

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Kasdi Merbah Ouargla University**  
**Faculty of Letters and Languages**  
*Department of Letters and English Language*



Dissertation submitted in partial fulfilment of the requirement for the Master's  
Degree in field of English Language and Literature

**Specialty: linguistics**

**The Usefulness of Dictation Strategy in Fostering Word Recognition for  
Reading Purposes**

The Case of Third Year Students at Badouda Mammam Ben Ali Middle School.

Presented and publicly defended by

**Karima Debbakh , Soundous Boulbane**

Supervised by

**Dr. Malika Kouti**

Jury

Dr. Samira Sayah Lembarek	Kasdi Merbah Univerity Ouargla	president
Dr. Malika Kouti	Univerity of Ghardaia	Supervisor
Dr. Nawal Dib	Kasdi Merbah Univerity Ouargla	Examiner

Academic Year:

**2021-2022**

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## **Abstract**

The aim of this thesis is to consider the usefulness of the dictation strategy in English in fostering students' word recognition and its importance to reading. It is known that teachers need to acquire certain strategies in order to teach the four skills of the English language, especially the reading skills. Dictation plays an essential role in fostering the recognition of words. However, middle school pupils at Badouda Mammar Ben Ali Middle School, Touggourt, encounter many problems in recognizing words. To this end, third-year students at this school were involved in this study, adopting a descriptive analytical approach. A questionnaire was distributed to fifty students, and an interview was conducted with three teachers as the main tools for collecting data, for the purpose of gaining insights on the students' ability to recognize words through dictation. The results revealed that dictation is not quite used inside classrooms; nonetheless, teachers are trying to revive it.

**Keywords:** *dictation, word recognition, four language skills, reading skill, English language*

## **Dedication 1**

I dedicate my dissertation work to my loving parents, who encouraged me to achieve my dreams specially my mother, the light of my life, the jewel of life and the symbol of perseverance, my whole world; I ask God to heal her.

I also dedicate it to my sisters and my brothers Anissa, Sabah, Houria, Manel, Ali and Houcinewho have given me the courage and inspiration to follow my dreams without forgetting my nephews and nieces Mohammed amine, Loay, Wassim, Abedalnoun Moattazebillah, Annes, Dhiaaldine, Haithem, Haroune, Sarah, Malak Sirine and Rym.

I should also dedicate it to all my friends specially Nardjess, Oumima, Samia,Safa, to mention a few.

Finally, I should not missto dedicate it to the one I really care about.

Thank you all for being my source of strength.

**KARIMA**

## **Dedication 2**

First I thank Allah that without him we would not finish this thesis. I dedicate this work to the great woman, my mother, who fought for me and taught me everything to know and consider the best version of myself, the source of my inspiration, and to my lovely father. I also dedicate it to my sisters Iman and Bakhta and brothers Anis and Altermidy, the stars of my sky, the remedy of my pains.

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**SOUNDOUS**

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## List of Tables

<b>Tables</b>	<b>Pages</b>
1 Gender of the students.....	22
2 Age of the Students .....	23
3 Level of the Students .....	24
4 Level of Students at English .....	25
5 Students Who Read .....	26
6 The Reasons Why Students don't Read in English .....	27
7 Reading in English .....	28
8 The way Students Learn How to Read.....	29
9 Students is required to Read Text from the Textbook or not.....	30
10 Where the Teachers asks the Pupils' to Read .....	31
11 The reasons why the Teachers asks the Students to read .....	32
12 Dictation in Class .....	33
13 The kinds of Dictation in Class .....	34
14 Frequency of Dictation .....	35
15 Dictation of Students to each other .....	36
16 Students Practice dictation Outside Classroom .....	37
17 Dictation helps to improve Reading or not .....	38
18 Dictation improve Reading.....	39
19 Dictation helps in Recognition of Words.....	40
20 The Place of doing Dictation .....	41
21 Types of Dictation Preferred by Students .....	42
22 Kinds of Language Skills Improved by Dictation.....	44

## List of Figures

<b>Tables</b>	<b>Pages</b>
1 Gender of the students.....	22
2 Age of the Students .....	23
3 Level of the Students .....	24
4 Level of Students at English .....	25
5 Students Who Read .....	26
6 The Reasons Why Students don't Read in English .....	27
7 Reading in English .....	28
8 The way Students Learn How to Read .....	29
9 Students are required to Read Text from the Textbook or not.....	30
10 Where the Teachers asks the Pupils' to Read .....	31
11 The reasons why the Teachers asks the Students to read .....	32
12 Dictation in Class .....	33
13 The kinds of Dictation in Class .....	34
14 Frequency of Dictation .....	35
15 Dictation of Students to each other .....	36
16 Students Practice dictation Outside Classroom .....	37
17 Dictation helps to improve Reading or not .....	38
18 Dictation improve Reading.....	39
19 Dictation helps in Recognition of Words.....	40
20 The Place of doing Dictation .....	41
21 Types of Dictation Preferred by Students .....	42
22 Kinds of Language Skills Improved by Dictation.....	44



## Table of Contents

Abstract.....	I
Dedication.....	II.III
Acknowledgment.....	IV
List of Tables.....	V
List of Figures.....	VI
<b>General Introduction.....</b>	<b>1</b>
<b>Introduction.....</b>	<b>2</b>
Background of the Study.....	3
Statement of Purpose.....	4
Statement of Problem.....	4
Research Questions.....	4
Research Hypothesis.....	5
Rationale.....	5
Structure of the Study.....	5
Research Methodology.....	5
Limitations of the Study.....	5
Definitions of Terms.....	6.7

## Part One: Theoretical Part

### Chapter One: Literature Review

Literature Review.....	8
<b>Introduction</b> .....	10
1.1. Definition of Dictation.....	10
1. 2.Types of Dictation.....	10
1.2.1. The Phonemic Item / Text Dictation .....	10
1.2.2. The Orthographic Item .....	11
1.2.3. Dicto-comp Dictation /Dictogloss.....	11
1.2.4. Partial/Standard Dictation .....	11
1.3. Dictation Benefits .....	11 .12
1.4. Dictation and Spelling .....	12.13
1.5. Steps in giving Dictation .....	13
1.6. Activities in Dictation.....	14
1.7. Difficulties in Dictation.....	14
1.8. The Effect of Dictation in Developing English Language Skills.....	15
1.9. The Skill of Reading Comprehension .....	15
1.9.1. Definition.....	15
1.9.1.1 .Decoding .....	15
1.9.1.2. Fluency.....	16.
1.9.1.3. Vocabulary.....	16
1.9.1.4. Sentence construction and Cohesion .....	17
1.9.1.5. Reasoning and Background knowledge.....	17
1.9.1.6. Working Memory and Attention .....	17.18

1.10. Definition of Word Recognition .....	18
1.10.1. The Effect of Dictation on Learners' Word Recognition .....	18
<b>Conclusion</b> .....	19

## Part Two: Practical Part

### Chapter Two: Research Methodology

<b>Introduction</b> .....	21
2.1. The Sample.....	21
2.2. Research Tools .....	21
2.2.1. Questionnaire' s Description .....	21
2.2.2. Teachers ' Interview Description .....	21
2.3. Data Analysis .....	21
2.3.1. Questionnaire Analysis .....	22. 45
2.3.2. Description of Teachers Interview.....	45
2.4. Discussion of the Findings.....	46
2.4.1. Analysis of Teachers Interview Questions .....	46
2.4.2. Teachers Interview Discussion.....	46
<b>Conclusion</b> .....	47
<b>General Conclusion</b> .....	49
Recommendations .....	51
List of references .....	52
Appendices.....	
الملخص.....	



# **General Introduction**

## **Introduction**

It is agreed that English has become the mostly used language for international communication. It has also given more importance in language education in the Algerian educational system. For this reason, students need to listen, speak, read and write in English. Specifically, for reading in English, students should recognize words. Therefore, there are many ways and strategies used by teachers in teaching English as a foreign language. Dictation is one of the strategies used to learn a language, and it is said that it improves word recognition, which enables middle school pupils to read.

## **Background of the Study**

Dictation has a history stretching back to ancient times. Imitation and repetition were historically the classic methods of studying any subject matter in the first language, in the Middle Ages dictation was used to transmit course content of various subjects from master to pupil, books were dictated to scribes in scriptoria as a way to publish books. By the sixteenth century dictation was being used in the study of foreign languages. In the nineteenth century dictation was used extensively in teaching foreign language in conjunction with the grammar-translation method (Stansfield 1985)..Dictation is the most perfect combination of faculties and functions. There is the accurate tongue, speaking to the listening and discriminating ear; there is the reproductive hand, bringing back to the intelligent and critical eye that which the mind has heard by ear --all the faculties of perception, conception, and expression are alert and in harmonious cooperation (Joynes as cited by Sawyer and Silver, 1961: 40). (Dictation What and How Learn From It)The use of dictation in second/foreign language education can be dated back several decades ago. Dictation is widely adopted as a means of language testing in the 70s and 80s. It is documented that dictation correlates with learners' overall language proficiency stronger than other forms of testing, such as vocabulary, close or writing test (Oller and Streiff 1975; Savignon 1982; Taylor 1980; Kaga 1991). Although some researcher claimed that dictation lacks the communicative feature in real human languages and therefore may "measure very little of language" (Lado 1961; Jones 1977), others have pointed out that dictation has the merit of testing comprehension in context based on learners' internalized grammar' (Oller 1979; Cohen 1980; Morris 1983; Stansfield 1985).Recent studies have examined the effectiveness of using dictation as a teaching technique and provided evidence that dictation as a form of regular teaching practice can improve learners' overall language competence and vocabulary accuracy in the long term (Rahimi 2008; Pyun and Lee-Smith 2011; Qu 2012). However, the efficacy of dictation in language learning has not been fully examined and its application in actual language teaching is still fairly limited. This study, therefore, intends to explore The Usefulness of dictation Strategy in Fostering word Recognition for Reading Purposes.

## **Statement of Purpose**

The overall aim of the study is to consider the usefulness of the dictation strategy in English in fostering pupils' word recognition and its importance to reading; that is, this study is generally aiming to investigate the role of the dictation technique in recalling words while reading any piece of English writing, whether it be a text, a short story, or a paragraph.

## **Statement of Problem**

Remembering words through dictation has been a constant issue in educational research. It is regarded as a difficulty for beginners as well as for intermediate-level learners. We believe that 3rd year pupils of Badouda Mammam Ben Ali middle school have to master dictation in order to improve their writing production and especially their reading abilities. Moreover, pupils, or beginners at first, need to be aware of how to spell words or vocabulary in the correct way so as to recognize them. Teachers also need to focus more on giving dictation activities, which we think will help pupils to develop their reading competence.

## **Research Questions**

This research is seeking to answer the following questions:

- To what extent can dictation the use of dictation in class will improve the pupils' word recognition that will help them in improving their reading skill?

**Sub-questions:**

- . To what extant can dictation enhance pupils' memory and their recognition?
- . What difficulties are faced by pupils in recognizing words through dictation strategy?
- .Are teachers capable enough to manipulate dictation inside classrooms?

## **Research Hypothesis**

The research at hand is based on the following hypothesis, which shall be checked throughout this study:

- The use of dictation in class will improve the pupils' word recognition, which will help them improve their reading skills.

## **The Rationale**

The reason we chose that specific topic is that few researchers spotlight dictation and its usefulness in enhancing word recognition and relate it to reading comprehension skills. It allows students to observe adult writing conventions such as letter formation, punctuation, word spacing, and more. Teachers can demonstrate how to listen to a sound and write the associated letter. It enables us to demonstrate how speech can be written down and read back.



## **Structure of the Study**

The research consists of two chapters. The first is devoted to a general introduction, which contains an introduction, a statement of the problem, and the main aim of the research. In addition to the hypothesis, the question and research methodology, population, and structure of the study, Besides, The study comprises the theoretical part, where we mention an overview of the variables dictation and their effect on learners' reading. In the third part, we finish up our study with a representation of the methodology employed and the results of the field work.

## **Research Methodology**

A descriptive analytical approach was selected for this study. Moreover, the data will be analysed both qualitatively and quantitatively.

## **Limitations of the Study**

The limitation of the study is that the findings of both the questionnaire and the teachers' interview cannot be generalized to a large number of students at Badouda Mammam Ben Ali Middle School because of the small size of the sample; thus, they cannot be generalized to all situations.

