



The Effect of Dictation on Vocabulary Improvement among Libyan Students as EFL Learners Case Study: Ahmah Hashim Falogy School

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Abstract

Vocabulary acquisition is a fundamental aspect of language learning, particularly for English as a Foreign Language (EFL) learners, as it plays a crucial role in reading, writing, and communication. Among the various instructional strategies used to enhance vocabulary retention, dictation has emerged as a potentially effective method. This study aims to explore the impact of the dictation strategy on vocabulary improvement among EFL learners, with a focus on word recognition, spelling accuracy, contextual understanding, and communication skills. Many EFL students struggle with courses that require strong vocabulary knowledge, both in oral and written forms. As a result, they face difficulties in classroom participation, communicating with teachers, and expressing their ideas effectively. To investigate this issue, this study employed a descriptive qualitative research design. Data were collected through document analysis and a questionnaire administered to sixty-seven students. The findings reveal that most students experience challenges in oral communication with teachers, passing oral exams, expressing their ideas in written documents, and demonstrating confidence in spoken English. These results highlight the need for effective vocabulary-building strategies, such as dictation, to improve students' linguistic competence and overall academic performance.

تأثير الإملاء على تحسين المفردات لدى الطلاب الليبيين كمتعلمين للغة الإنجليزية كلغة أجنبية (دراسة حالة: مدرسة أحمد هاشم فالوغي)

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الكلمات المفتاحية:

اللغة الإنجليزية
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الاستراتيجية
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الملخص

اكتساب المفردات هو جانب أساسي في تعلم اللغة، خاصة بالنسبة لمتعلمي اللغة الإنجليزية كلغة أجنبية (EFL)، حيث يلعب دورًا حاسمًا في القراءة والكتابة والتواصل. من بين الاستراتيجيات التعليمية المختلفة المستخدمة لتعزيز حفظ المفردات، برزت الإملاء كطريقة فعالة محتملة. تهدف هذه الدراسة إلى استكشاف تأثير استراتيجية الإملاء على تحسين المفردات لدى متعلمي اللغة الإنجليزية كلغة أجنبية، مع التركيز على التعرف على الكلمات ودقة التهجئة وفهم السياق ومهارات التواصل. يعاني العديد من طلاب اللغة الإنجليزية كلغة أجنبية من صعوبة في المناهج التي تتطلب معرفة قوية بالمفردات، سواء في الشكل الشفوي أو الكتابي. ونتيجة لذلك، يواجهون صعوبات في المشاركة في الفصل الدراسي والتواصل مع المعلمين والتعبير عن أفكارهم بفعالية. لدراسة هذه المسألة، استخدمت هذه الدراسة تصميمًا بحثيًا وصفيًا نوعيًا. تم جمع البيانات من خلال تحليل الوثائق واستبيان تم توزيعه على سبعة وستين طالبًا. تظهر النتائج أن معظم الطلاب يواجهون تحديات في التواصل الشفهي مع المعلمين، واجتياز الامتحانات الشفوية، والتعبير عن أفكارهم في الوثائق المكتوبة، وإظهار الثقة في اللغة الإنجليزية المنطوقة. تسلط هذه النتائج الضوء على الحاجة إلى استراتيجيات فعالة لبناء المفردات، مثل الإملاء، لتحسين الكفاءة اللغوية للطلاب وأدائهم الأكاديمي العام.

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1.0 Introduction

Indeed, learning the English language if it was as a foreign or a second language depends on the amount of vocabularies that the learner have. Mastering the English language, expanding learner's vocabulary is crucial for achieving fluency and effective learning and communication. In the learning process, the learner studies a big amount of new vocabularies which play an effective role in improving the basic language skills (Reading, Speaking, Writing and listening). Dictation offers a unique and highly beneficial technique for vocabulary enhancement. Dictation involves listening to spoken words or passages and then transcribing them accurately. This approach includes multiple cognitive processes, which makes it a powerful tool for reinforcing new vocabulary and understanding its correct usage in context.

Actually, Dictation as a term has many definitions. In Longman Dictionary of Applied Linguistics (2002: 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 heard as accurately as possible". In this definition, there is clearly indicated into the relationship between this technique and teaching language.

