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**Investigating EFL Teachers' and Learners' Perspectives towards the Use of
Dictation as a Useful Technique to Enhance Students' Knowledge of
Vocabulary
The Case of First Year English LMD Students at Larbi Ben M'hidi University,
Oum El Bouaghi**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree
of Master in Language Sciences and Teaching English as a Foreign Language**

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Dedication

In the Name of *Allah*, the Most Gracious, Most Merciful, All the Praise is due to Him alone, the Sustainer of the entire World.

First of all, I give my gratitude to the most Graceful and most Compassionate Allah the Almighty that has provided me with uncounted blessings to finish this work. I dedicate this work to: The pillars of my life: mother, your patience and belief in me helped me always to go forward. Father, your understanding and support made my way to success. To my sister: Nassima, you kept pushing me forward to make it, I have to admit that without your encouragement, I would have never been able to write this work, to her husband Aziz, and her child: AbdelRaouf. To Khalil, you contributed enormously to this work by believing that it can be done. To my dear sister Souhila and I m grateful for the support you provided along the path of learning,. To my sister Assia, your uncountable contributions helped a lot to deliver the work on time. To my soul mates: Meriem, Samsouma, you always made a second family for me, we had great times together and we will always have. To Mohamed Zellache, you have given me so much, thanks for your faith in me, and for teaching me that I should never surrender. To my dear friends: Housseem, Karim, Souhila, Ali, Radja, Iman, Fatouh, Hadjer, Amel Khawla, Mira and to everyone I share love and respect with.

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Abstract

Vocabulary is a very important aspect for learning a second language. It is considered as the body that makes up a language. It allows us to say what we mean and use the language effectively. However, students find difficulties when they come to express themselves. Hence, EFL teachers adapt and adopt different methods and techniques that help student to enlarge their vocabulary knowledge, among them; dictation. The present study aims at describing and investigating teachers' and students' perspectives towards the use of dictation as a useful technique to enhance students' vocabulary knowledge. In order to check this correlation, we have hypothesized that dictation would be considered as a significant technique for acquiring English Language vocabulary. This study is composed of two questionnaires, one of them was handed to twenty (20) teachers at the English Department at Larbi Ben M'hidi university in Oum El Bouaghi in order to identify their insights about the technique used in teaching vocabulary as well as their perspectives towards the use of dictation to enrich vocabulary knowledge, while the other questionnaire was distributed to thirty (30) first year English students from the English Department at Larbi Ben M'hidi university in Oum El Bouaghi in order to examine their perspectives about the use of dictation in increasing their vocabulary knowledge .The discussion of the results validated the stated hypothesis that using dictation enrich students' knowledge of vocabulary .

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

FLL: Foreign Language Learning

i.e.: That is

N: Number of Teachers/ Students

Q: Question

SLLs: Second Language Learners

SL/L2: Second Language

%: Percentage

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Résumé

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1. Statement of the Problem
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1. Statement of the Problem

Vocabulary is a vital part of language that student's need to master in order to communicate effectively. EFL students, however, face serious problems regarding this aspect of language. The reason behind this is probably due to the techniques teachers use to teach vocabulary, because the improvement of student's knowledge of vocabulary depends on the teachers' method about how to transfer their knowledge to the students and the methods they use are very important. Hence, teachers should pay attention to the methods teaching vocabulary and decide which best suits students. Heaton (1988) states that to well teach vocabulary teacher should create effective and various teaching techniques and one of them is Dictation. The effectiveness of this method was and still under debate, because some teachers may find it fruitful in the way that learners need to learn new words and information about the meaning of these words, while others consider it as a waste of time and much more problematic for them to practice.

In this study, we will discuss the dictation method. We will try to demonstrate whether dictation can be used to improve vocabulary knowledge of the first year English students at the Department of English at the University of Oum El Bouaghi.

2. Aims of the Study

The present research has the ambition to highlight the role of using dictation as a teaching method to enhance student's knowledge of vocabulary .Our aim is to give the students a clear model of pronunciation and allow them to practice their listening and writing skills for promoting their knowledge of vocabulary .

Thus, the main aim of this investigation is to establish a positive correlation between teaching vocabulary through dictation and the student's academic achievements in writing

.Research believed that vocabulary knowledge is one of the most important components of performance in a foreign language, especially in an academic setting.

3. Research Questions

In our research, we will try to answer the following questions

- Would dictation really help to enhance student's knowledge of vocabulary?
- Could student's difficulties be lessened to acquire vocabulary when teachers use dictation?
- Could dictation really improve student's familiarity of new words with their spelling skills?

4. Research Hypothesis

In the light of the above raised questions, we hypothesize that if student learn vocabulary through dictation, their level of achievements in writing in terms of lexical item's usage, exact spelling and memorization will increase.

5. Research Methodology

In the present research, we intend to use two questionnaires and a test. We intend to administer one questionnaire to teachers, and another one for first year students. Both aim at finding out teacher's and learner's opinions about using Dictation method.

We will administer two oral tests in the form of a pre-test and post-test. The first test aims at evaluating learner's vocabulary at a specific topic (to be chosen later). The second aims at finding out whether our learners have benefited from Dictation to acquire vocabulary and whether their level has improved.

6. Structure of the Study

In order to conduct this research we have to divide it into different chapters. It will be composed of mainly two chapters. The first chapter is a theoretical one; it will be divided into two parts. The first part will be about the acquisition of English vocabulary while second chapter will be about the effect of using Dictation method. The second chapter is a practical one, it deals with the description of the teachers and learners questionnaire and will try to analyze the results obtained.

Section One: Dictation

Introduction

Dictation is one of the oldest language teaching activities. It has been used in language learning for several years, and methodologists have often made pedagogical claims for its value. For example, Davis and Rinvoluceri (1988) state that decoding the sounds of English and recoding them in writing is a major learning task. In addition, Frodesen (1991) argues that dictation can be an effective way to address grammatical errors in writing that may be the result of erroneous aural perception of English. Therefore, dictation can help students to diagnose and correct these kinds of errors as well as others. Moreover, Montalvan (1990) claims that as students develop their aural comprehension of meaning and also of the relationship among segments of language, they are learning grammar.

Despite these claims from respected methodologists, dictation is not widely used in ESL programs. Likewise, it has long been ignored in most teacher-training programs. The purpose of this section is to re-introduce dictation as a valuable language learning device and to suggest ways for using it in an effective and interesting manner by tackling the following elements: its definition, its types, its objective, its advantages and disadvantages, its reasons (why does dictation), its value, and finally, how to score dictation practices is going to be discussed.

1.1.1. Definition of Dictation

Dictation is an activity of writing down something that someone says or reads out as it is being said or immediately after it is said. It is the act or process of dictating material to another for transcription, i.e. it is a decoding-recoding activity. Oller (1979) defines it as a psychologically real system that sequentially orders linguistic elements in time and in relation

to extra linguistic context in meaningful ways. More importantly, it refers to a person reading some text aloud so that the listener(s) can write down what is being said. When used in the language classroom, students write down what is said by their teacher, word for word, later he/she checks their own text against the original one and corrects the errors made. In Oxford Advanced Learner's Dictionary (1995:190), dictation means "being dictated to: passage that is dictated". In addition, Oller (1979) states that dictation is a task which requires the processing of temporally constrained sequences of material in the language, divided up the stream of speech and then refers down what is heard requires understanding the meaning of the material.

From the definition above, dictation, in its simplest form; is a kind of test that not only challenge students' short term memory and understanding in spelling vocabulary, but also to understand the meaning of what is said.

1.1.2. Types of Dictation

According to Oller (1979), there are five types of dictation procedures that are elaborated as follows:

1. Standard dictation: Standard dictation is probably the best known. Students are required to write verbal sequences of material as spoken by a teacher or played back from a recording. The material should be presented at a normal conversational speed and is given in sequences that are long enough to challenge students' short term memory.
2. Partial dictation: Partial dictation is also called spot dictation. This type has a close relation with the standard dictation, but the students are given either a written version of the text or the spoken one. The written version has certain portions which are deleted. The students must listen to the spoken material and fill in the missing portion in the written version. It is easier to perform because more sensory information is

given concerning the message; a partial written version and a complete spoken version.

3. Dictation with competing noise: This type of dictation is rather difficult because the material is presented with adding noise. This kind of dictation drills the students to be used to everyday communication context where language is used in less than ideal acoustic condition; for example, we are trying to have a conversation in someone's living room when the television and air conditioner are producing a high level of competing noise or trying to hear a message over a public address system in a busy air station, etc.
4. Dicto-Comp: This type of dictation is actually a combination of two forms, namely dictation and composition. Here, the teacher reads the whole passage three times and the students are only given chance to write their work after the teacher has finished the third reading. They should recall the whole story and write the story as a reproduction of what they heard.
5. Elicited imitation: In this case, the students listen to the material, but instead of writing down the material, they are asked to repeat it or otherwise recount what was said. The condition of the class, whether noisy or not will determine the success or failure in administering the process of the dictation test. The teacher should strictly consider the readiness of the students before facing the dictation test with the hope to get the test successfully.

However, Sawyer and Silver (1961) state four types of dictation that can be used in language learning:

The first, the *phonemic item dictation*, consists of the teacher presenting the individual sounds of a language to students for transcription. The phonemic item dictation is useful in the sense that, it increases the students' ability to recognize the sounds of a language and their contrasts, thereby facilitating their accurate production. This dictation is an excellent way to teach

beginners to stop imposing the sound system of their native language upon the sound system of English.

The second, the *phonemic text dictation*, is an extension of the phonemic item dictation. It consists of the teacher reciting a passage which students phonetically transcribe. The phonemic item dictation is valuable as a way to understand how English sounds change in connected speech. Though it goes beyond the objectives set for students in most ESL programs. It is commonly used in English Departments in many foreign universities.

The third, the *orthographic item dictation*, is the dictating of individual words in isolation for transcription, similar to the traditional spelling test. It is useful for reinforcing the correlation between the spelling system and sound system of a language. In English, this correlation is more complex than it is in other languages and so it is a worthwhile ESL/EFL exercise.

And the last dictation with the broadest learning possibilities is the *orthographic text dictation*, in which students transcribe a unified passage. This is the classic dictation exercise all foreign language teachers are familiar with. Besides reinforcing the spelling/sound correlations of English, the orthographic text dictation uncover comprehension and grammatical weaknesses in learners which the teacher can analyze and address in future lessons.

1.1.3. Advantages of Dictation

Dictation is considered as an easy exercise for EFL instructors. It can give students a chance to know where they stand compared to the rest of the class. Montalvan (2006) mentions some advantages:

1. Dictation can help students to develop all four language skills in an integrative way.

2. It helps students to develop their aural comprehension of meaning and also the relationship among segments of language, they are learning grammar.
3. Dictation helps to develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down.
4. Practice in careful listening to dictation will be useful later on in note taking exercises.
5. Correcting dictation can lead to oral communication.
6. Dictation can serve as an excellent review exercise.
7. Dictation is psychologically powerful and challenging.
8. Dictation fosters unconscious thinking in the new language.
9. If the students do well, dictation is motivating.
10. Dictation involves the whole class, no matter how large it is.
11. During and after the dictation, all the students are active.
12. Correction can be done by the students through dictation.
13. Dictation can be prepared for mixed ability groups.
14. Dictation can be prepared for any level.
15. The students, as well as the teacher, can get instant feedback (if the exercise is corrected immediately).
16. The dictation passage can (and should) be completely prepared in advance. (It can also be taped.)
17. Dictation can be administered quite effectively by an inexperienced teacher.
18. While dictating, the teacher can move about, giving individual attention.
19. Dictation exercises can pull the class together; for example, during those valuable first minutes.
20. Dictation can provide access to interesting texts, by introducing a topic; for example, or summarizing it, as in a dicto-comp.

21. Research has shown the learning to write down what you hear can encourage the development of literacy.

Therefore, dictation is considered as an advantageous practice in EFL classrooms. It is an effective student-centered teaching strategy which allows students to identify and deal with any grammar, lexical or pronunciation, i.e. it is an effective practice for recycling vocabulary items or grammar structures, and for introducing new language: English is often cited as being a non-phonetic language but many words actually have a strong sound and letter relationship so students can benefit from predicting spelling patterns. If the sound / spelling relationship is weak, dictating a word, letting students attempt to spell it, and then giving them the correct form may prove to be an effective strategy for retention.

1.1.4. Disadvantages of Dictation

Dictation is not a great oral comprehension exercise since it has little to do with authentic communication. Dictations are written passages that are read out loud, so they do not help students to understand the difference between the oral and the written language. Furthermore, they are read at a slower pace than people who speak normally and are therefore of little value to help students understand the language spoken by natives.

Besides the disadvantages above there are other disadvantages as follows:

1. Alderson (1978a) concludes that the evidence concerning dictation is inconclusive and that it is useful only as a part of battery of listening tests rather than a single solution. He points out (1978a) that The reason it correlates more with some sub-tests than with others does not appear to be date to the claimed fact that it is an integrative test, but because it is essentially a test of low level linguistic skills. Hence, the dictation correlates best with those close tests, texts and scoring methods which themselves best allow the measurement of these skills.

2. Dictation will be trivial unless the short-term memory of the students is challenging, and the length of the utterances dictated will depend on the listeners' ability up to the limit that native speaker counterparts could handle.

3. Marking may well be problematic if one wishes to take into account seriousness of error or if one wishes to adopt a more communicatively oriented marking scheme where a mark is given if the candidate has understood the substance of the message and redundant features are ignored.

4. If the dictation is not recorded on tape, the test will be less reliable, as there will be differences in; for example, the speed of delivery of the text to different audiences.

5. The exercise can be unrealistic if the texts used have been previously created to be read rather than heard.

1.1.5. Value of Dictation

Dictation is considered as a valued practice in EFL classrooms in the sense that:

-It can be fun if the passages are chosen carefully in a way that causes laughter and amusement.

-It is an integrative activity that involves all the skills:

1. Listening: As the passage is dictated for students to transcribe.
2. Writing: When students write down the dictated material.
3. Reading: As follow-up students may read the passage first silently to check for mistakes, then loudly to practice pronunciation.
4. Speaking: When the passage is used as a starting point for a discussion activity.

-It can be used as a basis for error analysis to spot areas of weakness and strength as well as build on the errors detected to prepare future lesson plans. This yields interesting conclusions about students' level of proficiency although this may demand extra effort on the part of teachers.

-Teachers can vary the way dictation is delivered to involve learners.

Finocchiaro (1969) summarizes its value by arguing:

"Dictation ensures attentive listening; it trains pupils to distinguish sounds; it helps fix concepts of punctuation; it enables pupils to learn to transfer oral sounds to written symbols; it helps to develop aural comprehension; and it assists in self-evaluation."

1.1.6. Scoring of Dictation

When the EFL instructor chooses to test his/her students in the form of a dictation activity, he/she follows these steps:

1. The first reading is at normal speed. The students just listen.
2. The second reading is divided into thought groups or phrases. The students write the text. Sufficient pauses are allowed between phrases.
3. The students check the passage while the third reading is done with short pauses at the end of each sentence.
4. Last reading is at normal speed allowing students to gain confidence.

When the teacher scores the dictation, he/she sequences the passage into phrases where each phrase is considered a single item worth a point. Phrases must be totally correct to deserve a point.

Conclusion

Dictation is a valuable language learning device that has been used for centuries. It is considered as one of the oldest activities. Nevertheless, its merits are invaluable. Teachers gain a lot by depicting language areas that should be addressed and learners actively build their language proficiency.

Section Two: Vocabulary Learning and Teaching

Introduction

Vocabulary is the soul of language since people convey their messages via using words even if they do not know the different grammatical rules. Without words, communication cannot be achieved. For that reason, vocabulary has great importance in different teaching and learning strategies. Significantly, this section covered vocabulary definition, its nature, its types, its importance, its description, its process of learning, vocabulary learning and teaching and strategies; stating the effectiveness of both learning and teaching vocabulary, and the goals of vocabulary learning.

1.2.1. Definition of Vocabulary

The definition of vocabulary often differs from one view to another. The Oxford Dictionary (1989) defines vocabulary as the total number of words that make up a language. The term “vocabulary” is used similarly with the term “lexis”. According to Ghazal (n.d.), Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning. Hatch and Brown state that vocabulary is a list or set of words for a particular language or a list or set of words that an individual speaker of a language might use. In the Longman Dictionary (1995), vocabulary is all words that someone knows.

1.2.2. The Nature of Vocabulary Knowledge

There are different aspects of vocabulary knowledge, *the active/ productive, passive/receptive*, and *size and depth* vocabulary knowledge.

1.2.2.1. The Active/ Productive Vocabulary Knowledge

The active vocabulary is the vocabulary that you recall when the situation requires it. Here you are going to choose the word and actively get it back from the memory. While the passive vocabulary means the words or phrases that you understand but you do not use yet. According to Pignot-Shahov (2012), Productive knowledge is usually associated with speaking and writing while receptive knowledge is associated with listening and reading.

1.2.2.2. Ways of Describing Receptive and Productive Vocabulary Knowledge

Tahmasebi, Ghaedrahmat and Haqverdi (2013) state: " Waring (1999) provides four ways of describing receptive and productive vocabulary knowledge. These are: receptive and productive vocabulary processes, receptive and productive vocabulary abilities, receptive and productive vocabulary skills, and a receptive and productive vocabulary product" (p. 98).

They (2013) explain the four ways as the following,

The Receptive and productive vocabulary processes refer to the subconscious mental processes that learners use in the recognition, recall, retrieval, comprehension, and production of lexical items. Receptive and productive vocabulary abilities refer to the abilities with which learners can understand or control language input and the abilities with which they can control language. Receptive and productive vocabulary skills refer to the receptive skills of listening and reading and productive skills of speaking and writing. By receptive and productive vocabulary product, he means what learners know about their own receptive and productive knowledge as viewed through language tasks.