## **Definitions of Terms**

### **A. Dictation**

According to Merriam Webster dictation is

- A) “The act or manner of uttering words to be transcribed”
- B) “The material that is dictated or transcribed”

### **B. Word Recognition**

Word recognition is the presumed mental storage, revival, and use of person' s sight words.

### **C. Four Skills (The Four Skills of Language Learning )**

They are a set of four abilities that enable a person to understand and generate spoken language in order to communicate effectively with others. Listening, speaking, reading, and writing are the four skills that are required. Listening comes first, then speaking, then maybe reading and writing in the context of first-language acquisition.

### **D. Reading Skill**

- Reading is “Development, interactive, and global process involving learned skills (leu and kinder.p. 9, 1987).
- “Reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words could be seen and known by reader”(Tarigan . 2008, p. 7as cited in Amam Musfiroh . 2014).
- According to Aebersold and Field (1997), reading is “a powerful activity that confers knowledge, insight, and perspective on readers” (p. 6 as cited in El Kouti, 2017).
- Guthrie, Benneth & McGough (2007) believe that “reading” is the act of getting meaning from printed or written words, which is the basis for learning and one of the most important skills in everyday life.

## **E.English Language**

According to the Britannica website, the English language is "an Indo European language in the West Germanic language group. Modern English is widely considered to be the lingua franca of the world and is the standard language in a wide variety of fields, including computer coding, international business, and higher education."

# **Theoretical Part**

## **Chapter One: Literature Review**

### Introduction

#### 1.1. Definition of Dictation

#### 1.2. Types of Dictation

##### 1.2.1. The Phonemic Item /Text Dictation

##### 1.2.2. The Orthographic Item Dictation

##### 1.2.3. Dicto-CompDictation/ Dictogloss

##### 1.2.4. Partial/Standard Dictation

#### 1.3. Dictation Benefits

#### 1.4. Dictation and spelling

#### 1.5. Steps in Giving Dictation

#### 1.6. Activities in Dictation

#### 1.7. Difficulties in Dictation

#### 1.8. The Effect of Dictation in Developing English Language Skills

#### 1.9. The Reading Skill

### Introduction

#### 1.9.1. Definition

1.9.1.1. Decoding

1.9.1.2. Fluency

1.9.1.3. Vocabulary

1.9.1.4. Sentence Construction and Cohesion

1.9.1.5. Reasoning and Background Knowledge

1.9.1.6. Working Memory and Attention

1.10. Definition of Word Recognition

1.10.1. The Effect of Dictation on Learner's Word Recognition

Conclusion

## **Introduction**

Dictation is regarded as an old-fashioned device in teaching and learning a second language with its four skills. Yet recent researchers have found that dictation is rather a worthwhile practice because it assists teachers to focus on students' proficiency, as well as equipment for successful word recognition, besides as a mechanism for better spelling. Consequently, this chapter reports an overview of dictation by taking into account its definition, types, importance, its revival, steps in giving dictation, activities in dictation, and its effect on developing English skills, and at the end, we highlight the definition of word recognition.

### **1.1. Definition of Dictation**

Dictation has been used for several years as an out-of-date technique in learning as well as in teaching English. Having the status of a somewhat old-fashioned method, it is the mainstay of the grammar translation method that took over language teaching back then. Nowadays, dictation is utilized as a tool of language assessment, meaning that the method of dictation is employed as a device to measure pupils' improvement in language learning, especially for reading. According to Longman Dictionary of Applied Linguistics (2002, p.157, as cited in A. M. p.6), dictation is "a technique used in both language teaching and language testing in which a passage is read aloud to students or test takers, with pauses during which they must try to write down what they have heard as accurately as possible," while Davis and Rinvolutri (2002) define dictation as "decoding the sounds of [English] and recoding them in writing". Another definition presented by Merriam-Webster is that dictation is: the act of speaking words that someone writes down or a machine records to write down the words that someone says so that they can be used in a letter, report, etc.

### **1.2. Types of Dictation**

There are various types of dictation, and teachers may use one of them in language teaching. Sawyer & Silver (1961), as cited in s. Alkire, stated that dictation encompasses four kinds that can be used in language learning, which are phonemic item/text dictation, orthographic item/text dictation, dicto-comp dictation/dictogloss, and partial dictation/standard dictation.

#### **1.2.1. The Phonemic Item /Text Dictation**

It deals with the presentation of sounds individually to pupils for transcription; the phonemic item aids students in developing their capacity to distinguish the sounds of language. It is a beneficial and practical method for students to detect and comprehend sounds. The other form is phonemic text dictation, which is an extension of the previous type and is based on a brief text read by the teacher and phonemically transcribed by the student in order to know and understand how the English sounds differ in connected speech.

### **1.2.2. The Orthographic Item Dictation**

The orthographic item dictation is similar to the traditional spelling test in that it involves dictating words separately for transcription. The most comprehensive learning option is orthographic text dictation, in which students transcribe a unified passage rather than individual words. In other words, students of this type are required to deal with entire passages, paragraphs, and texts rather than individual sentences or words.

### **1.2.3.Dicto-CompDictation/ Dictogloss**

According to Wajnryb and Nation (1991), dictogloss dictation (also known as grammar dictation) is a type of dictation in which students reconstruct a text using their grammatical and linguistic resources. Whereas Nation (2009, as cited in Hoare and Tanner) claims that dicto-comp dictation is similar to dictogloss, the only difference is that students work individually in dictogloss while students work in groups in dictogloss. Other types, in addition to those mentioned by Sawyer and Silver, have been suggested by Oller (1979, as cited in I.AitHamouda). In other words, this type of dictation is a blend of two forms, namely Dictation and composition. Here, the teacher reads the entire passage three times, and the students are only given the opportunity to write their work after the third reading. The third reading has now been completed by the teacher. They should remember the entire story and write the story as a replication of what they heard.

### **1.2.4. Partial/Standard Dictation**

Partial dictation, also known as cloze dictation, is based on students listening to the spoken material in order to fill in the gaps with the words that have been omitted in the written passage. While standard dictation is widely used by teachers, it is straightforward, according to Takeuchi (1997, as cited in Herusatoto.H), because it is based on when the teacher dictates a text and students write what they hear as accurately as possible.

## **1.3.Dictation Benefits**

Dictation has been used for centuries as a valuable language-learning tool. Therefore, as a method, it has numerous advantages that assist both teachers and students.

According to Alike (2002) dictation has a several benefits:

1. Dictation makes students aware about the practice of note taking, which means that it help student to take note about the important ideas and key words.
2. Dictation develops unconscious thinking in the new language. It means that dictation support students to write words without being aware.

3. Dictation is psychologically powerful and challenging, i.e. it guide teachers to control their students and challenge them to text their abilities.
4. Dictation develops short-term memory of the students.
5. Dictation can be used as a review exercise that helps students to look again to what they have studied; such as punctuation and vocabulary.
6. Dictation is simple practice can be done by all pupils in primary school, middle school, high school and for students at university as well.

Alkire (2002) provides all of the above benefits to confirm that dictation provides pedagogical benefits to learners by allowing them to practice it in the correct form of language while utilizing the four basic skills in an integrative fashion. Many academics advocate the use of dictation because it is appropriate for all levels, taking both teachers and students into account. Dictation has many benefits, as confirmed by Hoare and Tanner (2009), who believe that using dictation can provide some benefits for university EFL classroom management. Furthermore, it can be used successfully regardless of class size or skill level diversity. In other words, dictation is a task used to challenge and motivate students to collaborate by using grammatical and contextual clues to complete the dictation and engage in problem-solving learning.

## **1.4. Dictation and spelling**

Dictation was common in language tests and examinations of a traditional type before the ‘scientific’ orientation introduced by Robert Lado and others. It was, however, severely criticised by Lado (1961) on the following grounds:

- Since the order of the words is given by the examiner, it does not test word order.
- Since the words are given, it does not test vocabulary.
- Since the words can be identified by context, it does not test aural perception (listening Comprehension)

That is, dictation becomes reduced to a mere spelling test. These criticisms are rejected by Oller and others. They show that a dictation test is a more accurate indicator of overall language proficiency than any other sub-test of a battery they administered, which included conventional-type questions on vocabulary, grammar, comprehension, and phonology. Oller (1979) explains this by arguing that a test of dictation taps directly into the process involved in the comprehension of language. He illustrates this by considering what a test of dictation involves for a learner and contrasting it with the analysis given by Lado.(ibid)



Firstly, he argues, it involves synthesizing the stream of speech, which is the input, into meaningful utterances; these utterances must then be analyzed into words and written down. Thus, the order of the words is not given by the examiner; it is arrived at by the student on the basis of his interpretation of what the examiner says. Similarly, the words are not given by the examiner: what is given is a string of sounds. These represent words only after they have been processed by the learner, and this processing is a complex procedure, vital to language use. Lado's third criticism, the identification of words from context as well as simply from perceived sounds, is seen by Oller (1979) as a definite advantage of dictation, since this ability is held to be crucial in the functioning of language. (Gloria Luque-Agulló 2004)

## **1.5. Steps in Giving Dictation**

Teachers and students should be aware of the steps before beginning the dictation task in order to achieve successful results. Olin (2014) confirms that dictation necessitates the following steps to assist teachers in this task:

1-Engage the brain before the mouth. Before beginning to speak, teachers should have a clear idea of what they want to say. To put it another way, teachers must be well prepared in terms of tasks and what they intend to say to students.

2-Have a plan in other words. Teachers who have never used the dictation technique before. They must plan and write out everything they want to say, then read it aloud and practice it until they can recite it from memory.

- Practicing the task in which it makes perfect and better improvement for the teachers in presenting a dictation activity To clarify, before coming to class, teachers must thoroughly practice the presentation and the dictated passage before entering the classroom.
- Do not babble. Avoid becoming a metronome and speaking too softly. To use dictation, teachers must speak slowly and clearly, with clear intonation and phrasing, and with a loud voice, all of which takes practice. For a better understanding, the dictation task necessitates some specific guidelines in order to be successful. The teacher must:
  1. Read the selected text to the students at a regular speed.
  2. Read the passage slowly and with enough pauses between each phrase.
  3. Allow the student to reread the text at a normal speed to check for grammatical errors and missing words.

To summarize, dictation has proven to be an effective method. Only if teachers pay attention to the above tips while dictating will they be successful.

## **1.6. Activities in Dictation**

According to Redondo, M.&Rlgal, M.&Walsh, k here are some examples of dictation exercises that a teachers can apply inside the classroom:

### **Task01**

Student can dictate to one another instead of the teacher being always the one who do the dictation role.

That sort of activities requires good student to dictate to lower student.

### **Task02**

Students can pick up any passage they want ; be it a text , a short story or a list of vocabulary ; in that case the teacher should give his students full freedom to choose .

### **Task03**

The teacher may demand students to correct to each other; he/she does not have to do it himself

### **Task04**

Another different task is that the teacher can record, and students can play it as many times as they want.

### **Task05**

The teacher dictates a passage, throwing some mistakes in it, then asks students to spot errors and try to compare and discuss corrections.

These are only some of the many ways in which a teacher, with the collaboration of pupils can create other dictation activities.

## **1.7.Difficulties in Dictation**

One of the common objections to dictation is.

- A- It does not require any talent or information on teacher.
- B- It is only the aural skills that are developed in dictations.
- C- It is uncommunicative, boring and old fashioned.
- D- It is a time consuming task.

## **1.8. The Effect of Dictation in Developing English Language Skills**

Sometimes, having a dictation activity in hand may feel boring and sort of pointless. However, there are lots of ways in which dictation can be beneficial in developing language skills:

By writing down what they have heard, students will force their acknowledgment of the language to work out the same way as it was said. After finishing, pupils will read what they have written, to find out that words do not always sound as they were heard. Students should be familiar with words, vocabulary, spelling, and grammatical structures by the end of the course.

## **1.9. The Reading Skill**

Reading is a cognitive activity that involves the eyes and the brain and many complex processes (Cited in Kouti, 2021). According to a number of researchers, such as Davies (1995), learning to read requires bringing together a number of actions involving the eyes, the brain, and the psychology of the mind that do not occur naturally. Teaching reading for first-year learners in an Algerian middle school class is very important and strategic. Actually, teaching them how to read requires some essential processes. These are: word recognition, phonics, phonemic awareness, oral language, vocabulary, and prior knowledge (Kouti, *ibid*).

