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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

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Theme:

**DICTATION TECHNIQUES AND LISTENING SKILLS**

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Ambato – Ecuador

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### CERTIFY:

I, Mg, Edgar Guadia Encalada Trujillo, holder of the I.D No. 0501824171, in my capacity as supervisor of the Research dissertation on the topic: **“DICTATION TECHNIQUES AND LISTENING SKILLS”** investigated by Mr. Paúl Steven Pérez Camejo with I.D No.1804730966, confirms that this research report meets the technical, scientific, and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I Paúl Steven Pérez Camejo declare this undergraduate dissertation entitled "DICTATION TECHNIQUES AND LISTENING SKILLS" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study. Comments expressed in this report are the author's responsibility.



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## DIDICATION

The road has been long, with difficulties and setbacks. Full of feelings of frustration. However, this research goes to the only people who have been, regardless of condition, always encouraging me not to give up, because I almost always wanted to quit all this a long time ago. This is for God. This is for Mr. Hector Perez, with a strong character and an indomitable spirit. And for Mrs. Diana Camejo, sweet-hearted and kind, but always directed me severely when I wanted to deviate from my goal to achieve. That is, for my Father and my Mother. I love them.

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## TABLE OF CONTENTS

TUTOR APPROVAL .....	2
DECLARATION PAGE.....	3
BOARD OF EXAMINERS APPROVAL PAGE TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN .....	4
COPYRIGHT REUSE .....	5
DIDICATION.....	6
ACKNOWLEDGEMENTS .....	7
TABLE OF CONTENTS .....	8
ABSTRACT.....	10
RESUMEN.....	11
CHAPTER I .....	12
THEORETICAL FRAMEWORK .....	12
1.1 Research background .....	12
1.2 Theoretical framework .....	17
Independent variable.....	17
Dependent variable .....	26
1.3. Objectives .....	35
1.1 Fulfillment of objectives.....	35
METHODOLOGY .....	36
RESOURCES AND MATERIALS.....	36
2.1 Materials.....	36
CHAPTER III .....	39
RESULTS AND DISCUSSION.....	39
3.1 Analysis and discussion of the result.....	39
CONCLUSIONS AND RECOMMENDATIONS .....	45



4.1 Conclusions. ....	45
ANNEXES .....	53
Annex 1 .....	53
Annex 2 .....	54
Annex 3 .....	55

## **INDEX OF TABLES AND FIGURES**

Table 1: Population .....	37
Table 2: Types of dictation.....	39
Table 3: Strategies for listening development.....	41
Table 4: Listening sub-skills .....	42

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**EXTRANJEROS**

**THEME:** Dictation Techniques and listening skills

**AUTHOR:** Paúl Steven Pérez Camejo

**TUTOR:** Lcdo. Encalada Trujillo Edgar Guadia, Mg

**ABSTRACT**

The main objective of this study is to explore how dictation techniques contribute to the improvement of listening skills. A total of 61 students (32 men and 29 women) from eight grade of Unidad Educativa General Cordova participated in this descriptive research. Data have been collected through a survey with 18 items on a Likert scale and was validated by Cronbach's alpha with a feasibility of .920. In addition, the research was based on three research questions based on the objectives. The results have revealed that rote dictation is the most used in the classroom, because students have shown that it is easier to memorize words without having to understand the meaning or grammar. On the other hand, there are various cognitive and metacognitive strategies to improve listening skill, therefore, the results revealed that the students chose a cognitive strategy called: understanding the input task without translating, as the most effective. Furthermore, by combining dictation, with these strategies students can avoid translation and be able to comprehend colloquial words or phrases that doesn't make sense in other languages.

**Keywords:** Dictation techniques, listening skill, input task, cognitive strategy, rote dictation.

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**RESUMEN**

El principal objetivo de este estudio es explorar cómo las técnicas de dictado contribuyen a la mejora de la capacidad auditiva. En esta investigación descriptiva participaron un total de 61 estudiantes (32 hombres y 29 mujeres) de octavo grado de la Unidad Educativa General Córdoba. Los datos han sido recolectados a través de una encuesta con 18 ítems en escala Likert y fue validada por el alfa de Cronbach con una factibilidad de .920. Además, la investigación se basó en tres preguntas de investigación en función de los objetivos. Los resultados han revelado que el dictado de memoria es el más utilizado en el aula, porque los estudiantes han demostrado que es más fácil memorizar palabras sin tener que entender el significado ni la gramática. Por otro lado, existen diversas estrategias cognitivas y metacognitivas para mejorar la habilidad de escuchar, por lo que los resultados revelaron que los estudiantes eligieron una estrategia cognitiva denominada: comprender la tarea de entrada sin traducir, como la más efectiva. Además, al combinar el dictado con estas estrategias, los estudiantes pueden evitar la traducción y ser capaces de comprender palabras o frases coloquiales que no tienen sentido en otros idiomas.

**Palabras clave:** Técnicas de dictado, habilidad de escucha, tarea de entrada, estrategia cognitiva, dictado mecánico.

# CHAPTER I

## THEORETICAL FRAMEWORK

### 1.1 Research background

A variety of sources were used to contribute to this research. Information was collected from different sites through papers. All these are proven research. These sites are Scielo and Google Scholar. This information is about how dictation techniques influence the improvement of English language specially in listening skill.

Syakur (2020) mentioned that dictation is an age-old method in language instruction, has been widely employed for both teaching and assessing foreign languages. By utilizing the dictation method in its various forms, it becomes evident that dictation can be regarded as a versatile approach that offers numerous techniques. Some of these techniques have the potential to be highly beneficial and motivating as they encourage active student participation and create opportunities for the application of diverse language skills. This innovative approach aims to foster productive interaction among students while facilitating the use of different aspects of the language. Over time dictation has contributed to learning a new language, because there are different ways to apply this technique, making the students interact between them.

The previous study has contributed with general knowledge about dictation. Besides, it showed that it is an old technique, however, over time dictation has made a variety of contributions to students' language learning.

According to Agustiani et al. (2018), one of the key components of English proficiency is listening. Unfortunately, a lot of children have trouble with word recognition, which results in underdeveloped vocabularies that ultimately impede their ability to understand what others are saying. It has been determined that running dictation is a motivating teaching method that can handle these difficulties. This study's goal was to determine how running dictation affected students' listening

comprehension abilities while also accounting for their level of learning motivation. The participants in this research project, which used a 2 x 2 factorial design, were fifty students from the English Education project Program who were chosen at random. The results showed that using the running dictation technique effectively raised the students' achievement in listening comprehension ( $p < 0.000$ ). A large accomplishment gap existed between the experimental and control groups as well ( $p < 0.000$ ). Nevertheless, the findings of the analysis of variance (ANOVA) showed that there was no interaction impact between the approaches utilized and the students' learning motivation in relation to their accomplishment in listening comprehension ( $p = 0.867$ ). In conclusion, the findings suggest that running dictation can be an effective method for enhancing students' listening comprehension abilities, regardless of their level of learning motivation. This highlights the importance of incorporating engaging and interactive teaching techniques to address word recognition difficulties and promote the development of vocabulary, ultimately improving students' understanding of spoken language.

This study contributes to the project, because it mentions that running dictation has a positive impact on students by motivating them to improve their listening skills.

