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Dictation as a technique in the improvement of listening skill of University English learners

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Dedications

Valeria

To my parents and sisters for raising me and always encouraging me to be a better person and achieve higher.

Arely

To my parents, brother and sisters. To God for blessing me with an amazing family that always supports me in order to achieve my goals and be a better human being.

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Abstract

Dictation has been used since the Middle Ages in monasteries to give lectures to pupils. Across the centuries, its usage derives from a testing device, a teaching method, to an activity to develop and improve language skills. However, recent studies have demonstrated its effectiveness in English as a Foreign Language. The methodology followed in this research was quantitative descriptive to measure the effectiveness of traditional dictation through statistical analysis. The data collected consisted of 16 dictation recordings applied to 29 Target Language IV group participants at the English Language Teaching degree from Benemérita Universidad Autónoma de Puebla. Furthermore, the study instrument was a pretest and posttest at the beginning and the end of the treatment to measure the effectiveness of traditional dictation.

Moreover, a t-test was applied to identify if the difference of the two means, pretest, and posttest as well as Dictation 1 and Dictation 16, were statistically significant. According to the results, the p-value was .211378, which is higher than $p < .05$ in comparing the means of pretest and posttest. On the other hand, the p-value of Dictation 1 and 16 was .368764, which is higher than $p < .05$. Therefore, there is not a significant result in both cases. However, there was not enough evidence to demonstrate that traditional dictation has a meaningful relationship with improving students' listening skills from Target Language IV at ELT. Although full dictation results did not show a significant improvement in students' listening skills from Target Language IV, the results can not be generalized. Finally, the suggestions for further research are directed to the usage of full dictation to improve the simple past tense recognition and the students' word recognition problems.

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CHAPTER I. INTRODUCTION

1.1 Introduction

Listening is an active process that requires the active participation of listeners to get speakers' messages. As Steil (cited in Sari, Sukirlan, Suka, and Suparman, 2013) mentioned, we spend 70% participating in some form of communication, in which 45% is for listening, showing the importance of the development of this skill in English learners. Previous studies made by researchers such as Yonezaki (2014), Tang (2012), and Kazazoglu (2012) have found that dictation is helpful to improve learners' listening skills in English as a Foreign Language (EFL). Considering the importance of listening in the foreign language (FL) acquisition and the progress of this skill through dictation, the present study pretends to determine the accuracy of this technique in students from target language IV at English Language Teaching major (ELT) at BUAP. For that reason, applying the dictation technique in ELT classrooms is suggested because it helps to improve listening skills. This chapter presents the background, rationale, objective, hypothesis, research questions, the significance of the study, the context of the research, and the conclusions.

1.1 Background

Listening is an active process that requires the active participation of listeners to get speakers' messages. According to Steil (cited in Simonds and Cooper, 2011, cited in Mulya Sari, Sukirlan, Suka, and Suparman, 2013, p. 4), listening is one of the most used skills in daily life. It is stated that people spend 70% of their time participating in some form of communication, where 9% is paid for writing, 16% for reading, 30% for speaking, and 45% for listening. Thus, developing listening skills is imperative, meaning that this skill is necessary to participate in any communication process. Then, "in designing listening tasks, it is important to teach learners to adopt a flexible range of listening strategies" (Nunan, p. 239.) The most used strategies or techniques are CD audios from textbooks, songs, videos,

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multimedia, dictation, etc. Dictation is not a very used technique, or at some point, it is rejected in classrooms because of its antiquity; it is considered very traditional because it places the student as a passive participant in the process. However, several studies show that dictation can provide good results. In addition, according to Norris cited in Herusatoto (2016), dictation is defined as:

A text that is read by the teacher or played on a cassette tape once straight through while the students just listen and try to understand. The text is then broken into a number of short sections with a pause between each section. During that pause, the students have to write down what they have heard. This is the only form of dictation many teachers and students have known, and sometimes is perceived as a boring exercise (Norris, 1993, p.72, cited in Herusatoto, 2016, p. 7)

Dictation has been studied for many years; articles from different authors in various countries worldwide were found and researched about this topic. Some of them have investigated how dictation helps students to improve their listening skills such as Reza and Shiramiry (2002), Kuo (2010), Sari, Sukirlan & Suka(2013), Marzban and Abdollahi (2013), Yonezaki (2014), Richa, Susilawati & Bunau (2014), Quiroz, Ledesma & Campos (2018), Gustiani & Yulia (2018), Jia & Hew (2019) and Malikhah (2019). Cassany(2004), Rahimi(2008) and KazazoglŪ (2012) develop their research focusing on dictation as a tool to improve language proficiency. While specifically, Tang (2012) studies the effectiveness of dictation in teaching vocabulary. Fisher (2001), Jacobs & Small (2003), and Herusatoto (2016) fixate on the promotion of dictation to use in the classroom. On the other hand, Reza and Shiramiry (2002) and Hassankiadeh (2013) concentrate their studies on the types of dictations. Finally, Benmostefa (2018) made a reflection about how to use dictation as a testing device. As it was mentioned, dictation has been used to improve listening skills, but by now, a study in this field has not been researched in Mexico, or there was not found that dictation is helpful in the improvement of the listening skills in the same context.

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1.2 Rationale

The interest in taking dictation as a tool to improve the listening skills was born since the researchers face problems recognizing some listening activities from the course books alongwith all the Target Languages they have taken. Although, as Nunan (2002) had frequently mentioned, most people who learn English focus on the output skills, speaking and writing. While the input one, listening and reading, are not considered as important as the output skills, and for that reason, they are not practiced in the classroom; consequently, students are unable to develop the English skills.

This situation is precisely what English learners face when taking the subject. Teachers usually focus on making students learn grammar rules, vocabulary, and producing the language by speaking rather than by making students being audio sensitives, considering that the four skills (Listening, Speaking, Reading and Writing) together with the sub-skills, grammar, and vocabulary, are all an essential part in learning a language.

Also, we cannot forget that the major, English Language Teaching (ELT), is based on the formation of English teachers, who should develop and manage the four skills to teach the language. According to some studies that take part in the dictation topic, the present study seeks to prove the effectiveness of this technique in improving students' listening skills from ELT.

1.3 Objective

To measure the effectiveness of dictation technique practices in the improvement of listeningskills through the use of recordings in Target Language IV class students at ELT.

1.4 Hypothesis

Traditional dictation is effective in improving the listening skills of University studentsfrom Target Language IV at ELT.

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1.5 Research questions

1. How does traditional dictation help students from target language IV at ELT to improve their listening skill?

2. How effective is the traditional dictation technique in students from target language IV at ELT to improve their listening skill?

1.6 Significance of the study

The present study is focused on dictation as a tool to improve listening skills and how it will be useful for Target Language IV students and the ELT community. It is well-known that listening plays an important role not only in the formation of teachers of English but also in the learning of any foreign language and is an essential part of the communicative process. It is important that the community realizes that dictation may help them to improve their listening skill besides its antiquity.

1.7 Theoretical context of the research

The participants of the present study are 29 students from Target Language IV at the Faculty of languages BUAP from the English Language Teaching major (ELT).

1.8 Conclusions.

This chapter shows studies about dictation and its usage in different contexts from different authors that have applied this technique. Furthermore, the rationale expresses why it is important to carry out this technique. In addition, the purpose and the significance of the study are presented. In the next chapter, dictation techniques and the scoring will be explained in order to reinforce the research argumentations.

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1.9 Key words

Listening is “the activity of paying attention to and trying to get meaning from something that we hear.” Underwood (1989, as cited in Gilakjani & Ahmadi, 2011, p.978)

Dictation “a passage is read aloud by the teacher to students, making pauses for them to write down what they heard as precisely as possible. Richards, Platt, and Platt (1992, as cited in Marzban & Abdollahi, 2013, p.239)

CHAPTER II. LITERATURE REVIEW

Chapter two presents the literature review of the study. The sections are layout by starting with the definition of the listening skill, followed by historical background and dictation definition. In addition, topics related to dictation such as the role of dictation in EFL, dictation process, types of dictation, traditional dictation, and how to evaluate dictation. Finally, recent studies about the topic are presented.

2.1 Definition of Listening

According to Underwood (1989, as cited in Gilakjani & Ahmadi, 2011, p.978), listening is “the activity of paying attention to and trying to get meaning from something that we hear.” On the other hand, for students who are in the process of learning English as a Foreign Language (EFL), listening is one of the most challenging abilities to develop, without mentioning that it is not usually practiced in English classrooms either. In this context, listening becomes one of the rarest skills practiced in school, which has not the importance compared to other skills, particularly in the sub-skills, grammar, and vocabulary.

Even though it can be considered as the principal skill in learning a language, Woottipong (2014) mentions that listening is the initial stage of language learning because it is the same process as children learning a mother tongue. In this form, a child receives a significant amount of verbal input, where listening plays a vital role in developing speaking as well as writing and reading. The same happens with learning a Foreign Language; the learner should learn to listen at his/her initial stage of language learning to develop the other skills (p. 201). “Therefore, it is necessary to develop listening skills in the initial stage of learning to become a good speaker.” (Woottipong, 2014, p.201).

It is necessary to know that listening plays an important role because a comprehensive input provides output to the learner. So, listening comprehension offers the right conditions for language acquisition and the development of other language skills (Krashen, 1989, cited in Woottipong, 2014).

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2.1.1 Stages of the listening process

According to Tyagi (2013), the listening process occurs in 5 stages: The first one is the simple effect of the listener to sound or to hear waves, called hearing. In this stage, the listener selects the information to focus on, known as attention.

The second stage is understanding, where the stimuli or information is analyzed. The listener is interpreting what they have seen and heard from the sender. An important aspect to consider is that this stimulus must be associated with the context where both listener and sender are together.

The third stage is remembering, which is important because it means that the listener has not only received and interpreted the message, they also added it into his mind. In this stage, memory is selective, and the information may be quite different from what was initially heard or seen.

The fourth stage is evaluating, where the listener has to formulate their opinion about the message before responding to the sender. The last stage is responding; the listener/receiver completes the process with verbal or, in this case, nonverbal answers. While on the other side, the sender has no other way but to determine if the message has been received and measure the degree of success in transmitting it (p.2). The whole five stages occur with a conversation and interaction process where the listener must answer the sender and vice versa.

Furthermore, Rivers (1983b) (Cited in Gilakjani & Ahmadi, 2011, p. 980) identifies three stages of the listening comprehension process. First, the listener must recognize that the sounds produced are part of a message, which are elements of the language system. In the second stage, the listener identifies sounds along with lexical and syntactic forms by segmenting and grouping them. The third stage involves the retention of the message in long-term storage if considered necessary. These stages are rapid and overlapping because they are daily conversations. The listening comprehension process, as it was mentioned, is focused only on how the listener perceives a message from what the sender is intended to express.

2.1.2 Listening comprehension processing modes: top-down and bottom-up

Listening comprehension is theoretically described as the active process where individuals concentrate on the selected input and associate it with existing knowledge (Gilakjani & Ahmadi, 2011). The listening process is explained:

According to cognitive comprehension theory, —schema means an abstract textual structure that the listener uses to make sense of the given text. The listener uses linguistic and situational cues and also their expectations about the new input to evoke schemata. When a schema has been evoked, it will become a guiding structure for comprehension. If the incoming information is matched with the schema, the listeners have succeeded in comprehending the text; if they are not compatible, either the information or the schema will be discarded or modified. The principle of schema leads to two fundamental modes of information processing: bottom-up and top-down. (Gilakjani & Ahmadi, 2011, p. 979)

These modes can be classified by how the listener processes the input: the bottom-up (the processing view) and the top-down (the interpretation view).

The bottom-up emphasizes the individual components of the spoken language from the smallest units like phonemes to complete texts. “According to this view, phonemic units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked to form utterances, and utterances are linked to form a complete and meaningful text” (Nunan, 2002, p.239). In this form this model follows a linear sequence in terms of processing the input. It means that “a chain of incoming sounds are hierarchically organized in the listener’s mind— the phonological knowledge, the morphological knowledge, lexical and syntactic knowledge” (Gilakjani & Ahmadi, 2011, p. 979). Thus, this process is closely associated with the listener’s linguistic knowledge because the listener uses their understanding of vocabulary, syntax, and grammar to work in the bottom-up processing. Additionally, the top-down model involves the listener reconstructing the message's meaning by using some incoming sounds as clues based on expectations, inferences, and intentions (Nunan, 2002). “In this reconstruction process, the listener employs previous knowledge of the context and situation within which the listening occurs to understand what he/she hears” (Gilakjani & Ahmadi, 2011, p.979). Hence, the top-down mode is “focused on the interpretation of meaning rather than recognition of sounds, words, and sentences” (Lynch and Mendelsohn, 2010, p.184), as happens in the bottom-up processing mode.

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According to Nunan (2002) “it is important to teach not only bottom-up processing skills, such as the ability to discriminate between minimal pairs but also to help learners use what they already know to understand what they hear”(p. 239). Furthermore, “a competent listener uses both of these to achieve effective comprehension of spoken language” (Lynch and Mendelsohn, 2010, p.183)

2.1.3 Intensive and extensive listening

According to Harmer (2007) in the classroom different situations require different types of listening. In these situations, students can improve their listening skills and acquire helpful input to be engaged in the listening. This will be achieved through the combination of intensive and extensive listening materials. In addition, these two types of listening are an excellent opportunity for students to listen to other speakers rather than only listening to their teachers.

Intensive listening includes activities where students are required to understand the meaning of every sentence and word to understand the whole text finally. Students should listen to the text several times if necessary. Another option is dividing the text into paragraphs or sentences to complete it. In some other cases by dictating word by word to understand each one. The goal is to make sure that students understand every sentence, consequently they are building their basic listening skills (Gilakjani, A. P., & Ahmadi, M. R., 2011).

Moreover, Harmer (2007) states that extensive listening occurs when students practice listening only for their pleasure by choosing their material. Consequently, students are not forced to do the boring listening exercises from their textbooks and they obtain benefits by doing something they find enjoyable and pleasurable.