1.2.2.3. Size/Breadth and Depth of Vocabulary Knowledge

There are two primary dimensions: depth and breadth. Shen (2008) defines the breadth and depth vocabulary as:

Breadth of vocabulary knowledge is defined as the number of words that a Person knows [...]; (while) Depth of knowledge focuses on the idea that for Useful higher-frequency words learners need to have more than just a Superficial understanding of the meaning.

In another way, Rastegar, Haghighi and Yamini (2011) define both *breadth* and *depth* as following: "Breadth of vocabulary knowledge refers to how many words a person knows at a particular level of competence. However, depth refers to how well one knows a word" (p. 666).

Vocabulary *breadth* can be attained or achieved in two ways. As Shen (2008) explains, *the dictionary sampling method* (which) involves selecting a dictionary that contains the number of word families that learners are expected to know, then testing a selection of those words. Then he (2008) mentions that The second method [...] is *to select word families according to their frequency in a corpus*. Usually, these word families are grouped together into the first 1,000 most frequent words, the second 1,000 most frequent words, and so on.

According to him, there are also two main approaches for measuring depth of vocabulary knowledge: *a developmental approach* and *a dimensional approach*. He mentions: "*The developmental approach* uses scales to describe the stages of acquisition of a word. [...] *the dimensional approach*, on the other hand, describes the level of mastery of the various component types of word knowledge" (p. 137). More importantly, Matsuoka and Hirsh (2010) stated that breadth has attracted more attention than depth in L2 empirical studies to date.

1.2.3. Importance of Vocabulary

Bastanfar asserts that a good knowledge of vocabulary is essential for communication. Although grammar and vocabulary are complementary, with a bit of negligence Wilkins (1972) argues that without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed. Thornbury believes that if you spend most of your time studying Grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. The important role of vocabulary learning and teaching in second or foreign language learning classroom has been recently recognized by theorists and researchers in the field. According to Ghazal (1998), it has been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge.

According to Tahmasebi, Ghaedrahmat and Haqverdi (2013), Vocabulary knowledge is important because it includes all the words we must know to access the students' background knowledge, express their ideas and communicate as well as possible, and learn about new concepts. For them, without words there is no communication as there is no life for a fish outside the water.

1.2.4. Vocabulary Description

The linguistic branches that study the forms, the meanings and the uses of vocabulary are lexicography and lexicology. Both of them are derived from the Greek word *lexiko*.

1.2.4.1. Lexicology

It is known as the study of lexis. it deals not only with simple words in all their aspects but also with complex and compound words. The lexicology relies on the information derived from morphology, the study of the forms of the words and their components, and

semantics, the study of their meanings. A third field of particular interest in lexicological studies is etymology, the study of the origins of words.

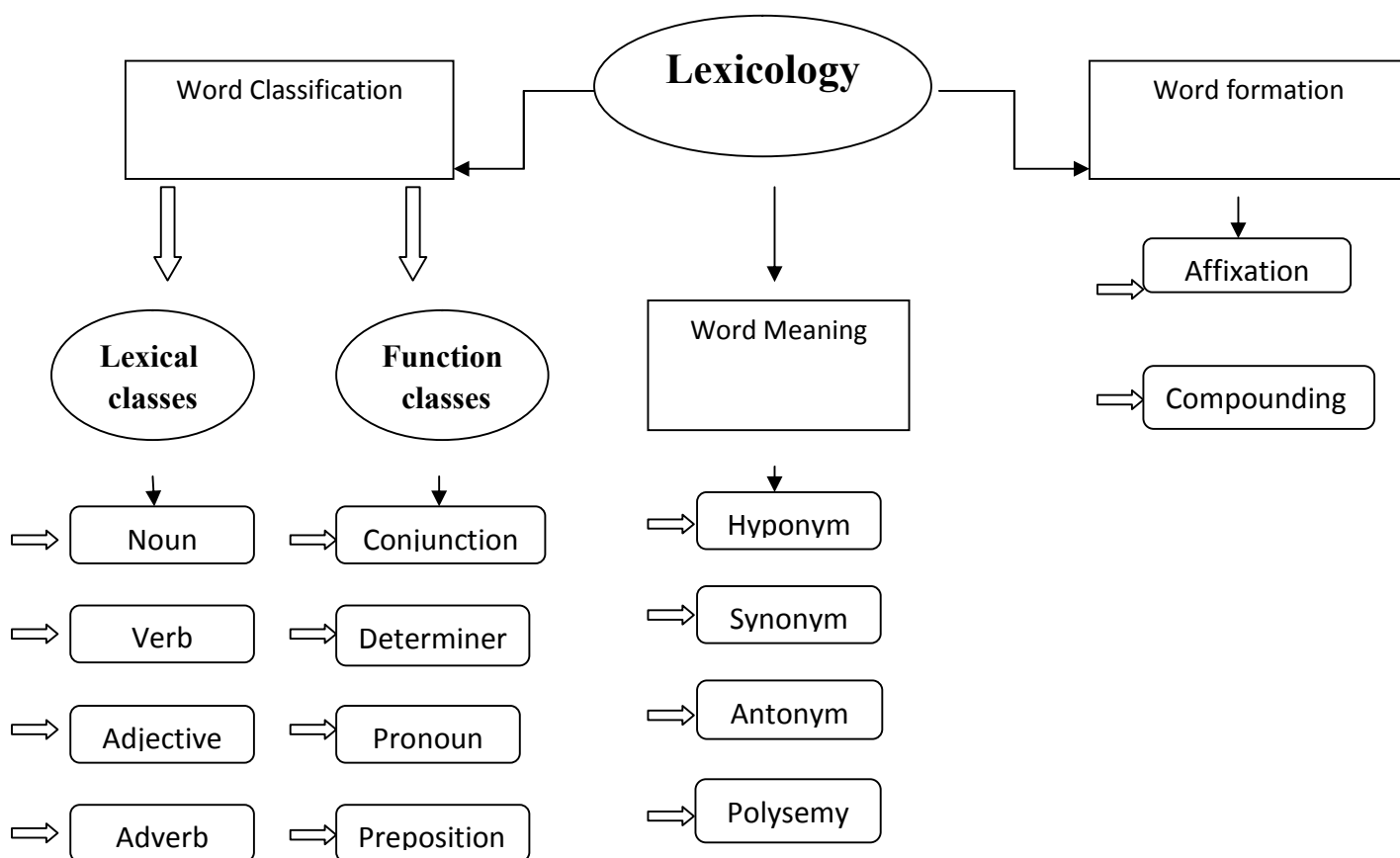


Figure a. Components of Lexicology

1.2.4.2. Word Classification

According to Richards (2003), it is a set of words that display the same formal properties, especially their inflections and distribution. It has two major families of word classes are *lexical* classes which are nouns, verbs, adjectives and adverbs and *function* classes which are determiners, particles, prepositions, and others.

1. **Noun:** Traditionally, it is defined as the part of speech (or word class) that names or identifies For example:

* A person: Petter, Ahmed...

* A thing: Table, Door.....

* A place: Forest, Heaven.....

2. **Verb:** It is a part of speech (or word class) that describes an action or occurrence or indicates a state of being.

3. **Adjective:** It is a part of speech (or word class) that modifies a noun or a pronoun. Most descriptive adjectives have two other forms: comparative and superlative.

- Comparative: She is taller than her friend.
- Superlative: She is the **most** beautiful girl.

4. **Adverb:** It is a part of speech (or word class) that is primarily used to modify a verb, adjective, or other adverb.

- A verb: She was there
- An adjective: He is so gentle.
- Other adverb: We are always at your service.

5. **Pronoun:** It is a word (one of the traditional parts of speech) that takes the place of a noun, noun phrase, or noun clause. A pronoun can function as a subject, object, or complement in a sentence.

6. **Preposition:** It is a word (one of the parts of speech and a member of a closed word class) that shows the relationship between a noun or pronoun and other words in a sentence.

7. **Conjunction:** It is a part of speech (or word class) that serves to connect words, phrases, clauses, or sentences. The common conjunctions--*and*, *but*, *for*, *or*, *nor*, *yet*, and *so*--join the elements of a coordinate structure.

8. **Determiner:** It is a word or a group of words that introduces a noun. Determiners include

- Articles: an, a, the.
- Demonstrative adjective: this, these, those, that
- Possessive adjective : my, your, his, her, its, their, our.

1.2.4.3. Word Meaning

The meaning of a word or expression, is the way in which a word or expression or situation can be interpreted. There are different meanings that exist between words such as Hyponym, Synonym, Antonym and Polysemy.

1. **Hyponym:** In linguistics, a specific term used to designate a member of a class. For instance, *daisy* and *rose* are hyponyms of *flower*. Words that are hyponyms of the same super ordinate term (that is, a **hypernym**) are called *co-hyponyms*.
2. **Synonym:** It is a word having the same or nearly the same meaning as another word or other words in a language.
3. **Antonym:** It is a word having a meaning opposite to that of another word, for example *the word wet is an antonym of the word dry*.
4. **Polysemy:** It is a word or phrase with multiple meanings.

1.2.4.4. Word Formation

In linguistics (particularly morphology), word formations is the way in which new word is made on the basis of other word or morpheme. Word-formation can denote either a state or a process, and it can be viewed either diachronically or synchronically.

1. **Affixation:** It is the process of adding whether a prefix at the beginning of the word or a suffix at the end of the word.

For example:

Prefix	⇒	Possible	⇒	im+possible	⇒	impossible
Suffix	⇒	Meaning	⇒	meaning+ful	⇒	meaningful
Prefix+Suffix	⇒	Like	⇒	un+like+ly	⇒	unlikely

2. **Compounding:** Compounding is the process of combining two different words to have one word that carry different meaning.

3. **Lexicography:** It is the writing of the word in some concrete form i.e. in the form of dictionary. In other words, it is the act of grouping lexical items in a dictionary with their meanings, functions and examples of their uses. It has been defined as the art of practice of writing dictionaries or the science of methods of compiling dictionaries.

1.2.5. Vocabulary Learning and Teaching

1.2.5.1. Vocabulary Learning

According to Ghazal (1998), vocabulary learning is one of the major challenges foreign language learners face during the process of learning a language. One way to alleviate the burden is to assist students in becoming independent learners during the process of L2 vocabulary learning. This could be achieved through instructing learners to apply vocabulary learning strategies as efficiently as possible.

Carter and McCarthy (1988) find that vocabulary learning continues to increase related to reading time, comprehension and enjoy ability. Sedita (2005) mentions that the National Reading Panel (2000) find that there is one best method for vocabulary instruction, and that vocabulary should be taught both directly and indirectly.

1.2.5.2. Types of Vocabulary Learning

There are two types of vocabulary learning which are important to make a distinction between them, the direct and the indirect instructions. Sedita has distinguished between the two types. She said that the "Direct instruction means teaching specific words, such as pre-teaching vocabulary prior to reading a selection"(2005, p. 2). For example "direct instruction involves the analysis of word root and affixes (suffixes and prefixes) "(p. 2). In other words, students learn the most frequent words that appear in their daily communication or the words that they are most needed in their academic purpose. However, teachers are unable to teach all the words students want to learn. Vocabulary must include also the indirect method "such as

exposing students to lots of new words and having them read a lot. Indirect instruction also includes helping students' develop an appreciation for words and experience enjoyment and satisfaction in their use (Baumann, Kame'ennui & Ash, 2003) "(2005, p. 2).

Both direct and indirect vocabulary learning have great importance. As Feldman and Kinsella (2005) mentions:

Over the past two decades, mounting research has challenged traditional views regarding the role of direct teaching in vocabulary development. Numerous studies have documented the positive impact of direct, explicit vocabulary instruction on both immediate word learning and longer-term reading comprehension (Baker, Kame'enui, & Simmons, 1995; Beck, McKeown, & Kucan, 2002; Biemiller, 2004; Marzano, 2004). (p. 3)

Gallo & Zerwekh (2002) also stated that "both direct and indirect approaches to vocabulary learning can be useful" (p. 668).

Both of them agree that the direct and the indirect method are very crucial in the vocabulary learning.

1.2.5.3. The Processes of Learning Vocabulary

Since vocabulary has different types, it has also different processes to be learned. Jurkovic (2006) has mentioned five important procedures that help the learners learn new vocabulary items.

According to Jurkovic (2006),

Referring to Brown's and Payne's five steps in the process of learning vocabulary[...],the activity relates to the first three steps: having sources for encountering new words, getting a clear (auditory or visual) image of the new words,

and learning the meaning of the new words. Additional strategies would have to be introduced in relation to the last two steps: making a strong memory connection between the forms and the meanings of the new words, and using the new words. (p. 29)

1.2.5.4. Strategies for Learning Vocabulary

According to Gallo & Zerwekh (2002), the nature of the language task presented to the participants, that is, vocabulary learning using different strategies, was new to most of them. Most were not aware that there actually were different ways of learning vocabulary words"(p. 69). In other words, there are different methods of learning vocabulary. Learning vocabulary has given great importance, it is considered as a crucial step. Doczi, (2011) has mentioned: "Vocabulary learning strategies, being a sub-category of learning strategies in general, are significant because the acquisition of vocabulary is a never-ending process and often poses insurmountable difficulties for language learners"(p. 183). There are different types of vocabulary learning strategies that are mentioned by different researchers, for example, Schmitt in 1997 classified them into two groups: *discovery strategies* and *consolidation strategies*. Doczi states that Nation (1990) asserts: "proposed the use of discovery strategies (DISCOV) when encountering new words"(2010, p. 140). He (2010) defines discovery strategies saying that they are strategies for noticing and discovering the meaning of new words. Bastanfar mentions: "Discovery strategies contain determination and social strategies. Determination strategies are used when learners are faced with discovering a new word's meaning without recourse to another person's experience" (Schmitt, 1997)"(2010, p. 160). For example, learners try to discover the meaning of a new word by guessing it from the context or through asking someone for help. In addition, he mentioned that "Schmitt includes social strategies in both categories since they can be used for both purposes"(2010, p. 160).

Consolidation strategies have different strategy types. First, they include social (SOC), memory (MEM), cognitive (COG) and metacognitive (MET) strategies. The social strategies mean "using interaction with other speakers to enhance the learning process"(Doczi, 2010, p 140).The memory strategies means "relating new material to previous knowledge"(p. 140), and the cognitive strategies is the "manipulation and transformation of the target language by the learner" (Schmitt, 1997, p. 205), while the metacognitive strategies is "being aware of, planning, monitoring and evaluating the learning process"(Doczi, 2010, p. 140). "To this, Schmitt added a fifth category, determination (DET) strategies, because he intended to include important lexically-focused strategies, such as the strategies learners apply when they are faced with new words without any additional help"(2010, p. 140).

Many researchers state that vocabulary learning strategies have crucial role in acquiring English Language Vocabulary. These researchers are Gallo and Zerwekh (2002) who mention that "Recent studies in second language vocabulary learning indicate that certain learning strategies are more effective in acquiring new vocabulary words (e.g., Brown &Perry, 1991) and those students have preferences in the strategies they use to learn vocabulary words in a second language"(p. 56).

1.2.5.2. Vocabulary Teaching

Teaching vocabulary plays an important function in language acquisition because it helps the students to master the language skills such as speaking, listening, writing, and reading. According to Nematı (2009), teaching vocabulary as a building block of language is tricky and not as simple as it may be considered.

1.2.5.2.1. Strategies for Teaching Vocabulary

Ghazal (1998) stated that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge.

There are different teaching strategies that are used by the students to learn and acquire thousands of words. First, introduce the pronunciation of the words; in order to connect meaning to the vocabulary term and to retrieve that meaning, students must pronounce the word correctly. If the word is one that students have neither heard or said before it will be difficult to pronounce it. Second, provide a student-friendly explanation of the word's meaning. The second step to present the meaning of the word using a definition/explanation that is easy to understand and only includes known words. Third, illustrate with examples; teacher will present a number of examples to illustrate the vocabulary term/concept. Some of the examples related directly to the use of the word in the passage. Finally, check understanding by asking questions; teacher will ask his students several questions to determine their understanding of the lesson.

1.2.6. The Effectiveness of Learning and Teaching Vocabulary

Teaching and learning vocabulary play an effective role in language acquisition, because the mastery of vocabulary will help students to master all the language skills, speaking, listening, writing, and reading. According to Nation (2001), teaching vocabulary is one of the least efficient ways of developing learners' vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary program. He mentions also that the positive effects of vocabulary teaching are that it can provide help when learners feel it is most needed. This is particularly true for vocabulary teaching that occurs in the context of message-

focused activities involving listening, speaking, reading and writing, and where the teaching deals with items that learners see as being very relevant for the activity.

Learning vocabulary has a great effect on constructing text meaning and understanding the individual words since they are the building blocks of any text. In order to comprehend reading texts, some necessary words should be grasped. Campillo (n.d) states that both vocabulary learning and teaching are significant elements and teachers should not only choose different strategies and types of tasks to convey meaning but what is even more important, they help the learners to develop different systems of organizing lexical items in order to speed up learning and facilitate the storage retrieval of words as well as different techniques (e.g. contextual guesswork or the correct use of a dictionary) so as to allow them to become independent from the teacher and classmates, a necessary step towards learner autonomy.

1.2.7. The Goals of Vocabulary Learning

Although words are learned in different ways and consume a long period of time to be learned, but their learning is the main concern to every student who desires to be smooth in English.

Vocabulary learning has different goals. Nation (2001) states that, in order to identify vocabulary learning goals; we ask the following: How much vocabulary do learners need to know? How many words are there in the language? How much vocabulary do you need to use another language?