On another hand, Agustiani and Yulia (2019) considered running dictation as a teaching technique that encourages student engagement through physical movement and collaboration. It fosters an energetic environment during listening exercises. In this technique, students read and memorize a brief text, then communicate the phrases or sentences to their group members, who transcribe the text. The objective of this research is to investigate students' opinions on the application of the Running Dictation Technique within a listening-focused classroom. The study encompassed 25 participants enrolled in the English Education Study Program.

Previous research mentioned that the use of running dictation positively influences students, because it uses Kinesthetic learning, which means that learners are in motion so that they do not lose concentration.

Nasution et al. (2019) evaluated how using the dictation approach improved students' listening skills. During the academic year 2016–2017, the study was carried out with a group of tenth-grade students from SMK–1 Al–Fattah Medan. Thirty learners were enrolled in the class. Planning, acting, observing, and reflecting were the four stages of the Classroom Action Research (CAR) technique, which was used for the study. This study included both qualitative and quantitative data analysis methods. The study's qualitative data came from observation, interviews, and documentation. The quantitative data, on the other hand, came from a variety of tests, including the pre-test, post-test I, and post-test II. While the quantitative data were assessed based on the outcomes of the pre-test and post-tests, the qualitative data analysis involved reviewing the observation sheets, interview transcripts, and documented images. The research findings demonstrated that there was a noticeable enhancement in students' listening skills when the dictation technique was utilized. This improvement was evident in the average scores obtained from the tests conducted throughout the study. Specifically, the average score for the pre-test was 62, for post-test I it was 72.3, and for post-test II it was 81.2. Moreover, the percentage of correct answers also indicated substantial progress, with the pre-test achieving 33%, post-test reaching 57%, and post-test II achieving a perfect score of 100%. The findings showed that applying the Dictation Technique helped students become better listeners of spoken English. The students' enthusiasm for and interest in the learning process increased. In conclusion, using the dictation technique effectively helped students improve their listening skills.

The study has had a great contribution to the project, because both are descriptive. Therefore, through observation, interviews, the dictation technique has proven to be important for students to have a better level of listening skill.

Vitriyati (2021) suggested that one of the amazing ways to enhance students' listening comprehension is through the use of dictation, an age-old method of teaching languages. In the academic year 2020–2021, the purpose of this study was to improve the listening comprehension success of the students at SMPN 35 Surabaya by utilizing dictation techniques as a teaching approach. Two cycles of classroom action research, or CAR, were used in this investigation. Note-taking and partial dictation were the two methods used in this classroom action investigation. The listening test provided the

main information concerning students' listening proficiency. In addition, documentation and observation were used to compile the supporting information. The findings on the students' activities demonstrated that the eighth-grade students' listening skills might be enhanced by the application of text dictation techniques. Furthermore, the teaching listening exercise did not perform as well as anticipated in the first cycle of the test results. In the first meeting, the average corresponding of students involved in the listening instruction process was 45%, and in the second meeting, it was 50%. However, in the second cycle, the proportion of students that participated in the listening instruction process rose from 77% in the first meeting to 80% in the second. Some revisions led to this improvement. These revisions included selecting a text with a familiar plot for the kids, reading the text more clearly, starting up the volume, and teaching listening skills with additional gestures.

The research has contributed to the project, by demonstrating through the findings that partial dictation and note-taking allow to improve students' listening.

According to Saragih (2022), the data for this study called the usage of dictation approach in teaching listening to students was gathered by the researcher through library research. By explaining the data through the judgments of specialists, library research is the action of gathering resources connected to research from books, scientific journals, literatures, and other publications that are worthwhile as the sources that the researcher studied. For this study, the researcher adopted a qualitative methodology to present complete information about the use of dictation in listening instruction. The research shows that using dictation to teach kids to listen is quite effective. Dictation can help students become better listeners, boost their self-esteem and motivation, and help them comprehend the nuances of English pronunciation.

This research provided information which shows the effectiveness of dictation technique to improve listening skill, in this case in kids.

Saragih et al. (2022) investigated how the dictation strategy influence to improve listening skill. This study was based on the observations of researchers who saw that kids still have a lot of difficulties with listening comprehension. The fact that

Indonesian learners are seen as foreign English learners explains the listening difficulties. The purpose of this study is to evaluate the effectiveness of employing the dictation approach to teach senior high school students listening skills. The study also aims to pinpoint the advantages of using the dictation approach while instructing listening comprehension. The research methodology used for this study was the survey method. Students from SMA Swasta Assisi made up the target group, while the XI Social 1, kids from that school served as the sample. By giving out surveys to students and asking them to respond with their opinions on dictation, the researchers were able to gather the study's findings. The study's findings suggested that dictation affected students' listening skills.

The previous research was very helpful because it shows that it was descriptive research, and that a survey was used to collect data. Furthermore, the findings mentioned that the dictation had a positive impact on the students' listening.

According to Sitanggang et al. (2022), the implementation of the dictation technique for effectiveness in improving the listening abilities was applied in the Class X IA 1 students at SMK HKBP PEMATANGSIANTAR. This research is classroom action research conducted during the first semester of the 2021/2022 academic year. The participants of this study are students from Class X IA 1 at SMK HKBP PEMATANGSIANTAR, and the research focuses on enhancing their listening skills in English lessons specifically related to descriptive text using the dictation method. Classroom action research consists of two cycles, each comprising four stages: planning, action, observation, and reflection. The findings of the classroom action research indicate that the use of the dictation method leads to an increase in students' listening abilities. The average score of students in the pre-cycle stage was 56.84%, categorized as "less," while in cycle 1, the average score improved to 70.47%, categorized as "enough." In cycle 2, the average score further increased to 78.43%, categorized as "good." Moreover, the attainment of listening competence, as measured by the dictation method, exhibited a noticeable improvement from the pre-cycle stage to cycle II. In conclusion, this classroom action research aimed to enhance the listening skills of Class X IA 1 students at SMK HKBP PEMATANGSIANTAR by implementing the dictation method. The study focused on improving their listening



abilities in English lessons, specifically in descriptive text. Through two cycles of classroom action research, it was observed that the use of the dictation method resulted in a significant increase in students' listening abilities.

The findings of this study have shown that in the two cycles in which the dictation technique was applied, the students demonstrated to improve their listening skills.

All these investigations were carefully analyzed for the development of this project. Some of these have been descriptive and others experimental, but in both types of research, dictation has been shown to have a positive impact on improving listening skills, both in children and adolescents. Furthermore, types of dictation such as running dictation, partial dictation or note taking have been found, which have been a guide to research other types of dictation, which have served for the development of this project. Finally, the dictation technique can be used in different ways, such as kinesthetic learning, which has helped learners not lose attention in class. Furthermore, can be used as an evaluation tool, it depends on the teacher to use it correctly and in a varied way.

## **1.2 Theoretical framework**

### **Independent variable**

#### **Didactics**

Riskulova (2020) mentioned that didactics comes from Greek “didacticos” which means “teacher”. Furthermore, the author defined didactics as the theory of education, because it covers all educational aspects, such as: the essence, principles, laws of the educational process, the teacher and a subject that studies the content of student activities, educational goals, forms, methods, tools, results, ways to improve the educational process, etc.