Historically, as Kazazoglo (2012) stated that Stansfield, (1985) mentioned that in the 19th century, dictation was used widely in teaching foreign languages in conjunction with the grammar translation method. Even though, in 1960's dictation as a teaching tool was considered non-communicative and rejected, at the first period of the 20th century, dictation retaken popularity, especially as it provided strong correlations with language proficiency (Stansfield, 1985). In any level group of European teachers, more than 50% use dictation either systematically or sometimes in their teaching (Davis and Rinvoluceri, 2002: 21).

The act of dictation sharpens auditory discrimination and spelling skills, as learners must accurately hear and write each word. This focused listening helps them to reinforce pronunciation and distinguish the differences of meaning, which are often avoided in other learning methods. Besides, the process of writing down what is heard helps in the saving and memorizing the new vocabulary, as it requires active usage and cognitive effort, Katzir et al (2006).

Moreover, the value of the dictation technique has been given prominence by some researchers such as, (Wajnryb 1990, Bowen 2000, Safri 2011). Harmer (2004:31) suggested that dictation could guide the learners to discover and arrange ideas into their own words because they think as they write. This study thinks that dictation can classify as a cognitive process that requires learners need to use different language skills so they would improve their performances in learning English as a foreign language.

1.1 Problem of the study

For many years ago, the results of final exams at Libyan secondary schools were less down of 50%. These results indicate to gab in teaching the course of English language at the schools. The syllabus of this course is communicative type which needs a lot of vocabularies to achieve it. From the other side, this stage is considered the most important stage. This is the basic for all next stages.

Based on the researcher's experience as a teacher of English, the students have a difficulty to use the language in their classes. Some students cannot communicate with their teachers in English because they do not have enough vocabulary to express their ideas. In the exam, the students can't answer the questions correctly, even though they understand them. This problem appears clearly in writing classes. Most students face problems in writing a paragraph, even when the topic is optional and simple. In all oral tasks, the students face the same difficulty. This problem will be very dangerous when they become at a high level or the next stages of their study. They prefer using the Arabic language to express their responses to any activity in the class. Psychologically, lacking of vocabulary leads the students to be less confidence and less motivated to learn English. In general, and

especially for junior and senior high school students, this motivation can be a great tool for the teacher, and dictation is an excellent way to guide them to learn and check their progress.

1.2 Questions of the study

1. What is the impact of using the dictation strategy on vocabulary improvement?
2. How does dictation practice influence on retention of new vocabulary in EFL learners?
3. Are the learners aware of the use of dictation in enhancing their vocabulary knowledge?
4. Does the use of different types of dictation (e.g., partial dictation, running dictation, standard dictation) affect vocabulary learning outcomes differently?

1.3 Significance of the study

The primary purpose of any educational institution is to cultivate well-prepared and competent students. The English teachers are close interested in this issue. They have a big challenge to achieve this goal, because it depends on teaching a foreign language. Many students fail to pass their exams which depend on their background of vocabulary such as writing, listening and speaking, reading comprehension and presentation and writing their assignments as well. In oral questions or discussions in any exercise, the lack of vocabulary is obvious in most students' performance. The students, who will pass high stages of their learning in the future, should have enough background in vocabulary. The students, who have less vocabulary, are also less confident.

This study has interested students of the English course in some Libyan schools and their teachers to facilitate meaningful written communication. For example, dictation exercises could lead students to write the accurate spelling of words. In addition, teachers of English could be guided through the findings of this study to utilize dictation procedures in the classroom, as it provides opportunities for creative language use among students. Moreover, language curriculum planners for upper basic education are expected to consider the findings of this work as a guide to the design of relevant procedures for integrating dictation and written English. Also, English educational inspectors could utilize the findings of this study to judge or moderate the strengths and weaknesses of combining dictation with written English.

Actually, there are several reasons that make dictation activities work well in the classroom. From the researcher's point of view, dictations can be done at any level, depending on the text used, and they can be graded for a multi-level class. It usually requires very little preparation and photocopying. Often, the time of the class is not enough to do all the activities, such as check spelling, definitions of some terms, or comprehension questions. In this case, dictation can save time and help the teacher to do many activities in the class.

