and reported objectively what happened.

Then, after the eight sessions that we attended with both sections, we decided to choose twenty (20) students i.e., ten (10) students from each section to administer them a post-test to them.

3.4. Classroom Observation

For the sake of confirming or nullifying our hypothesis. We dealt with classroom Observation as a first tool to collect data with third year English LMD classes as being our sample of the study.

3.5.Description of the observation Results

Classroom Observation provides an opportunity for ideas and expertise, as well as a chance to discuss problems and concerns.

We carried out our observation during the second semester on February 1st to 7th March,2017,during the academic year 2016-2017.With the third year English students at

Biskra University. We attended four (04) sessions in Applied Linguistics with both sections in amphitheatres with two different teachers (i.e., 8 sessions). The first section had a lecture on Tuesday from 9:40 a.m to 11:10 a.m while the other section had their session on Monday from 1:10 a.m to 2:40 a.m once a week. We observed lectures in amphitheatres in purpose because learners are gathered to study in groups of huge numbers and this helps us in our process of observation to get more valid data. During our observation, we acted as a passive observer without involving ourselves during data collection procedure. Students' rate of presence in the first section was between 80% to 85% whereas the second section was between 25% to 40%.

In addition, both sections contained a reasonable number of students. To be more specific, the whole population of 3rd year is approximately 500 students. They are divided into two sections. Each section contains five (05) groups and each group comprises of fifty (50) learners. Nevertheless, there was a high rate of absentees especially in the first section.

The main aim of the observation is to observe our aspect of concern that is how dictation affects the students' vocabulary retention. To see how teaching and learning are carried out especially that it is not the first time that third year students study Applied Linguistics but for the third time. i.e.; learners are familiar with its lessons and items as well as teachers, How teachers present their lectures, students react, motivation and teacher feedback. Not only that, we also seek to observe how learners retain words from dictation and those who retain words from handouts.

We used covert observation in order to ensure that teachers and students behave naturally. In our attendance of the lectures, we stayed in the last row of the amphitheatre to be able to see all the learners and the teacher. We have used a checklist which helps us project upon what to see in the classroom.

Both sections of third year English students are taught by two different teachers. One teaches with dictation and the other one does not dictate except for a few times.

On the first session with the first section, there was a high presence rate of students (85%).The teacher begins with writing on the board the title and the elements that the lesson's that most of the students write on their copybooks. Then he explains again and again the whole lesson. However, there is just one student who asks two questions which had got positive feedback of teacher. On the first session with the second section, there is a low presence rate (25%).Here, the teacher begins directly with explaining the lecture to his students then dictates to them in order to write. In addition, four students ask five questions which one question got a negative feedback and the other four got a positive feedback by the teacher.

On the second session with the first section, almost the whole section is present (80%).As the last session, the teacher writes the general ideas on the board and gives ten minutes to the students to write. Here, no student asks questions. However, in the second session with the other section (40%) of the students attend the lecture, they write what their teacher dictates to them. Also, no one asks questions.

On the third session with the first section, (80%) of students are present. The teacher applies the same technique and the students write everything with an intention. Only one student asks a question that has got a positive feedback of the teacher. Whereas, the second section, we noticed that just (40%) of the students' presence rate, also no student asks questions and of course there is no teacher feedback.

On the last session with the first section, most students are there (85%). As usual, the teacher writes the main points of the lesson and gives ten minutes to the students to write after the explanation, he asks questions and they answer if it possible. Two students ask questions as well. One question receives a positive feedback and the other one a negative

feedback. However, in the second section the presence rate is the same as the two preceded sessions (40%). The teacher uses the same technique i.e., dictation. All of them write and only one student asks a question and receives a positive feedback.

3.6. Discussion of the Observation Results

Table 1: Classroom Observation Checklist: Section one with (T1)

Session	Presence Rate	Teacher		Students' Reactions		Students' Motivation		Teachers' Feedback	
		With dictation	Without Dictation	Write	Do not write	Ask questions	Do not Ask questions	Answer questions negative	Answer questions positive
1	85%		-	+		+			+
2	80%		-						
3	80%		-	+		+			+
4	85%		-	+		+		-	+

Table 2: Classroom Observation Checklist: Section Two with(T2)

Session	Presence Rate	Teacher		Students' Reactions		Students' Motivation		Teachers' Feedback	
		With dictation	Without dictation	Write	Do not write	Ask questions	Do not Ask questions	Answer questions negative	Answer questions positive
1	30%	+		+		+		-	+
2	49%	+		+					
3	40%	+		+					+
4	42%	+		+		+		-	+

The first thing we observed is the physical setting. Of course, during our observation process we focused on some aspects of the physical environment including room arrangement, space, lighting, seating, furniture, black/ white board. The classroom is a social system where teaching occurs. That is spending enough time observing the classroom can enrich our comprehension about language teaching and learning and especially about some aspects that focus is oriented in a given study. As we mentioned before, our observation period was one month during which we attended a total of eight sessions. All session observations were in one place which is the amphi theatre.