Wickman et al. (2020) defined didactics as the professional science of teaching. The development of analytical units, analytical methodologies, and design concepts that support instructors in organizing, carrying out, and evaluating teaching and

learning is the main objective of didactics, in addition to providing teaching strategies and teacher education. Didactic research offers justifications and conceptual structures for selecting particular concepts and appropriate teaching strategies for a specific class.

The research of these authors have shown that didactics is not only teaching and learning, but also include all aspects related to the education of human beings, inside and outside the classroom. The researchers have mentioned that there are different techniques, methods, ways to learn, even educational laws have been named as a fundamental part of learning. Furthermore, didactics allows teachers to organize their classes, design analytical methodologies and apply strategies according to the types of students.

### **Teaching strategies**

According to Steanhouse (1991), teaching strategy has been linked to the teacher's education in particular abilities, can also be used as a synonym for teaching approach. Teaching strategies appear to refer to organizing this task and learning according to principles, focusing more importance on the instructor's discretion. It suggests creating and implementing a code of behavior; however, no method has shown to be successful. As a result, learning new teaching techniques is challenging, particularly if they contradict long-held habits and beliefs that invalidate the benefits of previously learned techniques.

According to Bixio (2001) mentioned that teaching strategies can also be referred to as teaching approach, which has been connected to the teacher's education in specific skills. Teaching strategies seem to rely more on the instructor's discretion and organize this task and learning in accordance with principles. It recommends developing and putting into practice a code of conduct, but no strategy has proven to be effective. Learning new teaching methods is often difficult, especially if they go against ingrained habits and viewpoints that call into question the value of previously acquired methods.

Senthamarai (2018) mentioned that nowadays a higher level of education is now a top priority, emphasizing the fact that teachers should do more than just impart knowledge. They should also take on the responsibilities of facilitators and guides, encouraging student interaction and the development of crucial social character qualities. The students say they want to understand natural occurrences, learn scientific truths, and pick up useful knowledge. As a result, they are unhappy with conventional education. Both professors and students have considered traditional lectures to be only slightly effective for teaching and learning in many colleges. Teachers must use strategies that encourage exploration learning, heuristic methods, and research-based solutions to solve this. The key components of a fresh strategy designed to promote learning motivation are interactive teaching methods, commonly referred to as dynamic and communicative teaching methods. This strategy promotes students' critical thinking about the subject, including future engineers. Students learn more effectively and are more satisfied when interactive methods and strategies are used because they become more involved in the learning process.

Also, Senthamarai (2018) considered that throughout history there have been different changes in education, new methods have appeared. For that, next are some teaching strategies:

First of all, *think, pair, and share*: After establishing an issue or inquiry, divide the students into pairs. Allow each participant to define the conclusion in their own words, and give each pair enough time to come to a decision. Another option is to assign one student to explain a concept while the other assesses what has been learned. Use many iterations of the procedure, and will observe an increase in student engagement, communication, and retention of material. Secondly, in the *strategy called buzz* session the groups of people gather for sessions that are centered around a certain subject. All of the students in each group provide ideas and thoughts. Students in each group should be encouraged to collaborate and have discussions with one another; everyone can benefit from one another's insights and experiences. Finally, the strategy called *incident process* although there is a case study aspect to this teaching method, it is not as rigorous as a full case study training session. The emphasis is on teaching students how to solve real-world problems with real people in order to better

prepare them for life after school. Give students in small groups specifics from real-world occurrences and ask them to come up with an acceptable solution.

On another hand, techniques have been important in learning because it allows students to enhance the skills. First of all, according to Anders (2022), the term technique, which denotes the skill and capacity to perform a task, is derived from the Greek *technikós*, which means "relative to the one who does it". Furthermore, Benjamin (2020) mentioned that the French term "technique"(1817), which derives from the Greek word "*technikós*, means "by the one who creates or develops". This is evident from the association with the word "*téchnē*," which refers to art or skill in the creative context and has the roots in the Indo-European verb *\*teks*, which means "to manufacture or create". Secondly, over time several techniques have been developed, to improve productive skills and receptive skills, however, the following four techniques are focused on improving a receptive skill (listening).

According to Baehaqi (2014), the *Discovery Listening Technique* (DLT) is a process-based technique that helps students develop the listening skills by identifying the reasons behind their hearing problems while learners listen and then increasing the knowledge of coping mechanisms. This method requires students to reconstruct the texts heard while paying equal attention to form and meaning. It also increases the awareness of perceptual challenges during the comprehension process. Also, podcasts were used to support the DLT by providing voices from native English speakers. Podcasts are online audio files in the mp3 format that are easily divided and rearranged into single words, phrases, and clauses using audio editing programs such as: sound editor deluxe, winamp, or audicity.

Male and Pardede (2019) mentioned that there are numerous factors that contribute to teaching listening through of *storytelling*. It includes appropriateness, joy, improvisation, and productive participation. First, the appropriateness of storytelling in the language teaching has been supported by Pardede (2011) believed that the literary genre that is seen to be most appropriate to use in language instruction

is storytelling. Second, as EFL students learn through the tale, learners typically feel joy and delight. While characterizing it as an artistic genre in which a storyteller uses whatever abilities (musical, artistic, creative) or props learners chose to entertain an audience while subtly delivering a message, facts, information, knowledge, or wisdom.

Anjarsit and Adnan (2017) thought that by taking notes while listening, the *Cornell note-taking technique* might help learners in understanding the material. It was created by Pauk at Cornell University and it has been applied at many international colleges and universities. According to Hayati (2009), this method was created to assist students in better organizing the notes taken during lectures. Also, Hayati says the Cornell note-taking technique is complete and well-organized, it is the most comprehensive note-taking technique available.

According to Sari et al. (2013), *dictation* is one of teaching technique which might be used for any level. Besides, Flowerdew and Miller (2005) described dictation as an easy technique in which the listener listens a passage aloud and records the information heard. The content may be presented more than once and must be provided in information units or segments. Additionally, to comprehend the meaning of the words that the teacher reads, students are also able to transcribe the dictated passages to pictorial representations. It is required for the students to understand the passage's content and to be able to identify every word and sentence that is being read.

These research on techniques to improve listening skills have contributed to this project because when using them, students must pay attention to what the teacher dictates, without losing concentration. Furthermore, the dictation technique presented above has been the most appropriate for the development of this project.

## **Dictation Techniques**

According to Geom (2022), the first known written use of the word was recorded in 1581 and derives from the Latin “dictare” (“to pronounce or declare repeatedly”).

In dictation, students listen spoken information process it for a brief period of time, and then record it on paper. This process requires that the students comprehend the meaning of the content being heard. This indicates that dictation is a test that evaluates students’ short-term memory, spelling vocabulary comprehension, and comprehension of spoken language. To be able to translate the sound codes into written symbols, students must comprehend the reading material and be able to identify every word and sentence that is read (Herusatoto, 2017). The term "dictation techniques" refers to the procedures and tactics used to transmit spoken phrases or sentences for transcription or writing by another person. Dictation can be applied in a variety of situations, including note-taking, language acquisition, and improving listening skill.

According to Khoiriyah (2020), dictation is a technique which can be presented orally by students and it is a technique used in language teaching and evaluation. It gives students a way to hear information, keep it in their memory for a short while, and then write down what they heard. There is currently a dearth of research on the effectiveness of dictation strategies for improving students listening comprehension.

