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# Task-based Group Presentations

## Paving the Way for Language Improvement Through Listening and Dictation-type Activities

### Abstract

*The Covid-19 pandemic and the transition to online teaching and learning have led language teachers to re-examine and adjust their approaches to teaching to reach and involve learners despite physical distance. Simultaneously, an ever-growing abundance of audio and audio-visual resources for language learning have become available at a click. These may offer a solution to tackle the changing teaching scenario, for listening leads not only to the development of listening skills, but also to holistic language development. This study aims to investigate the effectiveness of cooperative group presentations of audio and audio-visual texts. Learners were given an indicative structure to follow to render their presentations interactive for the whole class. Essential components were language-focus activities, including dictation. The experience was measured quantitatively with listening level tests (Cambridge format, B2) and qualitatively through a post-course questionnaire on learner satisfaction. Results reveal an overall improvement in listening skills and positive feedback from participants.*

**Keywords:** *listening, group, presentation, language focus, dictation*

### 1. Introduction

“Listening is now rightfully considered to be the foundation of language acquisition and communication ability” (Candlin and Hadfield in Rost and Wilson 2013, xii). This observation has become even more meaningful given both the rise of distance learning due to the Covid19 pandemic and readily available technology and online resources (Hubbard 2017, 93-106). These contextual conditions have led to the current investigation of language development through listening and task-based learning. This experience also aimed to provide greater balance to the syllabus of a first-year university English language course which originally focused on writing and translation-based activities.

## 2. Literature review

Literature on second-language (L2) acquisition underlines the importance of listening in communication and language learning. It also reveals the complexity of this ability which may be addressed through metacognition and the use of dictation-type activities. Furthermore, recent literature indicates that technology plays a significant role in achieving successful listening.

### *2.1 The potential and challenges of listening in second language learning*

The significance of listening in daily communication and its subsequent importance as a model for learning has been widely discussed and confirmed in the relevant literature (Field 2008, Hedge 2000, Vandergrift 2007). Rost explains its value for language learning “(1) as input, (2) as a way for learners to interact to reach comprehension, (3) as a model of authentic spoken language, (4) as an opportunity to focus on new language structures and lexis” (1994, 141). Rost’s third point, which underlines that spoken language is very different from written language, is further enhanced by McCarthy and Carter’s model of spoken grammar (1995). This calls attention to both direct and indirect speech acts and such features as “repetitions, pauses, fillers, false starts, incomplete sentences, restructuring and corrections” (Hedge 2000, 238) and irregular word order. When compared to the written form, spoken discourse may be seen as “ungrammatical” (McCarthy and Carter 1995, 210). Listening offers the opportunity for the learner to recognize the fundamental differences between the spoken and written language.

Listening accounts for approximately 45% of the time people are involved in communication (Hedge 2000, 228), so this amount of time alone renders it a readily available and potentially rich resource. Listening not only practices and consolidates familiar language items and structures, but it also introduces new ones. Furthermore, it grants the learner opportunity to actively engage in communication. The listener is not simply a passive observer but an interactive participant (Rost 2006, Vandergrift 2007). Aside from asking for clarification through direct questions, listeners may participate through body language to express understanding (or lack of understanding) and through back channels, sounds emitted to encourage the speaker to continue a conversation (McCarthy and Carter 1995).

Perhaps one of the greatest challenges of successful listening is “aural decoding” (Sheppard and Butler 2017, 83). This refers to parsing, or the ability to recognize and correctly separate words pronounced within a stream of words and phrases—when uttered individually, the same words may sound different. Successful listening also includes the recognition of phonemes which do not belong to the learner’s first language and thus may not be acknowledged as individual

sounds (Rost 2006). Moreover, intonation may be key in decoding as exemplified by Hewings (2004, 8). He explains, for example, that new information is given in a falling tone and that understanding this is fundamental to successful comprehension. Rost sums up each of these subskills as “component skills” which define an individual’s listening competencies (1994, 142). According to Nation and Newton, to achieve successful listening abilities, both intensive and extensive listening activities are necessary (2021). Intensive listening concerns focusing on meaning and form whereas extensive listening is paramount to fluency, in the same way as extensive reading is key to reading fluency. The authors suggest exposing learners to “[...] large quantities of spoken comprehensible input” (Nation and Newton 2021, 62) and to a variety of different types of listening, for example, audio and audio-visual texts, dialogues, formal presentations, and dictations. In addition, having learners listen to each other is a means to offer extensive listening at an appropriate level as learners of the same class generally have similar listening competencies (Nation and Newton 2021, 71).

## **2.2 Listening processes**

Listening consists of “top-down” and “bottom-up” processes (Rost 2006; Nunan 2002; Field 1998). Top-down processes concern activating prior knowledge to associate or infer meaning in the given context. Pre-listening, or warm-up, activities are intended to activate top-down processes. They should recall schemata, or cognitive representations, of relative knowledge or experience and grant the learner a more direct access to lexical terms and related concepts (Hinkel 2006 quoted in Vandergrift 2007, 194).

