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KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH

Sinh viên   **: Nguyễn Thị Hà Phương**
Giảng viên hướng dẫn : Th.s Phan Thị Mai Hương

HẢI PHÒNG - 2019

BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

A STUDY ON DICTATION METHOD TO IMPROVE STUDENTS' LISTENING SKILL

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH: NGÔN NGỮ ANH

Sinh viên   : Nguyễn Thị Hà Phương

Giảng viên hướng dẫn: Th.s Phan Thị Mai Hương

HAI PHONG - 2019

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: A study on dictation method to improve students' listening
skill

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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Người hướng dẫn thứ nhất:

Họ và tên: Phan Thị Mai Hương

Học hàm, học vị: Thạc sĩ

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Nội dung hướng dẫn: A study on dictation method to improve students' listening skill

Người hướng dẫn thứ hai:

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Nội dung hướng dẫn:..

Đề tài tốt nghiệp được giao ngày 18 tháng 07 năm 2019

Yêu cầu phải hoàn thành xong trước ngày 21 tháng 09 năm 2019

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN

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Hải Phòng, ngày ...... tháng........năm 2019

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PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: ....

Đơn vị công tác: ....

Họ và tên sinh viên: ....Chuyên ngành:.......................

Nội dung hướng dẫn: ....

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1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu…)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm ......
Giảng viên hướng dẫn
(Ký và ghi rõ họ tên)

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Đơn vị công tác: ....

Họ và tên sinh viên: .... Chuyên ngành: ....

Đề tài tốt nghiệp: ....

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1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm phản biện ☐

Hải Phòng, ngày ... tháng ... năm ......
Giảng viên chấm phản biện
(Ký và ghi rõ họ tên)

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Last but not least, to my family, I bid them hearty thanks. They have been a solid anchor on which I rely again and again. Words cannot express how grateful I am to be in their support and how much this work was enhanced and made easier by them being in mine.

Hai Phong, August 2019

Nguyen Thi Ha Phuong

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language

LIST OF TABLES

PART ONE: INTRODUCTION

1. Rationale

Nowadays, together with growth of global connection, English language has become more and more important. Especially in Vietnam, learning English seems to be one of main tasks of students. In this process, they encounter a large number of difficulties. One of them is listening skill.

One of the aspects in learning a foreign language is listening. Listening plays an important role in the language learning. It is a demanding process, not only because of the complexity of the process itself but also due to the facts that characterize the listener, the speaker, the content of the message and any visual support that accompanies the message. Listening provides the necessary input for learners to acquire the language needed for practicing a language.

Listening is the skill that is used most often. It has been claimed that students receive nearly 90 percent of their school-based information through listening to instructors and to one another (Schwartz, 1998）and that more than 50 percent of the time they spend functioning in a foreign language will be devoted to it (Nunan, 1998). Yet the skill of listening remains underappreciated; it may be the least understood and most overlooked of the four skills in the language classroom. Unlike other language skills such as reading and writing, which can be observed directly, listening is an abstract, intricate process of hearing, identifying, understanding and interpreting spoken language. Many students have significant problems with listening. The speed of utterances, the reduced forms of natural English, the use of intonation for meaning, and unfamiliar accents, all take their tools and it is essential to give learners at all levels plenty of practice. Therefore the choice of appropriate method is a great significance in developing listening skills and improving student's overall language learning.

Dictation is one of teaching technique which might be used for any level. Flowerdew and Miller (2005: 200) defines dictation as a simple technique that the listener listens to an oral text and write down what they hear, the passage may be presented more than once and it needs to be presented in segments or information units.

The focus of this study is to highlight the importance of dictation as a technique and to prove that this technique has the potential for learners'. The researcher attempts to investigate the effectiveness of using dictation and eventually foster their listening abilities to become competent and autonomous listeners. Thus, the topic "A study on dictation method to improve students' listening skill" is chosen.

2. Aims of the study

This study aims to explore the role of dictation as a technique in developing English as a Foreign Language (EFL) students' listening and:

- To investigate whether the use of dictation as a technique is useful in developing students listening or not.

- In addition to find out how students would respond to dictation as a teaching technique and to attract teachers' attention towards the effectiveness of dictation as a technique in improving listening ability.

3. Methods of the study

Considering all the characteristics, this paper made great use of both quantitative method.

A quantitative took full advantage of using the structured questions where response options are predetermined and a large number of respondents are involved to explore students' attitudes towards their listening skill and their difficulties in listening to English as well as their expectations to their teachers.

In terms of this methods, the questionnaire is designed as a means for researcher to collect data. Questionnaires are more convenient, take less time, cheap and easy for students to answer. Questionnaires included closed and open-ended questions. The questionnaire is given to students of the second-year students of foreign languages department. As they are in their second academic year, they often experience such problems. It is stage that students should be equipped with variety of techniques right from their early listening. With appropriate strategies, they will have built up their listening skill by the time.

After gathering all the results of questionnaire with answers, the method of analyzing data is applied.

4. Scope of the study

The sample of this research was limited to second year students who are studying English major at 2 universities which are Haiphong Private University and Vietnam Maritime University. This research is limited to a specific number of students. The researcher decided to choose 40 students (15 students in Haiphong Private University and 25 students in Vietnam Maritime University). This population will be chosen randomly. Questionnaires are given out when students finish their class at universities.

5. Design of the study

This study is composed of three main parts:

- ♦ Part one is the introduction which consists of rationale, aims, study methods, the scope and design of the study.
- ♦ Part two is the development – the main part of this paper which is divided into three chapters :
  - Chapter I is the literature review
  - Chapter II shows detailed explanation of the methodology
  - Chapter III shows the findings and discussion
- ♦ Part three is the conclusion which summarizes what was given in previous parts as well as some limitations of the study and recommendations for further study.

PART TWO: DEVELOPMENT

CHAPTER I: LITERATURE REVIEW

I. An overview of listening

I.1. Definition of listening

Listening is one of the most frequently used language skill which plays a crucial role in communication and in the process of education. For that reason, Burley-Allen (1995, cited in Miller, 2003) shows that more than 40% of our everyday communication is spent on this receptive skill. Thus, to assess this skill, presenting a definition is a significant starting point.

Listening is widely described by many educators, according to Hornby (1995, p.687) "Listening comes from a verb to listen which means to make an effort to hear somebody or something". It means that listening is to pay attention to somebody as an attempt to be aware of sounds when he/she is speaking in order to grasp meaning since listening requires attention. An additional definition put forward by many scholars is that listening is not only catching sounds by ears, but also involves set of processes which are comprehending, analysing, concentrating and evaluating the message of the speaker (Rost, 1990; Rost, 2005). Researchers, in this definition, believe that in order to understand the spoken message completely, the listeners should employ their cognitive abilities.

Furthermore, Richards (2008) points out that helping student to understand the discourse is the major function of this receptive sill in second language learning. For more explanation, listening makes the process of understanding easier. So, listening serves to investigate the comprehension of what is being said to students.

Actually, (Nation & Newton, 2009) state that "listening is the natural precursor to speaking; the early stages of the language development in a person's first language and in naturalistic acquisition of other languages are dependent on listening". In other words, speaking is considered as a natural consequence of listening as well as this latter is essential to first language and other languages acquisition progresses. Thus, listening is integrated with speaking.

In summary, listening took on various definitions depending on different purposes of authors. On the other hand, they all establish listening as a crucial skill that have to be mastered by EFL students to increase their ability to grasp words correctly in order to be good listeners that help them to realise success in communication with others.

I.2. The importance of listening

We could not negate the importance of listening not only in classroom but also in our lives and listening is even more significant for each student due to that it is used as a first steps of studying at all stages of learning. Listening requires concentration and understanding in a short time with many factors makes listeners be in trouble like context, theme, content, or body languages delivered by others. Listening is especially important because that if our listening skill is not good and not developed, so is our speaking skill. The key to learn a language is perceiving language input and of course, listening is the key of that door. Listening also provides the condition and situation for other language skills.

For more explanation, listening is vital because it has many purposes. First, it gives knowledge and new ideas to students. Thus, without the comprehension of the message, students will not acquire knowledge. Second, it is a challenge that encourages and motivates them to comprehend the input like native speakers. In addition, it assists students to learn new words to discover language rules and the most important feature is linguistic communication.

To conclude, listening is a learnable and an important skill since it not only provides knowledge and helps students to become better speakers, but also it improves pronunciation, facilitates comprehension, and enriches students' grammar and vocabulary.

I.3. Types of listening

Listening skills including of two main types are casual and focused listening going together, up to the aim of listening (Nguyen Thi Van Lam and Ngo Dinh Phuong, 2006).

Casual listening

Casual listening, means listening without a particular purpose. When we listen, we do not pay much or even any attention to the information unless there is something that makes us interested, this leads to a case that we could hardly remember the content of what we have just heard. In life, we conduct this kind of listening so much, for example, when we listen to music, or listen to news on the radio or TV while doing some housework or chatting to a friend.

Focused listening.

Focused listening, like its name of this type, it contrasts to casual listening, that is when we listen something in a concentrated way with a specific aim of finding out and gathering information that we are in demand. For instance, we use this kind of listening in the class, in the meeting or in a seminar talking about topic that we are interested.

