EFFECTS OF DICTATION ON THE WRITTEN ENGLISH OF JUNIOR SECONDARY SCHOOL STUDENTS IN JIGAWA STATE

BY

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CERTIFICATION

This thesis entitled THE EFFECT OF DICTATION ON THE WRITTEN ENGLISH OF JSS STUDENTS IN JIGAWA by MUKTAR SARKI has been read and approved as having met the requirements governing the award of the Master Degree in Teaching English as a Second Language (TESL) of the ABU

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My special thanks go to my friends, course mates co-workers, and my typist for their assistance may Allah reward them abundantly amen.

DECLARATION

I declare that this study on “The Effect of Dictation on the Written English of JSS students in Jigawa state is my original research work. It has not been presented anywhere for the award of higher degree in any form. All sources and quotations have been acknowledged through references.

Signature _____

Date _____

DEDICATION

This research study is dedicated to my dear parents for their care, moral and financial support in my education and other aspects of life in general.

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Abbreviations

C	-	Control group
CA	-	Continuous Assessment
DF	-	Degree of Freedom
ESL	-	English as Second Language
EXP.	-	Experimental
GJSS	-	Government Junior Secondary School
JS	-	Junior Secondary
JSCE	-	Junior Secondary Certificate Examination
JERD	-	Jigawa Education Resource Development
MISD	-	Model International School Dutse
NERDC	-	Nigerian Educational Research and Development Council
PC	-	Paragraph Construction
SC	-	Sentence Construction
SD	-	Standard Deviation
t-cal	-	t-calculated
TESL	-	Teaching English as Second Language
WS	-	Word Spelling

Definition of Operational Terms

Dictation	-	A lesson or exercise (in drills) of language in which students listen and take down words, phrases and sentences correctly in English.
Dicto – Comp	-	A dictation strategy in which pair or group of students practise language items or structures and attempt to write their own composition after the dictation lesson .
Dicto-Gloss	-	A dictation technique for teaching grammar and textual cohesion in which students work in small groups to produce their written version of a text.
Item Dictation	-	A dictation strategy proposed for teaching students sound recognition that enable them to transfer information into written form.
Split Dictation	-	A dictation technique that enables students to practise patterns of coordination or subordination by working cooperatively.
Traditional Dictation	-	A dictation strategy in which the teacher dictates passage to the students phrase by phrase, the students took down and the passage got corrected.
Key Word Dictation	-	A technique of teaching dictation lesson which assigns students to only take note of the spelling of target words.

Abstracts

The effectiveness of dictation on written English was important for learners of English as a second language especially those who are faced with difficulties in writing words and sentences. This study determined the effect of dictation on the written English performance of JSS 3 students in Jigawa state. The variables studied include word spelling, sentence construction and paragraph formation. Three research questions were set and answered. Three hypotheses were also postulated and tested in the study. Experimental research design was adopted for the study. The population consisted of one thousand and five hundred (1500) JSS III students in Jigawa State for the 2013/2014 academic session out of which one hundred and fifty (150) students were randomly sampled which were equally assigned as experimental and control groups. The research instruments used were two essay topics administered to both groups during pre and post tests respectively. The treatment procedures included six dictation lessons which were conducted in six weeks for experimental group only. Descriptive statistics of mean, range and percentage were used to answer the research questions and inferential statistics of independent t-test was used to compare the performance of both groups at 0.05 significant level. The results indicated that teaching dictation had significant effects on sentence and paragraph components of written English. However, the study found no significant effect on teaching dictation on spelling component. It was therefore concluded that dictation could be recognized as a communicative language activity to promote performance of students in using several components of writing such as sentence construction. The study recommended some dictation strategies for teaching and learning of English as a second language. These include "dicto-fill", "dicto-comp","split dictation and so on.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Dictation is recognized in this study and by many scholars as a language activity with integrative effect on teaching and learning of English in second language situations. It could serve as a communicative approach in language lessons for facilitating writing skills such as accurate spelling of words, sentence construction and paragraph formation. Hence, dictation activities could develop ability for manipulating language items like grammar, structural elements and mechanical accuracy which enable the students to communicate on their own.

Unfortunately, studies have shown that dictation suffers great neglect during classroom practice which probably revealed poor quality of written English in students' scripts (Roper 1989, Kamal, 2005, JERD 2010, Mason 2012). It is therefore observed that the limited ability of students to deduce from context and process language sufficiently contribute significantly to poor transfer of information into written form.

According to Baxter and Warrington (1986:130) "Dictation involves both central process concerned with retrieving, assembling and selecting an orthographic representation. Oller (1979) added that dictation could be conducted pragmatically by presenting the text in sequence to challenge the short term memory of the learners. Dictation lesson could be conducted in three phases which include: before dictation activity, during dictation activity and after dictation activity. These procedures could enhance understanding of the dictated text which is crucial to the success of students in executing orthographic codes that can be called writing.

This study, entitled the effect of dictation on written English, is inspired by the poor performance of students in the English language junior school certificate (JSCE 2010) which showed poor organization of essays in their scripts. This is because the present study believes that teaching dictation exercises could stimulate better performances in written English. The study draws further inspiration from the findings of some previous works by Adenubi

(1979), Safri (2011) and Richard (1992) who suggested further investigation on aspects of grammar, spelling, listening for information and appreciation through dictation activities. More importantly, this work advocates the claim by NTI – TESSA (2008:12) that one of the greatest weaknesses of national English modules at all levels is the gross neglect of listening skills. Dictation is regarded as listening activity which enables students to comprehend information and react with written text (Rost, 1994 and Nunan, 2002).

In addition, the value of dictation method has been given prominence by some researchers (Wajnryb 1990, Bowen 2000, Safri 2011). Harmer (2004:31) suggested that dictation could inspire the learners to discover and modify ideas into their own words because they think as they write. This study believes that dictation can serve as a cognitive process which learners need to practise different language skills so that they would improve their performances in using the components of written English.

In relation to this work, dictation is a lesson conducted for learners in which they listen attentively in groups and react by writing words and sentences properly which are vital to paragraph formation. Written English, according to this study, refers to the ability of decoding a dictated text on paper by combining words into sentences to develop a well organized paragraph.

The study, therefore, focuses on conducting dictation lessons in junior secondary schools to facilitate proper word spelling, clear sentence construction and logical packaging of ideas in writing composition. Thus, the findings of this research work could be utilized to minimize the persistent errors made by learners of English as second language in the areas of word spelling, sentence construction and paragraph development. For instance, errors made in text organization, omission of grammatical element, wrong spelling and poor sentence sequence could be treated through dictation lessons if found to be effective in this study.

1.2 Statement of the Problem

It could be stated that junior secondary school students in Jigawa State who are learning English as a second language are faced with a lot of difficulties in putting down structures of words and sentences into written

form. The origin of this problem is probably due to the little attention given to the teaching of listening activities such as dictation exercises.

Although, there are several evidences to this problem, the present study observed that dictation, with all its possibilities for facilitating word spellings and sentence construction, has been neglected. Hence, it is generally believed that teaching methods such as dictation contribute significantly to the learning outcomes of students. Therefore, the execution of orthographic codes to a dictated text during classroom activities could have greater influence on writing ability of students who are learning English as a second language.

By implication, lack of teaching dictation exercises could play a key role in making students less confident in their writing ability. There are increasing evidences that performance of students in word spelling and sentence construction for the purpose of meaningful transfer of information into written form is significantly very low. It is in realization of the above facts that this study investigates the efficacy of dictation as a method for facilitating word spelling, sentence construction and textual organization in the writing of junior secondary school students.

1.3 Objective of the study

This study attempts to determine the level to which the practice of dictation increases the written performance of students in ESL. Therefore, the study has the specific objectives of determining the:

1. Effect of dictation method on facilitating appropriate spelling of words.
2. Effect of dictation on the students' ability to construct well formed sentences.
3. Effect of the use of dictation activities to develop paragraphs.

1.4 Research Questions

The following questions are raised in relation to this study:

1. What is the effect of dictation on the spelling component of written English of JS 3 students in Jigawa state?
2. What is the effect of dictation on sentence construction component of written English of JS 3 students in Jigawa State?

3. What is the effect of dictation on paragraph formation component of written English of JS 3 students in Jigawa state?

1.5 Research Hypotheses

The following hypotheses will be tested in this study:

1. There is no significant effect of dictation on word spelling area of written English of JS 3 students in Jigawa state.
2. There is no significant effect of dictation on sentence construction component of written English of JS 3 students in Jigawa state.
3. There is no significant effect of dictation on ability to develop paragraph of written English of JS 3 students in Jigawa state.

1.6 Significance of the Study

The present study could benefit students of junior secondary schools because it teaches them dictation lesson which facilitate meaningful written communication. For example, dictation exercises could lead students to write accurate spelling of words. In addition, teachers of English could be guided through the findings of this study to utilize dictation procedures in the classroom as it provides opportunities for creative language use among students.

Moreover, language curriculum planners for upper basic education are expected to consider the findings of this work as a guide to the design of relevant procedures for integrating dictation and written English. Lastly various English research bodies could utilize the findings of this study to judge or moderate the strengths and weaknesses of combining dictation with written English.

1.7 Scope of the Study

The study focuses on utilizing dictation lessons to facilitate composition writing in junior secondary schools. This is informed by the poor quality of processing language into written form among students especially in the formation of word spelling, sentences and paragraphs. The choice of these variables is due to the fact that they could be treated through integrative and

task orientated approach in the ESL classroom. Furthermore, the researcher anticipates that conducting this study at the upper basic level could help students to build up models of writing through manipulation of language items and write independently.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the study discussed the term dictation and its relevance to written English in ESL situation. Again, the strategy for teaching dictation was reviewed. Furthermore, an overview of dictation and its effect on spelling, sentence construction and paragraph formation were reviewed. In addition, relevant previous studies and theoretical framework adopted to this work are highlighted. Lastly, the researcher summarized the related literature reviewed.

2.2 The Concept of Dictation

Dictation has been viewed in different ways by many scholars. The traditional format which is outlined by Valette (1977) holds that teacher dictates a passage to the students phrase by phrase, the students take down and the passage got corrected. Some scholars like Mason (2012) call this pen and paper dictation and a difficult lesson where the focus is more on accuracy of language.

When it comes to classroom practice, Allen and Johnes (1978) and Williams (1990) believe that dictation is an orthographic text practice which simply enables students to respond to spoken stimulus by writing. It is for that reason Baxter and Warrington (1986) describe dictation as an activity which involves central processes concerned with retrieving, assembling and selecting an orthographic representation. It is, therefore, noted that, dictation could provide writing practice in English such as proper spelling of word (Silver, 1990 and Saje, 2009).

In the recent times, advancement in teaching dictation activities emerged which challenged the traditional procedure that hardly promotes communication, interaction and creative language use. One of such developments is a book written by Wajnryb (1990) which is specifically designed for teaching of ESL grammar. The book focuses exclusively on a single dictation technique called “dictogloss” which provides communicative procedure for enhancing different writing areas such as grammar and textual cohesion.

In view of the above, Oller (1978) posits the notion of a "grammar of expectancy" which includes syntactic, semantic and pragmatic knowledge that improve general capacity of the learner. By this assumption learners' expectancy grammar is in his ability to make sense by formulating, modifying and reformulating hypothesis about the underlying structure and meaning of input signals. Thus, dictation lesson could serve as back up for teaching and learning of grammar in ESL classroom.

Furthermore, in this modern communicative era, dictation activities could be designed to enhance meaningful communication between students because it involves several activities which students collaborate and, perform before and after the lesson. These include practicing double letter spelling, joining clauses by using conjunctions and so on. Several scholars claim that the aim of dictation task is not only for the students to take down the passage exactly, but to practice some language structures after the dictation. Wishon and Burks (1968) agree that dictation exercises provide practice in any language item or structure such as sentence coordination

For instance, according to Oluikpe (2007:iv), "Dictation exercises are intended to enable the students to distinguish words clearly which improve their ability to spell different words accurately and write well." In addition, Cheyney (1992) states that writing is not activity to be pursued in isolation …." Therefore, Williams (1990) emphasizes that dictation is a language activity which integrates with the mechanical aspects of writing such as spelling, punctuation, etc.

Written English, on the one hand, refers to the process of putting down graphic symbols on using several components such as lexical items and syntactical structures. Obah (2007) states that written English involves the ability to spell words correctly, construct meaningful sentences and the skill in assembling related ideas together. In contrast, Omojuwa (1979:177) found that poor performances in written English are tied up with the ability of the students, to use the spelling and grammatical rules appropriately. Therefore, this study believes that the ability to write effectively could be acquired through dictation because it involves orthographic text practice.

The definitions above viewed dictation from the traditional perspectives to the modern communicative era. Some of the definitions could be related to the present study. Specifically, the study adopts the following definitions:

Table 2.1 Adopted Relevant Definition of Dictation

Scholar	View
Oller, 1979	Dictation is a step by step method of teaching that recognized linguistic elements
Mason, 2012	Dictation facilitates the teaching of spelling and grammatical structures in a communicative way.
Williams, 1990	Dictation activities integrate with aspects of writing.
Wishon and Burks 1968	A dictation task for practicing different language items such as coordination of clauses
Brown and Bernard 1975	Dictation is worthwhile technique for developing writing skills

From the table above, the definitions provide an insight to this study considering its focus i.e. effects of dictation on written English. In particular, the views of Mason (2012) and Wajnryb, (1990) are adopted to this research work. The viewpoint of the authors have recognized areas that are central to the ongoing study such as spelling and grammar.

2.2.1 Theoretical Framework

The conclusion that could be drawn from the various definition of dictation examined is that of its pursuit on orthographic text practice. Therefore, the present study adopted and modified the dictation technique popularly known as Dicto-comp because it provides way for practicing several linguistic features like coordination of clauses and so on.

Wishon and Burks (1968) are believed to be the leading proponents of Dicto-Comp who propose it for teaching any language item or structure. In addition, the procedures in Dicto-Comp include, prior to dictation, during dictation and last step (correction phase). Thus, Dicto-comp stimulates real language acquisition process as it enhances learners' involvement and group interaction among students.