The extensive listening activities are self-directed listening for pleasure and they can be performed outside the classroom. (Renandya and Farrell, 2010, p. 56) These self-directed activities can include TV programs, radio, or internet videos, where students are exposed to a wide variety of the oral language. By this form, they gain more knowledge in practicing their listening skills through something they enjoy. In these kinds of exercises teachers are not entirely involved in the process, they act as guides. Simultaneously, the teacher must encourage their students to practice intensive listening in class. In the practice, it is required

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that students understand the general meaning, and become familiarized with English pronunciation, intonation and the language use.

Both intensive and extensive listening should be combined to cultivate students' basic skills, develop productive listening habits and understand the text (Gilakjani & Ahmadi, 2011). In addition, extra materials can be recommended to students for their purposes.

The suggested material that students choose for their purposes can be authentic such as, radio-tapes, CDs, songs, and so on. According to Sanderson, (1999), Richards (1983) & Rost (2001) as cited in Alijani, Maghsoudi & Madani (2014) the use of authentic materials is valuable since they contain natural language which students may face in a real context. Moreover, students get well-acquainted with the structure of real language. Also, using authentic materials is a straightforward activity, as it is the selection of examples of language that is produced by native speakers.

Specifically, the purpose of extensive listening combined with intensive, is to strengthen the effectiveness of the intensive one and as a consequence the improvement of the listening ability. In this way "listening to comprehensible materials through simple and familiar classroom activities such as dictation and reading aloud can improve EFL students' listening skills" (Renandya and Farrell, 2010, p. 56)

2.2 Historical background of dictation

As mentioned, dictation as an intensive and extensive listening activity can improve the students' listening skills. Even though dictation is considered an ancient activity and it is not used in classrooms. Initially it is one of the oldest teaching techniques, one of its origins takes back until the end of middle age, where the master used dictation to impart course content to students in the classroom. As well, it was the usual way of publishing a book in the medieval "scriptorium". It was a room in a monastery where a master dictated to a group of scribes.

From its origins, which represent a kind of prehistory of dictation, it passed into the second language classrooms. Moreover, certain groups began the study of modern foreign languages in the XVI century. In addition, XIX century dictation was extensively used in teaching foreign language classrooms (Stansfield, 1985, p. 121).

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According to Stansfield (1985), dictation began to be applied in the XVI century. It was associated with the traditional or grammar-translation method, which emphasized written translation and memorization of grammar rules. The grammar-translation techniques (paradigms, declensions, conjunctions, etc.) have their origins in textbooks but, because of the unavailability of textbooks, dictation continued being used in transmitting foreign language to pupils. However, according to some authors such as Fisher M. (2001) & Brown (2007) cited in Reza A. (2014) agreed that in the 1960's dictation technique declined as a technique in foreign language classrooms because of the creation of new teaching techniques. Nevertheless, in 1970 dictation continued to be used as a testing, teaching device, and evaluating language proficiency.

It was until the second half of the XIX century when dictation was rejected because of the influence of the natural method. Dictation was precisely dismissed because of its nature of memorization and translation used since the XVI century. These aspects were against the fundamentals of the natural method, which emphasized the imitation of a child's learning of the native language through verbalization of actions during play. This method received lots of attention in the USA. Moreover, supporters of this method discouraged the teaching of reading and writing in foreign languages. This influence was reflected in The "Report of the Committee of Twelve of the Modern Language Association (MLA) of America of Preparatory" requirements in French and German were proposed for more oral teaching in language classrooms.

It was until 1899 where Edward Jaynes disagreed with the report that the MLA had made before. He argued that dictation has some points in favor of the natural method.

It is equally false to exclude or depreciate the value of the eye, which under our conditions has largely become our medium of contact with language and literature. It is precisely here that it is found the strongest argument in favor of dictation as a philosophical process. In dictation, there is the most perfect combination of faculties and functions. There is the accurate tongue, speaking to the listening and discriminating ear; there is a reproductive hand, bringing back to the intelligent and critical eye that the mind has heard by the ear. All the faculties of perception, conception, and expression are alert in harmonious cooperation. (Joynes, 1899 as cited in Stansfield, 1985, p. 122)

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In the late XIX century, a more scientific view than the natural method was introduced in classrooms; this method is called the direct method. At this moment, dictation regained popularity. The direct method included phonetics teaching; in this sense, phonetics dictation became common in classroom activities. It was stated that phonetics dictation was stimulating to pupils, and it served in their auditory ability.

At the beginning of the XX century, dictation began to appear in standardized tests of modern languages. In 1915 a test of this type included three aspects:

1. Complete 10-minute dictation.
2. Present a written summary in English of an oral passage read by the examiner in the foreign language.
3. Provide written answers to general classroom questions read by the examiner.

In the same year, Rollo Brown of Wabash College published the book "*How the French boy learns to write*". Here Brown found that one of the unique aspects of the French approach to teaching composition was the daily use of dictation. Because of this, children could write a difficult passage with almost perfect accuracy. His work became popular with foreign language teachers, and it was cited in articles until World War II.

Over the following decades, dictation has had several critics, and its use was not frequent in classrooms due to its lack of relationship with regular human interaction. But it was still used as an EFL testing device. Even in 1985, Stansfield wrote his book "A history of Dictation in foreign language teaching and testing". He stated that dictation was found helpful for placement tests because of its validity in measuring the English language proficiency.

Furthermore, Benmostefa (2018), in his reflection about the pros and cons of dictation, mentioned that some of the pros of dictation are the development of the four language skills, it involves the whole class, etc. On the other hand, he mentioned that it is time-consuming for the class. Furthermore, in his research, he asked the following questions to English teachers "Do you use dictation in your classroom? This question showed that 25.5 % of teachers never use it while 22% use dictation often, finally 52.5% sometimes use this technique. In addition, the question "Do you think that dictation has a place in the modern English language classroom?" Most of the teachers agreed that dictation helps students

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improve listening skills, considering that “If dictation is carefully prepared and aims at the academic and mental age of the learner (connected to the learning outcomes and objectives of the lesson). The learners will surely find it of great interest” (p. 22).

2.3 Dictation definition

According to the British Council (2006), dictation in the classroom is defined as a practice where students write down word by word what they heard from the teacher when they read aloud a text. Furthermore, Richards, Platt, and Platt (1992), as cited in Marzban A. & Abdollahi M. (2013), described dictation as a technique used in language teaching and language testing, a passage is read aloud by the teacher to students, making pauses for them to write down what they heard as precisely as possible. On the other hand, according to Norris dictation teaching technique is defined as:

A text that is read by the teacher or played on a cassette tape once straight through while the students just listen and try to understand. The text is then broken into a number of short sections with a pause between each section. During that pause, the students have to write down what they have heard. This is the only form of dictation many teachers and students have known, and it is sometimes perceived as a boring exercise (Norris, 1993, p.72 cited in Herusatoto, 2016, p.7).

2.4 Role of dictation in the FLA

Dictation plays a significant role in English as a Foreign language acquisition. According to some researchers, it helps to improve output (speaking and writing) and input (reading and listening) skills, also sub-skills such as grammar, pronunciation, and vocabulary.

Qu Tang (2012) from China states that through dictation, students can learn vocabulary to help them to memorize English words. On the other hand, Galina Kavaliauskienė & Irena Darginavičienė (2009) argue that dictation can help students identify and correct grammatical mistakes and learn punctuation.

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Furthermore, dictation fulfills an important function as an activity since it helps the development of the personal maturity of the students within the class, working the values of respect, responsibility, team spirit, and self-evaluation. Dictation is a fundamental tool that can be used as a didactic strategy when doing class activities. Thus, it is clear that dictation not only allows the evaluation of spelling but also facilitates the development of other attitudes and cognitive abilities in students.

In dictation, the equivalences between communication and grammar are different, according to the emphasis from one to another; the technique concentrates on the use of the abilities and grammar knowledge. For example, if the teacher says to students to write the main ideas of the dictation activity is communicative matter; in contrast, if the teacher says to students to write down all the text, it is a grammatical activity. (Cassany, 2014, p. 234). In this form, dictation ensures students distinguish sounds and oral comprehension abilities.

To conclude Montalvan (1990), as cited in Kavaliauskienė & Darginavičienė (2009, p. 2), one of the advantages of dictation is that it helps to develop English language learning skills in an integrative way because, in the dictation process, the four main skills are used to get a dictation paper. Apart from the benefits of dictation, it is not commonly used in EFL classrooms as it is considered an old fashion technique.

2.5 Types of dictation

There are many dictation techniques to work in the classroom to improve the second language skills and are adaptable for students' linguistic competence. Between the most known and used are:

The first one is known as partial dictation, where students are given an incomplete text, and they have to complete it while listening to an oral version of the exact text, generally read by the teacher or played in a recorder. This type of dictation is mostly used as a testing device for its reliability and validity (Kuo, 2010, p.5).

According to Nation, 1991(as cited in Herusatoto, 2016, p.4), dicto-comp refers to students listening to a text read by their teacher several times without writing anything on this process. Then, students write what they can remember without any help. In this form,

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students have to remember the ideas of a text by using their own words. That is why it is called dicto-comp because it derives from dictation and composition (p.4).

Another type of dictation is known as dictogloss or sometimes called grammar dictation, in which the text reconstruction functions as its base. What learners have to do on dictogloss is recreate their texts based on what they have heard. In this form, they make use of their own grammatical and linguistic resources. Then, dictogloss is a task-based procedure designed to help learners understand how grammar works on a text basis. It is intended to expose strengths and weaknesses in the language then their needs are shown. So teaching can be explicitly directed towards these areas. In this sense, it is learner-needs based. (Wajnryb & Maley, 1990)

Running dictation is gaining popularity in recent years, where the role of the teacher changes. Instead of being one of the main participants, the teacher becomes a guide who gives instructions and solves doubts. Consequently, the main participants are students, usually organized by pairs. In a simple process, they are the ones who read and write by themselves. For example, one student is the reader or runner, the one who runs until the place where the text is, reads in and catches as much as possible information in his mind; then, he must run where his classmate is and dictates what he already has read, the writer is sitting, and his role is (as the role says) to write and listen what his classmate dictates. In the process, the runner can go back to the text as many times as he considers to complete the given text. (Nation and Newton, 2008, p. 62, cited in Malikhah, 2019, p. 23).

2.5.1 Traditional dictation (Standard dictation or full dictation)

Another kind of technique is traditional dictation (also called standard dictation). Traditional dictation is one of the most known and old techniques used in the classroom through the process of learning a second language. As it was mentioned before in the definition of dictation, “in the standard dictation procedure, the teacher reads a passage slowly and repeatedly. Students write exactly what the teacher says (...) it has been criticized as a rote learning method in which students merely make a copy of the text the teacher reads without doing any thinking, thus producing a mechanical form of literacy” (Jacobs & Small, 2003, p.1). In some ways, this type of dictation has been reprobated because of students' lack of participation and the consideration as a tedious exercise. But

Dictation as a technique in the improvement of listening skill of University English learners. as this work is intended to improve listening, it is thought to be helpful for that task.

Moreover, traditional dictation has some important didactic objectives, which are: evaluate (diagnostic language level test), practice specific content (grammar rules, lexicon, etc.) and improve oral comprehension (Cassany, 2004).

2.6 Dictation process

The traditional dictation process proposed by Gower & Walters (1983 as cited in Cassany, 2004, p. 235) recommend teachers follow the following steps to achieve a successful dictation:

1. Explain the dictation topic: kind of text, communicative context, participants, sources, and others.
2. Read a text at a normal velocity: students listen without writing to understand the text altogether.
3. Read each sentence from the text at a normal velocity and repeat it as many times as necessary. The purpose is to make students understand it and have enough time to write it. Previously, the teacher prepared the text, voice, intonation and divided the text into short fragments. Teachers have not to read word by word and do not change the rhythm of the dictation.
4. The students have to read the text silently. They can make one or two comprehension questions to prove if they have understood.
5. Re-read the text and give time to students to make corrections.
6. Make small groups compare and comment on the dictation; then, students can improve their text.
7. Give students the written text of the dictation (photocopy, register on the blackboard, etc.)
8. Assign a degree taking into account all the processes; as an alternative activity, they have to make the final version of the dictation as homework.

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2.7 How to evaluate dictation

According to Afsharrad and Sadeghi (2014), there could be four rules in scoring dictation papers made by the participants.

1. Syllable is considered as a unit of scoring. Then, each syllable written accurately gives a point. For example, the word *great* written properly obtains a point since it has only one syllable.

2. Spelling mistakes will have value as long as the words seem to have been heard correctly. For example, the word *phone* is written as “*phon.*” But if the participant wrote a word with a different meaning and spelling but the same pronunciation instead of the original word, it does not give any score. For example, words such as *leave* instead of *live* and *were* instead of *wear*.

3. Grammatical mistakes are considered as such and give no point. Because that means the words were not heard correctly. For example, *can* instead of *can't*.

4. Illegible, if the handwriting is difficult and impossible to read, no points are given.

2.8 Recent studies

Studies about dictation have been done for many years. The present section pretends to show how dictation has been studied by some researchers worldwide and how their results show that dictation helps second language learners improve their listening skills.

The study made by Kuo (2010) was intended to help Taiwanese university students in their word recognition and word segmentation listening problems in normal speech rate through an English teaching radio program partial dictation. The study was applied to one group of 31 students. The pretest's mean and standard deviation results were: $M=33.61$ and $SD= 8.50$; while the post-test results were: $M=40.48$ and $SD=7.21$. The gain in the Mean score was 6.87, and the p-value was 0.000, showing that partial dictation of an English teaching radio program can effectively improve students' listening comprehension.