I.4. Listening process

Listening process divides into five periods:
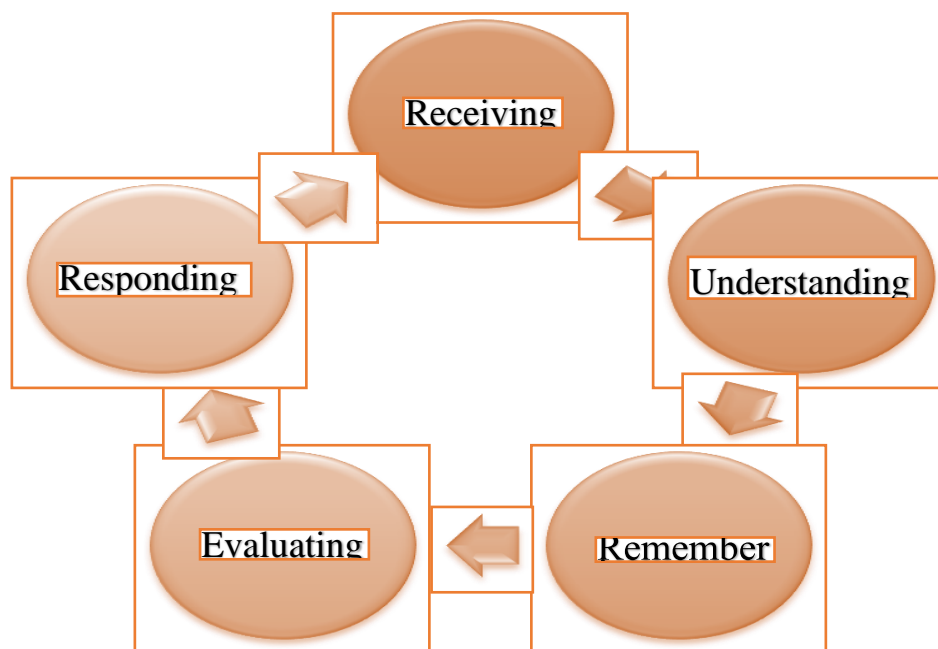
Chart 1.1. Five periods in listening process
Receiving - Understanding - Remembering - Evaluating – Responding

Receiving

It refers to the response caused by sound waves to the ear of listener. It is the physical response.

Understanding

At this stage, you learn what the speaker means through the thoughts and emotional tone. It is crucially important to communication process and exists in all speech.

Remembering

Remembering is needed for maintaining conversation because it means that a message has not only been delivered and interpreted but also added to the listener mind's storage bank.

Since human is moral and our attention is selective, it caused that while we are in con- versation, just some of information are collective in our internal memory. Consequently, what is remembered might be quite different from what was originally seen or heard.

Evaluating

This stage is mostly executed by conscious awareness, consists of judging the messages in some way. Meanwhile, you might try to penetrate the speaker's underlying intentions or motives.

Responding

In the conversation, with the aim of informing to speakers, whether the message has been received, the listeners have to send a feedback through verbal or nonverbal method. That is necessary for prolonging the conversation.

In conclusion, listening is the psychological process of receiving, attending to, constructing meaning from, and responding to spoken or nonverbal messages (Syed Arif Ali Shah - Published on Jul 5, 2010).

I.5. Difficulties in listening

Listening is an important skill in our life, but sometimes this receptive skill encounters some problems. Many scholars claim that there are several features which make this skill difficult.

The first point to illustrate is clustering. Unlike the written language that trains students to pay attention to the sentence as a principle unit of arrangement, in spoken language, we divide speech into small groups of words because of our memory as listeners are limited. To explain more, during listening, listeners are unable to grasp the meaning of all sentences, they need to divide the group of sentences into small group of words since their memory is limited. However, in writing it is easy to collect ideas into clusters about certain topics. So, presenting information in small pieces, will direct students to understand easily.

The second points, stress, intonation, and rhythm are crucial for understanding. Some learners regard English speech as a shocking and frightening when there is some stressed syllabus, in addition to the different pronunciation of words that can influence the process of understanding, but sometimes intonation can help learners to understand more ambiguous messages.

It means that beginners consider the different pronunciation of words, stress and intonation as factors that make their listening difficult. Sometimes, these three aspects facilitate the process of understanding, for example, the raise of the speakers' voice will affect the meaning of their spoken language.

Besides, redundancy in spoken language is mostly used .It involves repetition, rephrasing, and some insertion, for instance,'' I mean ''and ''you know that is'' in a conversation. Therefore, students should be interested in this redundancy since it can be a helpful means to understand meaning. To make it in another way, beginners find redundancy as one of the difficulties in listening, but this latter contains more information and details in order to make the meaning clearer.

The last point to explain is interaction. Beginner students face problems in listening, so they do not discuss and do not interact with their teachers. Thus, students should recognize that in order to respond, they have to be good listeners. It means that listeners to comprehend the spoken language, they can ask their teachers for clarification or reply to their questions. Thus, without understanding, there is no interaction.

To conclude, these features make listening difficult for beginners, but some of them can be positive and helpful for understanding the verbal message

I.6. Dictation method

Dictation is not a newly used technique, but it is one of the oldest effective ones, which has a long history in the language classroom. Some teachers and students deem it as a beneficial technique, while others do not accept it and neglect it since it is considered as boring. Indeed, it is a matter of teachers and students' attitude toward dictation. Therefore, this chapter attempts to present a definition of this technique and accounts for its types, the possible merits and disadvantages it can include. In addition, it endeavours to suggest some principles and techniques that should be taken into consideration while giving dictation as well as some potential problems that can face some students. The last element is the correlation between dictation and listening.

I.6.1. Definition of Dictation

Since the development of science and technology, numerous teaching techniques were developed. Therefore, dictation seems to be neglected and ignored by some teachers in the English classroom. Although the technological progress has provided other alternative techniques, it is still used successfully as an excellent test of listening ability in different educational levels. Many scholars tried to find out a comprehensive definition that covers all aspects of this technique. According to the Long man Dictionary of Applied linguistics Richards and Schmidt's (2002, p.157) dictation is "a technique used in both language teaching and language testing in which a passage is read aloud to students or test takers,

with pauses during which they must try to write down what they have read accurately as possible".

When a teacher dictates a passage, students listen accurately and precisely to words, then, they try to extract the meaning from the input to keep them in memory and finally, they write the discourse as they heard correctly. In addition to what is stated before, it does not only raise cognitive abilities of students, but also improves their attentive listening. Ezenwsou (2001) states that dictation requires, first, to listen carefully, after that to concentrate, then to train students write from dictation. It means that dictation is recording what is read by the teacher directly after listening and concentration to the passage. Flowerder and Miller (2005, p.200) describe it as:

The technique is simple. The learners listen to an oral text and write down what they hear. The passage may be presented more than once, and it needs to be presented in segments, or information units, so the learner has time to process the language and write it down.

A further explanation is that dictation is an easy technique in which a teacher dictates a passage either as portion or as group of information three times to help students produce the information in written form. As a result, it demands an accurate listening for a better understanding. In general, dictation requires fundamentally, students to pay attention to both the form and the meaning of English words.

In other words, dictation is an easy and effortless way to focus on spelling, writing, listening and punctuating sentences. Also to call attention to reading and the most important possibility is to allow teachers to test their students' improvement in more than one aspect. For example, using cloze dictation provides students with a chance to transcribe new words correctly and develops their listening skill.

The above definitions of dictation seem to be extensive. This shows this concept growing in educational assessment. Remarkably, due to what has been discussed

yet about this technique and its definitions vary in terms of purpose and the role for which dictation is supposed to serve for EFL learners. Eventually, it is crucial matter to decide whether to use dictation or not by both teachers and students. Arguably, dictation is an aid to teachers to train listening.

I.7. The advantages and disadvantages of dictation

I.7.1. The advantages of dictation

Dictation is an effective technique that is used both for teaching and learning. Its most important advantages are: dictation can aid students to detect and correct syntactical mistakes, it ensures attentive listening and teaches students by training them to make a distinction between sounds; it facilitates the learning of pronunciation for students and improving their acoustic comprehension (Nation, 2009). According to Nation, it helps students to understand the spoken language, to detect grammatical mistakes, and to improve listening and pronunciation.

According to (Alkhire, 2002), dictation has many advantages:

1. Dictation provides students with an important and useful practice in note taking, which means it motivates students to take notes about the key words that are important.

2. Dictation assists to develop short-term memory. It means students keep in mind meaningful sentences and recall them while writing.

3. Dictation is psychologically powerful and challenging. To explain, it permits teachers to control their students and to make them in challenge to test their abilities and skills.

4. Dictation raises unconscious thinking in the target language. It indicates that dictation assists students to recall and write a number of words without being aware or realize.Hence, it is ideal since it stimulates the unconscious into work, while it keeps the conscious mind busy in working.

5. During and after the dictation, the students are dynamic, so dictation is a motivating technique. To explain more, for instance, during dictation, students are asked to form groups where they are engaged actively in, they can participate especially in pair or partial dictation and finally, they can correct their own mistakes by themselves.

6. It can serve as an excellent review exercise. It means that it is an activity which helps students to look again at things they have studied, such as punctuation and vocabulary.

7. Dictation can be prepared and practiced for any level .It means that it can be done for pupils in primary school, middle school, high school and for students at university. So, the process of dictation is very simple and every student can do it.

8. It can be managed effectively by novice teacher. To explain, it does not require experienced teachers to practice this technique.

9. During dictation, teacher can move and give individual attention. For more explanation, teachers can move in the classroom and make their students listen carefully and concentrate by using body language or gestures

I.7.2. The disadvantages of dictation

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

1. Memorizing, the short term memory can be "overwhelmed" if they is too much that the student does not understand.

2. Writing respecting the relation between sounds and letters is next to impossible if the student did not understand and guessing does not always work. There is a great deal of emphasis put on spelling mistakes in a dictation yet there is very little work done to help the students to perceive the basic sound-spelling correspondences revealed by their dictation errors.