Furthermore, the literature on Dicto-comp approach is extensive. Since the introduction of the theory by Wishon and Burks in (1968), numerous scholars have given varied insights. For instance, Richard (1990) remarks that Dicto-comp is useful for teaching patterns of clausal coordination and subordination. For the purpose of this study, some modifications were made before adopting Dicto-comp.

However, the present research believes that Dicto-comp constitutes a compromise between contemporary and traditional approaches to the teaching of grammar. In view of this, therefore, some procedures of traditional dictation will be borrowed particularly during the dictation of the selected passages.

The framework for this study could be shown in the following diagram:

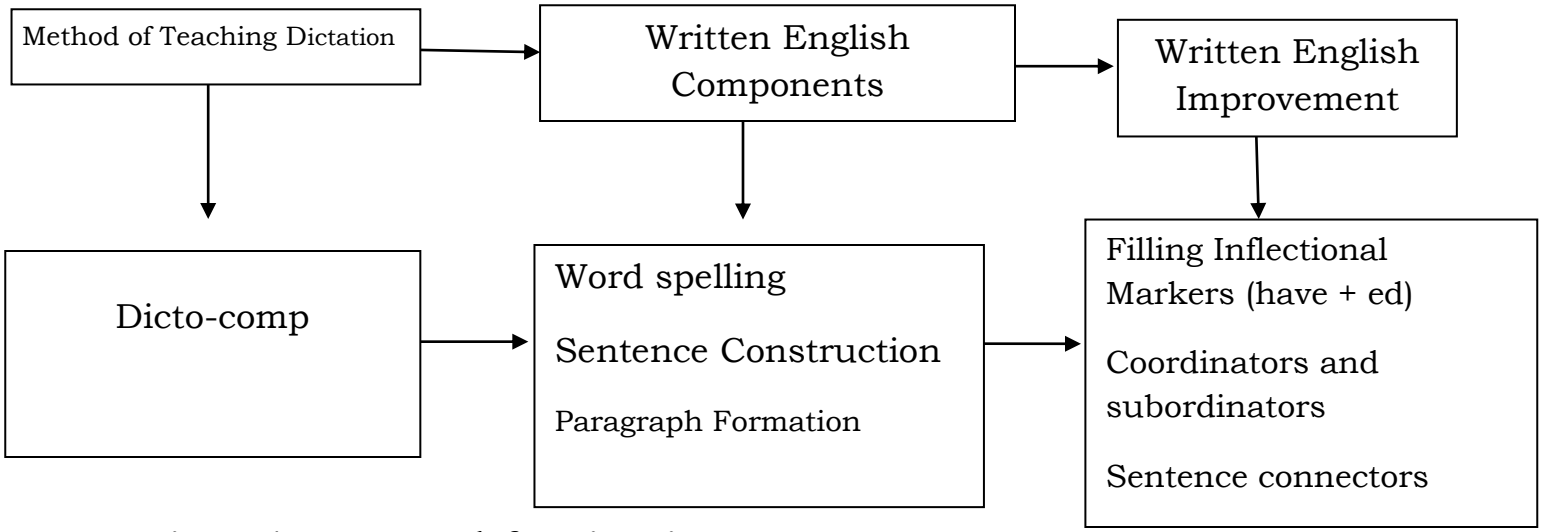


Figure 1: Framework for Dictation Lesson

Sources: (Wishon and Burks 1968, Richards 1990 and Mason 2012)

The diagram above contains three interrelated parts. The first unit shows Dicto-comp which is the method of teaching in this study. The second unit indicates written English component in focus during the teaching of dictation.

The final part shows the specific language areas for teaching the dictation lessons.

2.2.2 Prevailing Issues on Dictation

Dictation lesson is a long–established method of integrating listening with writing skills. Experience and researches showed that majority of ESL teachers in this modern communicative era neglect dictation probably regarding it as a traditional procedure. Several views hold that the traditional format of dictation hardly seems effective in promoting interaction or creative language use (Ur, 1984; Schecter, 1984; Richard, 1992; and NTI-TESSA, 2008.)

In Nigeria, for instance, the current basic education curriculum does not emphasize dictation activities. In view of this, the NTI-TESSA (2008) state that one of the greatest weaknesses of national English modules at all levels is the gross neglect of listening skills. Dictation is regarded as listening activity which enables students to comprehend information and react with written text.

The trend today is for ESL teachers to work towards developing their students' structural knowledge through communicative – based activities (Yule, 1995 and Adeyanju, 2001). Mason (2002) practises dictation exercises and notes that pupils have become more attentive and cooperative in a classroom learning situation. In addition, Richard (1992) sheds more light that dictation procedures should constitute a kind of compromise between contemporary and traditional approaches to the teaching of English as a second language.

Eventually, dictation has been experiencing a kind of revival as evidenced by several works from different scholars some of these works are books, Journals, theories, etc. These could be shown as follows:-

Table 2.2: Written Documents on Dictation

S/No	Author and year	Contribution
1.	Davis and Rinvolucri (1988)	A book entitled: Dictation: New Methods New Possibilities.
2	Wajnryb (1990)	A book entitled: Grammar Dictation
3	Richard (1992)	An Article entitled: Teaching ESL Grammar through Dictation.
4	Wishon and Burks (1968)	A theory called: Dicto-Comp
5	Adenubi (1979)	An article entilled: Dictation as a Testing Instrument in secretarial Studies, English Class.
6	Chiang (2004)	A Report on Action Research Project on English Dictation.
7	Mason (2012)	A Research Project: Dictation for Teaching English.
8	Safri (2011)	A project entitled: Correlation between Dictation Ability and Writing Ability etc.

The above works written by different authors have a general view of teaching dictation to improve ESL writing. However, they differ in some ways. For instance, Adenubi (1979) finds that aspects of language teaching which can be dealt with through dictation include listening and pronunciation skills. Thus, the studies attempt to establish appropriate steps for teaching dictation in ESL situation.

At present times, the researcher observes that little attention has been directed specifically to the use of dictation in the learners' English course books. For example, the Junior English project for secondary schools students Book 3 (2008: 3rd edition) did not include dictation exercises in the subsequent units. However, Olubunmi and others (2005) in their book make cogent use of dictation exercises which cover the language skills.

Specifically, researches by Wishon and Burks, Wajnryb, Mason and Richards support the positive effects of teaching dictation on writing performance. This study believes that, the knowledge of language structures can be gained by drawing from the views of four authors mentioned above. Thus, it is possible that their suggestions could guide this study in its attempt to use dictation as an instructional strategy to facilitate written English components i.e spelling sentence and paragraphs.

2.2.3 Dictation and Language Skills

The value of dictation as an integrative activity involves all the language skills. Larsen – Freeman (1991) agrees that dictation could provide a means of practising general capacity (both productive and expressive skills) as it encourages learners to attend to forms semantic and pragmatic factors.

Furthermore, Mason (2012) describes dictation as multisensory method which links all the processes of communication. For instance, dictation integrates with:

- Listening skills when a passage is dictated for students;
- Speaking skills when the dictated passage is used for discussion activities;
- Reading skills which could be used as a follow – up activities for students to read a dictated passage and Practice Pronunciation or interpretation skills and
- Writing Skills when students write down a dictated material as a means of practicing a certain structure.

In the same vein, NTI – TESSA (2008:8) emphasized that dictation is a technique that can effectively be used for teaching reading, writing, listening and pronunciation skills. In particular, Baxter and Warranton (1986) point out that dictation involves retrieving assembling and selecting an orthographic representation. This specifically means that the teaching of dictation lessons could play an important role in leading to a better conclusion on students' level of writing proficiency.

Krashen (1982) in his language acquisition model states that comprehensible "in-put" becomes "intake" when learners are provided with adequate meaningful L_2 ideas. By implication, this means that dictation passages may qualify as good comprehensible input and therefore enhances the subconscious acquisition of structures. Hence, it could help the students to develop the ability of accurate and logical writing in learning English as a second language.

In view of the above, this study observes that there is inadequate explanation of integrating dictation with the four language skills from the

perspectives of communicative language teaching. This could probably be a reason behind the decline or neglect of teaching dictation in the communicative era. However, it is stated earlier that dictation has been experiencing a kind of revival as evidenced by recent appearance of various works which involve modern communicative procedures. Therefore, this study advocates the view of Baxter and Warinton that dictation empowers cognitive process and writing ability. Hence, Krashen's language acquisition model could have implication in this study because dictation text can be used as appropriate input for learning language structures.

2.3 Effects of Dictation on Writing Skills

Many scholars like Davis and Rinvolucri (1988:49) believe that dictation lessons could be suitable for practising different writing skills to enhance meaningful communication and creative language use. In fact, spelling difficulties and poor sentence construction are major impairments during writing responses in performing a dictation task for ESL student. These aspects are examined in this section.

2.3.1 Dictation and its Effect on Word Spelling

Word spelling during dictation means ability to form an orthographic symbol of the dictated words accurately on paper. Dictation lesson could be used during teaching and learning process which challenges the cognitive and aural abilities of students to spell the dictated words correctly. Mason (2012) and Bowen (2000) state that dictation is a natural way to teach proper spelling especially when learning a new language because it is used to train students abilities to listen and understand spelling of words. However, Mason (2012) argued that dictation can be difficult in teaching grammatical items because the students can alter the structures of the dictated text.

Several scholars believe that during dictation activities the spelling difficulties affect writing execution. Hatfield and Petterson (1983) and Shallice (1981) emphasize that the major impairment during writing responses in a dictation class is that the orthographies and phonological correspondences are characterized by highly inconsistent relationships.

However, Barry (1994) observes the following difficulties in relation to spelling process during dictation exercises:

a. Students make substantial changes;
b. Students have problems with discipline specific terms; and
c. Students become bored with mere spelling of words compared to doing several activities with them.

In view of the above, Harmer (2004:31) pointed out that to enhance rarity of an error in spelling at the end of the dictation lesson, students should study the wrong word until they are sure of it. This procedure could enable the learners to keep the mental picture of the words and help them remember how to form proper spelling of words. However, Richard's (1992) procedure would have been better because it includes text comparison in pair work. The viewpoint of the author has a link with this study which is searching for ways of teaching dictation to facilitate spelling of words because it involves communicative language teaching principles such as cooperative work by the student.

Moreover, the study conducted by Delattre and Barry (2006:) found that during a dictation task, participants spell more regular words than irregular ones. They regard the irregular word as spellings containing low probability such as the homophones, clusters, double consonants, inflection, etc. Ellis (1982) proposes two models of processing spelling production as follows:

a. Lexical route that retrieves spellings of known words from a memory store of word–specific knowledge; and
b. Non lexical (assembled) route which guarantees spellings of irregular and arbitrarily spelt words as in /yot/ spelled as yacht.

Nevertheless, Hotopf (1980) observes that the dual route models interact at some level in normal spellers. Unlike the lexical route of spelling, the assembled route spelling have great influence on poor spelling of words. For instance, Ellis (1979) pointed out that assembled spelling plays some role in writing as in free composition.

Evidence from empirical studies shows possibility of teaching dictation to improve written word spelling. Such studies are Barry and Seymour (1988),

Campbell (1983) and Perry (2003) who offer different alternatives of spelling on different occasions; Olson (1994) and Houghton and Zorzi (2003) a model of spelling which account for the ability both to retrieve lexically specific spelling and to assemble plausible spellings; Damain (2003), Meyer (1990) and Teruel (1999) who found effective spelling performance by using picture-word interference which influenced the cognitive processes of the participants; and Fayol (2001) and Bonin and Meot (2002) that observe the delay between a dictated item and the written production.

As noted above, many scholars classified different spelling errors among the aspect of language teaching which could be minimized through dictation. These errors include:

a. Omission of inflectional suffixes such as –ed, -s, -est, etc. which can carry grammatical information and are often missed in learners' written work. For example, omission of '-ed' past tense marker as in:
   'happend' instead of 'happened'
   'has fail' instead of 'has failed' (JERD 2010, Eyisi 2004, Elsie 1998).

b. i. Reducing double consonant to single as in:
   'inteligent' instead of 'intelligent'
   ii. Wrong homophones as in:
   'loan' instead of 'lone'
   'roads' instead of' 'rodes'
   iii. Omission of silent letters as in:
   'Wenesday' instead of 'Wednesday'
   'Nemonia' instead 'Pneumonia'

In a nutshell, dictation activities could be conducted to increase the ability of students to write words properly. For example, word spelling could be practised through 'key word' dictation or 'studied dictation' which is an adoptation of a procedure suggested by Mason (2012). The technique enables students to learn spelling of words through key word dictation by performing several exercises in a group.

The present study believes that using the key word dictation could provide better practice in the spelling of words. For example, a passage could be dictated with the target words underlined (such as –ed, -s, -er, endings) in which students work in group to study and use the words in sentences. At the end of the dictation, the teacher assesses and corrects their exercises. After the correction students submit their scripts and the lesson concludes with guiding students to practise the spelling of the studied words again so that they can write them correctly.

Those activities could enhance internalizing the grammatical items because the students have got adequate interaction with the words. In view of that, Delattre and Barry (2006) propose that students should listen to a dictated target word and write it down three times but spelling errors on the first written production should be given much attention as they might affect auditory recognition of the target words.

Nevertheless, Davis and Rinvolucri (1988) argue that the spelling procedure failed to mention how dictation teaches students to stop imposing sound system of their native language upon the system of L2. They propose "item dictation" technique which aims at increasing the student's ability to recognize sound and their contrast when attempting to transfer information into written form.

The above findings by Mason (2012) and Delattre and Barry (2006) are important to this study because they make provisions for ESL students who have difficulties with spelling of words. Therefore, the researcher adopts those spelling procedures to conduct dictation lessons for the experimental group of this study.

2.3.2 Dictation and its Effect on Sentence Construction

Dictation as a communicative activity involves sentences which are needed for functional language ability. Dictation strategies could often be utilized to analyze elements of English clauses and sentence structures.

A sentence is a self-contained unit which is traditionally divided into two parts known as subject and predicate. The subject represents a person or thing which could be noun, pronoun and so on. The predicate is what the writer or

speaker says about a person or things (Olaofe, 2009:19). Dictation could be practised to increase the ability of students in sentence construction such as agreement, coordination and subordination of clauses during written composition test.