In our attendance, we arrived early to make sure to observe anything that would happen. The observation was conducted in a normal setting for one hour and half and these sessions were characterized by the attendance of huge number of students of section one whereas section two was characterized by a low presence of students. From our observation notes of the sessions with (T1) and (T2), we noticed that the amphi theatre was not always clean. For example, there were dust on the tables, bottles everywhere, sheet of papers ,even on the teachers' desk. Also, the room includes some useless tables on the floor, they were broken. It only misshapes the rooms cape.

There were two rows that contained approximately 250 chairs connected to one long table. Considering the large space of the amphi theatre, there was enough furniture for all students because tables and chairs were already connected to one place and cannot be moved or replaced.

Another important physical aspect of the classroom that we observed was the lighting. There was adequate lighting in the room because there were enough functional lamps. In addition, the seating arrangement of the students was not organized. Students were seating randomly in different places. For instance, we may find three students stay in row of ten

seats. It is clear that teachers do not have a sense of organization. Otherwise, they would ask their students to seat in an organized way. Also, the seats do not allow an adequate place for students to pass without distracting their classmates.

The entrance to the amphi theatre causes distraction to students during lessons .In other words , the door was broken in a way that when anyone tries to close it. It reopened again and that caused an annoyed voice to both students and the teacher while the other door was always closed.

At the beginning of the sessions we noticed that teachers do not check the attendance. This gives students the chance to escape from the lectures and comes only in the official exams. This is may be due to the huge number of the students that write their names and this is takes more time. As we begin, we noticed that when the teacher enters the amphi theatre, they greet their students with a smile on their faces. Both teachers begin their lectures with a revision of the last points which dealt with, in particular they started with a specific question "would you remind me of what we said the last lecture?".

(T1) asks this question after he has written the lesson title and subtitles on the green board. Then, he tries to make his students engaged by moving here and there and repeating what is ambiguous. Most of the students focus with the teacher is saying. He gave students a broad outline of the lecture goals and activities to know what to expect. This may aid the students to limit their knowledge about the subject they will study. When he explained everything, he started to dictate some elements and all of them wrote what they hear. While (T2) provided his learners with the course title orally. Then, he directly started to explain the lesson without giving the students the outline of the course. After that, he starts to dictate to them. However, the lecture with (T2) did not stimulate students at all. In fact, they

complained that was more preferred if the teacher brings handouts because it was tiring for them to write what has been dictated.

In contrast, by the end of the course, (T1) started distributing the handouts on his students. Each student took a paper to read it at home. Now, when we come to teacher-student interaction, we noticed that there is no participation, the whole lecture (T1) was standing and explaining in the same time. Students did not ask for clarification except one student who asks two questions. Whereas, with (T2) four students asked for clarification. Here, the teacher feedback was positive i.e., they understood the lecture very well.

Furthermore, with (T1) the lecture was so important and enjoyable. The lesson was about "Applied Linguistics and Teaching" which it was a follow-up the previous lecture. Despite the fact that students study "Linguistics" for the third time, the teacher skills simplify the language for them and he makes use of the board fixedly in order to explain to his learners the different words and new vocabulary even in Arabic and French.

However, the teacher tone of voice was clear where he managed to communicate with all students but students at the back found difficulty in the listening to the teacher and asked many times for repetition. In addition, (T1) used various types of questions such as tag questions, yes/no questions and WH questions. Most of the students do not have an interaction with their teacher because of the large number and the limited time (one hour and half).

As we observed (T2) did not have any kind of interaction with students. Even when he asks them a question, some of them used avoidance strategies in order to not answer the question either because they are not motivated , interested or do not understand the course. In addition, he never moved from his chair and did not interact with his students. Also, the

majority of learners are girls and teachers seem to establish eye contact with those who sit in the front which left others act passive during the whole session.

Briefly, large number of students did not permit teachers to reach all their learners. Engaging them in activities and allowing time to speak, read, write and listen seems quite impossible to establish in those classes neither time allows showing an interest to cover all learners.

The most dominant problem that we noticed was that of discipline particularly noise with (T1) Learners take any chance to speak with each other. The teacher were constantly asking his learners to be quiet. It was estimated that teachers waste about 15-20 minutes of their teaching time. It is really a big problem that stops teachers from presenting the tasks intensively. The ringing of mobile phones, students chattering, the noise outside all prevented teachers from delivering the course effectively. Another problem was students lateness, it was a big dilemma for teachers for the first half hour, many students entered the class in different times which in turn disturbed students at each time they pass to sit or when asking their classmate to copy down what they have missed. The teacher did not comment on or say anything to those late students. Whereas, with(T2) there was no problem because most of the students do not attend the course and the others come on time.