Dictation has been used as a method to help students to memorize vocabulary of Chinese students. The study made by Qu Tang (2012) was applied in two groups: The treatment class (TC), where there was an increase and change of modes of dictation practices

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(compound dictation and words connection), and the comparison class (CC), which had been under the original way of dictation. Where words are dictated, and students write down the words according to the teacher's speech. In comparing results, before the experiment, both classes had almost similar mean average TC: 59.3 CC: 62.9. However, after the experiment, the TC had an average of 75 while the CC got 64. Thus, both groups got an increase in their scores, but results in TC were more significant than the ones of CC.

Kazazoglu (2012), in his article called 'Dictation as a language learning tool,' conducted research in which the primary purpose was to identify students' semantic errors through the use of dictation. The subjects were intermediate English learners, divided into two groups; two kinds of dictation were applied, teacher lead dictation and tape recorder dictation. The same activities were applied to both groups and implemented at the same time. The students were given a text which they must fill in the blank spaces according to the dictation. The results of this study showed that dictation is an excellent way to detect word errors. However, more students' errors were found in tape recorder dictation than teacher lead dictation. Also, it depends on the length of the text. The author recommends this teaching technique to revise language skills also that dictation is a basis for comprehending all languages.

In addition, Marzban and Abdollahi (2013) inquired about the Effect of Partial Dictation on the listening comprehension ability of Iranian Intermediate EFL learners. They investigated the effect of partial dictation in the development of listening comprehension ability, choosing 60 students. The mean of pretests and posttests gave .033 of gain score to the control group, while in the experimental group, their gain score was 5.3, which shows a significant change indicating that partial dictation helps learners improve their listening comprehension.

Furthermore, Yonezaki (2014) states that dictation helps high school students to improve their listening skill. An experiment in two groups was done: experimental (EG) and control groups (CG). A pretest was applied in both groups, where results showed that: CG obtained a mean of 19.17 and standard deviation was 6.78. Meanwhile, the posttest got a mean of 19.95 and a standard deviation of 6.96. The gain scores were: in the mean 0.78 and the standard deviation of 7.36. On the other hand, the results from EG were: mean of 32.58

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and standard deviation of 4.55, in the posttest, mean of 36.50 and standard deviation of 5.32. The gain scores were: mean 3.92 and standard deviation of 4.84. The posttest's results showed a significant improvement in the experimental group in comparison with the control group.

The researchers Richa, Susilawati, & Bunau (2014), in their "Teaching listening through minimal pairs sound dictation technique," agreed that this technique gives a significant listening improvement in the total of 38 participants who participated. The participants were not familiar with the English spoken language, and they lacked vocabulary as well. In the given situation, the researchers agreed that minimal pair sound dictation could be an appropriate technique to help students develop more profound listening and then actively encourage them to learn English. The process started with a pretest, then minimal pair sound dictation was applied three times, and finally, the posttest. By taking the pretest and posttest results, it has been shown the students' total score of the pretest was 1880 while the total score of the posttest was 3080. Furthermore, the mean score of the pretest was 49.47, while the posttest was 81.05. The difference in the mean scores of the pretest and posttest is 31.57. Even though this study focuses more on the phonetics point of view, the results show a significant difference before and after the treatment.

Herusatoto (2016), in his research called 'Using dictation to promote the use of grammar knowledge in reconstructing listening text' he states that through full and partial dictation EFL (English as a Foreign language), students improve their grammar awareness in reconstructing listening texts. The subjects were students from STBA (School of Foreign Languages) LIA Yogyakarta: two experimental groups (A and B) and a control group (C). The activities and techniques for each group were different for group A full dictation, group B partial dictation and dicto-comp, and group C only dicto-comp. Moreover, pretest and a posttest were applied to the three groups. The results of the study showed in Group A (full dictation), the mean score of pretest and posttest was 6.76 and 8.06 respectively, with a gain score of 1.3, while Standard deviation (SD), the posttest decreased from 3.118 to 2.200. The results of Group B (partial dictation and dicto-comp) throw a posttest's mean of 7.56, higher than that of the pretest, 5.39; obtaining a gain score of 2.17 higher compared to that of Group A, the SD of the posttest (2.877) was also lower than that of the pretest (3.229). Lastly, Group C (dicto-comp) obtained the mean of the posttest and pretest was 10.36 and 8.32 respectively

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with the gain score was 2.04, the posttest SD was 3.163, however, was higher than the pretest (2.601). Therefore, it was concluded that the experimental groups improve their awareness to use grammar knowledge to reproduce a listening text.

According to Quiroz, Ledesma & Campos (2018), dictation with note-taking and dictogloss have benefits in the English listening comprehension of 15 college students. The participants from this study had an initial pre-intermediate English level, and they were divided into two groups: The Experimental group (EG) and the controlled group (CG). The methodology followed was quantitative, determining if the techniques affected the participants' listening comprehension and to what extent based on the pretest and posttest results; and qualitative, using the interview to know the student's perceptions about their listening skills. The results from the interview showed that most of the participants think that listening is maybe the most challenging skill to acquire, and most of them understand nearly 40% of the songs, films, and conversations they hear. In the case of movies, the participants commented that they could understand because of the images, and they are mostly visual. The main problems they face in listening are connected speech, new vocabulary, different accents, idiomatic expressions, complex grammatical structures, stress, and the length of the spoken message. The quantitative results, in terms of the mean from a pretest of EG and CG, got 8.13 and 9.23 respectively, while in posttest results, EG obtained 17.20 equals, and the CG got a 10.77. The differences between both means in pretest and posttest on the experimental group have an increase of 9.07, which is significant, proving that the application of these three techniques, note-taking, dictogloss, and dictation, can be helpful in the improvement of listening skills in students.

Another kind of dictation, running dictation, was applied in the study of Gustiani & Yulia (2018), where 50 participants from Baturaja University in South Sumatera were chosen and divided into Experimental (EG) and Control (CG) groups. Listening comprehension tests were used as pretest and posttest. The results in terms of the mean from both pretest and posttest of the experimental group were 55.73 and 74, respectively. In contrast, the control group got on the same tests 56 and 67.2 respectively to the pretest and posttest. Moreover, the result from the t-test showed that running dictation improves students' listening comprehension ($p < 0.000$).

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Recently, the research made by Malikhah (2019) was focused on improving the students' listening skills through the application of running dictation. In this mixed-method paper, the researcher used running dictation in two cycles, following these steps: planning, application of pretest, running dictation and posttest, observation during the treatment while filling an observation sheet, and reflection. The quantitative part took into account the improvement of students concerning pretest and posttest cycles, and regarding the qualitative aspect, it used an observation sheet to record students' behavior, participation, and enthusiasm towards the activities. After the treatment, the pretest means were $M=67.86$ and $M=72.50$ in cycles 1 and 2, respectively. Meanwhile, in posttest the means were $M=84.46$ and $M=93.93$ in cycles 1 and 2. Furthermore, the t-test analysis in both cycle 1 (3997) and cycle 2 (5847) showed a significant improvement in the students' listening skills using running dictation.

Moreover, the researchers Jia & Hew (2019) concentrate their research on a dictation program supported by a mobile instant messaging app, WeChat to improve learners' listening proficiency. University students from the Northwest University of China were participants in the study. The study was guided in two phases, in the first, they used a quasi-experimental design to compare the effects of using WeChat in the EG with 37 participants and traditional learning on student listening proficiency in the CG with 33 participants. In Phase 2, an open-ended survey was conducted to gain participants' in-depth insights into how WeChat affects their listening proficiency. As pretest and posttest, it used College English Test Band 4 (CET-4) to assess the participants' listening proficiency before and after the treatment, which consisted of 17 weeks. The results of the EG pretest in mean and standard deviation were $M=21.46$ and $SD=7.13$, while the results from the posttest threw a significant improvement $M=32.00$ and $SD=8.86$. The other group, CG, also improved due to their traditional listening treatment, the results from pretest $M=21.76$ and $SD=5.61$, while in posttest $M=27.94$ and $SD=7.03$. Besides that, both groups got an improvement after the study. The results from EG showed that dictation through WeChat app positively affected the listening proficiency of the University EFL learners in China.

Finally, as mentioned before, dictation can be a beneficial technique for students studying English as a Foreign Language. Countries like Iran, Indonesia, China have shown

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that dictation helps to improve skills and sub-skills, especially listening. The previous articles about dictation show that it can be helpful in the English learners' classroom to develop and to improve their listening skills. Thus, the importance of studying this within the Faculty of Languages is to know how dictation has helped students of ELT in their English learning process as a foreign language. Table 1 summarizes the objectives, methodology, contexts, and findings of the recent studies.

Table 1

Recent studies

Author	Objective	Methodology	Participants	Findings
Fisher (2001)	Reconsiders the merits of dictation used in the classroom	Qualitative	University students in Japanese private four-year universities or women's junior colleges. They range in age from eighteen years old to twenty-two years old.	Dictation brings a homely satisfaction in its use, as Leavenworth articulates: "In a dictation exercise I always feel that the time is being used to the full by every pupil and that it is being filled with the use of the foreign tongue exclusively" (Leavenworth 1926: 489).
Reza & Shiramiry (2002)	To investigated the effects of frequent dictation on the listening comprehension(LC) ability of elementary EFL learners.	Quantitative	Two homogeneous groups of elementary EFL learners at the Kish Language Institute in Tehran, Iran was chosen. Each group consisted of 30 male elementary EFL students, 20 to 35 years of age.	The results showed that dictation had a significant effect on the listening comprehension ability of the participants in the experimental group. The mean gain scores of the experimental

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				groups were significantly higher than those of the control group.
Rahimi (2008)	To investigate the effect of dictation with 65 EFL learners to see if it helps them improve their language proficiency.	Quantitative	65 EFL learners, divided in 2 groups, the experimental and the controlled one.	The results of the study showed that the experimental group made some improvement in their language proficiency. The control group, however, showed no improvement on the proficiency test and its components except for the vocabulary subtest.
Tang (2012)	Introduces theories of supporting dictation methods and effective strategies for applying it.	Quantitative		The researcher recommends teachers to make use of more methods to increase students' enthusiasm and improve their efficiency of memorizing words.
Kazazoglu (2012)	Reports pervasive decoding/listening problems of word recognition and segmentation in connected speech at normal and high speed among Turkish high school students at the intermediate level through the use	Quantitative	76 eleventh grade students	According to the results, there is a difference between the teacher-lead dictation and tape-recorded dictation during the dictation process. It is observed that dictation is a way of detecting word

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	of dictation.			errors, besides it is observed that the length of the text also affects dictation.
Marzban and Abdollahi (2013)	To improve the listening comprehension ability of Iranian intermediate EFL learners by using partial dictation.	Quantitative	Two groups of intermediate EFL learners at the Abrar Language Institute in Qaemshahr were chosen.	Results showed that dictation had a significant effect on the listening comprehension ability of the participants in the experimental group.
Richa, Susilawati, & Bunau (2014)	To determine if the use of minimal pair sound dictation technique affects the students' listening achievement.	Quantitative	38 8th grade students from the junior high school of SMP Negeri 3 Sungai Ambawang in Indonesia.	From the results, the mean score of the pretest was 49.47 while the mean score of post-test was 81.05. It was proved that there were significant differences between the score of the pretest and the posttest.
Quiroz, Ledesma & Campos. (2018)	This study aims to investigate the impact of using note-taking, dictogloss, and dictation to improve listening comprehension	Quantitative and qualitative	15 students of University from Quito, Ecuador.	The differences between both means in pretest and posttest on the experimental group, have significant increase, proving that the application of these three techniques note-taking, dictogloss and dictation are effective in the

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				improvement of listening skills in students.
Jia & Hew (2019)	To identify the effects on learners' listening proficiency of a dictation program supported by a mobile instant messaging app.	Qualitative and quantitative.	70 participants from Northwest University in Hong Kong, China	The results from EG in terms of Means and Standard Deviation showed that dictation through WeChat app positively affected the listening proficiency of the University EFL learners in China.

Source: authors' elaboration (2021)

Chapter two has shown a deep view of the listening process. Furthermore, the historical background of dictation. In addition, some types of dictation, how to apply them, and the role of dictation in the development of English as a Foreign Language. Also, how dictation helped students to improve listening skills through studies made around the world, where most of the participants were college students. In the next chapter, the methodology, context, and so on are presented.

CHAPTER III. METHODOLOGY

This chapter presents the methodology, participants, context, instruments, data collection and the procedure of the study.

3.1 Research approach

Quantitative research has its origins around 1250 A.D. because of the need to quantify data. This approach was the most used as a research method because of the creation of meaning and new knowledge (Williams, 2007, p.66). The quantitative method takes its roots from the positivist philosophy, which refers in simple words “on measuring how much is happening to how many people” (Mayoux, 2006, p.116). Usually, to measure data and analyse it, it is necessary to use graphics and statistics to determine if the research hypothesis is true or false. According to Williams (2007) in quantitative research, mathematical models are used in the methodology. Also, research design, test, measurement procedures and statistical analysis are included. Furthermore, quantitative research typically involves numeric data collection (p. 66).

On the other hand, Williams (2007) states that “descriptive research approach is a basic research method that examines the situation, as it exists in its current state” (p.66). Meanwhile, Koh et al. (2000) state that descriptive research is a study which is used in education, nutrition and behavioral sciences. As this study is related with education, descriptive research was the adequate method to describe all the process of the dictation technique. A quantitative descriptive methodology is applied in this research to measure the improvement of the participants’ listening skill through the analysis of dictation scripts, pretest and posttest results.

Moreover, quantitative-descriptive research can be defined as the method that is used to measure something using procedures and statistical analysis to know what is happening to a determined amount of people in a specific environment such as education which is the case of this study that is related with the improvement of a second language; English, specifically one of the four principal skills; listening in university learners.

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3.2 Context

The context of this research is the Faculty of Languages which is part of Benemerita Universidad Autonoma de Puebla (BUAP). Specifically the major in English Language Teaching (ELT). The information is summarized next:

The following text is based on Agustin Huerta Bortolotti's article titled "Génesis y desarrollo en la enseñanza de las lenguas en la BUAP". According to Huerta (2005), at the end of 1959, a Department of Modern and Classic languages was created. These languages were divided into two types: Modern languages (English, French, Italian and German) and Classic languages (Latin, Greek).