According to Ghaltakhchyan (2016), one of the first methods for assessing skills in foreign language acquisition is dictation. It has the potential to be both a productive teaching strategy and a productive language-learning exercise. One of the few activities in an EFL classroom that may be used with both small and large groups of language learners is dictation writing or listening. It gives teachers a fair chance to include the entire class in the process of learning a language and keeps students' attention on the work at hand the entire time. According to the definition given previously, dictation is the procedure when students listen to a teacher say something

(it could be a word, sentence, or portion of a sentence) and then mentally record it before writing it down in their notes. In order to take down what they hear, students also hope to comprehend the reading's content and identify every word and sentence that is read.

Rahimi (2016), describe to the dictation as an assessment tool, but it can also be an excellent teaching strategy for improving language proficiency in students. In addition to its use as a tool for assessment, dictation is a useful instructional method that helps learners become more proficient in the language. Its use goes beyond assessment to include language skill development. Dictation develops a variety of language skills in kids by asking them to pay close attention, take in information, and correctly transcribe.

Sitorus (2022) mentioned that cloze dictation is another technique to teaching listening. Students are simply asked to listen to the text without comprehending its meaning. Also, this is a popular teaching strategy in language training, which is intended to improve students' listening and reading comprehension skills. The expression "cloze" refers to omitting out specific words or phrases from a paragraph and asking learners to fill in the blanks with the relevant terms. This method is intended to assess and improve students' knowledge of grammar, vocabulary, and context.

The teacher does not inquire about the content of the text and instead provides students with questions without discussing them or addressing any difficulties they may encounter. Additionally, the teacher only instructs students to complete assignments without ensuring their understanding of the text. Consequently, the teacher remains unaware of the students' challenges in understanding listening comprehension. The students are only able to listen but are unable to comprehend the content. To enhance students' listening comprehension, teachers should employ effective strategies. Several techniques can be used, such as increasing motivation, promoting attentiveness, and improving listening skills (Sitorus).

Mahadi (2016) mentioned that there are many advantages of dictation. However, the following are more appropriate for listening.

- Enhance students' having the capacity to recognize different sounds in continuous speech.
- Improve kids' ability to spell and understand grammar rules.
- Make teachers and students aware of the comprehension mistakes made by the students.
- Practice understanding and dictating concise English sentences.
- The ability could be enhanced.
- Practice using the right language.
- Vocabulary expanded and understanding of foreign language word punctuation increased.
- Increase the short-term memory.

Dictation techniques are procedures that allow learners to improve the 4 skills. Basically, this is based on listening to a dictation, an audio, and being transcribed on paper. However, when focusing on the listening skill, different writings have shown some ways to be applied and not lose the students' attention.

### **Types of dictation**

On another hand, Carp (2019) showed types of dictation which can be listed as follows:

#### *Traditional dictation*

It is therefore the traditional dictation, which many know, since it is the most used technique in the history of education. It is important to note that this type of dictation is the one that generates the most criticism and rejection due to its repetitive approach. The teacher is actively in charge of this method, since he is responsible for preparing and organizing the text and then dictating it to the students. Using a clear, firm voice as well as proper intonation, he tells students what to write. It is important to maintain a good rhythm when dictating, this way it will be easier for students to follow and complete the dictation.



### *Partial dictation*

A variation of traditional dictation known as "partial dictation" involves reading or dictating only a part of a long piece of writing. Rather than reading or writing a work in its whole, students concentrate on a certain section, such a paragraph or a chosen passage and understand it. Cai (2013) said that partial dictation serves as a tool for assessing the listening proficiency of English as a Foreign Language (EFL) learners, and it can be conveniently created, given, and evaluated by EFL instructors.

### *Dictated by pairs*

The pair dictation method differs markedly from previous approaches, as it puts the student at the center of their own learning process. It involves the grouping of students in pairs, considering their levels of competence. Once they are matched, it is the students themselves who carry out the entire dictation process. It is relevant to highlight the significant influence that students of different nationalities can have on this method, since the teacher can encourage their participation and promote the discussion of topics related to their respective cultures and traditions.

### *Dictation with competing noise*

the term "dictation with competing noise" describes a situation in which voice recognition or dictation occurs in an area where other sounds or disturbances are present and may cause problems with accurately transcribing spoken words.

### *Rote dictation*

The instructor will pick a text and write it down on a piece of paper. Each child will thereafter receive the dictation from their teacher and they will be given a set amount of time depending on the course to concentrate on and memorize the more difficult words in it. Once this has been done, the teacher will start dictating the text and ask the students to turn the paper. As a result, the student must choose the most pertinent information.

### *Dictogloss*

This is a dictation where the teacher reads a sentence out to the class, and then they are to note down the key phrases or words that come to mind and then properly recreate the text in writing. Sometimes, this dictation is referred to as "natural dictation."

### *Fragmented dictation*

Photocopies of sentences with blank spaces between words will be distributed to the students by the teacher. In this method, the students will read the text and use the proper words to complete the gaps. This method is especially helpful in small courses since it encourages the students' creativity by making them discover the appropriate word to complete the phrase. Additionally, it allows for freedom of choice, so any student can choose the word they believe is appropriate. These terms could have a variety of appropriate synonyms or alternate words.

### **Dependent variable**

### **English Language**

The West Germanic language family includes the Indo-European language family, which includes English. The standard language in many different industries, such as computer coding, international commerce, and higher education, is modern English, which is considered by many as the common language of the entire world. Examining the history of the English language might help one better understand "what is the English language." The origins of the English language can be dated to the year 450 CE in Anglo-Saxon Britain. People would probably have a difficult time understanding this English because it differs drastically from the language currently used. Old English, the name given to this early form of English, was greatly influenced by Old Germanic.

In accordance with Spratt et al. (2011) mentioned that receptive skills focus with how language is received by learners compared to how it is produced. Making

meaning of texts is what reading is all about, but listening is more concerned with linguistic sounds and consistently connecting the message to what is known about what is happening outside.

Receptive skills are linguistic skills where the main aim is to understand and assimilate the information or data, in this direction students do not produce the language at all; and that is the reason why they are also named as passive skills. Actually, these skills are categorized by their direction of communication, because students have the role of receivers for comprehending the information instead of having an active and direct participation.

Then as well, Krashen (1985) believed that the most important part of language learning is listening comprehension. As long as listening is the primary method of learning practically any language.

### **English Language Skills**

Indeed (2023) mentioned that the ability to articulate ideas clearly and interact with people depends on language skills. These abilities give the information want to impart to the recipient shape and relevance. Four fundamental skills exist: reading, writing, listening, and speaking, all of these make up basic language proficiency. People typically employ a combination of these abilities at once when talking. Choosing the appropriate abilities typically depends on the message's urgency, the audience size, and whether the communication is official or casual.

According to Bojovic (2010), a reading skill is a cognitive ability, which can be applied when engaging with written content. Certain skills appear to be more inclusive than others in the taxonomies provided in the paragraph that follows. Finding answers to questions, recognizing the mood of a piece, identifying writer's approach, determining word meaning, and forming conclusions are all examples of reading skills, according to the reference.

Alodwan and Ibnian (2014) mentioned that students can explore and discover their ideas while simultaneously creating meaning and evaluating it through the process of writing. The message and content are given priority, followed by the form. In addition, writing is no longer thought of as a simple linear process with multiple distinct, sequential steps. On the other hand, writing is today understood to be an intricately linked system of interactive, recursive processes.