However, (T1) used a very practical strategies to keep his students motivated. When explaining the lecture, he started with asking "what do we mean by "Application"? Then, he began to explain further and further, using facial expressions, gestures, moving right and left in order to transmit the information. He also used humor to stimulate them. From this, students started to react by asking the teacher questions related to the course. He used praises such as good, excellent, that is correct and other words. Furthermore, when the noise started

to rise, (T1) was introducing new information or using some words as be quite , attention, or please. It was a very ice-breaking strategy to control students.

On the other hand, (T2) used classroom discussion in order to exchange ideas and information with students about the same subject "Applied Linguistics and Teaching". He tried to explain from the paper in front of him while asking questions at the same time. Students participating was accepted because others prefer to not speak or even engage. However, students who answer questions receive an instant feedback on their answers.

During all our observation sessions, teachers did not integrate any technological materials such as data shows, videos and pictures. They only used the chalk and board. however, the use of ICT's inside the classroom makes the students more engaged in the learning process as well as it stimulates and sustains learners to be more productive to learn a language in a real-life situation.

Session Two:

In the second session with both sections of Third year LMD students of English. We noticed that they are studying in the same amphi theatre. Of course, in our attendance we focused on the physical environment because it is the first thing that attracts us everywhere. In fact, it was a large amphi that contains a big green board and large furniture at the top of the amphi. As we said previously, our observation period was for a month from February to March in which we attended four sessions with each section.

In order to observe anything would happen, we came early to the class. Even a small remark would help us in our observation process. The observation was conducted in a normal setting for one hour and half for each section but there was a difference that students' presence rate of section one was higher than section two and this may be due to the timing of the sessions. i.e., the session of section one at 9:40 a. m whereas section two

at 13:10 p.m. Here, most of the students cannot attend the lecture because of the lunch time, also they were asleep.

From our observation, we noted that the amphi was clean not as the first session except two bottles or three on the teacher desk. There were not much dust and sheets of paper. Consider the large space of the amphi theatre, there was enough furniture for all the students because the chairs and tables are connected to each other to one place and cannot be moved. There was two rows that contains approximately 250 chairs as we mentioned before. Another essential physical aspect that we observed is the lighting. In general, there was adequate lighting in the amphi theatre because there were enough functional lumps. Furthermore, there were eight operable windows that allowed the entrance of natural light as an additional lighting source.

In addition, it is clear that teachers do not have a sense of organization otherwise they would ask their students to sit in a systematic way. i.e., students were seating randomly in several places. We can find only one student sit in a row that contains nine chairs. Also, the seats do not allow enough space for students to pass without distracting their classmates. This is due to the limited space and the way seats are arranged inside the room. Also the door was broken so that it distracted students from studying by making an annoying noise.

Now we speak about the lecture. At all sessions we noticed that teachers do not check the students attendance and this gave an opportunity to escape from the lecture and attend only in the exams. This can be due to the huge number of students that takes more time to write their names especially with section one. When we begin, we observed that both teachers started with a question as the first observation session. "Would you tell me of what we discussed the last session?" This is the question that few learners answer it briefly.

Of course both teachers enter the classroom with big smiles on their faces. They seem accepted, loved, and respected by their learners.

After that, (T2) provided his students with the title of the course which was the complement of the last one. He just gave it to them orally without even writing it on the board or even moving from his chair to make his asleep students engaged in the lecture. He seems that he is explaining to himself because everybody were quite and seem do not participate at all. However, (T1) was active i.e., the first thing he did when he entered the classroom, he started writing the course outline on the board with two colors of chalk: white and yellow. This is due to limit their knowledge about the topic they are going to deal with. The outline was so organized and clear. Then, he asked his students to write what is on the green board and waited for ten minutes to start the lesson. Everybody was writing on their copybooks but some of them did have only sheets of paper. It means that they were not interested in attending the lecture . Then, he started to explain the lesson step by step and he stopped whenever there is something not understood. There were no students ask question, may be was everything clear for them because the teacher was repeating the information many times. After that, he dictated some elements to the learners, the majority of them were writing and speaking with each other at the same time. Two students were speaking in the mobile under the tables and others were chatting on face book.

(T2) did not move from the chair for one hour and half and from the beginning he started to dictate the lesson. Some students felt board and started making some noise. This was a sign that they were no more interested in the topic. Here, the teacher told them that they were almost finish the lesson. He did not stimulate students at all. We have noticed that the paper that he dictated from was somehow old. In addition, learners were

complaining from dictation because they were copying the lesson for more than half an hour, and they preferred to bring handouts.

