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# *The Impact of Dictation in Improving Listening Skills among Primary School pupils in Algeria:*

# *Case study:Fifth grade pupils.*

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**Declaration**

**I hereby declare that the substance of this dissertation is entirely the result of my own investigation and that due reference or acknowledgment is made, whenever necessary, to the work of other researchers**

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**Abstract**

Listening as the critical building block in language development, remains one of the most challenging skills to develop especially for young learners of English as a Foreign Language (EFL), and more specifically in Primary Schools in Algeria. This research study focuses on the effect of dictation activities on listening comprehension improvement of twenty (20) fifth grade students at Ben Naya Laid Primary School, Bordj Bou Arréridj by implementing a quasi-experimental approach where participants had listening tests before and after the intervention along with a teacher questionnaire (N=20). The study's outcome showed that there was a positive and significant improvement in attending to and responding to spoken language with a mean score increase from 4.325 (SD=1.3886) to 7.000 (SD=1.3572), which was validated by a paired samples t-test results showing ($t=14.387$, $p<0.001$) and a strong correlation ($r=0.817$, $p<0.001$). Of the teachers, 65% that rated dictation to be "very" or "extremely effective" noted the value of dictation in listening, grammar, spelling, and attention, whereby 85% advised its employ. While the sample size and lack of a control group are unquestionable restrictions, the results suggest that the use of dictation in teaching instruction is an effective pedagogical approach that should be considered in EFL lesson plans in conjunction with suggestions for minimizing, stimulating interaction with the learners, and optimizing the learning experience.

**Key words:** Dictation, EFL, primary school students, Language Acquisition.

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## DEDICATION 01

وما توفيقي إلا بالله

My success is only by Allah (swt)

Quran (11.88)

- First and foremost .I would like to praise Allah the almighty ,whose guidance and blessings have supported me to keep going and never stop from achieveing whatever i prayed for.
- I would liketo say I am deeply honored for every step I took with Allah′s reliance.
- I would like to express my gratitude from the bottom of my heart to the greatest parents ever :
- **Mum** and **dad** I will never find any word that can decribe how much I love you for believing in me and showing support for every decision I make You will be forever the sunshine of my life , I love you .
- To my precious Siblings : **Samy** , **Lamya**, **Nour** , **Amina** , and my cousin **Yacoub**
- To my little angels : **Abd el Rahmane** and **Alya** .
- To my friends : **Hadjer** , **Oumaima** , **Chahinaz** and **chaima** .
- To my coworkers , beloved students and to all the people I love. Thanks for your support and encouragement.
- And finally to **ME** :

I am so proud of you , keep going and shining it is just the end of begining .

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To my beloved family,

To my dear parents,
Thank you for your unconditional love, sacrifices, and endless support. Your guidance has been my greatest source of strength.

To my loving sister,
I am deeply grateful for your help and encouragement throughout this work.

To my two brothers,
Your support and belief in me have always motivated me to do my best.

This achievement is as much yours as it is mine.

**Rihene MEKHOUKH**

## DEDICATION 03

**"وَأَنْ لَيْسَ لِلْإِنسَانِ إِلَّا مَا سَعَى"***

**وما توفيقي إلا بالله**

Allah the Almighty has said: *"And that man shall have nothing but what he strives for."* (Qur'an 53:39)

All praise is due to Allah, who has granted me success, guided me to this moment, and illuminated my path, enabling me to achieve what once seemed an impossible dream.I dedicate this graduation to my honorable parents:To my mother, **Jamila**—my angel—whose prayers, both visible and hidden, whose heart is pure, and whose character is noble.To my father, **Abd Allah**, who has always encouraged and supported me.I also dedicate this achievement to all my siblings: my twin brothers, **Abd El-Nour** and **Ommar**, as well as **Nabil**, **Antar**, **Chawki**, **Djalal**, and **Mohammad**. I want to tell you: *Your little princess has graduated!* Thank you for being my shield and unwavering support in life—a support that never falters.To my sisters—**Amel**, **Nasira**, **Zina**, and **Ilham**—thank you for your constant support and encouragement. Without your guidance, I would not have reached this moment or become the person I am today. You are my joy and inspiration Finally, I thank *myself*—for every ambition, hope, happiness, failure, and success, and for never giving up.

I want to say to you mom i will never make u shy. I will never let you cry. Just for you I will always be the best and try. Cous there is no life if you die. You're the moon and I'm the sky. You're the captain and I'm the fly. I promise u I will make you always shine. And just be okay so i will be fine.

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you mom i will never make u shy

MAANA AFAF

**List of Abbreviations**

**EFL** - English as a Foreign Language

**CAR** - Classroom Action Research

**SPSS** - Statistical Package for the Social Sciences

**ANOVA** - Analysis of Variance

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# General Introduction


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## Introduction

### 1. . Background of the Study

This research has been conducted based on the contribution of a variety of resources. Data was collected from different sites through proven research papers. These sites are Scielo and Google Scholar. This information is about how dictation techniques impact the improvement of students′ English language especially in listening skill.

According to Ait Hamouda (2016), listening was considered one of the essential means of communication that required extensive training and attention. It was also viewed as one of the most challenging cognitive processes for language learners. As a result, many Algerian students of English struggled to master listening skills and to accurately recognize spoken language. The aim of the study was to demonstrate the importance of dictation as a technique to develop and improve learners' listening abilities. To evaluate whether dictation practice could be an effective method for enhancing the listening skills of first-year students, the researcher employed two research tools: questionnaires for 100 first-year students and 10 teachers, and a semi-structured interview with two teachers. The analysis of the findings revealed that both surveys indicated dictation was a valuable and supportive teaching technique for improving listening skills. Additionally, qualitative data from the interviews confirmed that teachers considered dictation to be an essential and effective method. The study concluded that both students and teachers had positive perceptions regarding the effectiveness of dictation in developing listening comprehension.

Agustiani et al. (2018) pointed out that listening is a key component for becoming skillful in English. However, young learners struggle with recognizing words, which leads to difficulties in developing their vocabulary and makes it hard for them to really get what others are saying. So, running dictation has come up as a funny and effective teaching

method to tackle these challenges. This study aimed to see how running dictation impacts students' listening skills while also looking at how motivated they feel about learning. The study was conducted on fifty students from the English Education program, picked randomly. The results were pretty impressive—the running dictation method really boosted the students' listening comprehension and there was also a large performance gap between the group that used the method and the one that didn't. However, when they analyzed the data with (ANOVA), they found that the teaching methods didn't have any interaction with the students' motivation in terms of how well they did in listening comprehension. At the end, it seems dictation technique is an effective approach for improving listening ability. This clearly indicates how vital it is to implement interesting and interactive methods of teaching in order to aid word recognition problems and increase vocabulary, which finally improves students' capability to listen to and comprehend verbal language.

On the other hand, Agustiani and Yulia (2019) considered running dictation as a teaching strategy that activates student engagement through body movement and collaboration. It generates an energetic environment while performing listening exercises. In this technique, students read and memorize a brief text, and then communicate the sentences or phrases to their group members who record the text. The aim of this research is to examine students' perceptions on the application of the Running Dictation Technique in a listening-focused classroom. The research included 25 participants participating in the English Education Study Program. This study had indicated that running dictation has a very good impact on the students because it utilizes Kinesthetic learning, and therefore the learners are also on the motion so that they don't lose focus.

Nasution et al. (2019) determined whether the dictation technique had an impact on improved listening ability of students or not. The research was carried out within the 2016–2017 academic session with a tenth-grade student of SMK–1 Al–Fattah Medan. Thirty students participated in the class. The study based on four stages of the Classroom Action Research (CAR) technique, which were planning, acting, observing, and reflecting. Both qualitative and quantitative data analyses were applied in this research. The qualitative data for this research was collected through observation, interview, and documentation. The quantitative data, on the other hand, was collected through a series of tests, which included the pre-test, post-test I, and post-test II. While the quantitative data were measured based on the pre-tests and post-tests results, reading observation sheets, the interview transcripts, and the photos documented were part of the qualitative data analysis. The research results showed that there was a dramatic improvement in students' listening abilities when dictation technique was implemented. This improvement was illustrated through the scores which were found to be on average by the tests conducted during the research. The findings indicated that the proper application of the dictation technique helped students improve their listening skills.

Vitriyati (2021) mentioned that applying dictation, which is an old technique of language teaching, is among the excellent methods to encourage the listening comprehension of students. This research aimed at increasing the listening comprehension achievement of SMPN 35 Surabaya students by applying dictation as an instructional approach. Two cycles of classroom action research (CAR), partial dictation and note-taking were used in this research. Listening test was the tool that produced the key information regarding students' listening competence. Moreover, documentation and observation were utilized to obtain the supporting data. The result of the learners′ exercises

showed that the listening skill of the eighth-grade students could be enhanced through the application of text dictation techniques. In addition, the listening exercise in instruction failed to perform as intended in the first cycle of the test results. Finally, through findings it has been demonstrated that partial dictation and note-taking facilitate students to improve their listening skills.

In Saragih′s study (2022), the qualitative methodology is adopted in presenting detailed information on how dictation is used in teaching listening. This study demonstrated that using dictation to teach young learners to listen is rather effective. Dictation can help students improve their listening skills, develop their self-esteem and motivation, and allow them to understand the small details of English pronunciation. This research provided evidence showing the effectiveness of dictation approach to improve listening skill among young learners.

Saragih et al. (2022) looked out the way the dictation approach help in improving listening skills for senior high school pupils in Indonesia. This study was based on researchers' remark which show that children still face so many issues with listening understanding. This research aimed to test the impact of the applying the dictation method in instructing listening skill for senior high school students. This research also sought to highlight the benefits of using the dictation technique when teaching listening comprehension. The researchers were able to gather the study findings by using the survey as a research methodology to distribute questionnaires among the students and ask them to answer based on their views on dictation. The results of the study indicated that dictation influenced the listening skills of students. This research was much beneficial as it indicates that it was a descriptive research, and it used a survey to gather information. Additionally, the findings indicated that the dictation positively impacted the listening skills of the students.

According to Sitanggang et al. (2022), the technique of dictation to be effective in developing the listening skill was applied on a group of students of Class X IA 1 students of SMK HKBP PEMATANGSIANTAR. The research was based on classroom action research (CAR) and is made in order to improve the students′ listening ability in English class on descriptive text through the dictation technique. There are two cycles in classroom action research, and each cycle has four stages: planning, action, observation, and reflection. The results of the classroom action research show that applying the dictation technique results in the improvement of students' listening skills. Finally, the study focused on developing their listening skills in English subjects, particularly descriptive text. With two cycles of classroom action research, it was observed that the use of the dictation method enhanced the listening skills of the students.

All of these studies were thoroughly analyzed for this project. They have been experimental as well as descriptive in nature, yet in both cases, dictation has been found to contribute positively towards the improvement of listening skills in children and adolescents. Besides, types of dictation such as running dictation, partial dictation or note taking have been found as a reference to learn other types of dictation, which have helped the development of this project. Finally, the method of dictation can be applied in different ways, such as kinesthetic learning, which has helped students not to lose focus in class. In addition, can be utilized as an assessment tool, it is up to the teacher to apply it appropriately and in a diverse manner.

**Statement of the problem**

Despite increasing awareness of the importance of listening skills in language acquisition, primary school students in Algeria often struggle to acquire effective listening skills. Despite the use of different teaching methods, there is little research on the specific

role of dictation exercises in improving listening skills. This study aims to fill this gap by investigating how dictation practice affects the listening skills of Algerian primary school students and provide insight into effective strategies to improve listening in the classroom.

**Aims and objectives of the study**

This research aims at filling this gap by investigating how dictation method affects the listening skills of young students at primary schools in Algeria and at providing visions in the effective approaches to improve listening comprehension in the classroom.

The objectives of this study will be as follow:

- To study the role of dictation method in improving listening skills of young students at primary school in Algeria, focusing on listening comprehension and oral attention.
- To check the efficiency of dictation as a method of teaching to improve the listening skills of students compared to other language learning techniques used in Algerian classrooms.
- To identify possible challenges and limitations for students and teachers when integrating dictation in the learning process and suggest techniques to overcome these challenges and limitations.
- Through sustained dictation practice, to evaluate the progress of students' listening comprehension and provide measurable data on its impact on overall language proficiency.

These objectives will guide the research process and ensure that the study focuses on the practical and theoretical significance of dictation in language acquisition.

## 2. The Research Questions

The study attempts to answer the following research questions:

How does dictation practice improve the listening skills of primary school students learning English in Algeria?

- How effective is dictation in enhancing listening comprehension among primary school students?
- How do teachers perceive the role of dictation in improving students' listening skills?

## 3. Thesis Statement

This study explored the effects of dictation practice on improving listening skills among primary school students in Algeria and analyzed how regular practice can improve their ability to understand spoken language, follow instructions, and develop better listening comprehension skills in an educational context.

## 4. Hypothesis of the Study

In this study, we hypothesize that:

The dictation technique can significantly improve the listening skills of fifth primary school students by enhancing their ability to focus, recognize speech patterns, and process auditory information accurately.

The dictation technique helps in teaching listening comprehension by encouraging active listening, improving vocabulary remembering, and fostering the ability to understand context and meaning in spoken language.

## 5. The significance of the study

The significance of the study lies in its focus on the improvement of listening skills through the practice of dictation, an issue that addresses one of the primary challenges of English as Foreign Language (EFL) students. This study is important due to the following reasons:

The research offers practical lessons for instructors, pointing to dictation as a useful classroom method to enhance listening. It urges teachers to embrace new approaches and incorporate dictation into their teaching practices.

One of the most difficult skills to learn, for many EFL students, is listening. This study will provide a useful solution by showing how dictation can assist learners in overcoming problems in vocabulary, pronunciation, and understanding.

## 6. Definitions of Key Terms

Dictation: A classroom activity where a passage is dictated by a teacher to learners and transcribed. It is used for the enhancement of listening comprehension, spelling, and grammatical correctness.

Listening Skill: The ability to receive and interpret messages correctly in verbal communication, such as phonological perception, syntactic parsing, and semantic interpretation.

Listening Comprehension: The process of gleaning meaning from spoken communication, such as the identification of words, intonation, and context.

Elementary School Students: Usually aged 6-11 years, studying elementary school education. In this study, the term is solely used to mention fifth-grade students.

English as a Foreign Language (EFL): The study or teaching of English in a foreign nation, e.g., Algeria.

Pre-test: A test taken before an instructional intervention is presented to provide a baseline for the learners' current abilities.

Post-test: A test administered after an instructional intervention to assess progress or learning gain.