Dash (2013) mentioned that speaking is productive oral/aural ability, which is the ability to produce coherent verbal sentences that carry meaning. Speaking is the process by which learners use language to exchange or communicate ideas and feelings.

Ismail and Aziz (2020) defined listening as the activity of choosing and giving sounds meanings. During a listening process, students choose the pertinent information to hear. This is demonstrated by the way students seek to subtly assign significance to familiar objects and things people wish to hear in our daily lives.

Liubinienė (2009) believed that the best way to improve listening, including reading, writing, and speaking, is via regular practice. A successful professional career and effective communication depend on the critical talent of listening. The ability to learn and apply new knowledge, skills, and information is improved by having good listening abilities. More than just decoding what is being said is involved in listening comprehension. It involves matching discourse to background information, or what the audience already knows about the topic.

As opposed to hearing in a subject lesson taught in the mother tongue and listening comprehension exercises in the language class, listening in a CLIL context is different. In conclusion the term "English skills" describes a variety of aptitudes and proficiencies associated with the English language.

## **Listening Skill**

Starting from the idea that most of the time babies spend listening, parents usually devote a lot of time talking to stimulate their kids who initially only listen. After this stimulus, children start talking their first words, then go to school and learn how to read and write (Anderson & Lynch, 2002). Thus, listening is one of the first skills in developing when acquiring or learning any spoken language (Ondarra, 2000).

In addition, Rost (2014) in the book “Listen in Action” draws out two principles to develop the listening skill:

- Face-to-face interaction. - Learners have the chance to interact face to face with their partners, teachers, or even a native speaker if possible. During these situations students receive new language and check how their listening skill is developed.
- Focus on meaning. - Students focus on meaning and learning fresh language through the use of their linguistic and non-linguistic skills to comprehend.

Babita (2013) mentioned that one kind of language modality is listening. It is one of the four language skills—speaking, writing, listening, and reading. It requires a person to actively participate. Someone who sends a message, and the receiver are all involved in listening. Receiving, paying attention to, making sense of, and reacting to spoken and/or nonverbal cues is the psychological process. Relate to the capacity to actively and successfully take in spoken words, noises, or other auditory information and interpret them. It entails understanding the meaning behind the sounds in addition to just hearing them. Good listening is an essential part of communication that can be used in a variety of circumstances, such as daily living, work environments, interpersonal interactions, and education.

Tyagi (2013) believed that an effective message reception requires good listening skills. It consists of both listening to what another person is saying and developing a psychological connection with them. Language skills include listening.

It calls for a desire to comprehend another person, a spirit of acceptance and respect, and an openness to try and understand things from their perspective. High levels of focus and energy are needed. It demands that students put aside our own ideas and goals, place ourselves in another person's position, and attempt to understand the world from that person's perspective.

For someone learning English, listening is a crucial skill since in verbal communication, cannot exist without listen to the speaker's words and understand them. Additionally, everyone wants to be able to grasp what English speakers are saying at a normal pace. Everyone wants to be able to comprehend English-language movies, TV shows, music, and announcements. In other words, to communicate in the real world the goal is to learn English. But for the students to perfect, listening is a very demanding and difficult skill (Wah, 2019).

### **Strategies for listening development**

Wah (2019) mentioned different strategies to improve listening skills. When listeners attempt to understand the input task without translating, they employ the first cognitive strategy. As a result, this technique focuses the listener's attention on the structure and meaning of the target language.

To comprehend the new words, the second cognitive method is to concentrate on the essential terms. Using the vocabulary they know from the target language, the listener constructs sentence with meaning. This method is particularly helpful for inexperienced listeners who use their 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) conclude the more successful listeners employ more metacognitive techniques. These techniques consist of comprehension monitoring, problem identification and selective attention.

The definition of comprehension monitoring is a metacognitive process that depends on task, strategy, and person characteristics. In which the student uses different forms of learning such as digital platforms and controls their study without the need for supervision. He stops when he finds unclear information and continues with his learning process.

According to Vandergrift (1997), problem identification can be defined as identifying the key problem in a task that has to be resolved or as finding out a task's component that is impeding its successful completion. Some of the problems can be attention deficit, lack of concentration and so on.

What do students observe, and how does this influence the knowledge and opinions students acquire? Exist a model of a system called selective attention who learners to predict using easily accessible information, but he is selective about which information he pays attention to, he decides if to pay attention based on his previous ideas, no matter the context or if there is noise around, students decide to listen and understand what the person is talking about (Schwartzstein, 2014).

### **Listening subskills**

Listening subskills refer to the specific abilities or components involved in the broader skill of listening comprehension. These subskills enable individuals to effectively understand and process spoken language.

According to Azeez et al. (2018), There are some types of listening subskills that allow the improvement of listening skills, such as:

*Listening for the gist:* listening for the gist is one of the most significant types of listening subskills. It requires listening to understand the general idea as opposed to all of the specifics and information that are discussed. The listener needs to ignore unfamiliar words and phrases in order to understand the main idea, which is focused on important words, phrases, and tone of voice. Siegel (2018), this method of listening for the gist does not call for listeners to pay close attention to specifics or provide detailed answers to questions concerning them. As opposed to this, listening for the gist typically involves paying only a cursory attention to the text in order to extract important information that will help the listener decide how much or how little to pay attention to.

*Listening for details:* when people listen for details, people are filtering what they hear in order to get particular details from the speech, for example (Wilson, 2008). Also, listening in details is when humans listen closely, focusing on every word and attempting to take in as much information as students can. This is deep listening. The most effective method for obtaining the details is bottom-up listening.

*Inferring meaning:* This is understanding the meaning of what students are listening to by using previous knowledge or contextual cues. The next dialog is a good example A: I like this one, can I try it on?

B: I am sorry sir; I only have this in small size.

Using our prior knowledge, people can infer this conversation takes place in a clothing store, and the phrases “can I try it on” and “I only have this in small size” are clues that can lead us to conclude that one person is the customer and the other is the salesman respectively (Wilson, 2008).

*Discourse markers:* these are words or phrases that people use to manage, link, and organize the things to write or speak. As an illustration, this morning I did three things: firstly, I woke up, secondly, I took a shower, and thirdly I went to work. Discourse markers are firstly, secondly, and thirdly words.

*Predicting content:* take the following situation: the geography teacher explains that the lesson today will cover one of the five continents. The professor, then posts three images of lions, tigers, and elephants on the board to aid in the guessing of



which continent he is referring to. Given that students drew the lesson using what learners already knew, it be concluded that it is about Africa.

### *Listening for specific information*

Siegel (2018) points out tha listening for specific information involves overall conceptual comprehension rather than an emphasis on specific features or discontinuous listening. This is one of many types of listening that tries to address fundamental issues about the central subject, content, and goal of an audible text. Listening for specific information is when learners listen to anything, to learn a specific piece of information.

In conclusion, listening subskills are fundamental tools for effectively understanding spoken language in different contexts. Each of these specific skills serves a crucial purpose in breaking down and facilitating comprehension of auditory speech. For example, the ability to understand the main idea allows listeners to discern the central message, discarding less relevant details. Likewise, understanding the meaning of unknown words helps them navigate new terms through contextual strategies or synonyms, improving overall understanding (Siegel)

### **Types of listening.**

On another hand the website Skillsyouneed (2023) gave different types of listening which can be analyzed below.