Traditionally, dictation tests spelling alone but clauses and sentences are now dictated which allow pauses to occur at natural pause boundaries (Oller, 1978). According to Richard (1992) "Students need to be taught, the grammatical signals, patterns of coordination and subordination in order to group dictation phrases into well-formed sentences. "He also suggests that techniques such as split dictation could provide practice in analyzing elements of clauses and sentence in the intermediate ESL classes.

Furthermore, Smith (1981) believes that dictation activities promote conscious learning of structures by proposing a model called consciousness-raising of grammatical structure exercises. He added that students performing dictation exercises are given task of transcribing sentences of a text which focus directly on form.

Although Krashen (1982) attempts to make contrast between learning and acquisition, many have argued that structures which are analyzed and understood on a conscious level through practice become implicit (acquired). (Rossoman, 1983 and Bialystock, 1985). This by implication means that exposing learners to dictation may provide useful practice in both receptive (listening) and productive (writing) skills for acquiring English grammatical structures.

There are several views on the poor performance to transfer information and ideas into meaningful written composition as a result of low ability in grammar. For instance, Roper (1989) point out defects of syntax and sequence in the students' composition. In relation to this, the JSCE (2010) composition section revealed errors which include:

a) dropping of an "s" in present simple 3rd person singular.

"export" instead of "exports"

"happen" instead of "happens"

b) Poor organization of ideas as in:

> The head of the school there advise us if you are doing teaching you must coming to school at the time that told that if you are not come to school at 7:00am the money that government give you suppose to return it.

Richard (1992) provides that during teaching, dictation tasks should not be too complicated so that students can concentrate on practising at least one sentence pattern in each lesson this could eventually enable students to acquire knowledge in constructing well-formed sentences in their written easy.

In the same vein, Allen and Jones (1978) point out that dictation exercises are very useful in reducing wordiness in a clause or sentence construction by teaching them specific words that fill positions in sentences. However, the ongoing research work observes that Allen and Jones' study would have been better if it had explained features of paragraph construction because it is a larger section of essay writing which involves appropriate choice of word.

In view of the above, the present study rejects Oller's (1978) views, which is partly traditional because its conclusion seems limited from the perspective of modern communicative language teaching. However Richard's (1992) and Smith's (1980) suggestions are adopted because they play a key role in the ongoing study. Various scholars such as Wajnryb (1988), Hilles (1988) Davis and Rinvolucri (1938) and Wishon and Burks (1968) agree that dictation can be used to provide practice in any structure such as simple and complex sentences. By implication, the findings of this study could provide a way of correcting structural difficulties that students encounter during essay writing test.

For example, Richard (1992) uses Split dictation to practise patterns of clausal coordination and subordination. This strategy could be used by dictating a text containing a certain sentence structure such as compound or complex. During and after dictation, the students can be asked to pay

attention to grammatical signals and patterns of coordination and subordination in order to group dictated phrases into well—formed sentences.

The proposal by Richard (1992) is highly relevant to the present study because a dictated passage contains a variety of splitted sentences such as simple, compound and complex which enable the students to acquire different type of clauses after series of dictation activities. This viewpoint will be adopted in the ongoing study to teach dictation activities for practising various sentence constructions.

2.3.3 Dictation and its Effect on Paragraph Formation

The teaching of dictation could facilitate arrangement of ideas in sentence and the development of a paragraph. Peter (2006:154), Akano (2002:XIV) and Obah (2006: 207) believe that paragraph development is a logical packaging of ideas in a linear perspective that contains topic and support sentences, which are assembled by assigning appropriate discourse markers to help signal meaning. Thus, paragraph construction could be practised through dictation by utilizing organizational techniques, lexical signals and so on.

According to Allen and Jonnes (1978: 222) “paragraph dictation is a self contained contextual units which can help students to correct the structural difficulties they encounter in written English” Wren and Martin (2000) state that dictation is useful method to help students build up models of good writing by using sentences from the beginning then move on to short and longer paragraphs.

Several scholars such as Wren and Martin (2000: 314) share the view that in any language communicative activity, it is important to form a number of related sentences in order to make the message easier to follow and this could be possible by signaling ideas (Grant, 2008, Latilo and Beckley 2008, Halliday and Hassan 1976, Olaniran 2002, Ogwuche, 2003 and Asabe, 2006). For example a paragraph could be logically formed by using devices, such as connecting words or phrases and transitional phrases. This could be illustrated in the following table:

Table 2.3 Examples of Organizational Structures

SN	Item	Function
1	Furthermore, in addition, …	To add a point or an idea;
2	For example, for Instance, …	To support what someone says, defines or explains;
3	However, in contrast, …	To show that the second sentence or paragraph is the opposite of the first;
4.	Firstly, secondly, …	To show that an idea is first introduced;
5.	Finally, in conclusion, …	To show that a writer is about to finish or stop;
6.	Therefore, Hence, …	To introduce the logical result of something that has just been mentioned

The table has illustrated sentence connectors which could be used to join clauses of a paragraph. Olaofe and Massembe (2006:42) call these structures adverbial adjuncts that connect clauses. By implication, these adverbial elements are relevant to the present research especially in teaching dictation as a means to developing paragraph for writing composition. This is because during dictation sentence linkers are needed to enhance coherence.

Davis and Rinvolucri (1988) and Wajnryb (1992) posit that students can work in groups of five to six and take down a text dictated by the teacher. They write down the text in form of phrases which move to form sentences and combine to make paragraph. Mason (2012) also states that during dictation activity, the passage is sequenced into thought groups or phrases, where each phrase is considered a single item and sufficient pauses are allowed between phrases.

However, Wren and Martin (2000) argue that a paragraph may be short or long i.e a paragraph may consist of a single sentence though the authors did not give adequate details. Nevertheless, the present study observes that little

attention has been paid to text dictation that could provide drills in understanding connected speech and may consist a series of isolated sentences or paragraph. For instance, Mason (2012) states that teachers can implement dictation especially when focusing on paragraph development and assembling of text to reflect logical sequence. Likewise, Brown and Bernard (1975) emphasize that dictation could enhance various aspects of writing like organization which is the arrangement of facts for easy flow of ideas.

In view of that, several researchers state that paragraph (organizational) structures could be treated through dictation exercise in order to facilitate skills in assembling related ideas together during essay writing test. (Richard 1992, Mason 2012, Riley 1972, Hilles 1988, Wishon and Burks 1972). These viewpoints of the authors have a direct link with the present study which is more interested in finding the effect of dictation on paragraph construction.

Overall, the review discusses dictation and its effect on paragraph formation component of written English. The structures that could be taught through dictation to establish a meaningful paragraph are recognized. For example, the elements listed below especially (items a, b and e) are important to this study that focuses on enhancing logical assembling of ideas in a paragraph. These include:

a. Keywords for joining clauses of a paragraph;
b. Ordering sentences of a paragraph;
c. Indenting the beginning of a paragraph;
d. Distinguishing between topic and support sentences; and
e. Reflecting logical sequence in a paragraph

2.4 Strategies for Dictation Lesson

Dictation is seen by many scholars like Mason (2012) as an exercise that facilitates writing skills in particular and listening, speaking and reading skills in general. A range of sub-skills such as syntax , spelling, paragraph layout, etc. could be practised using various strategies for administering dictation. Some of these strategies include:

a. Dicto-comp

This technique was first suggested by Wishon and Burks (1968) and Celce-Murcia and Hilles (1988-151-2). It can be used to provide practice in any structure from simple to complex in a communicative way.

The procedures in Dicto-comp include:

i. First stage: Teacher selects passage containing number of instances of the structure to be practised to review the structure prior to dictation;

ii. Second stage: The teacher dictates the text in which phrases are separated with slashes while the students listen without writing until the third dictation. Students are allowed to ask questions then the teacher discuss the meaning of the passage; and

iii. Third stage: Students collaborate, compare their works and correct their individual texts.

The suggestions in Dicto-comp strategy play a primary role in the present study. The components such as word spelling, sentence construction could be practised through Dicto-Comp. Thus, the procedures in this technique involve communicative language teaching principles such as collaborative work by students.

b. Orthographic Text Dictation

This is a strategy proposed by Allen and Joynes (1978). It gives the students practice in putting pen on paper in response to spoken stimulus. This strategy provides exercises in reducing wordiness of sentence through preference to single and relevant words in a clause or sentence. This method of practising dictation also teaches the use of simple words instead of ambiguous ones. For example, orthographic text dictation provides clues that enable students to prepare their written work as in control writing. Nwogu (2002) believes that orthographic text dictation enhance quality in pupils writing.

Orthographic text dictation strategy has some links with the present work especially the view on responding to spoken stimulus by writing. However, little attention has been paid to paragraph construction strategy which dissociates it with the current study.

c. Dictogloss

Wajnryb (1988) developed a technique called "Dictogloss" which could be implemented at pre-intermediate, intermediate and advanced levels. It is designed for practising different writing activities such as grammatical accuracy, textual cohesion and creative language production in a text. It involves four stages as follows:

Preparation stage: introducing a short text to be used, organizing students into groups etc;

Dictation stage: Students just listen to the passage at first and during second reading they jot words and phrases down;

Interpretation stage: Students work in pair and share their ideas and produce their own written version; and

Final stage: Students collaborate for analysis, correction of their works and emphasis will be given on the target structure though other structures will be observed.

This strategy makes an important case for grammatical accuracy in a text which also suits the ongoing research. In contrast, aspect of text interpretation has little to do with this work because its focus is on teaching dictation to enhance spelling, sentence and paragraph construction.

c. Traditional Dictation Lesson:

Recommended by Williams (1990.225) is conducted through the following procedures:

i. Teacher dictates at normal speed while students just listen;
ii. The second dictation followed in phrases or word groups and the students write down what they have heard;
iii. At the second stage the teacher dictates the word groups twice and he can give the punctuation marks; and
iv. Lastly, the third dictation is done at normal speed where the students could make possible revisions.

At first sight, traditional dictation procedure appears reasonable but on observation it looks irrelevant to the ongoing study. The procedure would be more relevant if it had included pair sharing and group activities.

d. Split Dictation

It is devised by Richard (1992) to provide practice in analyzing elements of English clause and sentence structures focusing on clausal coordination and subordination. This strategy is used to conduct dictation lessons in three stages which include pre-dictation, during dictation and post dictation stages. The first stage involves grouping the class into two, dictating splits of sentences to the groups and pre-teaching unfamiliar vocabularies.

The second stage focuses on pairing the students so that the members of group A. work with group B. The task of each pair is to reconstruct the text co-operatively by combining the two half-texts they have written down to produce a complete version. The final stage is for correcting structural organization of the text, including other features of written English like punctuation. However, the present study observes that spilt dictation emulates traditional procedures in requiring students to transcribe a passage while it is dictated though it contains modern procedures as in performing task in pairs.

The spilt dictation is an important analysis to the present study as its focus is on clausal coordination and subordination through dictation lessons. In addition, the strategy includes pair and group activities during dictation activities. Therefore, this study will adopt split dictation to conduct series of lesson that facilitate better performance in coordination and subordination of clauses. Thus exposing students to this strategy will probably enhance effective sentence construction.

f. Composition dictation strategy

This dictation strategy was innovated by Chiang (2004:6). It shared some features with 'paragraph development' and 'jumbled' dictations. Specifically, it emphasizes on 'learner based' or 'activity-based' language learning procedures which involved interactive strategies.

However, in using composition dictation strategy, Chiang (2004) outlined the following steps:

i. Students' works in groups;

ii. They listen to a text dictated by the teacher and jot down some guided words or fragments of sentences;
iii. They pool their limited number of ideas to reconstruct their version; and
iv. The reconstructed version need not be exactly the same as the original text.

This study is likely to provide insight such as the idea of learner – based activity into my research.

g. Fill- In Gap Technique

Bowen (2010) advocates that gap filling can be combined with dictation. This strategy consists of dictating a text with gaps where the students fill with a suitable word. At the initial stage, options are given for filling the gaps but later students should be allowed to depend on the context and their experience. This strategy seems relevant to the current study because there is gap filling in some of its exercises during the treatment.

h. Paragraph Development Dictation

This is proposed by Mason (2012:2). According to her, teachers can implement dictation, especially when focusing on paragraph development. For example, a teacher can prepare a short paragraph will all the sentences in disorder and students study them in pair or group work. Then they are assigned to re-arrange the scrambled sentences to reflect sequence of events in a paragraph. She also proposes the strategy for teaching spelling through sentences.

Mason's paragraph development dictation strategy is convincing because it provides steps of constructing a paragraph. However, Mason's procedure did not give emphasis on items like sentence connectors which are crucial to paragraph formation. Therefore, the present study will teach dictation to practise use of lexical items to enhance logical and sequential presentation of ideas to develop paragraph.

i. Practising Spelling through Keyword Dictation

It is recommended by Mason (2012) which assigns students to only take note of the spelling of key or target words used during dictation of a passage. She provides these procedures:

i. Teacher prepares a passage for Dictation and underlines the key words to be practised;
ii. During dictation the teacher asks each group of students to underline all the target spellings;
iii. After the dictation the students point out all the target spellings and the teacher puts them on the chalkboard;
iv. The words should be learnt in list form and in context. The teacher move on to ask if there is any spelling the students are not sure of till they have a mental picture of the words;
v. The teacher dictates only the sentences which the key words appears for the students; and
vi. At the end of the lesson the children should again study the wrong words so that they could write them correctly.

That procedure has a link with the ongoing work which determines the effect of dictation on spelling component of written English. However, it is doubtful whether the steps involved in this strategy could be covered during one dictation lesson. Therefore, this study adopts those procedures by making some modification to suit its focus. See details in appendix III

However, Richard (1992) pointed out that both text interpretation and text reconstruction depend on intra-group co-operation and it is this collaborative aspect which distinguishes dictogloss and dicto-comp. Therefore, the present study will adopt and modify four strategies because of their relationship. They are shown in the following table:

Table 2.3 Adopted Dictation Strategies

S/N	Strategy and founder	Aspect of the strategy adopted in this study	Areas where they are adopted during dictation lesson
1	Dicto-comp (Wishon and Burks, 1968)	Step 1. Selecting a passage Step 2. Dictating a passage Step 3. Performing tasks Step 4. Correction	It is applicable for practising several linguistic features such as clausal subordination, word spelling etc.
2	Split dictation (Richard, 1990)	Step 1. Introducing the topic Step 2. Dictating splits of sentences Step 3. Re-constructing the split of sentences Step 4. Correction	It provides practice in elements of English clauses such as subordination
3	Keyword dictation (Mason, 2012)	Step 1. Choosing a suitable topic Step 2. Underlining keywords during dictation Step 3. Practising the spellings in isolation and context	It provides practical exercises on word spelling such as grammatical spellings
4	Paragraph development dictation (Mason, 2012)	Step 1. Introduction Step 2. Dictating sentences in disorder Step 3. Ordering the paragraph Step 4. Presentation and remedial work	It focuses on facilitating ability and paragraph formation through dictation exercises

The table above points out four strategies for conducting dictation lesson barrowed from the works of the mentioned authors for this study. The strategies in numbers two, three and four are largely influenced by Dicto-comp which encompasses varied areas of language during teaching of dictation.