Questionnaire: A research survey tool utilized to gather information from respondents by way of structured or semi-structured questions.

Example: A subset of the population chosen for empirical investigation, here 20 students and 20 teachers.

Population: The entire group of individuals of interest to the research, including all the fifth-grade students and primary school English teachers in Algeria.

## 7. Organization of the thesis

This research is structured into three main chapters. The first chapter provides an introduction to the study, including background information, the problem statement, research objectives, questions, hypotheses, and the significance of the research. The second chapter outlines the methodology used, detailing the research design, participants, data collection instruments, procedures, and methods of analysis, along with ethical considerations. The third and final chapter presents the study’s findings, discusses their implications, draws conclusions, and offers practical recommendations as well as suggestions for future research

# Chapter One

# REVIEW OF LITERATURE


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## Introduction

The process of learning a new language is multidimensional, and listening is one of the most important components. Listening comprehension is more than passively receiving sounds; it involves paying attention, making sense of the spoken discourse, and actively engaging in cognitive processing to formulate a reaction to the language being spoken. One of the most time-honored ways of improving listening skills is dictation, which operates at the intersection of hearing and writing. The use of dictation is as old as language instruction and has been employed both for teaching and assessment purposes. Even with its historical background, dictation continues to be useful in contemporary language lessons because it helps to enhance listening precision, memory, vocabulary, and grammar skills.

This chapter investigates the connection between dictation and listening comprehension and discusses how various dictation methods enhance listening competencies among EFL learners. The discussion starts with a comprehensive definition of dictation and proceeds to explore its different forms and techniques. The chapter then moves to explain listening comprehension, its significance in learning a new language, the phases of the listening process, and the subskills that enable efficient listening.

## Part 1: REVIEW OF LITERATURE ON THE CONCEPT OF DICTATION

### 1.1.1. Definition of dictation

Dictation is a method that can be delivered orally by the student as an oral technique which is employed in language teaching and assessment (Khoiriyah, 2020) that provides students with an opportunity to listen to information, hold it in working memory for a short period of time, then record what they heard. Research on the impact of dictation strategies for enhancing listening comprehension has not yet been well established.

Dictation in the classroom has been described as a practice in which pupils transcribe, word for word, all that they heard when their teacher read aloud from a text (British Council, 2006), or, as described by Richards, Platt, and Platt (1992) as cited in Marzban A. & Abdollahi M. (2013): A technique of language teaching and language testing in which a passage is read aloud by the teacher to students, pausing for them to write down what they heard as precisely as possible.

However, Norris defined dictation teaching technique as: A text that is read by the teacher or played on a cassette tape once straight through while the students merely listen and attempt to understand; then the text is divided into a number of short sections with an interval between each section during which time the student writes down what has been heard. This form of dictation is the only kind many teachers and pupils have ever known, and it is sometimes regarded as a bore.

One of the oldest techniques in language pedagogy, historically used for instruction and assessment (Masalimova et al., 2016; Syakur et al., 2020c), dictation is a broad methodological framework that encompasses many different types of activities (many of which are motivating and promote peer interaction by using new or creative ways to apply language) (Masalimova et al., 2016). Dictation can be used for comprehension practice when delivered at natural speed and intonation, helping learners organize written structures, refine expression, and build listening communicative competence (Burns et al., 2018). In practice, a reader (e.g., teacher or recording) reads aloud text that is to be transcribed by the listeners (Aydoğan & Akbarov, 2014; Gilakjani & Ahmadi, 2011; Burns et al., 2018). So, dictation serves as both an instructional tool for scaffolding language skills, especially listening (Burns & Siegel, 2020), and assessment.

### 1.1.2. Types of Dictation

Dictation is practiced in different forms, each with specific teaching goals (Carp, 2019). Major approaches include:

#### 1.1.2.1. Traditional Dictation

This previously widespread technique is now often critiqued for being monotonous. The teacher dictates with clear pronunciation and rhythm, pre-organizing and guiding students through the text while supporting comprehension.

#### 1.1.2.2. Dictation by Pairs

This is done in pairs of different, but equally skilled students who independently complete the addition of business dictation. This method is enhanced by the students' diverse cultures and includes cross-cultural discourse.

#### 1.1.2.3. Dictation with Competing Noise

Encouraged in the presence of competing sounds, this condition strengthens the ability to transcribe accurately in difficult environments.

#### 1.1.2.4. Rote Dictation

Students are required to memorize difficult words and then copy a text from memory after the visual aids are removed.

#### 1.1.2.5. Dictogloss

The natural form of dictation where learners listen to passages and take down unique phrases before working together to reshape the notes into a coherent text.

#### 1.1.2.6.Fragmented Dictation

Learners fill in the gaps of sentences provided with appropriate contextual words or synonyms, stimulating fluent lexico-creative skills – particularly

The definitions of dictation above appear rather broad. We can see how this concept has expanded in educational assessment. As discussed so far about this technique, its definitions differ according to purpose and the role that dictation is meant to play for EFL learners. Ultimately, it will be up to teachers and students to determine when, if at all, they choose to employ dictation as a tool to assist with listening training.

### 1.1.3.Dictation Techniques

In an activity known as “dictation”, students are required to listen to information for a short duration of time, mentally process it, and then document it. At this stage, students have to understand the meaning of the content that is being played. This means that in an evaluation of dictation, students utilize their short term memory, spelling, vocabulary understanding, and comprehension of language that is spoken to assess the information listened to. In order to decode the sound patterns into written forms, students have to understand the material being read and include all parts of the text that is written (Herusatoto, 2017). Techniques defined as “dictation techniques” can be referred to as methods or strategies which include the transmission of voiced phrases or sentences for writing or recording by another individual. Dictation has many applications including note taking, teaching a new language, as well as sharpening listening skills.

As noted by Ghaltakhchyan (2016), dictation was one of the first techniques developed to evaluate the acquisition of a foreign language skill. It can serve both as a teaching technique and as an advanced level language activity. Dictation writing or listening is one of the few tasks in an EFL class which can be used with both small and large groups of learners. It enables teachers to attempt to teach the whole class and make use of every learner’s participation as well as ensure that all learners pay attention to the task throughout the lesson. Based on the earlier explanation, dictation is the process in

which pupils listen to a teacher say something (a word or sentence or even parts of a sentence) and frame it mentally (keep it in memory) and write it at their note books later. Pupils , in order to jot down what they hear, make sure that they understand the title of the passage as well as each word and sentence that is read.

Dictation can also be used as an assessment tool but it is equally effective as a teaching strategy to develop language fluency in students (Rahimi 2016). Dictation involves having children listen carefully, absorb information, and accurately record it. It develops multiple skills for kids.

Cloze dictation is one of the techniques to improve listening comprehension skills as explain by Sitorus (2022). In this technique, students are simply told to listen to the text without understanding its meaning. Furthermore, it is one of the commonly used teaching strategies during language training aimed at fostering learners' comprehension skills, both Listening and reading. The term ‘cloze’ is derived from the term ‘closure’ which has to do with leaving out some words or phrases in a passage and asking learners to substitute them with the appropriate words. This technique aims to test as well as enhance learners’ grammatical, lexical, and contextual knowledge. The teacher does not talk about the content of the text and instead gives questions to the students, which she does not discuss or explain how the learners  will solve them.

Equally important, the instructor solely instructs pupils to carry out exercises without checking for understanding, which is a prerequisite for many lower level courses. As a result, the teacher does not learn about the pupils’ problems relating to their understanding of listening comprehension. The learners can listen but they cannot understand the underlying ideas. The research results reinforce that to help students improve comprehension of spoken texts, teachers need to employ effective comprehension

strategies. As mentioned by Sitorus, different approaches like boosting motivation, enhancing attention, and improving listening skills can be adopted.

According to Mahadi (2016), dictation has many advantages. The following are relevant to listening:

1) Improve students' abilities to recognize diverse sounds within continuous speech . Enhance children's understanding of the rules of spelling and grammar.

2) Create awareness among teachers and students about the comprehension errors of the students.

3) Practice comprehension and dictation of a few English sentences.

4) This ability can be improved.

5) The correct form of language can be used.

- Learners increase their short-term memory, understanding of vocabulary, and foreign language punctuation.

- Improve short-term memory.

The 4 skills can be improved through dictation techniques. Primarily, these procedures are based on a listener, an audio, and a paper transcription. Focus on the listening skill allows students to engage with content in ways that have been explored in various literature.

### 1.1.2..Role of dictation in the FLA

Dictation is one of the strategies used for teaching, as well as for evaluating English as a Foreign Language.

As per some researchers, it contributes to the enhancement of output (speaking & writing), and also in input (reading & listening) skills, and other associated skills like grammar, pronunciation, and vocabulary.

Qu Tang (2012) of China asserts that through dictation learners acquire vocabulary that aids in English word memorization. Contrarily, Galina Kavaliauskienė & Irena Darginavičienė (2009) argue that dictation aids learners in recognizing grammatical errors and acquiring punctuation marks.

Dictation as an activity serves an important purpose such as aiding in the personal growth of students in class by fostering the principles of respect, responsibility, team work, and self evaluations. Dictation is one of the didactic methods that is considered for the instructional planning when a class activity is developed. Hence, it is evident that dictation goes beyond assessing spelling; it also helps in the development of various attitudes and other thinking skills in learners.

In the grammar consideration, all the subtypes of communication that were mentioned above are treated as equivalences; meaning everything is viewed respectfully distinct at the intersection where one considers focus on the technique and arm on the employing the skills and knowledge of grammar. Take, for instance, if the teacher instructs students to write only the main ideas from a dictation exercise, it is a communicative activity; on the other hand, if the students are told to copy the entire text, that is a grammatical exercise. (Cassany, 2014, p. 234).

In dictation, hearing and understanding what is read out ensures that students are able to identify the sounds of words. Kavaliauskienė and Darginavičienė (2009, p. 2) cite Montalvan (1990) in stating that one of the benefits of dictation is that it facilitates in developing learning skills in English because in the process of receiving the work, all four

components are involved. Nonetheless, despite the advantages that dictation offers, they do not apply in the teaching of English as a foreign language because dictation is regarded as a traditional technique.

### 1.1.4.The Advantages of Dictation

Montalvon has earlier noted that there are at least twenty advantages of dictation but the most important are:

1. Dictation can help develop all four-language skills in an integrated way.

2. It can help learn grammar.

3. It improves short term recall.

4. Careful listening to a speaker will benefit learners in future note-taking endeavors, for example, when listening to lectures.

5. Dictation encourages spontaneous reasoning in the new language.

6. Peer correction promotes oral communication and exposes students to varied perspectives on written work.

### 1.1.5.The Disadvantages of Dictation

According to Zakaria (2015), Dictation as an exercise does not encourage oral comprehension given its lack of relevant, authentic verbal communication.

As mentioned before, dictations are simply written texts that are read to students, which do not assist learners in distinguishing speech from written text.

Additionally, as with most recounts, the reading is done in a slower than normal speed which is not helpful in enabling learners to grasp the language used by native speakers.

**1**. To Memorize: short term memory can become “overloaded” if there is too much material that is not clear to the learner.

**2.** Writing within the framework of phonetic spelling is practically impossible when the learner did not comprehend, and guessing does not always succeed. There is a great deal of emphasis on spelling mistakes in a dictation yet little done to assist the students to perceive the fundamental sound-spelling relations exposed by their errors.

**3**. Syllabic - but depends on a definable rhythmic unit which does not have any give between syllables.

### 1.1.6..Correlation between Dictation and Listening

Dictation is particularly useful for enhancing the English learners' listening skills—one of the receptive skills that is often the most difficult for ESL/EFL learners. Listening requires higher order thinking, including understanding, interpretation, and responding (Selasa, 2010). John Flowerdew (1994) highlights the usefulness of dictation in the evaluation of listening achievement and lingers on the relation between the two skills, reasoning that dictation requires concentrated listening to language which allows learners to check and correct their work and assess their listening progress. This symbiotic relationship also includes cooperative teaching where teachers help understanding using strategies like multi speed dictation. Through precise modeling of pronunciation, which is a key factor to comprehensible listening, teachers help students use selective attention to fill in the gaps. This transforms dictation into a challenging exercise of high-level listening analysis.

Students reconstruct dictated messages using complementary cognitive strategies: some use bottom-up processing, connecting phonemes into words and sentences; others use top-down approaches with knowledge of what they will hear to make predictions—a duality Nunan (1991, p.25) confirms is crucial: "Effective listeners utilize both bottom-up and top-down processes in the reconstruction of messages." Practical application is also strategic, as brief dictation exercises (e.g., What is your favorite music? My favorite music is...) are recommended by Jeremy Harmer (2001) for dynamic lesson warm-ups, sparking immediate student engagement (i.e. creating positive classroom energy), fulfilling a need for teachers to have effective lessons initiation tools and demonstrating the evolution of dictation from boring drill into an active methodology that Selasa (2010) attributes with revitalizing its pedagogical relevance.

Modern pedagogy recognizes that dictation and listening are inseparable processes that work together through three pillars:

1) directed auditory processing to record speech;

2) clear pronunciation modeling by teachers;

3) multilayered comprehension strategies, which makes dictation a reciprocal framework for building aural skills rather than simply an evaluation method—confirming its continued applicability in language learning.

**Part two:Overview of literature on the concept of listening skills**

**1.2.1. Definition of listening**

"Listening is an activity to understand and interpret speech of a language," according to Hwaider (2017). It implies that listening is a process used to comprehend the language we hear. According to Hamouda (2013), listening is a skill that requires students to be able to

identify what they are hearing, including its pronunciation, grammar, vocabulary, and meaning.

According to Ismail and Aziz (2020), listening is the process of selecting and assigning meaning to sounds. Students select the relevant information to hear during a listening process. Students' attempts to subtly give meaning to well-known items and things people want to hear in our daily lives serve as examples of this.

A common misconception is that hearing and listening are synonymous, which is one of the issues that students deal with. In actuality, hearing and listening are two different things. Hearing is the process of perceiving sounds, which is not followed by comprehension or appreciation, whereas listening is the process of hearing with comprehension and appreciation, according to Sadiku (2015). Adults spend 45 percent of their time listening, 30 percent speaking, 16 percent reading, and 9 percent writing during interactions, according to Burns and Siegel (2018). Students must pay close attention to a number of techniques to deduce meaning from texts because hearing, especially in academic and professional settings, is a highly developed skill (Prasetyo et al. in 2014). Thus, the students must focus and comprehend the assigned material. Both general and specific information about the text must be heard by the students in order for them to comprehend its content. Information that is general and involves listening to identify topics and key ideas. When searching for specific information, listening is a necessary step in the process.