#### *Discriminative Listening*

Early in life, possibly even in the womb before birth, discriminative listening is first developed. This is the simplest type of hearing since it focuses just on the varied sounds that are made and does not need comprehension of the words or phrases being said. Early on, children learn to distinguish between the sounds of their parents' voices; for instance, the mother's voice sounds different than the father's.

#### *Comprehensive Listening*

Understanding the message or messages being communicated is necessary for active listening. Comprehensive listening is a key component of all listening subtypes, just like discriminative listening.

### *Informational Listening*

Informational hearing is any listening that is done with the intention of learning something. This is valid in a variety of everyday contexts, including education and the workplace, as well as whether learner watch a documentary, listen to the news, get recipe instructions from a friend, or get assistance with a computer-related issue.

### *Critical Listening*

When the objective of listening is to analyze or scrutinize what is being said, it is known as critical listening. In contrast to informational listening, critical listening is a considerably more active behavior that frequently involves problem solving or decision-making.

### *Therapeutic or Empathic Listening*

To listen with empathy, student must make an effort to comprehend the speaker's thoughts and feelings. Put yourself in their position and try to experience their feelings.

### *Appreciative Listening*

Hearing with appreciation is hearing with pleasure. A nice illustration is listening to music, particularly when it's done for relaxation purposes.

### *Rapport Listening*

Refers to the use of listening when attempting to establish connection with others that drives them to like and trust us.

### *Selective Listening*

It suggests that the listener is somehow prejudiced against what they are hearing, which is a more negative style of listening. It may be motivated by preexisting

notions or communications that are emotionally challenging. Selective listening indicates a communication breakdown.

### **1.3. Objectives**

#### **General Objective**

To explore how the dictation techniques contribute to the listening skill improvement.

#### **Specific Objectives**

1. To determine most useful types of dictation to the listening skill improvement.
2. To identify the effective strategies to the listening skill improvement.
3. To establish the listening subskills are fostered by dictation techniques.

#### **1.1 Fulfillment of objectives**

The main objective of the research was to explore how dictation techniques contribute to the improvement of listening skills, and to fulfill that, there were three specific objectives that supported it.

Furthermore, to fulfill all the objectives, it was necessary to develop a survey based on the research questions.

Before the survey was applied, it was necessary to inform the students what the types of dictation were about. This was essential to achieve the first objective. Thus, the learners did not have confusion when reading each item.

For the second objective, the students identified the different strategies proposed in the survey, some of them have applied these, however they did not know the specific name of each of them.

Finally, the questionnaire made it easy to establish the listening sub-skills, so that students select which ones have helped the most to improve listening skills, through dictation techniques.

**CHAPTER II**  
**METHODOLOGY**  
**RESOURCES AND MATERIALS**

**2.1 Materials**

Some resources were needed for this research. Human resources such as authorities, teachers and students. In technological resources a computer was used. In addition, the respective permits have been presented to enter the institution and a business survey was used that the students completed successfully.

**Instruments**

The survey was made by the author under the supervision of the tutor, and was validated by three experts in the area of English. Besides, the survey was applied to 61 students committed to the research. It was divided into 3 important sections that correspond to the research questions: What are the most useful types of dictation that most promoted in EFL classroom enhance the listening skills.? What are the effective strategies to the listening skill improvement.? What are the listening subskills fostered by dictation techniques?

The survey was divided into 3 sections derived from the objectives that are aligned with the research questions. The survey contains 18 items that students were surveyed with the Likert scale. The first section refers to the types of dictation. This is developed with 7 items. The second section corresponds to listening strategies. This one has 6 items. Finally, the third section called listening subskills contained 5 items. The survey has been an important tool, through which it has been possible to collect data, and obtain conclusions that allow determining the preferences of the students.

**Population**

The students of eight grade of the Unidad Educativa General Cordova have participated in this research A total of 61 students with an age range of 10 to 13 years of mestizo ethnicity. The participants were chosen taking into account the level of English. After that, the survey was applied correctly.

**Table 1: Population**

<b>Population</b>	<b>Participants</b>	<b>Percentage</b>
Male	32	52,45%
Female	29	47,55%
Total	61	100%

Note: Total number of participants

### **Procedure**

Firstly, the permits necessary to obtain authorization were presented in the first approach at the Unidad Educativa General Cordova. After that, the survey was made, but this had to be validated for three experts and Cronbach's alpha. After that, in a second approach, the intervention was carried out with eighth grade students. For this, prior knowledge about the survey was given, general guidelines were given, each item was read aloud, the questions were answered, and doubts were answered. In addition, a little teaching was given on the sections that were written in the questionnaire. Once all this was done, the surveys were distributed to be completed by the students. Then, after an hour and a half, its application was successfully completed. The students were asked to response with responsibility, because that it is not a phantom survey, they were asked to carry it out with all the sincerity of the case, to obtain real results.

In addition, a survey is a valuable tool for gathering information and opinions from a specific audience on a given topic. It can be used for decision making, market research, needs analysis, feedback and much more.

To carry out the survey, the researcher should have been clear about the purpose and objectives, guided by the theoretical framework, because it is very important to extract information from it, and if the information is not found, the researcher look for more related to the topic and add it. This way the item. In addition, it is necessary be

clear about what student want to achieve with the survey, what its objective is, such as who it is directed to, what learner want to know with the responses of the participants and it will resolve all the concerns presented.

The survey was developed on the topic dictation techniques and listening skill, a topic that may seem old but that to this day serves to improve different skills when learning a new language. From both variables, the appropriate and relevant information was selected to be applied, because certain paragraphs were not necessary, which after reading carefully, was discarded and in the end, what was appropriate for its elaboration was obtained. Furthermore, it consists of the items that were derived from the variables, resulting in the research questions.

Finally, it can be mentioned that all students participated in respond to the survey without restrictions, because when it was printed, a copy was given to everyone, which helped to be completed in a simple and flexible way.

### **Mixed approach**

This research has a mixed, qualitative and quantitative approach. Qualitative because there was data from the students, their opinions, and quantitative because through the survey it was possible to obtain different results, which are analysed. Writing and speaking are the main sources of data used in qualitative research. The most popular techniques for obtaining qualitative data include focus groups, surveys, interviews, and observation.

### **Descriptive approach**

Morales (2012) mentioned that the most writing and study on social issues does not go much deeper than this level of descriptive research, often known as diagnostic research. Essentially, it involves describing a particular occurrence or circumstance and highlighting its most distinctive or unusual aspects. Therefore, thanks to this type of approach, teachers can explore deeper into the students' point of view and how they respond in a more flexible way, since the other approaches are more systematic. Also, researchers can learn more about the nature and qualities of a subject by gathering data and describing its attributes. To gather information for the descriptive approach, researchers might use a variety of methods, including surveys, questionnaires, interviews, observation, and more.

### Research questions

- What are the most useful types of dictation to the listening skill improvement?
- What are the effective strategies to the listening skill improvement.?
- What are the listening subskills fostered by dictation techniques?

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the result

The information collected through the survey will be presented in this chapter, with the aim of answering the three research questions. Additionally, the data were tabulated in the SPSS program to obtain the mean. In addition, it will be analyzed which item predominates and which is least chosen by the students.

