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FACULTY PHILOSOPHY, LETTERS AND SCIENCE OF EDUCATION
SCHOOL OF LANGUAGES AND LINGUISTICS
UNIVERSITY, CENTER: MAIN GUAYAQUIL

EDUCATIONAL PROJECT

TOPIC
THE INFLUENCE OF DICTATION METHODS
TO DEVELOP LISTENING SKILL

PROPOSAL
DESIGN OF GUIDE WITH DICTATION ACTIVITIES

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF LICENCIATURA EN CIENCIAS DE LA
EDUCACIÓN, MAJOR IN LENGUA Y
LINGUÍSTICA INGLESA

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DEDICATION

I dedicate this important Project to my family especially to my parents Augusto Solórzano Merchán and Noemi Castillo Bone; to my wife Jessenia Giler Bravo by to be with me in all moment helping me and giving me support as well as economically, without them my achievement would not be possible.

I also want to dedicate this work to my three sons Adonis, Tyra and Bianca Solorzano Giler who are my inspiration to keep going with enthusiasm

PEDRO JAVIER SOLORZANO CASTILLO
DEDICATION

This dissertation is dedicated of God because I have completed an important stage in my life, guided my path and give me the strength to continue and not faint with the adversities.

To my dear children Dallyana Julie Saltos Mendoza and Luis Fernando Saltos Mendoza for being a source of motivation and inspiration to improve myself every day.

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# REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGIA

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| **PALABRAS CLAVE:** | habilidad auditiva, dictado, identificar, entendimiento, reconocer. |
| **RESUMEN:**      | El objetivo de este documento es examinar la efectividad del dictado para mejorar la capacidad de escucha en los estudiantes de la escuela pública Otto Arosemena Gómez. La capacidad auditiva de los alumnos es bastante deficiente, como se ve en la observación de la clase con muy pocas actividades auditivas a la semana. Cuando a los estudiantes de inglés les resulta más difícil entender el texto hablado que con el escrito del mismo contenido, un obstáculo probable que no pueden superar es la traducción de los sonidos a las formas lingüísticas correspondientes. El documento se centró en el dictado porque, para realizar el dictado, primero se requiere que el alumno reconozca las palabras y frases en la cadena de sonido antes de escribirlas. Este trabajo concluyó que es muy necesario implementar actividades de dictado porque permite al profesor promover actividades de escucha y habilidades para tomar notas destinadas a discriminar los sonidos, el acento y la entonación, identificar palabras clave, identificar las ideas principales y comprender la conexión entre las ideas, como así como, también ayudará a desarrollar otras habilidades del lenguaje como la escritura. |

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**Abstract:**
The aim of this paper is to examine the effectiveness of dictation in improving listening ability at Otto Arosemena Gomez public school students. Learners’ listening ability is quite poor, as is found in the observation of the class with very few listening activities at week. When learners of English find it more difficult to understand the spoken text than they do with the written one of the same content, one probable hurdle they cannot overcome is translation of the sounds into the corresponding linguistic forms. The paper focused on dictation because, to do dictation, the learner is first required to recognize the words and phrases in the sound chain before writing them down. This work concluded that it is very necessary implement dictation activities because it allows the teacher to promote listening activities and note-taking skills aimed to discriminate sounds, stress and intonation, identifying key words, identifying the main ideas and understanding the connection between ideas, as well as, it also will help to develop others language skill like writing.

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**Key words:** Listening, dictation, identify, understanding, recognize
El objetivo de este documento es examinar la efectividad del dictado para mejorar la capacidad de escucha en los estudiantes de la escuela pública Otto Arosemena Gómez. La capacidad auditiva de los alumnos es bastante deficiente, como se puede ver en la observación de la clase con muy pocas actividades auditivas a la semana. Cuando a los estudiantes de inglés les resulta más difícil entender el texto hablado que con el escrito del mismo contenido, un obstáculo probable que no pueden superar es la traducción de los sonidos a las formas lingüísticas correspondientes. El documento se centró en el dictado porque, para realizar el dictado, primero se requiere que el alumno reconozca las palabras y frases en la cadena de sonido antes de escribirlas. Este trabajo concluyó que es muy necesario implementar actividades de dictado porque permite al profesor promover actividades de escucha y habilidades para tomar notas destinadas a discriminar los sonidos, el acento y la entonación, identificar palabras clave, identificar las ideas principales y comprender la conexión entre las ideas, como así como, también ayudará a desarrollar otras habilidades del lenguaje como la escritura.

**Palabras claves:** habilidad auditiva, dictado, identificar, entendimiento, reconocer.
INTRODUCTION

With the application of the European common framework of reference for foreign language, listening has begun focusing from the early scholar years in many public schools. Ministry of Education through National curriculum has taken this document to improve the teaching and learning of the English language and achieve the objective of nurturing communicative ability in students. In order to fully meet the demand of the future society, teachers should keep focusing not only on reading and writing but also on speaking and listening. There are two motives why teachers should focus on listening; the first to understand spoken English, the second one is that listening competence is the first and foremost prerequisite in acquisition of language. Therefore, this research is pertinent because it will help to enhance and improve listening skill in eight-grade students at Otto Arosemena Gomez High School.

The present work is divided in four chapters:

**Chapter I:** refer to the context of the public school, where the school is located, how long the public school has been given its service to the community. In this chapter is shown causes of the problem, general and specifics objectives and justification of this thesis.

**Chapter II:** one consists of a recompilation of different definitions, theories to give scientific support.

**Chapter III:** is related with the methodology used in the investigation and its analysis of the information.

**Chapter IV:** involves the thesis proposal with is the design of a guide with dictation activities to improve listening skill.
CHAPTER I

THE PROBLEM

CONTEXT OF THE INVESTIGATION

The following research was developed at the Otto Arosemena Gomez High School of the Zone 8, District 04, and Circuit 06 of the Province Guayas of the Canton Guayaquil of the Febres Cordero Parish. It is located on the twenty-ninth SN between O’Connor and the C Street. It was founded on March 21; 1967 this institution is attached to the faculty of Philosophy of the University of Guayaquil. The institution is currently working in morning, afternoon and evening shifts. It counts with more than 2900 students and more than 100 teachers, the institutional and academic aspirations are to create the technological Otto Arosemena Gómez and always keep students fit to participate in different scientific, cultural, and social, sports events, etc.

Otto Arosemena Gomez High School has a library, auditory, recreational place, and industrial mechanics workshops, has a big area of recreation where students can talk, walk, play, but it does not have an appropriate English laboratory for teaching and motivating students to learn a foreign language and only five hours of English a week are included, that is, one hour a day.

PROBLEM OF THE INVESTIGATION

CONFLICT SITUATION

As it was planned, the researchers started their investigation applying a document where the teacher´s methodology was evaluated. In this document, they are considered the following aspects; listening activities, frequent
development of listening, didactic material for listening skill, English level in students, teacher’s strategies for listening activities.

In first place, listening activities aren’t frequent, in assessment of the teacher, it was not observed the use of any listening activity; on the other hand, the teacher says that it is because there are limited resources for developing listening skill. As well as, the teacher mentioned that there is not an English laboratory to develop listening, teacher should teach in an overcrowd classroom of 40 students per grade where it is difficult to keep the attention of all students. In second place, the most common activities are aimed to develop grammar, vocabulary, short reading comprehension exercises, however listening and speaking are few practiced.

In spite of doing some dictation activities, they are not focus on a better and more productive use and understanding of English language. The typical dictation in classroom is passive, where the teacher dictates some words of phrase with the intention students write all of them in their notebooks, without anyone sense of creating meaningful listening activities.

Dictation is also other way to create activities aimed to develop language skills. Dictation can be used in writing, reading, speaking and listening, therefore, researchers invite the teacher to use different methods for dictation exercises, where students can take interest by listening what teacher or audio are saying.

**SCIENTIFIC FACT**

Deficiency in listening skill of eight-grade at the Otto Arosemena Gomez High School of the Zone 8, District 04, Circuit 06 of the Province Guayas of the Canton Guayaquil of the Febres Cordero Parish, in the academic year 2018-2019.
CAUSES

Through observation method used, researcher can mention some situations that are limiting the development of listening skill in eight-grade students:

- There is an overcrowded of students, it makes that environment be very noisy.
- Teacher develops writing skill, using grammar exercises and vocabulary; reading, using short text from the book and few reading comprehension activities; however, listening and speaking are not practiced frequently.
- Resources for listening skill are limited.

PROBLEM FORMULATION

How does dictation method influence the listening skill development of the English language in 8th-grade students at Otto Arosemena Gomez High School of the Zone 8, District 04, and Circuit 06 of the Province Guayas of the Canton Guayaquil of the Febres Cordero Parish, 2018-2019 school year?

OBJECTIVES OF RESEARCH

GENERAL OBJECTIVE

- To determine the influence of dictation method on listening skill in the English language in 8th-grade students at Otto Arosemena Gomez high school through a field, bibliographical and statistical research study to design a guide with dictation activities.
SPECIFIC OBJECTIVES

- To evaluate the influence of dictation method on the listening skill of the English language through field, bibliographic, and statistical research.

- To characterize the listening skill of the English language through field, bibliographic, and statistical research.

- To design a guide with dictation exercises by interpreting the data obtained.

RESEARCH QUESTIONS

1. Which are the problems affecting listening skill?
2. How do researchers carry out the thesis objectives?
3. Which is the methodology and techniques that researchers will implement?
4. What is the proposal purpose?
5. Who will this thesis work benefit to?
6. In what manner can the dictation method influence in the learning of the students?

JUSTIFICATION

Due to many deficiencies found in public school about the level of English proficiency by researchers at the University of Guayaquil, it has also been found a deficiency in listening skill, some researchers have gotten to implement different proposals such as; use of songs, videos, or dynamics with the objective to enhance this ability. All of them are some of the strategies that teacher should use in classroom; however, there is a method that English teacher must not forget, the dictation. For some teachers, dictation would seem
a traditional method to teach, other teachers perhaps think that dictation is no longer a good method to teach. In consequence, the use of dictation method was born with the objective to improve listening skill, used as a not a traditional method in a guide with dictation exercises.

In first place, This Project became innovator because the researchers are going to use dictation as a practice that can diversify its strategies changing the paradigm of dictate words alone with the only intention to copy something. The ideas of using dictation method go beyond of that and it points out to create active and productive activities that increase student proficiency. This project will be carried out at Otto Arosemena Gomez High school, in academic year 2018-2019.

In second place, educative community will be benefit in applying this Project since, it is aimed to help teacher with a pedagogical instrument to be used with basic learners, and they will be benefited because the main purpose is to improve or reinforce listening skill activities.

Researchers have based their investigation According Ministry de Education, who has designed a new English language curriculum in consideration of the Ecuadorian necessities, this proposal was designed for second up to tenth grade students of Educación General Basica and from first to third course of Bachillerato whose native language is not English, since, the Ecuadorian people is made up to different groups from different cultures, Linguistic origins, this proposal is flexible and developed in five curricular units along with exit profiles and values such as; justice, innovation and solidarity, as well as, it has as reference de common European framework.

On the other hand, according to Ministry de Education (2018) mentions that curriculum also pursuits the next principles:

"(1) The communicative language approach: language is best learned as a
means to interact and use and not as a set of knowledge that is memorized. (2) Student-centered approach: teaching methodologies that respond to strengths and challenges of learners, facilitating their learning process. (3) Thinking skills: learning a foreign language promotes the development of thought, as well as social and creative skills necessary for lifelong learning and the exercise of citizenship. (4) Integrated Content Learning for Foreign Languages (CLIL): a model used for learning the language with cultural and cognitive aspects, so that the acquisition of this language serves as a motor for the development of students. (5) Standards International: the curriculum is based on internationally recognized levels and teaching processes for language learning (CEFR) "The main objectives of the curriculum of English as a foreign language are: (1) Develop the understanding that students have the world, other cultures and their own and their ability to communicate their points of view through the foreign language. (2) develop the personal, social and intellectual skills necessary to reach their potential and participate productively in an increasingly globalized world that operate in other languages. (3) Create a love for language learning from an early age, through interesting and positive learning experiences, in order to encourage the student's motivation to continue learning. (4) Achieve the proposed exit profile in the national curriculum for EGB and BGU.

This Project is also supported by the fourth objective of Good Living Plan that makes references to reinforce capacities in Ecuadorian people.

Finally, this research will have a short time impact of giving students the opportunity to improve their listening skill, and a long-time impact of being implemented and adapted in all grades and courses.

Education is not an end in itself, but an ongoing process in the public interest, integrating all levels of learning. The National Education System – from initial and basic schooling through high school – (Article 343)
CHAPTER II

THEORETICAL FRAMEWORK

BACKGROUND

Before starting a deep research, researchers looked for others investigations with similar purposes and to understand as listening skill is a language skill that students in public school should practice more in order to increase their level of proficiency in English. Then, in the first place, researcher found an investigation written by Nurjannan, in 2017, whose topic was the “Implementation of Dictation Technique to increase students’ ability in listening.” The author proposed the use of dictation technique to improve listening skill in tenth grade students SMK-1 Al-Fattah Medan, in academic year 2016/2017. It was required of 30 students in one class for implement an experiment divided in four phases; planning, acting, observing and reflecting. The result of the research showed there was increasing in students’ ability in listening skill when it is used the dictation technique.

In second place, Betz (2013) wrote an essay with the name “The Function of Dictation in the Teaching of Modern Languages.”, this work was published by the National Federation of Modern Language Teachers Associations, the author concluded that the correct speaking of the word, involves accurate pronunciation on the part of the teacher. The second, the correct hearing of the word, demands sound-analysis on the part of the student. The third, the appearance of the word, necessitates the student's ability to associate the pronunciation of the word with its spelling. The fourth calls for the correct coordination of the writing muscles.