Bottom-up processes, on the other hand, apply knowledge of the language itself and how it works in its specific context to reach understanding. Bottom-up processes are generally based on knowledge of vocabulary and grammar, but also spelling, punctuation (such as contractions), and seemingly “ungrammatical” features, typical of spoken discourse (McCarthy and Carter 1995, 210). An example of the latter is the omission of the subject *I* in the statement “Didn’t know you used boiling water” (McCarthy and Carter 1995, 209) in a conversation. Another seemingly “ungrammatical” aspect of spoken language is word order, which often differs from that of standard written English, such as in the utterance, “[a]nd he’s quite a comic, that fellow, you know” (McCarthy and Carter 1995, 211). Other important variables for bottom-up processes include pronunciation and intonation. These aid in parsing, and they, themselves, carry meaning (Hewings 2004). For example, if listeners are aware that new information is generally expressed in a falling tone, their attention can be successfully directed to this. Complete listening comprehension can occur when listeners are cognizant of these significant language

features.

Ideally, both top-down and bottom-up processes should work together (Yeldham 2016, 395-400). If learners are mindful of how listening works, they should be able to activate these processes by applying listening strategies, such as trying to predict what will be heard (Goh 2018). It seems, however, that there may not be a balance between top-down and bottom-up processes, especially for lower-level learners. One explanation may be that top-down strategies seem to be given more attention in pedagogy (Siegal and Siegal 2015; Field 2008).

### ***2.3 Lower-level abilities in listening***

Research indicates that listening difficulties may be caused especially by inadequate lower-level, or bottom-up, abilities. For example, in her examination of Chinese learners' beliefs and perceptions of their listening processes and difficulties with English, Goh reports that over 50% of the listening difficulties were caused by lower-level abilities, particularly "word recognition and attention failure during perceptual processing" (2000, 62 quoted in Graham 2006, 7). This is significant because, as Rost explains, it is precisely word recognition that gives lexical access to top-down processes, or prior knowledge and schemata (2006).

Two additional studies confirm the essential role of bottom-up skills, specifically word recognition and parsing. In her study on the relationship between decoding and comprehension in L2 listening, Leonard shows that 93% or more of the text must be decoded accurately to achieve good comprehension (2019). Her study involved 25 intermediate to advanced learners of Spanish as a second language. These were asked to recall and transcribe three stories, first in English, then in Spanish (L2). Good comprehension sometimes correlated with a decoding score of between 73.5% and 92.9%. It correlated consistently when the decoding score was 93% or above. She suggests that bottom-up skills may be critical to a complete understanding of a listening text. Similarly, Bonk's study on dictation with Japanese university students of English shows that successful listening at all levels requires familiarity with at least 75% of the lexis and more often even 90% (2000).

### ***2.4 Dictation in listening development***

The literature on second-language acquisition suggests that dictation is a valuable tool for developing lower-level abilities (Nation and Newton 2021; Field 2008; Buck 2001). Davis and Rinvolutri (1988, 7) recommend dictation as a particularly beneficial exercise for English learners because the language is rich in non-phonetic spelling. They list examples such as "slough," "cough," "rough," "through," and "thought" to highlight learners' difficulties in spelling

and pronunciation. Though the final four letters of each of these words are identical, they are pronounced in three different ways. Moreover, Wilson proposes dictation to master bottom-up processes such as sound and word recognition, spelling, and punctuation (2003). Through his “Discovery listening” method, he shows how learners’ analyses of dictation errors can lead to greater understanding of their difficulties. This awareness can then guide them to repair techniques by helping them focus strategically. This use of dictation also reflects Graham’s idea of entrusting learners with their own improvement, which can lead to motivation (2006). Furthermore, Siegal and Siegal used dictation and a computerized listening test to measure performance (2015). Their results show noteworthy improvement in the experimental group which received the bottom-up instruction as opposed to the control group which did not.

More recently, Sheppard and Butler’s study using pause transcription, or partial dictation, illustrates the usefulness of dictation for raising awareness about the spoken language to develop lower-level skills (2017). A text is read with regularly inserted pauses during which listeners must write the last four words they hear. The majority of these words belong to the top 1,000 most common words in English. This type of partial dictation allows listeners to focus on the text as a whole to activate top-down skills, but it also allows them to focus on lower-level skills such as word recognition and parsing. The limited number of words aims to avoid excessive pressure on memory. The findings show that even the upper-level participants decoded only about 60% of what they heard. The speed with which the text was read did not necessarily make a difference in this ability, contrary to the declared beliefs of the participants. The findings also show that learners focused more on content than function words, which were often decoded erroneously. This can lead to misinterpretation of the text. The analysis of the results suggests why listeners mistakenly decoded words and where each learner can improve. One mistakenly decoded phrase is, for example, “[s]ome factors a woman might want to take into account” (Sheppard and Butler 2017, 91). Common mistakes were “taking in account” or “a count.” The researchers suggest noticing context to avoid the former and improving knowledge of collocation for the latter.