3. Syllabic but depends on a rhythmic group and which has no break between syllables.

CHAPTER II: METHODOLOGY

II.1. Participants

With the aim of completing the research, the researcher needs a group of participants called the population of the study. In this study, the students from second year of Haiphong Private University and Vietnam Maritime University were chosen to be the population. The research took randomly 40 students as the sample of the research.

A large numbers of them have learnt English for averagely 8 years (4 years at secondary school 3 years at high school and 1 year at university). However, their English backgrounds are quite similar because of being influenced of curriculum of English for high schools students in the past, students did not have many chances to practice English skills. Thus, when entering universities, their English levels were limited and they have to face up with many difficulties in studying. They have recognized their diffculties, needs, achievement and so on related to listening activities.

II.2 Data collection instruments and procedure

II.2.1 Survey questionnaire

In the current research, the researcher used a semi-structured questionnaire, which is easy to be understood by everyone. This questionnaire includes open ended and close ended questions. The aims are made to give the opportunity to the participants to present their viewpoints about dictation ,but such questions are infrequently used because some of the weak level students left it unanswered. This instrument consists of 13 questions divided into three sections. The first section deals with students' general information; it involves one question. The first is about the participants' years in studying English language.The second section includes six questions which aims to investigate students' perceptions of listening, their level and the difficulties they encounter in listening, in addition to the kind of activities they practice in the classroom, and their suggestions to overcome these difficulties. Finally, the last section

consists of six questions. It is the most important part of the questionnaires which inspects the frequency of using dictation, students' point of views and perceptions towards dictation use and their preferences in the classroom, and whether such technique can bring improvement in their listening or not.

II.2.2 Data collection

This section explains all of processes that are related to get information to find out the solutions for the statement problems. The steps of collecting the data in this study are as follows:

- Explaining about the questionnaires to the students. The researcher explains the items clearly to avoid misunderstanding.

- Giving instruction to the students to fill out the questionnaires.

- Collecting the students' questionnaires.

II.2.3. Data analysis

The next step after the researcher collects the data is analyzing the data. There are some steps in analyzing the data. They are presented as follows:

- Reading and identifying the questionnaires that had been answered.
- Classifying the result of the questions
- Composing tables to classify students' problems and strategies used based on the questionnaires.
- Calculating the result taken from the students' answer based on the tables.
- Going to conclusion based on the data analysis.

CHAPTER III : FINDINGS AND DISCUSSION

This section will analyse students' questionnaires that are as follow

Section I: Background Information

Question 1: How long have you been studying English? ……..years

	Under 5 years	From 5 years to 7 years	More than 7 years	Total
Participants	7	15	18	40
Percentage	17%	38%	45%	100%

Table 3.1 : Students' Number of Years in studying English
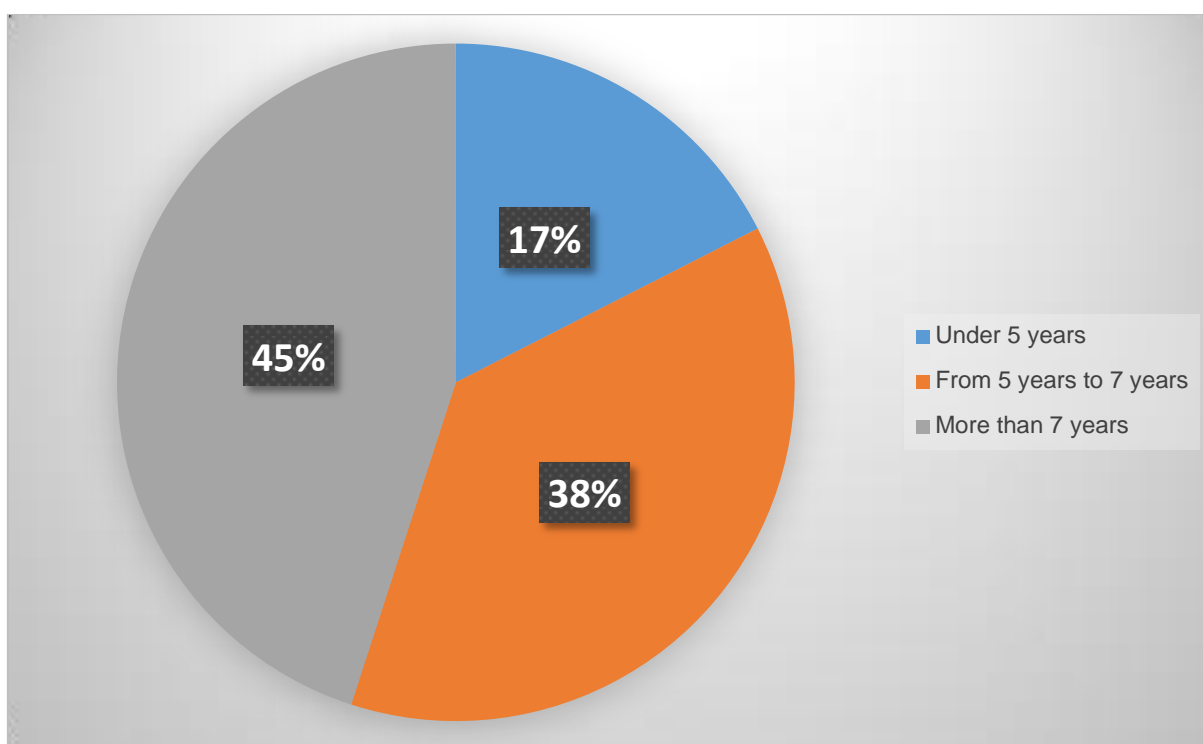
Figure 3.1 Students Number of Years in studying English

Table 3.1 indicates that the number of years of studying English ranges from 1 to more than 7 years. The majority of students have been studying English for more than 7 years (45%), while 15 participants have from 5 to 7 years of experience (38%). 7 participants report that they have been studying English for less than 5 years. Therefore, the majority of students have long period of experience and time

in studying English. Students; as a result, are expected to be familiar with dictation and listening.

Section II: Students' Views of Listening

Question 2: Do you think that listening is important as a language skill? Please say why?

Options	Participants	Percentage
Yes	35	87%
No	5	13%

Table 3.2 Students' views about the importance of listening
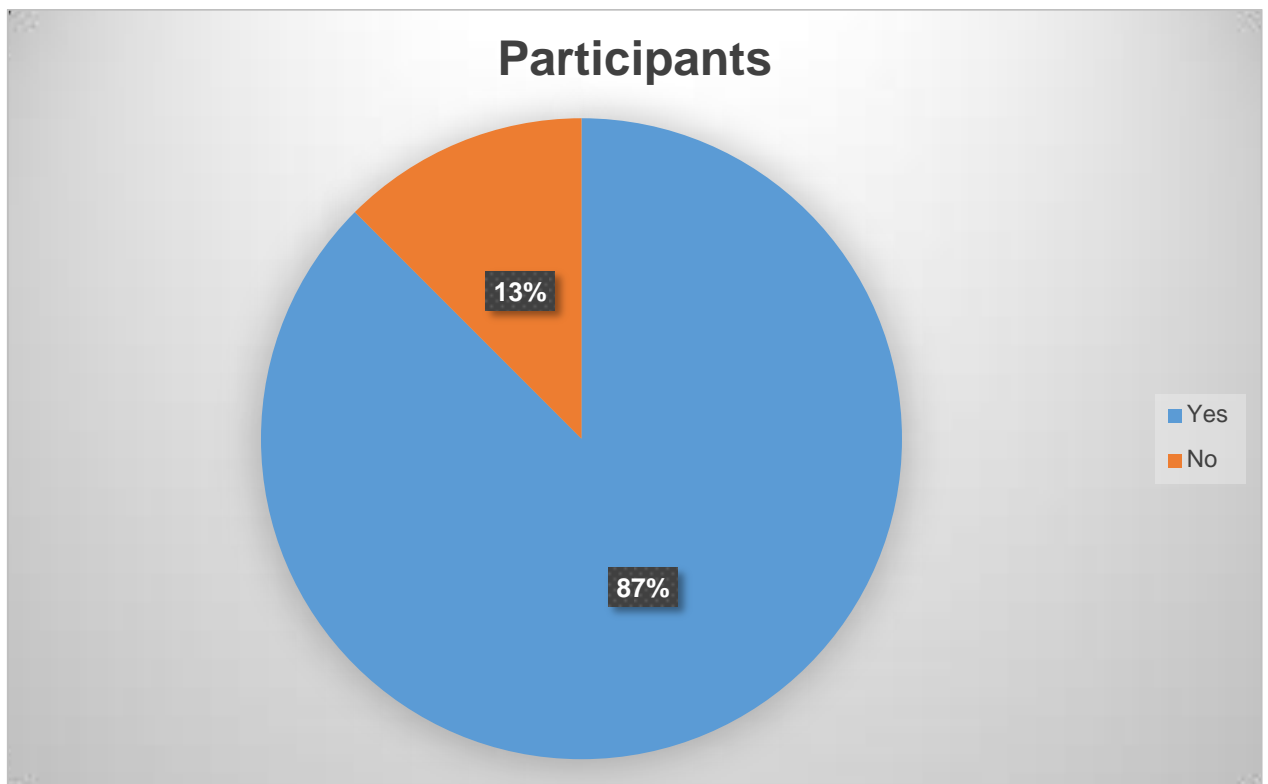
Figure 3.2 Students' views about the importance of listening

According to the result shown in the above table, it can be seen that the majority of participants (87%) think that listening is an important language skill, while only (13%) of students view that listening is not important. Most students commented that listening is important for the reason that it assists them to acquire new

vocabulary, ameliorates their English pronunciation, and helps them to write words correctly. While, others said that listening is important because it develops their grammar, their thinking and knowledge; in addition, it trains their ears to understand native speakers and teachers' spoken language. Also, some of them reported that listening is the best way to learn English and to communicate because it encourages speaking and develops other skills. From these comments, it can be concluded that students have positive attitudes towards listening and they are aware of the importance of listening as a crucial skill that is required as other skills for many purposes.