Underwood (1989), referenced in Gilakjani and Ahmadi (2011), p. According to (978), listening is "the act of focusing on and attempting to interpret what we hear.". However, listening is one of the hardest skills for students learning English as a foreign language (EFL) to master, and it's not likely that English classrooms practice it either. When

compared to other skills, especially sub-skills, grammar, and vocabulary, listening becomes one of the least frequently practiced in school and is therefore not as important.

According to Nation and Newton (2009), p. 37) assert that "listening is the natural precursor to speaking; listening is essential to the early stages of language development in a person's first language and in naturalistic acquisition of other languages.". Put differently, speaking is regarded as a natural byproduct of listening, which is also crucial to the development of first language and other language acquisition. As a result, speaking and listening go hand in hand.

In conclusion, listening has been defined differently by different authors for different reasons. However, they all agree that listening is an essential skill that EFL students must master in order to improve their capacity to understand words accurately and become effective listeners, which will enable them to communicate with others more successfully.

### 1.2.2. The importance of listening

As a receptive skill, listening is important for learning a foreign language because it serves a variety of purposes, including absorbing and remembering information and making it easier to comprehend what other people are saying. .

Harmer (2007) asserts that through listening, English language learners can enhance their comprehension of their teachers' speech. Another benefit of this communication skill is that it helps students pronounce words more accurately.

According to him, listening is crucial because students' pronunciation improves and they become better speakers the more they hear and understand spoken language. Listening to BBC journalists, for example, can help second language learners pronounce words correctly.

Additionally, Hasan (2000, p. 138) states that "The proper conditions for language acquisition and the development of other language skills are provided by listening comprehension.". It implies that this communication skill aids students in acquiring knowledge and information and that it is advantageous to use other skills, like speaking or writing, in response to it. Therefore, in the process of learning a foreign language, it is necessary and crucial.

Furthermore, Rost (1994) lists a number of factors that contribute to listening being important and engaging, which can be summed up as follows:

1) It gives students input. Learning doesn't begin until students are given intelligible information.

2) Students attempt to understand spoken English in the same way as native speakers, which makes it a difficult skill.

3) Its exercises are thought to be a useful tool for teachers to help students focus on vocabulary and grammar.

4) Teachers should therefore consider this receptive skill in the classroom.

For further explanation, listening is essential since it serves a variety of functions. Students gain knowledge and fresh perspectives as a result of it. Therefore, students will not learn if they do not understand the message. They are inspired and motivated to understand the input like native speakers by the challenge, which comes in second. Language communication is its most crucial component, and it also helps students learn new words and language rules. In summary, listening is an important and teachable skill because it enhances students' grammar and vocabulary, helps them become better speakers, improves pronunciation, and makes comprehension easier.

### 1.2.3. Stages of the listening process

According to Tyagi (2013), the listening process consists of five sequential stages :

1. The first stage,hearing, involves the physical act of detecting sound waves. Here, the listener selectively focuses on specific auditory input, a step referred to as attention.

2. In the second stage,understanding, the listener analyzes and interprets both verbal and nonverbal cues from the speaker. This interpretation relies heavily on the shared context between the listener and speaker.

3. The third stage,remembering, involves storing the interpreted message in the listener's mind. However, memory is selective, and the retained information may differ from what was originally heard.

4. During the fourth stage,evaluating, the listener critically assesses the message's content and forms an opinion before responding.

5. Finally, the fifth stage,responding, completes the process: the listener provides verbal or nonverbal feedback (e.g., gestures, questions), allowing the speaker to determine whether their message was effectively received. These stages unfold dynamically during conversations, requiring continuous interaction between listener and speaker.

Rivers (1983b, cited in Gilakjani & Ahmadi, 2011, p. 980) proposes a simpler three-stage model for listening comprehension. The first stage,recognition, occurs when the listener identifies sounds as components of a language system. In the second stage,segmentation, the listener organizes these sounds into meaningful lexical and grammatical units. The third stage,retention, involves storing relevant parts of the message in long-term memory. These stages overlap rapidly in everyday conversations, focusing solely on how the listener decodes the speaker's intended meaning.

### 1.2.4. Listening subskills

Listening subskills denote the particular abilities or elements that play a role in the broader ability of understanding spoken language. These subordinate abilities allow individuals to successfully comprehend and handle verbal communication.

As stated by Azeez et al. (2018), various kinds of listening subskills exist that facilitate the enhancement of listening abilities, including:

#### 1.2.4.1. **Listening for the gist**

Listening for the gist is one of the most crucial types of auditory subskills. It calls for listening to grasp the overall concept instead of all the details and information that are mentioned. The listener must disregard unfamiliar terms and expressions to grasp the central concept, which focuses on crucial terms, phrases, and tone of voice. Siegel (2018) explains that this method of listening for the gist does not require audiences to focus intently on details or offer comprehensive responses to inquiries regarding them. In contrast, listening for the gist generally entails giving just brief attention to the text to extract crucial details that will assist the listener in determining how much or how little attention to pay.

#### 1.2.4.2.Listening for details

Listening for details involves filtering information to focus on specific points within the speech (Wilson, 2008). It also refers to the act of paying close attention to every word, aiming to absorb as much information as possible. This deep listening technique is most effectively achieved through bottom-up listening, which prioritizes understanding details step by step.

### 1.2.4.3.Inferring meaning

This involves grasping the message behind what students are hearing by relying on their prior knowledge or picking up on contextual clues. For example:
A: "I like this one. Can I try it on?"

B: "Apologies, sir, but we only have it available in a small size" (Wilson, 2008).

By applying prior knowledge, we can deduce that this interaction occurs in a clothing store. The expressions “can I try it on” and “I only have this in small size” serve as contextual hints, helping us identify one individual as the customer and the other as the salesperson (Wilson, 2008).

Discourse markers are words or phrases that help people structure, connect, and organize their writing or speech. For example, consider this morning's activities: firstly, I woke up; secondly, I took a shower; and thirdly, I went to work. In this case, the words "firstly," "secondly," and "thirdly" function as discourse markers .

Predicting content can be illustrated with the following scenario: a geography teacher announces that today's lesson will focus on one of the five continents. To help students guess which one, the teacher displays three images—lions, tigers, and elephants—on the board. Using their prior knowledge, the students deduce that the lesson is about Africa.

According to Siegel (2018), listening for specific information focuses on overall comprehension rather than isolating individual features or relying on fragmented listening. This approach addresses key issues related to the main topic, content, and purpose of an audible text. It involves listening with the intent of extracting particular details.

In summary, listening subskills are essential for successfully interpreting spoken language in diverse contexts. Each subskill plays a vital role in simplifying and enhancing the

understanding of auditory speech. For instance, recognizing the main idea helps listeners identify the core message while disregarding irrelevant details. Similarly, interpreting unknown words through context clues or synonyms enhances overall comprehension (Siegel, 2018).

### 1.2.5. Difficulties in Listening Comprehension

A learner must first process intricate mental processes in order to begin receiving the message when listening to a native English speaker. It means relating to what is already known until one understands. As a result, many students find that listening is more challenging than reading and writing. Otherwise, spoken language is involved in both speaking and listening. Any practical listening course needs to assist students (Richard and Renandya, 2010). Good listening task materials should also help students communicate successfully in the target language.

Both external and internal factors can contribute to listening difficulties. Learners' motivation, interest, attentiveness, and familiarity with the listening topic are examples of internal factors. The reading material is the source of the external factors. According to Watson and Smeltzer (1985) in Casey and Upton (2008), the native speaker provided this information in the recording and then applied it in both the recording and real life. These must be taken into account when determining the best approach or plan of action to raise student motivation.

Furthermore, researchers like Hammond (2013) find that learning listening skills can be challenging. The outcome focuses on the comprehension problems that students encounter, including fast speech, limited vocabulary, speakers' accents, anxiety, lack of focus, and poor recording quality. It had to do with the aforementioned claims regarding listening difficulties, which covered both internal and external factors. EFL students'

listening issues were significantly impacted by their anxiety, vocabulary deficit, and lack of focus. Meanwhile, a number of external factors, such as fluency (the speed at which one speaks), accent, pronunciation, and poor recording quality, can also make it difficult for students to comprehend spoken material. We are aware that there are numerous American, Australian, and British accents and pronunciations of English. It presents difficulties for ESL students as well as EFL students.

Also, students' understanding will be impacted by the tape's poor quality. A poor recording will produce tremulous sounds, making it impossible for the listeners to understand the apparent meaning. Notwithstanding all of the challenges, learners must be guided by suitable strategies to overcome any obstacles in their pursuit of listening skills mastery.

### 1.2.6.Types of listening

Since listeners can use listening for a variety of reasons, including information gathering, there are various types of listening. There are several types of listening, according to numerous researchers, and they are described as follows. .

Brown (2000) states that reactive listening should be covered first. It indicates that pupils pay attention in order to repeat what they have heard. Furthermore, the listener's function in this type is similar to that of a tape recorder (Nunan, 1991, cited in Brown, 2000).

Additionally, it emphasizes word repetition as pronunciation drills rather than meaning creation. Students do this by mentally recording what they hear and then repeating it in response. In order to improve their pronunciation, listeners thus mimic the pronunciation of native speakers.

Explaining the second type is responsive listening. To put it another way, students respond quickly and with interest when teachers speak for brief periods of time and perform a variety of tasks, such as asking questions, giving commands, or checking comprehension to get direct answers (Brown, 2000).

Additionally, the third type to be demonstrated is selective listening, which is employed in lengthy speech segments, like TV shows and stories, to choose specific information over general information (Brown, 2000). In a longer passage, listeners must pay attention to specific information that is essential and crucial for further explanation.

Harmer (2001) proposed two more types of listening: intensive and extensive. The former is an activity that takes place outside of the educational setting. Either for enjoyment or to improve vocabulary, grammar, and pronunciation, people engage in this activity. Students must pay attention to discourse elements like intonation and phonemes during the latter activity, which is conducted in the classroom and involves teachers using taped material.

According to Harmer, a lot of listening does not happen in the classroom; rather, it occurs at home when watching a movie to expand vocabulary, improve grammar and pronunciation, and expand knowledge, or when listening to music for enjoyment. Intensive listening, on the other hand, takes place in the classroom, where students pay close attention to numerous sounds and phonemes while listening to teachers or recorded content.

At the very last point, interactive listening. This may include all the types listed above if the students are actively involved in the conversation or discussion. For this reason, communication must be combined with listening to exchange of ideas in a genuine

way (Brown, 2000). In other words, this type of communication is the result of a percieving of a message that causes the listener to discuss, respond to, or debate it.

In conclusion, the aforementioned listening styles demonstrate that listening differs based on the listeners' and teachers' objectives. People can obtain information, appreciate stories and music, and—above all—engage in effective interpersonal communication as a result of this receptive skill.

### 1.2.7.Strategies for listening development

Wah (2019) outlined some ways for improving listening abilities. Listeners use the first cognitive technique to grasp input tasks without translation. As a result, this strategy directs the listener's attention to the Structure and meaning of the target language.

To grasp new words, the second cognitive strategy is to focus on key phrases. Listeners use their target language knowledge to form meaningful sentences. This approach is very useful for Inexperienced listeners use limited vocabulary to improve their comprehension.

To understand the whole text, the third cognitive strategy is focused on the main idea. This method helps listeners in identifying the main idea first and the specifics next. Skimming is one of the techniques used in this strategy. When a learner employs this method, they discover the main idea fast and comprehend oral language input quickly.

Khan and Karim (2014) found that good listeners engage greater metacognitive methods. The strategies include comprehension monitoring, problem identification, and selective attention.

Comprehension monitoring is a metacognitive process that depends on task, strategy, and individual characteristics. In this approach, students use digital platforms to learn and study independently.

The necessity for supervision. He pauses when encountering ambiguous information and continues with his learning process.

Vandergrift (1997) defines problem identification as determining the root cause of a task's impediment to completion. Some of the concerns may be attention deficiency, loss of concentration, and so on.

What do kids see, and how does this affect the information and viewpoints they pick up? There is an example of a system called selective attention that teaches students to make predictions using readily available information, but he chooses which information to focus on based on his prior knowledge. Regardless of the situation or background noise, students choose to listen and comprehend what is being said (Schwartzstein, 2014).

## Conclusion

As we saw in this chapter, dictation is more than just a transcription activity. It has several components and improves listening comprehension by stimulating mental efforts within the learner. The chapter has provided the definition of dictation alongside its types—traditional dictation, partial dictation, dictogloss, and cloze dictation—as well as how each of them can contribute to language learning. Each form of dictation has its own objectives such as enhancing recall skills, reinforcing grammar, or developing understanding of context.

Moreover, the treatment of listening comprehension demonstrated its importance in language learning and acquisition, even supporting the idea that listening is not simply an activity done in solitude, but rather a dynamic process of focus, interpretation, memory, evaluation, and reaction. The subskills of listening such as listening for gist and detail, listening for inference and prediction, were also covered to show how students can improve their auditory skills. Unfortunately, listening comprehension has its own difficulties. Fast speech, unfamiliar accents, limited vocabulary, and anxiety, to name a few. Solutions to these challenges were cognitive and metacognitive strategies.

# Chapter two

# Research Methodology


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## Introduction

This chapter presents the methodology utilized to examine the effect of dictation on the listening ability of fifth-year students in Algerian primary schools. The research followed a quantitative method, comprising a pre-test and a post-test for the students and a questionnaire for primary school educators. The research was carried out at Ben Naya Laid Primary School in Bordj Bou Arreridj. The participating students were chosen randomly so that the results are reliable and valid and comprised 20 students who engaged in the experiment. The students were tested both before and after the dictations to determine any development in their listening capacity. Furthermore, 20 primary school teachers also participated in a guided questionnaire to give their opinions and experiences on the use of dictation as a teaching technique. Data gathered was analyzed through descriptive and inferential statistical processes, more particularly paired sample t-tests, in order to establish the significance of the differences that were discovered. This study also took ethical issues into account, including the seeking of permission from school authorities and maintenance of anonymity for the participants.

## 1.Research paradigm

This study operates within a post-positivist research paradigm, employing a mixed-methods approach to quantitatively measure the impact of dictation exercises on listening skills while qualitatively exploring teacher perceptions.The core quantitative component utilizes an experimental pre-test/post-test design with a single group of 20 fifth-year Algerian primary school students. This design objectively measures changes in listening comprehension (via dictated sentence accuracy, spelling, and completion) before and after a four-week dictation intervention, analyzed using descriptive statistics and inferential paired-sample t-tests to determine the statistical significance of observed improvements. Complementing this, the qualitative component gathers perspectives from 20 English

teachers through an online semi-structured questionnaire, providing contextual insights into the practical application and perceived effectiveness of dictation in EFL classrooms. The paradigm emphasizes objective measurement of learning outcomes through controlled assessment tools (tests, rubric) and statistical analysis, while acknowledging and incorporating practitioner experience to enrich understanding.