In the same manner, Mulya, Sukirlan, and Ginting (2008) carried out a work in 2008, about “Improving Students’ Listening Ability through Dictation Technique at the First Year Students. Its purpose was to know the improvement
of the students’ listening ability after they have practiced dictation technique for three months. To get the purpose seven classes were used like an experiment, where the author concluded that there is a significant difference of students’ achievement in listening ability before and after being taught through dictation technique.

Finally, Roldan, (2017) developed a thesis work at the Guayaquil University, Ecuador, where it was explored the incidence of the listening didactic resources in the development of oral expression of English language. This thesis argues the great importance of listening didactic resources to improve the oral expression of English language. This study used interviews and surveys to gather information about the current situation of the school and proposes a manual with listening activities to help improve the English level of students. As well as it contributed to an indispensable design of a didactic manual of listening activities for English oral expression development.

As it was described in the foregoing texts, it can be mentioned that the use of dictation technique is other strategy that teachers should use along with another one’s in classroom to develop and improve listening skill. Researchers are going to design a guide with dictation exercises in different manners with the idea of increase and listening and other language skills.

DEFINITIONS

DICTATION

Davis and Rinvolucri, (1988) define dictation as decoding the sounds of (English) and recording them in writing in other words, dictation is when the teacher reads the passage three times. The teacher first read the text it, he reads at a normal way, while the learners just listens. The teacher second read, he reads the passage phrase by phrase, pausing long enough to allow students
to write down that they have heard. Finally, the teacher reads for last time in normal way and learners check their worksheet.

For Wickham (2013) in the same way indicates that “Dictation is a whole class activity used for teaching basic literacy skills. Dictation consists of having learners who listen and take notes about spoken sentences, say by the teacher. Dictation can blend different language skills for example, the listening, writing, and reading. The use of dictation enables learners by combining various senses at the same time.” (p.8)

Since the foregoing text, it can be said that dictation is a technique used in both language teaching and language testing in which a passage is read aloud to student or test takers, with pauses during which they must try to write down what they heard as accurately as possible, in a nutshell, teachers and the students record words in their mind then write down in their note. And students hopped to perceive the contents of the passage and recognized all the words and sentences being read so that they are able to put these auditory codes into written symbols.

**IMPORTANCE**

In the past, dictation was dismissed as ineffective. However, dictation has been reevaluated as a useful approach to listening as it helps lead learners to better comprehension through correct words recognition.

English teachers regard dictation as an important and necessary activity and define it as a useful activity that helps to reinforce sounds, letters and syllables. Teachers underline that dictation activities bring some spelling rules and skills. Some authors suggest that short texts which are included in dictation activities be given together with games. The most common problems students show in classroom include incorrect and incomplete spelling of letters and syllables.
Dictation method is useful since it forces learners to remember words and assessing vocabulary development and spelling, students need to develop their listening skill and control of spelling patterns so starting with single sounds, then syllables, and then multi-syllable words are what can be done for lower levels. It can be done using a list of words, phrases, sentences; so that they can develop the auditory ability and at the same time it will help to improve oral production, too. Dictation in this way is read at normal speed, so that learners have time to write words down, teacher can repeat two or three times to allow learners make corrections. As well as, the teacher should use a level-appropriate.

For Betz (2014) “Dictation has for a long time been used in the grammar grades to teach children correct English. More recently it has been employed in secondary schools and in universities as a means of teaching modern languages. When the laws of memory and of learning are applied to dictation, it is found that the main factors involved are: 1. the correct speaking of the word, 2. the correct hearing of the word, 3. the visual appearance of the word, 4. the writing movement.” (p.42)

The first, the correct speaking of the word, involves accurate pronunciation on the part of the teacher. The second, the correct hearing of the word, demands sound-analysis on the part of the student. The third, the appearance of the word, necessitates the student’s ability to associate the pronunciation of the word with its spelling. The fourth calls for the correct coordination of the writing muscles.

On the other hand, Yonezaki (2014) expresses that “dictation is also important to evaluate most of aspects of language simultaneously. It means that when students do the dictation, they do not only pay attention to the sound of the words read by the teacher but also understand about the meaning and be able to transfer the dictated passages to their book
Learners write down what they listen, sight and feeling in the second language.” (p.16)

Dictation is used for teaching straightforward literacy skills. Dictation needs learners to listen and write what the teacher says. Dictation fusions the listening and writing, and verify through reading. Dictation involves learners by combining the use of some senses at the same time.

**TYPES OF DICTATION METHODS**

According to Marzban and Abdollahi (2013) there are two types of dictation procedures that have been used in a variety of ways as testing techniques. Those five ways are elaborated as follows:

**Standard Dictation** - This method is the best known. Students should take notes of verbal sequences spoken by a teacher or listened from a recording. The teacher should give enough time students to memory words or recognize words and write them.

**Partial Dictation** - It is also called spot dictation. This type has close relation with the standard dictation, but the students are given either the written version of the text or the spoken one. The students must listen to the spoken material and fulfill in the missing portion in the written version. It is easier to perform because more sensory information is given concerning the message; a partial version and a complete spoken version.

**DICTATION STRATEGIES**

Dictation needs to different strategies. As they are indicated as follow:

- Teachers should take the words can have a complicated pronunciation or they be some confused for them, for example double consonants.
• Teachers should practice frequently dictation since it makes the students familiar with the spelling of the vocabulary.

• Teacher should take in account that 10 and 15 words are appropriate per time to benefit memory.

• Teachers should ask their students to correct their spelling mistakes independently.

**DICTATION PROCESS**

Dictation requires of two persons: a reciter and a recorder. The reciter reads a word, or phrase (three to ten or as need be). The word or phrase is written by the recorders. Each word or phrase should be read at first very slowly, after that repeat once or twice in a normal way with the purpose students have time to re-read their work, and edit it where it be necessary.

In listening skill, a person often takes the following three processes;

a. The listener hears sounds  
b. The listener perceives, and identifies linguistic forms  
c. The listener understands the meaning of the forms

**Dictation process in classroom**

**Before class.** - In this phase it is selected the material. For instance, book, textbook, newspaper, magazine, broadcast, play, screenplay, poem, speech or song can theoretically be dictated in a foreign language classroom. Having said that, the texts you select should be in line with your students' average ability, relevant to their needs and interests, not too long and capable of being cut up into short, self-contained portions. For follow-up activities, videotaped dialogues
are best. Texts that were used for different teaching purposes several weeks earlier can be re-used: dictations make for good ‘reviews’.

**Preparing the material.** - **The teacher should (1) choose** a text, dividing it into six to twelve separate sections. **(2) Each section should not contain or exceed three lines in length.** **(3) Double-spacing is a necessity, (4) Number the sections, and leave enough space between them.** **After printing out the chosen text, (5) link all the words that should be said in a line. Finally, (6) the teacher should use the same number of photocopies as the number of students the teacher has to. Place the copies one on top of the other in piles corresponding to the original pages of typed text. Put the papers in an envelope, and can start the class.**

**In class.** - The teacher should split up the class into groups of two to five students. Each group receives at least one set of photocopies which they have to read their partial text silently, and to recognize the words they are not sure about or don’t comprehend.

**ADVANTAGES OF DICTATION**

Montalvan (2016) states that dictation can help develop all four language skills in an integrative way. As students develop their auditory comprehension of meaning and also of the relationship among segments of language

Dictation can help students to:

- To learn grammar.
- To develop short-term memory.
- To motivate them practice meaningful phrases or whole sentences before writing them down.
- To encourage note taking strategy.
- To improve oral communication.
- To help teacher as an excellent review exercise.
- To foster unconscious thinking in the new language.
- To help to motivate writing skill
- To foster auto-correction
- To assess English level.
- To provide access to interesting texts, for example, or summarizing it, as in a dicto-comp.

**DICTATION TECHNIQUES**

According Wickham (2013) the teacher should implement the following techniques to develop dictation in classroom.

- Teacher is the only who read aloud or speak aloud
- The teacher provides learners with a sheet of paper
- The students should use a pencil to erase mistakes.
- The teacher first read aloud the entire word or phrase
- The teacher very slowly says the word or phrase while each student takes notes.
- The word or phrase is repeated until the students finish writing the word(s)
- The teacher calls on students to read aloud word or phrase.
- The teacher writes the word or phrase correctly on the whiteboard.
- The teacher checks the student’s work visually.

Kidd (1992) Dictation has always been a traditional form of assessment. For lower levels, word lists are often used. The teacher reads or says a word or phrase and students take notes what they hear. Correction should be aimed to spell the word or phrase and identify the part of speech.
Tang (2017) indicates that dictation should have a focus and employ appropriate strategies. In this method the teacher should take the words that cannot explain and spell through pronunciation, formation rules and stereotype mode, such as the words with double consonants and homophone affixes, as well as some confusing words.

There are some dictation strategies, teachers can use:

**Dictogloss.** - It is implemented in classrooms to help students use the grammatical structures they have learned by working in groups to reconstruct a short passage of four to twelve sentences (depending on the students’ level of language proficiency). The teacher reads aloud or speaks aloud words or phrases after those students write the words down, Wei (2017)

**Clicker-gap passages.** - It consists of an oral cloze, with selected words deleted from the dictated text and replaced by a whistle (or a clap, or a tap on the desk). The students copy words and phrases as these are read to them, filling in the gaps with appropriate words of their choice. This procedure forces students to think of what they are hearing to understand the text, (listening comprehension).

**Split dictation.** - Split dictation is suited mainly to the language needs of upper intermediate and advanced level ESL classes, which would benefit from instruction focusing on patterns of clausal coordination and subordination.

**Dictation with competing noise.** - This type dictation is rather difficult because the material is presented with adding noise. The kind of dictation drills the students to be used to every day communication context where language is used in less than ideal acoustic condition; for example, we are trying to have a conversation in someone’s living room when the television and air conditioner are producing a high level of competing noise or trying to hear a message over to public address system in a busy situation, etc.
Dicto-Comp.-It consists of dictate to the students a short text or passage three times after that learners are given the opportunity to take notes after the teacher has finished the third reading. They should remember the whole passage write it as a reproduction of what they heard.

Daily Dictation List. It consists of choosing words to correspond to the focus of each lesson. This strategy is ideal to make difference between sounds, at the beginning teacher should use vowels, monosyllable words, bi-syllable words and more.

MATERIAL’S PREPARATION AND PROCEDURES TO DICTATION

It is important for the teachers to make some preparation when they are going to give dictation text to their students.

- Teachers prepare the material to be dictated
- The words that dictated should have been taught to the students before.
- The words dictated should be selected and chosen from simple words.
- Teachers gave to select suitable procedures which are appropriated in giving dictation test.

For Hargreaves (2015) there are two ways of doing dictation activity: The teacher reads the words directly by himself, or use the words dictated have been recorded before. The teacher is required to read the passage two or three times using normal speed; then, with pauses between phrases or natural word groups so that the learners can write down what they have just heard, and finally, they can review their note-takings.
LISTENING SKILL

Listening is to understand what people say. This involves knowing accent or pronunciation from who talks, Emmert (as it is cited in Mulya et al., 2014) indicates that listening is an active process where the listener should understand what speaker message means. Teaching listening needs proper technique and strategies to make an enjoyable situation for students. The students do not only pay attention to the sound of the words but also understand about the meaning and be able to transfer the dictated passages to their graphical representations. The students are expected to comprehend the contents of the passage and recognized all the words and sentences being read, Montalvan (2006)

LISTENING SKILL IMPORTANCE

Moulesong (2010) Listening skills allow people to understand what someone is talking about-the meaning behind the words. Good listening skills make students more productive. It allows students to better understand assignments they are given. Effective listening skills activities are important because it involves two ways of communication; speaking and listening.

LISTENING PROCESS

Encarnación (2017) Listening is an auditory process of understanding what other person say and what people want to say. Listening is split up in four stages: sensing and attending understanding and interpreting, remembering and responding. Listening is an active process of receiving, deciphering, and perceiving,

Receiving. -It refers to the process of hearing and remembering the message.
**Deciphering.** - It is a process which consists of decoding the message to get the understanding of words.

**Perceiving.** - It consists of focusing on message content

**LISTENING ACTIVITIES’ PROCESS**

Goh (2009) states that “listening activities’ process help to integrate experimental learning tasks where students’ activities can be used with reflections on listening, as well as, it can be carried out before or after listening tasks to help direct learner’ efforts at planning, monitoring and evaluating their listening and learning experiences.” (p.181)

According to Richards (2016) listening activities can be developed in three stages: Pre, while and post listening.

**Pre-listening Activities.** - It consists of remembering real-life situations; in this phase the teacher provides relationships between what they listen with the reality, it helps students comprehend. As well as, it also helps to set the context, generate students’ interest. Brown (as it is cited in Richards, 2016) suggested some pre-listening activities as follows.

- Establish a list of words or topics before listening.
- Read the transcript before listening.
- Make comprehension
- To check new words.
- Using graphic organizers, pictures, or charts.
- Give a clear objective for listening
- To discuss about the topic
**While-listening Activities.** - they refer to develop the skill of eliciting messages from spoken language. Brown (as it is cited in Richards, 2016) mentions some while-listening activities as follows.

- Cloze exercises.
- Dictation. (Picture dictation, partial dictation, Dictogloss.)
- Taking notes.
- Filling gaps with missing words.
- Map activities.
- Choosing the correct pictures from a description.
- Sequencing pictures.
- Identifying numbers or letters.
- Carrying out actions.
- Following a route.
- Arranging items in patterns.
- Completing grids, forms and charts.
- True-false or multiple choice questions.

**Post-listening Activities.** -Post-listening activities can be used to check comprehension. The comprehension check is either related to pre-listening activities, such as predicting, or extends the topic and helps students remember new vocabulary. Brown (as it is cited in Richards, 2016) suggested some post-listening activities as follows.