Question 3: Does your teacher give you listening activities in the classroom?

Options	Participants	Percentage
Yes	31	77%
No	9	23%

Table 3.3 . Students' Views of Listening Activities
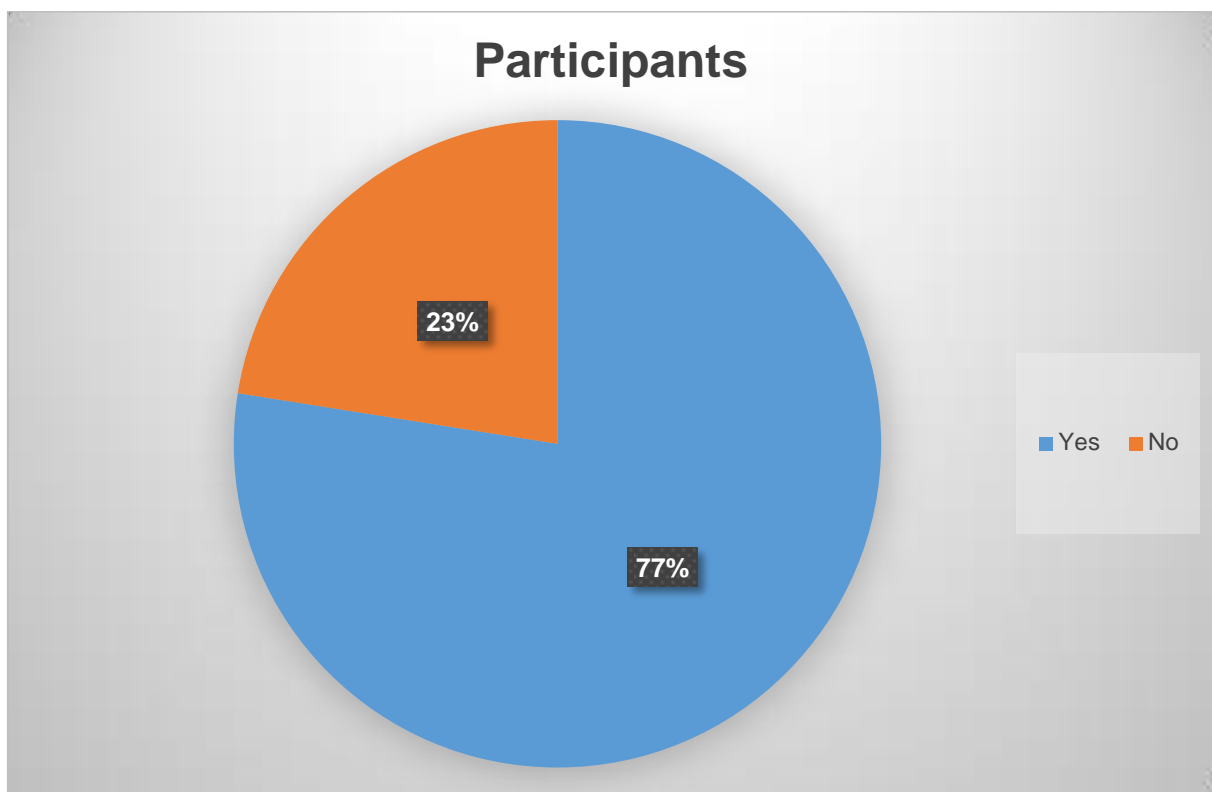
Figure 3.3. Students' Views of Listening Activities

The aim of this question is to make students state whether their teacher provides them with listening activities or not. Depending on students' answers, the majority of students (77%) revealed that their teacher does provide them with listening activities; however, out of 40 participants, (23%) answered negatively and reported that their teacher does not give them listening activities in the classroom. According to these answers, it can be seen that there are some teachers who should take listening into consideration and provide their students with listening activities.

Question 4: How would you rate your level in listening?

Options	Participants	Percentage
Excellent	2	5%
Good	8	20%
Adequate	12	30%
Weak	18	45%

Table 3.4. Students' Level in Listening
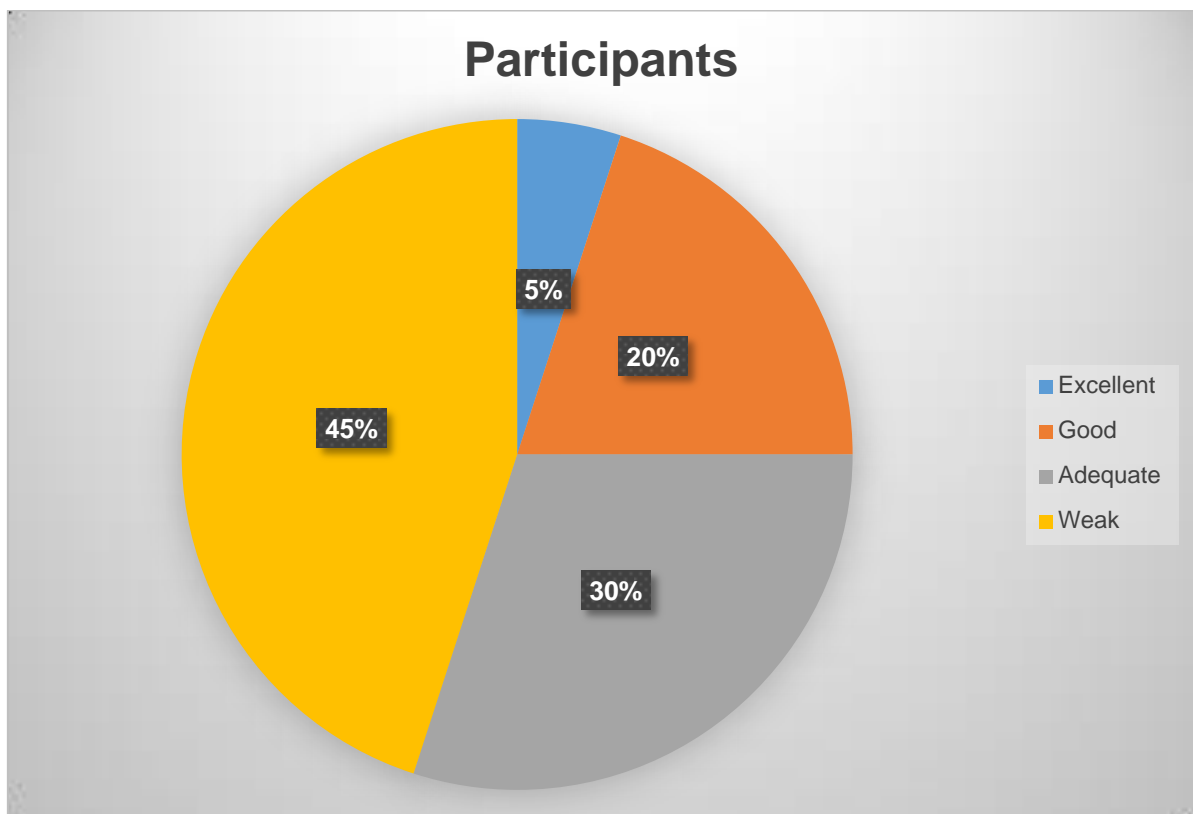
Figure 3.4. Students' Level in Listening

According to the above table, (30%) of the total sample assert that their level in listening is adequate, while (45%) of students' responses claim that they consider their level in listening as weak and (20%) of the participants report that their level in listening is good. Only (5%) think that they are excellent in listening. Consequently, the researcher can notice that nearly the half of the participants still have difficulties in listening may be because of the lack of practice. So, students are waiting their teachers to help them in improving their levels.

Question 5: Do you think that your level is weak in English because of:

Options	Participants	Percentage
Lack of listening	19	47%
Lack of reading	5	13%
Lack of practicing	8	20%
All of them	8	20%

Table 3.5. Reasons for Students' Weak Level in English
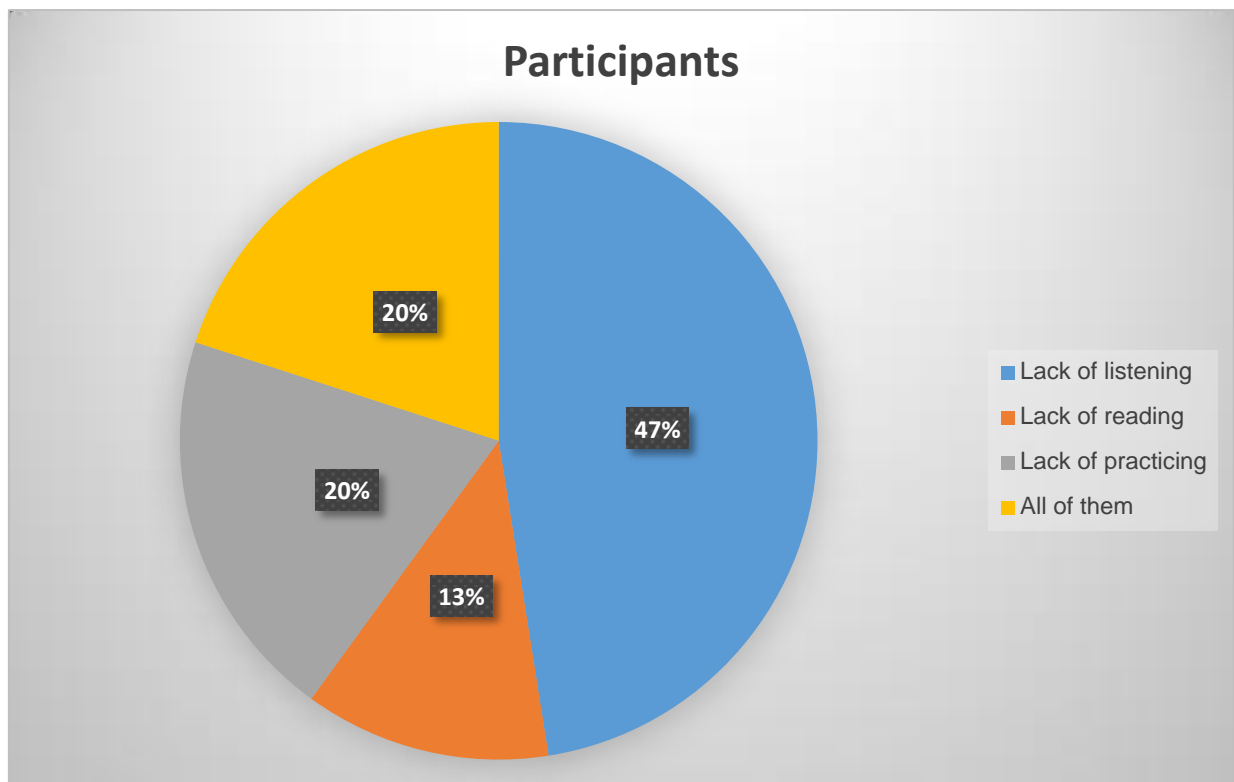
Figure 3.5 Reasons for Students' Weak Level in English