## 2. Research Design

This study employed a mixed-methods approach to examine the effect of dictation exercises on listening skills among fifth-year primary school students in Algeria. The research was conducted at Ben Naya Laid Primary School in Bordj Bou Arreridj. A sample size of 20 students took part in the quantitative component, which involved administering pre-test and post-test listening assessments over a four-week period, using dictated sentences aligned with the students' English proficiency level, and scored using a rubric (Appendix A) focusing on accuracy, spelling, and sentence completion. For the qualitative component, a semi-structured questionnaire (Appendix B) was distributed online via a Telegram group to 20 English teachers in May 2025. The questionnaire included open-ended questions, multiple-choice items, and Likert-scale questions.

### 2.2. Research Methodology

#### 2.2.1 Population and sampling

This study was conducted among fifth-year primary school students at Ben Naya Laid Primary School, Bordj Boua, Bordj Bou Arréridj, Algeria, involving one classroom with a population of 20 students (all native Arabic speakers learning English as a foreign language) and observed by the researchers for the entire class to assess the effect of dictation exercises on improving listening skills using pre-test and post-test assessments

and administering a questionnaire to 20 English teachers in the region to gain their perspective on the effectiveness of dictation in EFL classrooms.

### 2.2.2.Data collection instruments and procedures

The data collection tools employed in this research consist of pre- and post-intervention listening tests for 20 fifth-year students to determine how they improved their ability to understand what was read aloud through dictation exercises, as well as a questionnaire sent to 20 English teachers about their use of dictation in the EFL classroom and how it is perceived by them. The results from these instruments will be analyzed and interpreted to achieve the goal of evaluating the effect of dictation on listening.

### 2.2.3.Pre-Test and Post-Test Listening Assessments

In between the pre-test and post-test, there was a four-week intervention period that was carried out using a dictation program in Ben Naya Laid Primary School. As English is taught weekly at the primary level, the intervention was held during the students' regular weekly English period. The lessons were integrated in the curriculum unit titled "Holidays" so that students can practice listening comprehension in a meaningful and relevant context. Students participated weekly in a structured dictation activity that employed one of four carefully crafted rubrics focusing on auditory word identification, spelling accuracy, sentence structure, and punctuation. In each session, the teacher read aloud brief sentences or a brief passage at a level appropriate for the students' skill levels—first at a normal rate, then repeated with purposeful pauses to allow transcription. When they had finished writing, students reviewed their answers in tandem, while the teacher provided immediate feedback and supported corrective instruction. All sessions were conducted in the students' regular classroom setting to foster comfort and focus, with the same teacher conducting each session to provide consistency. Despite the limited instructional time available, this

systematic and repetitive exposure to dictation exercises provided students with the opportunity to expand their listening comprehension skills through focused auditory stimulation and guided writing practice.

This study collected data about listening skills from pre- and post-test listening assessments that measured the effect of dictation exercises on fifth-year primary school students at Ben Naya Laid Primary School in Bordj Boua, Algeria. These tests offer a straightforward objective measurement of the impact on listening comprehension by using a pre- and post-test to transcribe and understand English passages before and after the intervention, and provide an easily measured quantitative outcome beyond subjective reports. The assessments took place over four weeks, with the pre-test taking place before dictation exercises and the post-test after. Each test consisted of 04 short dictated sentences read aloud by the teacher during two 30-minute sessions (one hour total per student), designed to match fifth-grade EFL proficiency for vocabulary and grammar.For this purpose, the researchers developed a scoring rubric to evaluate responses (Appendix A), comprising 20 criteria, including word accuracy, spelling, and sentence completion. The tests were conducted in the classroom, ensuring a familiar environment to reduce anxiety and enhance performance.

### 2.2.4.Teacher Questionnaire

The main way to collect secondary data was through a structured questionnaire sent to 20 English teachers in Algerian primary schools regarding their use of dictation for improving listening. This instrument was selected because it would yield both qualitative and numerical data about how teachers actually practice and perceive the effectiveness of dictation activities on students' listening skills . The questionnaire contained 22 questions with four sections: demographic information, frequency and types of dictation used,

objectives of dictation activities, and perceptions of its impact on listening comprehension. Questions included multiple-choice options (e.g., “How often do you use dictation?” with choices like “never,” “rarely,” “sometimes,” “often,” or “always”) and Likert-scale ratings (e.g., “How effective is dictation for listening skills?” from “not effective” to “extremely effective”). And it was distributed in May 2025 online using Google Form platform throughout a Telegram group that is special for primary school teachers.

### 2.3. Data Analysis

Data were processed with the Statistical Package for the Social Sciences (SPSS). Descriptive measures of central tendency, namely means and standard deviations, were computed to summarize the results of the tests. A paired-sample t-test was run to determine the comparison between the mean scores of the pre-test and post-test and thereby ascertain if the differences discovered were statistically significant. A correlation analysis was also run to determine the relationship between the pre-test and post-test scores.

### 2.4. Analysis of Pre- and Post-Test Results

This section presents a detailed analysis of the statistical results obtained from a study examining the effect of dictation exercises on the listening skills of primary school students. The data were analyzed using SPSS, and the results are organized into descriptive statistics, paired sample statistics, paired sample correlations, and paired samples test. Each table is interpreted individually to provide a comprehensive understanding of the findings.

#### 2.4.1. Descriptive Statistics

The descriptive statistics table summarizes the performance of 20 primary school students on a pre-test and post-test designed to measure listening skills before and after dictation exercises.

***Figure 01: Descriptive Statistics of Pre-Test and Post-Test Scores***

| | N | Minimum | Maximum | Mean | Standard deviation | Variance |
|---|---|---|---|---|---|---|
| **Pre-test** | 20 | 1,5 | 7,5 | 4,325 | 1,3886 | 1,928 |
| **Post-test** | 20 | 4,0 | 10,0 | 7,000 | 1,3572 | 1,842 |
| **N valide (liste)** | 20 | | | | | |

Interpretation:Post-test scores indicate better listening skills after the dictation intervention with a higher mean score of 7.000 and a smaller range of 4.0 to 10.0, indicating possibly less variability in post-test scores (standard deviation of 1.3572 is slightly lower than pre-test standard deviation) which is consistent with variance of 1.842 being likewise lower.

Comparison: Mean difference (7.000 - 4.325 = +2.675) and effect size (+1.45) show a significant improvement in listening skills due to dictation exercises; The lower minimum score in the post-test (4.0 vs. 1.5) shows that no student scored as low as in the pre-test, while the maximum score increased to 10.0 showing that some students obtained perfect or near-perfect scores after the intervention.

### 2.4.2. Paired Sample Statistics

The paired sample statistics table provides additional details on the mean, standard deviation, and standard error of the mean for the pre-test and post-test scores.

***Figure 02: Paired Sample Statistics for Listening Skills Assessment***

| | | Mean | N | Standard deviation | Mean Standard Error |
|---|---|---|---|---|---|
| **Pair1** | Pre-test | 4,325 | 20 | 1,3886 | ,3105 |
| | Post-test | 7,000 | 20 | 1,3572 | ,3035 |

Comparison: The difference in mean scores (7.000 - 4.325 = 2.675) confirms that post-intervention listening skills are improved and the slightly lower standard error for the post-test suggests the estimate of the mean is slightly more reliable.

### 2.4.3. Paired Sample Correlations

The paired sample correlations table examines the relationship between pre-test and post-test scores.

***Figure 03: Correlation Between Pre-Test and Post-Test Scores***

| | | N | Correlation | Sig. |
|---|---|---|---|---|
| **Pair 1** | Pre-test & Post-test | 20 | ,817 | ,000 |

Interpretation: The correlation coefficient, r = .817, is a strong positive relationship, indicating students who scored high on the pre-test also tended to score high on the post-test. Because p-value (0.000) is less than 0.05, this correlation is statistically significant and it cannot be attributed to chance alone; there is a clear consistency in individual performance between the two tests which would suggest that any dictation intervention helped improve already good listening skills.

### 2.4.4. Paired Samples Test

The paired samples test evaluates whether the difference in means between the pre-test and post-test is statistically significant.

***Figure 04: Paired Samples Test for Dictation Intervention Impact***

| | | Paired differences | | | | | t | Ddl | Sig. (two-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Standard deviation | Standard Error of the Mean | 95% confidence interval for the difference | | | | |
| | | | | | lower | Uppper | | | |
| **Pair 1** | Post-test - Pre-test | 2,6750 | ,8315 | ,1859 | 2,2858 | 3,0642 | 14,387 | 19 | ,000 |

Interpretation: The mean difference of 2.6750 shows an overall 2.675 point gain (improvement) for students' post-test scores compared with their pre-test scores, the standard deviation of the differences was moderate (0.8315), and the standard error of the mean difference was small (0.1859). The confidence interval [2.2858, 3.0642] shows that we are 95% confident that the true population mean difference is within this range; improvement was noted. The t-value of 14.387 is significant ($p = 0.000$, $p < 0.05$) with degrees of freedom of 19 and therefore the observed effect size is statistically significant and not attributable to chance.

The SPSS output indicates that dictation exercises enhanced listening abilities in primary school students; descriptive statistics indicated increased mean scores from 4.325 to 7.000 (reduced variability) while paired sample statistics confirmed the reliability of these means, with strong positive correlation ($r = 0.817$, $p < .05$) between pre-test and post-test scores that indicates a consistent enhancement of existing abilities across students. The paired samples test further supported statistically significant mean improvement of 2.675 points ($t = 14.387$, $p < .05$), with a 95% confidence interval showing a strong effect.

### 2.5. Teachers' Questionnaire Analysis

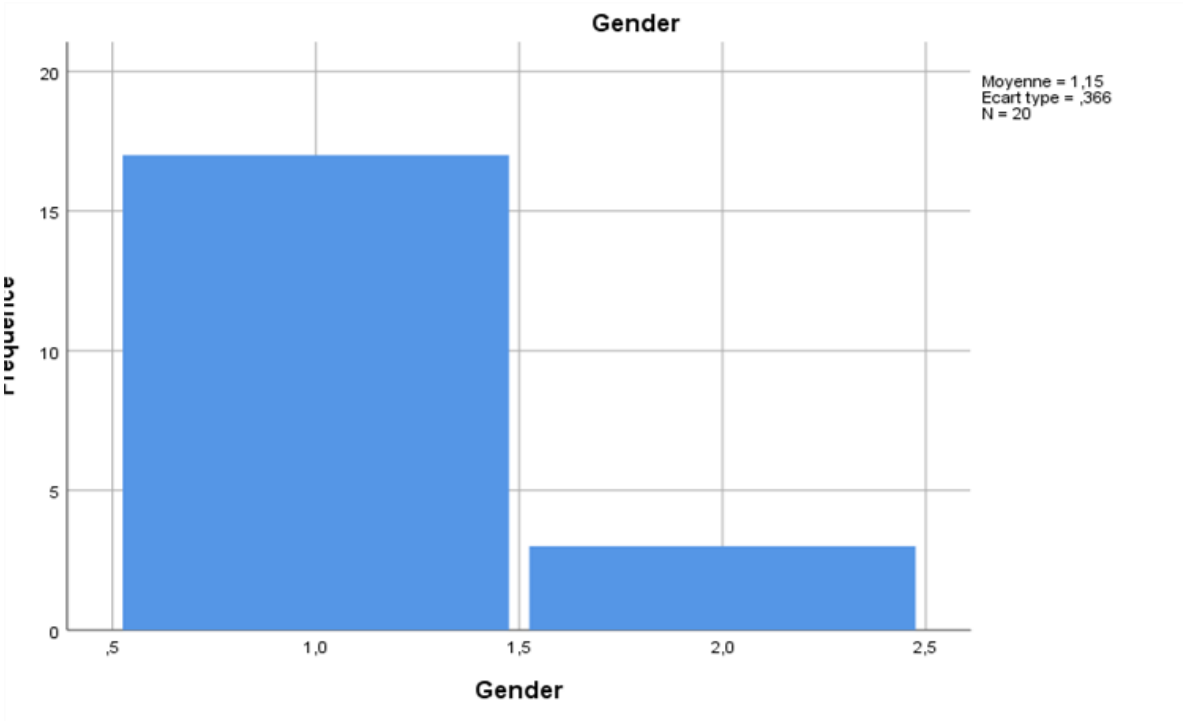
Below is a detailed analysis of the provided data from the questionnaire on the impact of dictation on listening skills for primary school students, based on responses from teachers. The analysis covers each table individually, addresses the charts (assuming they correspond to the tables), and translates any French terms into English for clarity. The analysis is structured to be clear, comprehensive, and suitable for inclusion in a master's thesis, with a focus on academic rigor and clarity.