- Group/Pair discussion.
- Paired reading.
- Summary writing.
- Shadowing.
- Role play.
- Comprehension checks. Paired Reading
TYPES OF LISTENING

Thaker (2008) and Nurjannah (2017) propose some types of listening, starting with basic discrimination of sounds and ending in deep communication.

Initial listening. - Initial listening is listening at first then thinking about response and looking to interrupt. Sometimes when people listen, we hear first few words and then start to think what people want to say in return. People then look for a point at which they can interrupt. They are also not then as they are spending more time rehearsing what they are going to say about their initial point, Thaker (2008).

Full listening. - Full listening happen where the listener pays close and careful attention to what is being said, seeking carefully to understand the full content that the speaker is seeking to put across. This may be very active form listening, with pauses of summaries and testing that understanding is complete, Nurjannah (2017).

Deep listening. - In deep listening, people listen between the lines of what is said, hearing the emotion, watching the body language, detecting needs and goals, identifying preferences and biases, perceiving beliefs and values, and so on, Thaker (2008)

Discriminative listening. - It consists of making difference between sounds. These sounds are learned early in the childhood, and few a few people are able to discriminate between the phonemes of other languages, Nurjannah (2017)

Biased listening. – it refers to hears only what one wants to listen, typically misinterpreting what the other person says, Nurjannah (2017)

Evaluative listening. -In evaluative listening, or critical listening, people make judgments about what the other person is saying. Evaluative listening is
particularly pertinent when the other person is trying to persuade us, perhaps to change our behavior and maybe even to change our beliefs, Nurjannah (2017)

**Appreciated listening.** - That is looking for ways to accept and appreciate the other person through what they say. In this listening, someone seeks certain information. People use appreciated listening when they are listening to good music, poetry or may be even the stirring word of a great leader, Thaker (2008).

**Sympathetic listening.** - When people listen empathetically, they go beyond sympathy to seek a truer understand how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals when people are being truly empathetic, people actually feel what they are feeling, Thaker (2008).

**Therapeutic listening.** - In this listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way, Nurjannah (2017)

**EPISTEMIOLOGICAL FOUNDATION**

**Educational Implications of Humanistic Education**

Lei (as it is cited in Najafi, 2013) states, the humanistic approach has influenced the second language pedagogy and has led to certain implications and applications in language teachers and learners. The activities in classroom should be part of an instructional practice with humanistic education, which is the reason why today, it has taken a special care in construction of knowledge by teachers. For Moskowitz (as it is cited in Najafi, 2013) points some features for activities within the humanistic classroom context among which are:
Teacher should accentuate the positive and avoid the negative focus.

Teacher should not try to do threatening activities.

Activities should give students the opportunity to verbalize about something they like of themselves

Teacher should encourage students to really look at their peers and focus on seeing the beauty of others.

Teacher should practice the language to express opinions, feeling and emotions

Activities should be to practice and increase the vocabulary.

Humanistic education points idea that learners are different. In a humanistic education the teachers are facilitators of learning. For Underhill (as it is cited in Amini, 2012) divides the teachers into three types: lecturers who have the academic know-how of the topic; in second place, teachers who not know the topic, however are familiar with the methods and strategies of teaching the topic; finally, the teacher is a facilitator who, knows the academic topic and is familiar with the psychological learning process and atmosphere. From all of them the third expresses best humanistic approach. Underhill also recommends seven points which an educator with the facilitator paper should pay attention to; how to listen others, how to speak others, how to use of authority power, how to pay attention to the processes in the group, how to notice own attitudes and beliefs, how to redefine problems and see things differently, and see one own inner state.

Amini (2012) Teachers in humanistic classrooms create a community learning atmosphere where a sense of belonging infiltrates since in these classes, teachers are not the controllers but the actual facilitators.”(p.12). on the other hand, Shirkhani (2012) mentions that in humanistic classrooms, the students’ multiple intelligences are valued and their errors are considered positive since they allow students analyze them and work better next time. In humanistic classroom the work can be in pairs or group-work due to the students can best convey their ideas without anxiety. However, teacher should
take in account some recommendation about work team; 1) exchange the members from time to time, 2) the slowest student and the best one should not be in the same group, since the slowest student can benefit nothing and it might cause a self-esteem diminished.

**Principles of Humanistic Education**

For Hamidi (2013) five basic principles should be applied in humanistic education.

1) Teaching and learning process should be self-directed.
2) Schools should produce students who know what they are learning and how it will serve to them in the future
3) Schools should promote a meaningful evaluation
4) In the learning process, the feelings, opinions, emotions and knowledge, are important
5) Students learn best in a most friendly environment.

**PEDAGOGICAL FOUNDATION**

**Contemporary pedagogical theories**

This work is based on different theories, therefore, it has been necessary to explore their contributions from a pedagogical point of view. According to the Higher Education Academy, (2014) indicates that pedagogical theories help teachers to understand their teaching practices and the influence of them on the learning of students from diverse linguistic and cultural backgrounds. Whatever it be the pedagogical theory two elements are always present; teaching and learning process. These processes change according the particular point in time, due to social and cultural context and the complex and dynamic human
activity systems. A part of constructivism, behaviorism and socio-cultural theories help to explain the connection between the conditions of the new learning environment and an individual’s prior cultural and social knowledge to facilitate or hindering learning

Macleod and Golby, (2004), state that “when a student creates a schema mean that they are unable to ‘hook’ new information into their existing knowledge. An individual’s personal, social, cultural, economic and political experiences will shape their knowledge, beliefs, attitudes, behaviors, language, identity and even thinking, and this applies to both learners and teachers. Modern pedagogy involves pupils standing back from what they are studying and viewing it critically in relation to its context. As pupils reflect on how their own understandings sit within the wider world of meaning making, they begin to engage with alternative perspectives.” (p.16)

Enabling pupils to put what has been learned to work in new situations is an important part of any pedagogy. It is this that helps pupils to develop an ability to act in novel situations on the basis of their understanding and to adapt or transform knowledge already acquired to solve hitherto unmet problems. Transformed practice, the fourth component of our pedagogic model, is about teachers providing pupils with just such opportunities, opportunities that will ultimately help them put knowledge gained in school to work in more worldly settings. In other words, rising to challenges of this sort not only demands the application of knowledge gained in one setting to new situations and novel problems; at its best, it leads to deepening and broadening understandings, and with this come new insights and transformed knowledge and practices. Transfer, taking a meaning to another real-world context, and making it work, is the first major feature of transformed practice. The New London
PSYCHOLOGICAL FOUNDATION

Brain and Second Language Acquisition

Kiptoo and Barngeny (2015) define second language acquisition as a language learned after the first language. Before understanding psychology implication, the influence of dictation method to improve listening skill, it is necessary to know about language and the human brain. The human brain is distributed into two hemispheres; the left one is the "logical brain" which is involved in language. In this hemisphere humans can analyze things around him; the right hemisphere is involved in the creative zone in charge of daydreaming and imagination. The left one controls the human body right side while the right hemisphere controls the human body left side. In addition, as it is mentioned by Talukder (2017) recently, scientific studies have revealed that in around 97% of individuals, development of language is represented in the left hemisphere. However, in about 19% of left-handed individuals, the areas responsible for language are in the right hemisphere and as many as 68% of them seem to have language abilities in both hemispheres.

The brain is biologically primed to acquire language right from the very start of life; the process of language acquisition needs of experience. The dual importance in the brain of sounds (phonetics) and of the direct processing of meaning (semantics) can inform the classic debate in teaching reading between the developments of specific phonetic skills, sometimes referred to a whole language text immersion.

There are many theories of second-language acquisition, but none are accepted as a complete explanation by researchers. Haynes (2017) mentions that stages second-language acquisition divided the process of second-language acquisition into five stages: preproduction, early production, speech emergence, intermediate fluency, and advanced fluency. The first stage, pre-
production, is also named as the silent period, where learners have a receptive vocabulary, but they even find the second language difficult.

The second stage of acquisition is early production, during which learners are able to speak in short phrases of one or two words even when they may make mistakes. The third stage is speech emergence, in which students increase their vocabulary and they can communicate using simple questions and phrases, however, they may make mistakes yet. The fourth stage is intermediate fluency. At this stage, learners have increased the vocabulary and they are more prepared to use more complicated structures. The final stage is advanced fluency; learners can easily to close to native speakers’ performance, Haynes (2017)

PHILOSOPHICAL FOUNDATION

Language Learning Philosophy

Language is essential to all learning. Language learning refers not only to the learning of a specific language, but also the culture. Teachers provide a strong, challenging curriculum that is inquiry-based and incorporates all areas relevant to literacy: oral, written and visual. Through language, students develop not only knowledge, but also social skills and values, as well as the ability to think and learn. Language is used in all subject areas including: mathematics, social studies, science and technology (design), the arts, personal, social and physical education. It is a tool that students use to inquire and communicate what they have learnt. The acquisition of academic language proficiency skills supports and develops interpersonal communicative skills, student identity, and confidence, Bobykina (2015)

In Ecuador, Spanish is the primary language of instruction throughout the curriculum from Pre-Kindergarten to Grade 6. English is the second language learnt from second grade to third course of Bachillerato. Therefore, the
conclusion is all students should be exposed to a variety of foreign languages from as early an age as possible. To achieve objectives teachers should consider the following Principles of Language Learning:

- Teachers, parents and students are responsible of Language development
- Recognize that students come from different language backgrounds and will progress at their own individual paces.
- Language is taught in context and new information is related to existing knowledge.
- Language support is provided beyond the classroom.
- Learning different languages promotes open-mindedness.
- Language bridges the gap between people.
- Feedback to each student’s progress is ongoing and is provided in the language of instruction.
- Language is a form of communication that is reflected in various ways.
- English as a Second or Other Language

Language curriculum is based on the following components: Oral Language, Listening, and Speaking; Text Level Reading and Writing; Sentence Level Grammar, Punctuation, and Sentence Structure; Word Level Phonics, Spelling, Vocabulary, and handwriting.

The development of language skills is encouraged mainly through discussions, shared inquiry, presentations, drama, exposure to a variety of literary texts, research, Six Traits of Writing and a variety of reading strategies. Differentiated instruction is provided to accommodate the language needs of students.

Saleem (2014) states teachers make available the environment, using didactic resources to motivate students to participate in academic and social programs and develop their behavior and their knowledge of the world around
them. Teachers also identify that language learning plays an important role for students because students have many opportunities to listen and speak in order to develop effective communication skills.

**SOCIOLOGICAL FOUNDATION**

Barth (2015) each members of a community holds some responsibility for the welfare of every other and for the welfare of the community as a whole. A community of learner is ever so much more. It means to learn, continue to learn, and support the learning of others. For this reason, University of Guayaquil has as mission to help to the community development through different projects carried out by its students.

The influence of dictation method to improve listening skill in students is aimed to reinforce educational practice where teachers, especially English teachers have problems to consolidate the learning of foreign language. This project has a sociolinguistic implication because when it is taught foreign languages, it means to speak about the relationship between language, culture and society. For Bhushan (2011) “Students need to have contact with native expressions, language cannot be taught without coming face to face with social context factors which have significant impact on language teaching and learning. Language and society are closely linked. Students should not only study the cultural context but also to be made aware of the interaction between language and culture.” (p.309)

The sociolinguistic act of learning languages is not another thing that the communicative approach. According to Labov, (as it is cited in Bhushan, 2011) “The act of communication is not seen as an exchange of linguistic messages, but rather as a socially meaningful episode. It refers to when to speak, when not, and as to what to talk about with whom, when, where, in what manner” (p.310). Communicative Skills how linguistic competence but its main focus is the understanding of social and cultural rules and meanings that are carried by
any expression. In Language teaching cultural, interpersonal and social dimension are important parts for grammatical and phonological aspect.

**LEGAL FOUNDATION**

The Ecuadorian law guarantees education at all levels. The government is making all efforts to ensure this right. Regarding teaching English, there are programs for teachers to improve their level. One example is the scholarship offered by IECE named “Go Teachers”. Teachers need to fulfill the requirements in order to be candidates. This program is addressed to improve teachers’ proficiency level and methodology by mixing theory and practice. In this program, teachers are immersed in an English-speaking country for a fixed period of time. The main goal is to guarantee that students gain solid bases of English and can explain fluently and accurately.

**National Constitution.** -Constitución Política de la República Del Ecuador, Art. 28 mention that “Education responds to the public interest and is not a service of individual and corporate interests. Universal access, permanence, mobility and discharge will be guaranteed without any discrimination and the obligation at the initial, basic and baccalaureate level or its equivalent. It is the right of every person and community to interact between cultures and participate in a learning society. The State promotes intercultural dialogue in its multiple dimensions. The learning was developed in a school and non-school. Public education will be universal and secular at all levels and up to the third level of inclusive education.”

**Organic Law of Intercultural Education,** TITLE I, ART 2. PRINCIPLES

f. Development of the processes. -The educational levels must be adapted to the people’s lives, to their cognitive and affective development, capacities, the cultural and linguistic aspects, their
necessities and the country necessity, taking into account in a particular way the equality of the real groups.

Undoubtedly, from the Organic Law, it is established the priority in the processes of the linguistic development in this case, it is related to the teaching of English language, more precisely in the writing skills in order to guarantee that students can be included in the educational systems of quality.

**National Curriculum Guidelines**

The evaluation of listening is carried out using more than one method and takes place on more than one occasion so as to back up less than perfect examination system. The evaluation of listening is carried out by mean of The Common European Framework. With this type of evaluation, teachers can know students’ level according to this criterion for eighth-grade students.