### **1.9.1. Definition**

According to research done by Andrew M.I. Lee, JD, (n.d). Some people think that the act of reading is a straightforward task, but in fact it is a complex process that draws on many different skills. Together, these skills lead to the ultimate goal of reading: reading comprehension, or understanding what's been read. This skill can be challenging, whatever the cause is. Therefore, here are six essential skills needed for reading comprehension and tips on what can help kids improve this skill:

#### **1.9.1.1. Decoding**

Decoding is a vital step in the reading process. Kids use this skill to sound out words they've heard before but haven't seen written out or being dictated. The ability to do that is the foundation for other reading skills. It relies on an early language skill called phonemic awareness. Phonemic awareness lets students hear individual sounds in words (known as *phonemes*). It also allows them to "play" with sounds at the word and syllable level. It also relies on connecting individual sounds to letters. For instance, to read the word *sun*, students must know that the letter *s* makes the sound /s/. Grasping the connection between a letter (or group of letters) and the sounds they typically make is an important step toward "sounding out" words.

### **1.9.1.2. Fluency**

To read fluently, kids need to instantly recognize words, including words they cannot sound out. Fluency speeds up the rate at which they can read and understand text. It is also important when kids encounter irregular words like "of" and "the," which cannot be sounded out. It can take a lot of effort to sound out or decode every word. When pupils can read quickly and without making too many errors, they are "fluent" readers. Fluent readers read smoothly at a good pace. They group words together to help with meaning, and they use the proper tone in their voice when reading aloud. Reading fluency is essential for good reading comprehension.

The main way to help build fluency is through practice reading books. It is important to pick out books that are at the right level of difficulty for pupils.

### **1.9.1.3. Vocabulary**

To understand what you are reading, you need to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension (Kouti, 2021). Students can learn vocabulary through instruction. But they typically learn the meaning of words through everyday experience and also by reading. The more words students are exposed to, the richer their vocabulary becomes. You can help build your student's vocabulary by having frequent conversations on a variety of topics. Try to include new words and ideas. Laughing and playing word games is a fun way to build this skill. Reading together every day also helps improve vocabulary. When reading aloud, stop at new words and define them. But also encourage your child to read alone. Even without hearing the definition of a new word, your child can use context to help figure it out. Teachers can help, too. They can carefully choose interesting words to teach and then give explicit instruction (i.e., instruction that is specialized and direct). They can engage students in conversation. And they can make learning vocabulary fun by playing word games in class.

### **1.9.1.4. Sentence Construction and Cohesion**

Understanding how sentences are built might seem like a writing skill. So too might connecting ideas within and between sentences, which is called *cohesion*. But these skills are important for reading comprehension as well.

Knowing how ideas link up at the sentence level helps children get meaning from passages and entire texts. It also leads to something called coherence, or the ability to connect ideas to other ideas in an overall piece of writing.

Explicit instruction can teach kids the basics of sentence construction. For example, teachers can work with students on connecting two or more thoughts through both writing and reading.

### **1.9.1.5. Reasoning and Background Knowledge**

. Most readers relate what they have read to what they know. Therefore, it is important for pupils to have a background or prior knowledge of the world when they read (El Kouti, 2017).

They also need to be able to "read between the lines" and pull out meaning even when it is not literally spelled out. Take this example: a child is reading a story about a poor family in the 1930s. Having knowledge about the Great Depression can provide insight into what is happening in the story.

The child can use that background knowledge to make inferences and draw conclusions. Your child can build knowledge through reading, conversations, movies and TV shows, and art. Life experience and hands-on activities also build knowledge. Expose your student to as much as possible, and talk about what you've learned from experiences you've had together and separately. Help your child make connections between new knowledge and existing knowledge. And ask open-ended questions that require thought and explanation.

### **1.9.1.6. Working Memory and Attention**

According to Andrew and Lee (n.d). these two skills are both part of a group of abilities known as executive function. They're different but closely related.

When kids read, attention allows them to take in information from the text. Working memory allows them to hold on to that information and use it to gain meaning and build knowledge from what they're reading.

The ability to self-monitor while reading is also tied to that. Children need to be able to recognize when they do not understand something. Then they need to stop, go back, and re-read to clear up any confusion they may have.

What can help: There are many ways you can help improve your pupil's working memory. Skill builders don't have to feel like work, either. There are a number of games and everyday activities that can build working memory without children even knowing it.

To help increase your student's attention span, look for reading material that's interesting or motivating. For example, some may like graphic novels. Encourage your pupil to stop and re-read when something isn't clear. And demonstrate how you "think aloud" when you read to make sure what you're reading makes sense.

The bottom line is that when children struggle with one or more of these skills, they can have trouble fully understanding what they read. Find out how to tell if your child has difficulty with reading comprehension. Teachers have to learn about what can cause trouble with reading for kids and keep in mind that having reading difficulties doesn't mean a student is not smart. But some kids need extra support and encouragement to make progress.

## **1.10. Definition of Word Recognition**

It refers to a component process of language. Word recognition means the transformation of written and spoken forms of words into linguistic representations. Historically, word recognition has also been referred to as lexical decision performance. According to Moreno and Van Orden (2001), International Encyclopedia of the Social and Behavioral Sciences, Word recognition is part of a self-fulfilling cycle: the more sight words you know, the more likely you are to read. It is often correlated with reading comprehension and it is essential to independent reading. The key to word recognition is the repetition of words (word recognition\_CSUN). By repeating dictation words and vocabulary, they will be stuck in the minds of learners.

### **1.10.1. The Effect of Dictation on Learner's Word Recognition**

Often, dictation combines more than one skill and function, which makes it a really flexible method. Likewise, dictation helps learners improve their word recognition; usually this involves integrating word association, which will build a semantic map between the dictated passage and the ability to read.

Dictation is a great way to motivate memory by writing down what a student hears. His paying attention to spelling will be stored in his short-term memory. If learners do not review this input, they will automatically fail to remember. However, a timely regular revision can categorize the learned new words into long-term memory. In other words, human beings generally forget new vocabulary rapidly, but if they don't, then the speed of forgetfulness will slow down progressively. Therefore, teachers should involve students in regular dictation activities so that they can manage to develop their vocabulary from short-term memory to long-term one, thereby aiding them to recognize words saucily.

## **Conclusion**

Last but not least, dictation might seem a bit of a boring activity. However, it is an effective practice in many ways. This research shows that this method of dictation is used to test language progress as well as motivate memory. Fundamentally, it aims at checking students' pronunciation and spelling rules. Dictation serves input and output abilities through consolidating the four skills; it enhances pupils' enthusiasm and confidence; it also stimulates the drive for learning; it reduces learners' difficulty in improving their own language level; and it raises the efficiency of memorizing vocabulary; meanwhile, it increases the ability of independent learning. On one hand, dictation is among the traditional ways of supplying words, although it is an uncommon subject. Furthermore, teachers ought to use more dictations to support students' recognition of words, which will lead to better use of the English vocabulary while reading.

# **Practical Part**

## **Chapter Two: Research Methodology**

Introduction

2.1. The Sample

2.2. Research Tools

2.2.1. Questionnaire's Description

2.2.2. Teachers' Interview Description

2.3. Data Analysis

2.3.1. Questionnaire Analysis

2.3.2. Teachers' Interview Analysis

2.4. Discussion of the Findings

2.4.1. The Questionnaire

2.4.2. The Teacher's interview

Conclusion

General Conclusion



## **Introduction**

This chapter represents the practical part, which includes the collection of data from third year at Badouda Mammam Ben Ali Middle School and teachers at the same mentioned school. Therefore, we have prepared a questionnaire that was administered to students and an interview done for the teachers. Besides, this chapter includes the description and analysis of a questionnaire, in addition to document analysis.

### **2.1. The Sample**

This study was applied to third-year Badouda Mammam Ben Ali Middle School pupils; we selected a class of 50 students because they are still beginners in learning the English language.

### **2.2. Research Tools**

The tools in which we utilized to gather data are Questionnaire and Teacher's interview.

#### **2.2.1. Questionnaire's Description**

A questionnaire was distributed to the pupils of Badouda Mammam Ben Ali Middle School to investigate the usefulness of the dictation strategy in fostering word recognition for reading purposes. Because questionnaires are one effective source of gathering data, According to Nunan (1992), "the questionnaire is a relatively popular means of collecting data." It enables the researcher to collect data in field settings, and the data such as free-form field notes, participant observers' journals, and the transcripts of oral language "(p. 143 as cited in El Kouti, 2017, p. 187). Our questionnaire contains a combination of mixed questions; some are closed yes/no questions while others are open ones.

#### **2.2.2. Teachers' Interview Description**

The interviewer was consulted to observe how popular dictation is. The questions in the interview deal with teachers' general information and aim to identify teachers' experience in teaching English language through dictation.

### **2.3. Data Analysis**

The findings were analyzed both quantitatively and qualitatively. We used the SPSS software for analyzing the questionnaire.

### 2.3.1. Questionnaire Analysis

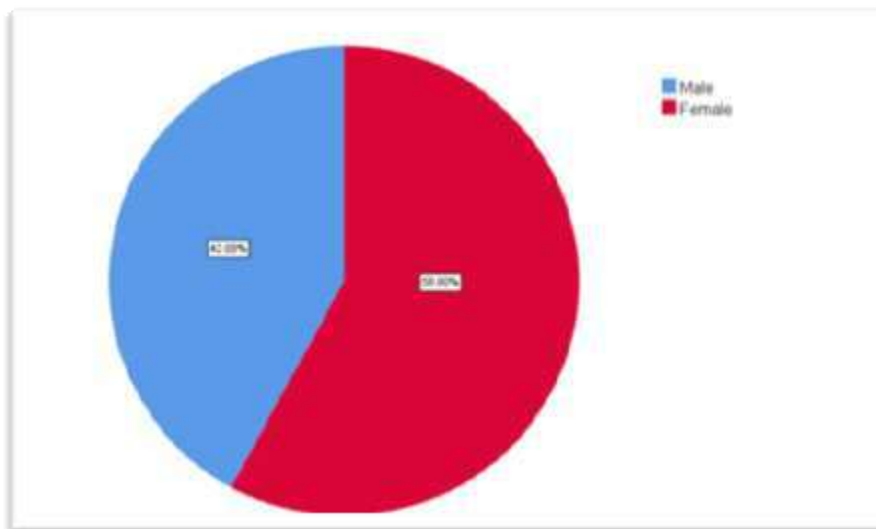
#### Q1. Gender

- Male
- Female

**Table1. Gender of students**

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	21	19.3	42.0	42.0
	Female	29	26.6	58.0	100.0
	Total	50	45.9	100.0	
Missing	System	59	54.1		
Total		109	100.0		

The results show that (58 %) of the students are Female while (42%) are Male.