1.2.7.1. The Amount of Vocabulary Learners Need to Know

According to Nation (2001), planning language courses are important to set the learning goals; it helps us to use the language freely. There are three kinds which help us to

recognize how vocabulary needs to be taught: words which are existed in the language, words which are known by the native speakers and the words which are needed to use the language.

1.2.7.2. The Words that are Needed to be Used

According to Oxford dictionaries, it is impossible to count the number of words in a language because it is so hard to decide what actually counts as a word. For example, the word dog (animal) and dog (verb means: "to chase someone"). There are quarter of million distinct English words excluding the technical terms and the words which are not yet added in the published dictionaries.

Nation (2001) mentions four ways to decide what words needed to be counted. The first way is *tokens*; they are the words which are used more than one time in the same sentence, then its single occurrence of it should be counted. For example, the sentence "it is not simple to move it from your heart" contains ten words, although two of them are the same "it". For Nation (2001), words which are counted like this are called *tokens* or *running* words. While The second manner are called *types*; Nation stated that the same sentence can be counted in another way and say that this sentence consists of nine words or *types* if we do not count the repeated word "it". The third way is *lemmas*; it is the basic form of the word, for example the singular form of a noun or the infinitive form of a verb, as it is shown at the beginning of a dictionary entry, this is the best way for counting, they are a step in the accurate way when trying to denote the learning burden in the counting of words. While the last manner are called the word *families*. He assumes that there are affixes that reduce the learning burden of the derived words such as *ness*, *un* and *ly*, these derived words are closely related to word families.

1.2.7.3. The Quantity of Vocabulary Learners Need to Use Another Language

According to Nation (2001), SLL need to know a great number of words. However, this is essential for long term not short term goal. This is because all the words are essential for all the learners. He assumes that the learners need to know all the words in order to function efficiently in English. The learners need to know these words to read basic texts as well.

Conclusion

The goal of vocabulary knowledge must be more than simply covering a certain number of words on a word list. Ancient methods and approaches give a great importance to the language structures and grammar rather than vocabulary. In addition, these methods encourage rote learning i.e. learners are provided with a list of words to be learnt by heart even without understanding. Hence, it will be a necessity to look to how teaching techniques can help the learner realize what is meant by knowing a word. Now, vocabulary teaching/learning has developed especially with the more recent approach applied “Competency Based Approach”. This approach puts the learner in the centre of the teaching/learning process. The role of the teacher is merely a guide who helps the learner develop some learning strategies.

Chapter Two: Field of Investigation

Introduction

1. Choice of the Method

2. Student's Questionnaire

2.1. Sample

2.2. Description of the Questionnaire

2.3. Administration of the Questionnaire

2.4. Analysis of the Questionnaire

2.5. Discussion of the Results

3. Teacher's Questionnaire

3.1. Sample

3.2. Description of the Teacher's Questionnaire

3.3. Administration of the Questionnaire

3.4. Analysis of the Questionnaire

3.5. Discussion of the Results

Introduction

The present study is an attempt to investigate teachers' and learners' perspectives towards the use of dictation as a useful technique in enhancing the students' vocabulary knowledge. This chapter explains the method used to carry out this study. In addition, it identifies the sample and a description of the students' and teachers' questionnaires as well as the analysis and the interpretation of the obtained results.

1. Choice of the Method

To carry out this study, we have selected the description method. It is descriptive since it aims at describing the correlation between two variables: the vocabulary knowledge as the independent variable and the dictation as the dependent variable. According to Dornyei (2003), the research Brown defines the questionnaire as the following: "they are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (p.6). They have many advantages, as we know they allow us to collect large amount of data easily and in a short period of time i.e. they are time constraint. Dornyei (2003) mentions several advantages of the questionnaire. He says:

The main attraction of questionnaire is their unprecedented efficiency in terms of (a) research time,(b)research effort, and (c)financial resources [...] They are also very versatile, which means that they can be used successfully with a variety of people in a variety of situations targeting a variety of topics(p.9-10).

2. Students' Questionnaire

2.1. Sample

The target population of this study is first year LMD students at the English Department at Larbi Ben M'hidi University in Oum El Bouaghi, for the academic year 2015. We have chosen first year LMD students because they are the ones who can identify

advantages and disadvantages of dictation since they are using it. Practically, it is impossible to study the whole population that is why we have selected a sample made up of thirty (30) students to represent the entire population.

2.2. Description of the Questionnaire

The students' questionnaire is composed of fifteen (15) multiple-choice and open-ended questions which are divided into two parts as follows:

Part One: Learner's Attitudes towards Using Dictation (Q1-Q8)

This part consists of eight questions: the first and second questions ask whether EFL teachers make use of dictation in the class (Q1, Q2), the third one aims at knowing which type of dictation is being used with a space for further suggestions in question four, while question number five asks how important dictation is for EFL students, question six, seven and eight ask for the difficulties, common mistakes and the reason students face in dictation respectively.

Part Two: Teaching Vocabulary via Dictation (Q9-Q15)

This part contains seven questions: question nine aims at knowing students' opinions towards the effectiveness of dictation, while question ten and eleven aim at verifying whether teachers present new words while teaching, and the techniques used by teachers. Q 12 and 13 ask whether students face difficulties in mastering vocabulary and whether they think practicing through dictation can improve this skill. Q14 asks students whether they consider dictation as an educational method for teaching or just for entertainment. Finally, we ask students about what they think the educational value of dictation is (Q15).

2.3. Administration of the Questionnaire

The questionnaire was administered to a sample of first year LMD English students at Larbi Ben M'hidi University. It was distributed and collected from the students in the same day.

2.4. Analysis of the Questionnaire

Part One: Learner's Attitudes towards Using Dictation

Q1: Does your teachers use dictation in your class?

Options	N	%
Yes	28	93
No	2	7
Total	30	100

Table1. Students' Attitudes towards Teachers' Use of Dictation

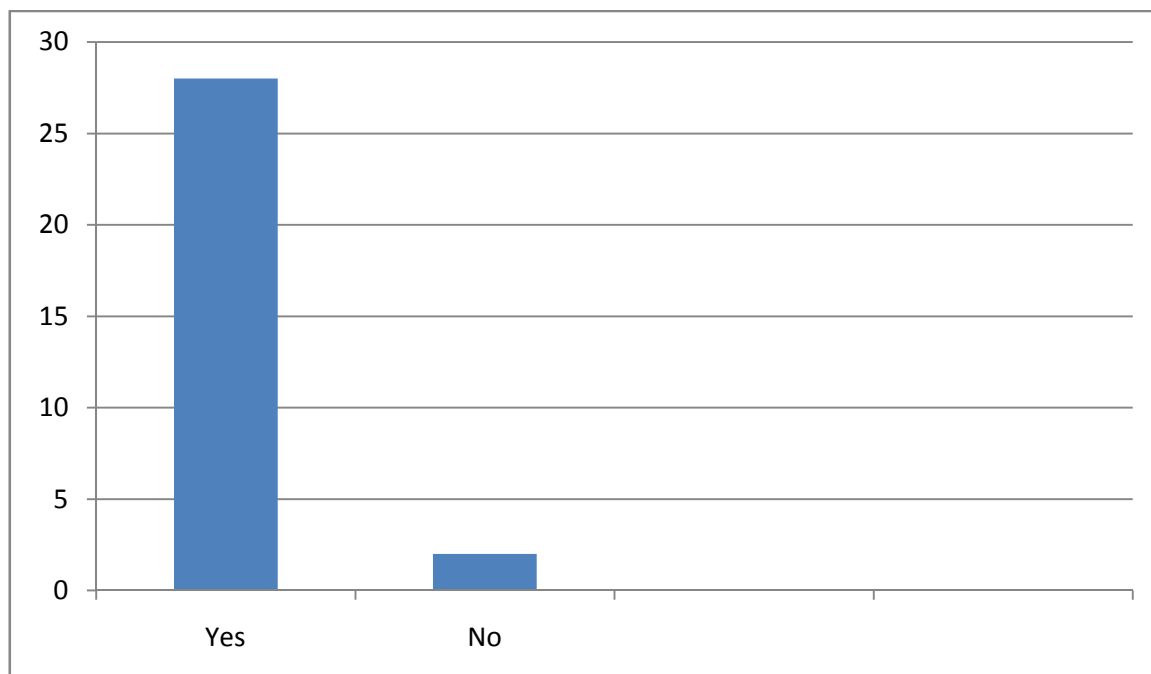


Figure1. Students' Attitudes towards Teachers' Use of Dictation

Table (1) shows that the majority of students (93%) agree that their teachers use dictation in class. However, some of them (7%) stated that they do not. Therefore, dictation can be considered as the most popular technique that is used in EFL classrooms.

Q2. If your answer is yes, please explain how?

The students who answered yes they explain this as follows:

1. The teachers are always in harrying so that they dictate most of the lesson.
2. They use dictation after the explanation of the lecture.
3. They use dictation when they give their students home works or tests.

Q3: Which types of dictation does your teacher rely on during the lectures?

Options	N	%
Question dictation	13	43.33
Picture dictation	02	6.66
Shouting dictation	15	50
Total	30	100

Table2. Students Attitudes towards the Types of Dictation Used in the Lecture

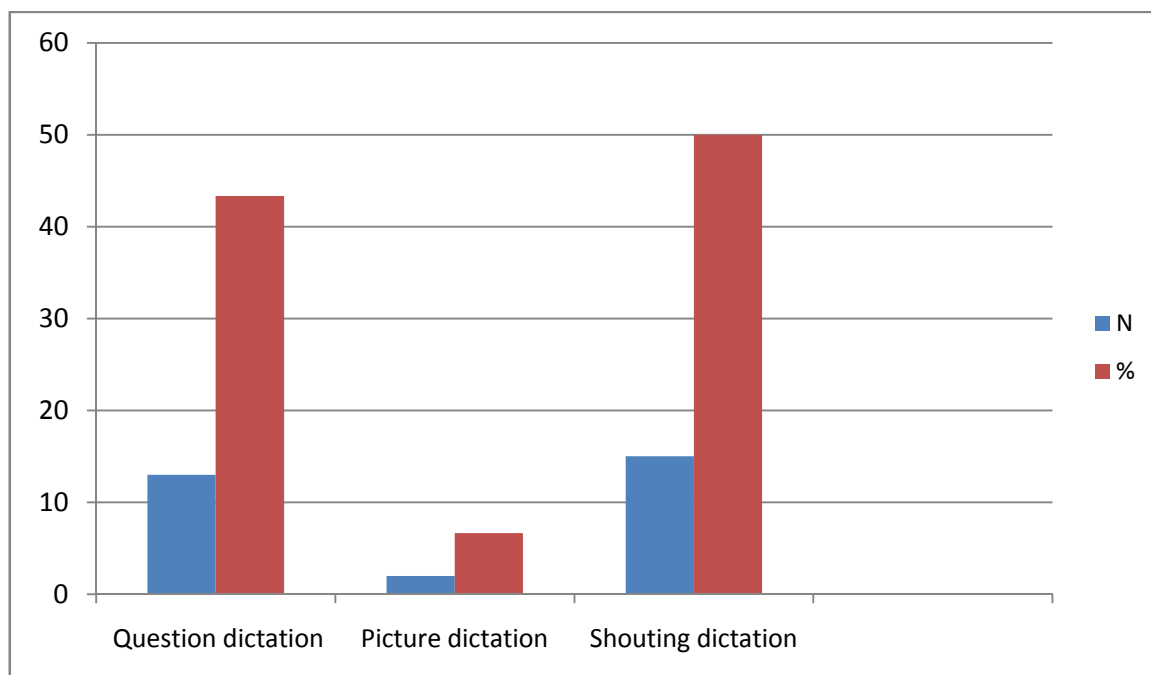


Figure2. Students Attitudes towards the Types of Dictation Used in the Lecture

From the table above, we notice that the half of the sample believes that their teacher relying on shouting dictation as the most useful type of dictation. However, (43.33%) of the students state that their teacher relies on question dictation. Just a portion of (6.66%) of the students asserts that their teachers use picture dictation as a useful technique. This may indicate that shouting dictation is the most reliable type that is best used in EFL classrooms. It is the best way to combine between communication and listening, i.e. between listening and speaking skills.

Q4: Others (please specify)

Students are not familiar with other types of dictation.

Q5: How important the dictation test is to your English Language Learning?

Options	N	%
a. Very important	18	60
b. Quite important	9	30
c. Not very important	2	6.66
d. Not important at all	1	3.33
Total	30	100

Table3. Importance of Dictation Test in English Language Learning

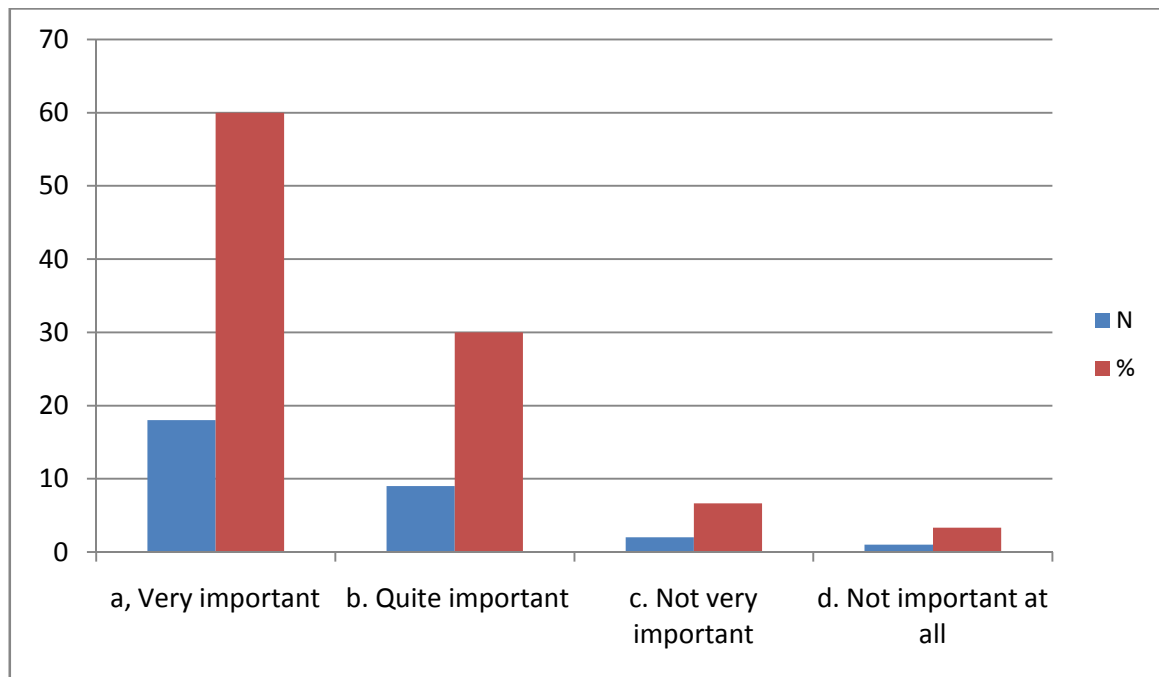


Figure3. Importance of Dictation Test in English Language Learning

Table (3) shows that (60%) of the sample considers dictation as a very important test in English Language Learning. However, (30%) of the sample believes that this test is quite important. Whereas, a portion of (6.66%) states that dictation test is not very important in ELL, and just a portion of (3.33%) asserts that it is not important at all. We can conclude that dictation is the very important test for learning English.

Q6: Which difficulties among the followings do you face when taking a dictation activity?

Options	N	%
a. Pronunciation	2	6.66
b. Accent.	2	6.66
c. Grammar structures	1	3.33
d. Vocabulary	3	10
e. Speed	8	26.66
b-e	3	10
a-c-d	1	3.33
a-c	2	6.66
a-d-e	3	10

a-e	1	3.33
c-d-e	1	3.33
b-d-e	2	6.66
a-b	1	3.33
Total	30	100

Table4. The Difficulties Faced When Taking a Dictation Activity

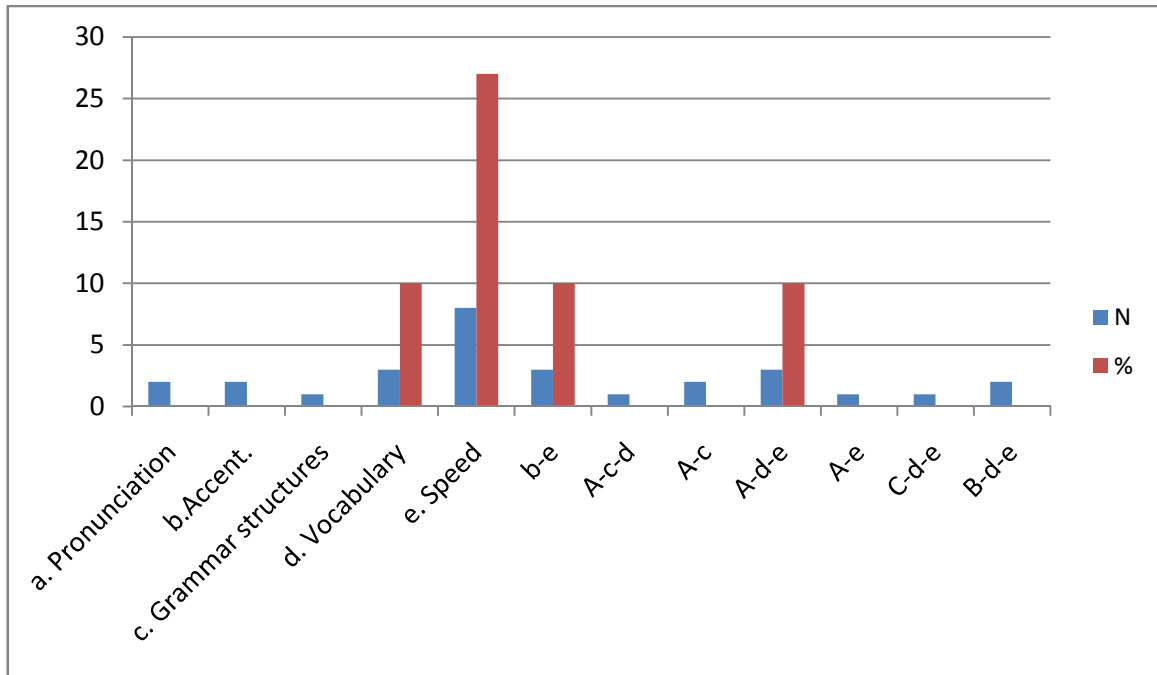


Figure4. The Difficulties Faced When Taking a Dictation Activity

Table (4) shows the difficulties faced when taking a dictation activity. A portion of (6.66%) is specified for pronunciation, accent, both pronunciation and speed and accent; vocabulary and speed. A great portion of the sample (26.66%) asserts that pronunciation is the difficulty that is most faced when taking a dictation activity. (10%) is specified to vocabulary, accent and speed and pronunciation+ vocabulary+ speed. Just a portion of (3.33%) considers grammar structures, pronunciation+ grammar structures+ vocabulary, both pronunciation and speed and grammar structures+ vocabulary+ speed as the main difficulties students face when taking a dictation activity. Therefore, when engaging in a dictation activity; teacher should take into consideration the difficulties that face his/her students namely, pronunciation, accent, grammar structures, vocabulary and speed.