**A2- Level**

Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives

Can understand enough to be to meet needs of a concrete type provided speech is clearly and slowly articulated

**A1- Level**

Can understand phrases and expressions related to areas of most immediate priority, for example, personal and family information, shopping, local geography

Can follow speech which is very slow and carefully articulated; with long pauses for him/her assimilate meaning
CHAPTER III

METHODOLOGY

RESEARCH DESIGN

This research is based on qualitative and quantitative research because all information analyzed statistically should be described qualitatively analyzing, arguing and synthetizing relevant aspects. At the beginning it was used (1) a field and bibliography research with the purpose to collect written information that could be support the work with theories, definitions, and strategies. (2) Observation and note-taking were used to get direct information about didactic resources, general description of high school, determine some problems affecting English teaching, causes and methodology used by the teacher in a regular class to identify requirements to improve language skills. It was used a descriptive and explicative research trying to formulate conclusions and recommendations with help of survey and interview to know the problem in a closer way.

TYPES OF RESEARCH

At the beginning, researchers started to use a field investigation with the necessity to explore the problem since the central’s point (classroom). In this investigation, the researchers were only viewers taking notes about weakness and strengthens to develop language skills, specially listening skills.

A vast reviewing of literature should be checked to find relevant and useful information. The bibliographical research allows through PDF documents, blogs on the internet, English teaching books and university library to find enough information to explain definitions, types of dictation methods, strategies, advantages and disadvantages; theories supporting philosophically,
pedagogically, psychologically, sociological and legally the influence of dictation method in the development of listening skill.

This investigation is descriptive because it allows knowing situations presented by the students as a result of developing of listening skills activities, whose findings described a lack of efficiency in the aforementioned skill within the teaching-learning process. This type of research was also useful to get conclusions from the survey’s analysis.

This research was also explanatory because it allows researchers increase their prior knowledge of listening skill, deficiencies and the strategies to improve it. It also allows researchers to provide deep insight about a specific subject, which gives birth to more subjects and provide more opportunities for the researchers to study new things and questions new things (Muhammad (2017) p. 18).

POPULATION AND SAMPLE

Then, the class of eighth grade, classroom “B” was chosen as the object of study of the present project with a population of one hundred students at Otto Arosemena Gomez high school. The survey was applied to a sample of 50 students with the purpose to know the level of satisfaction about listening activities development.

STATISTICAL EQUATION FOR POPULATION PROPORTIONS

\[ n = \frac{(\text{N})^2}{(\text{N}-1)\text{e}^2/\kappa^2 + \text{PQ}} \]

Where:

\[ \text{N} = 50 \]
\[ \text{PQ} = \text{Population variance} = 0.25. \]
\[ \text{E} = \text{Error margin} = 0.10 \]
\[ \kappa = \text{Constant of error correction} = 2. \]
\[ \text{N} = \text{Population} = 100 \]
**OPERATIONALIZATION OF THE VARIABLES**

### INDEPENDENT VARIABLE

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<th>INDICATOR</th>
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<td>Dictation strategies</td>
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<td>and spelling</td>
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<td>Use adequate number of words.</td>
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<td>Independent revision to the dictation.</td>
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<td>False listening, Initial listening.</td>
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<tr>
<td></td>
<td>Selective listening, Partial listening,</td>
</tr>
<tr>
<td></td>
<td>Full listening, Deep listening,</td>
</tr>
<tr>
<td></td>
<td>Discriminative listening</td>
</tr>
<tr>
<td></td>
<td>Biased listening, Evaluative listening,</td>
</tr>
<tr>
<td></td>
<td>Appreciated listening, Sympathetic</td>
</tr>
<tr>
<td></td>
<td>listening, Therapeutic listening</td>
</tr>
<tr>
<td>Listening process</td>
<td>Pre-listening</td>
</tr>
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<td></td>
<td>While-listening</td>
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<tr>
<td></td>
<td>Post-listening</td>
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<tr>
<td>Listening strategies</td>
<td>Mixed-Up Charades</td>
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<tr>
<td></td>
<td>Film watching</td>
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<tr>
<td></td>
<td>Jeopardy</td>
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<tr>
<td></td>
<td>Vocabulary competition</td>
</tr>
<tr>
<td></td>
<td>Note taking skills and dictation</td>
</tr>
<tr>
<td></td>
<td>Make predictions</td>
</tr>
<tr>
<td></td>
<td>Review notes</td>
</tr>
<tr>
<td></td>
<td>Act upon the message, short dialogue</td>
</tr>
<tr>
<td></td>
<td>Stating a Preference and Giving</td>
</tr>
<tr>
<td></td>
<td>Reasons</td>
</tr>
<tr>
<td></td>
<td>Twist the ending</td>
</tr>
<tr>
<td>Elements of good listening</td>
<td>Attention</td>
</tr>
<tr>
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<td>Understanding</td>
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<tr>
<td></td>
<td>Responding</td>
</tr>
<tr>
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<td>Remembering</td>
</tr>
<tr>
<td>Listening advantages and</td>
<td>Advantages</td>
</tr>
<tr>
<td>limitations</td>
<td>Disadvantages</td>
</tr>
</tbody>
</table>

*Source: Survey addressed to Students of Eighth-grade at Otto Arosemena Gomez public school. Authors: Pedro Solórzano and Johana Mendoza, 2018*

*Table No. 2*
RESEARCH METHODS

The research methods used in this project are: Synthetic-analytical method, Inductive-deductive method, Logical-historical method, Systemic-Structural-Functional method. The **Synthetic-analytical method** was necessary because it allowed separating variables of study (dictation method and listening skill) with the purpose of reviewing element individually and integrates them after to give conclusions and recommendations. The **Inductive-deductive method** allowed researchers to know different components in each one of variables for instance, definitions, types, importance, characteristics, strategies and advantages of using dictation methods and practice listening skill. These methods also helped to formulate conclusions and recommendations. The **Logical-historical method** allowed researchers to know others investigation work to understand how the variables (Listening and Dictation methods) have been used through time by different authors and which have variables advances been in teaching and learning process?. The **Systemic-Structural-Functional method** allowed giving order to the work through elaboration of operationalization of variables and structuring the contents in the four chapters and didactic guide with dictation exercises.

TECHNIQUES AND INSTRUMENTS OF THE RESEARCH

The techniques used in this research study are:

**Observation.** -This type of instrument allows the researchers to take notes from the central point where problem is affecting. In this moment of the investigation, the researchers were only viewers with the intention to assess the teaching and learning process and the use of listening strategies.

**Survey.** -This type of instrument allows the researchers to know the students’ satisfaction of learning English and methodology used daily in class by their teacher.
Interviews. -This type of instrument allows the researchers to know the point of view of the English teacher, his necessities, his way of teaching and strategies. This interview consists of 5 open-ended questions.

INTERVIEWS

INTERVIEW TO THE DIRECTOR

Why do you think that teaching English is necessary in public schools?

The teaching of English is given by the demand that the local and international socio-economic system requires, for that reason, in view of this need, the Ministry of Education has given a place within the curriculum.

Do you think the institution's English teachers need external support to improve their teaching methods and strategies?

The institution receives support directly from the Ministry of Education and the Greenwich publishing house; however any educational initiative in favor of the students and the improvement of the educational quality is welcome.

How does the director support activities to promote the study of English in the institution?

The activities that have to do with the teaching of English are based on the teaching guides of the Ministry of Education, within that framework activities related to the subject and those proposed by the English area are developed.
INTERVIEW TO THE ENGLISH TEACHER COORDINATOR

How can the area coordinator implement the researchers' proposal to be used successfully?

The proposal given by the student teachers is significant because it will allow developing skills in the use of the foreign language. As an area director, this tool can be considered as an adjunct to those activities that students meet in class and will be supervised.

What would they be the follow-up controls that the coordinator can do to the presented proposal?

The guide will be kept as part of the activities carried out in class and it would be reviewed with a content advance control form in the texts and additional tools.

INTERVIEW TO THE ENGLISH TEACHER

Why do you believe that the level of Eighth-grade students needs to be strengthened to consolidate their first phase of English language acquisition?

The level of our students in the eighth grade is basic, which is why it is necessary to enrich with a lot of vocabulary and strengthen the learning of the basic structures as a platform to undertake new contents.

What kind of materials do you use to develop listening activities?

Generally, listening to the activities proposed in the student’s book is done; this comes with an exercise CD for each unit. The audio and the students are reproduced to complete the activities with the words seen in class.
What method do you use to develop listening activities?

Before performing the listening exercises, vocabulary is practiced and the vocabulary is applied in proposed sentences, followed by listening exercises with several repetitions for the students to complete the exercises.

Why do you believe that dictation exercises would help improve the development of listening skills and other foreign language skills?

Dictation exercises are a very good alternative because it allows the student to show interest in the way he writes the words in English and be able to correct his mistakes, besides it strengthens listening comprehension.

INTERVIEW ANALIZE

Interviews were very important because the proposal depends on manner authorities and English teacher keep and point this work out to increase the quality of education in their students. They also consider that the implementation of this proposal allows English teacher develops more activities to improve students 'knowledge and communicative in English. Therefore, They have given an open card to receive this proposal with dictation method to improve listening skill.
**Objective:** To know through a survey the student’s opinion about teacher methodology, use of dictation activities to improve listening skill.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Totally Disagree</th>
<th>Disagree</th>
<th>Indifferent</th>
<th>Agree</th>
<th>Totally Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I like learning English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 I do understand the words dictated by the teacher in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher promotes activities aimed at improving listening comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 My teacher promotes activities before a listening comprehension activity in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Dictating activities help me to memorize and recognize the sound of words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 I find it difficult to recognize the sound of words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Frequently, I make mistakes when I do a dictation exercise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher uses a list of words or phrases to make a dictation in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 The more dictation I practice, the more understanding and good listening I will have</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 I need to practice more dictation activities in each unit of my book to improve my listening skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Survey addressed to Students of Eighth-grade room “B” at Otto Arosemena Gomez public school

**Authors:** Pedro Solórzano and Johana Mendoza, 2018
### Specific information

Mark with an (x) the answer you consider appropriated.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td>1  I like learning English</td>
<td>1</td>
<td>10</td>
<td>4</td>
<td>3</td>
<td>32</td>
<td>50</td>
</tr>
<tr>
<td>2  I do understand the words dictated by the teacher in English</td>
<td>2</td>
<td>31</td>
<td>4</td>
<td>10</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>3  My teacher promotes activities aimed at improving listening comprehension</td>
<td>2</td>
<td>31</td>
<td>0</td>
<td>2</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>4  My teacher promotes activities before a listening comprehension activity in English</td>
<td>5</td>
<td>36</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>5  Dictating activities help me to memorize and recognize the sound of words</td>
<td>4</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>34</td>
<td>50</td>
</tr>
<tr>
<td>6  I find it difficult to recognize the sound of words</td>
<td>0</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>38</td>
<td>50</td>
</tr>
<tr>
<td>7  Frequently, I make mistakes when I do a dictation exercise</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>43</td>
<td>50</td>
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<td>8  My teacher uses a list of words or phrases to make a dictation in English</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>9  The more dictation I practice, the more understanding and good listening I will have</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>6</td>
<td>34</td>
<td>50</td>
</tr>
<tr>
<td>10 I need to practice more dictation activities in each unit of my book to improve my listening skill.</td>
<td>1</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>29</td>
<td>50</td>
</tr>
</tbody>
</table>

**Source:** Survey addressed to Students of Eighth-grade room "B" at Otto Arosemena Gomez public school

**Authors:** Pedro Solórzano and Johana Mendoza, 2018

**Table No. 3 survey results**
DATA ANALYSIS
SURVEY TO THE STUDENTS
50 students

Table N. 4

<table>
<thead>
<tr>
<th>CODE</th>
<th>I like learning English</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM N. 1</td>
<td></td>
<td>Totally agree</td>
<td>32</td>
<td>64%</td>
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<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indifference</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Totally disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at Otto Arosemena Gomez public school
Elaborated by: Pedro Solórzano and Johanna Mendoza, 2018

Graphic N. 1

Source: Eighth-Grade Students at Otto Arosemena Gomez public school
Elaborated by: Pedro Solórzano and Johanna Mendoza

Analysis

The sixty-four percent of students mentioned that they like learning English. This information is relevant because it allows motivating students with different activities to improve their proficiency.
SURVEY TO THE STUDENTS
50 students

Table N. 5

<table>
<thead>
<tr>
<th>CODE</th>
<th>I understand the instructions my teacher gives me in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM N. 2</td>
<td>ALTERNATIVES</td>
</tr>
<tr>
<td>Totally agree</td>
<td>3</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
</tr>
<tr>
<td>Indifference</td>
<td>4</td>
</tr>
<tr>
<td>Disagree</td>
<td>31</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at Otto Arosemena Gomez public school
Elaborated by: Pedro Solórzano and Johanna Mendoza, 2018

Graphic N. 2

Source: Eighth-Grade Students at Otto Arosemena Gomez public school
Elaborated by: Pedro Solórzano and Johanna Mendoza, 2018

Analysis

The sixty-two percent of students mentioned that they do not understand the instructions their teacher gives them in English. This information is relevant because it is necessary that the students are used to listening English instructions, steadily.
SURVEY TO THE STUDENTS
50 students

Table N. 6

<table>
<thead>
<tr>
<th>CODE</th>
<th>My teacher promotes activities aimed at improving listening skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM N. 3</td>
<td>ALTERNATIVES</td>
</tr>
<tr>
<td>Totally agree</td>
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</tr>
<tr>
<td>Agree</td>
<td>2</td>
</tr>
<tr>
<td>Indifference</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>31</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at Otto Arosemena Gomez public school
Elaborated by: Pedro Solórzano and Johanna Mendoza, 2018

Graphic N. 3

Source: Eighth-Grade Students at Otto Arosemena Gomez public school
Elaborated by: Pedro Solórzano and Johanna Mendoza, 2018

Analysis

The sixty-two percent of students mentioned that their teacher does not promote activities aimed at improving listening skill. This information is important because it allows knowing the insufficiency of listening activities.
SURVEY TO THE STUDENTS
50 students