1. What are the most useful types of dictation to the listening skill improvement?
2. What are the effective strategies to the listening skill improvement.?
3. What are the listening subskills fostered by dictation techniques?

**Table 2:** Types of dictation

<b>Item</b>	<b>Mean</b>
<b>I copy the exact words that my teacher dictates.</b>	2,34
<b>My teacher uses a clear, firm voice when dictating a paragraph.</b>	2,31
<b>When my teacher dictates me important parts of a long text. I can understand what he says.</b>	2,51
<b>I understand better when my partner dictates me.</b>	2,70

<b>I am able to listen to my teacher's dictation when my classmates make noise in the classroom.</b>	<b>3,44</b>
<b>When my teacher dictates me, I can memorize difficult words.</b>	<b>2,87</b>
<b>When my teacher dictates a sentence, I write down a key word or phrases.</b>	<b>2,80</b>

Note: The measures were obtained utilizing the following rating scales: 1. Always, 2. Frequently, 3. Occasionally, 4. Rarely, and 5. Never.

### **Analysis and Interpretation**

Research Question: What are the most useful types of dictation to the listening skill improvement?

The results have shown that the respondents have the ability to improve their listening ability when they listen to a dictation and their classmates make noise in the classroom, this is because the students must concentrate on the words that the teacher dictates, with a mean of 3.44, therefore students become more efficient and accurate. Likewise, the students showed that they have the ability to memorize difficult words when the teacher dictates, with a mean of 2.87, this is because they do not need to know the structure, phonetics, they only have to listen and copy, improving their auditory memory. Furthermore, the students have preferred to listen to the teacher's dictation and write down key words or phrases, with an average of 2.80, which allows the students to work as a team and help each other with all the notes heard by each member of the group to reconstruct. The paragraph that should be as exact as possible. On the other hand, students occasionally prefer to listen a dictation from their classmates, with an average of 2.70, because they feel more confident. In contrast, when students are improving their listening skills, they rarely prefer that their teacher dictate a paragraph to them in the traditional way, with a low mean of 2.31.

Basically, students are able to listen in a noisy environment, because the pressure of getting a bad grade forces them to concentrate on the teacher's dictation. Furthermore, when they work in team, they are able to help each other because some have the ability to listen to difficult words, key words, and share them with their other partners. Finally, learners are not attracted to the traditional, they prefer new activities that capture their attention



**Table 3:** Strategies for listening development

<b>Item</b>	<b>Mean</b>
<b>When I listen to a conversation, I am able to understand all the information without using translators</b>	<b>2,95</b>
<b>When I listen to an audio, I am able to use my previous knowledge to guess the meaning of new words.</b>	<b>2,80</b>
<b>When I listen to a conversation, I am able to identify the main idea to understand what the whole discussion is about.</b>	<b>2,43</b>
<b>When I listen to information from a platform like YouTube. I pause the video to understand things better.</b>	<b>2,74</b>
<b>When I listen to an audio, I get distracted.</b>	<b>2,80</b>
<b>When I listen to a conference and my classmates make noise, I am able to pay attention to the person who is speaking.</b>	<b>2,72</b>

Note: The measures were obtained utilizing the following rating scales: 1. Always, 2. Frequently, 3. Occasionally, 4. Rarely, and 5. Never.

### **Analysis and Interpretation**

Research Questions: What are the effective strategies to the listening skill improvement.?

For the majority of students, the listening skill is difficult to develop, however, the highest mean obtained in the data collection, with 2.95, stated that students understand the information from an audio or conversation without translate, this is because the level of the respondents is considered A1. Furthermore, after listening to any information, the learners try to guess the meaning of new words using the previously acquired knowledge, with a mean of 2.80. Similarly, with a mean of 2.80, students have shown to be able to listen to an audio without being distracted. On the other hand, the respondents when get information from platforms such as YouTube occasionally they don't pause the video to better understand the content, with a mean of 2.74. Although students use these strategies to develop their listening, in contrast to this, the lowest mean is 2.43, this demonstrate that students have problems at the moment to identify the main idea and understand what the whole discussion is about.

All in all, the majority of surveyed prefer to understand the information natively, without translating, to develop their listening skills, because they stated that the meaning of certain words or phrases is lost when these are translated to Spanish. In addition, when students obtain information from platforms such as YouTube, they have the ability to concentrate without falling into distractions and when they find unknown words, they use their prior knowledge to understand new vocabulary. Furthermore, the difficulty for students is not being able to understand the whole discussions is about, through the main idea, because its information retention is not yet developed.

**Table 4:** Listening sub-skills

<b>Item</b>	<b>Mean</b>
<b>When I listen to an audio, I am able to understand the main idea.</b>	2,44
<b>When I listen to a conversation, I am able to assimilate as much information as possible.</b>	2,33
<b>When I listen to a conversation, I can guess what it is about.</b>	2,59
<b>When I listen to an audio, I can understand the most important part of the conversation.</b>	2,38
<b>When I listen to an audio, I can imagine what the end of that audio will be.</b>	2,43

Note: The measures were obtained utilizing the following rating scales: 1. Always, 2. Frequently, 3. Occasionally, 4. Rarely, and 5. Never.

## **Analysis and Interpretation**

Research Questions: What are the listening subskills fostered by dictation techniques?

The results on the listening subskills promoted by dictation techniques have shown to have minimal variation between them. For this reason, those surveyed have shown to have the ability to guess what a conversation is about, with a mean of 2.59. On the other hand, learners can occasionally imagine what the end of an audio is about, with a mean of 2.43. In contrast to this, the lowest mean of 2.33, because students are not able to assimilate as much information as possible., but important parts of the content.

As the results have demonstrated, students use their reasoning to guess what a conversation is about, even if they do not understand the entire discussion, so they can

occasionally guess what the end of an audio will be like. However, students cannot assimilate most of the information because they have difficulty retaining the content they hear in their long-term memory, even in Spanish.

## **Discussion**

The three research questions were formulated in order to explore how the use of dictation techniques helps improve students' listening skills.

Question 1: *What are the most useful types of dictation to the listening skill improvement?*

Upon analysis the survey results, they have shown that the types of dictation have had a positive impact on students improving their listening skills. Since the findings have shown that students have managed to understand a dictation while there is noise in the classroom. In addition, students have shown the ability to keep information in their memory and copy key words from the dictation. Besides, Khoiriyah (2020) mentioned that dictation is a technique which can be presented orally by students and it is a technique used in language teaching and evaluation. It gives students a way to hear information, keep it in their memory for a short while, and then write down what they heard. There is currently a dearth of research on the effectiveness of dictation strategies for improving students listening comprehension.

Moreover, Oller and Streiff (1975) believe that the learner's integrated expectation grammar becomes activated during dictation, which can provide a sense of his general language skills. Valette (1964) claims that learners can learn a language by practicing dictation. Valette thinks that the teacher's focus on various language components, such as sentence form and sound, motivates the students to edit their writings. Valette even thinks that dictation can help students become more conscious of written language.