Nonetheless, in their experiment on the use of dictation to improve language skills, Jafarpur and Yamini did not find evidence showing a dictation approach to be effective (1993). They had postulated that visual support would render listening more accessible and thus acquirable and referred to different cognitive processes at work. Seventeen learners took approximately 60 dictations over the period of study, administered three times at different speeds, yet no significant statistical differences between the experimental group taking the dictations and the control group were found. However, Jafarpur and Yamini’s approach to using dictation differs

from that in the current investigation. In their experiment, the dictations were controlled by the teacher, not learner-centered (as will be explained below in the Methods section). Furthermore, their approach did not specifically focus on guiding learners to identify their difficulties (Goh 2018, Wilson 2003).

Newton and Nation suggest different activity types based on dictation (2021). Examples are guided dictation where the parts of speech of the words to be dictated are first shown to learners as support, and peer dictation where one learner dictates to the rest of the group. They underline the usefulness of dictation for raising learners' awareness of both language meaning and form through error analysis.

### ***2.5 Technology in developing listening abilities***

Recent studies indicate that technology is an important motivating factor in building listening skills. Azar and Nasiri, for example, demonstrated that Iranian learners working with audiobooks on their phones scored a higher proficiency level than the control group (2014). Rahimi and Soleymani, also in Iran, found that learners who used mobile phones achieved better proficiency with less anxiety than those in the control group (2015). Artyushina and Sheypak shared similar results in Russia, adding that developing listening skills by using mobile phones was not only effective but also extremely motivating (2018). Gangaiamaran and Pasupathi in India suggest that Mobile-Assisted Language Learning (MALL), in particular with mobile apps, is more successful for listening abilities than other language skills (2017). They list a number of apps for different age groups, such as *Pogg* for spelling and verbs for primary-level learners and *MindSnacks* for vocabulary for secondary-level. Hubbard provides a detailed overview on how different types of technology can enhance learning (2017). He underlines the benefits of independent learning thanks to technology, ranging from the learner's control of the speed of a text to full liberty regarding the amount and frequency of listening practice, all of which can favor engagement and, thereby, learning.

### ***2.6 Research questions***

In light of the literature on L2 listening and the possibilities offered by the use of dictation and technology, the following research questions were put forth.

- To what extent can dictation be effective in helping learners focus on language?
- Do learners feel satisfied with their learning experience after participating in task-based cooperative peer presentations on listening texts?

### 3. Methods

This section describes the participants and setting, teacher input and task, and data collection of the study.

#### ***3.1 Participants and setting***

The participants were a group of approximately fifty first-year undergraduate students of the Department of Law, Language, Interpreting and Translation of the Language and Law degree course at the University of Trieste. The course target level was B2+. This experience took place in the first semester and involved approximately 50% of the thirty-hour English language module. The remaining hours were dedicated to academic and professional writing skills whereas the second thirty-hour course module focused on translation. The modality was hybrid: both in-person and online.

#### ***3.2 Data collection techniques***

Quantitative data was collected with pre- and post-course B2-level listening tests. The test format was similar to that of *First Certificate English* (Cambridge), and the modality was online on the university Moodle platform.

Qualitative data was gathered through a questionnaire on Moodle. It investigated learner satisfaction and views on using dictation as a tool for language learning.

#### ***3.3 Teacher input: raise awareness, assign task, demonstrate, provide feedback***

Firstly, the teacher aimed to raise awareness on the importance of listening in language learning and on processes and strategies for successful listening. She shared, for example, the statistics on the percentage of daily communication through listening (Hedge 2000) and Rost's description of how listening provides a valuable means of encountering the genuine features of a language (1994). These include those typically "ungrammatical" aspects of spoken language (such as incomplete sentences or irregular word order) which distinguish spoken from written discourse (McCarthy and Carter 1995, 210). Top-down and bottom-up processes were also illustrated, as well as the value of lower-level abilities (such as word recognition, parsing, pronunciation, and spelling) was underlined.

Secondly, learners were arranged into groups of six (forming a total of nine groups) and given a list of points to complete the task, as listed below in Table 1.

**Your presentation should include:**

a short listening (6-8 min) within a legal context in the USA or UK

background information on setting and culture

a short dictation (open or close, gap-fill, or other)

language focus (<10 interesting or unfamiliar words/phrases, idiomatic expressions, legal terms)

a review / your comments

**Tab. 1:** Points to include in group presentation task assignment

Learners were asked to prepare a short dictation or a dictation-type activity (maximum ten lines) to be administered to the class during their presentations. If groups chose to use a gap-fill activity, this was to contain about ten blank spaces. The groups could decide, however, how many words to omit for each space. Presenters were asked to reflect on what words and/or phrases might be useful to their peers and why, and to bring these to the attention of the class.