Q7- What kind of mistakes do you often make when taking a dictation test?

Options	N	%
Grammar	6	20
Spelling	16	53.33
Blanks	5	16.55
Others	0	0
a-b	3	10
Total	30	100

Table5. Mistakes made When Taking a Dictation Test

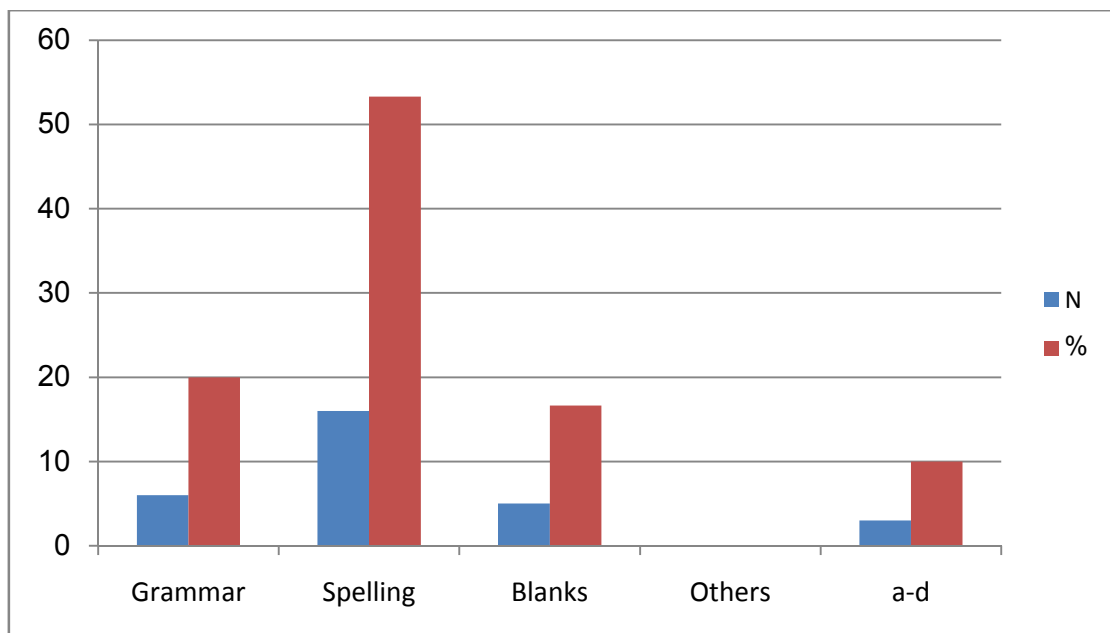


Figure5. Mistakes made When Taking a Dictation Test

Table (5) shows that a great majority of the students (53.33%) argue that spelling is the most common mistake made when taking a dictation test. A portion of (20%) of the students asserts that grammar is often made during a dictation test. Whereas, (16.55%) of the sample considers blanks as the common mistake during a dictation test. However, both grammar and spelling is made during a dictation test. Thus, any teacher should be aware of the mistakes made by his/her students during a dictation test which are grammar, spelling and blanks so that he/she will help them to overcome this problem.

Q8- The main causes behind these mistakes are:

Options	N	%
Poor grammar knowledge	1	3.33
Poor vocabulary	2	6.66
Poor listening comprehension	1	3.33
Poor spelling	0	0
Poor pronunciation	0	0
Lack of practice	2	6.66
Unfamiliar accent and voice	0	0
Unfamiliar theme	0	0
Speed	2	6.66
Others	0	0
b-d-f	1	3.33
a-i	1	3.33
d-f	1	3.33
a-e	1	3.33
a-b-e-f	1	3.33
a-g-i	2	6.66
a-f-g-h	1	3.33
b-i	2	6.66
b-f-i	1	3.33
a-b-c-f-e-f-h	1	3.33
b-c-f-g-i	1	3.33
b-c	1	3.33
c-e-f	1	3.33
a-g	1	3.33
b-f	1	3.33
b-d-e	1	3.33
c-g	1	3.33
a-d-e	1	3.33
b-d-i	2	6.66
Total	30	100

Table6. The Main Causes Behind the Mistakes Made During a Dictation Test

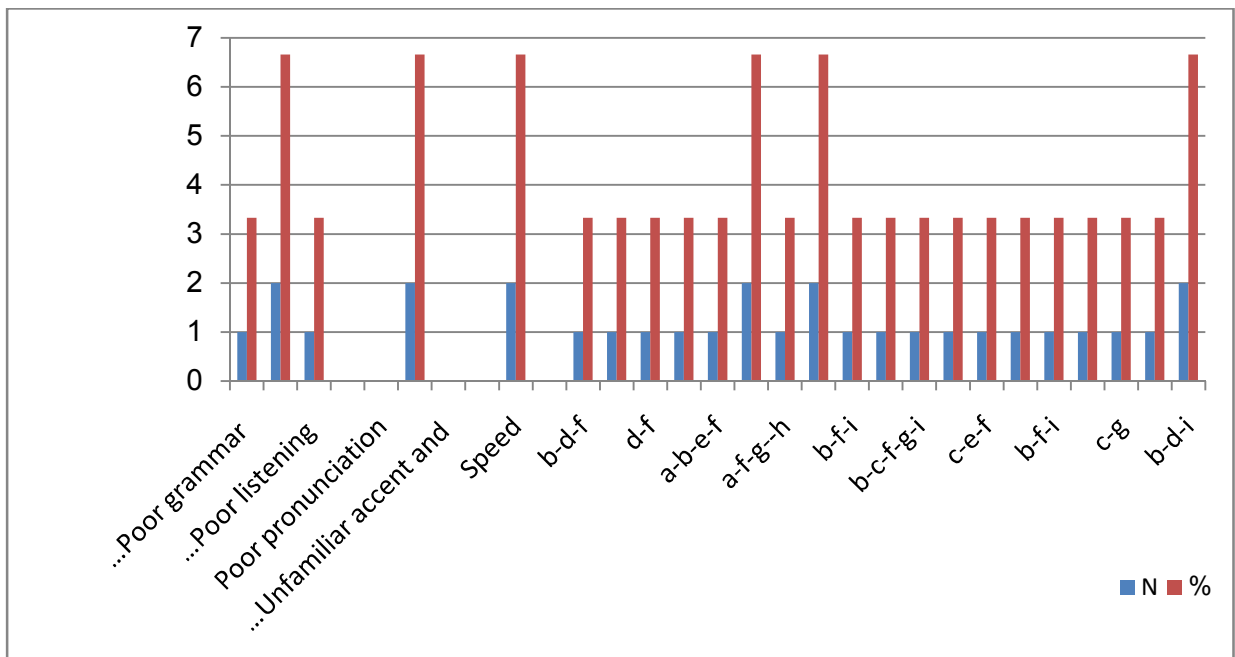


Figure6. The Main Causes Behind the Mistakes Made During a Dictation Test

Table (6) shows the main causes behind the mistakes made during a dictation test which are: poor grammar knowledge, poor vocabulary, poor listening, poor spelling, poor pronunciation, lack of practice, unfamiliar accent and topics, speed of speech. Any teacher should find solutions for those causes so that he/she is going to help them to overcome the mistakes made when taking a dictation activity.

Part Two: Teaching Vocabulary via Dictation

Q9- Do you think that the use of dictation helps you to learn new English words?

Options	N	%
Yes	27	90
No	3	10
Total	30	100

Table7. Students’ Perception towards the Use of Dictation in Learning New English Words

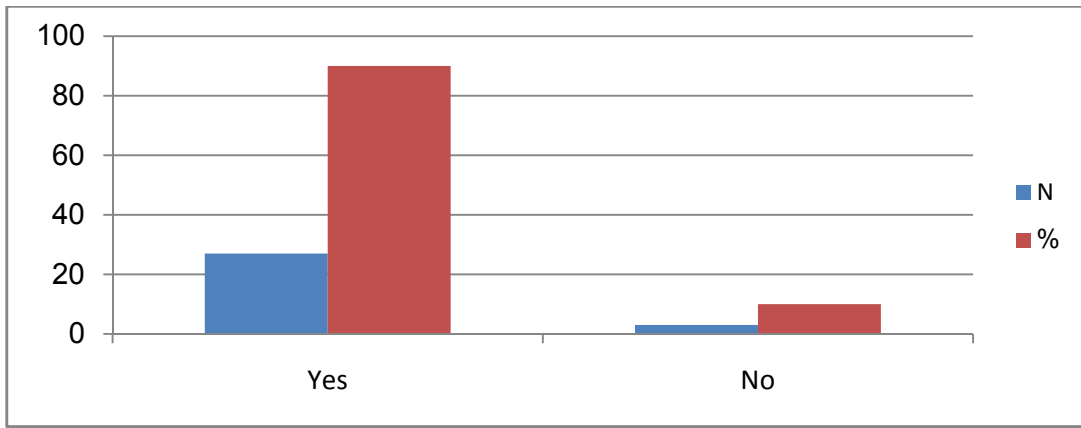


Figure7. Students' Perception towards the Use of Dictation in Learning New English Words

Table (7) shows that a great majority of students (90%) assume that dictation helps students in learning new words. Whereas, just (10%) of the students disagree on that. Therefore, dictation is considered among the factors which help students in learning new vocabularies.

Q10- Does your teacher present new words in every lesson?

Options	N	%
Yes	18	60
No	1	3.33
Sometimes	11	36.66
Total	30	100

Table8. Presenting New Words in Every Lesson by the Teacher

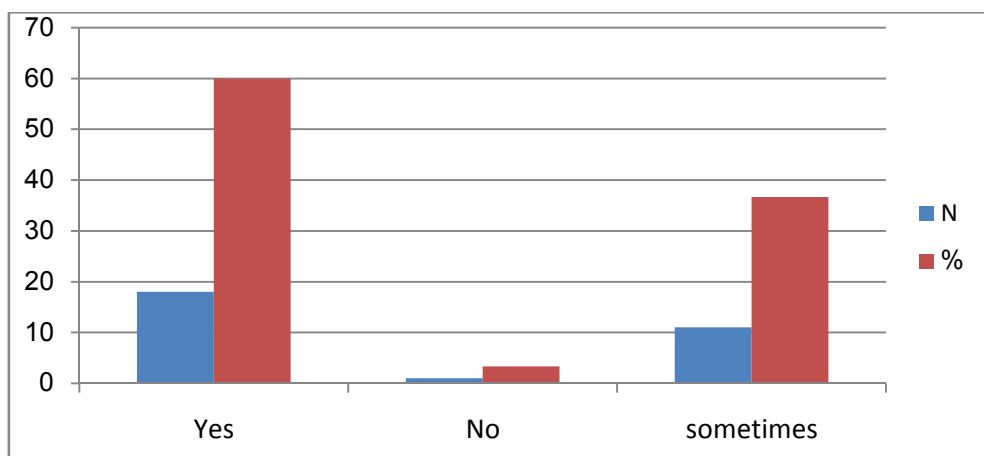


Figure8. Presenting New Words in Every Lesson by the Teacher

Table (8) shows that a great majority of the students (60%) asserts that their teacher presents new words in every lesson. A portion of (36.66%) claims that this is happened just sometimes. However, (33.33%) of the students said that their teacher doesn't present any new words in the lessons. Therefore, the teacher has to enrich his/her students' minds by new vocabularies

Q11- When you learn new vocabulary does your teacher use:

Options	A	B	C	Total
Translation	14	8	8	30
Definition	23	5	2	30
Word in Context	3	18	9	30
Synonyms	19	9	2	30
Antonyms	23	6	1	30

Table9. What the Teacher Uses When Learning New Vocabularies

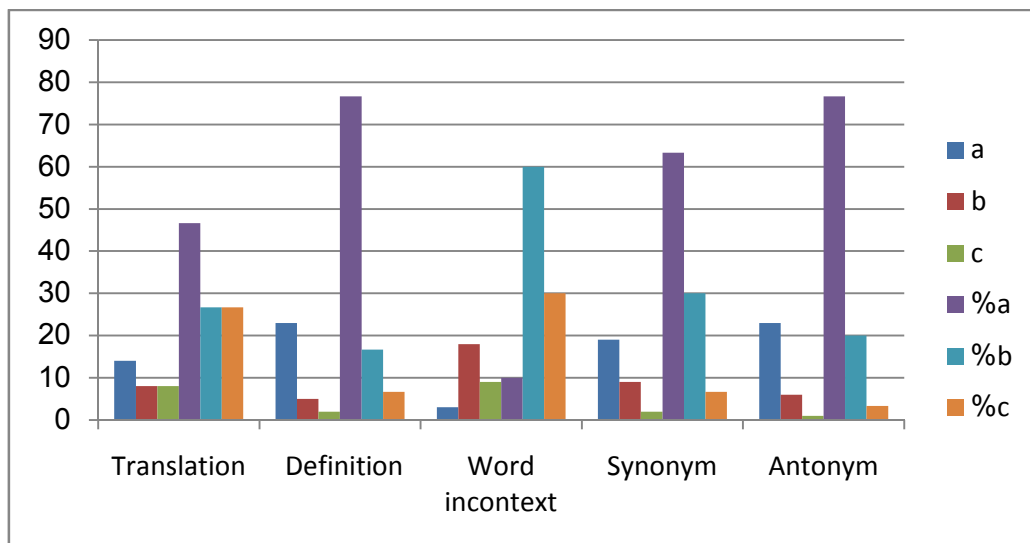


Figure9. What the Teacher Uses When Learning New Vocabularies

Table (9) shows what the teacher uses when learning a new vocabulary namely, translation, definition, words in context, synonyms, and antonyms. Thus, these are the best ways to facilitate the acquisition of the new and the difficult vocabularies.

Q12- Do you have difficulties with vocabulary mastery?

Options	N	%
Yes	20	66.66
No	10	33.33
Total	30	100

Table10. Students' Perception towards the Difficulties with Vocabulary Mastery

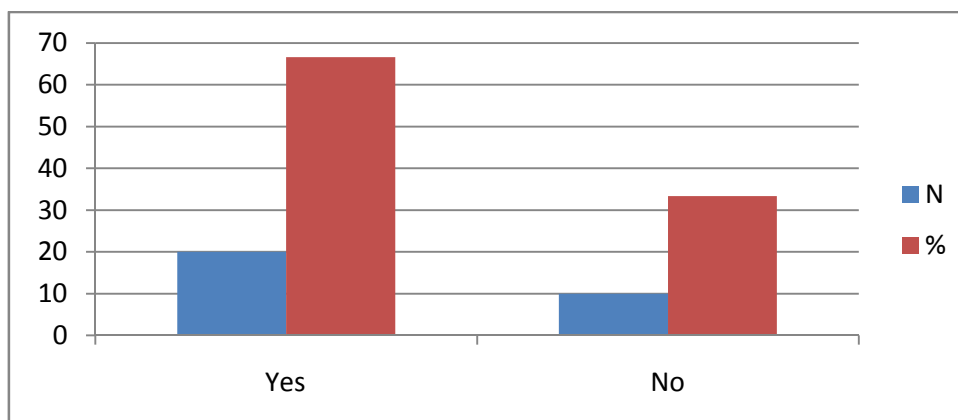


Figure10. Students' Perception towards the Difficulties with Vocabulary Mastery

Table (10) shows that a great majority of the sample (66.66%) asserts that they face difficulties when mastering new vocabularies. However, a portion of (33.33%) does not encounter any difficulty in order to master the vocabularies. Therefore, to learn any language; any student has to master its vocabularies. This may not happen easily because of the difficulties which face the students. So, any teacher should facilitate the mastery of each vocabulary in order to facilitate the learning of the foreign language.

Q13- Do you think that the practice of dictation will improve your familiarity with new words?