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

### 2.5.1. Section A: Demographic

***Figure 05:*** *Gender Distribution of Teacher Respondents*

| Gendre | Frequency | percentage |
|---|---|---|
| Female | 17 | **85%** |
| Male | 03 | **15%** |
| Total | 20 | **100%** |



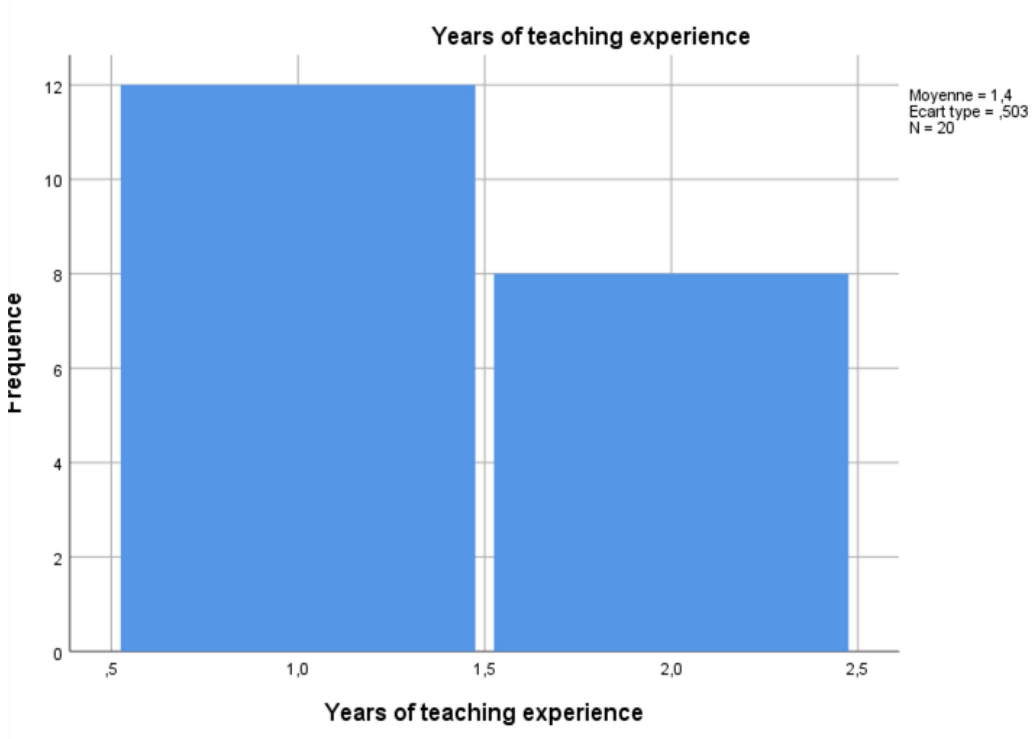

**Distribution of the Sample by Gender**

The sample is heavily skewed towards women, with 85% respondents being female and 15% male; this may reflect the demographics of primary school teachers in the Algerian context where teaching, particularly at the primary level, tends to be a predominantly female occupation. The small sample (n=20) may not generalize widely, but given that gender is skewed towards women, the perspectives captured are mostly those of female teachers and findings could be affected by gender differences (i.e., attitudes toward dictation or perceived effectiveness of dictation may vary based on gender). For a master's

thesis, you might want to examine whether gender influences perceptions of dictation or its efficacy, perhaps using additional statistical tests (e.g., cross-tabulation with other variables). The sample is largely female (85% women and 15% men), which could be indicative of the Algerian context in which teaching (especially at the primary level) is a predominantly female profession. A master's thesis might explore how gender impacts attitudes toward dictation or its perceived effectiveness, perhaps through additional statistical analysis.

***Figure 06 :*** *Age Distribution of Teacher Questionnair participants*

| Age | Frequency | Percentage |
|---|---|---|
| Under 25 | 06 | **30%** |
| 25-34 | 09 | **45%** |
| 35-44 | 05 | **25%** |
| Total | 20 | **100%** |



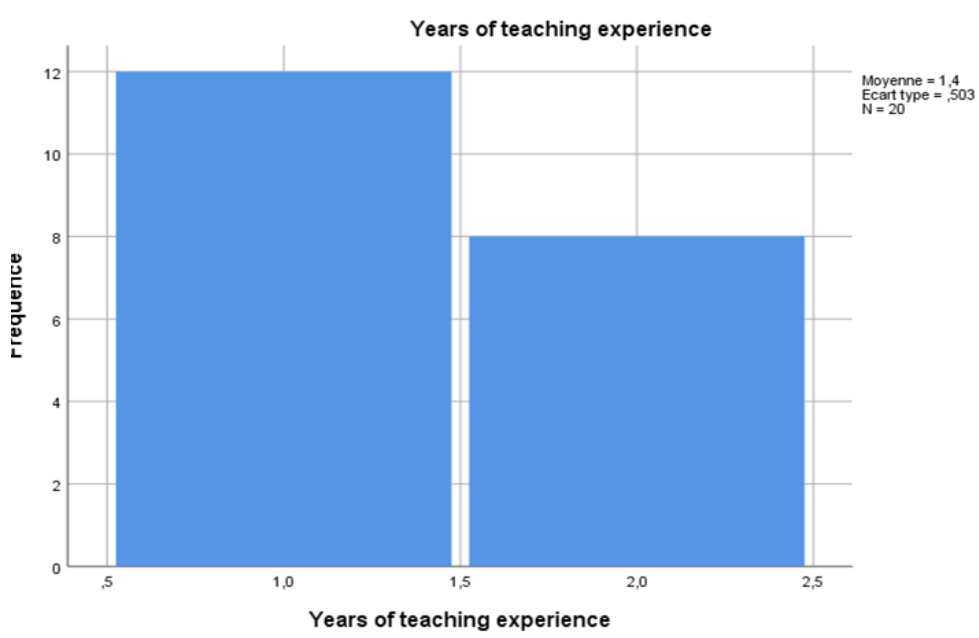
**Distribution of the Sample by Age**

The largest age group is 25–34 years (45%), followed by under 25 years (30%) and 35–44 years (25%). It appears to be a young sample, with 75% of the respondents being under 35 years old, but the text mentions older groups (45–56+ years) and a larger sample size (219 respondents), which may indicate an error in the document such as mismatched data or text from another study; it would need to check the dataset to resolve for the thesis. If the table is correct, then this young age profile of the sample implies that opinions about dictation are coming from relatively early-career teachers and could be related to their familiarity with or preference for new methods of teaching over traditional ones such as dictation.

Question 2:Years of experience .

***Figure 07*** *:Teaching Experience of EFL Primary School Teachers*

| **Years of teaching experience** | **Frequency** | **Percentage** |
|---|---|---|
| 0-5 Years | 12 | **60%** |
| 6-10 Years | 08 | **40%** |
| Total | 20 | **100%** |



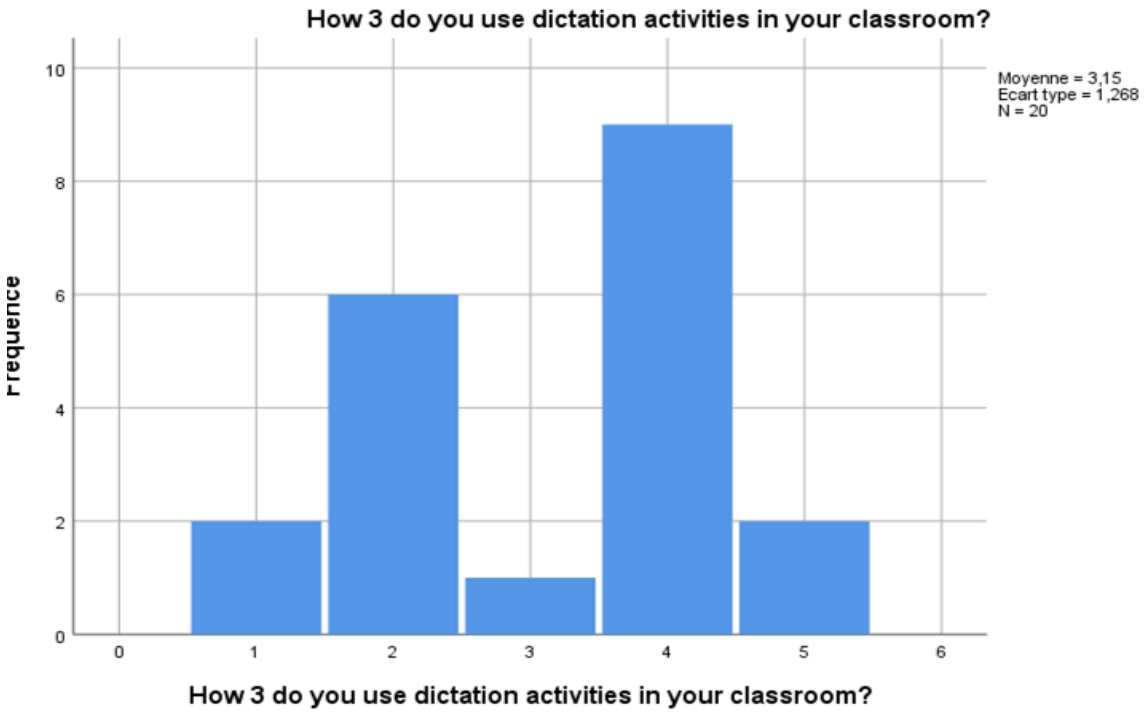
This is a relatively inexperienced teaching population (60% have 0–5 years of experience and 40% have 6–10), which may limit the extent of insights into long-term effects of dictation activities. It also mentions marital status, but that variable would not be relevant to a table like this one, so it should either be corrected or clarified in the thesis. Due to the relative noviceness of the sample, responses might reflect excitement about new teaching methods or old habits (like using dictation) due to lack of experience. Combining teaching experience with dictation practices could help determine if newer teachers are more or less likely to use dictation successfully.

### 2.5.2.Section B: Use of Dictation in Teaching

Question 6: How often do you use dictation activities in your classroom?

***Figure 08*** *:Frequency of Dictation Activities in the Classroom*

| Frequency | Count (n) | Percentage (%) | Valid Percentage (%) | Cumulative Percentage (%) |
|---|---|---|---|---|
| **Never** | 2 | 10.0 | 10.0 | 10.0 |
| **Rarely** | 6 | 30.0 | 30.0 | 40.0 |
| **Often** | 1 | 5.0 | 5.0 | 45.0 |
| **Sometimes** | 9 | 45.0 | 45.0 | 90.0 |
| **Always** | 2 | 10.0 | 10.0 | 100.0 |
| **Total** | **20** | **100.0** | **100.0** | |

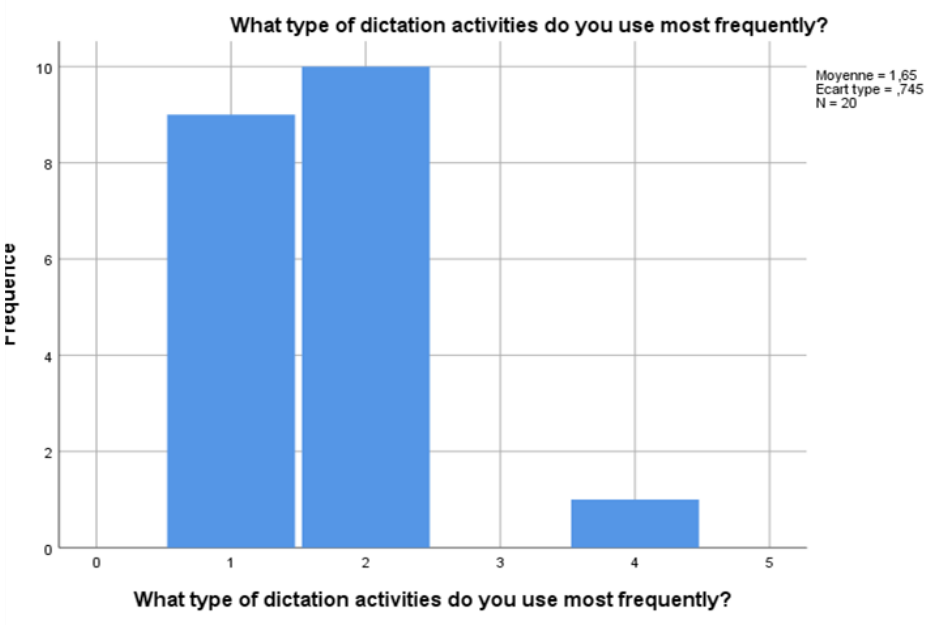



Most teachers use dictation activities sometimes (45%), which suggests moderate integration into teaching practices; 5% use dictation often, while 10% use it always, indicating that it is not a dominant strategy for most respondents, whereas the 30% who use it rarely and 10% who never use it further suggest that there are varying approaches to using dictation based on their teaching philosophy, curriculum demands or perceptions of its effectiveness. This might make an interesting thesis, such as why do some teachers avoid dictation (e.g., time constraints, perceived ineffectiveness), does this correlate with other variables like age or experience?

Question 7: What type of dictation activities do you use most frequently?

***Figure 09*** *:Types of Dictation Activities Used by Teachers*

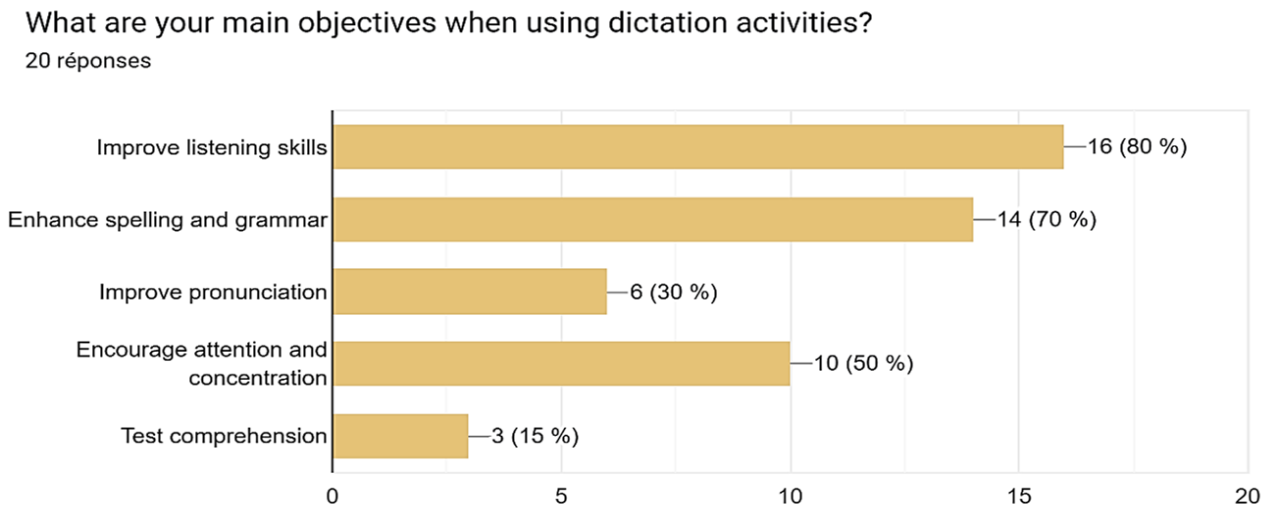
| Type of Dictation | Frequency (n) | Percentage (%) | Valid Percentage (%) | Cumulative Percentage (%) |
|---|---|---|---|---|
| **Standard dictation (teacher reads, students write)** | 9 | 45.0 | 45.0 | 45.0 |
| **Partial dictation (fill in the blanks)** | 10 | 50.0 | 50.0 | 95.0 |
| **None** | 1 | 5.0 | 5.0 | 100.0 |
| **Total** | **20** | **100.0** | **100.0** | |




The most common form is partial dictation (50%) followed by standard dictation (45%), which may indicate that the interactivity of partial dictation makes it preferable for students to focus on particular aspects of language such as vocabulary, grammar. The 5% who do not use dictation would fall into the "never" category in Table 4. The even split between standard and partial dictation indicates openness to teaching methods, with partial dictation perhaps being more engaging or suitable for primary school students. A thesis could explore if the type of dictation chosen is related to perceived effectiveness or student outcomes.