Table N. 7

<table>
<thead>
<tr>
<th>CODE</th>
<th>My teacher promotes activities before a listening comprehension activity in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM N. 4</td>
<td>ALTERNATIVES</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Indifference</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at Otto Arosemena Gomez public school
Elaborated by: Pedro Solórzano and Johanna Mendoza, 2018

Graphic N. 4

Source: Eighth-Grade Students at Otto Arosemena Gomez public school
Elaborated by: Pedro Solórzano and Johanna Mendoza, 2018

Analysis

The seventy-two percent of students mentioned that their teacher does not promote activities before a listening comprehension activity in English. This information is essential because it will allow the implementation of activities aimed to improve listening skills.
SURVEY TO THE STUDENTS
50 students

Table N. 8

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM N. 5</td>
<td>Dictating activities help me to memorize words and recognizes the sound of words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>34</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Indifference</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at Otto Arosemena Gomez public school
Elaborated by: Pedro Solórzano and Johanna Mendoza, 2018

Graphic N. 5

Source: Eighth-Grade Students at Otto Arosemena Gomez public school
Elaborated by: Pedro Solórzano and Johanna Mendoza, 2018

Analysis

The sixty-eight percent of students mentioned that dictating activities help them to memorize words and recognizes the sound of words. This information is significant because students look dictation activities as a learning method that can increase their learning of English language.
SURVEY TO THE STUDENTS
50 students

Table N. 9

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM N. 6</td>
<td>I find it difficult to recognize the sounds of words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totally agree</td>
<td>38</td>
<td></td>
<td>73%</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>Indifference</td>
<td>1</td>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td></td>
<td>23%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at Otto Arosemena Gomez public school

Elaborated by: Pedro Solórzano and Johanna Mendoza, 2018

Analysis

The seventy-three percent of students mentioned that they find it very difficult to recognize the sounds of words. This information is important because it will allow facilitating to the teacher an instrument with activities aimed to improve the listening comprehension.
SURVEY TO THE STUDENTS
50 students

Table N. 10

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM N. 7</td>
<td>Totally agree</td>
<td>43</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Indifference</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at Otto Arosemena Gomez public school
Elaborated by: Pedro Solórzano and Johanna Mendoza, 2018

Analysis

The eighty-six percent of students mentioned that they often make mistakes when they do a dictation exercise. This information is relevant because it gives to know the importance of increasing activities to correct mistakes when students speak or write.
SURVEY TO THE STUDENTS
50 students

Table N. 11

<table>
<thead>
<tr>
<th>CODE</th>
<th>My teacher uses a list of words or phrases to make a dictation in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM N. 8</td>
<td>ALTERNATIVES                FREQUENCY</td>
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<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Indifference</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at Otto Arosemena Gomez public school
Elaborated by: Pedro Solórzano and Johanna Mendoza, 2018

Analysis

The total of students mentioned that their teacher does not use a list of words or phrases to make a dictation in English. This information is significant because it allows knowing that dictation is never practiced and therefore, it can be applied as an additional strategy to learn English.
SURVEY TO THE STUDENTS
40 students

Table N. 12

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM N. 9</td>
<td>The more dictation I practice, the more understanding and good listening I will have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totally agree</td>
<td>34</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Indifference</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Totally disagree</td>
<td>6</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at Otto Arosemena Gomez public school
Elaborated by: Pedro Solórzano and Johanna Mendoza, 2018

Analysis

The sixty-eight percent of students mentioned that the more dictation they practice, the more understanding and good listening they will have. This information is relevant because it allows knowing that students look in dictation a way to improve their performance in English.
SURVEY TO THE STUDENTS
50 students

Table N. 13

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Source: Eighth-Grade Students at Otto Arosemena Gomez public school
Elaborated by: Pedro Solórzano and Johanna Mendoza, 2018

Graphic N. 10

Source: Eighth-Grade Students at Otto Arosemena Gomez public school
Elaborated by: Pedro Solórzano and Johanna Mendoza, 2018

Analysis

The fifty-eight percent of students mentioned that they need to practice more dictation activities in each unit of their book to improve my listening skill. This information is relevant because it allows the designing and implementation of an additional instrument that help teacher in class to improve listening skills through dictation activities.
CONCLUSIONS

After having analyzed the student survey and have done the teacher interview the conclusions are the next:

English teacher
- Teacher does not promote enough activities aimed at improving listening skill.
- Teacher does not promote activities before an auditory comprehension activity in English.
- Teacher does not use a list of words or phrases to make a dictation in English.

Students
- Students find it very difficult to recognize the sounds of words.
- Students often make mistakes when pronouncing and writing a word.
- Students think they need to practice more activities aimed to improve listening, speaking, and writing skill.

RECOMMENDATIONS

After having analyzed the conclusions the author proposes the following recommendations:

- Teacher should promote activities aimed at improving listening skill.
- Teacher should promote activities before an auditory comprehension activity in English such: vocabulary and dictation of these words.
- Teacher should use a list of words or phrases to make a dictation in English at the beginning of each unit or lesson.
- Teacher should use a didactic guide with dictation activities to improve listening skill along with the student and practice’s book they have.
- Teacher should monitor the progress and make students verify their mistakes through dictation activities.
CHAPTER IV

THE PROPOSAL

DESIGN A GUIDE WITH DICTATION EXERCISES

JUSTIFICATION

The design of a guide with dictation exercises has been carried out with the purpose of being used by students in eight-grade at Otto Arosemena Gomez public school in academic year 2018-2019. This proposal is innovative since it has a dictation method to do students learn to discriminate sounds, practice stress and intonation, identifying key words, correct mistakes in bad written words. Through dictation method students will find activities to develop listening skill improving understanding and writing of words. On the other hand, this pedagogical guide can be creative because the teacher will be able to adapt this instrument to daily necessities. This instrument is very important because it allows teacher evaluate and analyze students’ mistakes and give suggestions for improvement. Finally, this thesis work will benefit not only students, but teachers, directors and parents too, because it is a solution to one of these deficiencies in English language that institution has to.

GENERAL OBJECTIVE

• To design a guide with dictation exercises that promotes and improves the listening skill in eight-grade students.

SPECIFIC OBJECTIVE

• To help students to improve their listening skill
• To help students to improve their pronunciation and writing through dictation
• To contribute with additional didactic resource to develop listening skills

THEORETICAL ASPECTS

The purpose of doing dictation is to promote listening activities and note-taking skills aimed to discriminate sounds, stress and intonation, identifying key words, identifying the main ideas and understanding the connection between ideas, as well as, it would also help to develop others language skill like writing, facilitate pronunciation and spelling (phonics), so it allows autonomy in language learning. Dictation allows teachers understand learners’ learning progress by analyzing their mistakes and correct them.

FEASIBILITY

The feasibility in this project is based on three main aspects: financial, human, and technical. The financial feasibility consists of two phases; the first refers to calculate the initial investment and the final project investment. The second one refers to invest that the institution would have. However, the implementation of the proposal will not have an investment by the institutions. In second place; it is necessary a technical feasibility that allows teachers to the implementation of strategies and activities that improve the proficiency in English. The proposal is adapted to different requirements that national curriculum proposes and following the contents using the European Common Framework. The building is not adequate for using projector and computer in class, however the activities have been developed to use a radio recorder and others activities where teacher should use his or her voice to dictate words students in class. Finally, this project had not been possible, if directors and teachers were not given the facilities to develop it. As well as, thesis supervisor plays an important role because he allows structuring and design well this educational work.
PEDAGOGICAL ASPECT

According to Blanche, P. (2004) any text or content such as book, textbook, newspaper, magazine, broadcast, play, screenplay, poem, speech or song can easily be dictated in a foreign language classroom. However, the teacher should select the text according students’ average ability, taking in account their needs and interests. English teachers should be awareness that dictation can be used in communicative approach by correcting mistakes in the pronunciation and in the writing. For Yonezaki, H. (2014) Dictation is a method that is used to work directly on the weak point in listening because it allows learners to combine and internalize their auditory forms and visual ones by requiring them to translate sounds into written forms.

SOCIODEMICAL ASPECT

English teacher should treat contents in a social context. It is necessary tolerate language to society, since languages are learnt for the communication. According to Bhushan (2011) ·language teachers must facilitate better teaching and learning of language. Language should be taught in social context so that learning can have significant impact on language.” (p.301). Language and society are closely linked. The importance of communication in every language is to be aware of the own opinions and feelings. This guide has the social purpose of helping to improve the teaching and learning process of English language at Otto Arosemena Gomez so that, students develop their listening ability and correct their written mistakes to improve their pronunciation and therefore their communication.

ASPECT LEGAL

According to the Art. 2, 26 and 27 from National Constitution establishes an education inclusive and participative for everyone with the objective to generate knowledge of quality respecting all human rights, especially of the
children. in the same way, the Good Living Plan promotes an education with quality and with equality of opportunities, an education where parents, directors, teachers and students are the center of the development of the country. The ministerial agreement also impulse the teaching of English from second basic education up third of Bachillerato, this agreement is implemented by National Curriculum who has established 15 hours for primary school and 25 hours for secondary school. National curriculum uses European Common Framework to evaluate the process and the progress of teaching English.

DESCRIPTION OF THE PROPOSAL

This guide is aimed to help teacher to improve language skills. This guide will benefit students because it develops and improve note taking skills, exercise student’s short-term memory, reinforce self-correction, and improve listening skill.

In this guide, different grammar structures are used in concordance with the National curriculum guidelines for students in Eighth-Grade. Topics such as, simple present, present continuous, past simple, future simple, adjectives, comparatives, superlatives, and numbers are laid out as an adaptation of the Student’s book where the teacher will be able to expand didactic resources and support those already used in classroom. As well as this guide brings a CD with audio with special dictation activities easy for being used by eight grade students. It is possible that the English teacher can adapt this guide with other resources like flashcards for being used as picture dictation in pre-listening stage.

CONTENTS

DICTATION ACTIVITY 1 April Fool's Day
DICTATION ACTIVITY 2 Football
DICTATION ACTIVITY 3 How much coffee does Mr Bean drink?
DICTATION ACTIVITY 4 My friend looks like
DICTATION ACTIVITY 5 On new year's day
**DICTATION ACTIVITY** 6 August  
**DICTATION ACTIVITY** 7 The Time  
**DICTATION ACTIVITY** 8 The United Kingdom  
**DICTATION ACTIVITY** 9 Valentine’s Day  
**DICTATION ACTIVITY** 10 On Christmas Day

**EXTRA DICTATION EXERCISES**

**ACTIVITY ONE:** PRESENT SIMPLE  
**ACTIVITY TWO:** PRESENT CONTINUOUS  
**ACTIVITY THREE:** PAST SIMPLE  
**ACTIVITY FOUR:** Future Simple WILL  
**ACTIVITY FIVE:** Adjectives and Adverbs  
**ACTIVITY SIX:** COMPARATIVES  
**ACTIVITY SEVEN:** Superlatives  
**ACTIVITY EIGHT:** Numbers  
**ACTIVITY NINE:** PREPOSITIONS: AT, IN, ON  
**ACTIVITY TEN:** DICTATION LIST

Exercises were retrieved from [www.allthingsgrammar.com](http://www.allthingsgrammar.com) and adapted to this guide for the authors

**CONCLUSION**

Lack of technological devices in the institution do not allow the use of videos reason by which teachers should other tools to implement listening activities, however they are not enough. Therefore, it is necessary to design an instrument with dictation exercises relate with the eight-grade book topics. These activities will allow students practice more the auditory skill. This thesis work is a contribution with our community as it is indicated in the University of Guayaquil mission. As well as, it is important trough this work to take the same opportunities to learn English as they are in the private schools. With the use of this guide, the teacher will be able to evaluate their students and measure the improvement that they are getting in daily lesson.
REFERENCES


Moulesong, B. (2010) *Listening skills are an important part of effective communication*. Retrieved from www.listening-skills-are-an-important-part-of-effective-communication/article


Gregg et al., 2007) explicit instructions in the tools, strategies and expectations of writers in their disciplines.


Yonezaki. H, (2014) Effectiveness of dictation in improving English listening ability of Japanese high school students


ANNEX
ASIGNACION DEL TUTOR

No. UG-LENGUAS 2019-139
Guayaquil, 14 de Enero del 2019

MSc.
Alfonso Sánchez Ávila
PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación y en alcance a la nómina entregada a usted el 16 de Noviembre del 2018, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En esta designación consta el nombre de los estudiantes de la Escuela de Lenguas y Lingüística: MENDOZA ENCALADA JOHANNA MARIUXI Y SOLÓRZANO CASTILLO PEDRO JAVIER.

TOPIC: THE INFLUENCE OF DICTATION METHODS TO DEVELOP LISTENING SKILL.

PROPOSAL: DESIGN OF GUIDE WITH DICTATION ACTIVITIES.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

Ing. Carlos Valle Navarro, MSc.
DIRECTOR (e) CIFI
CARRERA LENGUAS Y LINGÜÍSTICA

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CARTA DE PERMISO A LA INSTITUCION EDUCATIVA

Licenciado
Juan Alberto León Chóez
RECTOR DE LA UNIDAD EDUCATIVA FISCAL “OTTO AROSEMENA GÓMEZ”
Ciudad.-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que los estudiantes: SOLÓRZANO CASTILLO PEDRO JAVIER Y MENDEZA ENCALADA JOHANNA MARIUXI, de la Escuela de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: The influence of dictation method to develop listening skill.

PROPOSAL: Design of a guide with dictation activities.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige; aspiro que esta petición tenga la acogida favorable de su parte.