Options	N	%
Yes	23	76.66
No	7	23.33
Total	30	100

Table11. Students' Perception towards Practicing Dictation to Improve New Words' Familiarity

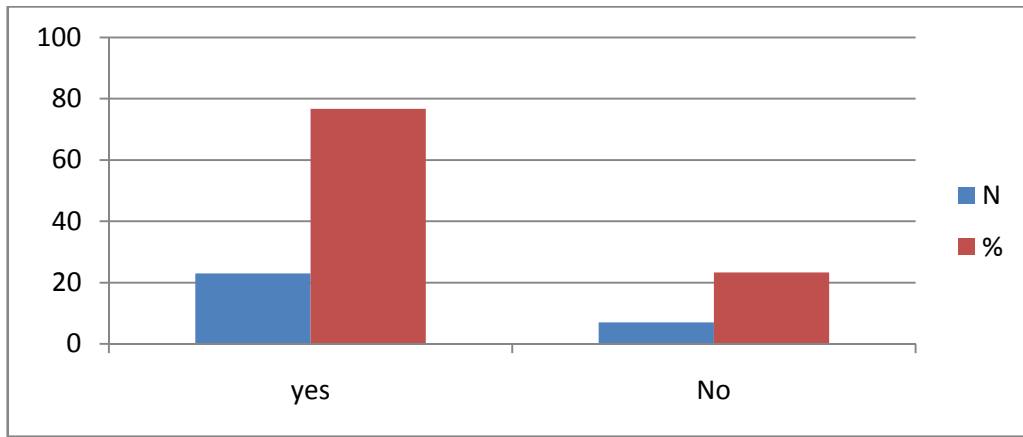


Figure11. Students' Perception towards Practicing Dictation to Improve New Words' Familiarity

Table (11) shows that (76.66%) of the students claim that practicing dictation will improve their familiarity of the new words. Whereas, a portion of (23.33%) of the sample doesn't claim that. Thus, in order to improve the students' new words' familiarity, any teacher should provide his/her students by further dictation activities

Q14- Do you consider dictation as?

Options	N	%
An educating method	17	56.66
An entertaining method	2	6.66
Hard to judge	11	36.66
Total	30	100

Table12. What Students Consider Dictation

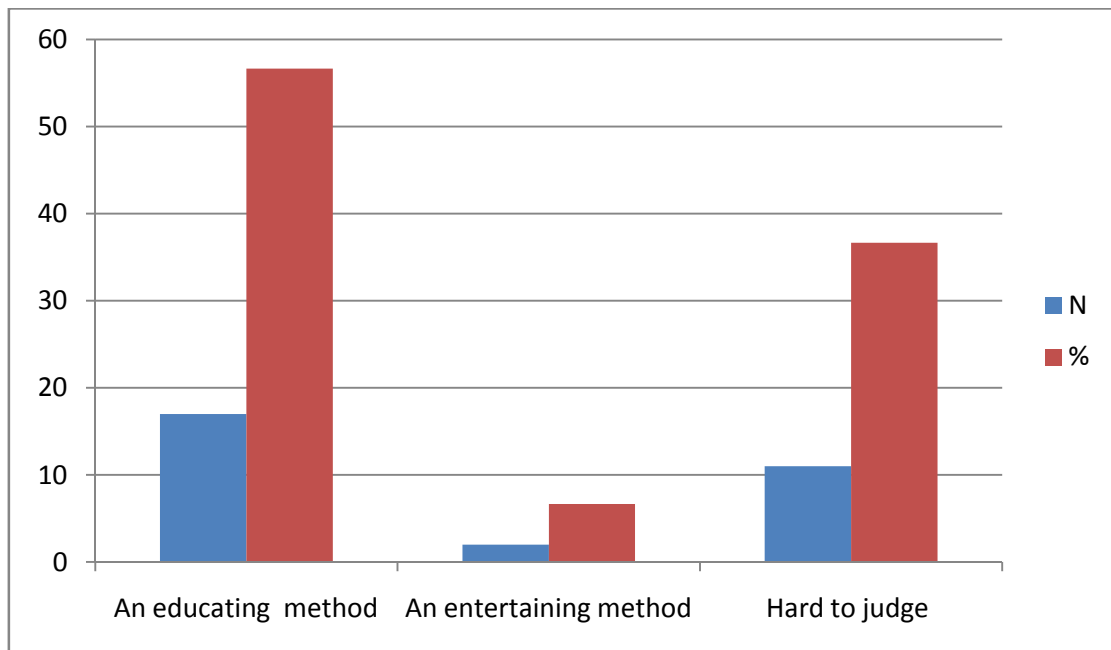


Figure12. What Students Consider Dictation

Table (12) shows that (56.66%) of the sample considers dictation as an educating method. Whereas, (6.66%) of the sample considers it as an entertaining method, and a portion of (36.66%) of the students thinks that it is hard to judge. Therefore, any teacher should enrich his lessons by some entertaining methods, among them dictation activities.

Q15- According to you, what is the educational value of using dictation?

For those students, dictation is very important in the sense that:

1. It helps in learning new words and enriching the knowledge of the vocabularies.
2. It improves the skills of the especially pronunciation and spelling.
3. It helps in becoming more and more familiar with a wide range of new words and improves listening skills.

2.5. Discussion of the Results

On the light of the results that were obtained from the students' questionnaire, we notice the following:

1. Dictation is the most useful technique that is provided by the teachers in EFL classrooms.
2. Dictation can be considered as a bridge, i.e. it can combine between many skills such as: listening, speaking, spelling and pronunciation.
3. EFL teachers should facilitate the process of dictation by helping the students to understand the different grammar structures, new and difficult vocabularies, speed of speech.....
4. Any EFL teacher should be aware of the mistakes made by his/her students during a dictation test which are grammar, spelling and blanks so that he/she will help them to pass this test easily.
5. There are many causes behind poor dictation test namely, poor grammar knowledge, poor vocabulary, poor listening, poor spelling, poor pronunciation, lack of practice, unfamiliar accent and topics, speed of speech. So, the teacher should be aware of those causes in order to help the students to overcome them.
6. Any teacher should enrich his/her students' minds by new vocabularies through dictation activities.

3. Teachers' Questionnaire

3.1. Sample

Obviously, it is somehow difficult to extract the information from the whole population; a sample of twenty (20) teachers of English Department has been chosen to represent the whole population. We have chosen teachers of English Department for the simple reason that they have enough experience in teaching English and they can provide us with sufficient information about the dictation technique and its effects in EFL classrooms.

3.2. Description of Teachers' Questionnaire

The teachers' questionnaire is composed of 21 (Twenty One) multiple choice and open-ended questions, and it is divided into four (4) sections.

Part One: Background Information (Q1-Q2)

The first section is made up of two questions: the first one seeks information about teacher's qualification, while the second is about knowing the teacher's experience in teaching English at the university.

Part Two: Teacher's Attitude towards Using Dictation (Q3-Q12)

This section aims at gathering information about their opinions. Firstly, (Q3) seeks to know whether they teach vocabulary as a part of the lesson or not. Secondly (Q4-Q5) is about do teachers use dictation in class and if sometimes they explain why. Whereas, (Q6-Q7-Q8) seek to find out whether they use dictation test to their students and if they use it before how was .Thirdly, (Q9) intends to discover which type of dictation that teachers used. (Q10) is about stating some options that get the students face difficulties .In other hand , (Q 11-Q12)

look for finding what kind of mistakes that students often make when taking a dictation test and according to them what are the main cause behind those mistakes.

Part Three: Teaching Vocabulary through Dictation

This section aims to examine whether dictation provide the students with the vocabulary they need .To begin with (Q13), it seeks to find out whether the use of dictation helps your students to learn new vocabulary or not .Whilst, (Q14) aims to find out How often teachers usually present new vocabulary in their class. Also, (Q15) aims to verify whether teachers present new words while teaching and the techniques used by them. Whereas, (Q16) is about giving other comments. (Q17) and (Q18) ask teachers among their experience if students face difficulties in mastering vocabulary and whether they think practicing through dictation can improve this skill, though, (Q19) asks whether they consider dictation as an educational method for teaching or just for entertainment. Finally, we ask teachers about what they think the educational value of dictation is (Q20).

Part Four: Further Suggestions (Q21)

The (Q21) is about giving any kind of suggestions concerning the study we are carried out.

3.3. Administration of the Questionnaire

The questionnaire was given to 20 (twenty) teachers at English Department at Larbi Ben M'hidi University in Oum El Bouaghi. We have chosen university teachers because they have been teaching English for a considerable period of time. Hence, they have the experience that makes their answers beneficial for the completion of the present research.

3.4. Analysis of the Questionnaire

Part One: Background Information

Q1- What is the highest degree do you currently possess?

Options	N	%
License	0	0
Master	4	20
Magister	15	75
PhD Doctorate	1	5
Total	20	100

Table13. Teachers' Qualification

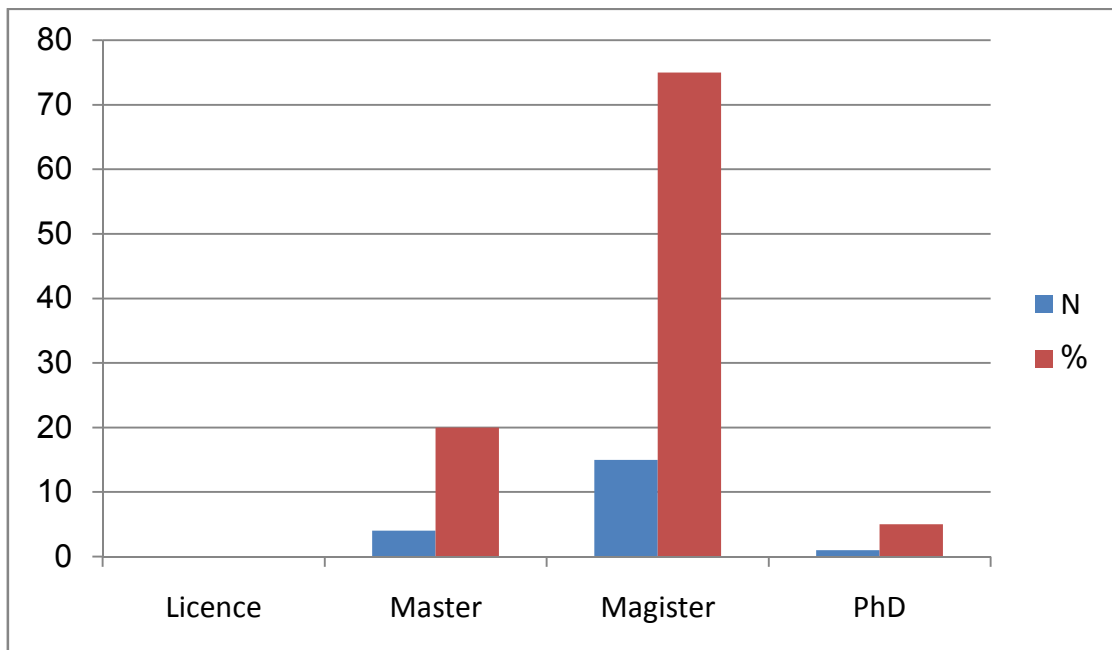


Figure13. Teachers' Qualification

The table (13) shows that the majority (75%) of the teachers have Magister degree. (20%) of the sample has the Master degree, and just (5%) of the teachers have a PhD (doctorate). So, most of the teachers have the degree which make them aware of the "Dictation Technique" they may help us to carry out this study.

Q2- How long have you been teaching English at University?

Options	N	%
0-5years	13	65
5-10years	2	10
10-15years	1	5
More than 15 years	4	20
Total	20	100

Table14. The Experience of Teaching English at the University

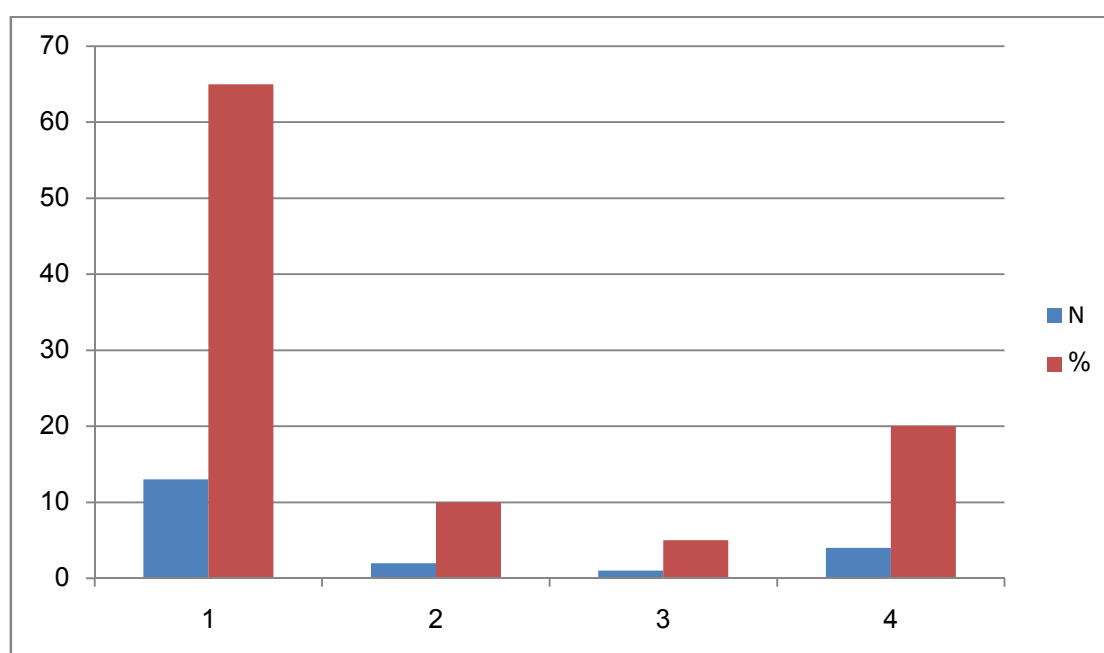


Figure14. The Experience of Teaching English at the University

Table (14) shows that (65%) of the teachers are experienced of teaching English at the university from 0 to 5 years. However, a portion of (10%) of the teachers has an experience from 5 to 10 years. Whereas, (5%) of the teachers assume that they have this experience from 10 to 15 years and still the portion of (20%) of the teachers have been teaching English at the university more than 15 years. We can conclude that the students can benefit from the experienced teachers.

Part Two: Teachers' Attitudes towards Using Dictation

Q3- Do you teach vocabulary as a part of your lessons?

Options	N	%
Yes	6	30
No	4	20
Sometimes	10	50
Total	20	100

Table15. Teaching Vocabulary as a Part of the Lesson

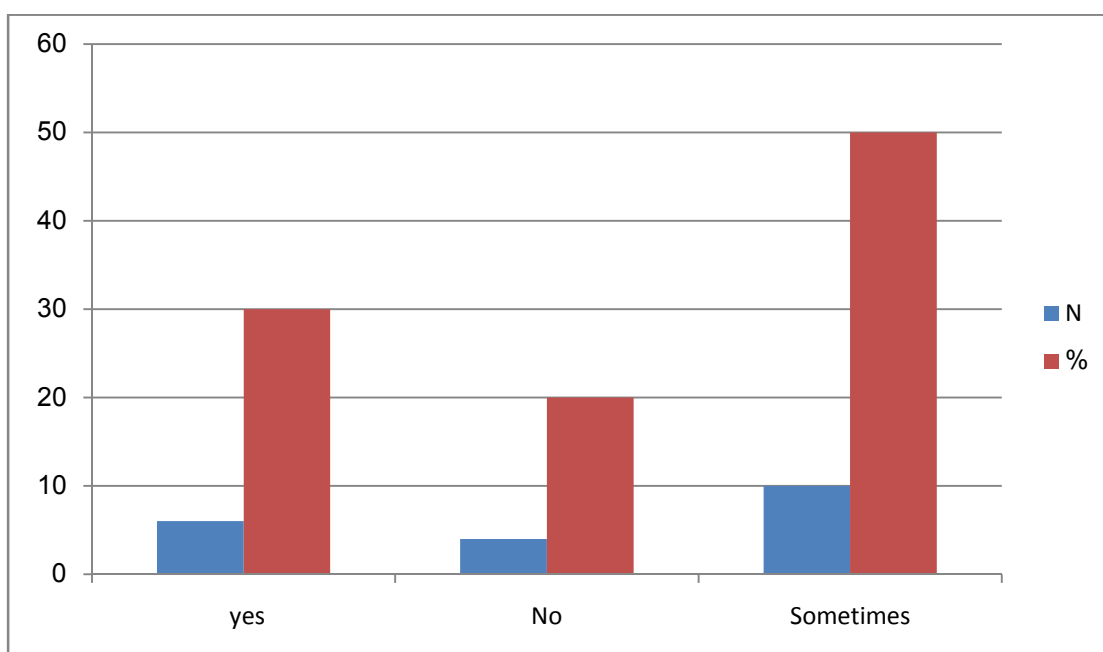


Figure15. Teaching Vocabulary as a Part of the Lesson

Table (15) shows that the half of the teachers claim that they sometimes teach vocabulary as a part of the lesson. However, (30%) of the teachers say YES and (20%) of them say NO. Therefore, teaching new vocabularies should be a part of each lesson so that the students feel they each time they are learning something new and enrich their minds with new vocabularies.

Q4- Do you use dictation in your class?