At the end of the session, (T1) asked one student to come to the board and take the handouts to distribute them to the learners. Each one took one paper to read it at home. They were excited to take the handouts because it helps them in preparing to the exams. Moreover, there was no participation that was noticed in both sections. The whole lecture (T1) was standing and explaining at the same time. No learner asks for clarification.

As we noticed, (T2) did not have any kind of interaction with students. Even when he asked a question, some of them used avoidance strategy to not answer the question either they were not interested or did not understand the course. Also, the teacher did most of the talk and never moved around the class to check learners or interact with them individually. Another point, teacher communicate just with those who sit in the front which left other act passive during the whole session. we remarked that girls were more than boys; there were five boys sit in different places.

Briefly, teachers cannot reach all the students because of the huge number of them. Engaging them in activities and allowing time to speak, read, write and listen seems quite impossible to establish in those classes neither time allows showing an interest to cover all learners.

Precisely, the most dominant problem is that we remarked was of discipline particularly noise. Learners take any opportunity to speak with each other. It was estimated that teachers waste 10 to 15 minutes of their teaching time, trying to reduce the amount of noise. In fact it is a serious problem that prevents teachers from presenting the lecture in a convincing way. In addition to the mobile phones' ringing, learners chattering and the noise outside the classroom all harden the teachers' mission. There were two students late and

this is also considered a problem especially to (T1). Each time they pass to sit or when ask their classmates to copy what they have missed. Here, the teacher did not comment or say anything to those late students.

It was a challenge for teachers especially with large number of students in class. Also, despite the fact that there was some discussion between the teacher and his learners, there was insufficient interaction between them. In addition, there was no written work or assignment delivered to students before lecturing because teachers could not find enough time to cover tasks completely.

During our observation sessions, both teachers did not use any technological materials such as data shows, picture and videos. They only use chalk and the board. It is obvious that using the ICT tools make the learners more engaged and motivated in the classroom.

Session Three

The third session was the same as the last two sessions that we attended. During our observation, it is well known that the physical setting is an essential aspect in the observation sessions. Also, here we focus on many aspects as lighting, arrangement, seating, board, furniture and other aspects. The classroom is a social system where teaching occurs. That's is spending enough time observing the classroom can enrich our comprehension about language teaching and learning and particularly about some aspect that we focus is oriented in a given study. As we mentioned before our observation period was one month during in which we attended a total of eight sessions and as we mentioned before all session were conducted in one place which is the amphi theatre.

As usual, we came early to the classroom in order to remark anything that helps us in our observation. The observation was conducted in normal setting for one hour and half. The sessions were characterized by the attendance of a great size of learners. From

our observation notes with (T1) and (T2) we remarked that the amphitheatre was not always clean. Still, some useless tables in the corner, it misshapes the classroom looking. There were bottles everywhere in addition to some papers and dust on the tables and the teachers' desk as well. There were two rows that contain approximately 250 chairs connected to one long table.

Another important physical aspect of the classroom that we observed was that of lighting. Generally, there was adequate lighting in the room because there were enough functional lamps. In addition, the room contained nine operable windows that allowed the entrance of natural light as an additional lighting source.

This time, with (T1) students were seating in an organized way except three students were seating alone in different rows. Whereas, with (T2) they were seating in a disorderly way but the teacher did not say or comment about the situation. The same problem of the broken door that disturbed the teacher as well as the learners because when someone tries to close it, it reopened again and this caused an annoying noise in the classroom.

Moreover, this session as well, the teachers did not check the learners' attendance. It may be due to the huge number of learners. This is time-consuming i.e., it takes more time to write all students' names. As we remarked, (T1) and (T2) started their lectures always with a revision of the last session. But this time (T2) did not ask his students to remind him of the previous discussion. He began directly to dictate and explain to them at the same time. They seemed that they felt bored from dictation because it is tiring. However, (T1) started with writing the lesson's outline on the board. When he finished, he asked his students to copy it on their copybooks. The majority of them are writing.

When we come to speak about the interaction between the teacher and the learners, we noticed that there is no participation in both sections. As we remarked, (T1) presented his lecture in a dull way and did not attract learners to be motivated at all. There is no

participation, and the whole session the teacher was explaining and dictating at the same time. No learner did not ask for clarification except one student ask a question and the teacher's feedback was positive.

On the contrary, (T1) was presenting his lecture in an interesting and enjoyable way. His use of language was simple. Also, he makes use of the board constantly in order to explain to his learners the different words and new concepts which are unknown to most students whether in he explains these words by giving their synonyms or even sometimes in Arabic. In addition, he uses various types of questions such as tag questions, WH questions and yes/no questions.

Then, when he started to dictate on the students and moving around them. They found it a chance to speak with their teacher. However, other learners could not have direct interaction with the teacher because of seating arrangement and limited space that did not allow the teacher to move freely. As usual , girls are more than boys and the teachers establish eye contact only with those who are sitting in the front which left others act passive during the whole session.