After explaining the assignment, the teacher demonstrated the task by using an excerpt of her chosen film *Perry Mason: The Case of the Skin-Deep Scandal* (Nyby II 1993). She gave background information, then played the first eight minutes. A small section of this was shown (<1 minute) again while learners completed a gap-fill exercise. Afterwards, she drew visual attention to selected vocabulary from the listening text by sharing the courtroom image as in Figure 1.

Vocabulary : The Courtroom



1. courtroom : the place where a crime is judged.
2. trial : the process of being judged in a court.
3. jury : a group of people who judge a court case.
4. jury box : the place where the members of the jury sit.
5. court reporter : sb. whose job is to write notes of what is said at a trial.
6. judge : sb. whose job is to make decisions in a court of law.
7. wig : artificial hair that you wear on your head.
8. (judge's) bench : the place where the judge sits.
9. witness : sb. who sees a crime or accident happen.
10. witness : stand the place where the witness sits.
11. evidence : sth. that helps to prove whether sb. has committed a crime.
12. defence lawyer : sb. who represents a person accused of a crime.
13. defendant, accused : sb. who has been accused of a crime and is on trial.
14. usher : sb. whose job is to allow people to enter or leave a court of law.
15. public, gallery : the people who watch a trial.
16. press : journalists who write about a trial.
17. claimant (US plaintiff) : sb. who makes a formal complaint against sb. in court.
18. prosecutor : a lawyer whose job is to prove that sb. has committed a crime.
19. security officer (US bailiff) : an official who keeps order in court.
20. clerk of the court : an official in charge of the records of a court.

ISLCollective.com

**Fig. 1:** Courtroom vocabulary shown in demonstration listening presentation<sup>1</sup>

<sup>1</sup> <https://en.islcollective.com> (last visited 11/11/2020).



It was underlined that the teacher's presentation represented her own choice of listening (audio-visual) text, and the groups should consider their own preparation freely. To illustrate this freedom of choice, different text types for the listening focus were suggested: an audio text, a video, a documentary, a podcast, or other. Participants were told that the dictation (transcript) could be read by the presenters themselves or by the audio voice, and it could be read once, twice, or as many times as the audience requested. Initially, students were given some time to work together in class. In this way, the teacher could monitor the work in progress. However, much of the preparation was completed as homework.

After each group presentation, the teacher gave language feedback to the whole class. This was intended to ensure appropriate comprehension of the group's language focus, but also to contribute to language development, especially lower-level abilities. In addition, learners were asked to reflect on and assess their understanding of language based on the dictations. Attention was called to the process of listening, aiming to raise each learner's awareness of his/her difficulties: pronunciation, spelling, intonation, the parsing of words, word recognition, vocabulary or other. The learners were asked to consider what types of mistakes they made in the dictations and what to pay attention to in future activities.

## 4. Results

This subsection describes the types of texts and dictation activities chosen by the groups and provides some data about the students' performance and satisfaction.

### 4.1 Types of texts

All nine groups except one presented excerpts from films or TV series: *Philadelphia*, *Legally Blonde*, *The Trial of the Chicago 7*, *Just Mercy*, *Fracture*, *Spotlight*, *How to Get Away with Murder*, and *Bones*. The exception was a short section of a documentary on the 1944 execution of George Stinney, the youngest person to receive the death penalty in the United States.

### 4.2 Dictations

Eight groups chose to prepare cloze or fill-in-the-blank dictation-type activities. The presenters transcribed part of the listening for visual support and omitted a mix of high and low frequency vocabulary. This was done on a Word document and sent to the corresponding Moodle platform forum prior to each group's presentation so that class audience could download and complete it during the presentation. (The ninth group opted to offer no visual support and asked the listeners to use a blank sheet for their dictation.) The audio file was played twice for each

dictation and three times upon request. The class was fully engaged, for the takers of the dictation were required to send their answers to the Moodle forum. Nonetheless, given the online modality and the fact that the exercises were prepared on a Word file, accurate data collection was not possible. As an overview, approximately 90% or more of the answers submitted were correct.

### 4.3 Language focus

The language focus regarded both legal terms and general vocabulary. In most cases, the presenters listed their words and explained them to the class after the listening. Examples of language focus from the G. Stinney presentation included: *habeas corpus*, *hang*, *hung jury*, *conviction*, *midst*, *mill town*, *soggy*, *lynch*. A complete list of items was not prepared.

### 4.4 Performance

Performance was measured by comparing student results on B2-level listening tests (Cambridge format) given at the start and end of the course. Mean and standard deviation show a slight aggregate improvement, as per Table 2.

	Pre-course listening test	Post-course listening test
Mean Result (out of 30)	22.8	24.5
Standard Deviation	3.8	2.9

**Tab. 2:** Performance on pre- and post-course listening tests

### 4.5 Questionnaire on learner satisfaction

Less than 50% of participants completed the questionnaire, available in the Appendix. Respondents almost unanimously expressed a high level of satisfaction. All chose films and videos as the preferred way to practice listening, and 94% stated that this approach changed their views on the value of listening activities and dictation in language learning, in a positive light. All except one stated that dictation can help develop listening skills, and all agreed that it can develop general language abilities, listed in Table 3.