**Figuer1. Gender of students**

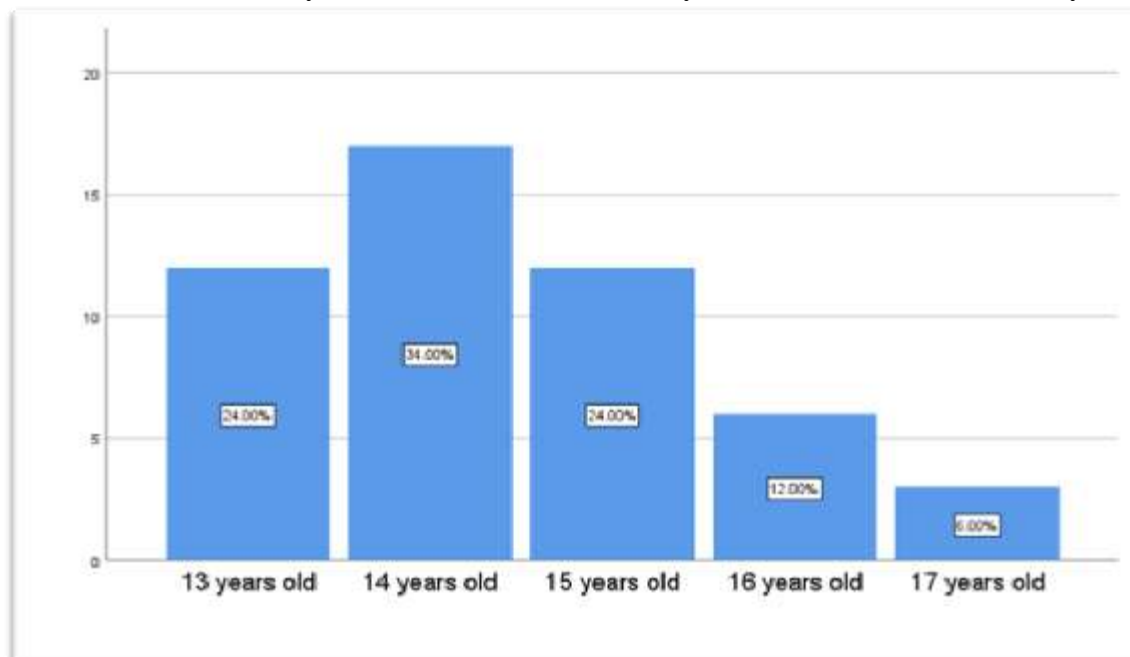
## Q2. Age

- 13 years old
- 14 years old
- 15 years old
- 16 years old
- 17 years old

**Table 2 . Age of the students**

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13 years old	12	11.0	24.0	24.0
	14 years old	17	15.6	34.0	58.0
	15 years old	12	11.0	24.0	82.0
	16 years old	6	5.5	12.0	94.0
	17 years old	3	2.8	6.0	100.0
	Total		50	45.9	100.0
Missing	System	59	54.1		
Total		109	100.0		

The table shows that the majority of pupils are 14 years old (34.0%) and (24.0%) are 13 years old and (24.0%) are 15 years old and (12.0%) are 16 years old while (6.0%) are 17 years old .



**Figure 2 . Age of the students**

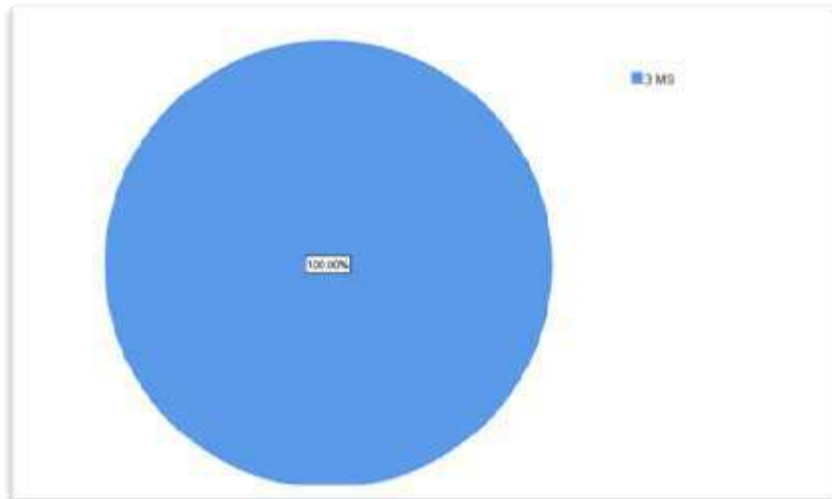
### Q3.Level

- 3 year middle school

**Table 3.Level of the students**

		Level?			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 M	50	45.9	100.0	100.0
Missing	System	59	54.1		
Total		109	100.0		

The table above shows that the level of the students are 3rd year middle school (100.0%)



**Figure 3.Level of the students**

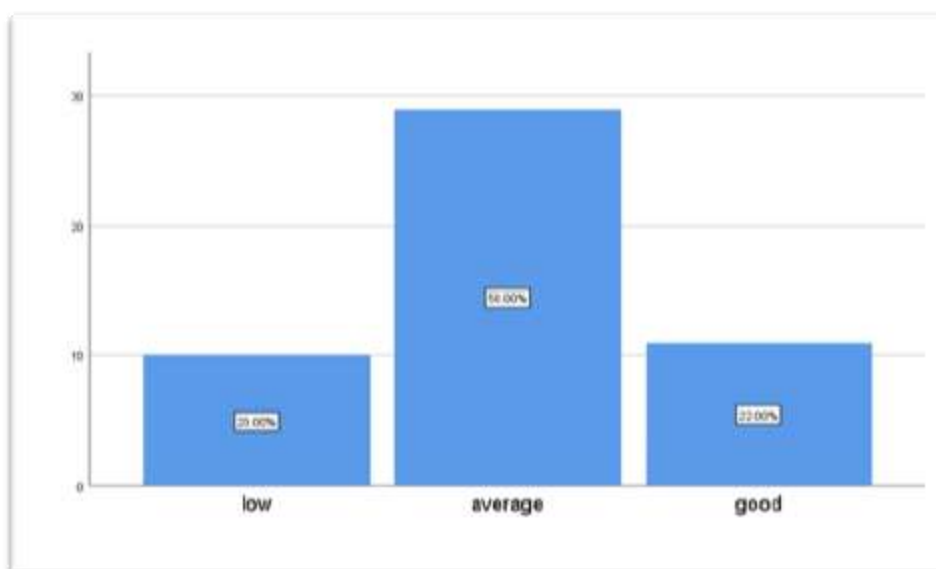
#### Q4. How do you see your level at English?

- Low
- Average
- Good

**Table 4. Level of Students at English**

How do you see your level at English?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	10	9.2	20.0	20.0
	Average	29	26.6	58.0	78.0
	Good	11	10.1	22.0	100.0
	Total	50	45.9	100.0	
Missing	System	59	54.1		
Total		109	100.0		

The results above show that most of students (58.0%) their level are average whereas (22.0 %) their level are good. As for the rest (20.0%), their levels are low.



**Figure 4. Level of Students at English**

### Q5. Do you read in English?

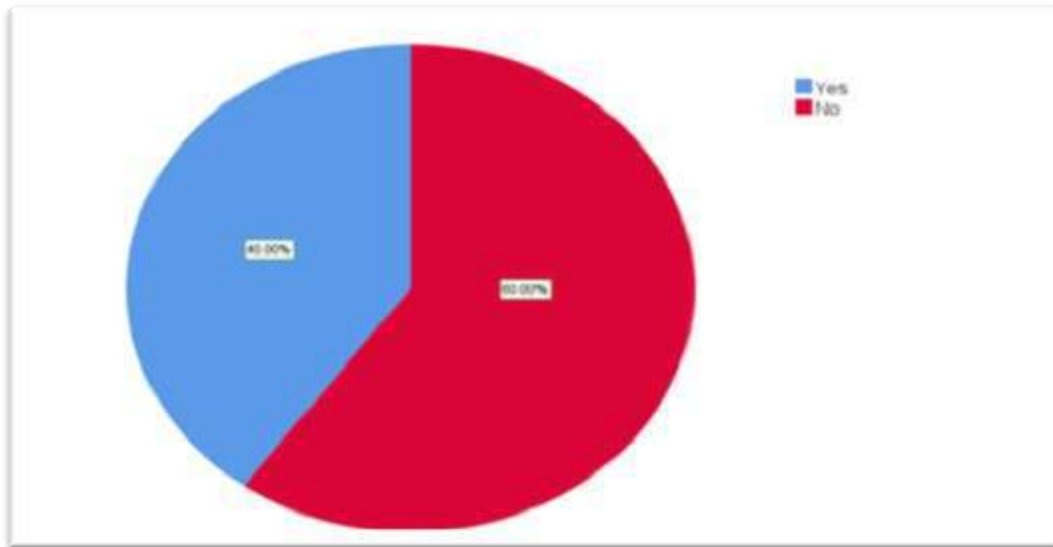
-Yes

-No

**Table 5. Students Who Read in English**

Do you read in English?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	18.3	40.0	40.0
	No	30	27.5	60.0	100.0
	Total	50	45.9	100.0	
Missing	System	59	54.1		
Total		109	100.0		

The table above indicates that (40%) of the students do read in English, however, (60%) do not.



**Figure 5. Students Who Read in English**

## Q5.Do you read in English?

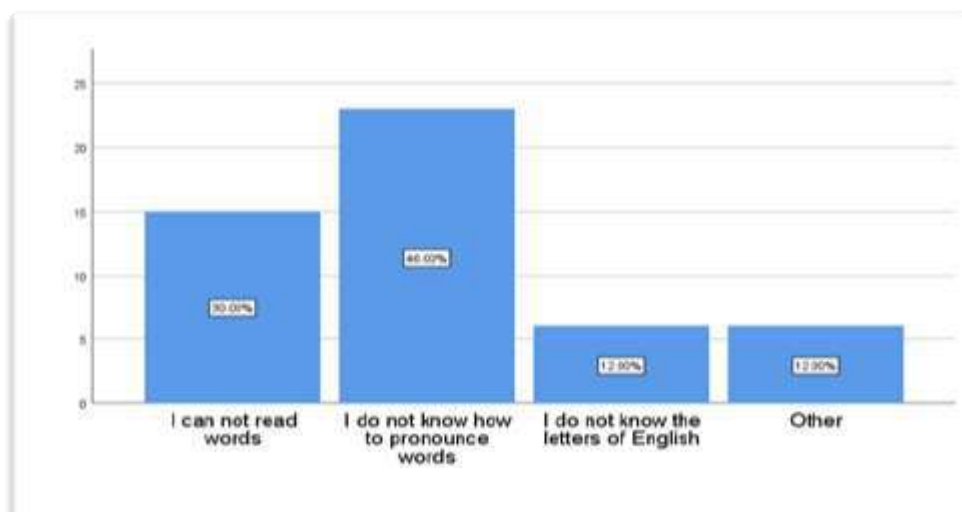
### B. If no, why?

- I cannot read words
- I do not know how to pronounce words
- I do not know the letters of the English language

**Table 6. The Reasons Why Students don't read in English**

		If, no, why?			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I can not read words	15	13.8	30.0	30.0
	I do not know how to pronounce words	23	21.1	46.0	76.0
	I do not know the letters of English	6	5.5	12.0	88.0
	Other	6	5.5	12.0	100.0
	Total	50	45.9	100.0	
Missing	System	59	54.1		
Total		109	100.0		

The table above shows that the majority of the students who don't read they don't know how to pronounce words (46.0%) the other (30.0%) they cannot read words and the other (12.0%) they do not the letters of English whereas the other (12.0%) .



**Figure 6. The Reasons Why Students don't read in English**

## Q5.Do you read in English?

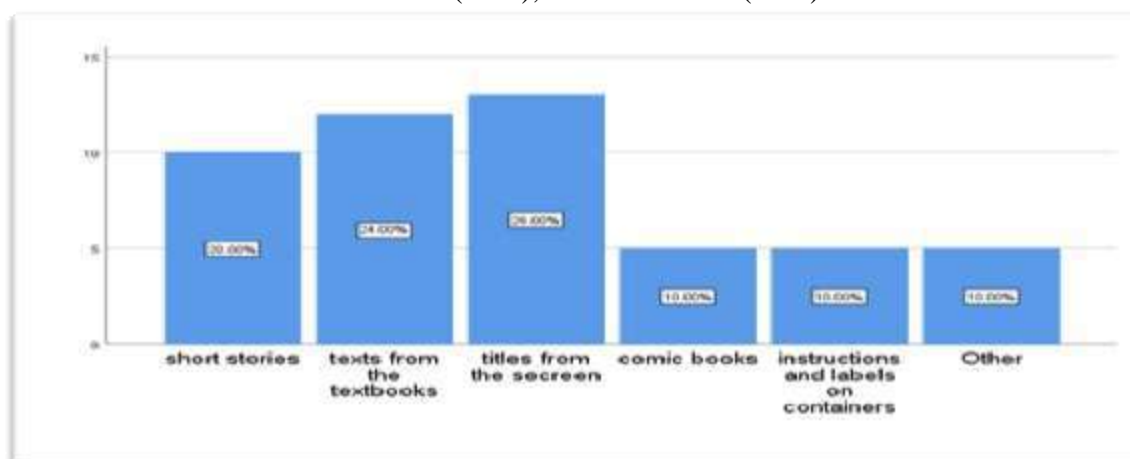
### C. If, yes what do you read?