1.4 Objectives of the study

This study aims to:

- 1- help the students to enhance their performance in four language skills (listening, speaking, reading and writing).
- 2- Pay attention to the teachers for the dictation as a teaching strategy.
- 3- help students to improve their vocabulary.

2.0 Literature Review

2.1 Introduction

Teaching English as a foreign language (EFL) involves various strategies to enhance learners' vocabulary acquisition. One such strategy is the use of dictation, a traditional yet effective method in language education. The study illustrated the term 'dictation' and its relevance to speaking English in an EFL situation. Again, the strategy for teaching dictation was reviewed. Furthermore, an overview of dictation and its effects on spelling, sentence construction, and speech formation was reviewed. In addition, relevant previous studies and the

theoretical framework adapted to this work are highlighted. Lastly, the researcher summarized the related literature reviewed.

2.2 Benefits of Dictation in EFL

Dictation has been preferred for its multifaceted benefits in language learning. According to Davis and Rinvoluceri (1988), dictation is able to enhance listening comprehension, spelling, and writing skills while reinforcing vocabulary. This holistic approach makes dictation a valuable tool in the EFL classroom. Dictation can deal with large groups. The teacher can use dictation with groups of 20 or 60, as with 200. Dictation is considered as one of the few approaches that are used to teach and learn large group context and engage the students in language learning activities. Also, dictation is safe for non-native teachers through easily preparing exercises and feeling satisfied with these exercises. However, the teacher can prepare the dictation fully in advance of the target language. Decoding sounds of the English language and recording them in a written document is a technically useful exercise. Dictation can be more interesting if the teacher uses other materials for selecting interesting topics, such as newspaper articles, magazines, and bits of books. This selection or employing this technique leads to an increase or decrease difficulties of the text and meets the needs and abilities of the students, then growth their motivation for learning the English language.

2.3 Improving vocabularies by dictation

According to Saeidi & Mozaheb (2012), (Read, 1988; Wesche and Paribakht, 1996; Qian, 2002) inserted that there are two dimensions in learning vocabulary that the English language teachers should take in their account during employing strategies in his/her teaching of vocabulary. They are breadth and depth. Breadth refers to the size of vocabulary learner in EFL/ESL and it relates to the recognition and production of lexical items. From the other side, depth focuses on the manner which the learner follows to know the word.

Based on the study that conducted by Rahimi (2008) in Tahrani University, using dictation practice frequently not only growth immediately vocabulary recall, but also had long-term to keep benefits. This finding goes with Nation's (2001) insists on that repeated exposure to vocabulary items in different ways and texts enhances retention.

Many ESL/EFL teachers are asked by their students about the best way of learning vocabularies in ESL/EFL contexts. Most learners are not aware of the different strategies for learning vocabularies. The role of teachers in informing their students with regard to proper strategies for vocabulary learning cannot be ignored. In other words, it is the duty of ESL/EFL teachers to acquaint the learners with new strategies in vocabulary learning.

Breadth and depth are two dimensions of vocabulary learning (Read, 1988; Wesche and Paribakht, 1996; Qian, 2002). Breadth refers to the vocabulary size of each ESL/EFL learner, and it relates to the recognition and production of lexical items. On the other hand, depth concentrates on how well a learner knows a word. Reading can foster both breadth and depth of vocabulary learning. Each ESL/EFL teacher should consider these two dimensions of vocabulary learning while employing different strategies for vocabulary teaching. In an equal study which conducted by Kazazoglu (2012), "the dictation studies might enable teachers of English to concentrate on students' deficiencies and to focus on those aspects".

2.4 Forms of Dictation with their effectiveness

Dictation is a pedagogical tool used in various fields, one of them is language learning. The study of common forms of dictation shows its role in improving cognitive skills, enhancing learning outcomes, and fostering communicative competence.