English Language Teaching (ELT) major was implemented in 2009. The main objectives of the major are: to form competent teachers with knowledge about Anglophones cultures, teachers with a competent academic English level and capable of continuing their studies to improve their personal and academic development. During the major, students take five target language courses. The first four target language classes are focused on developing the main four English skills (Listening, Speaking, Reading, and Writing) to reach a B2 level of proficiency according to the Common European Framework of Reference for Language (CEFR). The last target language is focused on the output skills (writing and speaking), rather than input skills (reading and listening). However, as future English teachers, they need to manage the language skills to ensure that they can teach English in any context.

3.3 Participants

The study participants were 4th-semester students of "Target language IV" from the ELT major at BUAP. The class was around 29 students, 17 females and 12 males. All the participants had already taken previous target language classes to be in the fourth one.

This target language IV class was selected among different groups of the same level. According to their academic program, students developed a B1+ level corresponding to the Common European Framework of Reference (CEFR). At this level, students can understand detailed information about study or work-related topics, everyday topics, etc. They also can identify general and specific details provided by people with a clear speaking and familiar accent.

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3.5 Instrument

The instruments to get the data needed for the research were recordings used for dictations, and as pretest and posttest, the Longman preparation course for The Paper Test TOEFL software was used. The type of dictation used in this research is “Traditional dictation” even though it is traditional; the dictation audios were played online to students recognize a native English accent. The dictations were chosen from the page “Listen and Write” an online dictation platform where users can upload audios or practice by themselves and keep their achievements. It provides a wide variety of topics from levels 1 to 29 rank based on their difficulty. For this research, the selected audios were from level 8 to 10, and the topics were related to the topics that the participants work in class according to their textbook Cambridge English Empower B2 Upper-intermediate.

Regarding the pretest and posttest instruments, The Longman preparation course The Paper Test TOEFL was applied at the beginning and the closure of the process. This test was in a CD and interactive format. These tests (pretest and posttest) were applied in an audiovisual room, where each student takes the test with headphones. This practice test evaluates listening comprehension, grammar, and reading.

The dictation procedure was applied for two months, once, twice or three times per week depending on the disponibility of the teacher in charge of the group, reaching a total of 16 dictations. The length of the audios were around ten sentences each, but there were a variety of others. It is essential to mention that dictations were adapted to the durability in sentences of audios, taking the case of some audios which have more than the average length, they were divided in the way of reaching at least ten sentences per dictation.

3.5.1 Data collection procedures

The data was collected after the teacher of the group applied the dictation. Before each dictation, the teacher gave a brief introduction about the topic of each dictation to the participants. Then, sheets of paper were given to each participant where their names, date of application, and audio title were included. Furthermore, the audio was played sentence by sentence.

A recommendation from Cassany (2004) is to read the text at an average velocity and making the elisions and contractions as it is normal in speaking, or in this particular case,

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to play the sentences from the audios read by native English speakers and repeat them as necessary, usually two to three times each. At the end of the dictation, it can be useful to play the whole audio to give students time to check what they have written. In the case of this research, the recordings were played three times by sentence. The first time, participants concentrate only on listening, the second time they listen to the audio while writing down what they heard, and the last time participants checked what they have written. The application of each dictation was about 15 to 20 minutes, depending on the length of the sentences. After completing the dictation activity, the teacher received the students' papers. Then, researchers graded each dictation, following the recommended evaluation steps proposed by Afsharrad and Sadeghi (2014):

1. Syllable is considered as a unit of scoring. However, in this research, the unit of scoring was the word instead of syllable. Then, each word written correctly gives a point. An exception is explained in the next step.

2. Spelling mistakes will have value as long as the words seemed to have been heard correctly. For example, the word phone, which is written as "phone". But if the participant wrote a word with a different meaning and spelling but the same pronunciation instead of the original word, it does not score. For example, words such as *leave* instead of *live* and *were* instead of *wear*.

3. Grammatical mistakes are considered as such and give no points. Because that means the words were not heard correctly. For example, *can* instead of *can't*.

4. Illegible, if the text written is difficult and impossible to read gives no points.

After all the papers were graded, each participants' scores were transferred into an Excel sheet to store them and analyze them by researchers.

3.6 Data analysis procedures

As mentioned, this research's design is quantitatively descriptive to explain the effectiveness of dictation in listening skill. Therefore, the analysis was guided under descriptive analysis procedure, which simplifies data to have a general understanding of a phenomenon. It is essential to mention that quantitative description can be part of a causal analysis, which involves measuring the effects of specific variables that play significant roles in a cause- effect relationship, for instance, in asking if one particular academic intervention, such as a

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reading program, causing an effect as an increase in students' performance. "Causal research methods may yield strong evidence about the effects of an intervention, as implemented in a particular time and place, but descriptive research explains the conditions and circumstances of the cause "(Loeb, Dynarski, McFarland, Morris, Reardon & Reber, 2017, p. 1). Mainly speaking, as this study has its objective the application of traditional dictation to improve the listening skill of participants, the design fits the purposes of the research.

In analyzing data, "simple statistics that describe central tendencies and variation (for example, means, medians, and modes) are the most common tools of descriptive work and can be very helpful for describing data" (Loeb, Dynarski, McFarland, Morris, Reardon & Reber, 2017, p. 6). Then to describe the obtained data from the study, the simple statistics mentioned above were used, for instance, mean, standard deviation, percentages. The main objective of using these techniques is to observe how the participants' results are spread out from the mean and obtain the total number of students in each category (insufficient, regular, good, or excellent) according to their performance. This last one is explained in the following paragraph.

The data collected from the participants' dictations were transcribed to a Microsoft Excel paper. The process in analyzing data is as follows:

Students' performance in each dictation was calculated in percentage, where the total number of words in each dictation was taken as 100%.

Each participant achieved a different score; the score was divided by the total number of words to obtain their percentage. In this form, it can be seen the achievement of the participants towards 100%. This achievement was classified in a range of numbers from 1 to 4, meaning the following respectively: Insufficient 0%-59%, Regular 60%-74%, Good 75%-84%, and Excellent 85%-100%.

The participants were divided into the categorization presented according to the correct number of words they had had. For example, a student who obtained 53 right words in a 116 words dictation gets an achievement of 46%, which, based on the classification range the student dictation matches with number 1 or "Insufficient."

Once the data were classified into the achievement range, data were analyzed with the SPSS 26 software, where the values of achievement range were 1 to 4, from "Insufficient" to "Excellent." As variables, pretest, dictations, and posttest were taken. In analyzing the

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data, descriptive statistics then frequencies to obtain the charts for describing each dictation results. Additionally, to better illustrate the results, they were passed again into an Excel sheet to transform them into graphics to observe how many students were in each achievement category range.

Finally, in the descriptive statistics of pretest and posttest, the means were analyzed through a t-test online page, like this to determine if the results from traditional dictation were statistically significant ($p < 0.05$).

In this chapter, methodology, sampling, context, instrument, and the scoring procedure were described. The results of each dictation paper, pretest, posttest, and descriptive statistics are discussed in the next chapter

CHAPTER IV. RESULTS AND DISCUSSION

In the following chapter, the results of this study are discussed. The results of dictation scripts are described in the following paragraphs. Moreover, the pretest and post-test results are presented to show if the objective/hypothesis was achieved or not. Finally, the first and last dictation results are explained and compared to measure the participants' listening skill improvement through the whole dictation treatment. In the end, the discussion of the results is presented.

4.1 Participants

The participants of this study were 29 students from Target Language IV from ELT major at BUAP. From the participants, 17 were Females, and 12 corresponded to Males, giving a slight difference between the two genres. The following Table 2 illustrates this result.

Table 2

Participants

Genre	Frequency
Female	17
Male	12
Total	29

Source: own elaboration (2021)

4.2 Dictation scripts

During the scoring procedure, the parameters to grade each dictation paper were mentioned previously. Moreover, a range of percentages was taken into account to calculate each student's level in each dictation. The rate was calculated from the correct total words from students' dictation papers divided by the sum of words from the original text. For example, the whole text has 157 words, and a student got 103 correct words. These numbers give the operation $103/157$ with the total calculated in percentage, throwing the result of 65.61%, which is the effectiveness of a regular dictation paper.

The range of percentage was the following:

Table 3

Range of percentage

0%-59%	Insufficient
60%-74%	Regular
75%-84%	Good
85%-100%	Excellent

Source: authors' own elaboration (2021)

The dictation papers analysis was taken per topic and not by dictation individually. Meaning that the first analysis considered the first two dictations; the second analysis took dictation 3, which was only one part, while the third analysis consisted of dictation 4, 5, and 6. Table 3 shows specific information about dictations and the order of application per topic.

Table 4

Dictation audios

No. of dictation	Name of dictation	Level	No. of sentences	No. of words
1	The history of the calendar 1. PT.1	8	10	116
	The history of the calendar 1. PT.2	8	10	114
2	Searching for clues on climate change on the Antarctica	8	10	107
3	The history of the calendar 2. PT. 1	8	10	99
	The history of the calendar 2. PT.2	8	10	118
	The history of the calendar 2. PT.3	8	8	100
4	I was ill last week.	8	8	128

5	A history of Christmas in America	9	7	101
6	Tips for revising before exams.	9	11	171
7	DNA technology helps farmers identify crop diseases	9	10	150
	DNA technology helps farmers identify crop diseases PT. 2	9	9	165
8	Scientists say new diet may save planet	9	7	124
9	Camping is good for the brain. PT.1	10	10	153
	Camping is good for the brain. PT.2	10	8	122
10	Breakfast around the world	9	10	140
11	Many people don't know the dangers of alcohol	9	8	122

Source: Own elaboration (2021)

Pretest

As mentioned in the previous chapter, the pretest and post-test were retrieved from The Longman preparation course The Paper Test TOEFL, which was in a CD and interactive format. It evaluated listening comprehension, grammar, and reading. In this case, the range of the results is shown in the following chart.

Table 5

Toefl levels

A1	A2	B1	B2	C1	C2
437-476	477-512	513-549	550-589	590-639	640-677

Source: CAA Longman The Paper Test TOEFL (2019)

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It is essential to indicate that some students got lower scores in the test, so below 437 points which correspond to A1, were going to be taken as A1-. The title N on the following tables corresponds to the number of participants, which completes the total sample of 29 participants.

Table 6

Pretest results

Pretest	
N	%
A1-	14 48,3%
A1	7 24,1%
A2	7 24,1%
B2	1 3,4%
Total	29 100%

Source: own elaboration (2021)

As shown in Table 4, most students were under A1-, meaning they obtained lower results, 14 participants out of 29. At the same time, A1 and A2 shared the same number of participants, with seven each. Lastly, there was one participant with B2 level. As mentioned before, the level of students should be B1+ according to their academic program based on the CEFR. Therefore, compared to Table 4, most of them were under the level required for the Target Language they were coursing.

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Dictation 1 and 2

The first two dictation activities were taken from one original audio divided into 166 and 114 words, respectively. Both were separated into ten sentences each. In Tables 5 and 6, the results in percentage and the frequency of students' performance are shown.

Table 7

Dictation 1 results

	N	%
Insufficient	21	72,4%
Regular	6	20,7%
Good	1	3,4%
Excellent	1	3,4%

Source: authors' own elaboration (2021)

Table 8

Dictation 2 results

	N	%
Insufficient	9	31,0%
Regular	13	44,8%
Good	2	6,9%

Excellent

5 17,2%

Source: authors' own elaboration (2021)

In Table 5 can be seen that in the first dictation activity, most of the students obtained “Insufficient”, a total of 21 participants, which corresponds to 72.4%. According to the range mentioned initially, these got an achievement lower than 59% in their dictation papers. At the same time, 21% or 6 participants stayed under the “regular” standard. And one participant in the “Good” and “Excellent” categories.

Table 6 corresponds to the results from the second Dictation, where the “Regular” category increased the number of participants, with a 45% total of 13 participants. Considering “Insufficient”, 9 or 31% were into this category. While 2 participants obtained “Good” and 17% or 5 students stayed under “Excellent”.

Figure 1 shows the comparison between Dictation 1 and 2. The difference between the mentioned dictations lies in the significant decrease of participants who got “Insufficient”, going from 21 in D1 to 9 in D2. As well as the noticeable increase in “Regular”. It can be observable that the participants had improved from their first dictation paper and the second one, growing in frequency more than 50% compared to the D1.

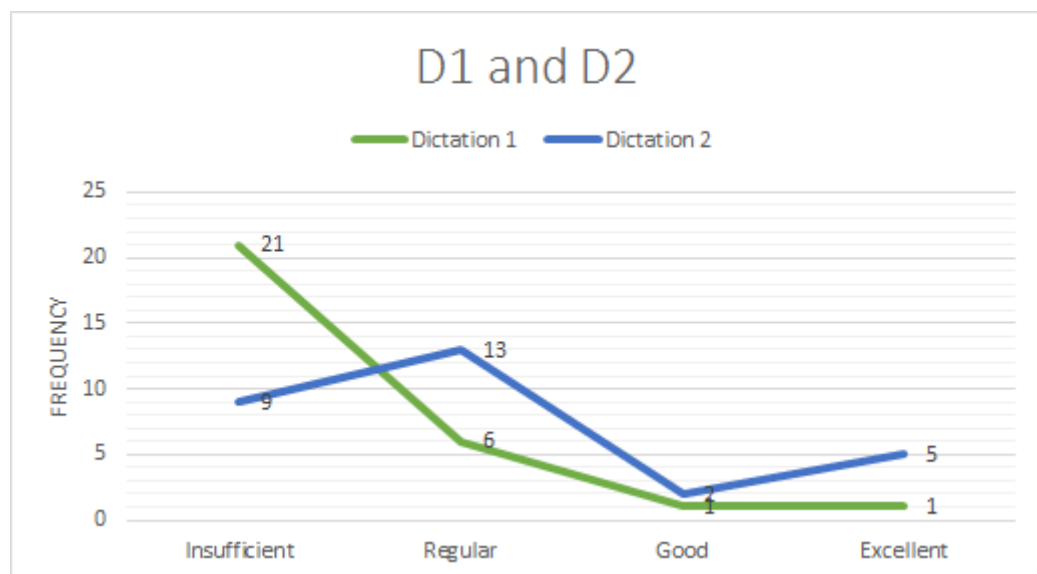


Figure 1. Comparison of Dictation 1 and 2.