Question 8: What are your main objectives when using dictation activities?

***Figure 10*** *: Objectives of Using Dictation in Language Teaching*



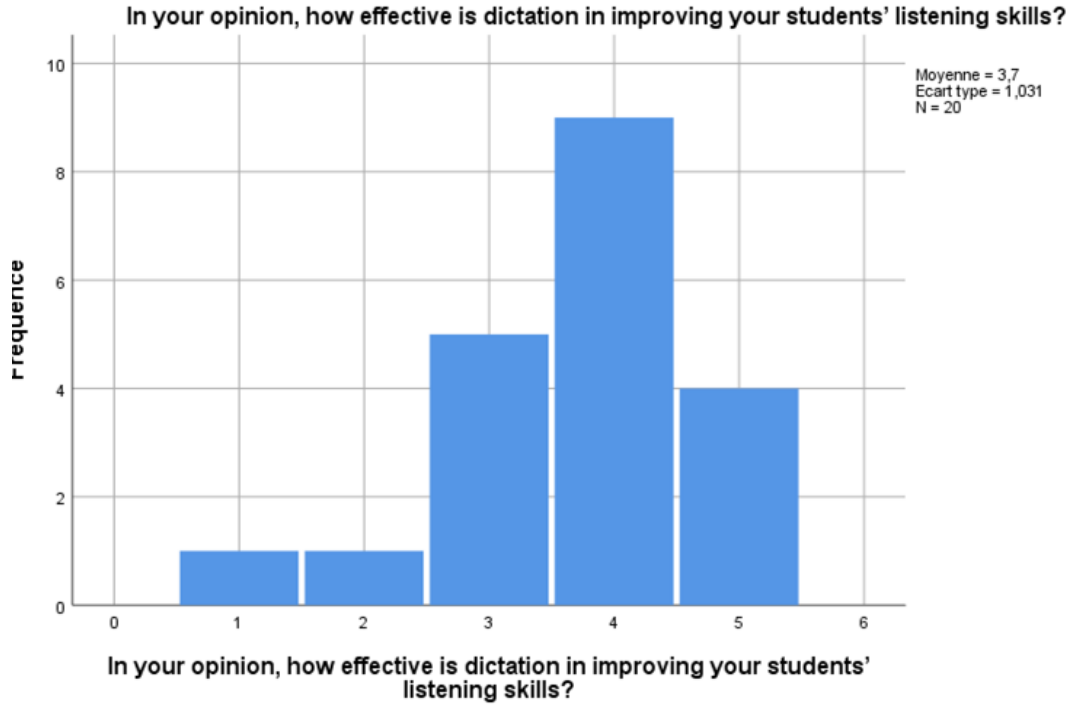

The most frequently stated objective was to practice listening skills along with spelling and grammar (25 percent), followed closely by practicing spelling and grammar alone (15 percent) and practicing listening plus spelling and grammar (15 percent) . Other objectives, such as pronunciation or comprehension checks, were less often mentioned , suggesting that dictation is primarily used in the classroom to focus on multiple linguistic abilities, particularly listening and spelling/grammar. Further research into whether these objectives are consistent with actual classroom outcomes or differ according to teacher characteristics would be worthwhile.

### 2.5.3.Section C: Perceptions of Dictation and Listening Skills

Question9. In your opinion, how effective is dictation in improving your students' listening skills?

***Figure 11*** *:Teachers' Perceived Effectiveness of Dictation for Listening Skills*

| Perceived Effectiveness | Frequency (n) | Percentage (%) | Valid Percentage (%) | Cumulative Percentage (%) |
|---|---|---|---|---|
| **Not at all effective** | 1 | 5.0 | 5.0 | 5.0 |
| **Slightly effective** | 1 | 5.0 | 5.0 | 10.0 |
| **Moderately effective** | 5 | 25.0 | 25.0 | 35.0 |
| **Very effective** | 9 | 45.0 | 45.0 | 80.0 |
| **Extremely effective** | 4 | 20.0 | 20.0 | 100.0 |
| **Total** | **20** | **100.0** | **100.0** | |

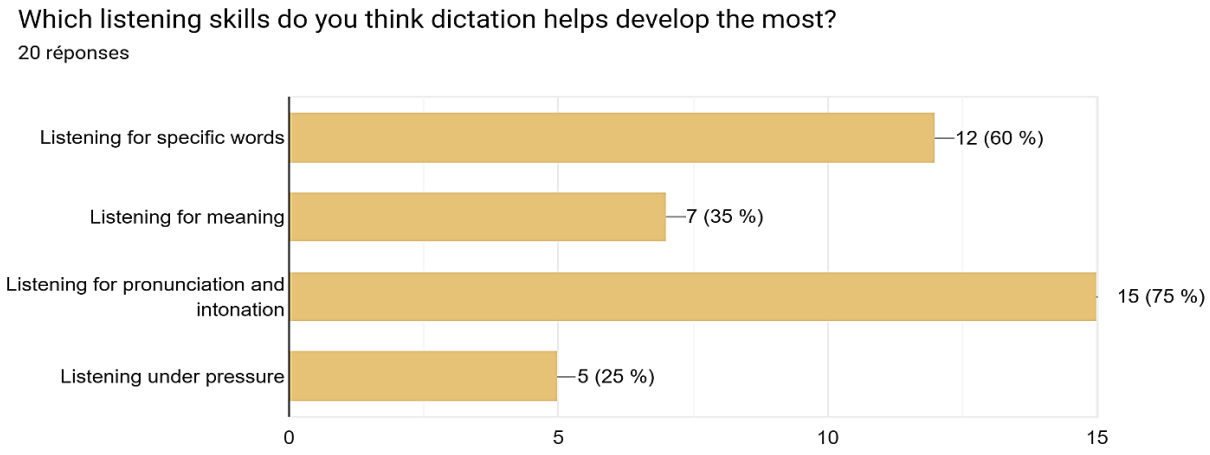



Indeed, over half (65%) describe dictation as either "very effective\" (45%) or \"extremely effective\" (20%), while only 10% rate it as minimally effective (\"not at all\" or

\"slightly\") and 25% rate it as moderately effective. These high effectiveness ratings may indicate that dictation is considered a valuable pedagogical tool for enhancing listening skills among primary school students, which would be supported by the fact that dictation tends to focus on auditory processing, attention, and comprehension, all of which are important aspects of learning in young learners. The research could investigate whether these perceptions match up with student outcomes or differ based on teacher demographics.

Question10. Which listening skills do you think dictation helps develop the most?

***Figure 12 :*** *Listening Skills Developed Through Dictation Activities*




The graph shows that the most important goal of teachers using dictation exercises is improving listening, with 80% of the respondents specifying this. Improving spelling and grammar is next at 70%, which reflects its important function in language accuracy. Enabling attention and concentration is also significant (50%), while fewer teachers are interested in improving pronunciation (30%) or testing for understanding (15%). This means that dictation is mainly used to help improve listening and writing and not for examinations.

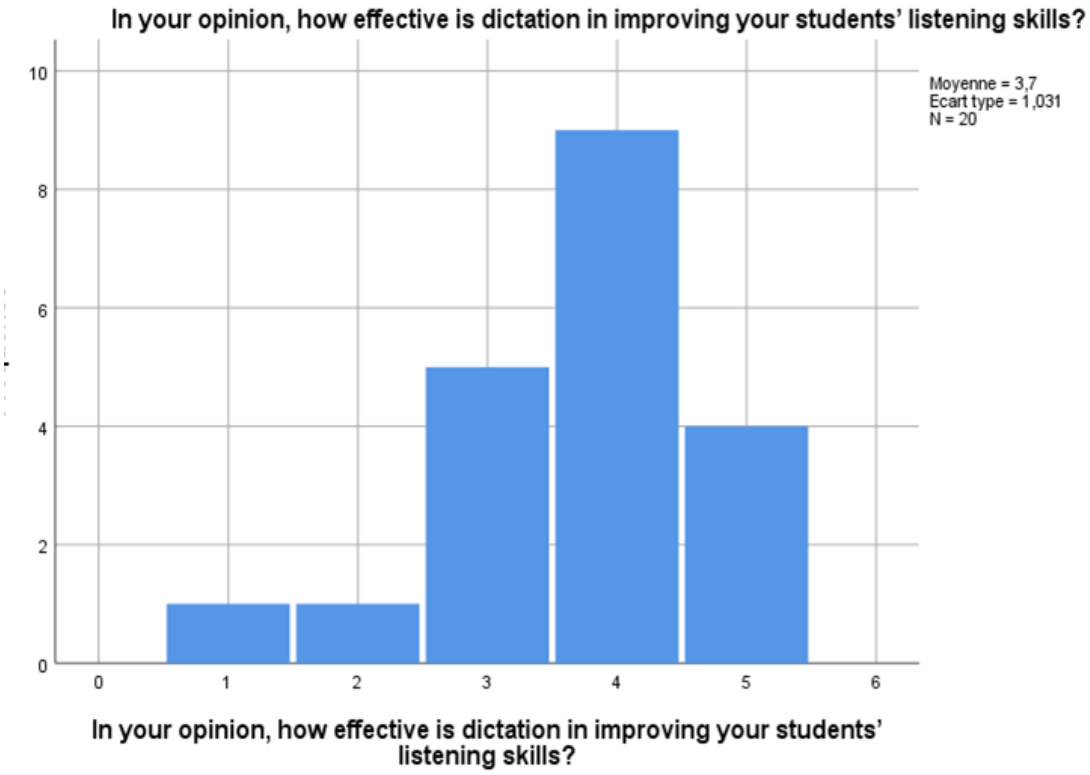
### 2.5.4. Section D : Recommandations and Perceptions

Question11. To what extent do Algerian teachers recommend dictation as a tool to improve the

listening skills of primary school learners?*

***Figure 13 :****Extent of Teachers' Recommendations for Dictation Use*

| Level of Recommendation | Frequency (n) | Percentage (%) | Valid Percentage (%) | Cumulative Percentage (%) |
|---|---|---|---|---|
| **Highly recommend** | 6 | 30.0 | 30.0 | 30.0 |
| **Moderately recommend** | 11 | 55.0 | 55.0 | 85.0 |
| **Rarely recommend** | 3 | 15.0 | 15.0 | 100.0 |
| **Total** | **20** | **100.0** | **100.0** | |



Overall, a majority (55%) "moderately recommend" dictation and 30% "highly recommend" it, which reflects strong support for its use for enhancing listening skills; however, the 15% who "rarely recommend" suggest some skepticism, possibly due to limitations in applicability or effectiveness of dictation across all learners, which aligns with perceptions in Table 6 where most teachers do see value but vary in their enthusiasm. The thesis may explore what conditions (such as years of teaching experience and training) might impact recommendation levels.

Question12. What are the key factors influencing their recommendation?

Based on the questionnaire responses, the main reasons for recommending dictation in Algerian primary schools  be summarized as follows: Most respondents believe it is an effective method of improving listening skills, concentration, and spelling accuracy (e.g., reinforcing vocabulary, developing sound-word recognition); its use aligns with curriculum goals related to language development; and it is perceived as being suitable for young learners, especially auditory learners, because primary school students are believed to be more receptive to such activities than older learners.

Recommendations are also strongly influenced by classroom conditions and resource constraints; respondents mention limited lesson time (which may prevent the use of dictation) as well as class size and availability of resources. Teachers being trained and comfortable with current methods of dictation is also cited as an important factor, suggesting that their comfort level in implementing dictation will impact support for it. Other respondents indicate that moderation should be employed so that students do not become overly dependent upon dictation at the expense of developing skills such as creative writing or critical thinking.

Recommendations also consider student engagement and needs: students may have difficulties with listening or spelling, which might be addressed through dictation; however, it can take too much time, or focus too much on memorization. In general, recommendations are based on the effectiveness of dictation in meeting educational objectives, its flexibility to meet the needs of young learners, and practical factors such as time, materials, and teacher readiness.

Question13.Would you recommend the use of dictation as a tool for improving listening skills in Algerian primary schools? Why or why not?

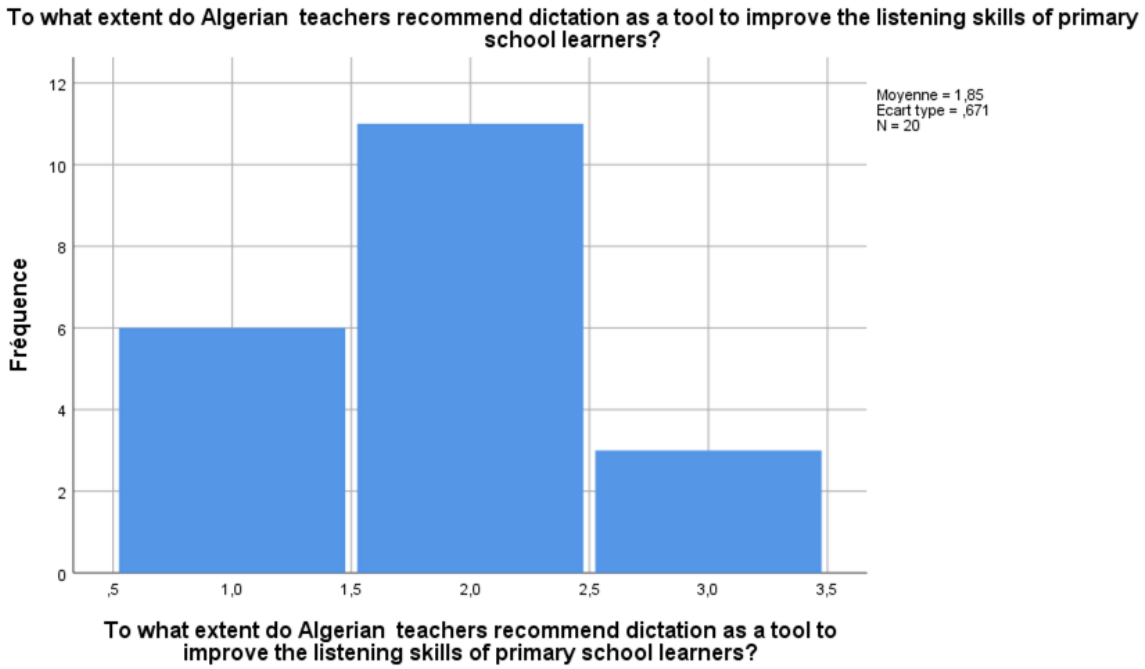
The results of the questionnaire clearly indicate the positive impact of using dictation to enhance listening skills in Algerian primary schools, with all respondents agreeing that it is beneficial to use dictation because it improves attention, concentration, and sound-word recognition and short-term memory, which are key elements in enhancing listening.