1. Traditional Dictation

Traditional dictation refers to the classic form when the teacher reads aloud, and the students write what they hear. Even though, this form has been criticized for its lack of engagement, it is widely used in language classrooms for its simplicity and effectiveness in testing listening comprehension, spelling, and writing skills. Davis and Rinvoluceri (2002) stated that traditional dictation has been found to improve listening comprehension in second-language learners. The frequent practice of writing what is heard helps learners become

aware of the sentence structures and vocabulary that are formed. Also, (Wajnryb, 1990) suggested that traditional dictation strengthens short-term memory and helps students focus on accuracy and control in writing.

2. Partial Dictation

This form is known as "gap-fill dictation," which requires students to listen to a text and fill in the missing parts. This strategy is seen as more interactive than traditional dictation and has been successfully used in language testing. Buck (2001) inserted that partial dictation assesses not just listening, but also the ability to predict and infer missing information based on context, making it a more dynamic tool for comprehension and cognitive development. Moreover, this form is particularly useful in language assessment, as it requires students to use their knowledge of grammar and vocabulary to fill in gaps, promoting active listening and language use, Field (2008).

3. Dictogloss

Dictogloss is a collaborative form of dictation where students listen to a passage, take notes, and then work together to rewrite the text. This strategy integrates listening, note-taking, and cooperative learning, enhancing comprehension and retention. Swain and Lapkin (1995) argued that dictogloss supports "output" in language learning, encouraging students to use their linguistic knowledge in an active way. The collaborative task helps students refine their understanding by discussing and extracting the meaning of the text.

Based on the view of, Jacobs and Small (2003) illustrated that dictogloss develops both grammatical accuracy and overall comprehension, making it an effective tool for intermediate and advanced language learners.

4. Interactive Dictation

Interactive dictation involves a two-way communication process where learners can ask for clarification or repetition while listening. This form of dictation aims to simulate real-world communicative situations where understanding can be negotiated. Lynch (2001) suggests that interactive dictation agrees closely with real language use, as it allows for the negotiation of meaning, which is central to communication. This form promotes not only listening skills but also speaking and interpersonal skills. In another study, which was conducted by Nassaji and Fotos (2011), they indicate that this form of dictation is particularly effective in task-based language teaching (TBLT), where the focus is on interaction and problem-solving.

5. Reverse Dictation

In reverse dictation, students receive a written passage and must verbally dictate it to their partners, who write it down. This form involves reading, speaking, and listening skills and is considered more engaging than traditional dictation. According to Nation and Newton (2009), reverse dictation helps students to practice pronunciation, intonation, and listening comprehension. At the same time, it makes it a comprehensive exercise for language improvement.

Thornbury (2005) also noted that reverse dictation has been found effective in improving both listening and speaking skills, as it requires learners to be more controlled in both delivering and receiving the dictation.

6. Visual Dictation

This form of dictation uses images, symbols, or videos to encourage the students to practice dictation exercises. Students describe what they watch, then describe and translate it. This form of dictation is often used in language learning and literacy development. Recently, in a study that was done by Coyle and Pantaleoni (2010), visual dictation can improve vocabulary acquisition and creativity. The students must interpret visual stimuli and translate them into language. Also, Visual dictation can be beneficial for students with different types of learning styles, as it includes visual and auditory learning processes (Kress & van Leeuwen, 2001).

7. Digital Dictation

Recently, with the revolution and advancements in technology.

Digital dictation tools, such as speech-distinguish software and mobile apps, have appeared as new forms of dictation. These tools are increasingly used in education and professional environments to improve productivity and language learning. Liou (2019) argues that digital dictation helps to fill the gap between spoken and written language, making it an important tool for language learners, especially those who have disabilities.

According to a study by Lee and Hwang (2021), stated that digital dictation supports independent learning, as students can practice at their own speed, get direct feedback, and enhance their pronunciation and writing skills.

2.5 Communicative dictation activities

Communicative dictation activities, an innovative approach to traditional dictation, integrate listening, speaking, and writing into a dynamic learning experience. These activities are part of the broader Communicative Language Teaching (CLT) approach, emphasizing authentic language use, meaningful communication, and the development of students' communicative competence. By focusing on active participation and collaboration, communicative dictation helps learners not only process linguistic input but also engage in interactive language production. Traditional dictation, often characterized by the passive reception of information, typically involves students transcribing word-for-word what the teacher reads aloud. While this technique may develop listening skills, it often lacks interactive and meaningful engagement.