Options	N	%
Yes	12	60
No	5	25
sometimes	3	15
total	20	100

Table16. Using Dictation in the Class

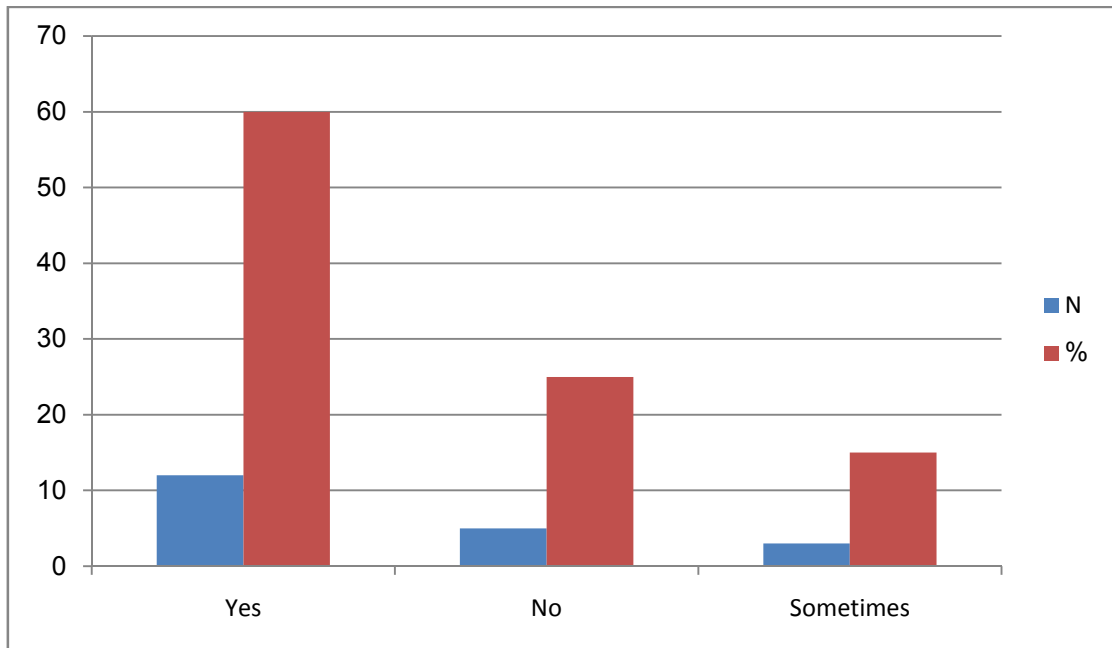


Figure16. Using Dictation in the Class

Table (16) shows that a great majority of the teachers (60%) are using dictation in their classes. Whereas, a portion of (25%) of the teachers doesn't use dictation, and a portion of (15%) of them claims that they sometimes do so. Therefore, using dictation in the class is beneficial for the students. It is considered as a useful technique for teaching vocabulary.

Q5- If your answer is Yes/Sometimes, please explain why?

The teachers gave different explanations about using dictation in the class. They assert that:

1. Parts of the lectures sometimes needed to be dictated, because it helps students to improve their listening and writing skills.
2. Dictation is a technique of FL instruction. So it needs to be used.

3. Dictation is useful because students get engaged in being aware of spelling mistakes; they will enjoy writing when those mistakes are reduced.
4. Dictation is a useful technique that serves to help students to memorize the most important points covered in the lecture, saves time, helps students to develop their language and train their memory to store the information.
5. Dictation is useful for the sake of teaching vocabulary; gain time; move on the lecture and make students involved in during the lesson.

Q6 - Do you give a Dictation Test to your students?

Options	N	%
yes	6	30
No	2	10
Sometimes	12	60
Total	20	100

Table17. Giving Dictation Test to the Students

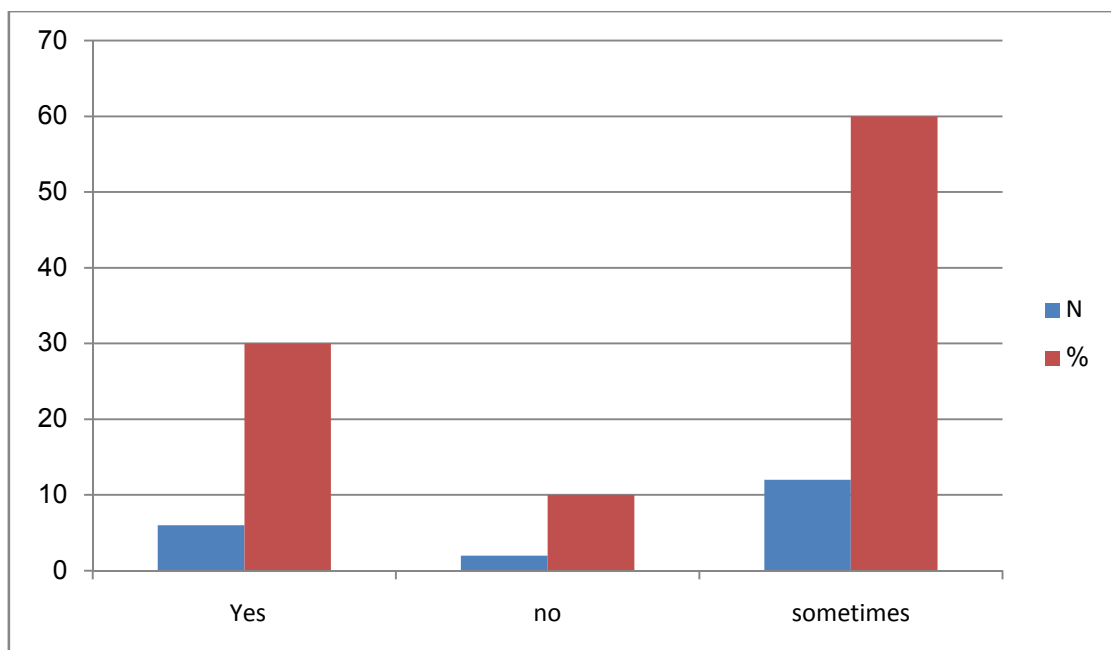


Figure17. Giving Dictation Test to the Students

Table (17) shows that a great majority of the teachers (60%) are sometimes giving dictation tests to their students. However, a portion of (30%) of the teachers assert that they give this test, and (10%) of the teachers claim that they do not do so. Thus, dictation tests are a useful strategy to promote the students' listening and writing skills.

Q 7- How important is a Dictation Test to your students?

Options	N	%
Very important	9	45
Quite important	7	35
Not very important	3	15
Not important at all	1	5
Total	20	100

Table18. Importance of Dictation Test

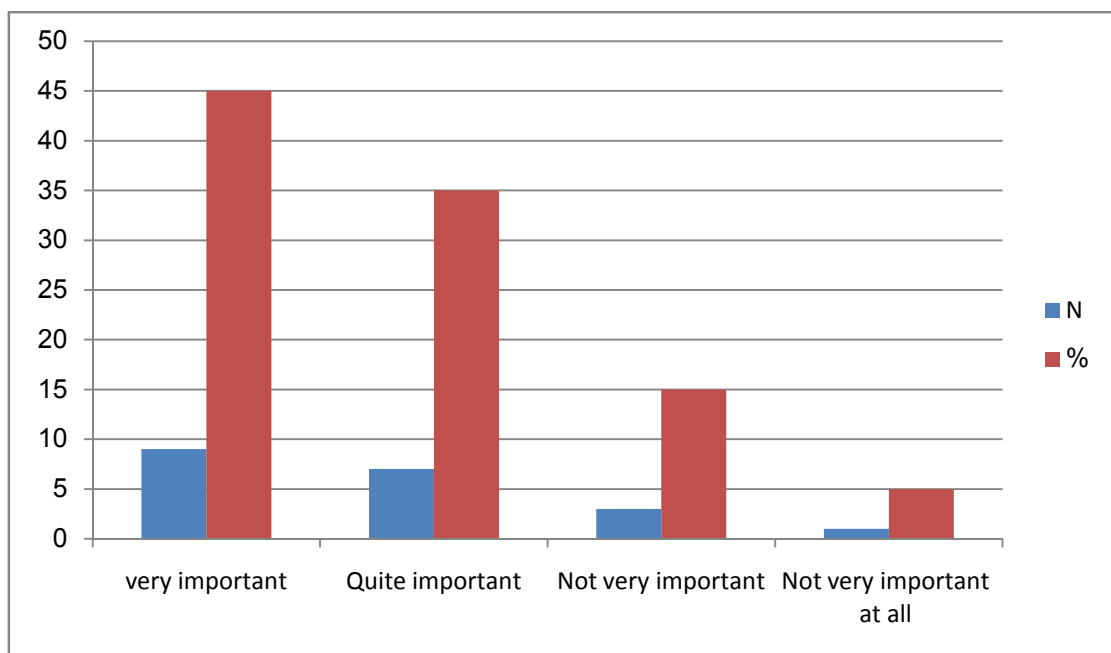


Figure18. Importance of Dictation Test

The table above shows that (45%) of the teachers claim that dictation test is very important to their students, and a portion of (35%) asserts that it is quite important. However, (15%) of them asserts that it is not important. Just a portion of (5%) assumes that it is not

important at all. We can conclude that dictation test is very important in the sense that it helps in improving the language skills.

Q8- Which types of dictation do you rely on, during your lectures?

Options	N	%
Question dictation	7	35
Picture dictation	0	0
Shouting Dictation	13	65
Total	20	100

Table19. Types of Dictation the Teacher Relies on during the Lectures

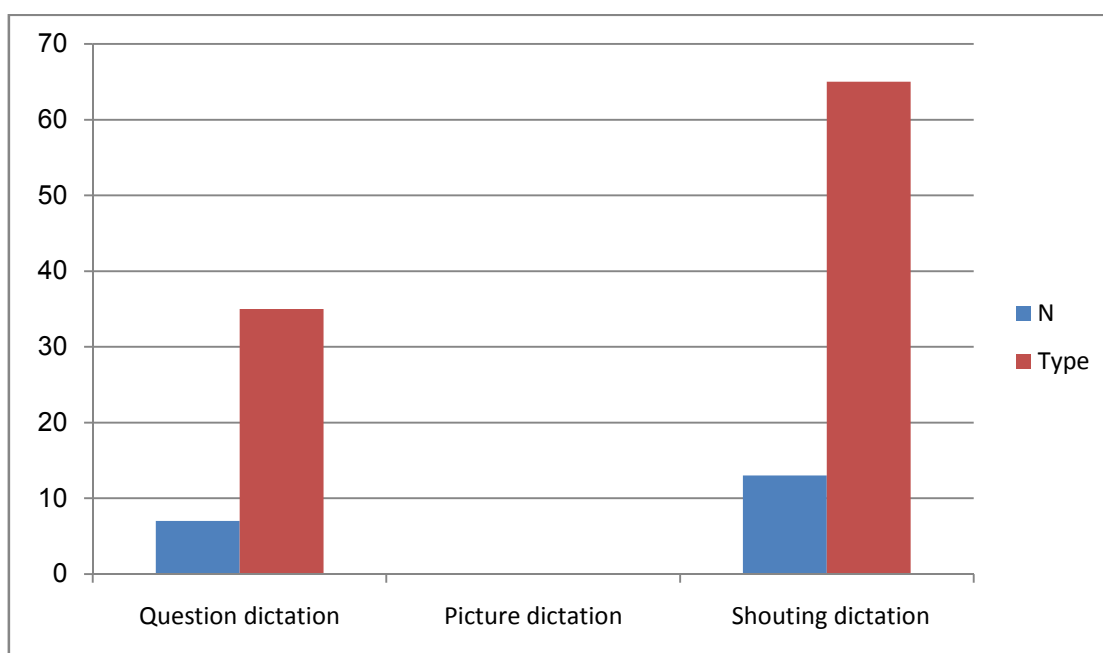


Figure19. Types of Dictation the Teacher Relies on during the Lectures

Table (19) shows that the majority of the teachers (65%) rely on shouting dictation during their lectures. Whereas, a small portion of (35%) of them rely on question dictation, and no one of the sample relies on picture dictation. Therefore, shouting dictation is the most useful type during the lecture because it can too beneficial for the students more than the other types.

Q9- If you used a dictation test before, how useful was it?

Options	N	%
Very useful	10	50
Quite useful	5	25
Not at all	5	25
Total	20	100

Table20. The Usefulness of Dictation Test

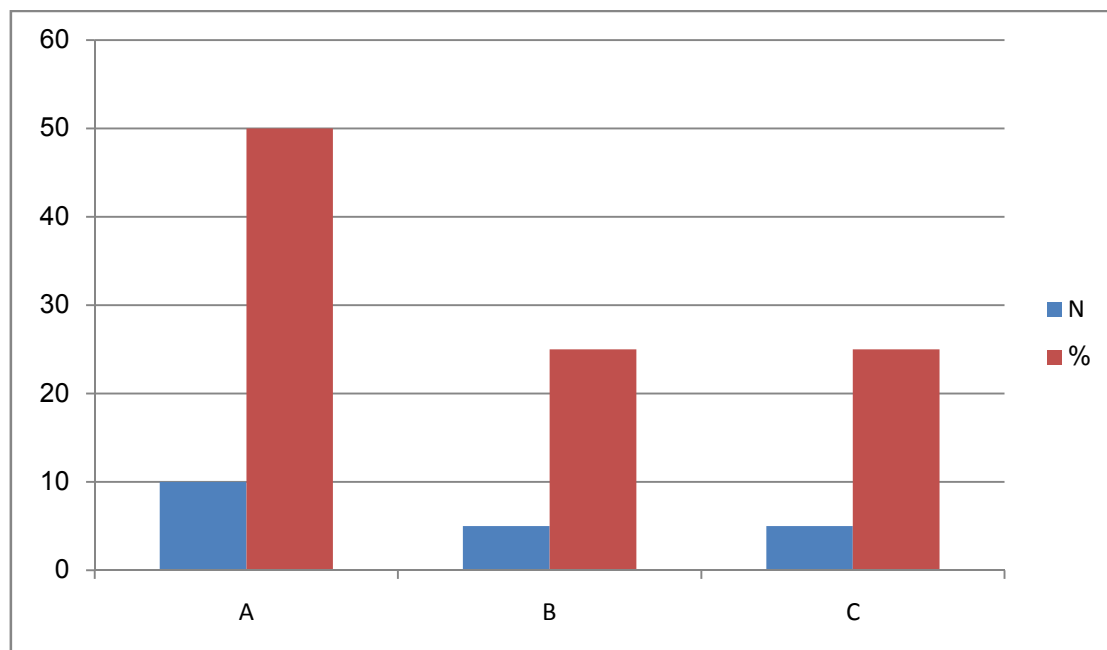


Figure20. The Usefulness of Dictation Test

Table (20) shows that the half of the sample (50%) considers dictation test as very useful during the lecture. However, (25%) of those teachers claim that it is quite useful, and the other (25%) asserts that it is not useful at all. So, dictation test is of a great importance so that it is very useful during the lecture.

Q10- Which option among the following do your students face difficulties when taking a dictation activity?

Options	N	%
Pronunciation	2	10
Accent	1	5
Grammar structures	0	0

Vocabulary	5	25
Speed	1	15
d-e	3	15
a-d-e	3	15
a-e	2	10
a-b-c-d-e	1	5
a-c-d-e	1	5
a-c-e	1	5
Total	20	100

Table21. The Difficulties that Faces the Students when Taking a Dictation Activity

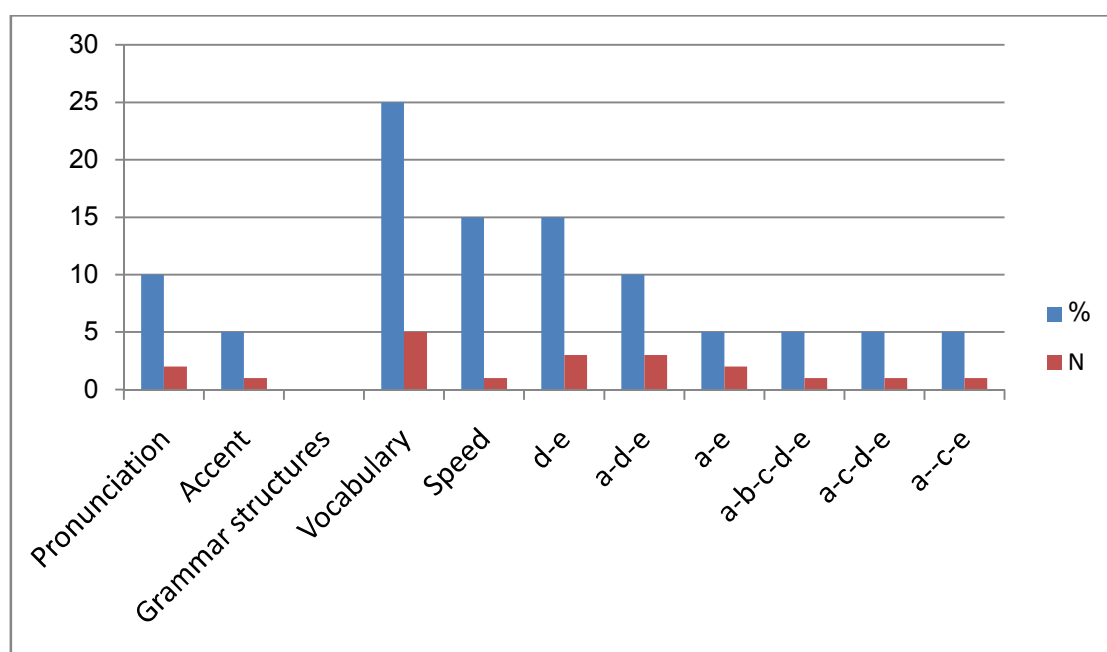


Figure21. The Difficulties that Faces the Students when Taking a Dictation Activity

Table (21) shows the difficulties that encounter the students when taking a dictation activity. Those difficulties are: First: vocabulary. Second: speed. Third: pronunciation. Then: accent, and finally: grammar structures. We can conclude that vocabulary is the first difficulty that faces the students when they are engaged in a dictation activity.

Q11- What kind of mistakes do your Students often make when taking a dictation test?