2.5 Previous Studies on Dictation

Chiang (2004:1) stated that although not many writers have looked into the effect of dictation on second language learning, it has played a significant role in the English language teaching and learning methodologies. Some empirical studies conducted in dictation and written English could be identified here.

Wishon and Burks (1968) suggest Dicto-comp which provides practice in any language item or structure such as simple sentence, sentence co-ordination etc. This study maintained that students should try to write their own composition (text) after a dictation lesson is completed by applying the structures they have practised. In addition, students are organized to cooperate in order to perform different activities during and after the dictation lesson.

The suggestions made have links with the current work from the perspectives of teaching grammatical structures and promoting interaction among students. However, the idea that the teacher must review the target structure prior to the dictation has nothing to do with the ongoing study. This is important because the aim of the study is to teach dictation to measure its effect on written English.

Adenubi (1979) conducts a research on dictation as a testing instrument in secretarial studies in English class and found more grammatical and spelling errors. He suggests that investigation on choice of word and phonological errors could be treated through dictation lesson. It shared certain characteristics with the current research which employs the use of experimental design, inferential statistics, aspect of word choice, spelling and grammatical elements. However, Adenubi tested three groups that differs from this work which attempts to test two groups only. The study seems relevant to the present one in the areas of spelling and grammatical elements. In contrast, its methodology is not relevant to this research.

Davis and Rinvolucri (1988) demonstrate procedures for utilizing dictation. Some strategies designed in their book include orthographic text practice and promoting communication between students which could be used as means to developing writing skills. The viewpoint of the authors has a link with present investigation in the areas of orthographic text practice especially analysis in grammatical structures.

Wajnryb (1990) suggests certain procedures for teaching grammar through dictation TO enhance real language acquisition process, communication and group interaction among students. The grammar dictation focuses on communicative way of promoting receptivity, comprehension and

creative language production. Some procedures in grammar dictation have shared certain features with the present study. These are interested in finding effect of dictation on written English such as sentence construction and textual cohesion. However, some components of grammar dictation like text interpretation looks irrelevant to the current study because it focuses more on reading skills.

Richard (1992) proposes split dictation which focuses on practising structural organization and important features of writing like punctuation. The present study shares some characteristics with split dictation because one of its objectives is utilizing discourse markers for text assembling. By contrast, the current research observes that Richard's Split dictation does not illustrate grammatical elements for coordinating and subordinating clauses such as "but", "or", "because", "when" and so on.

Bowen (2000) discusses the role of dictation in English language lesson. He illustrates five "points of approaching dictation" such as jumbled story technique, running dictation technique etc. He concluded that some teachers found these techniques useful as they share some features with composition dictation which is the focus of this work. However, one inaccurate aspect of the article is that much attention has been paid to discussion on dictation approaches instead of illustrating its procedures.

Chiang (2004) carries an action research project on English dictation in a local primary school and the results indicated that fifty seven out of ninety seven pupils developed a positive attitude towards their dictation lessons. The study differed with the present one in terms of design, instrument and analysis of data. However, some dictation procedures used in Chiang's work such as strategies for composition dictation are adopted in this research.

Safri (2011) investigates the relationship between dictation and writing ability in which he tested forty-four students on listening ability, spelling of words and writing out the meaning of a dictated passage. He found a lot of problems on the questionnaires filled in by students such as poor spelling as a result of listening problems. Conversely, the work dealt with the correlation

between dictation and writing whereas the current research will determine the effect of dictation on the aspects of written English.

Mason (2012) observes that using dictation for different writing tasks could improve oral and written language skills. She believes that dictation is a natural way to teach proper spelling when she practised a simple method of aiding the students to remember how to spell words by getting a "mental picture" of words. She practises several dictation activities which include teaching spelling through keyword dictation and paragraph development dictation. However, she argued that dictation is only for students who write easily and are no longer concerned about letter formation. This study agrees with the above argument especially when sampling students who can participate in the dictation activities. Nevertheless, Mason's paragraph development procedure does not give adequate explanation on teaching dictation to enhance signaling of ideas such as "furthermore, in contrast etc" which play key role in paragraph structure.

Therefore, based on the above review, the present study recognizes the findings by Richard (1992) and Mason (2012) because of their relevance such as paragraph development dictation.

2.6 Summary of Review of Related Literature

The chapter discussed the concepts of dictation and written English. Again, an overview of three components of written English, namely word spelling, sentence construction and paragraph formation and how they are related to dictation were presented. Likewise, the several strategies for teaching dictation were reviewed vividly. In addition, relevant previous works were reviewed focusing on the year in which they are conducted, methods applied, their major findings and links with the present study. Lastly, Dicto-comp techniques were examined which would be adopted during dictation lessons for enhancing writing skills in ESL situation.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter described how the data were gathered for objective presentation. These included the type of research design, the population used for the study as well as sample and sampling procedure. Furthermore, the method for data collection, instruments used and the procedures for data analysis were clearly described.

3.2 Research Design

Experimental research was adopted as a design for this study that enables the researcher to test the hypotheses about the effect of dictation (independent variable) on the written English (dependent variable) of JS3 students. The design was considered relevant because the study attempted to determine the effect of dictation on the written English. It involved the use of pre-test-treatment-post test pattern where the experimental group was exposed to dictation lessons to practice writing activities and the control group wrote assignment on different essay topics.

This pattern is shown in figure 2.

R	O_1	X	O_2
R	O_3	C	O_4

Figure 2: Experimental Pattern

(Best and Kahn, 2006:190)

The figure above showed that pre-test and post – test were administered to the experimental group (O1 and O2) as well as the control group (O3 and O4) respectively. However, the treatment (X) was withheld for the control group who were given essay writing assignments. This pattern enabled the researcher to find the effect of dictation on written English since the effect of the treatment given to experimental group was determined after a post-test which was taken by the two groups.

3.3 Population of the Study

The population for this study was one thousand five hundred (1,500) students of JS 3 which was drawn from Government Junior Secondary School, Ringim and Model International Secondary, Dutse respectively. It comprised both male and female students. Thus, the population consisted of one thousand two hundred (1,200) males and three hundred (300) female students.

Source: Jigawa State Universal Basic Education, SUBEB: 2013

3.4 Sample and Sampling Procedure

A sample of one hundred and fifty (150) was drawn from the population one thousand five hundred students by random sampling procedure. The sample is derived from Krejcie and Morgan's (1980) formula that is (10% of the population). The procedure is shown (in appendix XIII) In addition, the participants in this study were equally assigned to experimental and control groups. The experimental group were exposed to series of dictation lessons while the control group were not. Two schools were sampled out for the study. The sample size could be illustrated in the following table:

Table 3.1 sample size

Groups	**Total No. of JS 3 students**	**Sample size**
Experimental	750	75
Control	750	75
Total	1,500	150

3.5 Instruments for Data Collection

The instrument used for data collection in this study were two (pre-test and post-test) essay writing tests. The test format comprised three parts. These include, the instruction, one essay topic in each test and the marking scheme. See appending VIII for all the essay topic. Moreover, the scoring was done by adopting the West African Examination Council's (WAEC) pattern. The guideline for grading the essay tests was illustrated in Table 3.2.

Table 3.2: Adopted criteria for Grading Essay Test

Instrument	WAEC Pattern	Adopted in this Study as	Grading
1. Pre-Test (Essay Test) "My Plans for the Future" 2. Post-test (essay test) "Success and Failures of Immunization in my Area"	Content Organization Expression Mechanical Accuracy	Paragraph Formation Sentence Construction Spelling	40 35 25
Total			100

As shown in the table the scoring pattern in this study is an adoption of WAEC's criteria for marking essay. For our purpose, content and organization was marked as paragraph formulation, expression as sentence construction and spelling was regarded as mechanical accuracy. At the end of each text the researcher collected and marked the scripts of both groups. The instruments were considered adequate for the study because they covered the aspects of testing written English

3.6 Validity of the Instrument

The use of passage or text has been shown to be valid for conducting dictation lessons by numerous scholars (Adenubi, 1979; Chiang, 2004; Oluikpe, 2007; Wajnryb, 1988; Wishon and Burks 1968; etc). The present study adopted content validity. To establish this, six passages were selected and modified from JS 3 course books this is because the instruments (texts) covered the intended content i.e. spelling, sentence and paragraph components of written English. See appendix 1.

3.7 Reliability of the Instrument

The reliability of the instrument for this research study was established using the test-retest method within an interval of two weeks. A reliability

coefficient of 0.53 was obtained. Hence the instrument was statistically judged to be reliable and considered suitable for research use.

3.8 Procedure for Data Collection

The study was conducted in the two sampled junior secondary schools within eight weeks that is six weeks for treatment and two weeks for the pre and post tests respectively. The participants were divided into two groups' experimental and control groups. They comprised seventy five students each. In addition, the average age of the students was between 15-17 years which included mixed ability and gender.

A pre-test was administered for all the participants before the beginning of the treatment period. The two groups took the same test which ended for one hour also the scoring was based on the three components of written composition. The test instruments asked the students to write a short composion.

The procedure for the treatment activities involved conducting series of dictation lessons in six weeks. This was illustrated in Table 3.3:

Table 3.3: Treatment Guide

Week	Topic	Passage	Class	Duration
1	Spelling practice	Passage A	JS III	45 min
2	Subject and predicate	Passage B	JS III	45 min
3	Clause coordination	Passage C	JS III	45 min
4	Clause subordination	Passage D	JS III	45 min
5	Order of events	Passage E	JS III	45 min
6	Text assembling using sentence connectors	Passage F	JS III	45 min

See appendix one for all the dictation passages

The study implements some principle of communicative language teaching which include:

i. Using pair and group tasks;
ii. Dealing with mixed ability groups;
iii. Use of instructional materials such as worksheet; and

iv. Comparing written works.

The dictation lessons were conducted in three stages as follows:

i. Before-dictation activities,
ii. During dictation activities and
iii. After dictation activities.

Treatment Procedure A

Dictation Procedures: Spelling Practice

Pre-dictation steps

i. Selection of the dictation passage
ii. Underlining the key words to be practised
iii. Anticipating spelling items in the passage
iv. Giving an instruction on what students will observe during dictation.
v. Grouping the students into 4-5 small groups to do some written exercises

During Dictation Steps

i. Students take down the dictated passage
ii. Students underline the target spellings
iii. Comparing the passage dictated with their partners
iv. Dictating a simple sentence which contain the target item from the passage
v. Students practise the "item" in isolation and context

After Dictation Steps

i. Students re-write "have-ed" spellings in context using worksheet one exercise one
ii. Perform more spelling exercises (worksheet one exercises two and three)
iii. Students collaborate their written exercises with other groups
iv. Correction of errors

Treatment B

Dictation procedures: Sentence Construction

Pre-dictation Activities

i. Selection of the dictation passage
ii. Identifying the structure to teach.

iii. Providing a model sentence related to the dictation topic
iv. Giving instruction on what students are to observe during dictation.
v. Pairing or grouping the students for listing of filling some grammatical items

During Dictation Activities

i. Taking down the dictated passage
ii. Students underline clauses that surround linkers
iii. Students observe all the link words after underlining the clauses
iv. Teacher dictates the target linkers for the students to listen.

After Dictation

i. Students list all the target sentence linkers
ii. Joining clauses using appropriate key words
iii. Students perform matching game e.g. Match clauses A and B with suitable key word
iv. Students shared the works done on the practised structure with their partners.
v. Correction of errors.

Treatment C

Dictation Procedures: Paragraphs Formation

Pre-dictation Activities

i. Choosing the dictation passage
ii. Identifying the features to practise
iii. Teacher Scrambles the sentences of each paragraph (all sentence connectors are removed)
iv. Giving instruction on what students are to observe during dictation
v. Providing a guided worksheet containing lexical items for paragraph development

During Dictation Activities

i. Students take down the scrambled sentences
ii. They observe the scrambled sentence groups

iii. Ordering one scrambled sentences group by the teacher as sample
iv. Guide students to re-arrange the remaining scrambled sentence groups
v. Teacher supervises to ensure appropriate use of the sentence connectors.

After Dictation Activities

i. Students compare their written works
ii. Group presentation – each student in the group contributes one sentence in sequence until a complete paragraph is developed
iii. Teacher leads the student to perform more practice.
iv. The teacher reviews the lesson by presenting the correct order of all the paragraphs dictated.

However, the control group will be given assignment for six weeks. The topics include:

a. My first day in junior secondary school Dutse
b. My best subject
c. Teacher in my school
d. Causes of road accident
e. The important protein

After the treatment for the experimental group, post-test was administered to both experimental and control groups which guided the study on the effectiveness of dictation method. Further details on the performance of students in both groups were presented in the fourth chapter which showed their abilities on spelling, sentence and paragraph construction.

3.9 Procedure for Data Analysis

The data obtained from this study were statistically analyzed in order to answer the research questions and test the research hypotheses. Analysis of research questions was carried out with descriptive statistics such as range, frequency and percentage. The research hypotheses were tested through inferential statistics of students' t – test (pre and post tests). Thus, the analysis and discussion of results were carried out around the three variables of the study. The sample of data analysis procedure could be shown in the following table:

Table 3.4: Sample for Data Analysis

Groups	Variables	Statistical tools					
			Range		Low range	Middle range	High range
Exp. Control	1. Spelling 2. Sentence 3. Paragraph	Descriptive Statistics (Analysis of research questions)	Freq				
			Percent				
		Inferential statistics (Test of hypotheses)	Mean	SD	t-cal	t-cri.	Dec.