Noise, also was a part of the observation i.e., section one was too noisy because the amphi theatre was full of students especially those who sit in the back, they take any chance to speak. In addition to the problem of mobile phones ringing and the noise outside the classroom that distributed the students as well as teachers.

Finally, no teacher used the pictures, videos or data shows to motivate his learners. They only used the board and the chalk. However, making use of these materials helps in engaging the learners and motivates them.

Session Four

At the beginning of the fourth session, we stayed on the last row to observe everybody and move that could be affective in this process. As any observer, we remarked

many aspects that may have an impact on the teaching- learning environment. The amphi theatre did not change during the four sessions.

Each session is for one hour and half and all of them were conducted in one place which is amphi theatre. In our attendance with teachers, we arrived a few minutes ahead of time to make sure to observe anything that would happen. The observation was conducted in normal setting for one hour and a half and these sessions were characterized by the attendance of huge number of students. From our observation notes of the sessions with (T1), (T2) we noticed that the amphi theatre was not always clean. For instance, there were bottles everywhere, sheet of papers, dust on the tables and the teachers' desk as well. Not only that, the room also contained some useless furniture on the floor which was not functional. It only prevented teachers from moving easily between while teaching. As we counted, there were three useless table , and five chairs here and there. Considering the vast space of the amphi theatre, there was sufficient furniture for all students in the classroom because tables and chairs were already connected to one place and cannot be moved or replaced. There was two rows that comprises approximately 250 chairs connected to one long table.

Another essential aspect that we observed is the lighting, as we mentioned before. There was enough lighting in the classroom that helps the learners in better vision. The entrance of the natural light is an additional source.

Learners were seating randomly in various places. For example, we can find one student seating in a row alone. It is clear that the teachers did not have a sense of organization, otherwise, they would ask their learners to seat in an organized way. In addition, this time (T1) checked the attendance of his students and he passed two white papers in order to write their names.

Both teachers begin their sessions with a revision of the last lecture. (T1) starts always with writing the lecture's outline on the board in order to broaden the students' current knowledge about what they are going to study. Whereas, (T2) provided his learners only that they are going to continue the last lesson and he directly moved to dictate on them some titles, subtitles and their explanations. The learners were bored from the amount of dictation though it is an important strategy in retaining the new information. The lecture did not stimulate students at all. On the contrary with (T1) he was active; he was standing and explaining at the same time in order to not make the learners feel bored from the session. He sometimes dictates and they write on their copybooks.

Both teachers tone of voice was clear where they managed to communicate with all students but learners in the back were asking for repetition because they found it difficult to hear the teacher's voice. There is no participation that was noticed except two students with (T1). One question received a negative feedback and the other received positive feedback. However, with (T2) only one student ask a question that is also received a positive feedback.

3.7. Analysis of the Observation Results

We observed for the first session with (T1) and (T2) the difference between them in terms of dictating the lectures. i.e., section one was more active and motivated. We remarked the following:

- The students were mostly active; they were linked to the lesson and they talked only if they have been asked by their teacher.
- While explaining the lecture, (T1) used the board from time to time in order to introduce new vocabulary that is not clear and the students seemed interested so they copy what is on the board.

- (T2) was introducing the new word orally without writing it on the board. Also, the learners were writing down the new concept.
- However, learners with (T2) seemed fed up and disinterested.
- Despite the huge number of students in section one, the majority of them were concentrating in the lecture at least to the first half an hour of the session.
- Those who are taught with dictation can remember easily the new concepts and phrases.
- Those who are given handouts, they read them only before the official exams.
- Evaluation and assessment, teachers find hardships in assessing learners vocabulary retention.
- While dictation, the learners felt bored because of the nature of the subject.
- While dictation, listening comprehension, writing and reading comprehension are raised because the student uses more than one sense.

From the results that we obtained from the classroom observation. We can say that our hypothesis is proved because retaining new information and vocabulary is developed through dictation whereas learning with handouts did not provide any help in vocabulary retention.

3.8. Description of the Post Test

After our attendance with both sections of third year LMD students at Biskra University. We decided to make a Post-Test. It is about giving them several items from the Linguistics lectures that we attend and ask them to define these words with their own style. We prepared forty papers then we chose forty students randomly; twenty students from each section.

At the beginning, after attending four sessions with section one and two, with (T1) and (T2). We returned to make them a post-test. When we entered the amphitheatre, we waited

until the students take their places. We started to distribute the papers to them. The paper contained ten (10) words which are; error, omitting ,disordering, deviation, language interference, transitional elements, unity, intervention, overgeneralization, and rational. Some students refuse to take the paper and said" I am out of the linguistics subject". Now, the ones who accept to define these words, we gave them open time to answer clearly. During this process, we observed that they are demotivated learners i.e., they were answering in lazy manner and write anything that comes to their minds without a bit thinking of the word. In addition, some students were defining the items from the electronic dictionary; and this ensures that they are have no idea about what they are studying in this module. Also, some students let many words empty though the items we gave them were not so difficult.