- Short stories
- Texts from the textbook
- Titles from the screen
- Comic books
- Instructions and labels on containers
- other

**Table 7. Reading in English**

		If, yes what do you read?			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	short stories	10	9.2	20.0	20.0
	texts from the textbooks	12	11.0	24.0	44.0
	titles from the screen	13	11.9	26.0	70.0
	comic books	5	4.6	10.0	80.0
	instructions and labels on ontainers	5	4.6	10.0	90.0
	Other	5	4.6	10.0	100.0
	Total	50	45.9	100.0	
Missi System		59	54.1		
Total		109	100.0		

The table above demonstrates that (20%) of the pupils read short stories, (24%) read texts from the textbooks, (26%) read titles from the screen, (10%) comic books, as the same as instructions and labels on containers (10%), and other with (10%).



**Figure7. Reading in English**



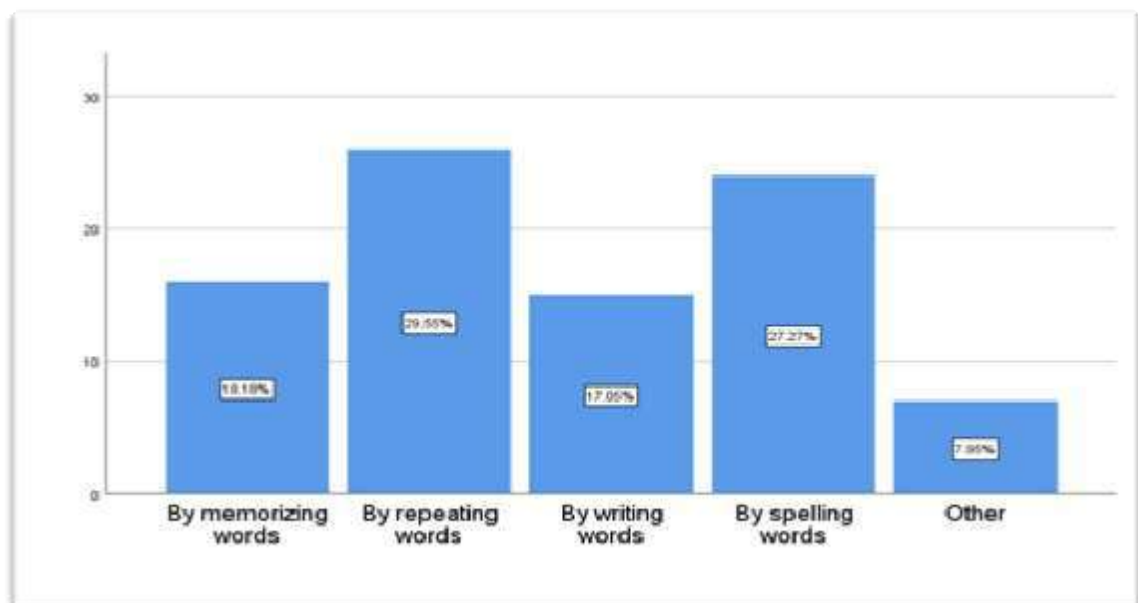
## Q6. How did you learn to read?

- By memorizing words
- By repeating words
- By writing words
- By spelling words
- Other

**Table8.The Way Students Learn How to read**

How did you learn to read?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	By memorizing words	16	14.7	18.2	18.2
	By repeating words	26	23.9	29.5	47.7
	By writing words	15	13.8	17.0	64.8
	By spelling words	24	22.0	27.3	92.0
	Other	7	6.4	8.0	100.0
	Total	88	80.7	100.0	
Missing	System	21	19.3		
Total		109	100.0		

The table above indicates that(18.2%) learn reading by memorizing words, while (29.5%) learn by repeating words, and(18%) learn by writing words, however,(27.3) of the students learn through spelling the words and (8%) learn how to read on other way.



**Figure 8.The Way Students Learn How to read**

**Q7. Does your Teacher require you to read the texts from the Textbook?**

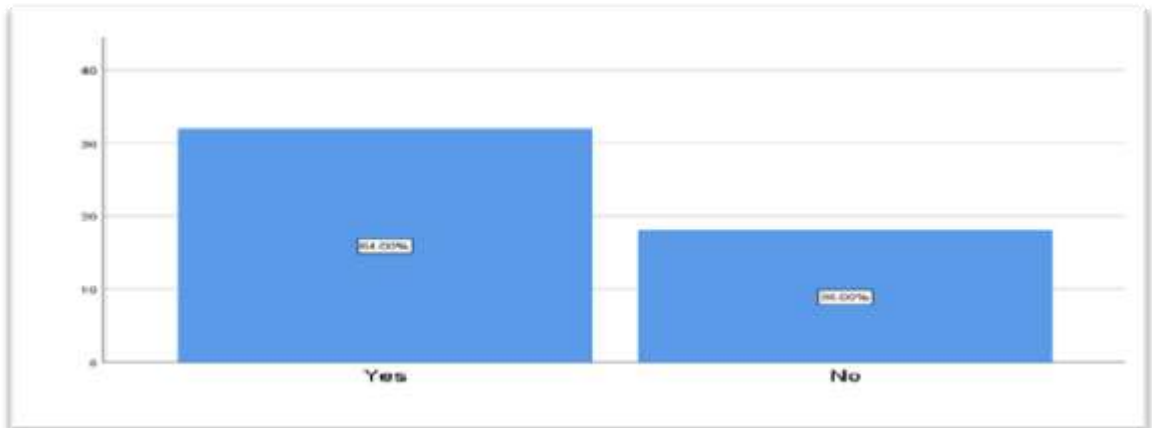
A.

- Yes
- No

**Table 9. Students are required to read Texts from the Textbook or not**

Does your teacher require you to read the texts from the textbook?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	32	29.4	64.0	64.0
	No	18	16.5	36.0	100.0
	Total	50	45.9	100.0	
Missing	System	59	54.1		
Total		109	100.0		

The table above shows that (64%) are required to read the texts from the textbook, but (36%) of students are not required to.



**Figure.9. Students are required to read Texts from the Textbook or not**

**Q7. Does your teacher require you to read the texts from the textbook?**

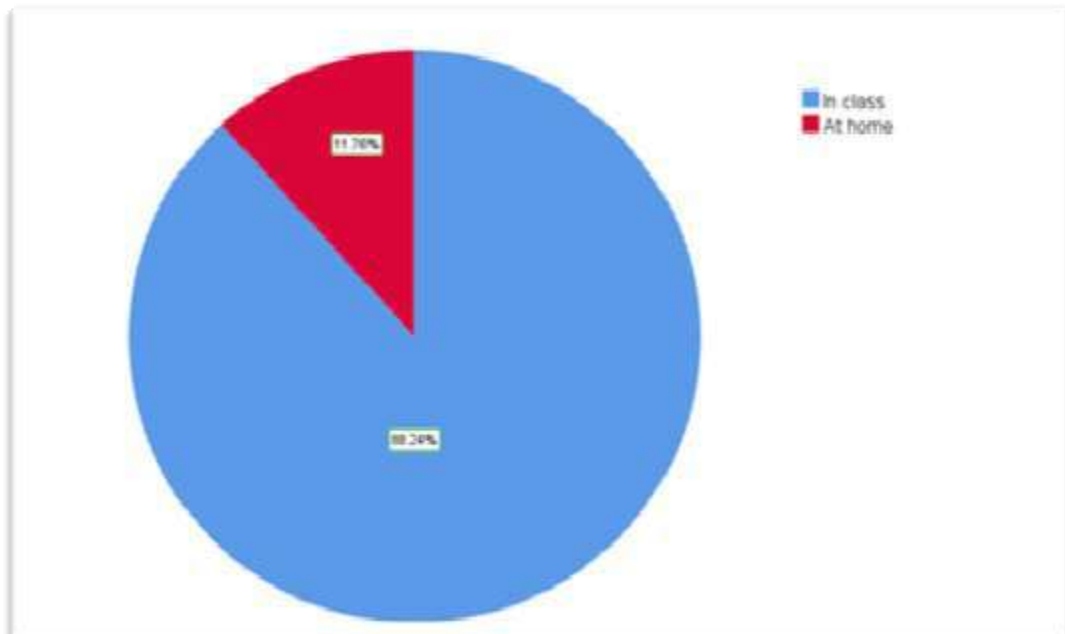
**B. If yes, where?**

- In class
- At home

**Table10: Where the Teacher asks the Pupils to read**

		If, yes, where?			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In class	30	.275	88.2	88.2
	At home	4	3.7	11.8	100.0
	Total	34	31.2	100.0	
Missing	System	75	68.8		
Total		109	100.0		

The table above indicates that (88.2%) are required to read the texts from the textbook in class, while (11.8%) at home.



**Figure10: Where the Teacher asks the Pupils to read**

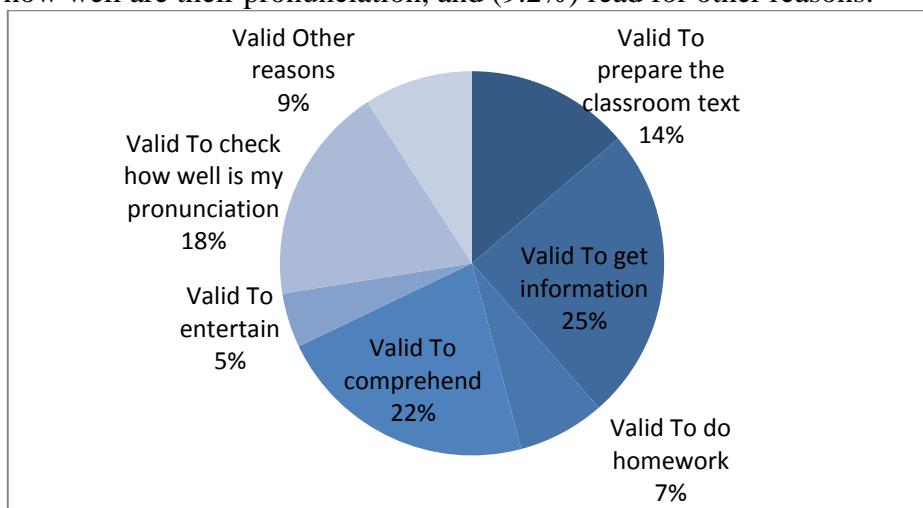
## Q8. Why does your teacher ask you to read?

- To prepare the classroom text
- To get information
- To do homework
- To comprehend
- To entertain

**Table 11. The Reasons Why the teacher asked the Students to read**

Why does your teacher ask you to read ?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To prepare the classroom text	15	13.8	13.8	13.8
	To get information	27	24.8	24.8	38.5
	To do homework	8	7.3	7.3	45.9
	To comprehend	24	22.0	22.0	67.9
	To entertain	5	4.6	4.6	72.5
	To check how well is my pronunciation	20	18.3	18.3	90.8
	Other reasons	10	9.2	9.2	100.0
	Total	109	100.0	100.0	

The table above indicates a variety of goals of reading. We see that (13.8%) of respondents read in order to prepare for the classroom text, whereas (24.8%) read to get information. Although we observe that (7.3%) read so as to do homework, (22%) read to comprehend. (4.6) of the students read with the intention to be entertained, but (18.3%) are told to read to check how well are their pronunciation, and (9.2%) read for other reasons.



**Figure 11. The Reasons Why the teacher asked the Students to read**

### Q9.Does your teacher dictates to you in class?

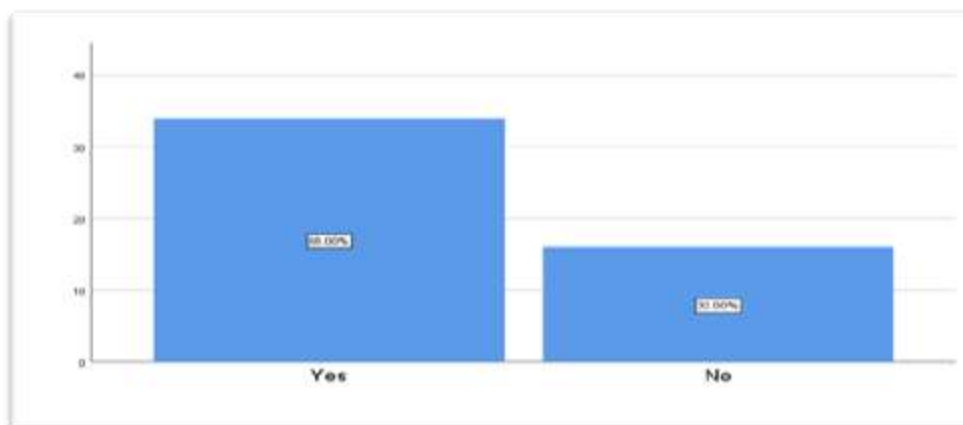
A.