In this question, students are asked to give reasons for their weak level in English. It was concerning only students who have weak level. The results show that (47%) of students think that the reason of their weak level in English is lack of listening; whereas, (13%) reported that it is due to the lack of reading. Furthermore, 20% claimed that their level is weak because of the lack of practice, while 8 participants state that all of them are considered as the reasons to their weak level in English. As a result, we can deduce that the lack of listening is the major reason of students' weak level in English.

Question 6: If listening is the reason, is it because:

Options	Participants	Percentage
Do not understand the pronunciation of the teacher	20	50%
Time allotted to listening is not sufficient	5	12%
Noise	6	15%
Multiple answers	7	18%
Others	2	5%

Table 3.6. Reasons of Students' Weak Level in Listening
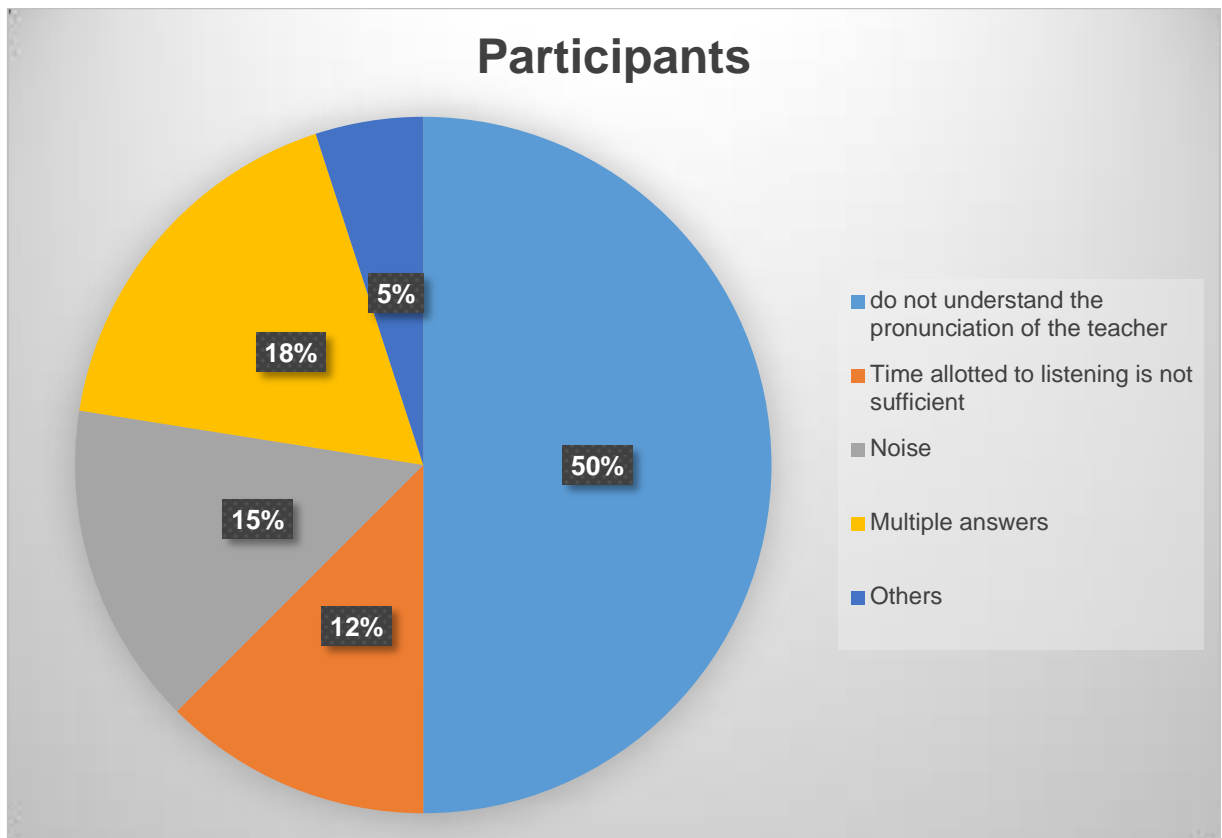
Figure 3.6 Reasons of Students' Weak Level in Listening

Through asking this followed up question, the reasearcher aims to discover why students' level is weak because of the lack of listening. Depending on students' responses, (50%) reported that they do not understand the pronunciation of their teachers when they speak, while eight students (12%) of the whole number claimed that the time allotted to listening is not sufficient; however, (15%) of the sample answered that noise is the reason. (18%) of the whole sample have chosen multiple answers, which mean that they have more than one reason. Finally, others (5%) added other reason which they face difficulties in understanding due to the new vocabulary used in the speech they are listening to; besides, sometimes they do not understand their teachers and native speakers when they speak rapidly. Consequently, the researcher deduces that teachers need to speak clearly and slowly, more time to listening needs to be allotted, and students need to give more attention and importance to listening in order to improve their level in English.

Question 7: What do you suggest to overcome these difficulties?

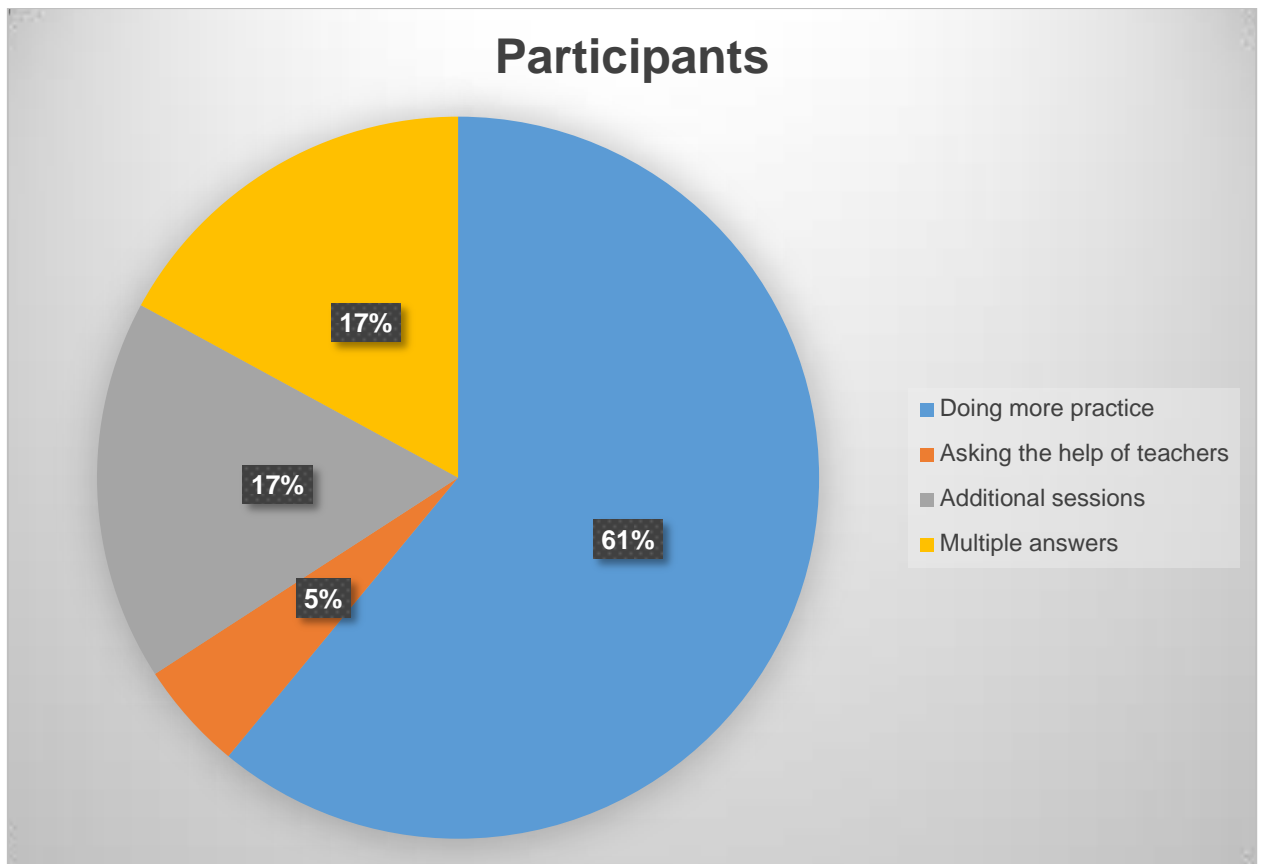| Options	Participants	Percentage
Doing more practice	25	61%
Asking the help of teachers	2	5%
Additional sessions	7	15%
Multiple answers	6	18%

Table 3.7. Solutions to Students' Listening Difficulties

Figure 3.7. Solutions to Students' Listening Difficulties

In this question, the main purpose is to know what the participants have reported about the appropriate way of solving their listening difficulties. According to table 3.7, it is obvious that a large number of students (61%) think that they can develop their listening through doing more practice either in or outside the classroom. This indicates that students are aware of the fact that no one turns perfect from the beginning. Others (5%) respond that they would ask the help of their teachers to speak slowly to help them understand his/her pronunciation and get the correct meaning of the speech that they are listening to. 7 students (15%) propose additional sessions because they find that the time allotted to listening in the classroom is insufficient to make their listening better. However, (18%) of the participants have chosen multiple answers since they believe that they need to do more practice outside the classroom, in addition to additional sessions to improve their listening.