Options	N	%
Grammar	1	5
Spelling	9	45
Blanks	1	5
Others	0	0
a-b-c	3	15
b-c	4	20
a-b	2	10
Total	20	100

Table22. The Mistakes the Students Make when Taking a Dictation Test

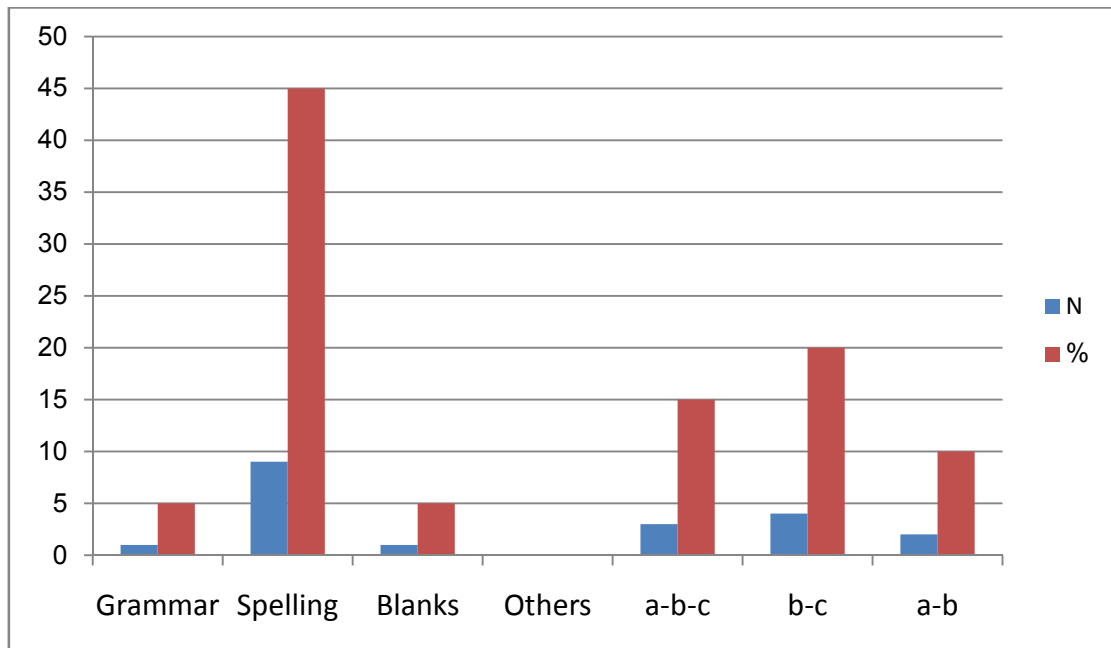


Figure22. The Mistakes the Students Make when Taking a Dictation Test

Table (22) shows that (45%) of the teachers claim that their students are making spelling mistakes during a dictation activity. (5%) of them asserts that their students are either make grammar or blanks' mistakes. (15%) assume that they make grammar; spelling and blanks mistakes. (20%) assert that they do both mistakes: spelling and blanks. Just a portion of (10%) of the teachers claims that their students make both grammar and spelling mistakes.

Therefore, when engaging in a dictation activity, students make spelling mistakes, so that the teacher should be aware and engage them in further activities to overcome this problem.

Q12- According to you, the main causes behind these mistakes might be:

Options	N	%
Poor grammar	0	0
Lack of vocabulary	3	15
Poor listening comprehension	0	0
Poor spelling	1	5
Poor pronunciation	0	0
Lack of practice	0	0
Speed	0	0
Others	0	0
b-d-f	2	10
a-b-d	1	5
a-b-c-d-e-f-g	3	15
a-b-c-g	2	10
b-c-d-f-g	2	10
a-b-e -d-f	1	5
b-c-d-e-g	1	5
b-d	1	5
b-g	1	5
c-d-f	1	5
b-e-f	1	5
a-g	1	5
Total	20	100

Table23. The Causes behind Making the Mistakes during a Dictation Activity

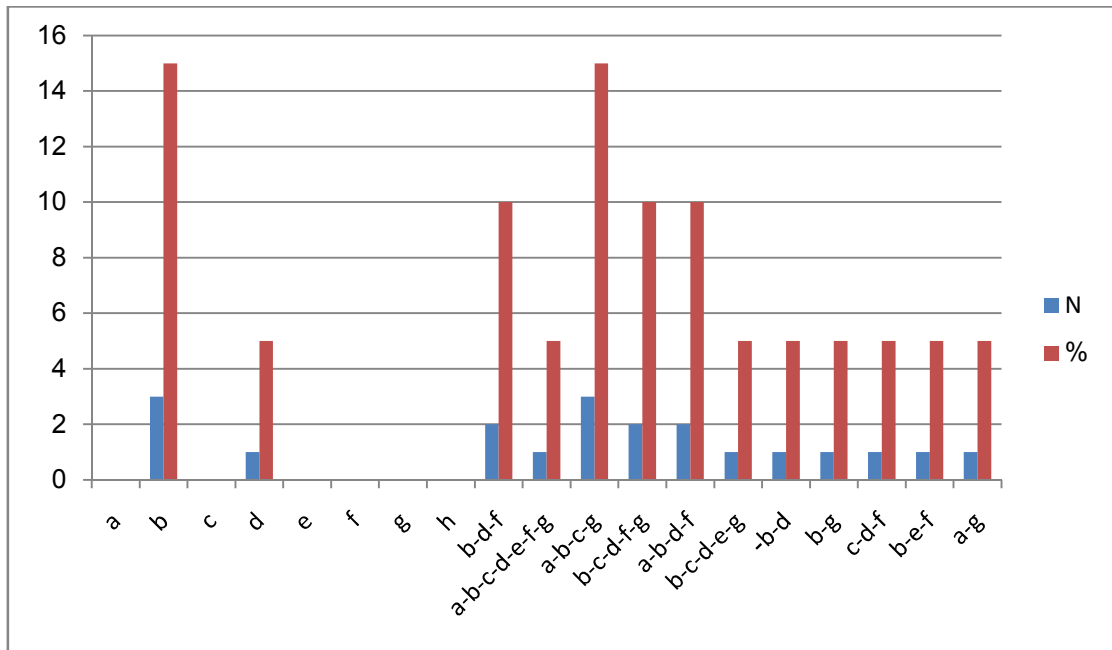


Figure23. The Causes behind Making the Mistakes during a Dictation Activity

Table (23) discusses the main causes behind the mistakes made during a dictation activity. Those causes are: lack of vocabulary, poor spelling, lack of practice, poor grammar, poor listening comprehension, poor pronunciation and speed. These causes can be overcome if the teacher engages his/her students in further practice.

Part Three: Teaching Vocabulary through Dictation

Q13- Do you think that the use of dictation helps your students to learn new vocabulary?

Options	N	%
Yes	19	95
No	1	5
Total	20	100

Table24. The Use of Dictation for Learning New Vocabulary

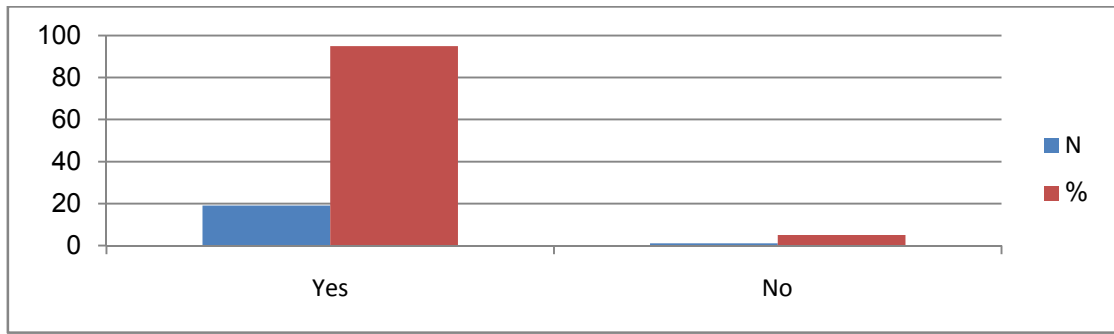


Figure24. The Use of Dictation for Learning New Vocabulary

Table (24) shows that almost all the teachers (95%) agree on the use of dictation for learning new vocabulary. However, a portion of (5%) of the teachers doesn't agree on that. Therefore, the dictation activity is the most useful and helpful technique for learning new vocabulary.

Q14- How often do you usually present new vocabulary in your class?

Options	N	%
Always	10	50
Sometimes	10	50
Rarely	0	0
Total	20	100

Table25. Presenting new vocabulary in the class

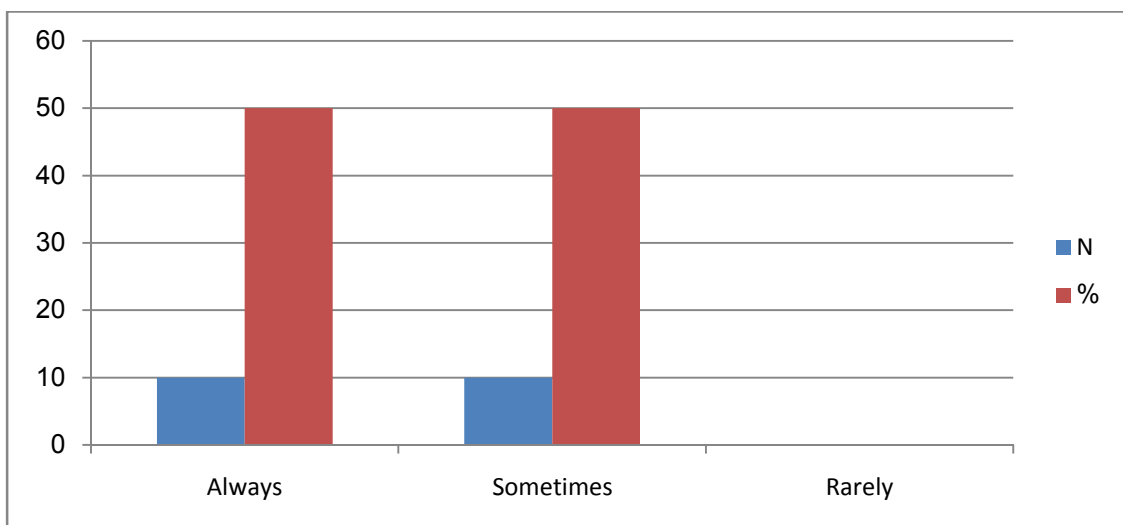


Figure25. Presenting new vocabulary in the class

Table (25) shows that (50%) of the teachers are always presenting new vocabularies for their students in the class. However, the other half of the sample asserts that they sometimes do so. We can conclude that presenting new vocabularies in each lesson will help the students to enrich their minds and increase their repertoire of vocabulary.

Q15- When you teach new vocabulary do you use:

Options	A	B	C	Total
Translation	3	6	11	20
Definition	5	5	10	20
Word in Context	2	8	10	20
Synonyms	15	4	1	20
Antonyms	12	8	0	20

Table26. What the teacher Uses when Teaching New Vocabulary

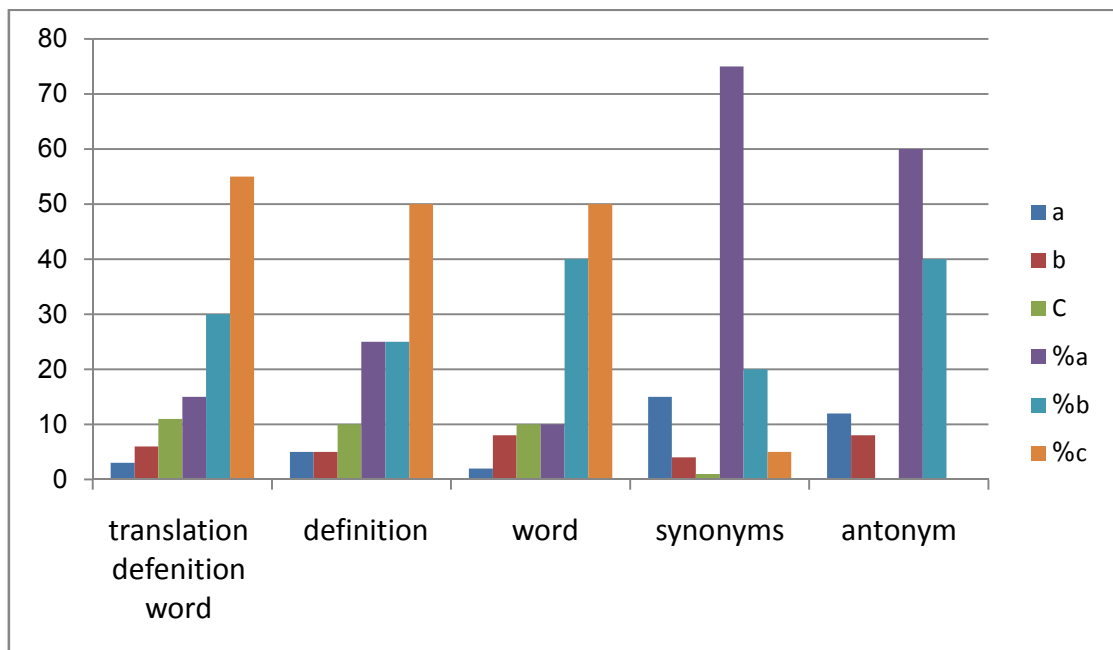


Figure26. What the teacher Uses when Teaching New Vocabulary

Table (26) shows the techniques used by the teachers when teaching new vocabulary, namely, antonyms, synonyms, putting the word in a context, definition, or translation. Therefore, those techniques can facilitate the process of learning new vocabularies

Q16- Others:

The teachers do not provide us by other techniques that can be used when teaching new vocabulary.

Q17- through your teaching experience, do you think your students have difficulties with vocabulary mastery?

Options	N	%
Yes	18	90
No	2	10
Total	20	100

Table27. Teachers' Perception towards the Difficulties with Vocabulary Mastery

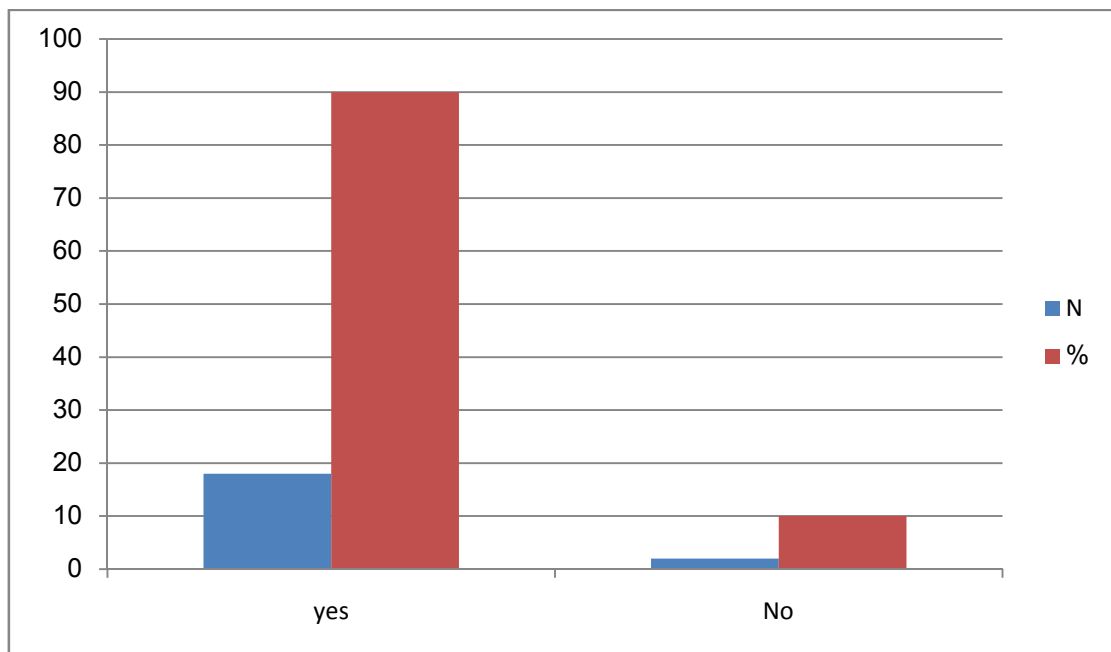


Figure27. Teachers' Perception towards the Difficulties with Vocabulary Mastery

The table above shows that a great majority of the teachers (90%) assume that, according to their experience; students face difficulties with vocabulary mastery. However, a small portion of (10%) does not assert that. We can conclude that even if the teachers are experienced; the students still have a problem with vocabulary mastery.

Q18- Do you think that the practice of dictation will improve students' vocabulary knowledge?