3.9. Discussion and Analysis of the post-Test

Table 3: Answers of Section One(10 students)

	Students that answered Correctly	Percentage (%)
Item 1	8	80%
Item 2	4	50%
Item 3	5	62.5%
Item 4	5	62.5%
Item 5	4	50%
Item 6	5	62.5%
Item 7	2	25%
Item 8	1	12.5%
Item 9	3	37.5%
Item10	6	75%

Table 4:Answers of Section Two (10 Students)

	Students that answered Correctly	Percentage (%)
Item 1	10	100%
Item 2	8	80%
Item 3	8	80%
Item 4	6	60%
Item 5	4	40%
Item 6	4	40%
Item 7	5	50%
Item 8	3	30%
Item 9	2	20%
Item10	5	50%

This post test distributed to ten students from each section of third year English students. Eight out of ten students answered the question from section one, whereas ten out of ten students answered the question from section two.

Beginning with section one ,eight students defined the term "Error" correctly (80%). Then, the second item "Omitting"; only four students (40%) answered right. Whereas, five students defined item three, four and six correctly (62.5%). Also, "Language Interference" got four correct answers i.e.(50%). After that, the seventh term, only two learners recognized the right definition i.e. (25%). Then, just one student answered the word "Intervention", it means (12.5%). At last but not least ,(37.5%) have answered the word "Overgeneralization" i.e. three students. Finally, six participants recognized the correct definition ; (75%).

Moreover, the post-test results of section two were somehow interested. At first, all of them define the first term correctly (100%). Then, the two following words got the same percentage (80%) which means eight students out of ten. The next vocabulary got (60%) that is six persons define it.

Conclusion

In the light of the data obtained from the classroom observation and the post test, we can deduce that retaining vocabulary is the core of learning a foreign language . The role of the teacher is to encourage students to retain concepts as much as possible through dictation. In this chapter, we described the data collected from the observation and the post- test. Then, we discuss them in addition to the analysis of each tool used. We end this chapter with a conclusion .

General Conclusion

Despite that vocabulary is a sub- skill of language, it plays an essential role in language learning and teaching, and dictation strategy has an impact on developing learners' retaining of vocabulary. In fact, learning vocabulary items requires a set of strategies and techniques. In this research work, we have focused on identifying the different techniques and strategies adopted by EFL students in learning lexical items. In chapter one ,we have discussed the types of dictation, the advantages and its weaknesses, potential problems during delivering dictation. The chapter two contains vocabulary learning strategies used by EFL students. from definitions features and classifications and presenting different concepts related to learning vocabulary.

In the field work, the educational setting of this study was the Department of Foreign Languages at Mohamed Kheider University of Biskra. We have attended eight sessions with students of third year LMD with a checklist and its results confirms our hypothesis i.e., if linguistics teachers use dictation teaching courses , the EFL learners' ability to retain the taught information and the new vocabulary will improve student comprehension compared to students who are given handouts .

Another effect of dictation on vocabulary retention is the application of many senses at the same time and this leads to four types of comprehension; listening comprehension, writing comprehension, speaking comprehension and reading comprehension. In addition to the working of the short-term memory.

Overall, the obtained results confirmed our hypothesis that learning with dictation can improve learners' comprehension and retention of vocabulary. Moreover, Linguistics teachers should apply the dictation strategy in teaching from time to time to avoid learners' boredom but they have to keep it in order to improve and develop their vocabulary retention

Recommendations

- Foreign language teachers need not to apply the dictation strategy in teaching from time to time in order to enlarge students' vocabulary.
- Teachers should take into consideration the effectiveness of teaching-learning strategies, because it reinforces the student's vocabulary retention
- Foreign language teachers need to vary classroom activities using different tools that engage and motivate their students to interact with each other.
- Foreign language teachers need to vary classroom activities using different tools that engage and motivate their students to interact with each other.
- Students should make more efforts to retain items. That is to enlarge their vocabulary size because vocabulary is the core of foreign language learning.
- Students should develop their memory through listening to dictation.
- Teachers who use handouts in teaching should read them to students before taking them home.

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Appendix 1

Classroom Observation Checklist of Both Sections

Session	Presence Rate	Teacher		Students Reactions		Students Motivation		Teacher Feedback	
		With dictation	Without Dictation	Write	Do not write	Ask questions	Do not Ask questions	Answer questions negative	Answer questions positive
1									
3									
4									

Appendix 2

Post-Test

Error:.....

Omitting:.....

Disordering:.....

Deviation:.....