3.10 Pilot Study

A pilot testing was carried out with a sample size of eight students which were equally divided into experimental and control groups in order to enhance the quality of the instrument for data collection in the study proper. The procedure was by conducting a pre-test using one composition topic in which students wrote a short essay. After that, the experimental group was given one week training by the researcher in which two dictation lessons were presented. Immediately after the training a post test was taken by both groups on the same composition topic.

The pre-test result indicated that the performances of the two groups were nearly the same in the aspect of word spelling, sentence construction and paragraph formation. The results are shown as follows:

Table 3.5 Students Pre-test Scores in Pilot Study

Groups	Number	Mean
Control	4	12.25
Experimental	4	14.25

Meanwhile, the post-test results showed that the mean score for the experimental group was **16.5** while that of the control group was **11.** Moreover, the results of the two groups were compared using mean, S.D and t-test statistical methods which showed that the experimental group scored higher marks in paragraph formation in the post-test. The scores are presented below:

Table 3.6 Post Test Score in Pilot Study

Groups	**Number**	**Mean**
Control	4	11
Experimental	4	16.5

Details of the pre-test and post test results are shown in (appendix XII) After the pilot study, the researcher observed that:

i. The experimental group responded to the treatment given through dictation exercises if we refer to the pre-training test results even though the scores of the post-test were also very low; and

ii. More attention was given to the study proper by extending the time to six weeks instead of the four weeks proposed earlier. This is vital considering the post treatment performances.

3.11 Summary

Overall, from the descriptions the research design, population as well as the sampling procedure were clearly stated. The procedures and instruments for data collection and analysis were vividly shown by the researcher.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND RESULT

4.1 Introduction

This chapter presented results, analysis and interpretation of the data according to the research questions and hypotheses formulated at the first chapter of this study. In addition, the overall research findings and the discussion of findings were displayed in order to show the progress made in the study. The chapter ended with summary of analysis, interpretations and discussions of the data.

4.2 Distribution of Students' Scores before Treatment

The study attempted an investigation into the effects of different dictation lessons on the written English performance of junior secondary students of selected schools in Jigawa state. A pre – test was administered for both the experimental and control groups. In Table 4.1 the scores of the groups in all the three variables of the study were presented.

Table 4.1 Students' Scores before Treatment

Variables	Group	Low		Middle		High		Total
		Freq.	Percent.	Freq.	Percent.	Freq.	Percent.	
Spelling	Exp.	61	83%	10	13%	04	5%	75
	Control	63	84%	10	13%	01	1%	75
Sentence	Exp.	71	95%	03	4%	01	1%	75
Construction	Control	73	97%	02	3%	00	0%	75
Paragraph	Exp.	67	89%	03	4%	05	7%	75
Formation	Control	69	92%	04	5%	02	3%	75

The above table showed that the two groups were compatible before the instruction. The results indicated that there were no significant differences between the scores of both groups.

4.3 Data Presentation and Analysis

Three levels were used in answering the research questions for this study to determine the pre – test and post – test performances of the two groups.

These levels included high, average and low. All these are presented in tables below:

Research Question One:

What is the effect of dictation on the word spelling component of written English of JS III students in Jigawa State?

Table 4.2 shows the high (H), average (A) and low (L) performances of the two groups at the pre and post tests respectively to determine the effectiveness of the dictation lesson on word spelling.

Table 4.2 Performance of Students in Word Spelling

Experimental Group			**Pre-test**	**Control Group**		
Range	**Total No of Stu.**	**%**		**Range**	**Total No of Stu.**	**%**
Low				**Low**		
0-9	61	82%		0-9	63	84%
Average				**Average**		
10-13	10	13%		10-13	10	13%
High				**High**		
14-25	04	5%		14-25	01	3%
Total	**75**	**100%**		**Total**	**75**	**100%**

Experimental Group			**Post-test**	**Control Group**		
Range	**Total No of Stu.**	**%**		**Range**	**Total No of Stu.**	**%**
Low				**Low**		
0-9	45	60%		0-9	50	67%
Average				**Average**		
10-13	17	23%		10-13	15	20%
High				**High**		
14-25	13	17%		14-25	10	13%
Total	**75**	**100%**		**Total**	**75**	**100%**

From the analysis of the table above, the pre – test performances of the two groups in word spelling appeared very low. The results indicated that from the experimental group fifty seven (57) students representing 76% of the sample scored low marks likewise in the control group sixty eight (68) students representing 91% of the sample were probably deficient in word spelling.

However, after the dictation lesson, results of the experimental group showed moderate change because data available revealed that thirty (30)

students representing 40% passed the word spelling test. Comparatively, the post – test result showed that the performance of the control group still appeared low because fifty (50) students representing 67% failed the spelling test. This is because the control group were not exposed to the treatment.

The data in Table 4.2 confirmed that the high and average frequencies of experimental group were found to be greater than that of control group respectively. Although, the effect was not significantly high, it is possible that the experimental group benefited from the dictation lesson as compared to the pre – treatment (Pre – test) performances.

Furthermore, the samples of actual written essay of low, middle and high student at the pre and post – test levels were compared. Below is the extract of a low performance displayed by a student from experimental group at the pre – test which showed his word spelling ability:

1. … my father is a farmer who asist to feed or row Materials and also farmers he asist people. Because teacher is the learning to people …While people is cooperator to go the farm is cultivate. The reasing is farmers, my teachers …

The short piece of writing in extract 1 showed the student was unable to spell a lot of words properly. He spelt more than five words wrongly in a paragraph such as 'farther' instead of 'father', 'asist' instead of 'assist' and so on. Hence, the appearance of many errors in the paragraph could lead to poor comprehension of the text. However, after the dictation exercise the above student improved in word spelling of written English. This was observed in his written essay script during post – test.

2. … However, few of the people in my billarge agree this immunization because of their personal. Some people are poor so the bring the children to recive some gift such as net, sweet, money…

From the piece of writing, it was noted that the student who performed very low at the pre – test had shown a slight improvement. The miss-spelt words in his post – test script were a little fewer than those committed during the pre – treatment test. Although, the student showed an improvement there

were some spelling errors such as “recive” instead of “receive” which need gradual attention by teachers of English. Therefore, it is possible that teaching dictation facilitated the ability in spelling area of student’s composition.

A short text of an average student from pre – test in word spelling is analyzed below:

3. … I am now in JSS 3 at JSS Auramo Ringim local government Jigawa state. My best subject is English. I want to become a Nigeria army.

My teachers was made effort in order to given me good moral characher and displine. For the education univesty at Federal College of Education… in order to read English.

The extract 3 contained less errors in each paragraph. In the first paragraph one spelling error was noted as in ‘Nigeria’ instead of ‘Nigerian’ and the second part showed three spelling errors as they were underlined above. Eventually, at the end of the treatment the same average student quoted above performed better than pre – test in word spelling area as illustrated below:

4. … In our area Ringim local government Jigawa state the Polio immunization programme suffer much problems. Some people disagree they challenge that the medicine will stop pregnancy in the future.

In contrast few of the people in my area welcome this immunization because of their personal reason. Example some people are poor so their bring their children…

The extract 4 above showed satisfactory improvement compared to the performance of the student at pre – test. After the treatment the student’s improvement in spelling was reasonable to assume that dictation exercises enhanced his word spelling ability to average level. For instance, only two spelling errors were found in the two paragraphs of his script.

A sample script of student who performed highly before treatment beside certain spelling errors is illustrated below:

5. … because I want help the people, in order to give my uncles

and sisters medicine when they get ill. Then doctor it is very important in our life, doctor he give advising when you is not wel, in order to solve your problem when you not feel wel…

then he can find you the diseases which disturb you an he give you some worning to leave some kind of thing or food or drink. Doctor is the person who give us medicine if…

From the extract 5 the student showed a good attempt in spelling of the words though the sentences lacked sense. The errors committed are local ones an as in 'wel' instead of 'well' and 'worning' instead of 'warning'

After conducting dictation experiment the student performed more higher than his pre – test ability in word spelling. This was illustrated in the extract below:

6. … However, few of the people in my area agree this Immunization because of their personal view. For example, some people are poor they bring their children to received some gift such as soap.

It is therefore important government should not depend on polio only but to other diseases like malaria. Lastly, the government can give advising among the people in order to prevent this problem in our society.

Comparing the excerpt 6 with the pre – test performance in word spelling the student performed more effectively at the post – treatment test. It appeared that the student had benefited from the dictation lesson because it was clear from his post – test essay writing script that proper word spelling had been established.

Research Question Two:

What is the effect of dictation on the sentence construction component of written English of JS III students in Jigawa State?

Table 4.3 showed the levels of performance of students before and after treatment which assessed the efficacy of using dictation on sentence construction improvement.

Table 4.3 Performance of Students in Sentence Construction

Experimental Group			**Pre-test**	**Control Group**		
Range	**Total No of Stu.**	**%**		**Range**	**Total No of Stu.**	**%**
Low				**Low**		
0-12	71	95%		0-12	73	97%
Average				**Average**		
13-18	03	4%		13-18	02	3%
High				**High**		
19-35	01	1%		19-35	00	0%
Total	**75**	**100%**		**Total**	**75**	**100%**

Experimental Group			**Post-test**	**Control Group**		
Range	**Total No of Stu.**	**%**		**Range**	**Total No of Stu.**	**%**
Low				**Low**		
0-12	43	58%		0-12	66	88%
Average				**Average**		
13-18	14	19%		13-18	04	5%
High				**High**		
19-35	17	23%		19-35	05	7%
Total	**75**	**100%**		**Total**	**75**	**100%**

From Table 4.3, the scores revealed that both groups were apparently weak in sentence construction during pre – test. The results indicated that 95% of the students in the experimental group got low scores and 97% from the control group failed the test in sentence construction.

In contrast, the post – treatment test data showed thirty one (31) students representing 42% in the experimental group's sample have proportionally passed in sentence construction. It is plausible to admit that lack of giving the dictation exercises in sentence construction to the control group resulted to their consistent poor performances at the post – test which showed 88% failed.

The findings in Table 4.3 appeared that the performance of students in the experimental group on sentence construction have significantly changed after the treatment. It is reasonable to assume that dictation exercises have significant effect on coordination and subordination of clauses. Hence, at pre – test time there was not any significant difference between the performances of

both groups in forming sentences, the experimental group surpassed the control group after the treatment.

In view of the above the samples of actual written essay of low, middle and high students (pre – test and post – test) in sentence construction were compared. The extract below showed a low – performer from the experimental group during pre – test.

7. … I want to become a doctor becouse I want help my future. because doctor is the person who asist to chemical material… I want given help very well and the doing work… like a doing injection or first aid.

The quoted paragraph indicated a low performance by a student before treatment. The sentences were not well–constructed that hindered communication significantly because of poor skill in clause coordination and subordination. For example, "… who asist to chemical material" and "…like a doing injection or first aid".

In contrast, after giving treatment the above student (excerpt 7) had shown a slight change at the post – test in sentence construction.

8. … polio can cause temporary or permanent los of control in part of the body. In other word it is poliomyelitis. This polio thus immunization prevention giving to people through oral injection… in addition they fill that the injection cool stop pregnancy in picture.

The paragraph above was extracted from an essay written by low – achiever at post – test. The sentences were fairly constructed and meaning could be derived beside the grammatical errors as in "… they fill that the injection cool stop pregnancy in picture." Hence, the grammatical errors committed by the student during post – test were less than those at the pre – test (before treatment).

An extract of actual written essay by an average student before conducting dictation lesson was illustrated below:

9. .. I want to be a doctor because doctor is a person who take care of the people live or to give a first aid to people… the reasing why is want to be a doctor is my father is a doctor and our school teacher also adviced us to be doctor…

The short piece of writing showed a great deal of ill – formed construction as in "…and our school teacher also adviced us to be doctor…" and "… is my father is a doctor".

In the next extract, the writer of essay 9 average student performed better in his sentence construction after the treatment.

10. … Polio is a defect that appect central nervous system. Polio it can cause temporary or permanent los of control… thus polio immunisation is a prevention give to people through oral injection.

It is therefore importa that government should not pay attention… lastly government should give adequate of the people to give enoup any programme… we should educate the people before doing polio in the society.

It could be seen from the sample 10 of an average student that there was an improvement in his ability to construct sentences especially clause coordination as in "polio it can cause temporary or permanent los of control …" and "… government should educated the people before doing polio in the society".

The next extract below showed the pre – test performance of the high performer in sentence construction.

11. … in my future I want to become a teacher because a teacher is the father of the nation. Now a day we don't have enough of teachers in our locality. I want to help my country in the line of teaching.

My teachers help in my life because I can lerning every day by I am understand because I go to school every days and every times.

Essay number 11 written by a high– performer has included appropriate use of conjunctions even though some possible correction has to be effected to make them well formed. For example, "… I want to become a teacher because a teacher is the father of the nation."

The next extract displayed the performance of the above (high performer) student after the treatment.

12. … it can cose temporary lost of control of the part of the Body. In other word, it is called poliomelyties. This a prevention immunization given to people through oral injection…

In my area, the polio immunization programme has few success. Some people refuse to give their children. They allways claim for gift. However, few of the people in my area accept this immunization because of as a result their self reason.

The student above has used great deal of grammatical principles which made the essay meaningful. For instance, there were constructions of varied and well – formed structures as in "…they allways claim for gift…" and "few people accept this immunization because of as a result their self reason." This showed that dictation lesson has greater influence on the sentence construction ability of the student.

In view of the analyses on sentence construction the students in the experimental group indicated better instructional gains. In contrast, the control group had not demonstrated positive improvement at the post – test because they were not exposed to dictation lessons. Hence, it is clearly evident that teaching of dictation could be very effective in facilitating sentence construction component of junior secondary school students.

Research Question Three

What is the effect of dictation on the paragraph formation component of written English of JS III students in Jigawa State?

Table 4.4 present the degree of students' performances during pre and post-tests respectively to determine the effective use of dictation strategy in paragraph construction improvement.