Source: authors' own elaboration (2021)

Although “Good” and “Excellent” in D2 got an improvement towards D1, being “Excellent” the higher with 4 participants more than in D1. As noticeable, there was considerable advancement in the first two dictation papers applied to the participants of Target Language IV.

Dictation 3

The third dictation counted 107 words. In this case, only two categories, “Insufficient” and “Regular,” appeared in the results. As shown in Table 7, a total of 26 participants, 89.7%, stayed under “Insufficient” while 3, 10.3% in “Regular”.

Table 9

Dictation 3 results

	N	%
Insufficient	26	89,7%
Regular	3	10,3%
Good		%
Excellent		%

Source: authors' own elaboration (2021)

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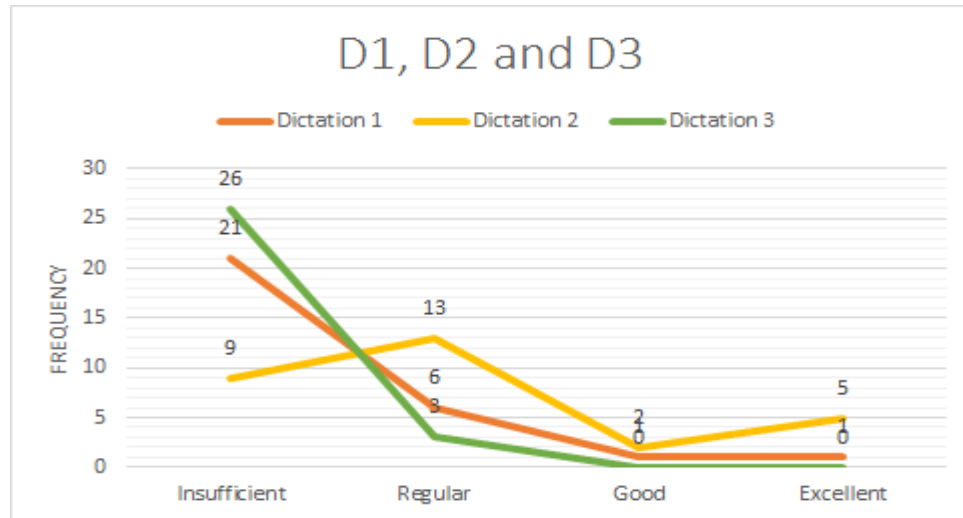


Figure 2. Comparison of Dictation 1, 2 and 3.

Source: authors' own elaboration (2021)

This third dictation decreases compared with the first two dictation activities, as shown in Figure 2.

Dictation 4, Dictation 5 and Dictation 6

The following tables listed below, Table 8, Table 9, and Table 10, show the results from one audio divided into three parts with ten sentences each. Thus, the total words are 99, 118, and 100, respectively, with the order of dictations.

Table 10

Dictation results 4

	N	%
Insufficient	17	58,6%
Regular	6	20,7%

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Good	1	3,4%
Excellent	5	17,2%

Source: authors' own elaboration (2021)

Table 11

Dictation 5 results

	N	%
Insufficient	12	41,4%
Regular	8	27,6%
Good	3	10,3%
Excellent	6	20,7%

Source: authors' own elaboration (2021)

Table 12

Dictation 6 results

	N	%
Insufficient	18	62,1%
Regular	5	17,2%

Good	2 6,9%
Excellent	4 13,8%

Source: authors' own elaboration (2021)

The results from Dictation 4 are shown in Table 8. It can be observable that “Insufficient” had a high frequency among the others with 58.6% or 17 participants, more than a half from the total. It is followed by “Regular” with 6 participants, “Excellent” with 5, and “Good” with 1 participant. The results showed that most students had a low level in their listening comprehension performance in the fourth dictation.

Dictation 5 was the second part from the audio started on the previous, Table 9 shows the results. It can be seen that “Insufficient” still has the higher number of participants, 12 occupying 41.4% of the total, less than the previous results from Dictation 4. However, the other three categories, “Regular” with 27,6% of the participants equivalent to 8, “Good” with 10,3% meaning 3 participants, and ”Excellent” with 6 participants that in percentage is equal to 20,7%. Compared to the last dictation, these three categories are growing, and they have higher numbers. Therefore, it can be perceived that the improvement of participants, where “Insufficient” is decreasing, the other categories are increasing.

This dictation audio, Dictation 6, was the last part from the two previous dictations. According to the results observed in Table 10, most students were under “Insufficient”, more than half of them, 62,1% corresponding to 18 participants in total. While in “Regular” there were 5 participants, 2 in “Good” and 4 with “Excellent”. Through Table 10, compared with the previous Dictation 5, there was an increase in “Insufficient” and a decrease in the rest categories.

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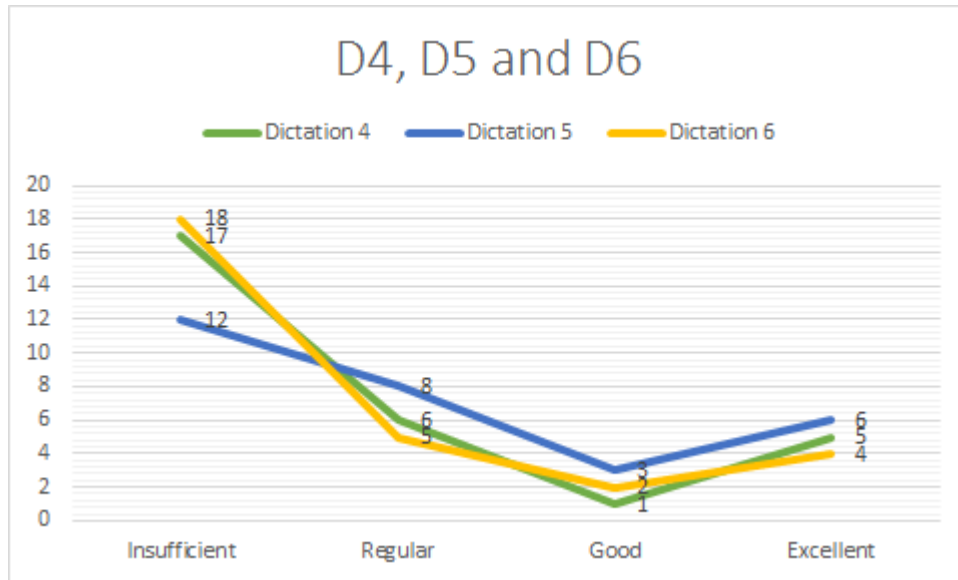


Figure 3. Comparison of Dictation 4, 5 and 6.

Source: authors' own elaboration (2021)

Figure 3 shows the comparison between the three mentioned dictations. In terms of frequency, the one with higher results in improvement is Dictation 5, which had fewer participants under “Insufficient” and better numbers in “Regular”, “Good,” and “Excellent” than the other three Dictations. On the other hand, in Dictation 4 and 6, “Insufficient” led with more than 50% of the total of the participants while “Excellent” and “Good” stayed with low numbers.

Dictation 7

Dictation 7 consists of 128 words. According to Table 11, the results from the mentioned dictation showed a high increase in the numbers with “Insufficient” level, 22 participants and almost 80% of the entire group. A decrease in the results of “Regular”, “Good” and “Excellent” with 3, 3 and 1 participants respectively.

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Table 13

Dictation 7 results

	N	%
Insufficient	22	75,9%
Regular	3	10,3%
Good	3	10,3%
Excellent	1	3,4%

Source: authors' own elaboration (2021)

Dictation 8

This dictation consisted of 101 words in the whole dictation paper.

Table 14

Dictation 8 results

	N	%
Insufficient	19	65,5%
Regular	5	17,2%
Good	2	6,9%
Excellent	3	10,3%

Source: authors' own elaboration (2021)

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Table 12 shows that there were 19 participants under "Insufficient" corresponded to 65,5%, 5 in "Regular" with 17,2%; 2 in "Good" with 6,9% and 3 "Excellent" that concerned 10,3%. Compared to Dictation 7, there was a slight increase in the numbers of "Regular" and "Excellent" but still a high presence of "Insufficient".

Below in Figure 4, it can be seen a short summary of the first half of the whole dictation treatment. In terms of frequency, "Insufficient" had the highest numbers among the other three categories. There is a notable difference in Dictation 2 and 3.

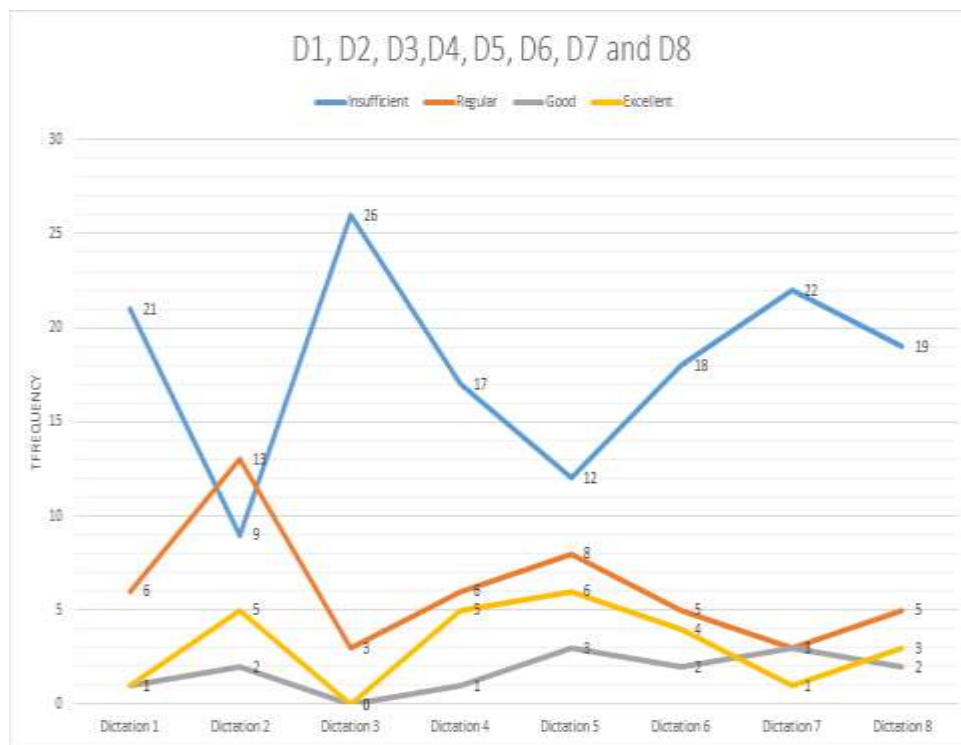


Figure 4. Comparison of first half of Dictations (1-8)

Source: authors' own elaboration (2021)

In the first, Dictation 2, it can be seen that more participants were into "Regular" than "Insufficient", which meant a satisfactory result where it is perceived that the participants were receiving dictation in good form, giving a significant improvement in their listening skill. While in Dictation 3, there was a great increase of "Insufficient" with almost 90% of all the participants into its number. This connotation could give an unsatisfactory point into

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the Dictation activity. As can be noticed in the Dictation titles Table 3, all the audios were gradually selected, considering the level of students and the topics related to their textbook Cambridge Empower B2. Also, the number of words is, on average, 100.

Dictation 9

According to the results shown in Table 13 from Dictation 9 had 171 words. Most students from a total of 16 obtained "Insufficient", which in percentage correspond to more than a half of the participants, 55,2%. In addition, 11 participants were "Regular", and 1 participant was "Good" and "Excellent" each. From the results of the previous dictation, there was a reduction of numbers in the "Insufficient" range, an increase in "Regular," and a notable decrease into the other two categories.

Table 15

Dictation 9 results

	N	%
Insufficient	16	55,2%
Regular	11	37,9%
Good	1	3,4%
Excellent	1	3,4%

Source: authors' own elaboration (2021)

Dictation 10 and 11

These two dictations were part of one audio; they consisted of 150 and 165 words, respectively. In Table 14, the results from the first part of the audio are shown, "Insufficient"

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had 15 participants. It is quite a half of the total of the participants with 51,7%. “Regular” and “Excellent” got 5 participants each, and 4 participants stayed under the “Good” category.

Table 16

Dictation 10 results

	N	%
Insufficient	15	51,7%
Regular	5	17,2%
Good	4	13,8%
Excellent	5	17,2%

Source: authors' own elaboration (2021)

The results from Dictation 11 showed a slight difference between the ones from Dictation 10. In this one, participants with “Insufficient” were the same number, 15, while 20,7% of the total got “Regular” results, which means 6 participants. Lastly, 4 participants obtained “Good” and “Excellent” in each. Therefore, in this dictation, like the previous, the results were quite similar. However, in the case of “Insufficient” and “Good”, the number of participants was the same, it changed in the case of “Regular” and “Excellent”, where it can be noticed an increase of one participant in each category, showing a variation of the results.

