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The Impact of Spelling-Related Language Learning Strategies On Improving Dictation Abilities of Young Iranian EFL Learners, Teacher and Students Perspective

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Abstract

Generating a range of various functions, spelling and dictation have both been used as a technique to help improve language skills. Dictation is extensively different from spelling, although their similarities cannot be denied. The purpose of this study was to explore whether spelling-related language learning strategies affect dictation abilities of young Iranian EFL learners. After selecting thirty-five learners out of forty-six participants through an online Cambridge Key English Test (KET) during Covid-19 pandemic lockdowns, the experimental and control groups were randomly formed. Kristin-F Anderson's questionnaire was implemented along with Kimura's six-minute partial dictation test as pretest and posttest for the two groups. The treatment included teaching the same course book for both groups by means of a special program for the experimental group to be involved more in spelling-related learning activities. The findings through the independentsamples t-test, and repeated measures ANOVA run on the data collected in this study revealed that all null hypotheses were rejected and consequently the spelling strategies significantly affected the improvement of learners' dictation ability.

Keywords: language-learning strategies, dictation ability, spelling skill.