Table 4.4 Performance of Students in Paragraph Formation

Experimental Group		**Pre-test**	**Control Group**		
Range	**Total No of Stu.**	**%**	**Range**	**Total No of Stu.**	**%**
Low			**Low**		
0-13	67	89%	0-13	69	92%
Average			**Average**		
14-20	03	4%	14-20	04	5%
High			**High**		
21-40	05	7%	21-40	02	3%
Total	**75**	**100%**	**Total**	**75**	**100%**

Experimental Group		**Post-test**	**Control Group**		
Range	**Total No of Stu.**	**%**	**Range**	**Total No of Stu.**	**%**
Low			**Low**		
0-13	30	40%	0-13	61	81%
Average			**Average**		
14-20	14	19%	14-20	09	12%
High			**High**		
21-40	31	41%	21-40	05	7%
Total	**75**	**100%**	**Total**	**75**	**100%**

The pre – test performance of both groups in paragraph formation was found relatively very low. The results revealed that only eight (8) student representing 11% of the experimental group passed while six (6) students representing 8% of the control group scored high and average respectively.

However, the post – test results showed that the high and average performances for experimental group was forty five (45) representing 60% while that of the control group was fourteen (14) representing 19%. The results indicated the possibility of the effectiveness of dictation lessons in paragraph formation which were given to the experimental group after the pre – test. In other words, this means that while there was not any significant difference between the two groups during the pre – treatment (pre - test) in paragraph

construction the experimental group performed more potentially than the control group at the post – test.

Therefore, in relation to those findings the use of dictation as an instructional strategy has seemingly become a valuable exercise. In response to the above research question, it is reasonable to assume that dictation exercises have significant effect on paragraph construction component of essay writing.

In addition, the samples of marked written essays of the high, middle and low students (pre – test and post - test) on paragraph construction areas were analyzed below. Sample thirteen showed a low performance by a student from experimental group who attempted a pre – test in paragraph formation.

13. My present school is government secondary school I am in JSS 3C student.

I like basic science the reason why I like basic science because I understand the topic…

I want to be a medical doctor because I help the people and tearter the health or enurgency…

In that extract 13 written by a low–performer the student showed poor logical packaging of ideas. The student did not utilize lexical signals such as sentence connectors which enable easy flow of ideas. For example "… I like basic science the reason why I like basic science…" and "… I help the people and tearter the health or enurgency…"

Sample 14 is a short piece of actual essay test written by a low – performer after treatment which focus on assessing paragraph construction.

14. … polio is a defect that a fect central nerrou system. It can cause temporary los contiral in per in the body…"

however, in my area accept because of their self. For example, it is therefore, they goment of polio diseasse…

The essay quoted above showed a slight improvement in the use of paragraph features though it contained global errors such as poor spelling and sentences. Some paragraph elements were included as in "however, in my area…" and "… it is therefore…". All these items were treated during the

experiment which the student attempted to implement in the post – test on paragraph formation.

The next sample of essay showed an average performance by a student from experimental group during pre – test which assessed the ability in paragraph development:

15. … My future plan is I want to become a teacher because a teacher is the father of the nation because now a day we don't have enough of teachers in our locality. I want to help my country and my state and my family.

My teachers help me in my life because the teach me enough of education in my life. So for this reason I want to help them because the help me at any way in my studies.

The extract number 15 contained paragraphs that did not reflect logical sequence. The text exhibited only one sentence connector as in "… so for this reason the help me at any way." Above all, little coherence was achieved in the discourse.

Excerpt from the test of the above average student after the treatment (post – test) is illustrated below:

16. … polio is a disease that affect central nervous system. It can cause temporary and permanent loss of control in the part of the body. Other words polio it is called poliomiliaties. Thus polio is a protection given to people through…

… however, a few of the people in my town welcome these immunization because of they personal reason. For example, some people are poor so they bring they children to get some gift…

The sample (16) above revealed that the students has progressed in his ability to develop paragraph. He had attempted to assemble his ideas in sequence. For instance in the second paragraph he used sentence connector appropriately as in "… however, a few of the people…" and "… for example, some people are poor…". All these are treated during the treatment on teaching dictation to enhance paragraph construction.

Sample essay 17 presented a high - performer from experimental group durin the pre – test.

17. My name is Hamisu Ado. I am in JSS 3B, S/Auramo. Best subject is English and Mathematic. It is simple for any kind of student… I want to become a doctor because I want to help my country and my state and than my local government … my teachers help me at any way in my studies, that is the reason why I want to become a doctor, in order to help them because they help me very much…

The piece of writing indicated lack of lexical signaling which is vital to logical formation of paragraph. Hence, the students did not create unity among the sentences as in "… I want to become a doctor because I want help my country and my state and my local government my teachers help me at any way…"

The last sample is an essay written by same student in extract 17 who displayed high performance in paragraph formation at the post – test.

18. Polio: – Is a defect that affect central nervous system. It can cause temporary or permanent paralysis, loss of control or feeling in part of body. In other word is called poliomilyties. Hence, polio immunization is a protection given to people through oral injection.

… in contrast, few of the people in my area agree this immunization as a result of their personal reason. For example, some people are not rich so they bring their children to get some gifts such as the soap, nets and sweets etc.

It is therefore, government are not should not pay polio they have a lots of disease like malaria, pneumonia. Lastly government give oriantation to the people through any programme to start.

It could be proved from the better post–test performance that all the paragraphs were enriched with appropriate sentence linkers such as "in other

words…", "in contrast…", "therefore…" and so on. The performance of the student in the post – test changed significantly compared to his pre – test result which showed weakness in using paragraph principles. Thus, the post – test performance of this student showed recognition of cohesive devices which enhanced the intended coherence of the essay as in "… in contrast few of the people in my area agree this immunization as a result of their personal reason…"

4.4 Testing the Hypotheses

T – Test was applied to measure the effect of dictation lessons on the experimental group in three components of written English. As stated earlier, the three measurable components are spelling, Sentence construction and paragraph formation. All these are presented in tables below:

HO_1 There is no significant effect between dictation and word spelling component of written English of JS III students in Jigawa State.

Table 4.5 presents T – test results which shows the performances of two groups after giving dictation lesson to the experimental group.

Table 4.5 Performance of Students in Word Spelling Test after Dictation Lesson

Group	No.	Mean	SD	DF	T – cal.	Decision
Experimental	75	8.45	7.25	74	0.80	Accepted
Control	75	7.89	5.13			
Total	150					

Significant level = 0.05alpha, T-cri. = 1.98

The results in Table 4.5 showed that the experimental group performed (with a mean score 8.45) a little better than the control group (mean 7.89) who did not receive dictation lessons on spelling practice. The results indicated that there were no significant effects between the mean scores of the two groups. The t – calculated was found to be less than the t – critical at 0.05% level of significance. As a result of this, the null hypothesis which stated that there is

no significant effect between dictation and word spelling component of written English of JS III students was accepted.

HO_2 There is no significant effect between dictation and sentence construction component of written English of JS III students in Jigawa state.

Table 4.6 presents the t – test results of experimental and control groups on sentence construction after treatment.

Table 4.6 Performance of Students in Sentence Construction Test after Dictation Lesson

Group	**No.**	**Mean**	**SD**	**DF**	**T – cal.**	**Decision**
Experimental	75	11.60	7.25	74	4.76	Rejected
Control	75	6.64	5.13			
Total	150					

Significant level = 0.05alpha, T – cri. = 1.98

The above table illustrated that the mean score of the students taught sentence construction using dictation lesson (11.60) was higher than that of control group (6.64) during post – test. The results showed significant effect of instruction in dictation strategy on sentence construction ability. The calculated t – value was found to be 4.76 which is greater than the t – critical 1.98 at 0.05% level of significance. Therefore, we rejected the research hypothesis HO_2 and concluded that there was significant effect between dictation and sentence construction component of written English of JS III students in Jigawa state.

HO_3 There is no significant effect between dictation and paragraph development component of written English of JS III students in Jigawa state.

Table 4.7 summarized the t – test results of the treatment and control groups on paragraph formation during post test.

Table 4.7 Performance of Students in Paragraph Formation Test after Dictation Lesson

Group	No.	Mean	SD	DF	T – cal.	Decision
Experimental	75	15.53	7.32	74	6.27	Rejected
Control	75	8.55	5.79			
Total	150					

Significant level = 0.05alpha, T – cri. = 1.98

The Table revealed that the mean score of the experimental group (15.53) was significantly higher than that of control group (8.55). This showed significant effect of instruction in dictation activities on paragraph formation ability. The calculated value of t = (6.27) is greater than the t – critical (1.98) at 0.05% level of significance. Therefore, we rejected the research hypothesis HO_3 and concluded that there was significant effect between dictation and paragraph formation component of written English of JS III students in Jigawa state.

4.5 Summary of Major Findings

The overall findings for this study indicated that dictation method has a profound effect on the two components (sentence and paragraph construction) of written English. These include:

a. Dictation exercise had no significant effect on the spelling components of students' composition. Despite the fact that there was minimal improvement which is statistically insignificant the mean score of experimental group was found to be slightly ahead of the control group's written essays on spelling. See Table 4.5.

b. Dictation lessons had significant effect on the sentence construction component of students' written English. The performance of students taught sentence construction using dictation as an instructional method surpassed that of control group. See Table 4.6

c. Dictation lessons had significant effect on the paragraph formation component of students written English. The results in Table 4.7 revealed that the experimental group performed significantly better than the control group which attested that dictation exercises led to recognition of paragraph features in their written essays. See extracts 16 and 18.

4.6 Discussion of Findings

The present study examined the effect of dictation of written English of JS III students in Jigawa state. Three components were measured before and after treatment which include word spelling, sentence construction and paragraph formation. In addition, both groups (experimental and control) took the pre and post tests but only the experimental group participated in the six weeks dictation lessons.

It appears from the results in Table 4.2 that word spelling errors lead to the poor performances of students in both groups during the pre – test. However, after the dictation lesson in grammatical and lexical spellings the post – test results confirmed that the experimental group performed moderately than the control group though no significant effect was found. This is consistent with the earlier views by Bowen (2000) and Mason (2012) suggesting that dictation is a natural way to teach proper spelling especially when learning a new language. Hence, it was clear from the "video clip one" (lesson one) the students performed practical demonstration on spelling. For instance, a student wrote "… has equipt" on the chalk board which is wrong and another student attempted by spelling the expression correctly as in "… has equipped…"

Furthermore, it was found that there were several variables that constrained the spelling abilities of the students. For instance, students performances in this study showed words like homophones, double consonant, complex proper noun etc. were spelt wrongly by the students. For example, "committed" was wrongly spelt as "commited", "poliomyelitis" was spelt as "poliomilitis" and "has equipped" spelt as "has equipt". Hence, this finding

further supports the study by Delattre and Barry (2006) which showed that during dictation tasks students spell more regular words than irregular ones.

Moreover, a number of studies conducted by Shallice (1981), Hatfield and Petterson (1983) showed that during dictation activities the spelling difficulties affect writing execution. However, this study is inconsistent with the findings by Mason (2012) suggesting that word spelling could be practised through key word dictation because the procedure seems to give little improvement in students performances.

In view of the above, the findings on effect of dictation on word spelling revealed an insignificant performance by the students in the experimental group. The average performance may have been due to inconsistent relationship between the orthographies (written word spellings) and their phonological correspondences. Ellis (1979) points out that this plays some role in writing as in free composition. In relation to this, the study recommended that further studies should focus on integrating dictation with realization of sound spelling into written form.

The findings in the research question two revealed that both groups were at the low level in sentence construction during the pre – test. In other words, there were no significant differences between the two groups before the instruction. Thus, it is relatively noted that up to 95% and 97% in the experimental and control groups displayed poor skill in sentence construction i.e. clause coordination and subordination.

The finding in Tables 4.3 and 4.6 indicated that participation in a dictation class had provided students with clues for clause coordination and or subordination. From the analysis the mean score for the experimental group (11.60) has significantly agreed with Richard (1992) who observes that students need to be taught the grammatical signals, patterns of coordination and subordination in order to group dictation phrases or clauses into well formed sentences.

In addition, the present study confirmed the view of Smith (1981) that dictation activities promoted conscious learning of structures which outlined that students performing dictation exercises are engaged in transcribing

sentences of a text and follow up activities which focus directly on form. Similarly, Wajnryb's (1990) finding corroborates this study that dictation can be used to provide practice in any structure such as simple and complex sentences.

However, students' performances in sentence construction showed that during the post test, 42% (average) of the students in experimental group passed while only 12% (low) in control group got high and average scores. These results may have been due to what Roper (1989) claims that the poor performance of students in transfer of information and ideas into meaningful written form was partly due to weaknesses in grammar. Nevertheless, Richard (1992) prefers that tasks should not be too complicated so that students can concentrate on practising one sentence pattern in each dictation lesson. For instance, during the dictation lesson (experiment two) the students practised one type of sentence i.e. compound sentence. The "video clip two" displayed student that attempted to coordinate clauses by inserting linkers learnt in the dictated passage. See video clip two, lesson three.

Nonetheless, the present study found that there are many subject – verb agreement errors in the students' scripts which led to more construction of ill – formed sentences. This may be as a result of poor background of students in grammatical knowledge. Based on the data available in Table 4.3 it is reasonable to assume that dictation strategy has significant effect on sentence construction components of written English. Hence, this discussion shows new grounds is broken in the study although it is not remarkable

The third research hypothesis which stated that there is no significant effect between dictation and written English was rejected because the research findings in Tables 4.4 and 4.7 revealed significant effect. Before the dictation lessons on paragraph formation the performances of the two groups were very low. The mean score of the experimental group after the treatments showed 15.53 which is significantly higher than their pre – test mean 7.2.

Furthermore, the findings indicated high probability that teaching of dictation activities could facilitate ability for arrangement of ideas to form a paragraph. This seems to prove that the students of experimental group exhibit

appropriate skills in developing a paragraph i.e. recognizing the characteristics of paragraph in their essays. For instance, the video clip three showed that students had attempted to rearange scrambled sentences to develop a paragraph by inserting appropriate transitional words and phrases such as “in particular, …” and “For examples …”. This finding confirmed the view by Brown and Bernard (1975) that dictation can enhance various aspect of writing like organization which is the arrangement of facts for easy flow of ideas.