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Table 17

Dictation 11 results

	N	%
Insufficient	15	51,7%
Regular	6	20,7%
Good	4	13,8%
Excellent	4	13,8%

Source: authors' own elaboration (2021)

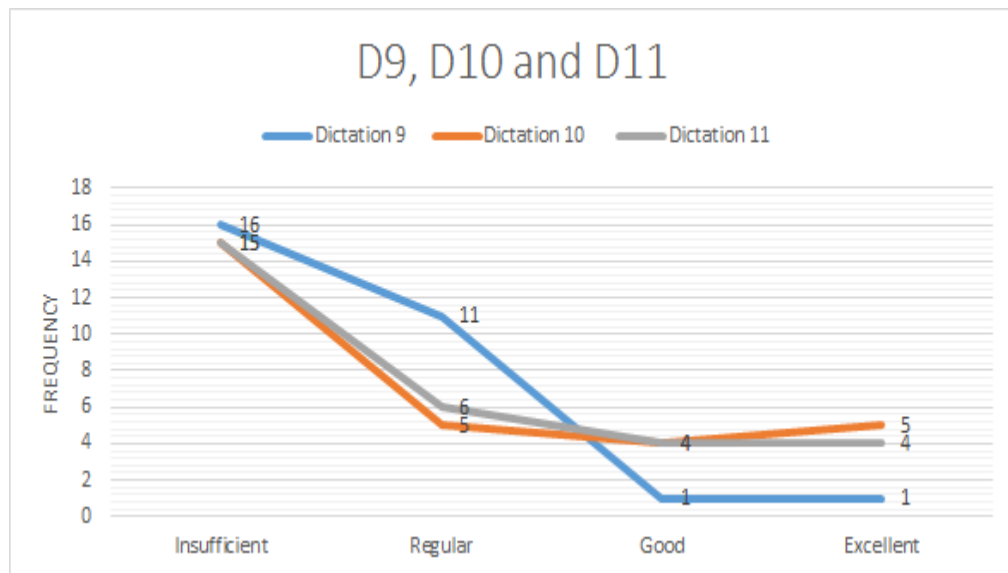


Figure 5. Comparison of Dictation 9, 10 and 11.

Source: authors' own elaboration

Figure 5 shows that in Dictation 9, most of the participants presented an “Insufficient” score. At the same time, two participants got “Good” and “Excellent” results. Furthermore, in Dictation 10 and 11, there was an increase in the number of participants with “Excellent”

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scores towards the previous Dictation. However, the predominant score was “Insufficient” in these three dictations. Also, there was a decrease in the “Regular” ones, approximately 19% of the sample.

Dictation 12

Table 16 shows the results from Dictation 12, which consisted of 124 words. In this dictation, 16 participants got “Insufficient” results which means 55,2% from the total of the group; 6 participants got “Regular” results; 2 participants, equivalent to 6,9%, stayed under “Good” range, while 5 participants obtained “Excellent”. In the case of the frequency of participants, the variation still presents slight changes in their numbers, but “Insufficient” had the highest numbers.

Table 18

Dictation 12 results

	N	%
Insufficient	16	55,2%
Regular	6	20,7%
Good	2	6,9%
Excellent	5	17,2%

Source: authors' own elaboration (2021)

Dictation 13 and 14

Dictation 13 and 14 correspond to a single 10 level audio divided into two parts. These had 153 and 122 words respectively. Table 17 shows the results from the first part, 19 participants got “Insufficient”, which corresponded to 65,5% of the total; while in Dictation

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14, the numbers shown in Table 18 changed, “Insufficient” got an increase of 7 participants compared with the previous one, it means 26 participants with 89,7% of the total.

Table 19

Dictation 13 results

	N	%
Insufficient	19	65,5%
Regular	5	17,2%
Good	1	3,4%
Excellent	4	13,8%

Source: authors’ own elaboration (2021)

In Dictation 13, 5 participants stayed under “Regular”, 1 in “Good” and 4 in “Excellent”. Meanwhile, in Dictation 14, there were 2 participants with “Good” and 1 with “Excellent”.

Table 20

Dictation 14 results

	N	%
Insufficient	26	89,7%

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Regular 2 6,9%

Good 1 3,4%

Source: authors' own elaboration (2021)

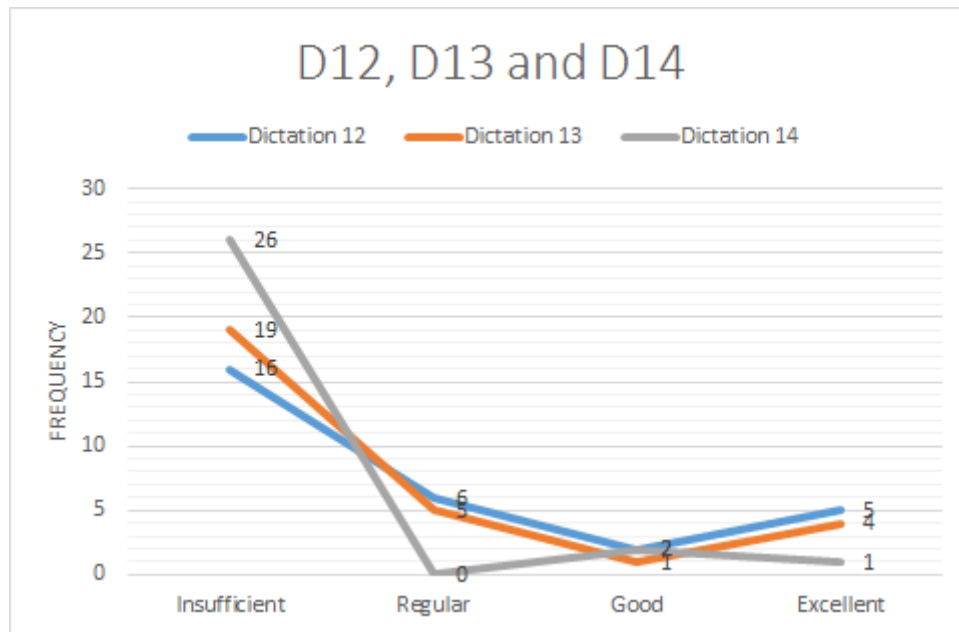


Figure 6. Comparison of Dictation 12, 13 and 14

Source: authors' own elaboration (2021)

In Figure 6, a contrast of numbers is observable. In this case, the recording level changed from 9 to 10, and there was an increase in their numbers. In "Insufficient", 16 participants in D12, 19 in D13, and 26 in D14. In "Excellent", there was also a gradual decrease in its number from 5 participants in D12, then 4 in D13 and 1 in D14. Finally, in "Regular", the students' performance changed because no one obtained this score. It can be inferred that this contrast was due to the change in difficulty level of the recording.

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Dictation 15

Dictation 15 had 140 words. As a result of the previous pair of dictation activities, it was considered to come back into Level 9 for the difficulty of the recordings. Table 19 shows the results of this dictation. Most of the students obtained “Insufficient”, 17 that represents 58,6% of the whole sample. Then follows “Regular” with 7 participants, 3 with “Good” results and 2 under “Excellent”.

Table 21

Dictation 15 results

	N	%
Insufficient	17	58,6%
Regular	7	24,1%
Good	3	10,3%
Excellent	2	6,9%

Source: authors' own elaboration (2021)

Dictation 16

The last dictation is 16, it consists of 122 words, below Table 20 shows the results of it. The one with higher numbers in terms of frequency was “Regular” with 11 participants which corresponded to 37,9% who got this result. Then follows “Insufficient” with 9 participants, 3 participants got “Good” results and 6 or the 20,7% obtained “Excellent”.

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Table 22

Dictation 16 results

	N	%
Insufficient	9	31,0%
Regular	11	37,9%
Good	3	10,3%
Excellent	6	20,7%

Source: authors' own elaboration (2021)

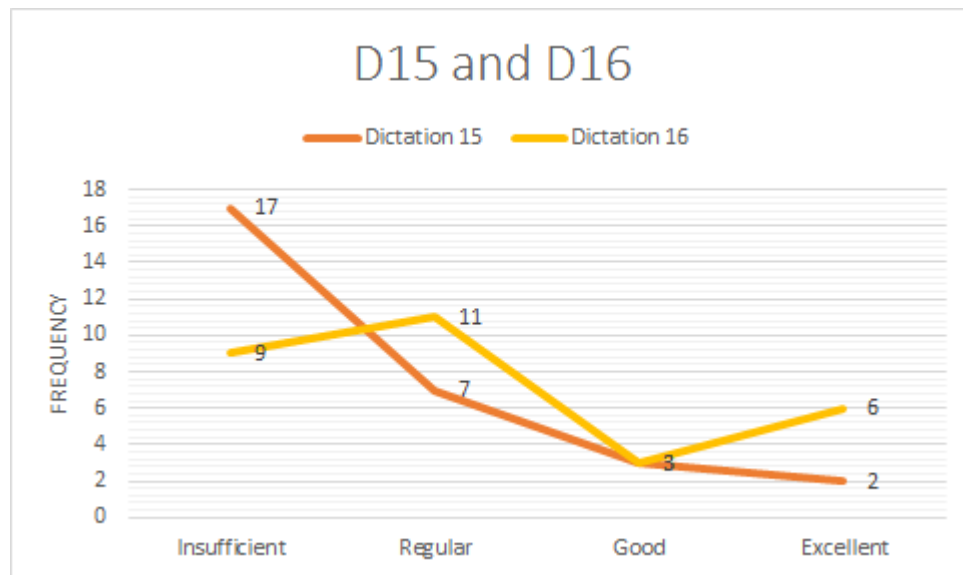


Figure 7. Comparison of Dictation 15 and 16

Source: authors' own elaboration (2021)

In Figure 7, it is noticeable that there is a difference in the results from both dictations. First, comparing the “Insufficient” in D15, a higher number of participants obtained this score than D16. Second, in “Regular”, there was a slight difference between these two dictations.

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Third, “Good” students maintain the same numbers. Finally, in “Excellent”, there was an increase in the last dictation compared to the previous.

Post-test

As previously mentioned, the applied posttest was the same as the pretest, The Longman preparation course The Paper Test TOEFL. The score range was the same as the pretest, and they are as follows. It is essential to mention that some students got lower scores in both tests (pretest and posttest), below 437 points which correspond to A1, it is going to be taken as A1-

Table 23

Toefl levels

A1	A2	B1	B2	C1	C2
437-476	477-512	513-549	550-589	590-639	640-677

Source: CAA Longman The paper test TOEFL (2019)

In Table 21, it can be seen that -A1 still has the highest number of participants in terms of frequency and percentage, with 11 and 37.1%, respectively. It means that most of the participants got results under 437 points on the Post-test. Then as follows, levels A1 and A2 were the ones with similar numbers; one participant was the difference between these two. Lastly, one participant obtained a score higher than 550 points, the same case as in the Pretest results.

Table 24

Post-test results

Post-test	
N	%

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A1-	11	37,1%
A1	9	31%
A2	8	27,6%
B2	1	3,4%
Total	29	100%

Source: authors' own elaboration (2021)

4.3 Descriptive Statistics of Pretest and Post-test

Table 25

Descriptive statistics of Pretest and Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	29	1	5	1,86	1,026
Post-test	29	1	5	2,00	1,000
Valid N (listwise)	29				

Source: authors' own elaboration (2021)

From Table 22 above, the quantity (N) symbolizes the total of participants, which is 29. Then the pretest's mean (M) was 1,86, and the standard deviation (SD) was 1,026. In comparison, the posttest mean (M) was 2,00 with a standard deviation (SD) of 1,00. In the case of M, the gain score between pretest and posttest was 0,14. Based on these numbers, it is observable

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that students had a slight increase in their listening performance from the beginning of the dictation treatment until the end.

The results from the pretest (M= 1,86, SD= 1,26) and Post-test (M=2,00, SD=1,00) obtained from the t-test were as follows, The t-value is 0.99972. The p-value is .211378, as the p-value is higher than 0.05, the result is not significant at $p < .05$, indicating that there was no significant difference between the pretest and the posttest scores of the students. This result from the pretest and posttest concludes that students from Target Language IV at ELT did not present a significant change in their pretest and posttest listening performance.

Particularly about the Dictation activities, Table 23 shows the mean of all dictation activities, respectively. Taking Dictation 1 (M=1,38, SD=,728) and Dictation 16 (M=2,21, SD=1,114). In the case of mean, the gain score between Dictation 1 and Dictation 16 was 0,83. The results derived from the t-test to obtain the significance between these dictations were: The t-value is 0.38468 while the p-value is .368764 as the p-value higher than 0.05, the result is not significant at $p < .05$, indicating that there was no significant difference between Dictation 1 and Dictation 16. According to the previous statement, the statistical results did not give enough evidence to prove the use of traditional dictation influence in improving students' listening skills from Target Language IV at ELT.