Options	N	%
Yes	19	95
NO	1	5
Total	20	100

Table28. Teachers' Perception towards Practicing Dictation for Improving Students'

Vocabulary Knowledge

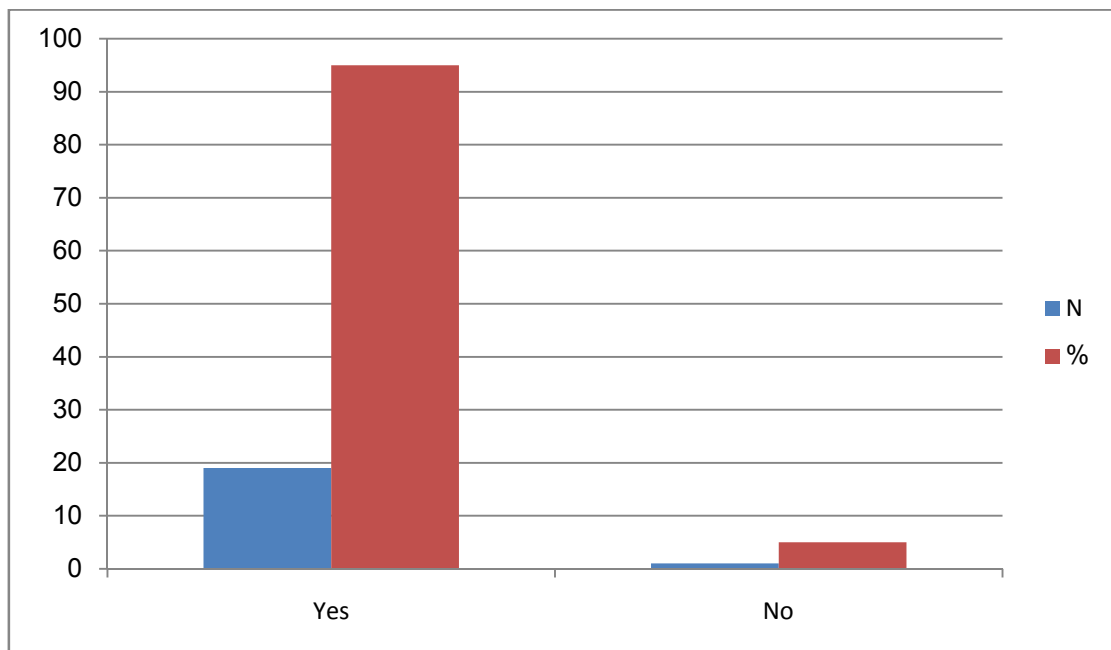


Figure28. Teachers' Perception towards Practicing Dictation for Improving Students'

Vocabulary Knowledge

The table above shows that a great majority of the teachers (95%) thinks that the practice of dictation will improve students' vocabulary knowledge. However, a small portion of (5%) does not assert that. We can conclude the teachers are aware of the correlation between dictation and vocabulary, i.e. dictation is a useful technique for improving students' vocabulary knowledge.

Q19- Do you consider teaching vocabulary with dictation is?

Options	N	%
An educating technique	11	55
An entertaining technique	3	15
Hard to judge	6	30
Total	20	100

Table29. Teachers' Perception towards Teaching Vocabulary with Dictation

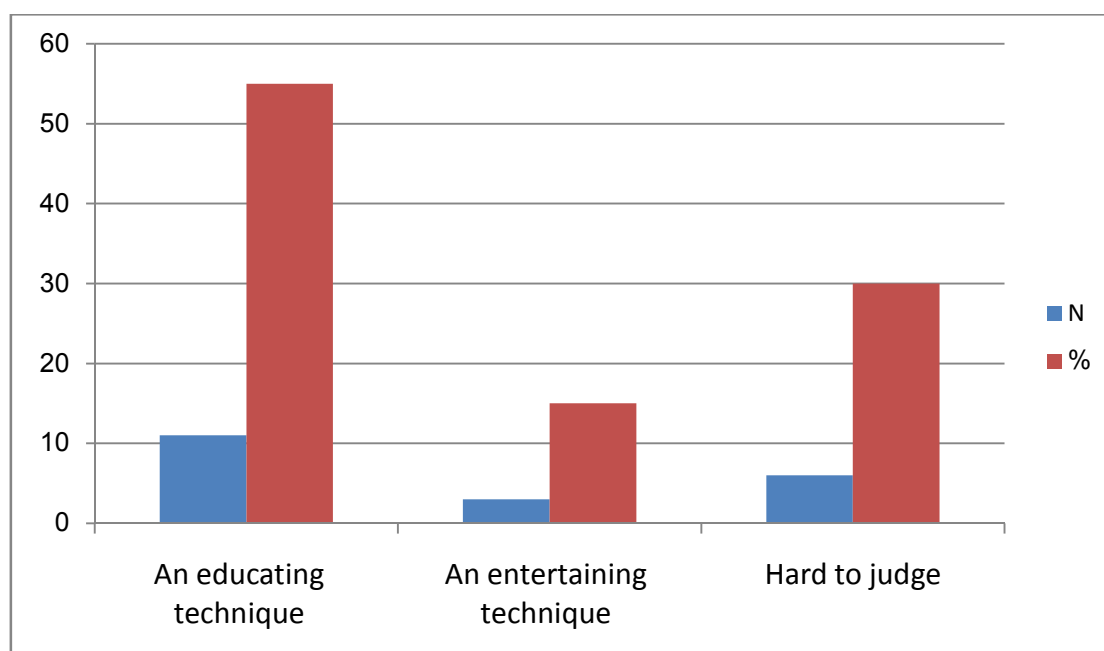


Figure29. Teachers' Perception towards Teaching Vocabulary with Dictation

Table (29) shows that (55%) of the teachers considers teaching vocabulary with dictation as an educating technique. Whereas, (15%) of them considers it as an entertaining technique, and a portion of (30%) of them think that it is hard to judge. Therefore, vocabulary and dictation are beneficial for the students. They are considered as an educating technique.

Q20- What is the educational value of dictation?

The educational value of dictation is:

1. It makes the learners reflect and think about the aspects of the word.
2. It helps students to enrich and increase their repertoire of vocabulary.

3. It helps students to confirm and establish sound-symbol correspondence.
4. It is a good means to make students familiar with the language in general and acquire it in particular.
5. Dictation teaches students many skills at one time: listening, taking notes, spelling and writing.
6. It helps students to develop their listening as well as writing skills and ameliorate their language in general.
7. Students train their memories to store and retrieve the information through dictation.
8. Dictation is considered as an effective memorization of new words.
9. If it is used properly; dictation can help in developing the four skills, enhancing vocabulary knowledge, learning and mastering new words and expressions.

Q21- Please, add any other comments you think that they are significant for this issue:

The teachers didn't add further suggestions or comments concerning this topic.

3.5. Discussion of the Results

On the light of the results that were obtained from the teachers' questionnaire, we notice the following:

1. Most of the teachers are experienced, so that they can help their students to use the dictation technique in order to enhance their vocabulary knowledge.
2. Dictation is one of the vital techniques that must be used in EFL classrooms. It helps in memorizing new and difficult words and expressions, training the students to avoid grammar and spelling mistakes, enhancing the four skills especially listening and writing....
3. The EFL teacher should use from time to time the different types of dictation (shouting, question and picture dictation).

4. Engaging the students in further dictation activities will help them to overcome the difficulties which face them like: difficult vocabularies, different accents, difficult grammar structures, speed of speech ... Thus, dictation is a good technique for training and improving the students' spelling, grammar, pronunciation, vocabulary knowledge and listening comprehension.
5. To facilitate the understanding of new words, teacher can use antonyms, synonyms, definition, or translation.

General Conclusion

This work aims at investigating EFL teachers' and learners perspectives towards the use of dictation as a useful technique in improving the students' knowledge of vocabulary.

After analyzing and discussing the results of the questionnaires, the results we have obtained confirmed our hypothesis, in the sense that the results show a positive connection between dictation and knowledge of vocabulary. In other words, dictation has a significant role in improving students' knowledge of vocabulary.

Pedagogical Implications

These are some pedagogical implications of the current research:

1. The finding of this study show that there is an enhancement concerning learning vocabulary through dictation. Teachers' therefore can use dictation technique as an educational instrument to improve students' knowledge of vocabulary.
2. Dictation can be used as a technique to enlarge the students' vocabulary repertoire.
3. Dictation has been shown to have advantages in learning new and difficult words easily an developing the large amount of vocabulary through different types of dictation.

Limitations of the Study

1. The main problem is time constraints; extended time would be helpful for conducting this study on a large sample of students and teachers to get more reliable results.
2. The second limitation is the method of investigation, it would be better to conduct an experimental method because it will more helpful in providing valid and correct results rather than a questionnaire.

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Appendices

Appendix 1: Students' Questionnaire

Appendix 2: Teachers' Questionnaire

Résumé

الملخص

Students' Questionnaire

Dear Students,

The following questionnaire is a part of a master research work that seeks to investigate teachers' and learners' perspectives towards the use of dictation as a useful technique to enhance students' vocabulary knowledge. In particular, it examines the use of dictation as a teaching technique to enrich first year students' knowledge of vocabulary. Your answers will be of a great help for the research. Would you, please, tick the appropriate box (es) and make statements whenever required.

Ms.Fatima NASRI

Departement of English

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Section One: Learner's Attitudes towards using Dictation

Q1. Does your teachers use dictation in your class?

a- Yes.....

b- NO.....

Q2. If your answer is yes, please explain how?

.....
.....

Q3. Which types of dictation do your teacher rely on, during your lectures?

NB. Circle the letter that corresponds to your choice

a. Question dictation (Before the dictation, make one copy of the text for each pair of students and one set of questions cut up and numbered).

b. Picture dictation (This type of dictation can be used with prepositions).

c. Shouting Dictation (This EFL dictation helps students with their communication and listening skills).

Q4. Others (please specify):

.....
.....

Q5. How important the dictation test is to your English language learning?

a. Very important.....

b. Quite important.....

c. Not very important.....

d. Not important at all.....

Q6. Which difficulties among the followings do you face when taking a dictation activity?

a. Pronunciation.....

- b. Accent.....
- c. Grammar structures.....
- d. Vocabulary.....
- e. Speed.....

Q7. What kind of mistakes do you often make when taking a dictation test?

- a. Grammar.....
- b. Spelling.....
- c. Blanks.....
- d. Others (please specify).....

Q8. The main causes behind these mistakes are :

- a. Poor grammar knowledge.....
- b. Poor vocabulary.....
- c. Poor listening comprehension.....
- d. Poor spelling.....
- e. Poor pronunciation.....
- f. Lack of practice.....
- g. Unfamiliar accent and voice.....
- h. Unfamiliar theme.....
- i. Speed.....
- j. Others (please specify)

Section Two: Teaching Vocabulary via dictation

Q9. Do you think that the use of dictation help you to learn new English words?

- a- Yes.....
- b- No.....

Q10. Does your teacher present new words in every lesson?

- a. Yes.....

b. No.....

c. Sometimes.....

Q11. When you learn new vocabulary does your teacher use:

- Translation a- always b- Sometimes c- Rarely
- Definition a- always b- Sometimes c- Rarely
- Word in Context a- always b- Sometimes c- Rarely
- Synonyms a- always b- Sometimes c- Rarely
- Antonyms a- always b- Sometimes c- Rarely

Q12. Do you have difficulties with vocabulary mastery?

a- Yes.....

b- No.....

Q13. Do you think that the practice of dictation will improve your familiarity with new words?

a- Yes.....

b- No.....

Q14. Do you consider dictation as?

a. An educating method.....

b. An entertaining method.....

c. Hard to judge

Q15. According to you, what is the educational value of using dictation?

.....

.....

.....

Thank You For Your Cooperation

Teachers' Questionnaire

Dear Teacher,

The following questionnaire is part of a master research work that seeks to investigate teachers' and learners' perspective towards the use of dictation as a useful technique to enhance students' knowledge of vocabulary. In particular it examines the use of dictation as a teaching technique to enrich students' knowledge of vocabulary. Your answers will be of a great help for the research. Would you, please, tick the appropriate box (es) and make statements whenever required.

Ms. Fatima NASRI

Department of English

Faculty of Letters and Languages

University of Oum EL Bouaghi

Section One: Background Information

Q1. What highest degree do you currently possess?

- a. License.....
- b. Master.....
- c. Magister.....
- d. PhD Doctorate.....

Q2. How long have you been teaching English at University?

- 1- (0-5years).....
- 2- (0-10years).....
- 3- (0-15years).....
- 4- More than 15 years.....

Section Two: Teachers' Attitudes towards using Dictation

Q3. Do you teach vocabulary as a part of your lessons?

- 1. Yes
- 2. No.....
- 3- Sometimes.....

Q4. Do you use dictation in your class?

- 1- Yes.....
- 2- No.....
- 3- Sometimes.....

Q5. If your answer is Yes/Sometimes, please explain why?

.....

.....

.....

Q6. Do you give a Dictation Test to your students?

- 1- Yes.....

2- No.....

3- Sometimes.....

Q7.How important is a Dictation Test to your students?

e. Very important.....

f. Quite important.....

g. Not very important.....

h. Not important at all.....

Q8. Which types of dictation do you rely on, during your lectures?

NB. Circle the letter that corresponds to your choice

a. Question dictation (Before the dictation, make one copy of the text for each pair of students and one set of questions cut up and numbered).

b. Picture dictation (This type of dictation can be used with prepositions).

c. Shouting Dictation (This EFL dictation helps students with their communication and listening skills).

Q9. If you used a dictation test before, how useful was it?

a. Very useful.....

b. Quite useful.....

c. Not at all.....

Q10. Which option among the following do your students face difficulties when taking a dictation activity?

f. Pronunciation.....

g. Accent.....

h. Grammar structures.....

i. Vocabulary.....

j. Speed.....

Q11. What kind of mistakes do your Students often make when taking a dictation test?

- e. Grammar.....
- f. Spelling.....
- g. Blanks.....
- h. Others (please specify).....

Q12. According to you, the main causes behind these mistakes might be:

- k. Poor grammar.....
- l. Lack of vocabulary.....
- m. Poor listening comprehension.....
- n. Poor spelling.....
- o. Poor pronunciation.....
- p. Lack of practice.....
- q. Speed.....
- r. Others (please specify)

Section Three: Teaching Vocabulary through dictation

Q13. Do you think that the use of dictation helps your students to learn new vocabulary?

- a- Yes.....
- b- No.....

Q14. How often do you usually present new vocabulary in your class?

- a- Always.....
- b- Sometimes.....
- c- Rarely.....

Q15. When you teach new vocabulary do you use:

- Translation a- always b- Sometimes c- Rarely
- Definition a- always b- Sometimes c- Rarely
- Word in Context a- always b- Sometimes c- Rarely

- Synonyms a- always b- Sometimes c- Rarely
- Antonyms a- always b- Sometimes c- Rarely

Q16. Others (please specify)

Q17. Through your teaching experience, do you think your students have difficulties with vocabulary mastery?

1- Yes.....

2- No.....

Q18. Do you think that the practice of dictation will improve students' vocabulary knowledge?

1- Yes.....

2- No.....

Q19. Do you consider teaching vocabulary with dictation is?

d. An educating technique.....

e. An entertaining technique.....

f. Hard to judge.....

Q20. What is the educational value of dictation?

.....

Section Four: Further Suggestions

Q21. Please, add any other comments you think that they are significant for this issue.

.....

Thank you for your cooperation

Résumé

Le vocabulaire est un aspect très important pour l'apprentissage d'une seconde langue. Il est considéré comme le corps qui représente une langue. Il nous permet de dire ce que nous entendons et nous utilisons la langue efficacement. Toutefois, les élèves trouvent des difficultés quand ils viennent à s'exprimer. Ainsi, les enseignants d'Anglais comme une Deuxième Langue adapter et adopter différentes méthodes et techniques qui aident les étudiants à élargir leur connaissance du vocabulaire, parmi eux; dictée. La présente étude vise à décrire et enquêter perspectives d'enseignants et d'étudiants vers l'utilisation de la dictée comme une technique utile pour améliorer la connaissance du vocabulaire des élèves. Afin de vérifier cette corrélation, nous avons émis l'hypothèse que la dictée serait considérée comme une technique importante pour acquérir le vocabulaire anglais. Cette étude se compose de deux questionnaires, l'un d'eux a été remis à vingt (20) enseignants au département d'anglais à l'université Larbi Ben M'hidi à Oum El Bouaghi, afin d'identifier leurs points de vue à propos de la technique utilisée dans l'enseignement du vocabulaire ainsi que leurs points de vue à l'égard de l'utilisation de la dictée pour enrichir la connaissance du vocabulaire, tandis que l'autre questionnaire a été distribué à trente étudiants anglais (30) de première année du département d'anglais à l'université Larbi Ben M'hidi à Oum El Bouaghi, afin d'examiner leurs points de vue au sujet de la utilisation de la dictée à accroître leur connaissance du vocabulaire discussion .Le des résultats validé l'hypothèse déclaré que l'utilisation de la dictée à enrichir la connaissance du vocabulaire des élèves.

المخلص

المفردات هي جانب مهم جدا لتعلم لغة ثانية. وتعتبر الهيئة التي تشكل اللغة. لأنها تتيح لنا أن نقول ما نعنيه واستخدام اللغة بشكل فعال. ومع ذلك، يجد الطلاب صعوبة عندما يأتون للتعبير عن أنفسهم. وبالتالي، على المعلمين التكيف واعتماد الأساليب والتقنيات التي تساعد الطالب على توسيع معرفة مفرداتهم، من بينها؛ الإملاء. وتهدف هذه الدراسة إلى وصف والتحقيق في وجهات نظر المعلمين والطلبة نحو استخدام الإملاء كأسلوب مفيد لتعزيز مفردات الوعي المعرفي لدى الطلاب. من أجل التحقق من هذا الارتباط، لقد افترضنا أن الإملاء ستعتبر تقنية هامة لاكتساب مفردات اللغة الإنجليزية. وتتألف هذه الدراسة من اثنين من الاستبيانات، تم تسليم واحد منهم إلى عشرين (20) معلما ومعلمة في قسم اللغة الإنجليزية في جامعة العربي بن مهدي في أم البواقي من أجل تحديد وجهات نظرهم حول التقنية المستخدمة في المفردات التعليمية وكذلك وجهات نظرهم تجاه استخدام الإملاء لإثراء المعرفة المفردات، في حين تم توزيع استبيان آخر لثلاثين (30) السنة الأولى طلاب اللغة الانجليزية من قسم اللغة الإنجليزية في جامعة العربي بن مهدي في أم البواقي من أجل دراسة وجهات نظرهم حول استخدام الإملاء في زيادة معارفهم المفردات. ومناقشة نتائج التحقق من صحة الفرضية ذكر أن استخدام الإملاء في إثراء معرفة الطلاب للمفردات.