In particular, one respondent said that dictation helps remember words, especially homonyms, indicating it also supports vocabulary development, while carefully listening to differentiate similar-sounding words helps students focus on phonetic details, consistent with the general consensus that dictation promotes active listening and comprehension.

Question14.How effective do teachers perceive dictation in improving listening skills?

***Figure 14 :*** *Teachers' Perceptions of Dictation Effectiveness*

| Perceived Effectiveness | Frequency (n) | Percentage (%) | Valid Percentage (%) | Cumulative Percentage (%) |
|---|---|---|---|---|
| **Slightly effective** | 2 | 10.0 | 10.0 | 10.0 |
| **Moderately effective** | 8 | 40.0 | 40.0 | 50.0 |
| **Very effective** | 8 | 40.0 | 40.0 | 90.0 |
| **Extremely effective** | 2 | 10.0 | 10.0 | 100.0 |
| **Total** | **20** | **100.0** | **100.0** | |




This table seems to just repeat the question from Table 6 with a little different outcome: 80 percent rate it as "moderately effective" (40 percent) or "very effective" (40 percent), but only 10 percent each say "slightly effective" and "extremely effective," which makes the distribution more balanced than in Table 6, perhaps because of survey design issues such

as repeated questions worded differently or response variability. If they are asking about the same concept, the results of these tables can help you explain whether dictation is an effective way to develop your listening skills (the answer here is yes: 80 percent to 90 percent rate it as "moderately effective" and "very effective").

Quantitative analysis is rooted in positivist epistemology, which places high value on measurable data and replicability.

### 2.3. Limitations of the Study

Although this research provides some useful insights regarding the impact of dictation exercises on the listening comprehension of primary school pupils, it has its limitations. In the first place, the sample was small, consisting of just 20 fifth-graders from one primary school in Bordj Bou Arréridj, which restricts the generalizability of the results to other environments or learning situations. Second, there is no control group, and thus it is not possible to assign the improvement observed to the dictation treatment alone because other extraneous variables could have influenced the results. Third, administrative opposition during the implementation process caused delays, cut down the time allowed for the administration of the pre- and post-tests, and could have influenced the overall uniformity of experimental conditions. Last, the research depended on a brief intervention; as a result, it fails to measure the long-term impact of dictation on auditory comprehension skill. It is necessary that these limitations be considered in future research in order to generate more comprehensive and generalizable findings.

# Chapter three

# RESULTS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS


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## Introduction

This chapter discusses the results of the present study on the contribution of dictation to enhancing listening skills in Algerian fifth-grade primary school students. It presents the statistical results of the listening comprehension tests (pre- and post-tests), teacher questionnaire responses. The chapter also discusses the pedagogical significance of the results, along with practical recommendations and suggestions for further research studies.

### 3.1.Presentation of Results

This study investigates the effects of dictation exercises on the listening comprehension skills of 20 fifth-year primary school students in an Algerian primary school and the perceptions of 20 primary school teachers regarding the use and effectiveness of dictation. Data is collected from two sources: pre-test and post-test scores that examine student performance before and after dictation exercises, as well as a teacher questionnaire that examines the frequency, types, objectives, and perceived effectiveness of dictation in the classroom. The findings are based on quantitative data gathered through pre-test and post-test analyses using Statistical Package for the Social Sciences (SPSS) to measure how dictation affects listening skills, along with qualitative insights from a teacher questionnaire regarding how often they use different types of dictations, what their goals are when implementing them in class, and whether or not teachers find dictation an effective teaching strategy. The combination of these results sheds light on the potential impact of dictation exercises for improving listening comprehension among students enrolled in primary school while also providing insight into practical applications within this setting.

## 3.2.Discussion

### Pre-Test and Post-Test Results

The pre-test and post-test results clearly demonstrate that dictation exercises significantly improved the listening skills of the 20 fifth-grade primary school students. The pre-test mean score was 4.325 (SD = 1.3886), with scores ranging from 1.5 to 7.5, showing varied initial abilities. After the dictation intervention, the post-test mean score increased to 7.000 (SD = 1.3572), with scores ranging from 4.0 to 10.0, indicating better performance and less variability. The mean difference of 2.675 points reflects a substantial improvement, supported by a paired samples t-test ($t = 14.387$, $df = 19$, $p < 0.001$), confirming that the gains were statistically significant. The 95% confidence interval for the mean difference (2.2858 to 3.0642) further supports the reliability of this improvement. A strong positive correlation between pre-test and post-test scores ($r = 0.817$, $p < 0.001$) suggests that students with higher initial scores continued to perform well, but all students benefited, as no post-test scores were as low as the pre-test minimum, and some reached perfect or near-perfect scores. These results indicate that dictation effectively enhances listening skills by improving auditory processing and attention, though the lack of a control group limits claims of causation.

### Teacher Questionnaire Results

The teacher questionnaire shows that dictation is a valued but variably used tool among the majority female respondents (85%), who were relatively young (75% under 35) with limited experience (60% had 0–5 years of experience, 40% had 6–10), and most teachers use it \"sometimes\" (45%) or rarely (30%). Although most teachers consider dictation a moderately integrated tool (55% recommend moderately, 30% highly), standard dictation was more popular than partial dictation (50%), likely because the latter is interactive. Teachers utilize dictation primarily to enhance listening skills (80%), spelling

and grammar (70%), and attention (50%) but less often for pronunciation (30%) or comprehension (15%). Most teachers rated it effective, with 65% calling it \"very\" (45%) or \"extremely\" (20%) effective in one question and 80% rating it \"moderately\" (40%) or \"very\" (40%) effective in another. Most teachers recommend dictation (55% moderately, 30% highly), citing its ability to enhance listening, concentration, spelling and grammar, and memory retention.

**Analysis and Interpretation**

This section examines and interprets the results of the study on the effects of dictation exercises on the listening skills of fifth-year primary school students in an Algerian context based on the main research question, subsidiary questions, and hypotheses. The study used pre-test and post-test data from 20 students analyzed using SPSS and a questionnaire completed by 20 teachers to investigate whether dictation effectively enhances their listening skills, to what extent it is effective, and how it facilitates listening skill development (as per the hypotheses).

**Main Research Question: What impact does the strategy of dictation have on developing the listening skill of EFL primary learners of English?**

The principal research question was to find out how dictation affected listening skills in EFL primary learners. The results of this study show a positive effect (pre-test mean score: 4.325 [SD = 1.3886, range: 1.5–7.5]; post-test mean score: 7.000 [SD = 1.3572, range: 4.0–10.0], mean difference of 2.675 points; paired samples t-test confirmed the statistical significance: $t(19) = 14.387$, $p < 0.001$ with a 95% CI for the mean difference (2.2858–3.0642); and an effect size of 1.45). Finally, there was a strong positive correlation between pre- and post-test scores ($r = 0.817$, $p < 0.001$) to suggest that dictation benefits students at all levels, with no post-test score as low as the pre-test .

**Subsidiary Question 2: How can dictation technique help in the development of the listening skill?**

The second subsidiary question explored the development of listening skills through dictation, and the findings show that it enhances active listening, strengthens vocabulary retention, and deepens contextual understanding because students must carefully listen to transcribe spoken English. The large pre-test to post-test change (4.325 to 7.000) and high positive correlation ($r = 0.817$, $p < .001$) suggest that dictation encourages active listening, which is confirmed by teacher responses: 80% said improved listening skills was the main result, 70% mentioned spelling and grammar, and 50% mentioned attention and concentration. One teacher also commented on how dictation helped pupils to distinguish between homophones, which would support phonetic awareness and vocabulary.

**Alignment with Hypotheses**

Results strongly supported their hypotheses  first hypothesis: dictation greatly enhanced listening skills by focusing attention, recognizing speech patterns, and processing sounds (based on the post-test score increase, large effect size, and teachers reporting focus [50%] and listening [80%]), second hypothesis: dictation assisted with listening comprehension through active listening, retention of vocabulary, and context understanding (supported by high correlation between pre- and post-test scores, reports of increased phonetic awareness such as homonym recognition by teachers, and 70% of time spent on spelling/grammar and 80% of time on listening). The lack of a control group and small sample size ($n = 20$) may limit the ability to attribute improvements solely to dictation, and concerns from teachers about time constraints and over-reliance may indicate that dictation only works when it is integrated in an appropriate way.

### 3.3.Recommendations

Based on the overwhelming findings achieved through this research, some recommendations are made to the key stakeholders of English language teaching, more specifically at the beginner level in Algeria. The purpose of these recommendations is to improve the standards of teaching listening and enable dictation to be an effective tool for learning.

**For Instructors of English**

**Embrace Dictation as a Listening Enhancement Technique**

Teachers need to acknowledge dictation not only as an examination tool but also as a living instructional approach that enhances concentration, decoding, and listening. Teachers must use different forms of dictation—i.e., traditional, running, and partial—regularly to engage students more effectively.

**Diversify the Dictation Exercises Categories**

In order to sustain the interest of students and address various learning styles, the utilization of diverse dictation styles is advised. For example, educators are encouraged to incorporate game-like or physically active dictation tasks (e.g., running dictation) to promote learner involvement and enable focus.

**Provide Timely Evaluation**

It is crucial that teachers correct dictation exercises immediately and utilize mistakes as learning opportunities. Feedback allows learners to become aware of certain listening gaps, learn from errors, and gain increased sensitivity to sounds, sentence patterns, and vocabulary.

### Use Dictation to Support Other Language Skills

Dictation can be integrated with speaking, reading, and writing activities. For example, after a dictation exercise, students can be asked to read their responses aloud, proofread each other's writing, or paraphrase sentences in their own words to enhance fluency.

## Concerning Educational Administrators and Inspectors

### Promote Innovation in Listening Teaching

The school management should promote the culture of innovative pedagogy. The management should assist English teachers in exploring all types of dictation methods and exchanging best practices on professional learning days or during in-service training.

### Establish Positive Learning Environments

Effective dictation requires a calm and well-structured learning environment. The administrators need to ensure that classrooms are equipped with basic tools such as audio equipment or written text to allow dictation practice effectively.

### Oversee and Assess Implementation

Observers and coordinators can incorporate listening instruction along with dictation practice into the classroom observation standards. This makes certain that instructors are accountable for using a variety of listening techniques and gain positive feedback.

## For Policymakers and Curriculum Developers

### Institutionalize Dictation in Listening Courses

Due to its proven effectiveness, dictation needs to be methodically integrated into the listening sections of English educational curriculums. The designers of curriculums

need to make certain that dictation practice is part of various learning stages, increasingly becoming difficult

**Develop Teacher Guides and Resources**

The Ministry of Education and pedagogical centers ought to prepare comprehensive manuals detailing how dictation exercises are optimally conducted. The materials should cover lesson plans, teaching scripts, and creative model texts authored for primary school students.

**Promote Equitable Language Acquisition**

Research indicates that dictation can effectively diminish discrepancies in listening abilities. Therefore, advocating for its implementation throughout Algerian educational institutions—particularly in less advantaged regions—has the potential to enhance fairness in English language instruction and yield better results for students with limited proficiency.

### 3.4.Suggestions for Future Research

To continue exploring the pedagogical benefits of dictation in language learning, the following avenues for future research are recommended:

1. **Longer-Term Effects of Dictation Training:**

Conduct longer-term studies to examine how prolonged, regular, dictation practice impacts and develops listening skills over time.

2. **Effectiveness of Dictation Approach:**

Compare the outcomes of different dictation approaches (e.g., traditional vs. interactive; best practices across various educational settings in Algeria) in regard to teaching and learning.

3. **Digital Applications in Dictation Instruction**:

Investigate how technological affordances, including educational applications and voice recognition technologies, can enrich learning experiences around dictation.

4**. Learners Attitudes to Dictation Activities:**

Explore students' attitudes toward and engagement with dictation activities and their links to levels of engagement and learning outcomes.

5. **Tailored Dictation Methods for Diverse Learners:**

Investigate tailored dictation methods to benefit learners with specific learning needs, such as auditory processing disorders or reading difficulties.

## Conclusion

To conclude this chapter, the data collected through students' pre-tests and post-tests, along with the teacher questionnaire, have allowed us to draw several important conclusions. The findings clearly reveal that prior to the intervention. The post-test results demonstrated significant improvement in students' listening skills after the use of dictation exercises, with the mean score increasing from 4.33 to 7.00. The paired sample *t*-test established that this difference was statistically significant ($p < .001$), and the strong positive correlation ($r = .817$) between pre- and post-test scores indicated that learners promoted from the interference.

Additionally, the responses from the teacher questionnaire supported the effectiveness of dictation as a classroom strategy. Teachers acknowledged that dictation not only strengthens listening but also improves learners' attention. The results also highlighted that dictation encourages learners to be more engaged and focused during listening tasks. Overall, the findings confirm that dictation, when applied effectively, is a powerful technique that contributes to the development of students' listening comprehension and supports other language skills. Both teachers and learners expressed positive perceptions of its value.

On the one hand, the result of descriptive statistics of the pre-test and the post-test indicated statistically significant improvement in pupils' listening skills following the administration of dictation activities. On the other hand, teachers acknowledged its effectiveness in enhancing students' focus, vocabulary retention, and auditory discrimination assets that are essential to successful language understanding. As a result of the evidence presented, the main hypothesis of this study is confirmed, and the research questions outlined at the beginning of this dissertation are answered successfully. The study therefore reinforces the role of dictation as an effective pedagogical tool for improving listening skills in Algerian primary school EFL classrooms.

## GENERAL CONCLUSION

The aim of this research was to explore the effect of dictation on primary school students' development of listening skills in Algeria. Motivated by the difficulties encountered by young learners in gaining effective listening comprehension, the study aimed at investigating if frequent dictation exercises could improve and strengthen their spoken English comprehension.

A quasi-experimental design was employed, with a group of 20 students in the fifth grade who participated in a set of dictation tasks. Their listening ability was assessed pre- and post-intervention. Furthermore, data were gathered using a questionnaire administered to 20 English primary school teachers to gather qualitative insights into teachers' beliefs and practices in using dictation in classroom settings.

The findings from pre- and post-test comparisons indicated an improvement in students' listening skills with statistical significance. The mean score was enhanced from 4.33 to 7.00, as indicated by statistical analyses with paired sample t-tests that certified that the detected difference was of high statistical significance. In addition, this was corroborated by instructor comments, who strongly endorsed dictation as an effective activity in enhancing skills in listening, spelling, and grammar.