Table 26

Descriptive statistics of dictations

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	29	1	5	1,86	1,026
Dictation 1	29	1	4	1,38	,728
Dictation 2	29	1	4	2,10	1,047
Dictation 3	29	1	2	1,10	,310
Dictation 4	29	1	4	1,79	1,146
Dictation 5	29	1	4	2,10	1,175
Dictation 6	29	1	4	1,72	1,099

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Dictation 7	29	1	4	1,41	,825
Dictation 8	29	1	4	1,62	1,015
Dictation 9	29	1	4	1,55	,736
Dictation 10	29	1	4	1,97	1,180
Dictation 11	29	1	4	1,90	1,113
Dictation 12	29	1	4	1,86	1,156
Dictation 13	29	1	4	1,66	1,078
Dictation 14	29	1	4	1,24	,739
Dictation 15	29	1	4	1,66	,936
Dictation 16	29	1	4	2,21	1,114
Post-test	29	1	5	2,00	1,000
Valid N	29				

(listwise)

Sources: authors' own elaboration (2021)

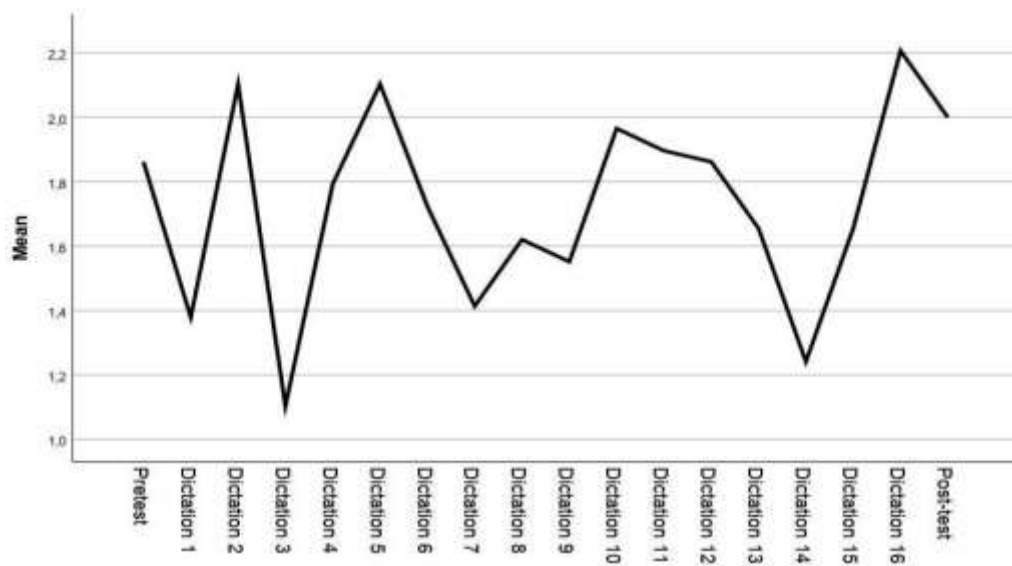
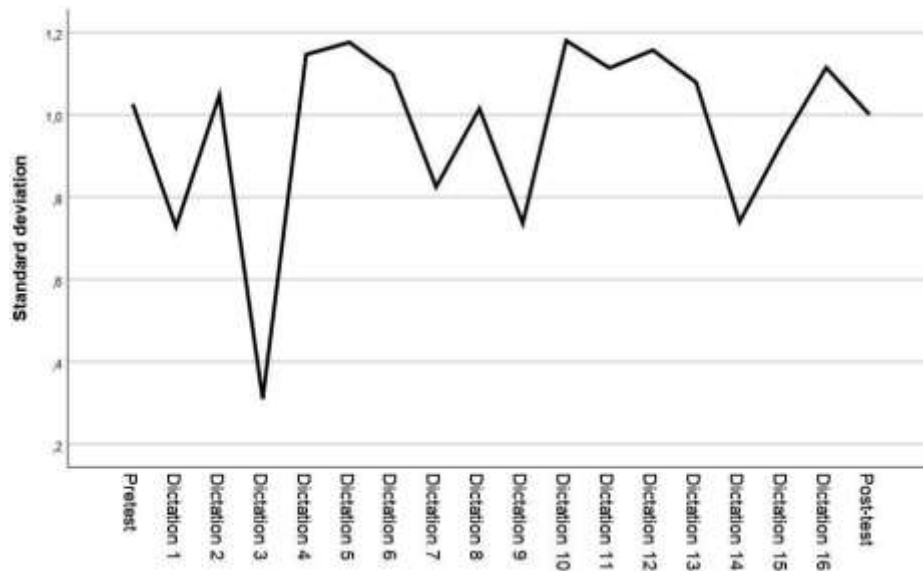


Figure 8

Pretest, Dictations and Post-test means

Source: authors' own elaboration (2021)

Figure 9



Pretest, Dictation and Post-test standard deviation

Source: authors' own elaboration (2021)

4.4 Discussion of the results

To measure the effectiveness of dictation techniques in students from Target Language IV was the objective of this research study. The total of participants was 29 which received 16 dictation activities in a period of approximately two months. In addition, a pretest and a posttest were applied before and after the dictation treatment to calculate the students' listening comprehension improvement and their English performance in general.

The discussion follows the following sequence of research questions:

1. How does dictation help students from target language IV at LEI to improve their listening skills?

2. How effective is the traditional dictation technique in students from target language IV at ELT to improve their listening skills?

The first question, "How does traditional dictation help students from target language IV at LEI to improve their listening skills?" follows the following answers. According to some studies, dictation helps students in improving their listening skills in the following

aspects: language proficiency (Rahimi, 2008); improvement of listening skill (Reza and Shiramiry, 2002; Sari, Sukirlan & Suka, 2013; Marzban and Abdollahi, 2013; Yonezaki, 2014; Richa, Susilawati & Bunau, 2014; Malikhah, 2019); helps in the word recognition, word segmentation problems and enhance student listening comprehension skills (Kuo, 2010); increase weak students' listening comprehension (Quiroz, Ledesma & Campos, 2018) and improve listening lower-level or bottom-up processing (Jia and Hew, 2019).

Particularly in this research, students from Target Language IV were involved in a native English-speaking environment in which they were in touch with the vocabulary, grammatical structures, and fluency adapted with their level, even though the results provided a different scenario compared to the studies mentioned above. In general terms of listening comprehension, as this study is about, the results from students' dictation papers showed a slight difference in their listening ability performance, talking about how students perceive the dictated words and how they wrote them. It was concluded that participants' main problems were spelling and grammar mistakes, in having difficulties with _ed terminations mainly used in the simple past tense, such as call instead of called or help instead of helped and adjectives use instead of used, additionally the past form of irregular verbs was noticeable in participants' dictations. The mentioned problems can be derived from insufficient knowledge or practice on word variations such as reduction, assimilation, elision, or connected speech, which occur in normal-speed input, in this case listening (Kuo, 2010, p.3).

Table 27 shows the most common mistakes found in students' dictation papers.

Table 27

Common students' mistakes in dictations.

Dictation	Spelling	Grammar	Word recognition
1	Wednesday (Wenesday, Wenesday, Wendsney, Wensday)	Called (call) This (these)	Have been (Happen, happens, happend) They (day)
	Parliament (Parlament)	Woke (wake, wook)	Date (day)

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2	Britain (britna, britin, bretain)	Helped (help) Began (begin)	Calendars (wonders, unders, winters) Accepted (except, exact)
3	Scientist (Scientis) Antarctica (Antartida, Antartic)	operate-operated	clues (Glue, Glu, Clu) 120,000 (2,000)
4	Egyptian (Egypcian)	For (From)	Phases (Faces) Farming (Faming, Family)
5	Romans (Romance, Romand) Beginning (beggining)	Begins (began, begin, began) Based on (based of, based in)	Where (when) Around it (arounded)
6	Emperors (empors, employs, emperators)	Began (begin, began) Considered (consider)	2000 (4000, 200) Uncounted (on counted, in content, accounted)
7	Headache (Hedache, Hike)	Capital letter in days of the week.monday instead of Monday and so on.	Cough (Cold) Wasn't (Was) Went (Weren't)
8	Celebrated (Celebrat,	Honored (Honor,	Ember (Amber)

	Celebrate)	Honore)	
9	Spending (speanding)	This (these) Revises (revise)	Hopefully (helpfully, carfully, carefully) Thing (think) Hear (see)
10	Resistant (Ressistant, Resistance) deoxyribonucleic acid (DNA), (Desoxirribonucleic, Desoxirriblo)	Of (For)	Threat (Treat, Trade) Nanopore (Nanoboard, Nanoport)
11	Western (Wester, Wuster) Sequency (Sequenci, Sequence) Cassava (Casaba, Casava) Desease (Disis, Deases) Kenya (Kenia)	Of (From, For) Discovered (Discover, Discovers) Tanzania (Tansania)	Boykin (Bukin, Buyking) Field (Fell, Feel) Paw-Paw (Pow- Pow, Pou-Pou- Pau- Pau)
12	Determines (determainis, determenes)	Say (said) Would (will)	Health (help. held) Co-lead (collect, called)

		Followed (follow)	
13	Utah (Yuta, Utha, Huta) Decision (desition, desicion)	Explained (explain)	Writings (writers, writes)
14	Swim (swimm, swin) Escape (scape)	Too (to) Being (been)	Chance (change, changed) Play (fly)
15	Bowl (bool, bold)	Cooked (cook) Shared (share)	Whichever (the ever, with every, the other) Bacon (baking) Dried (fried)
16	Everywhere (Everywere) Drinking (Drinkin) Dependence (Dependant, Depens) Addictive (Adictive) Acceptable (Aceptable)	Considered (Consider) Reported (Report, Reporter) Spent (Spend)	Whether (Wheater) Health (Heal, Heel) Warn (Warm) On (In) .

Source: authors' own elaboration (2021).

The second research question is "How effective is the traditional dictation technique in students from target language IV at ELT to improve their listening skills?"

Based on the results from the charts and graphics presented, the effectiveness of traditional dictation was not significant. By comparing the Means of pretest and posttest, the gain score was 0,14. While in Dictation 1 and Dictation 16, the gain score was 0,83. The p-value is .211378. According to the results, there was a slight improvement in participants' listening skill but not as significant as other studies where other varieties of dictation such as, partial dictation (Kuo, 2010; Marzban and Abdollahi , 2013), combination of full and partial dictation (Herusatoto, 2016), minimal pairs dictation (Richa, Susilawati, & Bunau, 2014), dictogloss (Quiroz, Ledesma & Campos, 2018), running dictation (Gustiani & Yulia, 2018, Malikhah, 2019) and dictation through instant chatting app (Jia & Hew, 2019) were used.

Moreover, most of the previous studies such as Marzban and Abdollahi (2013), Yonezaki (2010), Herusatoto (2016), Quiroz, Ledesma & Campos (2018), Gustiani & Yulia (2018), and Jia & Hew (2019), had their sampling in Experimental Groups (EG) and Control Groups (CG), the comparison between the groups which received additional dictation treatment (EG) towards the ones which did not (CG).

Remarkably, the results from Yonezaki (2014), where full dictation was applied to two groups (Experimental and controlled groups) of students from high school in Japan, obtained different results than those of this research. The mean gain score of the Yonezaki study was posttest, and pretest of 0.78 in the CG and the EG was 3.92, while in the present study was 0.14. The comparison between this gain score result is the EG because of the application of traditional dictation in both situations. The comparison between results EG mean gain score 3.92 and this research 0.14, the difference is clear that results from Yonezaki study were higher than those of this research. The CG results are nearer than the ones of this study but with the significant difference that students from CG had no dictation treatment. The EG and CG have differences in gains shown statistically significant with a $p=0.043$ while in this study $p=.211378$, in comparing both results the first one was less than $p < .05$. Hence, the first result was statistically significant results in the full dictation treatment.

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Additionally, there are studies made with University and college students using dictation and variations such as partial dictation, dicto-comp, dictogloss or grammar dictation, and running dictation.

The first one was applied by Kuo (2010) using partial dictation in a group of 31 students where the results in terms of Mean gain of the pretest and posttest was 6.87, meanwhile in this study was 0.14, showing a great difference in numbers. Moreover, the p-value of the Kuostudy was 0.000, and the p-value of this study was 0.211378.

Moreover, the study from Herusatoto (2016) in three groups by using full dictation (EG1), partial dictation and dicto comp (EG2), and dicto comp (CG), the mean gain scores were 1.3, 2.17, 2.04 respectively, while the mean gain score of this study was 0.14. In showing the statistical improvement, the p-value of the groups were 0.025, 0.008 and 0.013, which all of them are less than 0.005, showing the significant difference between their pretest and posttest, in comparison with the p-value of this study which was .211378.

Additionally, Gustiani & Yulia (2018) concentrated their study on running dictation with 50 participants divided in EG and CG where the mean difference of pretest and posttest scores was 18.27 and 11.2, respectively, while in this study was 0.14. Talking about the significance value, it was 0.000. which is less than 0.005, then the significance is determined compared to the one of this study which was .211378.

No similarities were found between the results of this study and the previous mentioned above despite that contexts were similar. Therefore, there is not enough evidence to reject the hypothesis "Traditional dictation is effective to improve listening skills of University students from Target Language IV at ELT" even though the statistical results showed that the improvement was not significant, the students improved their listening skills as can be seen in the results of their dictation papers. Furthermore, as mentioned above, there was not a statistically significant improvement due to both results, pretest and posttest ($p = .21137$), neither as Dictation 1 and Dictation 16 ($p = .368764$), which got higher numbers on the p-value ($p < .05$). However, in the ranges of achievement of "Insufficient", "Regular", "Good" and "Excellent", the difference between Dictation 1, where more than a half of the total sample was under "Insufficient" with 72,4% and 3,4% equivalent to 1 participant with "Excellent", in contrast with Dictation 16 where the higher number was "Regular" with 38% from the total of participants and 20,7% with "Excellent"

In this chapter, general information about participants was presented. Moreover, the

Dictation as a technique in the improvement of listening skill of University English learners. results from pretest, posttest and dictation papers were described. Finally, the results were discussed and the research questions were answered as well. In the next chapter, the conclusions are shown.

CHAPTER V. CONCLUSIONS

This chapter shows the conclusions of this study along with the revision of the thesis objective and research questions. Moreover, this chapter contains some implications based on the findings and the implications for further research. The limitations of the present study are also mentioned, and finally, this chapter concludes with suggestions for further research.

5.1 Summary

The study's objective is to measure the effectiveness of dictation technique practices in the improvement of listening skills in students of Target Language IV and if the application of this technique in the classroom affects positively or negatively. Furthermore, the use of recordings was essential to get data to be analyzed, as well as the application of pretest and posttest was made to determine the effectiveness of dictation before and after the treatment.

The research questions which helped the achievement of the objective were:

1. How does dictation help students from target language IV at LEI to improve their listening skill?
2. How effective is the traditional dictation technique in students from target language IV at ELT to improve their listening skill?

To answer the first question, the students were involved in an English native-speaker environment while being in touch with vocabulary, grammatical structures and topics adapted to their level. However, according to the findings of this study students from Target Language IV had a slight difference in their listening comprehension skill. It was concluded that participants' main problems were spelling and grammar mistakes, in having difficulties with _ed endings mainly used in the simple past tense.

As the answer to the second question, based on the results from the charts and graphics presented, the effectiveness of traditional dictation was not significant. By comparing the Means of pretest and posttest, the gain score was 0,14. While in Dictation 1 and Dictation 16, the gain score was 0,83. The p-value is .211378. According to the results, there was a slight improvement in participants' listening skill but not statistically significant to accept or reject the hypothesis "Traditional dictation is effective to improve listening skills of University students from Target Language IV at ELT". Moreover, the results from this study

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were not similar to the ones obtained by other researchers such as: Marzban and Abdollahi (2013), Yonezaki (2014), and Gustiani & Julie (2018).