Le anteparto mis reconocimientos

Atentamente,

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

[Signature]

[Signature]

[Stamp]
Aprobación del colegio

UNIDAD EDUCATIVA FISCAL
“OTTO AROSEMA GOMEZ”
Vigésima Novena entre O’Connor y la C
Teléfono: 2841869 - 2665733
Correo electrónico: ottoarozemagomez@hotmail.com; leonalberto.24@hotmail.com; juan.leonc@educacion.gob.ec
Guayaquil – Ecuador

Guayaquil, 11 de julio del 2018

Oficio # 293 – OAG – R

MSc.
Alfonso Sánchez Ávila
DIRECTOR DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFIA DE LA UNIVERSIDAD DE GUAYAQUIL

De mis consideraciones:

Por medio de la presente me permito informar a usted, en base a lo solicitado en el Oficio No 22 del 9 de julio del presente año, una vez revisada la documentación de Sr. SOLÓRZANO CASTILLO PEDRO JAVIER portador de la cédula de identidad 0917570574 y MENDOZA ENCALADA JOHANNA MARIUXI portadora de la cédula de identidad 0924310444, se da la autorización correspondiente para poder realizar el proceso investigativo del tema planteado “THE INFLUENCE OF DICTATION METHOD TO DEVELOP LISTENING SKILL”, quedando el compromiso de entregar para la IE, una copia de la propuesta del Proyecto Educativo.

Particular que comunico para los fines consiguientes.

Atentamente

Juan León Chávez
Rector
ACUERDO TUTORIAL

Universidad de Guayaquil
FACULTAD DE FILOSOFÍA, LETRAS, Y CIENCIAS DE LA EDUCACION
CARRERA DE LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

Guayaquil, diciembre 18, 2018

SR. ING.
CARLOS VALLE NAVARRO, MSC
DIRECTOR (E) DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS, Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL

Acuerdo del Plan de Tutoría

Nosotros, SANCHEZ AVILA ALFONSO OSWALDO, docente tutor del trabajo de titulación y MENDOZA ENCALADA JOHANNA; SOLOZANO CASTILLO PEDRO estudiantes de la Carrera de Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario, martes 15h00 a 16h00, miércoles de 15h00 a 16h00, jueves de 15h00 a 16h00.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Realizar un mínimo de 4 tutorías mensuales.
- Elaborar los informes mensuales y el informe final detallando las actividades realizadas en la tutoría.
- Cumplir con el cronograma del proceso de titulación.

Agradeciendo la atención, quedamos de Ud.

Atentamente,

[Signaturas]

Estudiante(s)

[Signatura]

Docente Tutor

CC: Unidad de Titulación
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**Observaciones y tareas asignadas:**
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- Reunión de estudio.
- Reunión de proyecto.

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**Firma estudiante:** [Signature]

**ASISTENCIA**
**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA Y CIENCIAS DE LA EDUCACIÓN**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**  
**UNIDAD DE TITULACIÓN**

**INFORME DE AVANCE DE LA GESTIÓN TUTORIAL**

**Tutor:** Msc. Alfonso Sánchez Ávila.  
**Tipo de trabajo de titulación:** Proyecto Educativo  
**Título del trabajo:** The Influence of dictation to develop of listening skill.  
**Carrera:** Inglés/Italiano  
**Inglés / Frances**

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**Ineddado:** [Firma]
Guayaquil, 15 de febrero del 2019
Sr. /Sra. Msc. Carlos Valle Navarro
Director de la Escuela de Lenguas y Lingüística
Facultad de Filosofía Universidad de Guayaquil
Ciudad. -

De mis consideraciones:

Envío a Ud. el informe correspondiente a la tutoría realizada al Trabajo de Titulación PROYECTO EDUCACIONAL: THE INFLUENCE OF DICTATION METHOD TO DEVELOP Listenting Skill de los estudiantes PEDRO JAVIER SOLORZANO CASTILLO y JOHANNA MARILUXI MENDOZA ENCALADA, indicando han cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, CERTIFICO, para los fines pertinentes, que los estudiantes están aptos para continuar con el proceso de revisión final.

Atentamente,

Msc. Alfonso Sánchez Ávila
C.I. 0907944961
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* El resultado, será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.

Univesidad de Guayaquil
Facultad de Filosofía y Ciencias de la Educación
Escuela de Lenguas y Lingüística
Unidad de Titulación

Anexo 5

MSc Alfonso Sánchez Ávila
No. C.I. 0807944961
15 de febrero del 2019.
Habiendo sido nombrado MSc. Alfonso Sánchez Ávila, tutor del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por Johana Marìuxi Mendoza Encalada C.C 0924310444 y Pedro Javier Solórzano Castillo C.C. 0917570574 con mi respectiva supervisión como requerimiento parcial para la obtención del título de licenciado en ciencias de la educación, mención lenguas y lingüística.

Se informa que el trabajo de Titulación the influence of dictation methods to develop listening skill; Proposal, Design of a guide with dictation activities, ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio Urkun, quedando el 4% de coincidencia.
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS, Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA
Unidad de Titulación

Guayaquil, Marzo 18, 2019

Magister
CARLOS VALLE NAVARRO
DIRECTOR (E) DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS, Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL.

Ciudad.

De mis consideraciones:

Envío a Ud. el informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación Título: THE INFLUENCE OF DICTATION METHODS TO DEVELOP LISTENING SKILL. Propuesta: DESIGN OF GUIDE WITH DICTATION ACTIVITIES, de los estudiantes SOLORZANO CASTILLO PEDRO JAVIER y MENDOZA ENCALADA JOHANNA MARIUXI.

Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:
- El título tiene un máximo de nueve palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo ______ años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:
- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similidad, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que los estudiantes SOLORZANO CASTILLO PEDRO JAVIER y MENDOZA ENCALADA JOHANNA MARIUXI están aptos para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

Rodrigo Guerrero Segura
DOCENTE REVISOR
**RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN**

**TÍTULO DEL TRABAJO:** THE INFLUENCE OF DICTATION METHODS TO DEVELOP LISTENING SKILL.
**PROPUESTA:** DESIGN OF GUIDE WITH DICTATION ACTIVITIES
**AUTOR:** SOLORZANO CASTILLO PEDRO JAVIER Y MENDOZA ENCALADA JOHANNA MARILUXI

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*El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.*

**Atentamente,**

Rodrigo Guerrero Segura  
DOCENTE REVISOR

Guayaquil, Marzo 18, 2019
FOTOS CON LA SRA. VICERRECTORA DE LA UNIDAD EDUCATIVA
“COLEGIO FISCAL OTTO AROSEMENA GOMEZ”

Presentando la carta de aceptación para poder realizar la tesis en el Colegio Otto Arosemena Gómez, en el despacho del el sr. Msc, Juan León Choez, quien cumple su función como Vicerrectora de la institución. (11 de julio, 2018)

Fuente: Colegio Fiscal Otto Arosemena Gómez
Elaborado por: Pedro Solórzano Castillo y Johanna Mendoza Encalada, 2018
Observación áulica y entrevista a la Lcda. Lidia Piedra Sánchez Docente de la asignatura de Ingles de los octavos grados y directora del área de inglés. (28 de Agosto, 2018)

Fuente: Colegio Fiscal Otto Arosemena Gómez
Elaborado por: Pedro Solórzano Castillo y Johanna Mendoza Encalada, 2018
Realizando la encuesta a los y las estudiantes del octavo grado básico, periodo lectivo 2018-2019. (12 de noviembre, 2018)

**Fuente:** Colegio Fiscal Otto Arosemena Gómez

**Elaborado por:** Pedro Solórzano Castillo y Johanna Mendoza Encalada, 2018
Realizando las tutorías con el Master Alfonso Sanchez en la Universidad de Guayaquil, periodo lectivo 2018-2019. (04 de Diciembre, 2019)

Fuente: Universidad Estatal de Guayaquil “Escuela de lenguas”

Elaborado por: Pedro Solórzano Castillo y Johanna Mendoza Encalada, 2018
DICTATION ACTIVITIES TO IMPROVE LISTENING SKILL

Authors: Johanna Mendoza Encalada and Pedro Solórzano Castillo
INTRODUCTION

This guide is aimed to help teacher to improve language skills. This guide will benefit students because it develops and improve note taking skills, exercise student’s short-term memory, reinforce self-correction, and improve listening skill.

In this guide, different grammar structures are used in concordance with the National curriculum guidelines for students in Eighth-Grade. Topics such as, simple present, present continuous, past simple, future simple, adjectives, comparatives, superlatives, and numbers are laid out as an adaptation of the Student`s book where the teacher will be able to expand didactic resources and support those already used in classroom. As well as this guide brings a CD with audio with special dictation activities easy for being used by eight grade students. It is possible that the English teacher can adapt this guide with other resources like flashcards for being used as picture dictation in pre-listening stage.

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ACTIVITY FIVE: Adjectives and Adverbs
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ACTIVITY SEVEN: Superlatives
ACTIVITY EIGHT: Numbers
ACTIVITY NINE: PREPOSITIONS: AT, IN, ON
ACTIVITY TEN: DICTATION LIST
DICTATION ACTIVITIES

INSTRUCTIONS

1. Read the text briefly and find words you do not understand.
2. The teacher will help you to know new words.
3. Listen the audio, the speaker will talk, quite quickly, in a natural voice.
4. Listen again and complete the exercise (the speaker will talk very slowly, now).
5. The teacher will repeat the audio as much time as it be necessary.
6. The teacher will show you the transcript again, then you check your answer.

DICTATION TEXT 1

Transcript A is for the teacher.

April Fool’s Day

April Fool’s Day is not a holiday, but it is celebrated in many countries on April 1st. On April Fool’s Day people play jokes on friends and neighbors. In some countries, April Fool’s jokes (also called “April fools”) must only be made before midday. The April 1st tradition in France includes poisoned avril (which means “April’s fish” in English).

Transcript B is for the student.
Worksheet: Activity for previous vocabulary

EXERCISE 1: Write the number with the correct option

1. holiday - 2. countries - 3. jokes - 4. play - 5. midday - 6. celebrate

EXERCISE 2: Listen and complete the text

April fool’s Day

………….. Fool's Day is not a ..........., but it is .............. in many countries on April. On April ..........'s Day people ........... on friends and neighbors. In some ............, April Fool's jokes (also called "April fools") must only be made before .......... . The April 1st ............ in France includes poissond' avril (which means "April's fish" in English).

EXERCISE 3: Listen and write two complete sentences

1. .......................................................... ..........................................................  
2. .......................................................... ..........................................................
DICTATION TEXT 2

INSTRUCTIONS

1. Read the text briefly and find words you do not understand
2. The teacher will help you to know new words
3. Listen the audio, the speaker will talk, quite quickly, in a natural voice.
4. Listen again and complete the exercise (the speaker will talk very slowly, now)
5. The teacher will repeat the audio as much time as it be necessary
6. The teacher will show you the transcript again, then you check your answer

Transcript A is for the teacher.

Football

Football is the world's most popular sport. In some countries, such as the United States, football is called soccer. In a game of football there are 2 (two) teams. Each team has 11 (eleven) players. A football match lasts 90 (ninety) minutes. At the end of a match, the team that has scored the most goals is the winner.

Transcript B is for the student.
Worksheet: Activity for previous vocabulary

EXERCISE 1: Write the number with the correct option

|------------|------------|-----------|-----------|

EXERCISE 2: Listen and complete the text

Football

Football is the world's most popular ............. In some countries, such as the United States, football is called ............. In a game of football there are 2 (two) ............. Each team has 11 (eleven) ............. A football match lasts 90 (ninety) minutes. At the end of a match, the team that has scored the most goals is the .............

EXERCISE 3: Listen and write two complete sentences

1. .................................................................
2. .................................................................
DICTATION TEXT 3

INSTRUCTIONS

1. Read the text briefly and find words you do not understand
2. The teacher will help you to know new words
3. Listen the audio, the speaker will talk, quite quickly, in a natural voice.
4. Listen again and complete the exercise (the speaker will talk very slowly, now)
5. The teacher will repeat the audio as much time as it be necessary
6. The teacher will show you the transcript again, then you check your answer

Transcript A is for the teacher.

How much coffee does Mr Bean drink?

Mr. Bean drinks 8 cups of coffee a day Mrs Bean thinks that Mr. Bean drinks too much coffee. Mr. Bean asked, "How many cups of coffee do you normally drink?" Mrs. Bean replied, "I only drink 2 cups of coffee a day." Mr. Bean promised not to drink so much coffee in the future.

Transcript B is for the student.
EXERCISE 2: Listen and complete the text

How much coffee does Mr. Bean drink?

Mr. Bean .......... 8 ........ of coffee a day Mrs Bean ........ that Mr. Bean drinks too much coffee. Mr. Bean asked, "How many cups of coffee do you normally drink?" Mrs. Bean .........., "I only drink 2 cups of coffee a day." Mr. Bean promised not to drink so much coffee in the future.

EXERCISE 3: Listen and write two complete sentences

1. .......................................................... ..........................................................
2. .......................................................... ..........................................................
DICTATION TEXT 4

INSTRUCTIONS

1. Read the text briefly and find words you do not understand
2. The teacher will help you to know new words
3. Listen the audio, the speaker will talk, quite quickly, in a natural voice.
4. Listen again and complete the exercise (the speaker will talk very slowly, now)
5. The teacher will repeat the audio as much time as it be necessary
6. The teacher will show you the transcript again, then you check your answer

Transcript A is for the teacher.

**My friend looks like**

My friend looks like George Clooney. He doesn’t look exactly like him though. He isn’t very fit because he is a little lazy. He likes to go for long drives in the country. But, he doesn’t like to go walking.

Transcript B is for the student.
Worksheet: Activity for previous vocabulary

EXERCISE 1: Write the number with the correct option


EXERCISE 2: Listen and complete the text

My friend looks like

My friend ........ ....... George Clooney. He doesn't look exactly like him though he isn't very ........ because he is a little ........ He likes to go for long ........ in the country. But, he doesn't like to go ........