- Yes
- No

**Table12: Dictation in Class**

Does your teacher dictate to you in class?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	34	31.2	68.0	68.0
	No	16	14.7	32.0	100.0
	Total	50	45.9	100.0	
Missing	System	59	54.1		
Total		109	100.0		

The table above shows that (68%) of the teachers do dictate in class; however (32 %) do not dictate.



**Figure12: Dictation in Class**

## Q9.What does your teacher dictates to you?

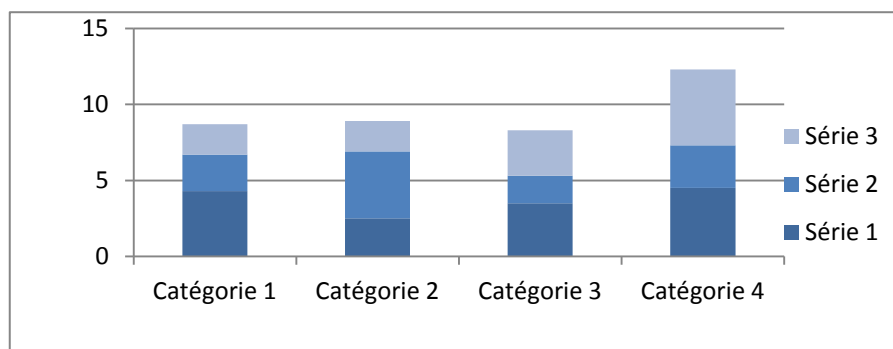
B.

- Words
- Sentences
- Paragraphs
- Dialogues

**Table13. The kinds of Dictation in Class**

If, yes, what does she/ he dictate?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Words	20	18.3	41.7	41.7
	Sentences	14	12.8	29.2	70.8
	Paragraphs	7	6.4	14.6	85.4
	Dialogues	7	6.4	14.6	100.0
	Total	48	44.0	100.0	
Missing	System	61	56.0		
Total		109	100.0		

The table above indicates what a teacher dictates to his/ her students. Words on one hand are being dictated (41.7%), on the other hand sentences are being dictated (29.2%). Paragraphs being dictated (14.6%), as the same as dialogues.



**Figure13. The kinds of Dictation in Class**

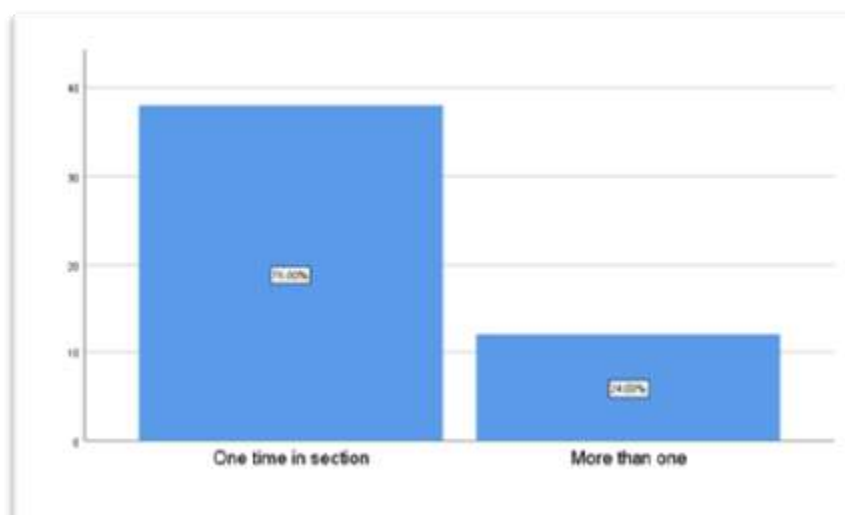
### Q10.How often does the teacher dictate to you?

- One time in section
- More than one time

**Table14 .Frequency of dictation**

		How often does the teacher dictate to you?			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One time in section	38	34.9	76.0	76.0
	More than one	12	11.0	24.0	100.0
	Total	50	45.9	100.0	
Missing	System	59	54.1		
Total		109	100.0		

The results above show that (76%) of students said that they practice dictation one time in section, but (24%) practice it more than one time.



**Figure14 .Frequency of dictation**

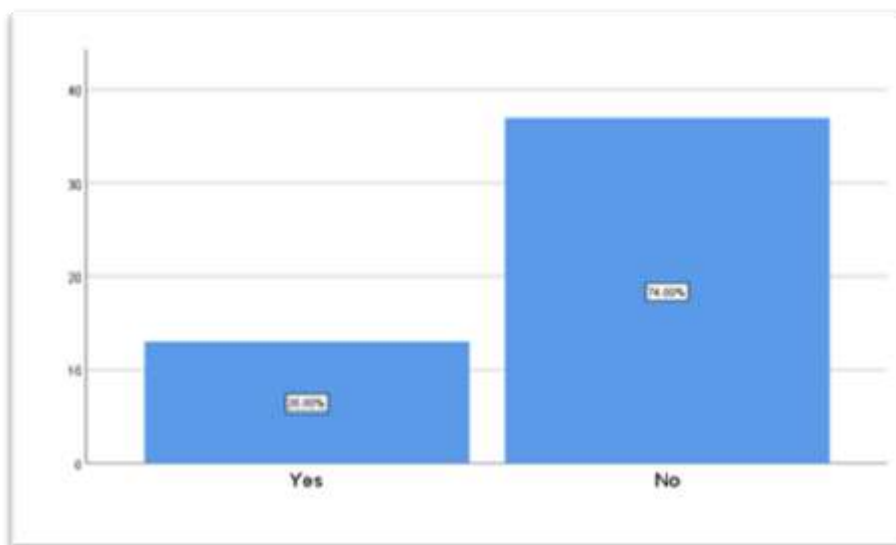
### Q11. Do you dictate to each others in class?

- Yes
- No

**Table15. Dictation of students to each other**

Do you dictate to each other in class?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	11.9	26.0	26.0
	No	37	33.9	74.0	100.0
	Total	50	45.9	100.0	
Missing	System	59	54.1		
Total		109	100.0		

The table above shows that (26%)of students do dictate to each other in class, while (74%)of students they do not.



**Figure 15. Dictation of students to each other**



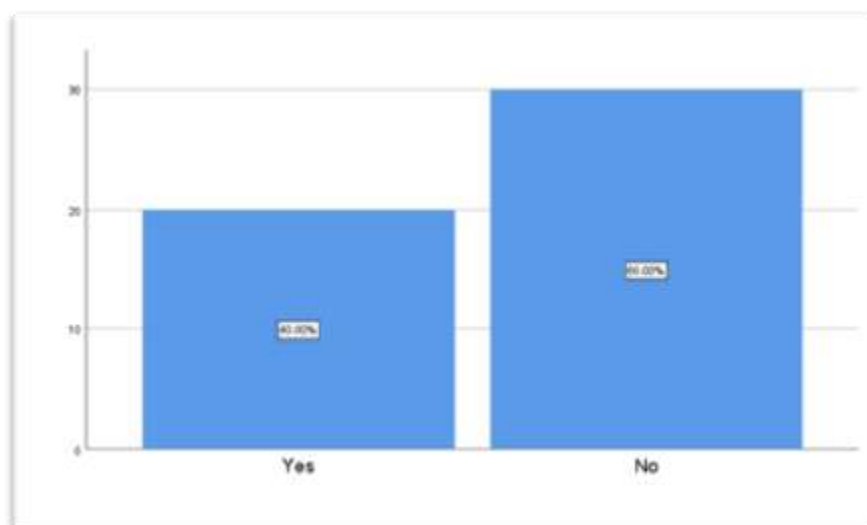
## Q12.Do you practice Dictation outside the classroom?

- Yes
- No

**Table 16: Students Practice Dictation outside Classroom**

Do you practice dictation outside the classroom?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	18.3	40.0	40.0
	No	30	27.5	60.0	100.0
	Total	50	45.9	100.0	
Missing	System	59	54.1		
Total		109	100.0		

The table above demonstrates that (40%) of students practice dictation outside the classroom, however, (60%) of Students theydo not.



**Figure16: Students Practice Dictation outside Classroom**

### Q13.Does Dictation helps you in Improving your Reading?

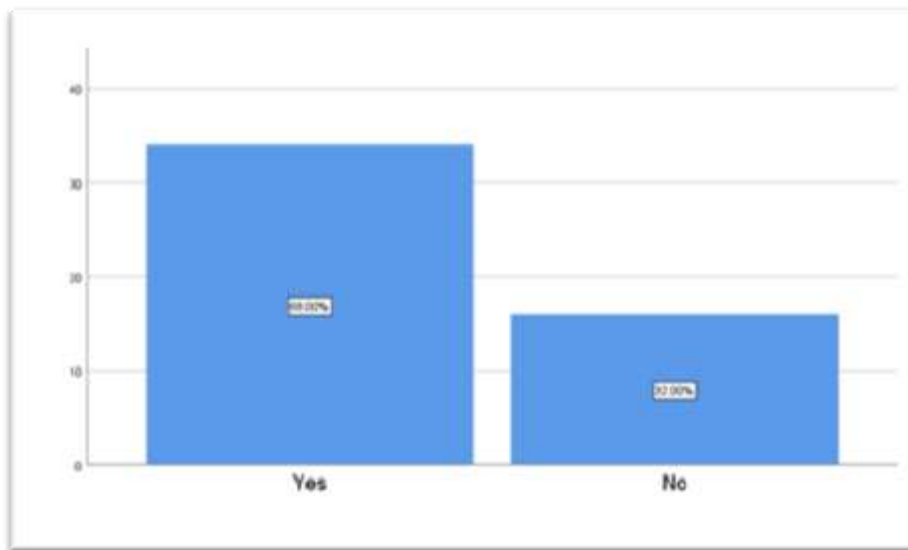
A.

- Yes
- No

**Table17. Dictation helps to improve reading or not**

Does dictation help you in improving your reading?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	34	31.2	68.0	68.0
	No	16	14.7	32.0	100.0
	Total	50	45.9	100.0	
Missing	System	59	54.1		
Total		109	100.0		

The table above shows that (68%) of the students stated that yes dictation enhances reading, but (32%) answered with no it do not.



**Figure 17. Dictation helps to improve reading or not**

### Q13.Does dictation helps you in improving your reading?

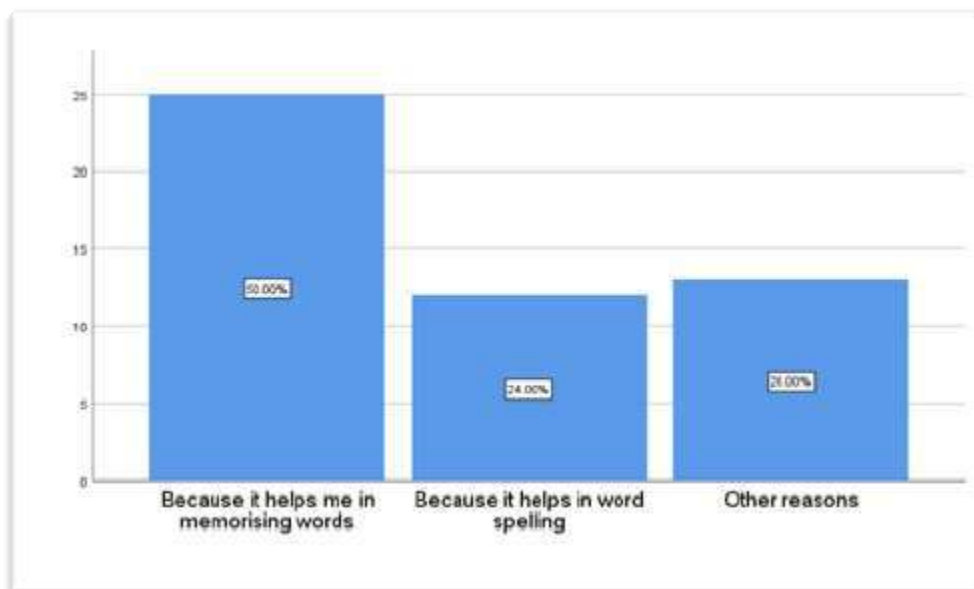
#### B. If yes. How?