5.2 Implications of the practice

Based on the results, the researchers suggest teachers who want to try dictation to enhance the listening skill in the sessions should consider the following:

First, give students enough time to write down so that they will be able to complete the sentences. When this study was applied, the online page "Listen and write" did not have the option to adequate the speed of the sentences. So, it is suggested to fixate the speed of audios to make them not too fast for students but adequate to them.

Second, give students a short break of two or three minutes in the middle of the activity. In this way, students would increase their efficiency level by taking some time to relax and double-check the grammar and spelling in the sentences they had already written.

Third, self-evaluation can help students in their listening improvement process. At the same time, they may be aware of their own mistakes and learn from them in this way.

Fourth, it is suggested to include warm-up vocabulary activities related to the recording's topic to get students involved in the context of the dictation.

Fifth, looking for relevant and interesting topics, consequently students would be more motivated and interested in each dictation; as a result, they can achieve better results. "If dictation is carefully prepared and aims at the academic and mental age of the learner (connected to the learning outcomes and objectives of the lesson). The learners will surely find it of great interest" (Benmostefa, 2018, p. 22)

Furthermore, researchers suggest applying dictation practices two or three times per week during the semester. Although traditional dictation was used to enhance students' listening skills in this study, a suggestion for other studies might be using different dictation strategies such as running dictation, partial dictation, and dicto-comp accompanied with traditional dictation. Also, they can be applied to other levels, from beginner to advanced students.

5.3 Limitations of the study

The researchers used the website "Listen and write" to gather the recordings. Although, as it was mentioned, this website has the option of playing sentence by sentence, in some cases, the audios had problems while playing them. For instance, the beginning and the end of some sentences were cut; consequently, it might cause problems to the participants while listening. Furthermore, regarding the sound, the echo from the classroom was not the most appropriate to listen accurately to all the words. Moreover, when the treatment was applied, the online page did not have the option to fix the audio speed, and sometimes fragments of the audios were recorded at a faster speed than the average. This situation could affect the student's performance as well.

The second limitation is regarding the method of this research, which was merely quantitative. As a result, it could not be possible to have a deep insight into students' perception about their listening performance and dictation audios.

The third limitation is the context. This research study was based only on students from Target Language four at English Language Teaching major ELT from Benemerita Universidad Autonoma de Puebla (BUAP). Therefore, applying the same methods to this research to another context will not show the same results. Indeed, the Faculty of language at BUAP has a diversity of students in different target language levels. Hence, readers should not generalize the study's findings in their context; the results may not be the same.

5.4 Suggestions for further research

In this study, traditional dictation was applied to measure its accuracy in improving the listening comprehension skills of University English learners. In a treatment of 16 dictation audios with pretest and posttest used before and after, the following suggestions for further studies regarding dictation are proposed:

- How does dictation can help University English learners to improve their simple past tense recognition?
- How effective is full dictation in word recognition problems of University English learners?

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Appendixes

Dictation 1: The history of the calendar 1. PT.1

- The year was 1752.
- On Wednesday September 2, , the people of Britain went to sleep.
- When they woke up in the morning the date was Thursday, September 14.
- That sounds like a mistake.
- The date should have been Thursday, September 3, not Thursday, September 14!.But this story is true.
- The people of Britain went to sleep on September 2.
- When they woke up, the date was September 14!.This strange date change was the result of a British Act of Parliament.
- This act was called the “British Calendar Act of 1751”
- Why did the British Parliament do this?
- In 1752 the official calendar of Britain was behind the official calendar of Europe by 11 days.

Level 8, 10 sentences, 116 words.

Dictation 2: The history of the calendar 1. PT.2

- So, in the United Kingdom, the date was September 2.
- But in Europe, it was September 13.
- A calendar is very important for measuring days and months, keeping religious holidays, and observing the seasons.
- Britain had been following an old version of the calendar.
- In 1752 they finally began to use the calendar accepted by the rest of the world.
- This helped them trade with other countries and celebrate religious holidays at the same time as the rest of Europe.
- Calendars are very complex
- They depend on careful measuring.
- And they affect many parts of the world.
- Today’s Spotlight is on the history of the most used calendar in the world: the Gregorian calendar.

Level 8, 10 sentences, 114 words.

Dictation 3: Searching for clues on climate change on the Antarctica

- Scientists on an island just north of Antarctica are studying the ice for clues about everything from climate change to cures for cancer.
- Chile operates a research base on King George Island in the Southern Ocean.
- The island lies about 120 kilometers from the coast of Antarctica.
- The Escudero base acts as a research center for an area that extends to the south pole.
- More than 300 international scientists are based there.
- They take turns working on experiments and collecting information in the bitter cold.
- The Chilean Antarctic Institute has supported research into a biomolecule called Antartina which comes from a plant native to the area.

Level 8, 7 sentences, 107 words.

Dictation 4: The history of the calendar 2.
PT.1

- Calendars are very important to people all around the world.
- Calendars help us remember religious events.
- They help to set times for farming and hunting.
- They help mark events from history.
- They mark events happening in the sky.
- They mark the passing of time from century to century.
- Some experts believe that the ancient Roman and Egyptian people were some of the first to use calendars.
- They created calendars almost 3000 years ago.
- Romans based their calendar on faces of the moon that is how the moon appeared.
- The moon goes through a cycle every 29 and a half days.

Level 8, 10 sentences, 9 words.

Dictation 5: The history of the calendar 2.
PT.2

- It begins as a full moon.
- It slowly gets smaller and smaller.
- Then it begins to get larger and larger until it is again a full moon.
- For the Romans, a full moon was the beginning of a new month.
- But the Egyptians based their calendar on the sun.
- The sun follows a set path in the sky as the earth travels around it.
- There are no clear months.
- Instead, measuring time depends on the seasons, and where the sun is located in the sky.
- A year counted using this method is called a solar year.

- Since the Roman kingdom was so large, the Roman calendar
- was the most popular.

Level 8, 10 sentences, 118 words.

**Dictation 6: The history of the calendar 2.
PT.3**

- But until about 46 B.C., or about 2,000 years ago, the calendar was not well organized!
At first, there were only ten months on the calendar.
- Each month was named after a number.
- The year always began in March and ended in December.
- The Romans did not even count the months that we now call January and February.
- They were not considered a part of the year.
- But, after time, one of the emperors did divide this uncounted time.
- He named it and began to count it on the calendar.
- So then, the months named after numbers were not correct anymore!

Level 8, 8 sentences, 100 words.

Dictation 7: I was ill last week- British accent. Conversation

- You weren't at school last week, Simon. Where were you? I was at home because I wasn't well. What was the matter?
- I was ill. Last Monday I had a temperature. It was 39 degrees. Wow.
- What was the matter? I don't know, I drank lots of water but on Tuesday I was worse.
- and I had a bad headache too. Were you better on Wednesday? No, I wasn't.
- I had a terrible cough, so I saw the doctor. He gave me some medicine. Were you better after you took the medicine?
- No I wasn't. On Thursday I went to the hospital with Mum and had some tests. So, what was the matter?
- I had a cold..., but I wasn't ill on Friday afternoon. I was fine!
- I ate a big dinner.

Level 8, 8 sentences, 128 words.

Dictation 8: A history of Christmas in America.

- Today, Steve Ember and Shirley Griffith present a special program on Christmas traditions in the United States during the first half of the 19th Century.
- During this period, there was no set way of celebrating the day, which was not yet an official holiday.
- Communities around the country honored the day in different ways.

- Some observed Christmas as an important Christian religious day honoring the birth of Jesus.
- Others celebrated the day with parties, music, drinking and eating.
- And, some communities did not celebrate the day at all.
- But, it was during this period that Americans began to reinvent the holiday.

Level 9,7 sentences, 101 words.

Dictation 9: Tips for revising before exams.

- It's time for revision, here are some of our top tips for revising.
- You need to think carefully about effective ways to revise, don't leave revision until the last minute.
- Hopefully, you've been listening in class and taking notes, re-write these notes and use them as part of your revision.
- Plan your revision, make a timetable and stick to it.
- Let's hear from this student about her revision strategy.
- Everyday I try to revise minimum for half an hour listening, reading, vocabulary and speaking.
- So, Anna revises daily spending at least half an hour on different areas of language.
- Let's hear from another student.
- Well, the thing that always works for me is when I revise with a classmate, so we revise together and we check each other's answers and discuss mistakes or errors we made that help me really a lot.
- So revising with classmates and discussing your mistakes is another revision strategy.
- When revising, just remember, don't try to memorize everything, Good luck!

Level 9,11 sentences, 171 words.

Dictation 10: DNA technology helps farmers identify crop diseases. PT. 1

- It is often difficult for farmers to identify diseases quickly enough to protect their crops and those on neighboring farms.
- Now some farmers are using a simple device directly in the field to find viruses before they spread.
- In Tanzania, several viruses are a threat to cassava crops.
- Framers struggle to identify the diseases in an urgent effort to avoid severe crop damage.
- The disease identification process is often difficult when farmers are acting on their own.
- If they do not know what is attacking their crops they cannot decide the best way to fight the disease.

- A device from British technology company Oxford nanopore is changing that.
- The device extracts deoxyribonucleic acid, better known as DNA, from plants.
- DNA is the carrier of genetic information in nearly all living things.
- The device helps farmers to identify what is harming their crops so they can change to more resistant crops.

Level 9,10 sentences, 150 words.

**Dictation 11: DNA technology helps farmers identify crop diseases.
PT. 2**

- Lura Boykin is with the University of Western Australia and also works with the Cassava Virus Action project.
- She brought the device to a Tanzania farm owned by Asha Mohamed.
- We are here collecting leaf punches from infected material to test to do a DNA extraction and then start sequencing in the field.
- The testing identified a number of viruses in the cassava fields near Mohamed`s farm.
- The process also discovered that plants considered resistant to disease had a very low viral level.
- So, what would have normally taken six months to a year, has just happened in a couple of hours and that's possible because of amazing technology that exists that is able to give farmers results real-time.
- Once the viruses were identified, Asha Mohamed was given two kinds of seeds that are resistant to the diseases.
- In another case, DNA was collected from a pawpaw tree farm in Kenya.
- With that test, the technology was able to identify diseases affecting Naomi Mumo`s crops.

Level 9,9 sentences, 165 words.

Dictation 12: Scientists say new diet may save planet

- Scientists in London say they have found the best diet for both humans and the planet.
- If the world followed the so-called planetary health diet, the scientists told Reuters that each year more than 11 million early deaths could be prevented.
- For the health of the planet, they claim the same diet would reduce greenhouse gases and save more land, water and animals.
- This new food plan is the result of a three-year project organized by The Lancet health journal.
- It involved 37 experts from 16 countries.
- Tim Lang, a professor at Britain`s University of London, co-led the research.
- He told Reuters, The food we eat and how we produce it determines the health of people and the planet, and we are currently getting this seriously wrong.

Level 9,7 sentences, 124 words.

Dictation 13: Camping is good for brain.

PT.1

- The 19th-century American writer and naturalist Henry David Thoreau knew the importance of nature.
- Thoreau filled his books and notes with observations about human life and its basic need for nature.
- Those writings have probably never been more important than they are today.
- On average, Americans spend about 10 hours a day in front of a computer or other electronic device and less than 30 minutes a day outdoors.
- That is a claim made by David Strayer, a professor of psychology at the University of Utah.
- In his 2017 TEDxTalk, Strayer explained that all this time spent with technology is making our brains tired.
- Using an electronic device answering emails, listening to the news, looking at Facebook puts a lot of pressure on the prefrontal cortex, the front of the brain.
- This area, Strayer explains, is important for critical thinking, problem-solving and decision-making.
- So, it is important to give the brain a rest.
- And being in nature, Strayer claims, helps refresh a brain that is tired from too much technology.

Level 10,10 sentences, 153 words.

Dictation 14: Camping is good for brain.

PT.2

- That is when time in the great outdoors and a camping trip can help.
- Friends and family take time off and escape to nature for several days.
- They take walks, climb, explore, swim, sleep, eat and play.
- Camping may be just what a tech-tired brain needs.
- Take Carl, for example. He lives in West Virginia and enjoys camping.
- He says that being outdoors makes him feel at ease.
- It also prepares him for the work he must do.
- Carl “Camping gives us a chance to get in touch with nature and it’s a little less busy in a regular daily-life. And it’s pretty relaxing”.

Level 10,8 sentences, 122 words.

Dictation 15: Breakfast around the world.

- Some people love it! They look forward to breaking their nighttime fast with a big meal.
- Others may like to eat something small.
- For those who skip breakfast all together this article might not be for you!
- There are many common foods shared between countries, although they may be cooked differently.
- But whichever side people fall on a big breakfast or small one chances are it involves a cup of coffee or tea.
- Americans are not very creative when it comes to breakfast.
- That is not to say we don't have many choices, we do.
- Common breakfast foods are bacon and eggs.
- Bagel with cream cheese; pancakes or waffles with a side of sausage; sandwiches with egg, cheese and vegetables.
- Oatmeal topped with dried fruit and nuts or if we're in a hurry a bowl of cold cereal with milk.

Level 9,10 sentences, 140 words.

Dictation 16: Many people don't know the dangers of alcohol.

- Alcoholic products whether beer, wine or spirits are sold almost everywhere around the world.
- Drinking alcohol is a part of daily life and considered socially acceptable in many if not most cultures.
- However, some health experts warn that alcohol is a poison and can be bad for you.
- In 2018 the World Health Organization reported that alcohol kills about 3 million people worldwide each year.
- And the US national council on alcoholism and drug dependency has called alcohol the most regularly used addictive substance.
- In 2016 people in the United States alone spent more than 220 billion dollars on alcohol.
- That number comes from alcohol.org, a website operated by recovery brands.
- It is part of American Addiction Centers which provides addiction treatments services.

Level 9,8 sentences, 122 words.