Language interference:.....

Transitional elements:.....

Unity:.....

Intervention:.....

Overgeneralization:.....

Rational:.....

Appendix 3

- **Students Answers (Section One) :**

Student one:

Error: unconscious mistake

Omitting: deleting the unwanted elements or items.

Disordering: the unorganized cases or elements.

Deviation: linguistically is getting out of the straight, mathematically getting an information out of another.

Language Interference: it is when first language cross the foreign language.

Transitional Elements: those are item or terms helps to transmit from idea to another.

Unity: the bloc or fundamental shape.

Intervention: objection.

Overgeneralization: spread the idea or the area to contain all or the most.

Rational: using the wisdom and the mind wisely to solve certain problems.

Student TWO:

Error: is what incorrect phonologically or morphologically.

Omitting: like the "s" of the present simple, or the "s" of the plural form.

Disordering: for example when you put the verb.

Deviation: is when you use the grammar.

Language Interference: is the influence of the mother tongue on the L2.

Transitional Elements: is the linguistic material that used to relate one idea to another.

Unity: when whole block of the text for language speak element the same thing.

Intervention: I guess it is the interfere of L1 to learning L2.

Overgeneralization: to generalize more than it is supposed.

Rational: /

Student THREE:

Error: a wrong action.

Omitting: leave out to not.

Disordering: a wrong ordering.

Deviation: a variation between values .

Language Interference: relation between languages.

Transitional Elements: elements that relocate their position in a sentence.

Unity: a totality that is related without broken.

Intervention: blockage and interfere.

Overgeneralization: : to much general.

Rational: Logical, a choice made by mind.

Student FOUR:

Error: mistakes.

Omitting: neglect or don't care about something or person.

Disordering: something not order.

Deviation: change the way.

Language Interference: Language is difficulties.

Transitional Elements: changeable motifs or elements.

Unity: one block.

Intervention: to be disagree.

Overgeneralization: to be more popular.

Rational: Logical.

Student Five:

Error: is more than a mistake.

Omitting: abundant, something is neglected.

Disordering: is putting things in wrong order.

Deviation: is to turn from your right way.

Language Interference: is languages that interfere each other .e.g. French, Arabic.

Transitional Elements: to transmit from element to another element.

Unity: it helps in writing from one's the cooperative society too.

Intervention: to stop someone from doing something wrong. e.g. drugs.

Overgeneralization: to be more exaggerated in generalize things.

Rational: someone who is reasonable.

Student SIX:

Error: it is the mistake.

Omitting: neglect.

Disordering: the wrong order.

Deviation: you go for from the exact /common way.

Language Interference: the mixture of languages.

Transitional Elements: the transmit words from one idea to another.

Unity: in the text your wrong unified i.e. you are talking in the same point.

Intervention: forbidden.

Overgeneralization: to be more exaggerated in things.

Rational: someone who depends on logic.

Student SEVEN:

Error: the state of being wrong.

Omitting: /

Disordering: the way of putting things in wrong order.

Deviation: to get away from the right direction.

Language Interference: state of being hesitated in speaking.

Transitional Elements: elements used in writing to make it linked and coherent.

Unity: the state of being one undivided.

Intervention: /

Overgeneralization: /

Rational: capable of reasoning.

Student EIGHT:

Error: it is a linguistic mistake made by language users.

Omitting: /

Disordering: /

Deviation: /

Language Interference: /

Transitional Elements: /

Unity: /

Intervention: /

Overgeneralization: /

Rational: /

Students Answers (Section Two):

Student ONE:

Error: is a mistake or a wrong answer, also it is fault that persons do it.

Omitting: annulations or deleting of something.

Disordering: is not well or good organizing and systematic.

Deviation: is an operation that occurs. e.g. with water.

Language Interference: mixture of language /interfered.

Transitional Elements: is that components which can change and replace other ones.

Unity: is a term that expresses group in any subject.

Intervention: is an act of refusing something .

Overgeneralization: is to exaggerate to general things.

Rational: is a position in the mind of human.

Student Two:

Error: mistake (fault).

Omitting: Delete, omit.

Disordering: not well organized.

Deviation: /

Language Interference: Interfered language.

Transitional Elements: /

Unity: one unit.

Intervention: objection (refusal)

Overgeneralization: exaggerate in generalization.

Rational: decision based on mind (logical).

Student THREE:

Error: something that is not correct.

Omitting: it means to leave out something, to not include.

Disordering: /

Deviation: it is a condition that is different from what is usual or expected.

Language Interference: it means language involvement in the activities and concerns of the other people.

Transitional Elements: change from one state.

Unity: the way of combining the parts in a work.

Intervention: to come between two times or events.

Overgeneralization: /

Rational: based on facts or reasons and not on emotions and feelings.