- Because it helps me in memorizing
- Because it helps in word spelling
- Other reasons

**Table18. Dictation Improves Reading**

If, yes, how?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Because it helps me in memorizing words	25	22.9	50.0	50.0
	Because it helps in word spelling	12	11.0	24.0	74.0
	Other reasons	13	11.9	26.0	100.0
	Total	50	45.9	100.0	
Missing	System	59	54.1		
Total		109	100.0		

The above table shows that how dictation can improve reading, (50%) of students said that because it helps in memorizing words, though (24%) of students stated that since it helps in word spelling, however, (26%) believed in other reasons.



**Figure18. Dictation Improves Reading**

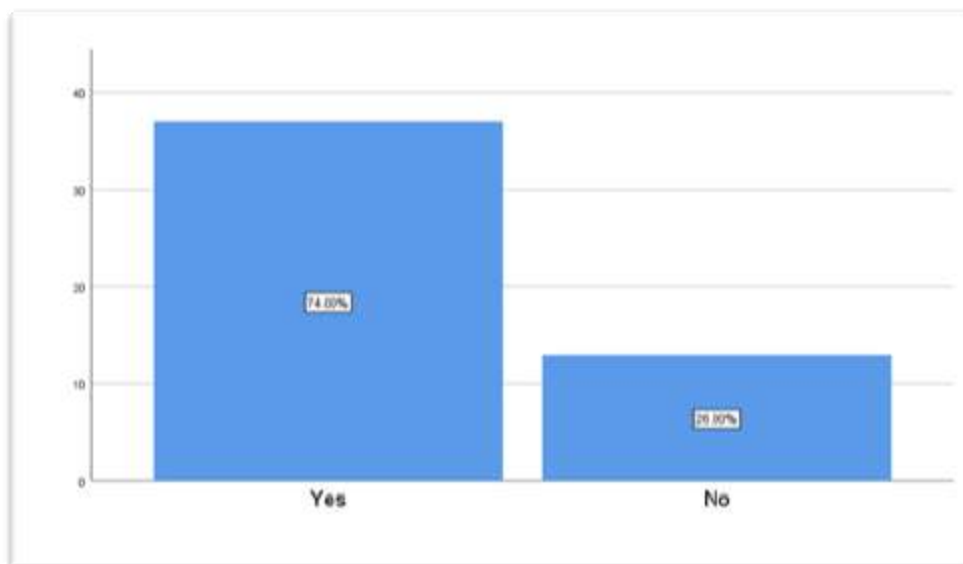
### Q14.Does Dictation helps you to Recognise Words?

- Yes
- No

**Table 19.Dictation help in the Recognition of Words**

Does dictation help you to recognize words?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	37	33.9	74.0	74.0
	No	13	11.9	26.0	100.0
	Total	50	45.9	100.0	
Missing	System	59	54.1		
Total		109	100.0		

The results show that (74%) of Students said yes it help in recognizing words, though, (26%) of Students said it don't.



**Figure 19.Dictation help in the Recognition of Words**

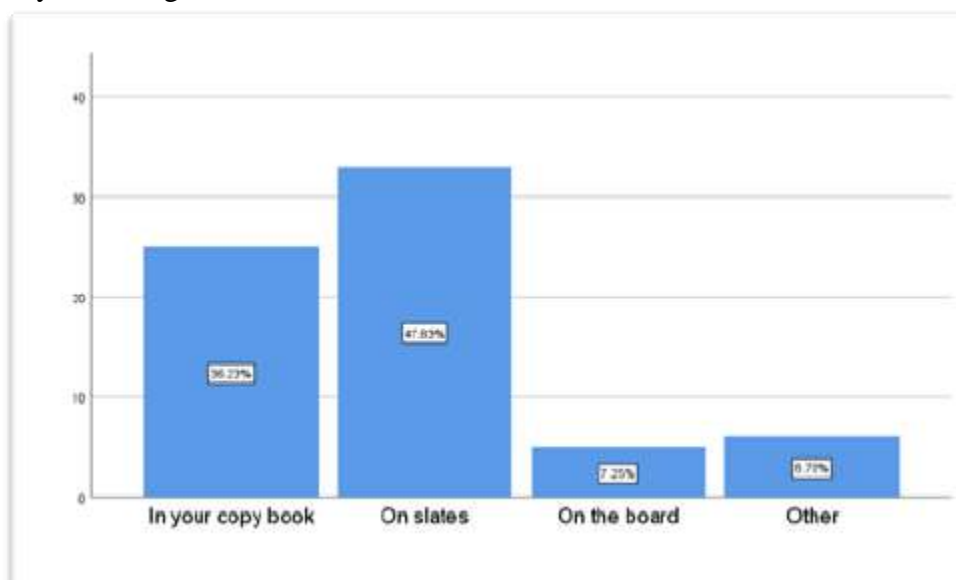
## Q15. Where do you take Dictation?

- In your copybook
- In your copybook
- On slates
- On the board
- Other

**Table 20. The Place of Doing Dictation**

Where do you take dictation?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In your copybook	25	22.9	36.2	36.2
	On slates	33	30.3	47.8	84.1
	On the board	5	4.6	7.2	91.3
	Other	6	5.5	8.7	100.0
	Total	69	63.3	100.0	
Missing	System	40	36.7		
Total		109	100.0		

The table above indicates variety of places where students like to take dictation task (36.2%) said that they like it in their copy books, however (47, 8%) prefer it on slates, while, others state that they choose to be on the board, whereas, others (8,7%) have a preference to different ways of doing dictation.



**Figure 20. The Place of Doing Dictation**

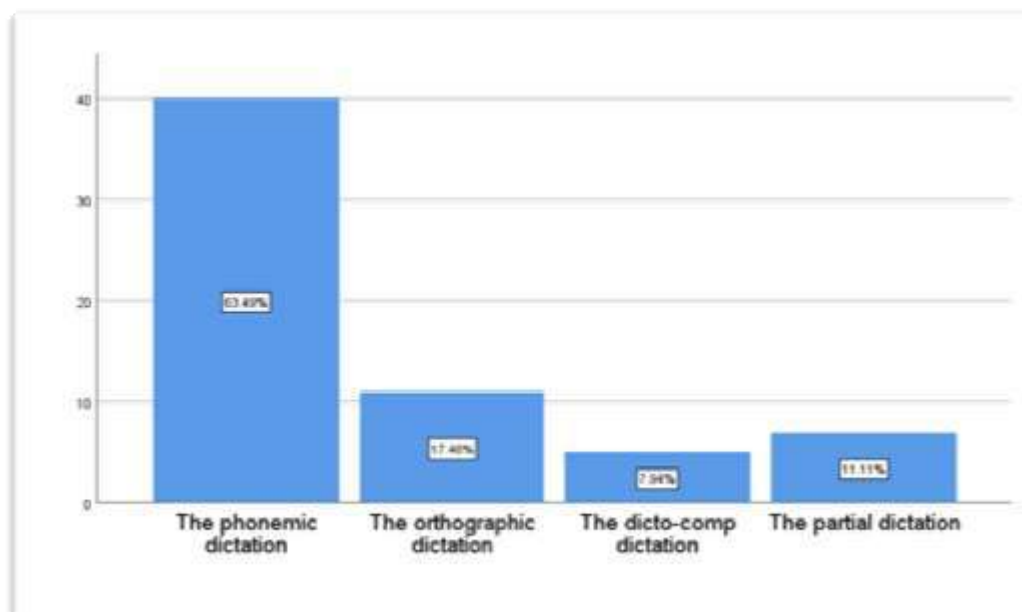
## Q16.What Type of Dictation do you Prefer?

- The Phonemic
- The Orthographic
- The Dicto-comp
- The Partial

**Table 21: Type of Dictation Preferred by Students**

Which types of dictation do you prefer?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The phonemic dictation	40	36.7	63.5	63.5
	The orthographic dictation	11	10.1	17.5	81.0
	The dicto-comp dictation	5	4.6	7.9	88.9
	The partial dictation	7	6.4	11.1	100.0
	Total	63	57.8	100.0	
Missing	System	46	42.2		
Total		109	100.0		

The table above shows that the type of dictation varies from one student to another. We notice that (63, 5%) of students prefer the Phonemic Dictation, while, (17, 5%) of students prefer the Orthographic Dictation, whereas, (7,9%) of students favor The Dicto-comp Dictation, however,(11,1%) like the Partial Dictation.



**Table 20.The Place of Doing Dictation**

## **Q17.What is your difficulties in dictation?**

Most faced difficulties by the students are:

- Pronunciation
- Spelling
- Not knowing how to write words

And other difficulties like:

- Hand writing
- Oblivion
- Ordering of the words
- Ignorance of particular structure

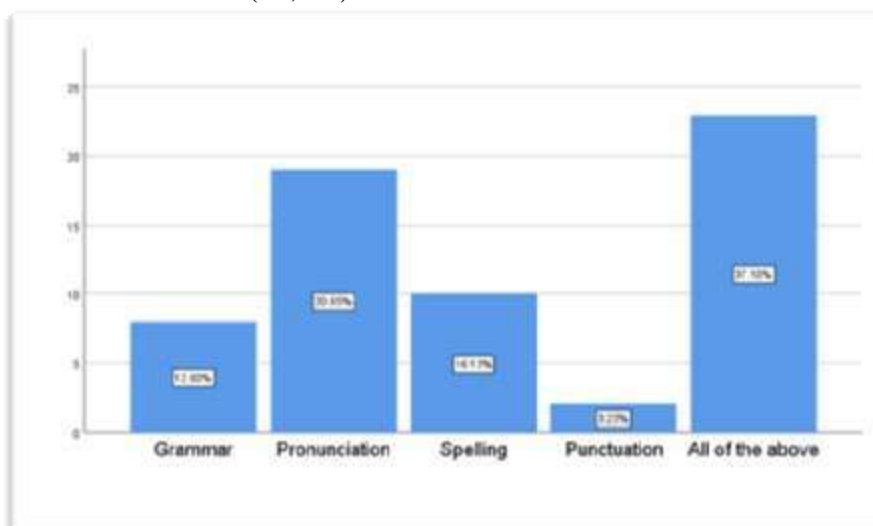
## Q18. Which Kind of Language Skills Dictation Improves in your Opinion?

- Grammar
- Pronunciation
- Spelling
- Punctuation
- All the above

**Table22. Kinds of Language Skills Improved by Dictation**

Which kind of language skills dictation improves in your opinion?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grammar	8	7.3	12.9	12.9
	Pronunciation	19	17.4	30.6	43.5
	Spelling	10	9.2	16.1	59.7
	Punctuation	2	1.8	3.2	62.9
	All of the above	23	21.1	37.1	100.0
	Total	62	56.9	100.0	
Missing	System	47	43.1		
Total		109	100.0		

The results above show that dictation improves (12,9%) of the grammar, (30,6%) of the pronunciation, (16,1%) of the spelling, (3,2%) of the punctuation, and it improves all previous mentioned skills is (37,1%).



**Figure22. Kinds of Language Skills Improved by Dictation**



### **2.3.2. Teachers' Interview Analysis**

Now time to analyzing the teacher's interview

#### **Q1. Do you use dictation in your teaching?**

They answer as follows:

- Not always
- Rarely
- Sometimes

#### **Q2. What kind of difficulties do you encounter during the dictation session?**

- Grammatical
- Structural
- Alphabets
- Pronunciations

#### **Q3. How often does you practice dictation per a week?**

- Zero use
- Once, twice
- Three times

#### **Q4. Do you give your students outside dictation activities?**

- No, I do not

#### **Q5. Do you let your students engage in the dictation task?**

- Yes, with some help in pronunciation
- From time to time

#### **Q6. As a teacher, why you ask your students to read. Explain?**

- To develop their reading comprehension skills
- To avoid reading-hesitation
- To gain self confidence
- To teach them skimming and scanning
- To correct their mistakes

#### **Q7. From your points of view, does dictation help students to recognise words? If yes how?**

- Yes of course, repetition helps learners to recognize words easily.
- Of course, dictation helps my students to recognize words, by listening to the spoken version; learners will hear and pronounce then write and read.
- Yes, because it helps them with writing.