From the students' responses, it can be noticed that the major solution to listening difficulties is doing more practice. Therefore, teachers should encourage their students to listen both in and outside the classroom and supply them with additional sessions to listen more by providing them with listening activities to become competent and good listeners, which means to improve their listening.

Section III: Students' Views of Dictation Use

Question 8: Does your teacher employ dictation in the classroom

Options	Participants	Percentage
Yes	32	81%
No	8	19%

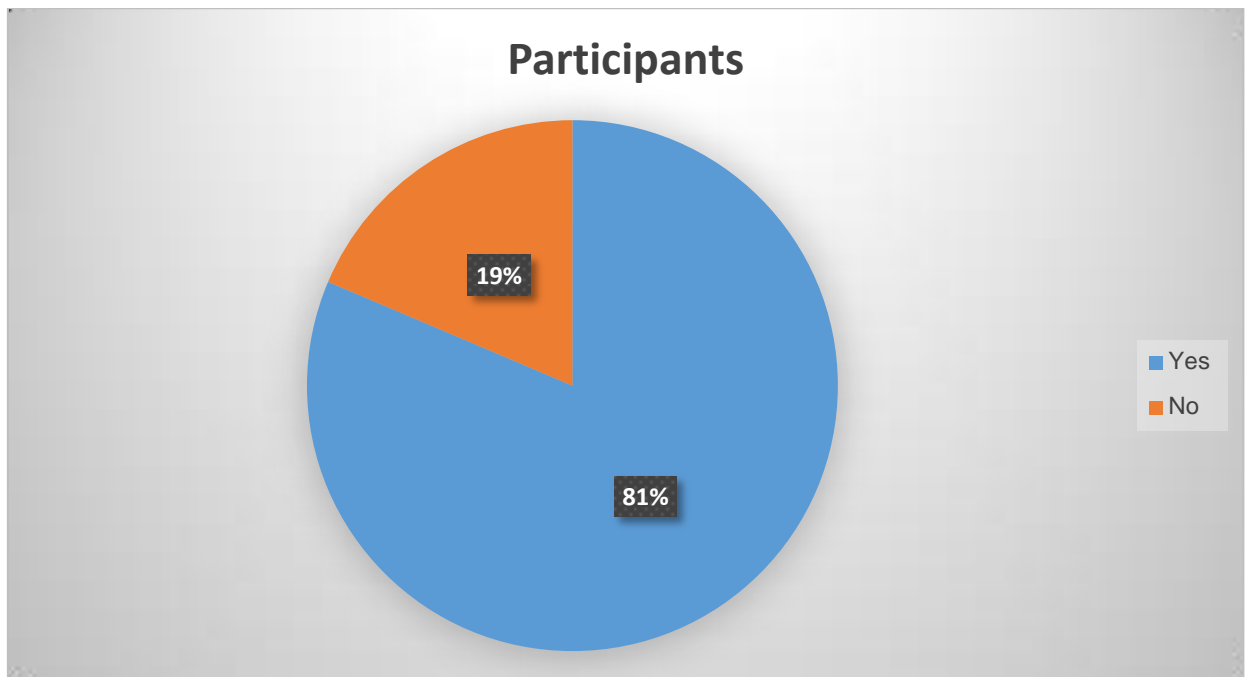**Table 3.8.The Use of Dictation in the Classroom**

Figure 3.8. The Use of Dictation in the Classroom

When the participants have been asked to indicate whether their teachers employ dictation in the classroom or not, most of them (81%) answered positively because their teachers employ dictation in the classroom. Only (19%) responded negatively since their teachers do not employ dictation in the classroom. These answers confirm that some teachers neglect dictation and consider it ineffective. Therefore, this encourages and helps us as researcher to prove that the use of dictation in teaching listening will assist students to develop their listening

Question 9. How often does your teacher use dictation?

Options	Participants	Percentage
Everyday	7	17%
A few times a week	21	53%
Once a week	2	5%
Few times a month	8	20%
Never	2	5%

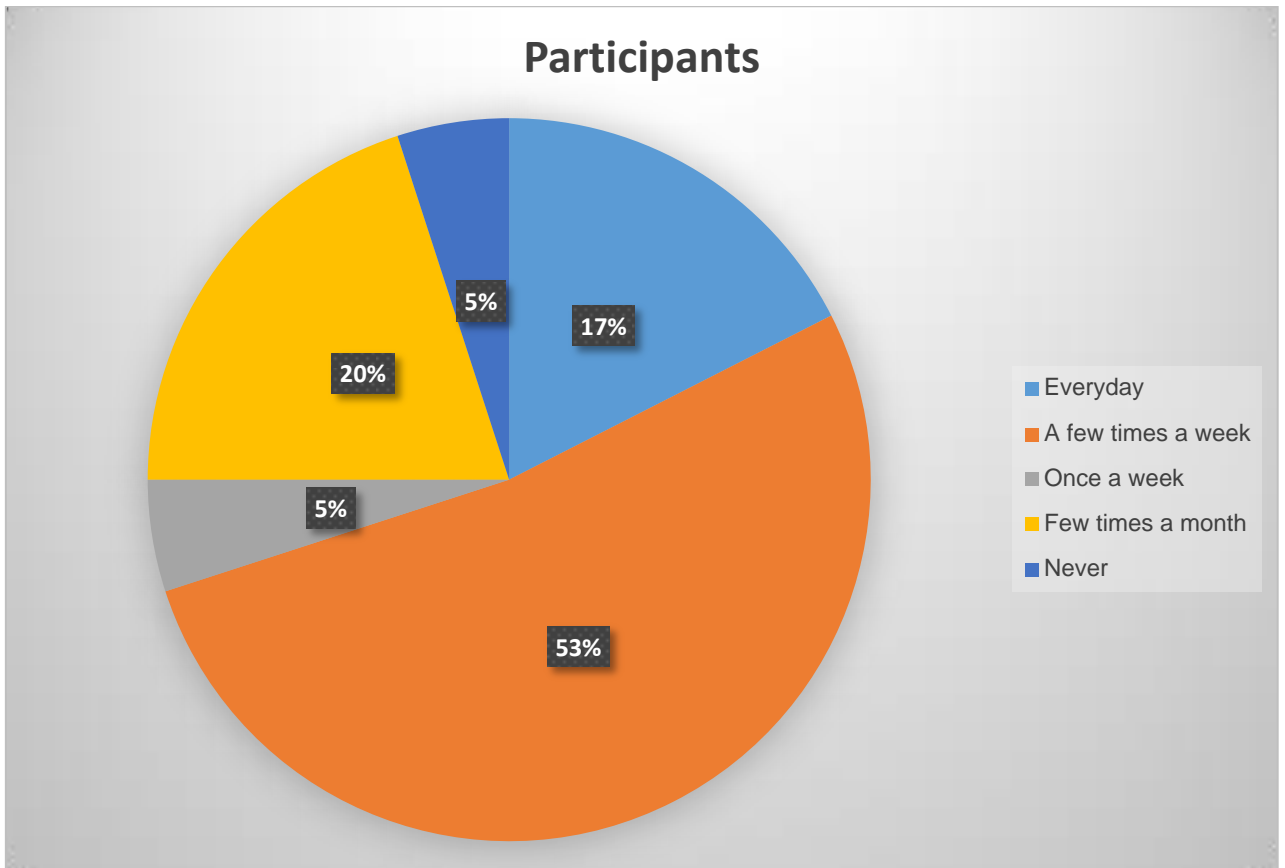**Table 3.9. Frequency of Using Dictation**

Figure 3.9.Frequency of Using Dictation

Table 3.9 determined that from 40 participants, (53%) claimed that their teacher uses dictation a few times a week, while (5%) say once a week. Furthermore, (17%) claimed that their teacher uses dictation everyday in the classroom and the percentage of the students who claimed that their teacher uses dictation few times a month is (20%).However, fifteen students (5%) said that their teacher never uses dictation in the classroom. From these data, (53%) is the highest percentage because their teachers are conscious of the importance and the effectiveness of dictation in improving their students' listening, while those who never give their students dictation, they are not aware of its importance and usefulness.