Student FOUR:

Error: making a mistake about something that you know. Note: there is a difference between error and mistake.

Omitting: the removal of something.

Disordering: ordering something in a wrong and incorrect way.

Deviation: to stay from the correct path. Another way out of the original road.

Language Interference: when the mother language mixes with the foreign language and you have problems distinguishing words.

Transitional Elements: words that help the transition moments from one idea to another smoothly.

Unity: unity in paragraph is when all the sentences revolve around one main idea.

Intervention: to interfere. to approach an action you see being done wrong and you try to fix or help it.

Overgeneralization: the generalization of an idea on a mayor scale. For example; the whole world.

Rational: something that makes sense.

Student FIVE:

Error: when you know the write answer. For example; yet to get it wrong.

Omitting: to omit something. to remove it.

Disordering: when you order something right. When you give things their wrong places (e.g. mixing ideas).

Deviation: getting out of the road.

Language Interference: probably when the mother tongue effect our thinking in the second language.

Transitional Elements: elements that help moving from one thing to another.

Unity: in a paragraph or an essay .It is when your composition tasks about the same main idea.

Intervention: interference to correct things.

Overgeneralization: when you generalize an idea too much more than it handles.

Rational: using your mind and be logic.

Student SIX:

Error: mistake in writing even in spelling, grammar or in punctuation or capitalization.

Omitting: to delete something.

Disordering: disorganized words or elements.

Deviation: to go beyond the limit of something.

Language Interference: when the person finds difficulty in remembering some words in one language ,he can use the other one.

Unity: it consists of the coherence and cohesion. Where the ideas should be related correctly in grammar and meaning.

Intervention: for example, when there is a seminar, a student or a teacher can have an opinion or idea to show.

Overgeneralization: to be so general when speaking of specific subject.

Rational: to return to the Racine or the root of the word.

Student SEVEN:

Error: mistake. Something which is not correct.

Omitting: to take away which is odd.

Disordering: something in mess, not in the correct order.

Deviation: /

Language Interference: when the mother language interfere with the second language.

Transitional Elements: /

Unity: /

Intervention: /

Overgeneralization: /

Rational: /

Student EIGHT:

Error: something is not correct.

Omitting: is omitting the extra information or more detail.

Disordering: bad or wrong thing.

Deviation: /

Language Interference: /

Transitional Elements: /

Unity: a way of combining the parts in a work.

Intervention: /

Overgeneralization: /

Rational: based on facts and reason not emotion or feeling.

Student NINE:

Error: it is a fault of a wrong act which is done.

Omitting: it is to vanish something or to get rid of something.

Disordering: it is the opposite of ordering which means to put things in a right position.

Deviation: it is the move from the exact way.

Language Interference: maybe it refers to switch from one language to another which make an interference between these language.

Transitional Elements: are those elements which are used to link things with each other.

Unity: is one block whose components have the same characteristics.

Intervention: /

Overgeneralization: /

Rational: /

Student TEN:

Error: wondering or deviation from the right course or the right way.

Omitting: /

Disordering: the process or result of putting things in wrong order.

Deviation: it means that someone do the variation from the right way.

Language Interference: /

Transitional Elements: /

Unity: /

Intervention: the action of intervening in some course or event.

Overgeneralization: /

ملخص

تهدف هذه الدراسة إلى اكتشاف تأثير الإملاء على تطوير حفظ الألفاظ . فهي تركز على الإملاء كإستراتيجية تعليمية

و تعلميه للطلبة لحفظ ألفاظ و كلمات جديدة فالفرق بين الطلبة الذين يدرسون عن طريق الإملاء و هؤلاء الذين

يدرسون عن طريق المطبوعات هو أساس هذه الدراسة. الفرضية الأساسية لهذه الدراسة هي انه إذا استعمل مدرسو

اللسانيات إستراتيجية الإملاء للتدريس ففدرة المتعلم في حفظ المعلومة و الألفاظ الجديدة ستطور فهمه مقارنة بهؤلاء الذين يدرسون عن طريق المطبوعات. المنهجية المتبعة في هذا العمل مزيج بين المنهج الوصفي والمنهج التحليلي. فهو يهدف إلى وصف ظاهرتين. الظاهرة الأولى تأثير الإملاء و الظاهرة الثانية تطوير المتعلمين حفظهم للألفاظ. كذلك استخدمنا أدوات لجمع البيانات و التي تتمثل في الملاحظة للسنة الثالثة جامعي بجامعة محمد خيضر بسكرة 2017/2016 و بالإضافة إلى الاستبانة التي وزعت على الطلبة و ذلك لكلا الفوجين. و قد استنتجنا من خلال نتائج الدراسة إن الدروس التي تقدم عن طريق الإملاء لها دور و تأثير على تحسين و تطوير حفظ الألفاظ و الكلمات للمتعلم