## **Q8. What type of dictation do you tend to use inside the classroom?**

- Using slates
- Individual word

## **2.4. Discussion of the Findings**

Now is the time to talk about the findings.

### **2.4.1. The Questionnaire**

A questionnaire was selected to investigate the hypotheses about the usefulness of the dictation strategy in fostering word recognition for reading purposes. Questionnaires are important sources of information. The questions are carefully worded. These closed questions, according to Nunan (ibid) are easy to quantify and analyze, particularly when a researcher uses computer statistics packages such as SPSS (Cited in El Kouti, ibid). The results show that the majority of the students don't read in English because they don't know how to pronounce the words. However, most of them read titles from a screen. Students said that dictation helps them to improve their reading, in addition to recognizing words.

### **2.4.2. The Teachers' Interview**

From the obtained answers, teachers stated that they first use dictation not always, rarely, and sometimes, and they believe that it is a worthwhile technique. Second, as a result of using dictation, teachers encounter some difficulties, which concern grammar, structure of the sentence, alphabets, and pronunciation. Third, teachers were asked about how often they use dictation. They declared that they practice dictation once, twice, or three times a week. Then we posed a question about if they give their students outside dictation activities. Most of the teachers said that they do not. After that, we raise the question of whether they engage their students in the dictation tasks. Teachers agree that yes, from time to time, and yes with some help in pronunciation. When asked about the reason why they ask their students to read, teachers reply that it is to assist them develop their reading comprehension skills, to avoid reading-hesitation, to gain self-confidence, to teach them skimming and scanning, and to correct their mistakes. Then teachers were required to tell us about their opinion. Does dictation facilitate word recognition? They answered with yes, of course. Repetition helps learners to recognize words easily. Of course, dictation helps my students recognize words by listening to the spoken version. Learners will hear and pronounce words, then write and read them. Yes, because it helps them with their writing. Finally, what type of dictation do you tend to use inside the classroom? Mostly teachers answer that they use slates or individual words.

## **Conclusion**

To sum up this chapter, the findings of both the questionnaire and the interview revealed that dictation is one of the activities that improve students' language skills, specifically reading. It causes learners to imagine words in their minds, implying that they are writing and reading them virtually, allowing them to recognize words fairly easily. Similarly, the examiner does not provide the words; instead, he provides a string of sounds. These only represent words after they have been processed by the learner, and processing is a complex procedure that is essential for language use.

# **General Conclusion**

## **General Conclusion**

In conclusion, dictation is an effective tool in teaching English, through which lots of skills are improved. It is true that many scholars see it as an outdated method, yet a helpful one. As maintained by the findings, we believe that teachers should do more dictation activities due to their value in assessing students' levels regularly. According to Zhiqian (1989), dictation serves the teacher and the students efficiently. According to our findings, the utility of dictation is centered on assisting students in improving their word recognition as well as their reading skills.

# **Recommendations**

## **Recommendations**

Here are some recommendations:

- Teachers should know their recording devices.
- Teachers should dictate in a quiet area away from distractions and noise.
- Teachers should avoid speakerphones and cell phones.
- Teachers should organize their data and thoughts before beginning dictation.
- Teachers should provide all the necessary identifying information for their subject matter.
- Teachers should dictate in their best voice.
- In light of the study, we recommend teachers use more frequent dictation activities because it will help students spell words properly and words will be recognized in a better way.

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# Appendices

## Appendix A

### 1. Survey Questionnaire

#### A Survey Questionnaire on the Usefulness of Dictation Strategy in Fostering Word Recognition for Reading Purposes among Third year middle school pupils

University Kasdi Merbah Ouargla

Faculty of Letters and Languages

English Department

**Class:** Third year students at Badouida Mammar Ben Ali middle school

This questionnaire is part of a master research. You are kindly invited to answer it .

Thank you in advance .

**Instruction:** You are kindly asked to answer the following questionnaire by checking (√) among the below options:

1- Gender: الجنس

Male ذكر F  أنثى

2 - Age: العمر

3- Level: المستوى

4- How do you see your level at English? كيف ترى مستواك في اللغة الانجليزية

Low ضعيف

Average متوسط

Good جيد

5 - Do you Read in English? هل تقرا بالانجليزية

Yes نعم

No لا

If ,yeswhy آدا نعم فلماذا

.....  
.....

If , no,why فلماذا , لا إذا

- I cannot read words لا استطيع قراءة الكلمات

- I do not know how to pronounce words لا اعرف كيف انطق الكلمات

- I do not know the letters of English لا اعرف أحرف اللغة الانجليزية

Other: أخرى

.....  
.....

If ,yes, what do you read? إذا نعم فماذا تقرأ?

- Short Stories قصص قصيرة

- Texts from the textbook نصوص من الكتاب المدرسي

- Titles from the screen عناوين من الشاشة

- Comic books مجلات مصورة

- Instructions and labels on containers التعليمات في المعلبات

Other: أخرى

.....  
.....

## 6 - How did you learn to read ? كيف تعلمت القراءة ؟

- By memorizing words بحفظ الكلمات

- By repeating words بتكرار الكلمات

- By writing words عن طريق كتابة الكلمات

- By spelling words عن طريق تهجئة الكلمات

Other: أخرى

.....  
.....

**7 – Does your teacher require you to read the texts from the textbook?**

هل أستاذك طلب منك قراءة النصوص من الكتاب المدرسي

Yes نعم

No لا

إذا نعم ف أين ؟ ,yes,where

-In class في القسم

- At home في المنزل

**8 - Why does your teacher ask you to read ? ماذا تعتقد أن أستاذك يطلب منك أن تقرأ ؟**

- To prepare the classroom text لتجهيز وإعداد نص القراءة

-To get information للحصول على معلومات

-To do a homework للقيام بواجب منزلي

-To comprehend للفهم

-To entertain للتسلية

- To check how well is my pronunciation للتحقيق جودة مدى نطقي

- Others reason: أخرى أسباب

.....  
.....

**9 - Does your teacher dictate to you in class? هل أستاذك يستخدم الإملاء في القسم ؟**

Yes نعم

No لا

إذا نعم فماذا تملي / يملئ ؟ ,what does she/he dictate

- Words كلمات

- Sentences جمل

- Paragraphs فقرات

- Dialogues حوارات

**10 – How often does the teacher dictate to you? كم مرة يملئ عليكم الأستاذ؟**

- Onetimeinsection مرة واحدة في الحصة

- Morethanone اكثر من مرة

**11 - Do you dictate to each other in class?** هل تملي على بعضكم البعض في القسم

Yes نعم

No لا

**12- Do you practice dictation outside the classroom?** هل تمارس الإملاء خارج القسم?

Yes نعم

No لا

**13 - Does dictation help you in improving your reading?** هل ساعدك الإملاء في القراءة

Yes نعم

No لا

If ,Yes, how ? إذا نعم فكيف ?

-Because it helps me in memorising words لأنها تساعد على حفظ الكلمات

-Because it helps in word spelling لأنها تساعد على التهجئة

- Others reasons أسباب اخرى

Because.....  
.....

**14- Does dictation help you to recognise words?** هل يساعدك الإملاء على التعرف على الكلمات

Yes نعم

No لا

If ,yes,how ? إذا نعم فكيف ?

.....  
.....

**15 - Where do you take dictation ?** الإملاء تأخذ أين?

- In your copy book في دفترتك (كراسك)

- On Slates على الألواح

- On the board على السبورة

Other:

أخرى.....

**16- Which types of dictation do you prefer? مانوع الإملاء الذي تفضله?**

-The phonemic dictation الإملاء الصوتي

- The orthographic dictation الهجاء الإملائي

- The dicto-comp dictation إملاء القواعد

- Partial dictation الإملاء الجزئي

**17 - What are your difficulties in dictation? ماهي الصعوبات التي تواجهها في الإملاء?**

.....

.....

**18-Which kind of language skills dictation improves in your opinion?**

مانوع مهارات اللغة الذي يطرره الإملاء في رأيك

-Grammar النحو

-Pronunciation النطق

-Spelling الهجاء

-Punctuation علامات الترقيم

-All of the above كل للذي سبق

## Appendix B: The Interview

1. Do you use dictation in your teaching?
2. what kind of difficulties do you encounter during the dictation session?
  - .....
  - .....
  - .....
  - .....
3. How often you practice dictation per a week?  
.....  
.....  
.....
4. Do you give your students outside dictation activities? if yes, explain.  
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.....  
.....
5. Do you let your students engage in the dictation tasks?  
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.....
6. As teachers, why you ask your students to read. Explain.  
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7. From your point of view, does dictation help your students to recognize words? If yes, how?  
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.....  
.....
8. What type of dictation do you tend to use inside the classroom?  
.....  
.....  
.....  
.....

**Thank You**



## Summary

The aim of this thesis is to consider the usefulness of the dictation strategy in English in fostering students' word recognition and its importance to reading. It is known that teachers need to acquire certain strategies in order to teach the four skills of the English language, especially the reading skills. Dictation plays an essential role in fostering the recognition of words. However, middle school pupils at Badouda Mammam Ben Ali Middle School, Touggourt, encounter many problems in recognizing words. To this end, third-year students at this school were involved in this study, adopting a descriptive analytical approach. A questionnaire was distributed to fifty students, and an interview was conducted with three teachers as the main tools for collecting data, for the purpose of gaining insights on the students' ability to recognize words through dictation. The results revealed that dictation is not quite used inside classrooms; nonetheless, teachers are trying to revive it.

**Keywords:** dictation, word recognition, four language skills, reading skill, English language

## المخلص

الهدف من هذه الرسالة هو النظر في فائدة استراتيجية الإملاء في اللغة الإنجليزية في تعزيز التعرف على الكلمات لدى الطلاب وأهميتها للقراءة. من المعروف أن المعلمين بحاجة إلى اكتساب استراتيجيات معينة لتعليم المهارات الأربع للغة الإنجليزية ، وخاصة مهارات القراءة. يلعب الإملاء دورًا أساسيًا في تعزيز التعرف على الكلمات. ومع ذلك ، يواجه تلاميذ المرحلة الإعدادية في مدرسة بدودة معمر بن علي المتوسطة ، تقرت ، العديد من المشاكل في التعرف على الكلمات. تحقيقا لهذه الغاية ، شارك طلاب السنة الثالثة في هذه المدرسة في هذه الدراسة ، معتمدين على نهج تحليلي وصفي. تم توزيع استبيان على خمسين طالبًا ، وأجريت مقابلة مع ثلاثة معلمين كأدوات رئيسية لجمع البيانات ، بغرض اكتساب رؤى حول قدرة الطلاب على التعرف على الكلمات من خلال الإملاء. أظهرت النتائج أن الاملاء لا يستخدم بشكل كامل داخل الفصول الدراسية. ومع ذلك ، يحاول المعلمون إحياءها .

**الكلمات المفتاحية:** الإملاء ، التعرف على الكلمات ، أربع مهارات لغوية ، مهارة القراءة ، اللغة الإنجليزية

## Résumé en français

L'objectif de cette thèse est de considérer l'utilité de la stratégie de dictée en anglais pour favoriser la reconnaissance des mots par les élèves et son importance pour la lecture. Il est connu que les enseignants doivent acquérir certaines stratégies afin d'enseigner les quatre compétences de la langue anglaise, en particulier les compétences en lecture. La dictée joue un rôle essentiel dans l'apprentissage de la reconnaissance des mots. Cependant, les élèves du collège Badouda Mammam Ben Ali, Touggourt, rencontrent de nombreux problèmes pour reconnaître les mots. A cet effet, des élèves de troisième année de cet établissement ont été impliqués dans cette étude, en adoptant une approche analytique descriptive. Un questionnaire a été distribué à cinquante élèves, et un entretien a été mené avec trois enseignants comme principaux outils de collecte de données, dans le but d'avoir un aperçu sur la capacité des élèves à reconnaître les mots par la dictée. Les résultats ont révélé que la dictée n'est pas vraiment utilisée dans les salles de classe ; néanmoins, les enseignants essaient de la relancer.

**Mots clés :** dictée, reconnaissance de mots, quatre compétences linguistiques, compétence de lecture, langue anglaise.