Nunan (1991) stated that communicative dictation encourages interaction between the students. In these activities, the emphasis shifts from accurately recording the exact words to understanding, reconstructing, and discussing content with peers, thus fostering communication and cooperative learning.

The shift from traditional dictation to communicative dictation aligns with key principles of CLT, which views language as a tool for interaction rather than merely a structural system. According to Brown (2007), communicative approaches prioritize fluency over accuracy, emphasizing meaningful language use in real-life contexts. By integrating communicative goals, dictation becomes a tool not just for reinforcing grammar or vocabulary, but for fostering students' ability to engage in real communication.

2.6 Types of Communicative Dictation Activities

According to Ferlazzo & Sypniewski (2012 : 51), these three dictation exercises combine reading and writing skills with developing listening and speaking skills.

2.6.1 Interactive Dictation

In interactive dictation, students are assigned a simple passage or a book that the class has been using, so students are familiar with it. They are divided into pairs, and each student is given a small whiteboard, a marker, and a black sheet. One student reads a few words while the other writes them down. The writers can look at their copy of the text as a kind of cheat sheet, but should be encouraged to work toward not using it. The reader can give feedback on the accuracy and errors of the writer.

2.6.2 Dictogloss

Dictogloss can be done in a number of different ways, but here is one variation. First, students divide their papers in half. Then the teacher reads a short text, often one that students are familiar with. After the first time of just listening, the teacher reads it again and students write down notes on one-half of the paper about what they have heard. Next, the teacher reads it a third time, and again the students write down additional notes in the same space. Students then compare their notes with a partner, and they work together to develop a reconstruction of the text-one that is not the exact wording, but that demonstrates its meaning accurately. Finally, the teacher reads the selection again and students judge how well they did.

2.6.3 Picture Dictation

In picture dictation, the teacher can draw or find an image, and

without showing it to the class, describe it while students draw. It can also be a partner activity where half of the class is given one picture and the other half a different one. Students with different pictures are made partners and stand up a book or folder between them. One student describes her picture while the other draws. When it's complete and the student is given feedback, the roles can be reversed. Students can be asked to write sentences describing the picture.

Many studies have shown that communicative dictation activities can increase student engagement, enhance English listening comprehension, and improve grammar skills. These communicative activities are different from the often deadly teacher-centered uses (passages repeated multiple times in a "drill and kill" fashion until students get it "right"), which can be particularly frustrating for beginning level learners.

2.6.4 Running Dictation:

In this dynamic activity, one student reads a text placed somewhere in the classroom and verbally communicates it to their partner, who writes it down. This activity incorporates movement, verbal interaction, and collaborative effort, contributing to both listening and speaking skills (Nation, 2009).

2.6.5 Pair or Group Dictation:

One learner dictates while the other listens and writes. Afterwards, they discuss and correct their work, encouraging peer correction and self-monitoring. This encourages negotiation of meaning and enhances listening and writing skills simultaneously (Thornbury, 1999).

3.0 Methodology

This section is dedicated to viewing the methodology that is followed to conduct this study.

3.1 Participants

The sample of this study was conducted in Ahmad Falogy Secondary school by participating 67 students in the third class. This study explored the students' views around the role of using the dictation strategy for improving their vocabulary in all last experience of studying English and their difficulties in this issue.

3.2 Instruments and Data Collection

A quantitative method with the employment questionnaires was conducted to gain the target data. The researcher distributed a questionnaire on using the dictation strategy for improving vocabulary. The questionnaire included three sections. The first one was about demographic data (Age & specialization), while the second was about using the dictation strategy and some related points. The third part was an open question to know if they use other strategies to improve their vocabulary.

3.3 Data Analysis Methods

The tool used for gathering data for this study was the questionnaire. Sixty-seven students participated in answering the questionnaire. (IBM) SPSS (Statistical Package for Social Sciences) version 20 software was used to analyze the frequencies and percentages of the students' responses about the topic.