<b>Dictation can help develop:</b>	
vocabulary	70%
grammar	12%

spelling	59%
pronunciation	65%
speaking	41%
reading comprehension	29%
writing	29%
listening comprehension	71%
punctuation	12%

**Tab. 3:** Aspects of language which dictation can help develop according to learners, percentage of respondents (rounded)

## 5. Discussion

This section discusses the results of the study in an attempt to answer the research questions, copied below:

- To what extent can dictation be effective in helping learners focus on language?
- Do learners feel satisfied with their learning experience after participating in task-based cooperative peer presentations on listening texts?

Regarding the first question, dictation played a central role in helping learners focus on language. It encouraged learners to actively engage in the presentations, and it produced positive outcomes. Participants achieved a majority of correct answers in the dictations. This is in line with Krashen's idea of comprehensible input for successful language acquisition (1982). If individual responses are mainly correct, learners can build confidence in their abilities to succeed and, at the same time, focus on the types of mistakes they make. This can create awareness of weak areas and lead to repair strategies for improvement and, ultimately, contribute to a positive attitude towards language learning.

Moreover, erroneous dictation responses provided opportunity for the development of lower-level skills. When learners were asked to assess their performance on each dictation, they were encouraged to consider what aspects of listening they could improve. In most cases, these regarded word recognition, parsing, and unfamiliar vocabulary. Two examples from a section of the Stinney documentary dictation are provided in Table 4.

	Dictation	Learner answers	Correct answers	Error type
1	In 1944 George Stinney was just 14 when a ____ judgment sent him to his death in South Carolina's electric chair.	<u>rushed</u>	<u>rush to</u>	parsing, grammar
2	In the few records that still exist Stinney ____ confessed and even told the police where to find the murder weapon.	----- (no answer given)	<u>allegedly</u>	word recognition, vocabulary

**Tab. 4:** Examples of learner dictation mistakes (parsing / word recognition /vocabulary)

In the first example, the erroneous decoding sheds light on a grammatical and lexical misunderstanding. The original phrase, “a rush to judgement,” carries a slightly different meaning from what was understood, “a rushed judgement.” This type of misunderstanding gives rise to opportunities to both raise metacognitive awareness and focus on unfamiliar language items. This error reflects Sheppard and Butler’s findings in their study using the dictation-type activity pause transcription: even advanced learners misinterpreted meaning because they erroneously decoded function words as they gave greater attention to content (2017).

The second example, no answer given, indicates a limited knowledge of vocabulary. When questioned, students explained that they were unfamiliar with the term *alleged*. Indeed, the sentence seemed acceptable to them even with its omission. This misconception created the opportunity to both introduce the term *alleged* and highlight that its inclusion or omission is crucial to decoding the meaning of the statement. In short, both examples in Table 4 illustrate the efficacy of dictation as a tool for language learning.

The answer to the second research question regarding learner satisfaction can be seen through the questionnaire results. It must be stated that these are partial results as less than 50% of the participants completed the questionnaire. However, the feedback received seems positive. Respondents unanimously stated that they enjoyed working with films and videos, and that, through this approach, they gained a clearer understanding of the potential of listening in language learning. They also acknowledged a change of mind regarding dictation and its usefulness as a tool for understanding errors and learning.<sup>2</sup>

Several other positive outcomes of the experience may be mentioned. Firstly, learner participation was noteworthy. Because of the interactive nature of the group presentation task,

<sup>2</sup> For more detailed responses, please see the Appendix.

both presenters and listeners were active learners. This was also thanks to the use of technology. Learners used their mobile phones and other digital devices both to search for audio and audio-visual texts (as presenters) and to complete and submit the dictations (as the audience). Furthermore, presumably because learners chose their own topics and language focuses, these seemed to hold peer interest and attention. Secondly, listening practice was both intensive and extensive. Participants listened intensively to the short excerpts presented by their peers (as well as to their own excerpts) to complete the dictations. They listened extensively in at least two ways. First, in order to propose and select an audio or audio-visual text to focus on as a group, each member listened to, on average, five to ten different audio files.<sup>3</sup> Second, as a listener to others' presentations, each student practiced extensive listening. In addition, the types of listening practice were varied. Aside from the nine different audio-visual texts themselves, students listened to each other speaking both formally in the presentations and informally in their preparatory work. These different types of listening practice are in line with Nation and Newton's (2021, 62-71) guidelines on extensive listening to develop fluency in this skill. In conclusion, student engagement in the approach to developing listening skills through peer presentations on listening texts led to active listening, greater awareness of learning difficulties, and enhanced language abilities.

## **6. Limitations and suggestions for improvement**

The limitations of this study concern especially those variables which are difficult to monitor in an open-ended task. These include the extent of listening practice and the range and variety of listening texts. In other words, it is difficult to monitor how many and which audio files each student reviews individually in the preparation phase of the group task. It is deemed that, in order to propose a focus text to the group, each member will consult a number of different listening choices, but this is difficult to ascertain. Perhaps if the students were given a more restricted choice of sources, the conclusions could be better defined.