The present finding showed that dictation exercises could be used for assigning of sentence connectors to create unity, coherence and meaning in paragraph formation. This is consistent with previous finding by Mason (2012) that teachers can implement dictation especially when focusing on paragraph development and or assembling of text to reflect logical sequence. Hoey (1986) insists that lexical signaling contributes to the perception of the intended coherence of discourse. The study is able to break new grounds which are beneficial to the research community.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the final sections of the study such as the summary of findings. It further highlights the study implications and or generalizations. In addition, the chapter enumerates relevant recommendations and conclusion for the study. It ends with the suggestions of areas for further study.

5.2 Summary

The objective of this study was to find the effect of dictation on the written English. Among the specific aims of this research was the investigation of the efficacy of dictation on three components of essay writing which include word spelling, sentence construction and paragraph formation.

The study has three research questions and hypotheses respectively which focused on:

a. The effects of exposure to dictation exercises on the spelling component of written English of junior secondary students;
b. The effects of exposure to different dictation lessons on the sentence construction component of written English of JS students; and
c. The effects of dictation lessons on the paragraph formation area of written English of JS student.

One thousand five hundred J.S.S 3 students made the population of this study out of which one hundred and fifty were sampled for data collection. They were equally sub-divided into experimental and control groups. The six passages used for conducting the dictation lessons were selected from the junior secondary course books which dealt with the three components of the study. Likewise, a pre – test was set for the two groups to assess their performance on the three target components. The experimental group was exposed to six weeks of various dictation lessons. At the post treatment stage, essay test was administered to examine the effectiveness of dictation on the written English components. In addition, t–test was used to measure

differences between the treatment group and control group. Hence, the experimental analytic tools employed confirmed the level of the effectiveness of dictation technique for improving written English performances.

Furthermore, the major findings from the test and analyses of data were summarized below:

a. Dictation lessons had no significant effect on the spelling component of written composition among the JSS students in the experimental group;
b. Dictation exercises had significant effect on the sentence construction component on JSS students written English; and
c. Dictation lessons had significant effect on the paragraph formation of JSS students written essays.

5.3 Conclusion

It is possible to conclude that dictation strategies in this study have generally produced significant effect on the performance of students in sentence construction and paragraph formation components of written English. However, the result showed insignificant effect of dictation on spelling component In view of the present findings, it was noted that the practical application of dictation strategies need to be further structured in order to stimulate the skills of written English. Poor writing performances are evidently becoming an increasing phenomenon in our schools especially construction of ill – formed or ungrammatical sentences. Hence, all the possibilities of dictation strategies in improving written English performance of students may not be a reality if its application by teachers remains negligible.

5.4 Recommendations

Based on the findings of this study, the following recommendations are made:

1. Early introduction of students to dictation activities from middle basic level. For example, primary four pupils could be exposed to simple dictation exercises such as taking dictation to fill in grammatical

positions with keywords provided by the teacher as in: Listen to these incomplete sentences and fill in the gaps with suitable keywords.

Is/are 1. Cats and mouse _____ enemies

goat/goats 2. _____ has four legs.

2. The curriculum departments of ministry of education in Jigawa state should ensure that some prominence is given to dictation activities. This could be done by developing a strategy to integrate dictation with language skills which may lead to improvement in teaching and learning. The present study has recommended a dictation strategy which may be called "Dicto–Fill". See details in appendix XIV.
3. Teachers should improvise dictation activities through participatory activities such as group task. For example, teacher dictates sentence for the students to write in their exercise books. In turn, he chooses a student from each group to rewrite or analyze one sentences on the chalkboard;
4. The junior secondary certificate examination (JSCE) bodies should include word spelling questions in the JS placement English examination. For instance: choose an appropriate word from A, B, C, or D and fill in the blank spaces

1. Polio _____ is free for all children.

A	B	C	D
imunization	immunization	imminization	iminization

5. It is also recommendable that teachers of English can adopt dictation strategies such as Dicto-comp and split dictation by exposing their students to interact and discover ways of constructing different sentences.

5.5 Implications of the Study

The present study supported the views that dictation activities could have effect on the students' performance in the three components of written English namely sentence construction and paragraph development. The findings in this study revealed that teaching of dictation exercises at upper

basic level could significantly improve the performance of student on the three areas of written English. The implication of the findings for students include:

First, proper word spelling could be achieved when students are exposed to dictation exercises which will enable them to spell word accurately in their essays. Second, teaching of dictation could train the students to recognize element of English clauses and sentences which they need to make well – formed structures in their composition. Third, paragraph development could be achieved by exposing the student to series of dictation lessons that will aid logical formation by using connecting words or transitional phrases. Fourth, dictation as a communicative language teaching could make the students to be more attentive and cooperative in a classroom learning situation.

Implications of the Findings for Teachers of English Language

Adoption of dictation strategies could help classroom teachers in achieving the challenging task of teaching ESL composition in a situation where less exposure in learning structures of English exist. In addition, attempt to teach students dictation exercise had produced good result especially in using the two components of written English (sentence and paragraph). This is because the study demonstrated sample lessons showing step by step approach of conducting dictation to facilitate sentence and paragraph constructions. Furthermore, dictation could serve as an all encompassing strategy in improving meaningful writing in other subjects that will enhance better performance during test and examination.

5.6 Limitations of the Study

There are some limitations to this study especially during data collection. It was observed that the exercises in "after dictation stage" were few due to the fact that their excess could lead to exceeding the normal time fixed for each lesson. In addition, dictation texts would be better pre – recorded instead of teacher dictating directly from the paper. This is important because during the present study the researcher observed certain difficulties such as much questions from the students demanding for repetition of some expressions.

5.7 Suggestion for Further Studies

1. Future studies on dictation are needed with different population such as Senior Secondary School Students in order to validate the findings of this research.
2. Attempts to investigate the effect of dictation on linguistic aspects could be dealt with separately. For instance, “The effect of dictation on sentence construction.”
3. It is very essential that further studies should move from conducting manual dictation (pen and paper dictation) to electronic dictation (dictation tasks on computer).

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Appendix I
Text for Dictation Lesson

Passage A

Some Wonders of Science

Man has worked miracles in the field of Science. Scientific inventions have become a vital resource for business, education and entertainment.

First, the internet which links millions of computers worldwide and allow people to share information. In addition rapid developments in modern medicine include body scanners which can show the picture of the interior of the human body. Today, surgery is so advanced that surgeons can repair or replace kidneys and the heart.

Second, for hundreds of years, man had dreamed of travelling in space. That dream came true in 1961 when a Russian, Yuri Gagarin became the first man to travel in space. Engineers have developed “intelligent” robots which have travelled into space. They are unmanned crafts equipped with instruments to send television pictures and information back to earth. Man has conquered nearly everything except death.

Text for Dictation Lesson

Passage B

Human beings need balanced diet. Protein, carbohydrates and vitamins are very vital classes of food. We need to eat variety of foods in order to keep well and strong.

First, protein is very important part of nutrition. It comes from two sources. One of these is from animal sources. These include milk and meat. An expectant mother needs protein. This makes the baby's body. A sick person also need protein for repair.

The second class is the carbohydrates. Some of these include yam, cassava, bread, etc. They provide us with energy to do work. However, milk is a food which contains carbohydrates, protein and vitamins.

Third, the vitamins class which gives the body protection from diseases. Some sources of vitamin are oranges, apples, guavas and so on. Others are cabbage and spinach. Therefore, we should eat vitamins if we wish to protect our bodies from diseases.

Text for Dictation Lesson

Passage C

THE ELEPHANT

Elephant is the strongest of all animals. It has thick legs, huge back, long white tusk and a long nose called trunks. It picks leaves from the trees and puts them into its mouth. The trunk serves the elephant as a long arm and hand.

The elephant is very intelligent animal which is trained to serve man in various ways. They are very skilful too, in piling timber. The trained elephant will kneel down, lift a heavy log of wood with its tusks, carry it to the place where it is wanted and lays it exactly in position. Elephants are also trained for tiger – hunting but in Africa they are hunted mainly for their tusks which are made of ivory, and are very valuable.

However, catching elephants alive is difficult and dangerous work. Elephants are generally caught in great traps which are called Keddahs. They are either driven into these Keddahs, or led into them by tamed elephants called decoys.

Text for Dictation Lesson

Passage D

Smoking among Students

Smoking is a bad habit and it is recognized as such through the world. Recently, the government of many countries including that of Nigeria openly condemned smoking because it is harmful. In Nigeria cigarettes are expected to carry a warning that smoking is dangerous to health. In fact, many people have died as a result of smoking.

Many people who smoke find it difficult to stop because they started smoking from childhood. They have grown with the habit. It is common to find secondary school students who used their pocket money and even school fees to buy cigarettes. Therefore, when they run out of money, they steal. They do not steal only their parents' money; they also steal their fellow students' money.

Many of the bad boys we have in secondary schools are smokers. They form gangs. Some of them even smoke Indian hemp. Whenever, there are riot in school such students are the organizers. Most offences in schools are committed by them.

Such students cannot be corrected by the teachers alone. Their parents must help in correcting them. They need to take good care of them and advise them. Many such children grow into dangerous adults because their parents do not care for them. So, they grow with their bad habits later develop into criminal. But if parents also control their children, such bad habit can be stopped when the habits are being formed.

Smoking among children becomes a more difficult problem if their parents also smoke. Such children do not believe that smoking is a bad habit. That is one important reason why parents must join in the battle against smoking. In fact, if parents control their children, it is easier for them to stop habit.

Text for Dictation Lesson

Passage E

Problems of Land Transportation

Land transportation is the movement of people from one place to the other which can be by roads, rail and on foot. Road transport is the major means of transportation in Nigeria. For example, the use of Lorries, cars and bicycles is very common on our roads.

However, there are some problems with land transport in cities and large towns. First, the roads are not motorable which contains dangerous pot holes everywhere. Nowadays, the rate of accidents on our roads is high.

Second, some of the vehicles are in a very bad condition and are not safe for transportation. Today, it is very common to see an old car with worn out or unaligned tyres going at high speed.

Third, other common problems of land, transportation include reckless during, over loading and the inability of drivers to interpret road signs. As a result of these, road accidents occur on our roads and lots of lives are lost.

Text for Dictation Lesson

Passage F

Political Party

The political party is the organization of people who have similar political views and principles. A political party has manifesto, constitution and Logo. In particular, Nigeria has so many political parties. Examples are People Democratic Party (PDP) All People Congress (APC) and Labour Party (LP).

There are several functions of political parties. One, they identify the needs of the people which the government must satisfy. Two, they select and sponsor honest candidates in order to contest elections. Three, they ensure that winner fulfill campaign promises.

Furthermore, political groups punish their members if they do not follow the rules and regulations. Another major function of political party is uniting various sections of the country.

In contrast, leaders produced by political parties must have good character because bad leader can harm the progress of a nation. Some of the damages cause by bad political leaders includes protests and strikes, corruption, loss of lives and properties. Therefore, political parties should come with reliable ideologies and honest candidates which is the foundation of effective leadership.

Appendix II

AFTER DICTATION ACTIVITIES

WORKSHEET 1 (SPELLING PRACTICE)

Exercise 1

The following sentences are incorrect in each case the past participle markers inside the bracket are omitted. In pairs, re-write them correctly:-

a. Man (has work) miracles. e.g. Man has worked miracles

b. A lot of men (had dream) of travelling in space.

_____

c. They (have equipp) the school laboratory.

_____

d. Soyinka (had create) federal road safety commission.

_____

e. The poor man (has die) as a result of smoking.

_____

f. The student (have eat) poisonous food.

_____

Exercise II

Listen attentively and take down the following spelling of words:

a. _____ f. _____

b. _____ g. _____

c. _____ h. _____

d. _____ i. _____

e. _____ j. _____

Exercise III

In group, choose the correct spelling in A or B.

	A	B	Correct spelling
a	enternet	internet	
b	travaling	travelling	
c	interior	intirior	
d	robbots	robots	
e	surgeons	sergeons	
f	kidneys	kidniys	
g	scanner	scaner	
h	gographical	geographical	
i	science	sceince	
j	repare	repair	

AFTER DICTATION ACTIVITIES

WORKSHEET 2 (Sentence Construction: Subject and Predicate)

Exercise I

In pairs, write out five kinds of structures that filled subject position of the sentences in the dictated passage:-

	Subject	Parts of speech
a		
b		
c		
d		
e		

Exercise II

In pairs provide suitable predicates to the above subjects:-

a. _____

b. _____

c. _____

d. _____

e. _____

AFTER DICTATION ACTIVITIES

WORKSHEET 3 (Compound Sentence)

Exercise I

In pairs write out all the words at the middle of the underlined clauses from the dictated passage:

a. _____ b_____

c._____ d_____

e._____ f_____

g._____

Exercise II

In pairs re-write the following simple sentences as compound sentences by using suitable co-coordinating conjunctions. Example:-

a. Elephant picks leaves from trees. It puts them in its mouth.
   Elephant picks leaves from trees and put them in its mouth.

b. I ran fast. I missed the train.
   _____

c. Most of the rebels were killed. A few hid in the woods.
   _____

d. The river overflowed. The villagers fled to the higher ground.
   _____

e. You can sleep early. You can sleep late. You have to watched for thieves
   _____

f. They did not steal only their parent's money. They steal other people's money.
   _____

AFETR DICTATION

WORKSHEET 4

Exercise I

In pairs list all the words at the middle of the underlined clauses from the dictated passage.

a._____ b_____ c_____

d._____ e_____ f_____

g._____ h_____ i_____

Exercise II

In pairs write out the "subordinate clauses" in the following sentences:

a. You will not succeed unless you work hard.

_____

b. He was punished because he was guilty.

_____

c. When the train arrive, we all entered

_____

d. I cannot remember where I have put my handset.

_____

Exercise III

Use the following "subordinate clauses" by writing suitable principal clauses to them

a. _____ that it is going to rain

b. _____ which bite the girl

c. If you are serious, _____

d. _____ although they played well.

AFTER DICTATION ACTIVITIES

WORKSHHET 5 (paragraph construction order of events)

Practicing order of event

Exercise I

In group identify the topic sentence of each group of sentences 2 and 3.