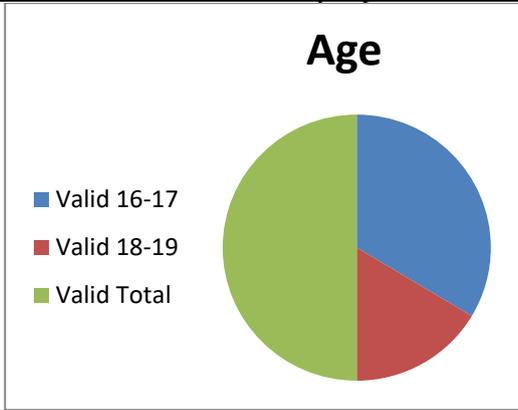
4.0 Results

The main purpose of this study is exploring the role of the dictation strategy in improving vocabulary and its effect on learning the English language in general.

Section (A)

This section includes two questions about age and specialization as demographic data. All students were in a scientific specialization with a slide difference in the age as that appear in the following diagram.

following table shows the students' responses on the points included in the questionnaire



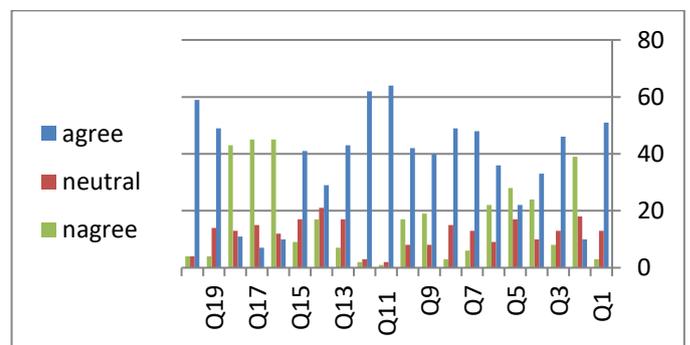
Section (B)

This section is designed to investigate in the difficulties that have faced students in building and using vocabulary, and their opinions on the importance of the dictation strategy in this field. The

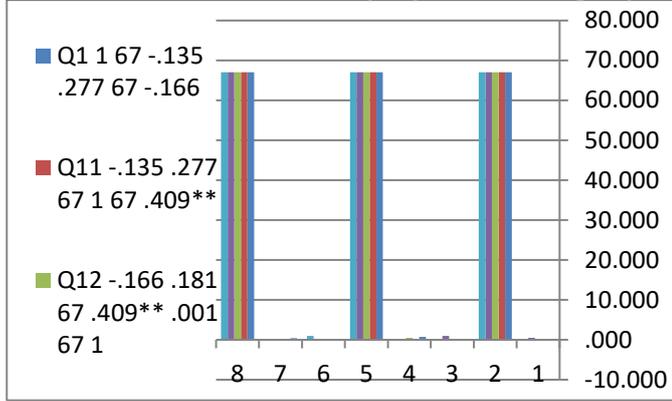
N	Question	agree	hagree	neutral	nagree	hnagree	Range	Mean	Std. Deviation
1	I like the English language and want to study it	24	27	13	1	2	4.00	1.9552	.94441
2	I would like to be a successful English language teacher	7	3	18	26	13	4.00	3.5224	1.17239
3	I like speaking English, but I do not have enough vocabulary for it	22	24	13	8		3.00	2.1045	1.00203
4	I understand what the teacher says, but I cannot respond	22	11	10	15	9	4.00	2.6716	1.47081
5	I lack confidence in speaking English	14	8	17	21	7	4.00	2.9851	1.30839
6	I am always anxious about oral exams	19	17	9	16	6	4.00	2.5970	1.36026
7	I was not accustomed to speaking English during my school years	22	26	13	3	3	4.00	2.0896	1.05502
8	The teacher uses Arabic in the classroom	22	27	15	3		3.00	1.9851	.86151
9	The teacher does not focus on helping us memorize new vocabulary in the lesson	13	27	8	10	9	4.00	2.6269	1.32386
10	The teacher did not use dictation to help us memorize words	18	24	8	14	3	4.00	2.4030	1.21929
11	Dictation helps me reinforce my vocabulary retention	14	50	2	1		3.00	1.8507	.52954
12	Dictation helps me to write words correctly	15	47	3	2		3.00	1.8806	.61601
13	I fail in writing due to a lack of vocabulary	19	24	17	6	1	4.00	2.1940	1.00361
14	I cannot distinguish between similar words	16	13	21	14	3	4.00	2.6269	1.19133
15	I do not know how to arrange words when speaking with others	23	18	17	7	2	4.00	2.2090	1.12192
16	I do not face any difficulties in speaking English	5	5	12	28	17	4.00	3.7015	1.15490
17	I can speak and write in English with ease	7		15	26	19	4.00	3.7463	1.18505
18	I can speak English for 5 minutes without stopping	7	4	13	28	15	4.00	3.5970	1.20680
19	Dictation exercises help me to organize my sentences when speaking	31	18	14	4		3.00	1.8657	.95180
20	Dictation helps me to improve my listening skills	30	29	4	3	1	4.00	1.7463	.87634