Another suggestion for improvement regards the focus on language. Both teacher and learners observed the need for greater space for vocabulary consolidation. Learners could be required to include interactive vocabulary activities in their presentations. Also, follow-up activities such as searching a corpus for examples in context could be assigned. An online (Moodle) glossary of terms from the language focus could be created as a repository and study resource as well.

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<sup>3</sup> This was stated in informal follow-up conversations with the teacher.

## 7. Conclusion

Despite its limitations, this study shows that a task-based approach to listening involving group presentations on freely chosen audio or audio-visual texts and dictation-type activities can be an effective means to language acquisition. Learner participation was noteworthy. Indeed, possibly the most notable result was precisely the extent to which learners were engaged. Working in groups seemed to promote motivation, collaboration, and the quality of the task outcome. Group members seemed to foster not only each other's language development, but also that of the whole class. Thus, learning took place during the task work itself, but also when students were engaged as the audience of all the other groups' presentations. This constant participation led to both intensive and extensive listening practice.

The experience could be improved perhaps by restricting the choice of listening texts and by creating greater opportunities for the consolidation of newly introduced language. These could include follow-up vocabulary activities. Further investigation and application are necessary, but this study seems to be a promising starting point for paving the way to improving language through listening and dictation-type activities.

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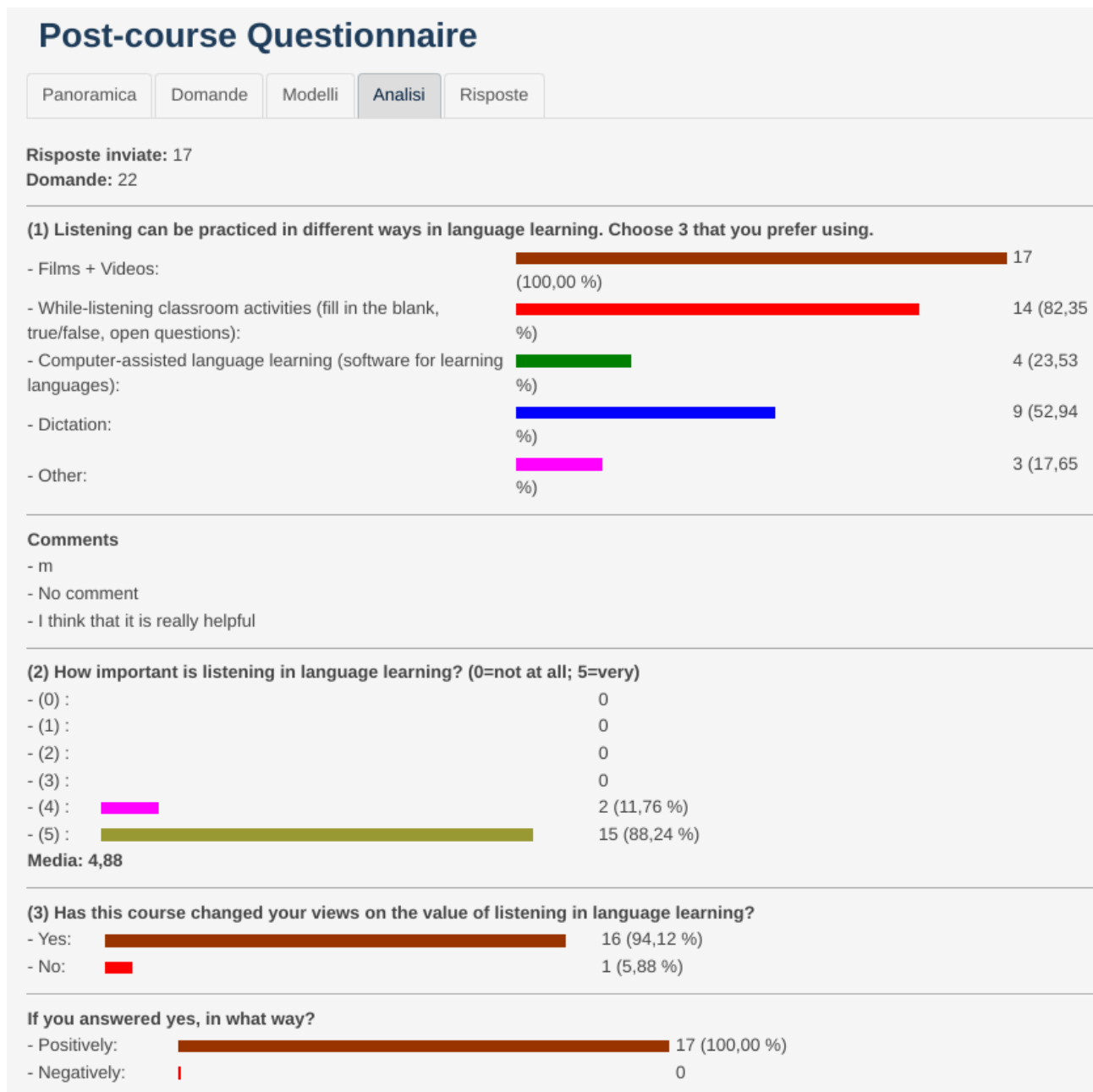
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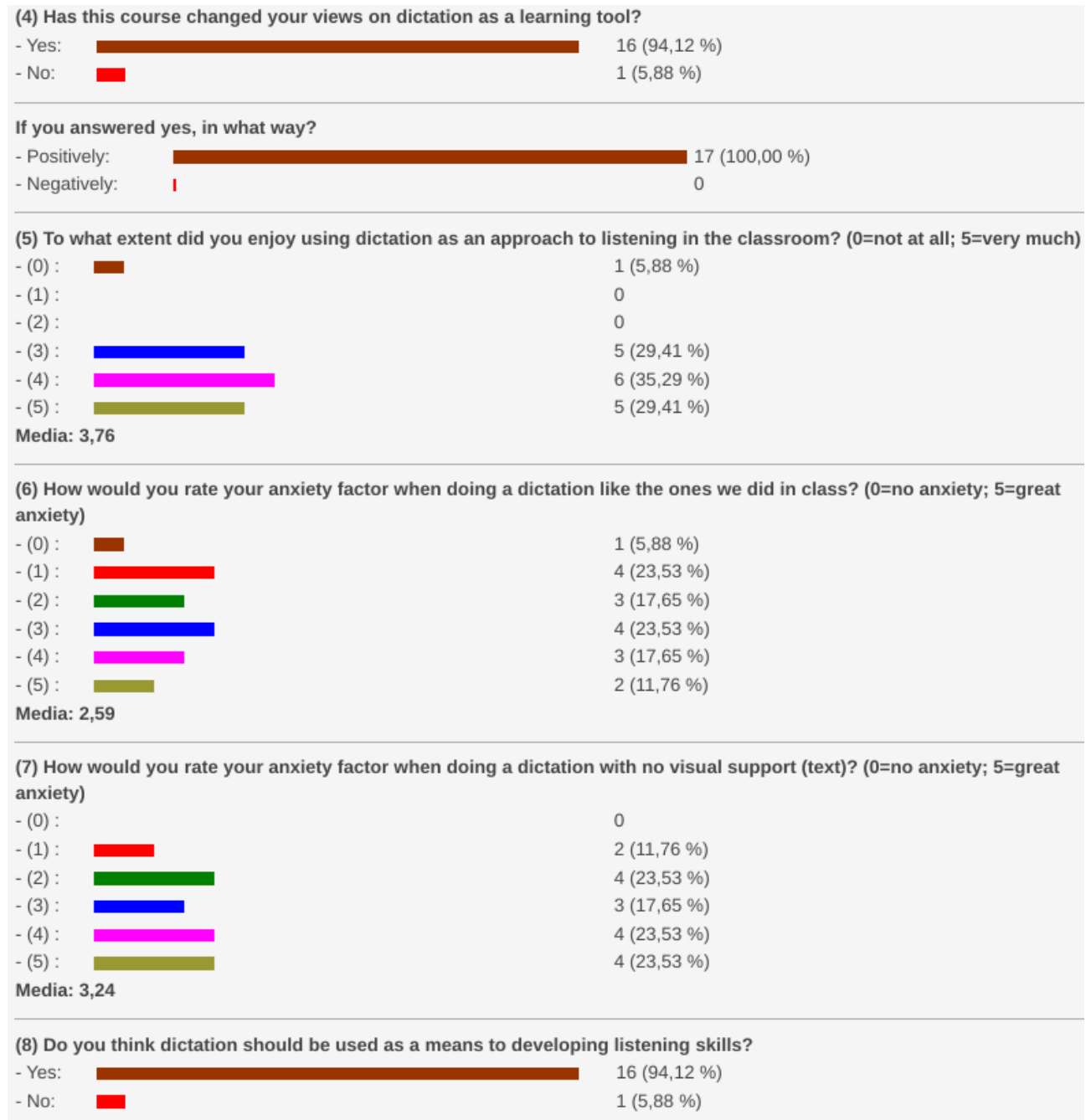
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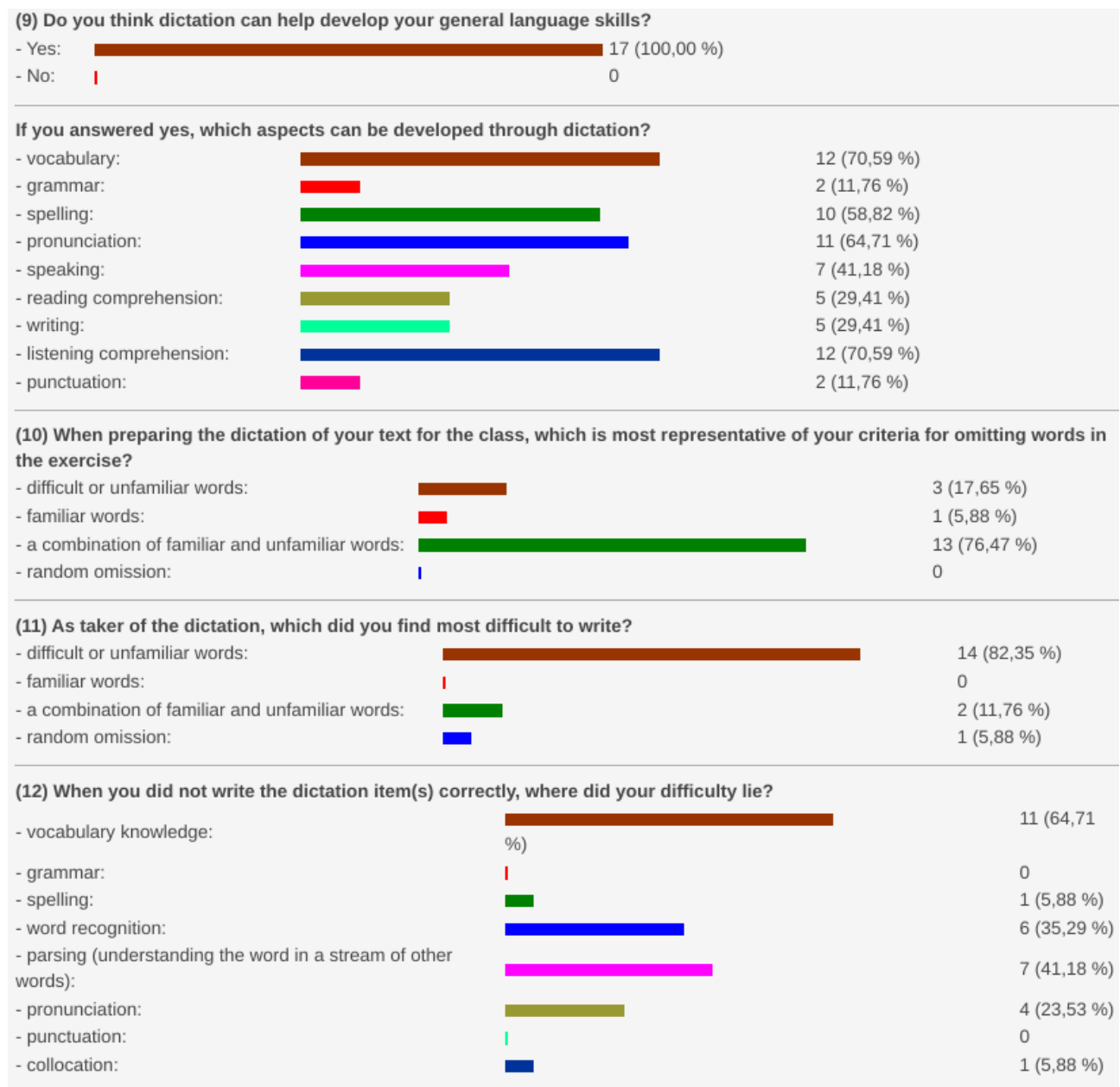
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**Appendix: Post-course questionnaire (online Moodle platform)**