Question 10 : Do you think that dictation as technique contributes to improve (choose options)

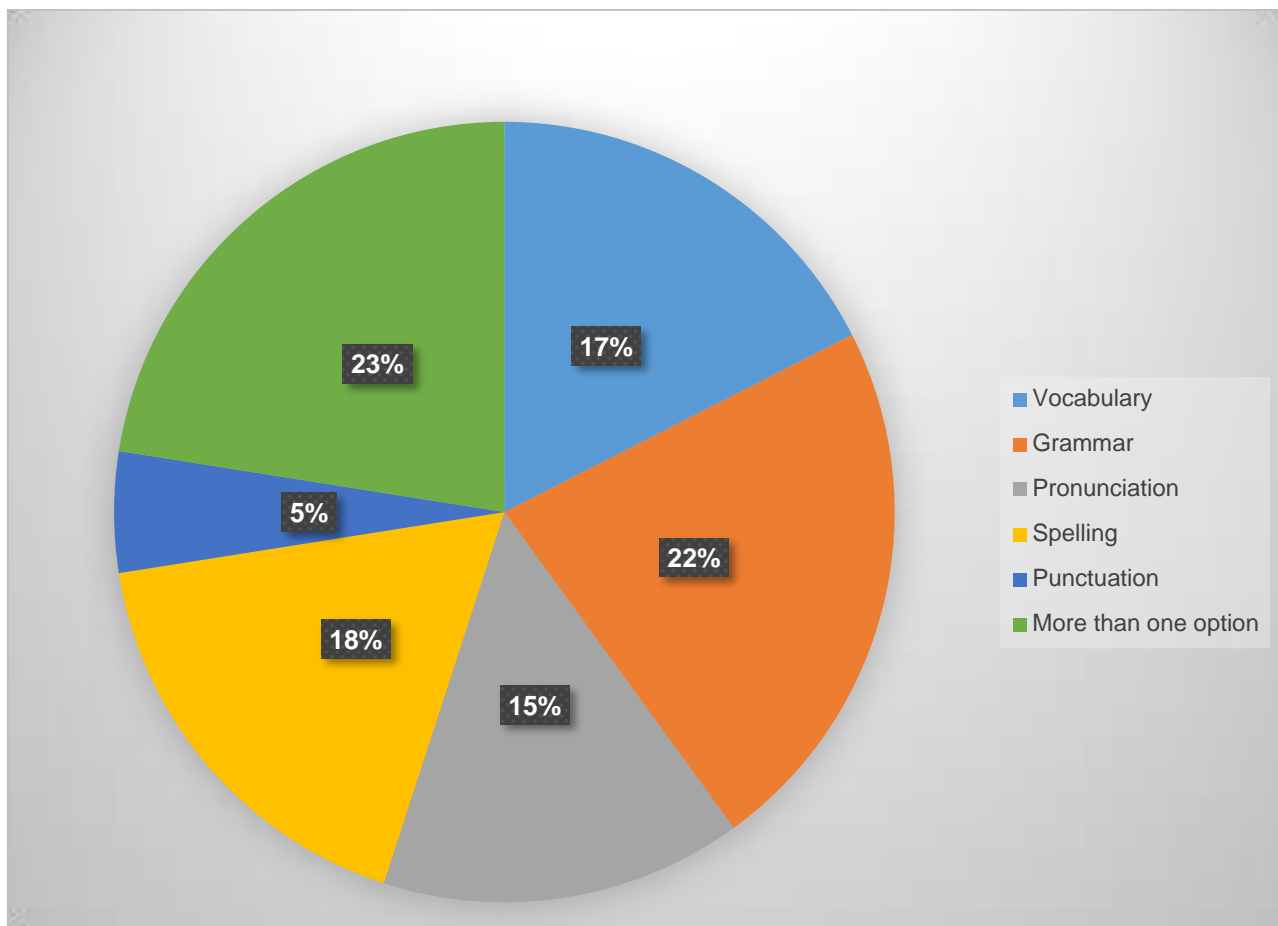| Options	Participants	Percentage
Vocabulary	7	17%
Grammar	9	22%
Pronunciation	6	5%
Spelling	7	18%
Punctuation	2	5%
More than one option	9	23%

Table 3.10.Areas of Students' Improvements

Figure 3.10. Areas of Students' Improvements

This table (3.10) shows the different aspects of students that dictation can improve. According to the students' answers, the majority of participants have chosen multiple answers including vocabulary and grammar, or pronunciation and spelling, or all of them together. However, (17%) indicated that their vocabulary has improved through dictation and (15%) of the whole sample stated that the use of dictation help them to improve their pronunciation. Whereas, (18%) answered that their spellings have improved because of the use of dictation. Others (22%) claimed that they improved in grammar as a result of the use of dictation and only 2 participant (5%) who stated that dictation improved her/ his punctuation. From these results, it can be seen that dictation can develop many aspects such as, grammar, vocabulary and pronunciation, in addition to spelling and punctuation. Therefore, dictation is a helpful technique since it assists students to listen correctly.

Questions 11 : Do you believe that dictation would help you develop listening ability?

Options	Participants	Percentage
Yes	33	82%
No	7	18%

Table 3.11. The Role of Dictation in Developing Listening
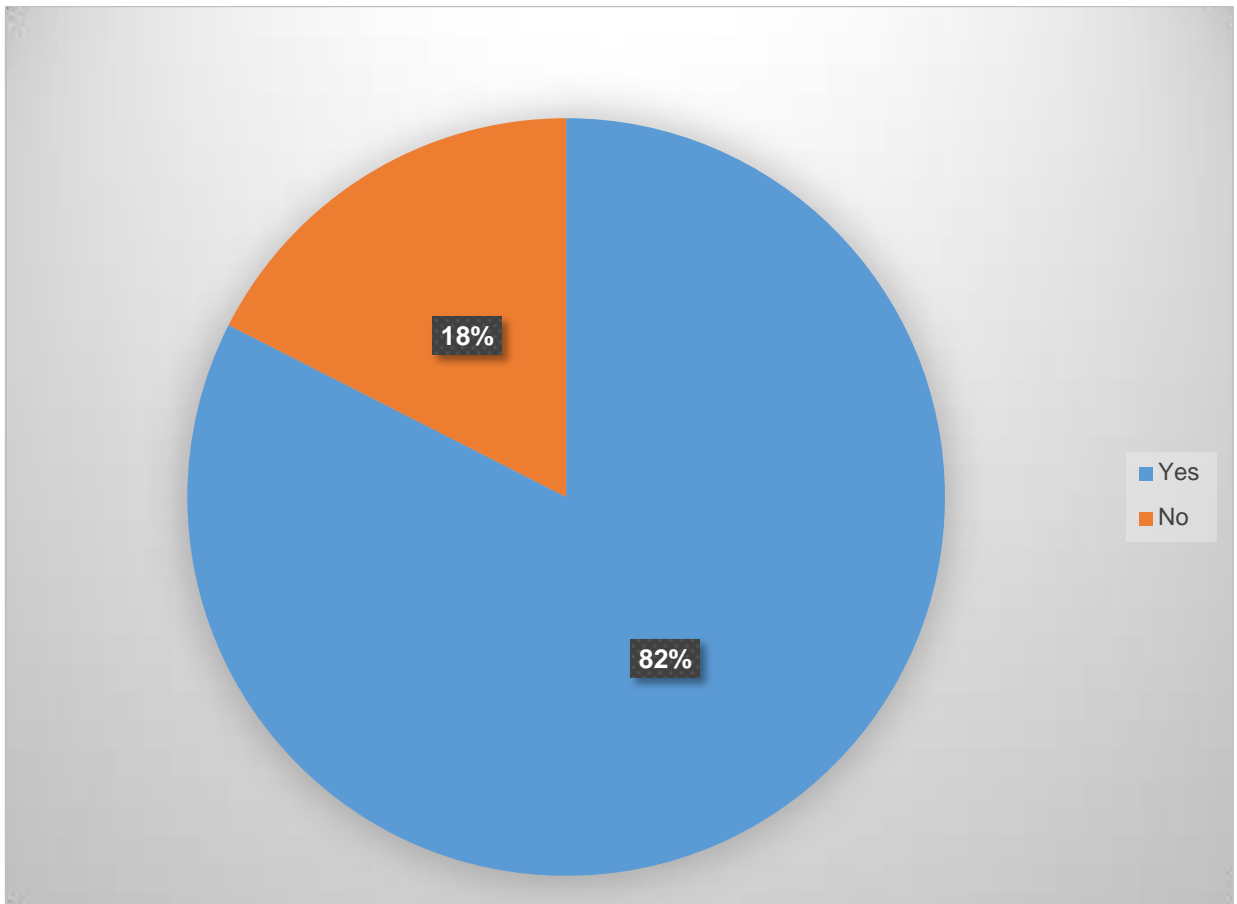
Figure 3.11. The Role of Dictation in Developing Listening

This question is asked to explore whether dictation would help to develop students' listening or not. The majority (82%) of participants answered positively as opposed to (18%) who claimed that dictation does not help them to develop their listening. Among second year students, some good students provided us with justification about their positive answers about the role of dictation in developing listening although we did not ask them to justify. They explained that the use of dictation is a useful practice which helps them to concentrate, pay attention and focus on what their teacher is saying to understand; besides, it assists them to improve their accuracy in listening, which means to be able to listen to words correctly without mistakes. From these findings, we can deduce that some students still have negative attitude toward dictation and its role in developing listening because they think it is not a successful technique and it is boring and waste of time.

Questions 12 : What type of dictation exercises does your teacher employ?