Question 2: *What are the effective strategies to the listening skill improvement.?*

Based on the results obtained, the strategies most used by the learners were comprehend the input task without translating, focusing on the main words to understand the new words and comprehension monitoring and the last two with the same result. For that reason, Wah (2019) mentioned that when listeners attempt to

understand the input task without translating, they employ the first cognitive strategy. As a result, this technique focuses the listener's attention on the structure and meaning of the target language. Also, the same author said to comprehend the new words learners have to concentrate on the essential terms. Using the vocabulary students could know from the target language, the listener constructs sentence with meaning. This method is particularly helpful for inexperienced listeners who use their limited vocabulary to improve their comprehension. Moreover, according to Vandergrift (1997), problem identification can be defined as identifying the key problem in a task that has to be resolved or as finding out a task's component that is impeding its successful completion. Some of the problems can be attention deficit, lack of concentration and so on.

Question 3: *What are the listening subskills fostered by dictation techniques?*

The results indicated that students use different subskills to improve listening skills. These subskills enable individuals to effectively understand and process spoken language. These skills are fundamental to improving listening comprehension in a language and can be worked on through constant practice, listening to a variety of audio materials, such as podcasts, television shows, interviews, etc.

However, students chose infer meaning as the first subskill, the use of which they consider important. Furthermore, according to Azeez et al. (2018) mentioned that understanding the meaning of what we hear using prior knowledge or contextual cues. Furthermore, listening to the gist and predicting content had an almost similar result, so the students demonstrated that the use of this strategy is occasionally. In addition, listening for the gist is one of the most significant types of listening subskills. For that, learners are able to listening to understand the general idea as opposed to all of the specifics and information that are discussed. The listener needs to ignore unfamiliar words and phrases in order to understand the main idea, which is focused on important words, phrases, and tone of voice. Siegel (2018), this method of listening for the gist does not call for listeners to pay close attention to specifics or provide detailed answers to questions concerning them. As opposed to this, listening for the gist typically involves paying only a cursory attention to the text in order to extract important information that will help the listener decide how much or how little to pay attention to.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions.

Based on the findings, to improve listening skills, students have highlighted that competitive noise dictation, rote dictation and dictogloss are the most useful types of dictation for this purpose. That is why students have achieved to improve their listening skills when the teacher dictates them in the middle of noise and they are able to eliminate distractors. In addition, teachers knowing how to handle the types of dictation in a varied way contribute to ensuring that learning is not monotonous, as a consequence students feel more attracted to the content they hear, therefore, they can memorize difficult words that they copy in their books and work in groups to compare whether what they heard is correct.

The study has revealed that of the strategies proposed in this research, students have shown more acceptance for the comprehend the input task, focusing on the main words to understand the new words and problems identification, as the most useful strategies to develop the listening skill. Therefore, learners try to understand the information without the use of translators, because this allows students to engage with the language in its original form. Also, it can help teachers promote a deeper understanding of the listening. Besides, when students get identify the problems to improve this skill, they have a self-evaluation, which allows them to know the root of the problem and solve it.

Finally, the students demonstrated that the use of some of listening subskills to improve their listening skills, are important. For that reason, in this study the inferring meaning, the listening for gist and the predicting content have been the subskills most accepted by the surveyed. However, the inferring meaning has obtained the highest mean, because the students mentioned that they are capable of deducing information from an audio, a conversation, etc., and guessing what these are about. In addition, all of these subskills contribute to student learning, however, learners through the survey have shown which are the most fostered.

## **4.2 Recommendations.**

The use of these types of dictation is recommended because their use is feasible to improve listening skill. Currently, dictation has been losing importance due to the advancement of technology, for this reason it is necessary that the types of dictation proposed in this research, since they will be useful for teachers to implement in the classroom. Furthermore, educational institutions should emphasize the incorporation of dictation techniques in language learning curricula.

In addition, after knowing the most useful strategies to improve listening skills, it is necessary that teachers be trained on these, because they will be able to apply them in the classroom and get students to increase their listening ability. Additionally, guidance and support should be provided to develop concentration and focus during listening activities. After educators are trained with these strategies, they can offer techniques to help students minimize distractions and maintain sustained attention, thereby improving their ability to process and understand the listening skill in its original form.

It is recommended to reinforce these listening sub-skills, to understand the listening skill, because based on the results of the survey, the students have chosen these sub-skills as the most encouraged to improve their listening skill.

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## ANNEXES

### Annex 1

Cronbach's alfa validation

#### Reliability Statistics

Cronbach's Alpha	N of Items
.920	18

#### Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
I copy the exact words that my teacher dictates	61	2.34	1.471	1	5
My teacher uses a clear, firm voice when dictating a paragraph.	61	2.31	1.455	1	5
When my teacher dictates me important parts of a long text.	61	2.51	1.386	1	5
I understand better when my partner dictates me.	61	2.70	1.465	1	5
I am able to listen to my teacher's dictation when my classmates make noise in the classroom.	61	3.44	1.444	1	5
When my teacher dictates me, I can memorize difficult words.	61	2.87	1.231	1	5
When my teacher dictates a sentence, I write down a key word or phrases	61	2.80	1.364	1	5
When I listen to a conversation, I am able to understand all the information without using translators	61	2.95	1.396	1	5

When I listen to an audio, I am able to use my previous knowledge to guess the meaning of new words.	61	2.80	1.195	1	5
When I listen to a conversation, I am able to identify the main idea to understand what the whole discussion is about.	61	2.43	1.396	1	5
When I listen to information from a platform like YouTube. I pause the video to understand things better.	61	2.74	1.580	1	5
When I listen to an audio, I get distracted.	61	2.80	1.470	1	5
When I listen to a conference and my classmates make noise, I am able to pay attention to the person who is speaking.	61	2.72	1.356	1	5
When I listen to an audio, I am able to understand the main idea.	61	2.44	1.259	1	5
When I listen to a conversation, I am able to assimilate as much information as possible.	61	2.33	1.274	1	5
When I listen to a conversation, I can guess what it is about.	61	2.59	1.383	1	5
When I listen to an audio, I can understand the most important part of the conversation.	61	2.38	1.331	1	5
When I listen to an audio, I can imagine what the end of that audio will be.	61	2.43	1.297	1	5


## Annex 2

Survey

Link for the survey: <https://forms.gle/Xsb74nSJRwJxhx1j6>

## Annex 3

### Turnitin report




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**CHAPTER I**  
**DECLARACION DE RESPONSABILIDAD**

**1.1 Research background**

A study of various cases and experiences in this research. Information was collected from different case through paper, articles, and professional. Research on Turnitin and Google Scholar. This information is what has been obtained and helps influence the development of digital receipts specially in Colombia.

Investigation through OECD, divides for the each article the usage of internet applied in teaching technology in Colombia was gathered by the researcher through library research. By exploring the data through the judgement of specialist, they research in the context of gathering evidence considered to research their thesis, research papers, documents, and other publications that are available online across the the researcher method. For this study, the researcher adopted a qualitative methodology to present through information about the use of internet in learning technology. The research shows that using internet to teach falls to have a great influence in learning technology across their thesis. Research will present information, analyzing their experiences, research, and professional. The investigation provides information which shows the effectiveness of internet technology in various situations fall to the use of fall.

Turnitin (2020) mentioned that internet is an digital method in language acquisition. The main study explained for each teaching and learning foreign language. By utilizing the flexible method in its various forms, it focuses on the development and the quality of the overall approach for other various techniques. Some of their experiences for the generation in digital technology and learning in this receipt will be more participation and communication for the application.

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## Final Thesis

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