**(13) To what extent did you enjoy the listening-based methodology applied in this course? (0=not at all; 5=very much)**

- (0) :		0
- (1) :		1 (5,88 %)
- (2) :		0
- (3) :		3 (17,65 %)
- (4) :		8 (47,06 %)
- (5) :		5 (29,41 %)

**Media: 3,94**

**(14) What would you recommend to future groups of students using this approach to listening and language learning?**

- to pay a lot of attention in class and focus on unknown words and learn them.
- No comment
- jk
- Listen carefully and don't panic during the activities.
- Do not underestimate the self-development of listening comprehension. I will suggest to listen to podcast or watch films and videos in English.
- It is good to do some dictation but i think that it is necessary, at the end of it, to revise together every new, difficult and unfamiliar word and not just to reveal the missing words.
- I highly recommend the study through listening activities because it serves a lot to learn the pronunciation of words

**(15) How can this approach be improved? Any advice for me (the professor)?**

- I think you could make more listening comprehension, like the test we did at the beginning, during the course.
- No comment
- h
- Through the listening in class of podcasts or songs through specific hearing aids
- Maybe the speaking part of the course should be improved a little bit.
- Doing more dictations and listenings.

**(16) Any other comments?**

- No comment
- No
- no other comments
- hy

**Acconsento al trattamento dei miei dati personali e sensibili raccolti per ricerca 2nd Lang Acquisition. La loro comunicazione a soggetti terzi e/o pubblicazione per scopi scientifici sono consentite dopo che i dati medesimi saranno stati resi anonimi.**

- Acconsento:  17 (100,00 %)

**Thank you for completing the questionnaire. Your answers will contribute to research on listening and best practices in teaching and learning.**