EXERCISE 3: Listen and write two complete sentences

1. ........................................................................................................
2. ........................................................................................................
DICTATION TEXT 5

INSTRUCTIONS

1. Read the text briefly and find words you do not understand
2. The teacher will help you to know new words
3. Listen the audio, the speaker will talk, quite quickly, in a natural voice.
4. Listen again and complete the exercise (the speaker will talk very slowly, now)
5. The teacher will repeat the audio as much time as it be necessary
6. The teacher will show you the transcript again, then you check your answer

Transcript A is for the teacher.

On New Year's Day

I was in England on New Year's Eve. On New Year's Day I woke up very late. I had a shower and then got dressed. I went downstairs and had breakfast with my husband. We didn't eat dinner until 3 o'clock. After dinner we went for a walk. It rained all day. In the evening we watched TV. We went to bed quite late. Happy New Year!

Transcript B is for the student.
Worksheet: Activity for previous vocabulary

EXERCISE 1: Write the number with the correct option

   8. rain

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EXERCISE 2: Listen and complete the text

On New Year’s Day

I was in England on New Year's Eve. On New Year's Day I ........ very late. I .................. and then................ I went ................. and................ with my husband. We didn't eat ............... until 3 o'clock. After dinner we went for a walk. It ........ all day. In the evening we ........ TV. We went to bed quite late. Happy New Year!

EXERCISE 3: Listen and write two complete sentences

1. ........................................................................................................................
2. ........................................................................................................................
**Transcript A** is for the teacher.

**August**

August was named after the Roman Emperor Augustus. It has 31 days because Augustus wanted as many days as July, which was named after Julius Caesar. In a leap year August begins on the same day of the week as February. In the UK there is a bank holiday on the last Monday in August. Traditionally many businesses close on bank holidays.

**Transcript B** is for the student.
EXERCISE 1: Write the number with the correct option


EXERCISE 2: Listen and complete the text

August

August was named after the Roman …….. Augustus. It has 31 days because Augustus wanted as many days as July, which was named after Julius Caesar. In a ………. August begins on the same day of the week as February. In the UK there is a bank holiday on the last Monday in August. Traditionally many ………. ………. on bank holidays.

EXERCISE 3: Listen and write two complete sentences

1. .......................................................... ..........................................................
2. .......................................................... ..........................................................
DICTATION TEXT 7

INSTRUCTIONS

1. Read the text briefly and find words you do not understand
2. The teacher will help you to know new words
3. Listen the audio, the speaker will talk, quite quickly, in a natural voice.
4. Listen again and complete the exercise (the speaker will talk very slowly, now)
5. The teacher will repeat the audio as much time as it be necessary
6. The teacher will show you the transcript again, then you check your answer

Transcript A is for the teacher.

The Time
What's the time, please?
What time is it, please?
Excuse me. Do you know what time it is?
Have you got the time, please?
Could you tell me the time, please?
It's 8 o'clock (eight o'clock) (8:00).
It's quarter past 10 (ten) (10:15).
It's time to get up.
It's time to go to work.
It's time to go to bed. It's bedtime.

Transcript B is for the student.
Worksheet: Activity for previous vocabulary

EXERCISE 1: Write the number with the correct option

1. Get up – 2. go to bed – 3. go to work

EXERCISE 1: Listen and complete the text

The Time

- What's the time, .................?
- What ............ is it, please?
- ............... Do you know what time it is?
- .......... you .......... the time, please?
- .......... you .......... me the time, please?
- It's .......... o'clock (8:00).
- It's ...............past 10 (ten) (10:15).
- It's time to .................
- It's time to .................
- It's time to .................
- . It's bedtime.

EXERCISE 3: Listen and write two complete sentences

1. ...........................................................................................................
2. ...........................................................................................................
DICTATION TEXT 8

INSTRUCTIONS

1. Read the text briefly and find words you do not understand
2. The teacher will help you to know new words
3. Listen the audio, the speaker will talk, quite quickly, in a natural voice.
4. Listen again and complete the exercise (the speaker will talk very slowly, now)
5. The teacher will repeat the audio as much time as it be necessary
6. The teacher will show you the transcript again, then you check your answer

Transcript A is for the teacher.

The United Kingdom

The United Kingdom is a small country. It's in Europe. Germany is in Europe too. Your teacher is an English teacher in Germany. She's British. She's from Derby. Derby is a big city in England. Mr. Smith is an English teacher too, but he's not British. He's American. He's from Washington.

Transcript B is for the student.
Worksheet: Activity for previous vocabulary

EXERCISE 1: Write the number with the correct option


EXERCISE 2: Listen and complete the text

The United Kingdom

The ............... is a ............ country. It's in ............ Germany is in ............ too. Your teacher is an English teacher in .............. She's British. She's from Derby. Derby is a ........ city in England. Mr. Smith is an English teacher too, but he's not British. He's American. He's from ..............

EXERCISE 3: Listen and write two complete sentences

1. ........................................................................................................
2. ........................................................................................................
INSTRUCTIONS

1. Read the text briefly and find words you do not understand
2. The teacher will help you to know new words
3. Listen the audio, the speaker will talk, quite quickly, in a natural voice.
4. Listen again and complete the exercise (the speaker will talk very slowly, now)
5. The teacher will repeat the audio as much time as it be necessary
6. The teacher will show you the transcript again, then you check your answer

Transcript A is for the teacher.

Valentine's Day

Valentine's Day takes place on February 14. It's the day of the year when couples show their love. Some people pick one person and call them their "Valentine". You can send your Valentine a Valentine card, some flowers, chocolates, or just a nice gift. Valentine cards usually have pictures of hearts or flowers and contain some sort of poem, message, or even a secret code. Valentine's day gives some people the courage to show their true feelings to the person they love.

Transcript B is for the student.
Worksheet: Activity for previous vocabulary

EXERCISE 1: Write the number with the correct option


EXERCISE 2: Listen and complete the text

Valentine's Day

Valentine's Day takes place on February 14. It's the day of the year when…………. …………. their love. Some people pick one person and call them their "Valentine". You can .......... your Valentine a Valentine card, some ...... chocolates, or just a nice........... . Valentine cards usually have pictures of ............ or flowers and contain some sort of poem, message, or even a secret code. Valentine's day gives some people the courage to show their true feelings to the person they love.

EXERCISE 3: Listen and write two complete sentences

1. …………………………………………………………………………………………………………
2. …………………………………………………………………………………………………………


**DICTATION TEXT 10**

**INSTRUCTIONS**

1. Read the text briefly and find words you do not understand
2. The teacher will help you to know new words
3. Listen the audio, the speaker will talk, quite quickly, in a natural voice.
4. Listen again and complete the exercise (the speaker will talk very slowly, now)
5. The teacher will repeat the audio as much time as it be necessary
6. The teacher will show you the transcript again, then you check your answer

**Transcript A** is for the teacher.

---

**On Christmas Day**

On Christmas morning I wake up very early. I have a shower and then get dressed. I go downstairs and have breakfast with my family. We all go to church together to sing carols. In the afternoon we eat dinner at 2 o'clock. After dinner we listen to the Queen's speech at 3 o'clock. Then we all help with the washing up. In the evening we play games and watch television. We all go to bed quite late. Happy Christmas!

---

**Transcript B** is for the student.
Worksheet: Activity for previous vocabulary

EXERCISE 1: Write the number with the correct option

1. Listen - 2. queen - 3. sing carols

EXERCISE 2: Listen and complete the text

On Christmas Day

On ..................morning I ..................... very early. I ..................and then ...................... I ......................and ..................with my family. We all ..................together to sing carols. In the afternoon we eat .................at 2 o'clock. After dinner we ...............to the ..............’s speech at 3 o'clock. Then we all help with the ............... In the evening we play games and watch television. We all go to bed quite late. Happy Christmas!

EXERCISE 3: Listen and write two complete sentences

1. ............................................................................................
2. ............................................................................................
EXTRA DICTATION EXERCISES
Activity One: PRESENT SIMPLE

PRE-LISTENING

VOCAABULARY

<table>
<thead>
<tr>
<th>tall</th>
<th>raining</th>
<th>like</th>
</tr>
</thead>
<tbody>
<tr>
<td>a student</td>
<td>live</td>
<td>busy</td>
</tr>
<tr>
<td>go</td>
<td>Tuesday</td>
<td>work</td>
</tr>
<tr>
<td>easy</td>
<td>here</td>
<td>know</td>
</tr>
<tr>
<td>hot</td>
<td>at home</td>
<td>think</td>
</tr>
<tr>
<td></td>
<td>sleeping</td>
<td></td>
</tr>
</tbody>
</table>

WHILE-LISTENING

Listen to your teacher read aloud the words and change them to negative statements in the spaces below. Use contractions where possible (aren’t, don’t, etc.)

1. My best friend……………………
2. Steven…………………………..to work at eight o’clock.
3. It…………………………….. today.
4. Mrs. Smith ………………………..in this city.
5. They went to school, so they……………… now.
6. The cat………………………………..
7. You……………………………….. now. You can help me.
8. Don’t ask them. They ……………………...the answer.
9. She……………………………………
10. You should study hard. The test……………………
11. It ……………………………….today.
12. It’s Monday. It……………………………..
13. Where is Mr. Richards? He……………………
14. My friends ……………………………………………that restaurant.

15. The TV is broken. It ………………………………………………………………

16. I ………………………………………………… grammar difficult.

POST-LISTENING

LISTEN AND CHECK ANSWERS

1. My best friend isn't tall.
2. Steven doesn't go to work at eight o'clock.
3. It isn't hot today.
4. Mrs. Smith doesn't live in this city.
5. They went to school, so they aren't here now.
6. The cat isn't sleeping.
7. You aren't busy now. You can help me.
8. Don't ask them. They don't know the answer.
9. She isn't a student.
10. You should study hard. The test isn't easy.
11. It isn't raining today.
12. It's Monday. It isn't Tuesday.
13. Where is Mr. Richards? He isn't at home.
14. My friends don't like that restaurant.
15. The TV is broken. It doesn't work.
16. I don't think grammar is difficult.
DICTATION EXERCISE
Activity Two: PRESENT CONTINUOUS

PRE-LISTENING

VOCABULARY

<table>
<thead>
<tr>
<th>watch</th>
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<th>drink</th>
</tr>
</thead>
<tbody>
<tr>
<td>teach</td>
<td>work</td>
<td>run</td>
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<tr>
<td>wait</td>
<td>go</td>
<td>win</td>
</tr>
<tr>
<td>play</td>
<td>sleep</td>
<td>answer</td>
</tr>
<tr>
<td>rain</td>
<td>clean</td>
<td>complete</td>
</tr>
</tbody>
</table>

WHILE-LISTENING

Listen and write in order the sentences

1. is/room/My/watching/ TV/the/in/living/ sister.

2. English/Students/is/teaching/Mrs. /to/her/Smith

3. a/bus/waiting/for/I/am.

4. playing/tennis/are/My/friends.

5. outside/not/is/raining/It/ It’s sunny!

6. eating/food/is/The/its/cat.

7. working/garden/is/My/in/the/husband.
8. school/today/not/going/to/I/am. I'm sick.

9. tired/is/very/Kelly. She is sleeping.

10. is/busy/neighbor/my. She is cleaning her yard.

11. Mr./is/ Brown/a/drinking/cup/of

12. Frodo/Sam/and/are/bridge/over/the/running.

13. are/we/game/I/winning/the/think/. We have ten points!

14. telephone/the/is/answering/one/No

15. sixteen/completing/the/are/We/statements.
POST-LISTENING

Listen and check answers

1. My sister is watching TV in the living room.

2. Mrs. Smith is teaching English to her students.

3. I am waiting for a bus.

4. My friends are playing tennis.

5. It is not raining outside. It's sunny!

6. The cat is eating its food.

7. My husband is working in the garden.

8. I am not going to school today. I'm sick.

9. Kelly is very tired. She is sleeping.

10. My neighbor is busy. She is cleaning her yard.

11. Mr. Brown is drinking a cup of coffee.

12. Sam and Frodo are running over the bridge.

13. I think we are winning the game! We have ten points!

14. No one is answering the telephone.

15. We are completing the sixteen statements.
DICTATION EXERCISE
Activity Three: PAST SIMPLE

PRE-LISTENING

VOCABULARY

<table>
<thead>
<tr>
<th>fly</th>
<th>meet</th>
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</thead>
<tbody>
<tr>
<td>hurt /fall</td>
<td>quit</td>
</tr>
<tr>
<td>find</td>
<td>hear</td>
</tr>
<tr>
<td>think</td>
<td>go / sleep</td>
</tr>
<tr>
<td>catch</td>
<td>ride</td>
</tr>
<tr>
<td></td>
<td>see</td>
</tr>
<tr>
<td>forget</td>
<td>tell</td>
</tr>
<tr>
<td>win</td>
<td>draw</td>
</tr>
<tr>
<td>know</td>
<td></td>
</tr>
</tbody>
</table>

WHILE-LISTENING

Listen and complete the sentences with the past tense forms of the verbs.

1. My friend ..................................to Canada last month.
2. Mrs. Anderson.................................her bag behind the desk.
3. Sam didn’t go to the concert because he.................................a cold.
4. My brother .................................his job after only three weeks.
5. After work, I .........................home and .........................
6. Mr. Garcia .........................the movie with his family last week.
7. My cousin .................................me the good news yesterday.
8. On Monday, the students .........................pictures of flowers.
9. I .................................my leg when I .........................down.
10. Susan .................................the test was on Tuesday, not Wednesday.
11. I .................................the president last Thursday!
12. Edward .................................a strange noise at midnight.
13. They ................................. their bicycles to the shopping mall.
14. I ......................................to put the milk back into the fridge last night.
15. Our football team ..................................the game last week.
16. We .............................................. the answers to all the questions!