Options	Participants	Percentage
Silent letter	8	20%
Text reconstruction	22	55%
Cloze drills	6	15%
None of them	4	10%

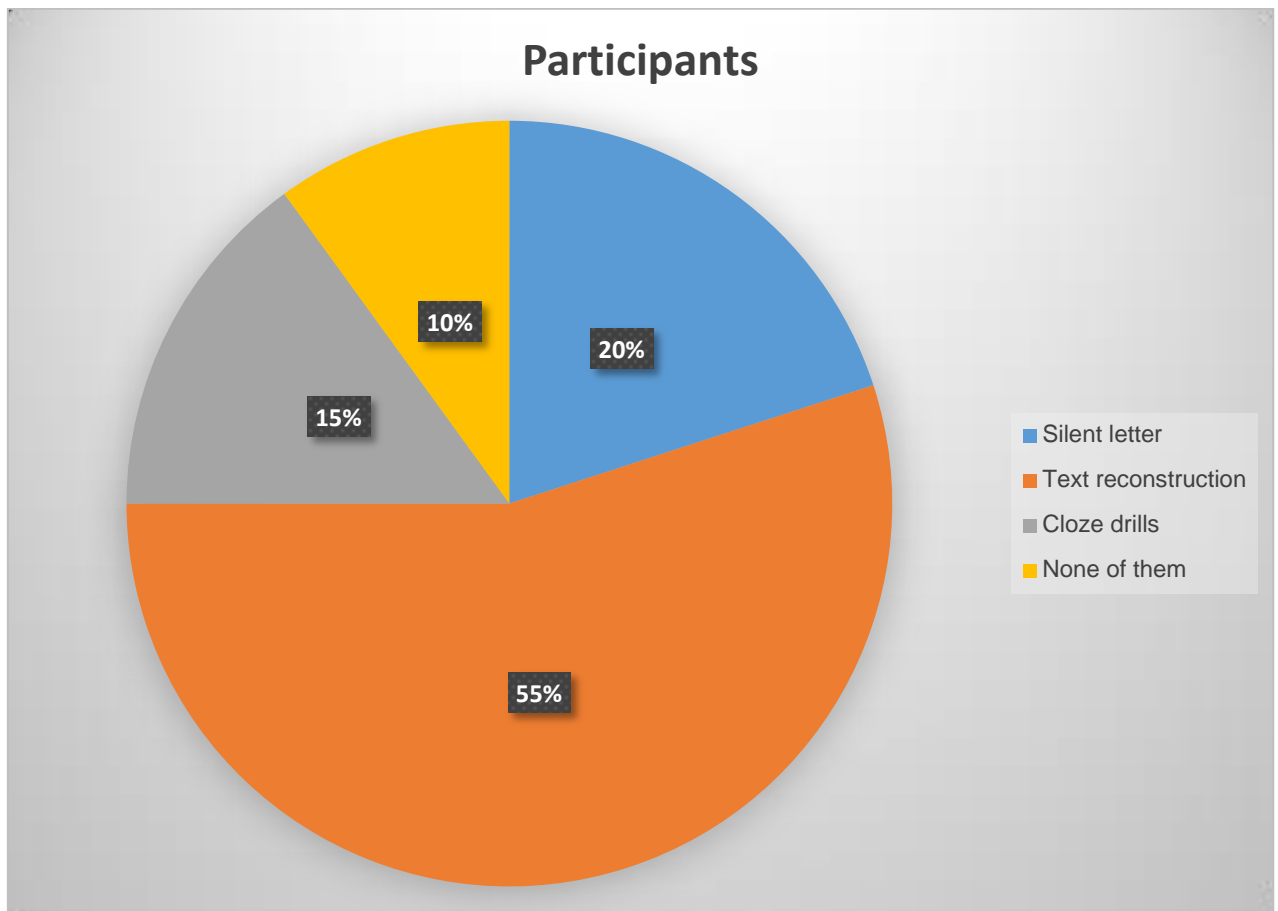**Table 3.12.Types of Dictation Exercises Used by the Teacher**

Figure 3.12.Types of Dictation Exercises Used by the Teacher

According to the above table, (15%) of the total sample claimed that their teacher uses cloze drills dictation. While, (55%) of students answered that text reconstruction is the type of dictation exercise that is used by their teacher. As for 8 participants (20%), they reported that their teacher uses silent letter as a dictation exercise. However, (10%) indicated that none of these dictation activities is used by their teacher. From these answers, it can be seen that some teachers vary the use of dictation exercises because they are aware of their effects on students' listening and other skills.

III.13. Implications from students' questionnaire

This study assures that dictation is significant to develop and improve students' listening and other skills. This is based on the data collected from students' questionnaire. Results of students' questionnaires revealed that most students have chosen learning English to communicate with people because their major purpose is to become more proficient in English and to have the ability to communicate with all people comfortably. Furthermore, the majority of students believe that listening is important because it helps them to acquire new vocabulary, to ameliorates their pronunciation and trains their ears to understand native speakers. So, they think that the base of understanding is listening.

Moreover, most students stated that their teachers provide them with listening activities in the classroom; remarkably, dictation is considered as the most used listening activity. Almost all students believed that the reason behind their weak level in English is because of the lack of listening. Thus, students have to listen more and read to acquire vocabulary, knowledge and improve their level in listening.

Most of second year students find listening a difficult skill that requires time,concetration, interest, and practice. They claimed that they have difficulties in pronunciation,vocabulary and grammar, in addition to lack of motivation and lack of confidence. Therefore, students suggested to do more practice in and outside the classroom and proposed additional session for listening since the time allotted to this latter is not sufficient.

Concerning dictation, almost all second year students have positive attitudes about it because they are conscious about its benefits and impact. Nearly all students reported that their teachers use dictation few times a week, which means that teachers rely on it in their teaching.They also indicated that they prefer the course to be in the form of dictation instead of handouts since it motivates them to listen, to self-assess their listening and self correction.

Besides, they denoted that dictatation encourages them to listen in order to get correct pronunciation, to develop their listening and acquire new knowledge and information. Additionally, the majority of students stated that this technique is helpful because of its impact and benefits in improving different language skills such as; vocabulary, grammar, pronunciation and spelling.

Furthermore, they believe that dictation plays a crucial role in developing their listening because it strengthen concentration, and attention; besides, it makes students focus on what the teacher is saying . However, those who reported that they do not support the idea that dictation develops students' listening because they consider it boring,waste of time and uneconomic.

PART THREE: CONCLUSION

1. Summary

Listening is one of the major skills that is necessary for communication in second or foreign language, hence, its importance is undeniable. However, most of the students still have problems with listening. In other words, they cannot grasp and understand the spoken language (vocabulary and pronunciation). For that reason, the present study aims to offer an exploratory study on the impact of dictation as a technique in developing students' listening as well as it endeavours at confirming the hypothesis that the use of dictation in the classroom could be a technique to improve students' listening.

The research attempts to provide new insight into the importance and the effectiveness of dictation in developing listening. So, teachers should be aware of how to use dictation because its success is ensured by selecting the appropriate type of dictation. At the end, this study needs to be enriched and done with large population in further researches.

2. Limitations of the study

The researcher's ability and other unexpected factors, it is obvious that the study has got a number of short-comings.

First of all, due to the limitation of scope of the study, the researcher only focus on the second-year which account for a small number of students in foreign languages department in Hai Phong. Therefore, the result of the study can't be generalized.

Secondly, experience to some extent, the researcher could not conduct other methods such as classroom observation which can make the obtained results more reliable.

In addition, the techniques suggested in this research are select from different reliable but limited sources.

In spite of the mentioned limitations, the researcher hopes that this research will contribute to the better situation of teaching and learning English listening skill with dictation method in in Foreign languages department .

3. Recommendations for further study

For the researchers who would like to contribute to deepen this research, the rearcher provides them with the following suggestions:

- First, the present study is conducted among university level students. Other researchers can deal with the same issue among high school or middle school pupils.

- This research was conducted to investigate the impact of dictation as technique in developing students' listening. While, other researchers can investigate the effect of dictation in improving students' writing skill.

- An additional area for research that can be worth to investigate is the effectiveness of dictation in English listening teaching to help students improve their listening skill.

- This research, due to limited time allotted for the study, was conducted among small number of second year students. It can be a good idea for other researchers to deal with larger sample of students via using the experimental method.

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Appendix : Students' Questionnaire

Name:

Study at:

Major:

Section I: Background Information

1. How long have you been studying English?............ years.

Section II: Students' Views of Listening

2. Do you think that listening is important as a language skill?

   a. Yes

   b. No

   Please say why?

.....…………………………………….…………………………………………

.....…………………………………….…………………………………………

.....…………………………………….…………………………………………

 3. Does your teacher give you listening activities in the classroom?

   a. Yes

   b. No

4. How would you rate your level in listening?

   a. Excellent

   b .Good

   c. Adequate

   d. Weak

5. If your level is weak in English, is it because of:

   a. Lack of listening

   b. Lack of reading

   c. Lack of practice

6. If listening is the reason, is it because:

   a. Do not understand the pronunciation of the teacher

   b. Not interesting to listening

   c. Time allotted to listening is not sufficient

   d. Noise

7. What do you suggest to overcome these difficulties?

   a. Doing more practice

   b. Asking the help of teachers

   c. Additional sessions

Section III: Students' Views of Dictation Use

8. Does your teacher employ dictation in the classroom?

   a.Yes

   b.No

9. How often does your teacher use dictation? (Choose only one choice)

   a. Everyday

   b. Few times a week

   c. Once a week

   d. Few times a month

   e. Never

10. Do you think that dictation as technique contributes to improve :(you can choose more than one option)

    a. Vocabulary

    b. Grammar

    c. Pronunciation

    d. Spelling

    e. Punctuation

11. Do you believe that dictation would help you develop listening ability?

    a.Yes

    b. No

12. What type of dictation exercises does your teacher employ?

    a. Silent letter *(activity to listen to letters that you cannot hear when the word is pronounced during dictation).*

    b. Text reconstruction *(to rebuild the dictated passage using your own words)*

    c. Cloze drill *(dictation exercises to fill in the blanks with the appropriate words)*

Thank you