The study contributes constructively to research in language learning strategies in Algerian primary schools by reasserting dictation as a viable and timely strategy. Despite being traditional in nature, dictation—if executed interactively and with flexibility—can be reconcilable with modern pedagogical aspirations. It strengthens learners' focus, enables multi-skill development, and offers both teachers and learners an effective way of tracking listening development.

The results confirm the primary hypothesis and answer the research questions positively. The study does however admit some limitations, such as a small sample size and the geographical confinement of one educational organization. Future research may consider increasing the sample size, comparing regions, or researching the technological uses of dictation in classrooms.

In summary, dictation is a useful tool in the EFL teacher's arsenal. Creatively and judiciously applied, it can have a real impact on enabling young learners to build good listening skills—a foundation for language competence in general.

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## Appendix A: Pre-Test and Post-Test Dictation Task

### Instructions for Administration

1. The teacher reads each sentence slowly and clearly.
2. Each sentence is repeated twice.
3. Students are instructed to listen carefully and write what they hear.
4. No additional explanation or translation is given.
5. The same text is used for both the pre-test and post-test to measure improvement in listening comprehension.

### Dictation Text (Used for both Pre-Test and Post-Test)

1. I am going to Oran for holidays.
2. It is in the west of the country.
3. I go to the beach.
4. I swim and play games.

### Answer Key for Scoring

1. I am going to Oran for holidays.
2. It is in the west of the country.
3. I go to the beach.
4. I swim and play games.

### Scoring Criteria

Each sentence evaluated based on the following:

| Component | Points per Sentence |
|---|---|
| **Correct grammar** | 2 point |
| **Correct spelling** | 2 point |
| **Correct capitalzation** | 2 point |
| **Correct punctuation** | 2 point |
| **Total** | 10 |

**Appendix B: Teacher Questionnaire: The Impact of Dictation on Listening Skills in Primary School Students.**

Dear Teacher,

This questionnaire is part of a research study that aims to explore the impact of Dictation on the development of listening skills among primary school students in Algeria. As a teacher, your insights and experiences are extremely valuable for understanding how dictation is used in the classroom and how it may contribute to enhancing students' listening abilities. The information you provide will be treated with strict confidentiality and will be used solely for academic purposes. Your participation is voluntary, and you may choose to skip any question you are not comfortable answering.

**Section A: Demographic**

1. Gender:

☐ Male

☐ Female

**2. Age:**

☐ Under 25

☐ 25–34

☐ 35–44

☐ 45 and above

**3. Years of teaching experience:**

☐ 0–5 years

☐ 6–10 years

☐ 11–15 years

☐ 16 years or more

**Section B: Use of Dictation in Teaching**

*6. How often do you use dictation activities in your classroom?*

☐ Never

☐ Rarely

☐ Often

☐ Sometimes

☐ Always

*7. What type of dictation activities do you use most frequently?*

☐ Standard dictation (teacher reads, students write)

☐ Partial dictation (fill in the blanks)

☐ Running dictation

☐ Others

*8. What are your main objectives when using dictation activities?*

☐ Improve listening skills

☐ Enhance spelling and grammar

☐ Improve pronunciation

☐ Encourage attention and concentration

☐ Test comprehension

**Section C: Perceptions of Dictation and Listening Skills**

*9. In your opinion, how effective is dictation in improving your students' listening skills?*

☐ Not at all effective

☐ Slightly Effective

☐ Moderately effective

☐ Very effective

*10. Which listening skills do you think dictation helps develop the most?*

☐ Listening for specific words

☐ Listening for meaning

☐ Listening for pronunciation and intonation

☐ Listening under pressure

☐ Others

**Section D: Recommendations and Perceptions**

***11. To what extent do Algerian teachers recommend dictation as a tool to improve the Listening skills of primary school learners?***

☐ Highly recommend

☐ Moderately recommend

☐ Rarely recommend

***12. What are the key factors influencing their recommendation?***

***13.Would you recommend the use of dictation as a tool for improving listening skills in Algerian primary schools? Why or why not ?***

***14.How effective do teachers perceive dictation in improving listening skills?***

☐ Not at all effective

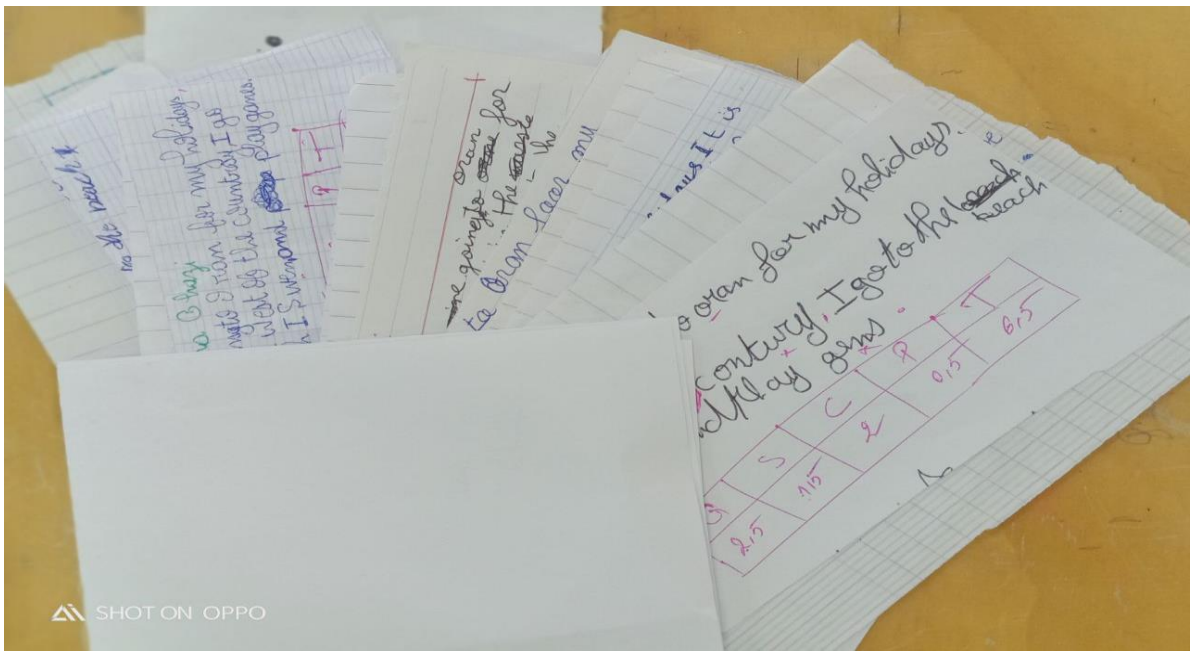
☐ Slightly effective

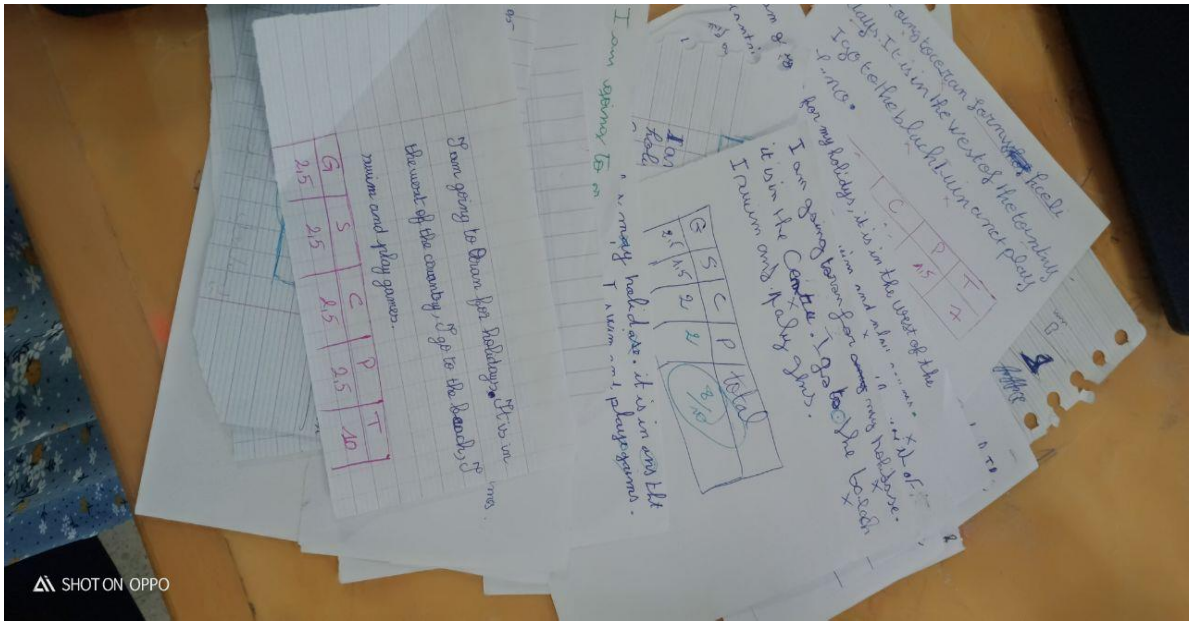
☐ Moderately effective

☐ Very effective

☐ Extremely effective

**Appendix C:**



**الملخص**

يُعدّ الاستماع حجر الأساس في تطوير اللغة، ومع ذلك يظلّ من بين المهارات الأكثر تحديًا، خاصة بالنسبة للمتعلمين الصغار للغة الإنجليزية كلغة أجنبية (EFL) ولا سيما في المدارس الابتدائية في الجزائر. تركز هذه الدراسة البحثية على تأثير أنشطة الإملاء في تحسين فهم الاستماع لدى عشرين (20) تلميذًا من السنة الخامسة في مدرسة "بن نايـة العيد" الابتدائية، بولاية برج بوعريريج، من خلال اعتماد منهج شبه تجريبي، حيث خضع المشاركون لاختبارات استماع قبل وبعد التدخل، إلى جانب استبيان موجه للأساتذة (N=20). أظهرت نتائج الدراسة تحسنًا إيجابيًا وملحوظًا في مهارة الإصغاء والاستجابة للغة المنطوقة، مع ارتفاع في متوسط الدرجات من 4.325 (الانحراف المعياري=1.3886) إلى 7.000 (الانحراف المعياري=1.3572)، وقد تم تأكيد ذلك من خلال نتائج اختبار (t) للأزواج المتطابقة (t=14.387، p<0.001) ووجود ارتباط قوي (r=0.817، p<0.001). وقد صرّح 65% من المعلمين بأنهم يعتبرون الإملاء "فعالًا جدًا" أو "فعالًا للغاية" في تطوير مهارات الاستماع والقواعد والإملاء والانتباه، حيث نصح 85% منهم باعتماده. وعلى الرغم من محدودية حجم العينة وغياب مجموعة ضابطة، فإن النتائج تشير إلى أن توظيف الإملاء ضمن التعليم يُعدّ أسلوبًا بيداغوجيًا فعالًا، ينبغي أخذه بعين الاعتبار ضمن خطط دروس اللغة الإنجليزية كلغة أجنبية، مع إدراج مقترحات لتقليل العراقيل، وتحفيز التفاعل مع المتعلمين، وتحسين تجربة التعلم .

**الكلمات المفتاحية**

الإملاء، اللغة الإنجليزية كلغة أجنبية (EFL)، تلاميذ المرحلة الابتدائية، اكتساب اللغة.

2020 ص 27

*ملحق بالقرار رقم ....1082.... المؤرخ في .....

الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها

1

# الجمهورية الجزائرية الديمقراطية الشعبية
# وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

## نموذج التصريح الشرفي
## الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا الممضي أسفله،

السيد(ة): حاج العربي واردية ..... الصفة: طالب، أستاذ، باحث .....

الحامل(ة) لبطاقة التعريف الوطنية رقم 113947396 والصادرة بتاريخ 6 جانفي 2025

المسجل(ة) بكلية / معهد الآداب واللغات قسم اللغة الإنجليزية

والمكلف(ة) بإنجاز أعمال بحث (مذكرة التخرج، مذكرة ماستر، مذكرة ماجستير، أطروحة دكتوراه).

عنوانها: تأثير الأسلوب على (ها) تطوير مهارة الاستماع لدى تلاميذ السنة الخامسة ابتدائي

أصرح بشرفي أني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأ

المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: 9/07/2025

توقيع المعني (ة)

حاج العربي واردية

09

ضابط الحالة المدنية

خروز زهور

2028 ص 27

*ملحق بالقرار رقم ....1082.... المؤرخ في .....

الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها

# الجمهورية الجزائرية الديمقراطية الشعبية

# وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

## نموذج التصريح الشرفي

## الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا الممضي أسفله،

السيد(ة): ..... الصفة: طالب، أستاذ، باحث .....

الحامل(ة) لبطاقة التعريف الوطنية رقم: 410799229 والصادرة بتاريخ 2024.03.25

المسجل(ة) بكلية / معهد الآداب واللغات قسم اللغة الانجليزية

والمكلف(ة) بإنجاز أعمال بحث (مذكرة التخرج، مذكرة ماستر، مذكرة ماجستير، أطروحة دكتوراه)،

عنوانها: تأثير استراتيجية الإملاء على تحسين مهارة الاستماع لدى تلاميذ الطور الابتدائي: السنة خامسة ابتدائي

أصرح بشرفي أني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: 08/07/2025

توقيع المعني (ة)

ولاية برج بوعريريج
عن رئيس المجلس الشعبي البلدي
وبتفويض منه
راشدي محمد

نظر وصودق على التوقيع
السيد دحوغ ريمان
ب ت و رقم 410799229
الصادرة في 2024/03/25
المغير في 08 جويلية 2025

*ملحق بالقرار رقم ....1082.... المؤرخ في 27 ديسمبر 2023 .....
الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

نموذج التصريح الشرفي
الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا الممضي أسفله،
السيد(ة): مانع عفاف الصفة: طالب، أستاذ، باحث
الحامل(ة) لبطاقة التعريف الوطنية رقم 111602527 والصادرة بتاريخ 20.05.2019
المسجل(ة) بكلية / معهد الآداب واللغات قسم اللغة الانجليزية
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عنوانها: تأثير الأعلام على تحسين مهارة الاستماع لدى تلاميذ السنة الخامسة ابتدائي

أصرح بشرفي أني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: 05/07/2025

توقيع المعني (ة)

Manaa Affaf

شوهد بأجل التصديق
السيد: مانع عفاف
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مستخرج بتاريخ: 20.05.2019
التاسوسيلي: 08
2025 جويلية

رئيس المجلس الشعبي البلدي
و بتفويض منه
عون رئيسي للإدارة الإقليمية
بلواهري فيصل

CamScanner