Based on the responses in the table above, the students are aware of the importance of learning the English language with a strong desire for learning. Also, they recognize the importance of dictation's role in growth their vocabulary. They touch on the positive effect of the dictation strategy in all language skills.

On the other hand, the results reveal that the students face some difficulties in their learning the English language. These difficulties are close related to a lack in vocabulary, such as difficulty in speaking, writing, listening, less confidence, lack of vocabulary, and lack of communication. The results show that there is a strong agreement on less use of the dictation strategy by the teacher. They reflect less focusing on memorizing vocabulary by using The Arabic language in the class as well.



To get clear analysis with sufficient results, it is necessary to study the correlation between studying English language and the effect of dictation strategy in the process. By using Pearson measurement, the following graph shows the strong relationship between the independent variable (learning English language) and dependent variable (effect of dictation strategy).



According to the graph above, there is strong correlation between learning English language and using dictation strategy. This result indicates to using dictation exercises in English language classes is very essential.

Section (C)

This part consists of only one open question. It was about whether the students use other strategies to improve vocabulary. The students inserted that they depended on some technics such as electronic games, movies, songs and AI applications.

Conclusion

Indeed, vocabularies are considered the main core of learning any language in general and a foreign language in specific. Libyan students, who study English as a foreign language to use it based on their goals, need to learn lots of vocabulary. The findings of this study clearly illustrate that the students are totally aware of the importance of learning the English language. They have a strong desire to improve their proficiency. According to their last experience, they recognize the significant role dictation plays in enhancing and improving vocabulary and observe its positive impact across all language skills—speaking, writing, listening, and reading. Learning vocabulary helps them to overcome the difficulties that they face to get a good level of mastering the English language. In contrast, the findings of this study obviously indicate to a lack of using the dictation strategy in the class. Some teachers don't pay attention enough to this strategy, although the dictation has high quality for saving time and effort. The dictation is considered the main core for improving and growing the language. Teaching language activities should be designed according to the nature of the dictation strategy.

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Appendix

Section One: General Information

Age	16–17	18–19	19–20
Specialization	Scientific	Literary	

Section Two:

No.	Question	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
1	I like the English language and I want to study it.					
2	I would like to be a successful English language teacher.					
3	I like speaking English, but I do not have enough vocabulary for it.					
4	I understand what the teacher says, but I cannot respond.					
5	I do not have the confidence to speak in English.					
6	I am always anxious about oral exams.					
7	I was not used to speaking English during my school years.					
8	The teacher uses Arabic in the classroom.					

9	The teacher does not focus on making us memorize new vocabulary in the lesson.					
10	The teacher did not use dictation to help us memorize words.					
11	Dictation helps me retain words in my memory.					
12	Dictation helps me write words correctly.					
13	I fail in writing because of a lack of vocabulary.					
14	I cannot distinguish between similar words.					
15	I do not know how to arrange words when speaking with others.					
16	I do not face any problems speaking English.					
17	I can speak and write in English easily.					
18	I can speak in English for 5 minutes without stopping.					
19	Dictating texts helps me arrange sentences when I speak.					
20	Dictation helps me improve my listening skills.					

Section Three:

Do you have other ways to develop your English vocabulary?

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