POST-LISTENING

LISTEN AND CHECK ANSWERS

1. My friend flew to Canada last month.
2. Mrs. Anderson found the bag behind the desk.
3. Sam didn’t go to the concert because he caught a cold.
4. My brother quit his job after only three weeks.
5. After work, I went home and slept.
6. Mr. Garcia saw the movie with his family last week.
7. My cousin told me the good news yesterday.
8. On Monday, the students drew pictures of flowers.
9. I hurt my leg when I fell down.
10. Susan thought the test was on Tuesday, not Wednesday.
11. I met the president last Thursday!
12. Edward heard a strange sound at midnight.
13. They rode their bicycles to the shopping mall.
14. I forgot to put the milk back into the fridge last night.
15. Our football team won the game last week.
16. We knew the answers to all the questions!
DICTATION EXERCISE
Activity Four: Future Simple WILL

PRE-LISTENING

VOCABULARY

<table>
<thead>
<tr>
<th>minutes</th>
<th>next year</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>test soon</td>
<td>next week</td>
<td>breakfast</td>
</tr>
<tr>
<td>next year</td>
<td>sunny tonight</td>
<td>a cold day</td>
</tr>
<tr>
<td>Thursday</td>
<td>Japanese dinner</td>
<td>hear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>travel /country</td>
</tr>
</tbody>
</table>

WHILE-LISTENING

Listen and write the missing words. Then, choose the best answers.

1. Will our English class finish in two .......?

   a) Yes, it will.
   b) No, it won’t.

2. Will you have a grammar...........?

   a) Yes, I will.
   b) No, I won’t.

3. Will you probably get married...............?

   a) Yes, I will.
   b) No, I won’t.

4. Will tomorrow be ....?

   a) Yes, it will.
   b) No, it won’t
5. Will you be 19 years old ………….?
   a) Yes, I will.
   b) No, I won’t.

6. Will we study English ………….?
   a) Yes, we will.
   b) No, we won’t.

7. Will it be ………….?
   a) Yes, it will.
   b) No, it won’t.

8. Will your English teacher teach …………. tomorrow?
   a) Yes, he/she will.
   b) No, he/she won’t.

9. Will you cook ………….tomorrow?
   a) Yes, I will.
   b) No, I won’t.

10. Will the next question be …………. 11?
   a) Yes, it will.
   b) No, it won’t.

11. Will you eat …………. tomorrow?
   a) Yes, I will.
   b) No, I won’t.

12. Will it be ………….tomorrow?
   a) Yes, it will.
b) No, it won’t.

13. Will you ……. one more question?

a) Yes, I will.
b) No, I won’t.

14. Will you …….. to another ……… next year?

a) Yes, I will.
b) No, I won’t.

WHILE-LISTENING

Listen and write in order the sentences

1. minutes/class/English/our/finish/in/two/Will/?
   ………………………………………………………………………………………

2. test/you/grammar/a/have/Will/soon/?
   ………………………………………………………………………………………

3. married/you/year/get/Will/next/probably/?
   ………………………………………………………………………………………

4. be/Thursday/Will/tomorrow/?
   ………………………………………………………………………………………

5. years/next/be/19/Will/old/you/year/?
   ………………………………………………………………………………………

6. English/week/study/Will/next/we/?
   ………………………………………………………………………………………

7. tonight/be/it/sunny/Will/?
   ………………………………………………………………………………………

8. Japanese/tomorrow/English/teacher/teach/Will/your/?
   ………………………………………………………………………………………
9. dinner/cook/you/Will/tomorrow/?

10. be/the/11/question/Will/Question/next/?

POST-LISTENING

Listen and check answers.

Will our English class finish in two minutes?
Will you have a grammar test soon?
Will you probably get married next year?
Will tomorrow be Thursday?
Will you be 19 years old next year?
Will we study English next week?
Will it be sunny tonight?
Will your English teacher teach Japanese tomorrow?
Will you cook dinner tomorrow?
Will the next question be Question 11?
Will you eat breakfast tomorrow?
Will it be a cold day tomorrow?
Will you hear one more question?
Will you travel to another country next year?

ACTIVITY EXTENSION (LISTENING & SPEAKING)

Have your learners ask and answer these questions aloud, in pairs.
Make sure that the learners answering the questions do not read their papers.
DICTATION EXERCISE
Activity Five: Adjectives and Adverbs

PRE-LISTENING

VOCABULARY

<table>
<thead>
<tr>
<th>angry</th>
<th>busy</th>
<th>polite</th>
</tr>
</thead>
<tbody>
<tr>
<td>quiet</td>
<td>excited</td>
<td>careless</td>
</tr>
<tr>
<td>good</td>
<td>hungry</td>
<td>slow</td>
</tr>
<tr>
<td>brave</td>
<td>kind</td>
<td>happy</td>
</tr>
<tr>
<td>tired</td>
<td>lazy</td>
<td>nervous</td>
</tr>
</tbody>
</table>

WHILE-LISTENING

Listen to your teacher and complete these sixteen sentences with the adverb forms of the adjectives you hear.

1. He man walked…………...to his car and drove away.
2. My classmate is studying ..................in the library.
3. Susan can play the piano very..................
4. My brother .......................jumped into the water to save the boy.
5. After a long day at work, I .......................went home and fell asleep.
6. Mr. Smith .....................walked past me without saying hello.
7. My wife .......................told me the good news.
8. The little kitten............... ate all of its food.
9. The stranger .......................offered me a cup of water.
10. I .........................sat down on the sofa and turned on the TV.
11. The children .........................walked through the dark room.
12. We .........................said, “Thank you,” to the man
13. I .........................forgot to put the milk back into the fridge.
14. The sun ...................rose into the sky.
15. Sarah .........................quit her job and found a new one
POST-LISTENING

Listen and check answers

1. The man walked angrily to his car and drove away.
2. My classmate is studying quietly in the library.
3. Susan can play the piano very well.
4. My brother bravely jumped into the water to save the boy.
5. After a long day at work, I tiredly went home and fell asleep.
6. Mr. Smith busily walked past me without saying hello.
7. My wife excitedly told me the good news.
8. The little kitten hungrily ate all of its food.
9. The stranger kindly offered me a cup of water.
10. I lazily sat down on the sofa and turned on the TV.
11. The children nervously walked through the dark room.
12. We politely said, “Thank you,” to the man.
13. I carelessly forgot to put the milk back into the fridge.
14. The sun slowly rose into the sky.
15. Sarah happily quit her job and found a new one.
DICTATION EXERCISE
Activity Six: COMPARATIVES

PRE-LISTENING

VOCABULARY

<table>
<thead>
<tr>
<th>big</th>
<th>funny</th>
<th>busy</th>
</tr>
</thead>
<tbody>
<tr>
<td>expensive</td>
<td>bad</td>
<td>easy</td>
</tr>
<tr>
<td>tall</td>
<td>dangerous</td>
<td>interesting</td>
</tr>
<tr>
<td>cold</td>
<td>delicious</td>
<td>careful</td>
</tr>
<tr>
<td>good</td>
<td>hot</td>
<td>small</td>
</tr>
</tbody>
</table>

WHILE-LISTENING

Listen and write in order the sentences

1. than/are/radios/expensive/cars/more

2. brother/his/taller/than/is/Thomas

3. summer/than/colder/is/winter.

4. Weekends/are/better/than/weekdays.

5. interesting/book/than/more/this/is/that/book.

6. movies/are/action/than/funnier/comedies.
7. cold/flu/a/worse/than/is/the.

8. cats/are/more/than/dogs/dangerous.

9. Than/Cake/is/more//ice-cream/delicious

10. The/moon/is/than/the/sun/hotter

11. Busier/John/Michael/than/is

12. Are/I/movies/more/interesting/than/think/books

POST-LISTENING

Listen and check answers

1. Cars are more expensive than radios.
2. Thomas is taller than his brother.
3. Winter is colder than summer.
4. Weekends are better than weekdays.
5. This book is more interesting than that book.
6. Comedies are funnier than action movies.
7. The flu is worse than a cold.
8. Dogs are more dangerous than cats.
9. Cake is more delicious than ice-cream.
10. The sun is hotter than the moon.

11. John is busier than Michael.

12. I think books are more interesting than movies.
DICTATION EXERCISE
Activity Seven: Superlatives

PRE-LISTENING

VOCABULARY

<table>
<thead>
<tr>
<th>hot</th>
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<td>difficult</td>
</tr>
<tr>
<td>heavy</td>
<td>funny</td>
<td>expensive</td>
</tr>
<tr>
<td>tall</td>
<td>good</td>
<td>large</td>
</tr>
<tr>
<td>cold</td>
<td>big</td>
<td>bad</td>
</tr>
</tbody>
</table>

WHILE-LISTENING

Listen to your teacher and complete these sixteen sentences with the superlative forms of the adjectives you hear.

1. Summer………………………………………………season of the year.
2. Elephants ……………………………………………land animals.
3. Which country ……………………………………..?
4. Who …………………………………………………..person in the world?
5. Steve …………………………………………………person I know.
6. Asia …………………………………………………continent in the world.
7. Our history exams ……………………………
8. Jupiter ………………………………………planet in our solar system.
9. Which flowers …………………………………?
10. The BurjKhalifa ……………………………building in the world.
11. I think science ……………………………subject.
12. Alison …………………………………….person in our family.
13. I …………………………………….student in my class!
14. The cheetah ……………………………land animal in the world.
15. Jake’s Bistro ……………………………restaurant in town.
16. Don't watch that! It ………………………movie in the world!

POST-LISTENING

Listen and check answers

1. Elephants are the **heaviest** land animals.
2. Which country is the **coldest**?
3. Who is the **most famous** person in the world?
4. Steve is the **funniest** person I know.
5. Asia is the **biggest** continent in the world.
6. Our history exams are the **most difficult**.
7. Jupiter is the **largest** planet in our solar system.
8. Which flowers are the **most beautiful**?
9. The Burj Khalifa is the **tallest** building in the world.
10. I think science is the **most interesting** subject.
11. Alison is the **youngest** person in our family.
12. I am the **best** student in my class!
13. The cheetah is the **fastest** land animal in the world.
14. Jake’s Bistro is the **most expensive** restaurant in town.
15. Don't watch that! It is the **worst** movie in the world!
PRE-LISTENING

VOCABULARY

Numbers 0 up to 1000

WHILE-LISTENING

Listen and complete the sentences with the different phone numbers that you hear.

1. My phone number is………………………….
2. Call this number for more information …………………………….
3. For our store hours and location, please call………………………….
4. Hurry! Call this number and win $1,000: …………………………….
5. Dr. Wilson’s phone number is ……………………………………….
6. Hello? Is this ……………………………?
7. You can call my work number ………………. extension ……………
8. Excuse me, did you say your phone number was …………………?
9. I have a new phone number. It’s ……………………………
10. Mary’s phone number is ………………………
11. For a complete listing of today’s movies, please call …………………
12. I have the taxi company’s number, so let’s call a taxi. It’s …………………
13. I’m sorry, but you have the wrong number. This isn’t …………………
14. Sam’s cell phone number is ……………………………
15. Let’s order food from ‘Burger Palace’ Their number is …………………
16. Excuse me, could you please repeat that? Did you say? …………………
POST-LISTENING

LISTEN AND CHECK ANSWERS

1. My phone number is 5553240
2. Call this number for more information 8901190
3. For our store hours and locations, please call 5653407
4. Hurry! Call this number and win $1,000: 8869366
5. Dr. Wilson’s phone number is 9554591
6. Hello? Is this 2077233?
7. You can call my work number: 9082393, extension 238
8. Excuse me; did you say your phone number was 5458844?
9. I have a new phone number. It’s 2300187
10. Mary’s phone number is 1963402
11. For a complete listing of today’s movies, please call 2119349
12. I have the taxi company’s phone number, so let’s call a taxi. It’s 444 7892.
13. I’m sorry but you have the wrong number. This isn’t 9780011
14. Sam’s cell phone number is 0556789210
15. Let’s order food from ‘Burger Palace’. Their number is 2119562
16. Excuse me, could you please repeat that? Did you say 595595?
DICTATION EXERCISE

Activity Nine: Listen and write in order the sentences

1. Is/My/brother’s/birthday/in/January

2. Is/on/My/June/birthday/28

3. I/in/was/born/1993

4. o’clock/starts/at/eight/Our/class

5. get up/ What/usually/in/the/morning/time/do/you?

6. Bed/at/midnight/Last night/went to/ I

7. late on/Saturday/gets up/often/Steven

8. Eat/We/noon/lunch/at

9. It/in/winter/Where/I/live/snows

10. Is/Monday/The/meeting/on
11. Watch TV/Do you like?

12. The weekend/Do you have?

13. Landed on the moon/People in the 1960s.

14. At/always/sunrise/get up

15. Camping/Do you like?

16. In the He/work/afternoon/goes to

POST-LISTENING

Listen and check answers

17. My brother’s birthday is in January.

18. My birthday is on June 28.

19. I was born in 1993.

20. Our class starts at eight o’clock

21. What time do you usually get up in the morning?

22. Last night, I went to bed at midnight.

23. Steven often gets up late on Saturday.

24. We eat lunch at noon

25. Where I live, it snows in winter.
26. The meeting is on Monday.

27. Do you like to watch TV at night?

28. Do you have to go to school on the weekend?

29. People landed on the moon in the 1960s.

30. I always get up at sunrise.

31. Do you like to go camping in summer?

32. He goes to work in the afternoon.
DICTATION EXERCISE
Activity Ten: DICTATION LIST

DAILY DICTATION LIST

The teacher can choose words to correspond to the focus of each lesson. Teacher should elaborate a dictation list. The teacher can begin dictation activities by employing vowels after that monosyllable words, bi-syllable words and words that students make difficult to comprehend.

1A A-B-C-D
1B CAT- SAD-DAD
1C SNOW – SLOW - NOW
1D FOUR – FIVE - SIX
1E DOCTOR –FIRE FIGHTER - LAWYER
2A CAREFULLY – INTERESTING – BEAUTIFUL
2B COUGH – TAUGHT - THOUGHT
2C COMMUNICATE – ELABORATE - DEDICATE