Exercise II

Write out the support sentences in correct order to make a well organized paragraph

Example

1. Land transport is the movement of people from one place to the other which can be by road, rail and on foot. Road transport is the major means of transportation in Nigeria. For example, the use of lorries, cars and bicycles is very common on our roads.
2. _____
   _____
   _____
   _____
   _____
   _____
3. _____
   _____
   _____
   _____
   _____

AFTER DICTATION ACTIVITIES

WORKSHHET 6 (paragraph construction)

Practicing sentence connectors

Exercise I

In group, use the following “sentence connectors” to construct four paragraphs by re-arranging the dictated scrambled sentences. An example will be given on the chalkboard.

Scrambled sentences	Lexical item for paragraph development
Group I	In particular, Examples
Group II	One, Two, Three
Group III	Furthermore
Group IV	In contrast, Therefore

Appendix III

Manual guide for treatment

Class	JS III
Subject	English
Topic	Taking Dictation on word spelling
Method	Think – list – pair – share
Step 1	Before the diction, the researcher introduces the topic and states the instructions on the dictation activities e.g. observing inflectional word spellings in the passage
Step 2	During the dictation students take down the passage while the teacher dictates (with pauses at the end of phrases, clauses and before fresh paragraph).
Step 3	During the dictation, the researcher dictates the passage with pauses at the end of phrases, sentences and before fresh paragraph.
Step 4	In pairs students compare the passage they have written during dictation with their partners.
Step 5	After the dictation, the students will be paired up to rewrite the five sentences in (worksheet one: exercise one) by filling the inflectional markers.
Step 6	The students work in small groups to perform exercises two and three (worksheet one) which provides practice on word spelling such as double letters, silent letters, etc.
Step 7	The researcher allows the students to compare their written exercises.

Appendix IV

Manual guide for treatment

Class	JS III
Subject	English
Topic	Taking Dictation: Simple sentence construction
Method	Think – list – pair – share
Step 1	Before dictation, the researcher introduces the topic and asks the students to observe the sentences (simple sentences) which will be underline in the passage during dictation.
Step 2	The teacher organizes the students in pairs to work cooperatively.
Step 3	During the dictation the students take down the passage phrase by phrase while the teachers dictates two times.
Step 4	The teacher read the simple sentences in the dictated passage and asks the students to underline them.
Step 5	After the dictation, the students work in pairs to think and list the "subjects" from each of the underline simple sentences and state their types e.g. in the sentence: (these include milk and meat) "these" is the subject which is a demonstrative adjective.
Step 6	The students use the subject with appropriate predicate and fill in the blank spaces in worksheet two exercise two.
Step 7	The researcher allows the students to present their exercises

Appendix V

Manual Guide for Treatment

Class	JS III
Subject	English
Topic	Taking dictation: clause coordination
Method	Think – list – pair – share
Step 1	Before the diction, the researcher introduces the topic and assigns the students to observe the words between the underlined clauses during the dictation.
Step 2	The researcher organizes the students in pairs to work cooperatively.
Step 3	During the dictation the students take down the passage while the researcher dictates twice.
Step 4	The researcher leads the students to underline all the first and second clauses of the target structures (compound sentence) leaving the coordinating conjunctions. For example "<u>It picks leaves</u> and <u>puts them in its mouth.</u>"
Step 5	After dictation students works in pairs to list the word at the middle of the two underlined clauses.
Step 6	The students work cooperatively to join two clauses by using suitable coordinating conjunction.
Step 7	The researcher invites each pair of students to present their works.
Remarks	The above procedures could be used to present lesson four which is on teaching dictation to practice clause subordination.

Appendix VI

Manual Guide for Treatment

Class	JS III
Subject	English
Topic	Taking dictation: on paragraph sequence
Method	Think – list – group – share
Step 1	Before the diction, the researcher introduces the topic and organizes the students into small groups.
Step 2	During dictation the researcher dictates the passage (sentences of each paragraph) in disorder twice for the students.
Step 3	The researcher leads the students to point out the topic sentences from each group of scrambled sentences and list them on the chalk board.
Step 4	The students work in groups to put down the topic sentence of each paragraph on their worksheet five exercises two.
Step 5	The students study the remaining scrambled sentences and re-arrange them in sequence to develop paragraph by using one topic sentence in each group.
Step 6	The students collaborate with others group to compare their works.
Step 7	The researcher invites leaders of each group to present their written works.
Step 8	The researcher reads the correct order of the entire paragraph for the students as a remedial work.

Appendix VII

Manual Guide for Treatment

Class	JS III
Subject	English
Topic	Taking dictation: on paragraph assembling using paragraph signaling
Method	Think – list – group – share
Step 1	Before the diction, the researcher introduces the topic and organizes the students into small groups.
Step 2	During dictation the researcher dictates the passage (sentences of each paragraph) in disorder twice for the students. Here, the researcher makes sure that all the sentence connectors are removed in each group before dictating the scrambled paragraph of the passage.
Step 3	The research distributes worksheet six which shows set of lexical items for signaling the scrambled sentences to form a paragraph.
Step 4	The students work in groups to determine the appropriate position of each lexical item in all the scrambled group of sentences.
Step 5	Each group cooperates and re-arranges the scrambled sentences by using the lexical items in the appropriate position to construct paragraphs. At this stage the researcher supervises the students work for giving necessary assistance.
Step 6	The students collaborate with others group to compare their works.
Step 7	The researcher invites leaders of each group to present their written works.
Step 8	The researcher reads the correct order of the entire paragraph for the students as a remedial work.

Appendix VIII

Questions before and after treatment

Pre-Test Question

Write an essay on:
"My plans for the Future"
Your points should include your present school, subjects you are good at, what advise you have received, career aims, hopes and vision, what the school has done to help you prepare for the career, possibilities at the end of your JS and SS 3, what you are going to do to get further training, qualifications or experience.

Post – test Question

Write an essay on:

"Successes and failures of Polio Immunization in your Area"

Your essay should discusses

Location – state, local government, town etc.

The response or views of the parents, attitudes of government,

Manner of the immunization workers towards the success and failures of program and give your suggestions.

Appendix IX

Marking Scheme for Awarding Marks to the participants

The participants' grammatical accuracy, skills in text assembling and language creativity is the target of this study though it covers other aspects of writing skills such as maintaining content

The Marking scheme is shown below:

a.	Word spelling	-	25
b.	Sentence construction	-	35
c.	Paragraph formation	-	40

Appendix X

Pre - Test and Post – Test Scores for Experimental and Control Groups

Pre – test scores

EXPERIMENTAL GROUP: GJSS RINGIM					CONTROL GROUP: MIS DUTSE				
S/N	WS	SC	PC	TOTAL	S/N	WS	SC	PC	TOTAL
1	5	3	6	14	1	7	10	18	35
2	4	3	5	12	2	2	3	5	10
3	2	1	6	9	3	8	3	10	21
4	3	4	1	8	4	2	2	5	9
5	2	1	1	4	5	4	2	3	9
6	2	6	7	15	6	1	1	4	6
7	3	2	6	11	7	2	1	2	5
8	3	5	7	15	8	2	2	6	10
9	2	2	3	7	9	2	1	4	7
10	4	8	7	16	10	6	4	4	14
11	10	5	8	23	11	4	2	3	9
12	6	5	7	18	12	4	5	6	15
13	12	7	10	29	13	5	6	8	19
14	11	7	6	24	14	10	6	9	25
15	3	7	4	14	15	5	4	6	15
16	6	7	6	19	16	10	5	8	23
17	2	1	3	6	17	7	10	7	24
18	1	1	0	2	18	3	2	5	10
19	1	0	2	3	19	6	5	8	19
20	3	2	2	7	20	3	2	4	9
21	1	1	0	2	21	2	1	2	5
22	4	2	6	12	22	5	3	6	14
23	4	5	6	15	23	4	2	8	14
24	10	5	12	27	24	6	7	4	17
25	3	2	1	6	25	5	8	5	18
26	1	1	2	4	26	6	10	9	25
27	1	2	1	4	27	2	1	3	6
28	7	8	7	22	28	7	10	12	29
29	4	5	6	15	29	2	2	7	11
30	6	5	11	22	30	2	2	10	14
31	7	3	10	20	31	4	1	8	13
32	4	2	1	7	32	2	0	7	9

33	6	10	12	28	33	4	1	5	10
34	0	2	4	6	34	4	2	6	12
35	2	2	1	5	35	2	1	7	10
36	6	6	10	22	36	5	4	10	19
37	2	1	2	5	37	10	2	9	21
38	7	6	10	23	38	14	15	15	44
39	8	6	9	23	39	4	5	10	19
40	6	4	2	12	40	8	4	7	19
41	2	5	5	12	41	4	2	3	9
42	4	3	6	13	42	4	2	5	11
43	2	1	2	5	43	7	8	15	30
44	15	16	10	41	44	6	7	10	23
45	2	1	3	6	45	6	3	4	13
46	1	3	5	9	46	2	2	6	10
47	10	5	10	25	47	4	4	10	18
48	8	5	4	17	48	5	2	6	13
49	4	15	22	41	49	2	1	3	6
50	1	2	2	5	50	3	2	4	9
51	7	5	4	16	51	4	9	10	23
52	10	10	8	28	52	10	11	19	40
53	13	10	15	38	53	4	3	6	13
54	15	10	21	46	54	4	4	10	18
55	15	5	19	39	55	3	8	4	15
56	10	5	10	25	56	2	6	8	16
57	8	5	7	20	57	5	2	6	13
58	11	6	12	29	58	3	2	4	9
59	8	5	5	18	59	2	2	3	7
60	8	4	6	18	60	3	4	12	19
61	10	5	10	25	61	5	8	10	23
62	3	1	2	6	62	10	15	15	40
63	4	2	2	8	63	8	12	14	34
64	10	11	19	40	64	5	4	7	16
65	11	15	15	41	65	4	6	8	18
66	9	18	14	41	66	6	8	14	28
67	5	4	8	17	67	7	11	19	37
68	4	5	10	19	68	3	4	7	14
69	4	2	6	12	69	5	6	10	21
70	2	2	4	8	70	6	8	12	26
71	5	2	2	9	71	7	9	10	26

72	10	10	20	40	72	3	2	8	13
73	10	9	12	31	73	6	8	10	24
74	10	12	18	40	74	10	5	9	24
75	4	13	7	24	75	6	4	8	18

Post-test scores for Experimental and control Groups

EXPERIMENTAL GROUP: GJSS RINGIM					CONTROL GROUP: MIS DUTSE				
S/N	WS	SC	PC	TOTAL	S/N	WS	SC	PC	TOTAL
1	6	8	10	24	1	14	18	20	52
2	4	6	8	18	2	4	1	4	9
3	15	20	25	60	3	18	10	19	47
4	8	6	8	22	4	4	3	4	11
5	5	6	5	16	5	4	3	6	13
6	6	8	16	30	6	10	6	18	34
7	12	15	16	43	7	6	10	12	28
8	12	15	20	47	8	5	4	2	11
9	4	7	8	19	9	4	3	1	8
10	9	14	18	41	10	5	1	2	8
11	10	20	23	53	11	5	2	10	17
12	5	7	15	27	12	2	3	4	9
13	16	24	25	65	13	10	5	6	21
14	1	2	5	8	14	8	4	11	23
15	4	6	10	20	15	8	10	12	30
16	10	5	10	25	16	5	7	10	22
17	10	9	22	41	17	6	2	5	13
18	15	16	20	51	18	4	1	1	6
19	20	20	20	60	19	8	4	15	27
20	18	24	20	62	20	5	10	19	34
21	15	25	30	70	21	4	1	4	9
22	4	6	5	15	22	2	8	2	12
23	8	22	20	50	23	5	2	2	9
24	18	25	30	73	24	8	10	11	29
25	6	12	15	33	25	6	2	2	10
26	5	6	10	21	26	20	23	25	68
27	10	18	22	50	27	4	2	1	7
28	21	26	31	78	28	10	13	15	43
29	2	3	4	9	29	7	4	5	16
30	15	21	28	64	30	6	5	10	21
31	10	15	21	46	31	15	12	15	42
32	5	3	4	12	32	6	7	4	17
33	4	4	10	18	33	8	10	7	25
34	8	10	15	33	34	6	2	2	10
35	9	12	20	41	35	2	0	2	4

36	13	15	20	48	36	6	5	4	15
37	10	11	15	36	37	6	14	15	35
38	5	4	10	19	38	15	10	15	40
39	10	12	15	37	39	10	5	12	27
40	8	14	18	40	40	6	2	2	10
41	3	2	10	15	41	8	9	11	28
42	10	5	15	30	42	8	4	1	13
43	7	5	15	27	43	18	20	15	53
44	12	15	20	47	44	6	10	12	28
45	6	12	20	38	45	13	15	12	40
46	11	19	20	50	46	8	12	15	35
47	4	3	7	14	47	8	4	10	22
48	9	18	20	47	48	15	10	10	35
49	20	26	30	76	49	5	3	4	12
50	4	5	10	19	50	10	5	12	27
51	2	6	14	22	51	15	18	22	55
52	8	13	15	36	52	15	18	20	53
53	4	6	13	23	53	5	2	1	8
54	11	15	16	42	54	9	6	10	25
55	2	5	15	22	55	10	6	10	26
56	3	2	10	15	56	8	5	6	19
57	8	17	14	39	57	10	8	12	30
58	10	14	19	43	58	6	5	10	21
59	7	6	10	23	59	10	11	19	40
60	7	10	19	36	60	15	20	15	50
61	6	13	19	38	61	14	8	17	39
62	6	15	20	41	62	12	18	15	45
63	4	2	2	8	63	12	8	10	30
64	16	20	14	50	64	10	5	10	25
65	12	20	23	55	65	10	11	10	31
66	12	22	20	54	66	2	3	3	8
67	2	3	5	10	67	10	15	19	44
68	5	10	15	30	68	8	5	10	23
69	6	8	10	24	69	4	5	10	19
70	2	3	2	7	70	10	8	10	28
71	10	15	20	45	71	12	15	14	41
72	12	22	28	62	72	6	5	8	19
73	18	20	25	63	73	10	7	8	25
74	10	28	25	63	74	5	8	10	23

75	18	20	19	57	75	10	6	12	28

Key:

WS – Word spelling

SC – Sentence construction

PC – Paragraph construction

GJSS - Government Junior Secondary School

MIS – Model International School

Appendix XI

Bar Charts Showing Results of the Tested Hypotheses

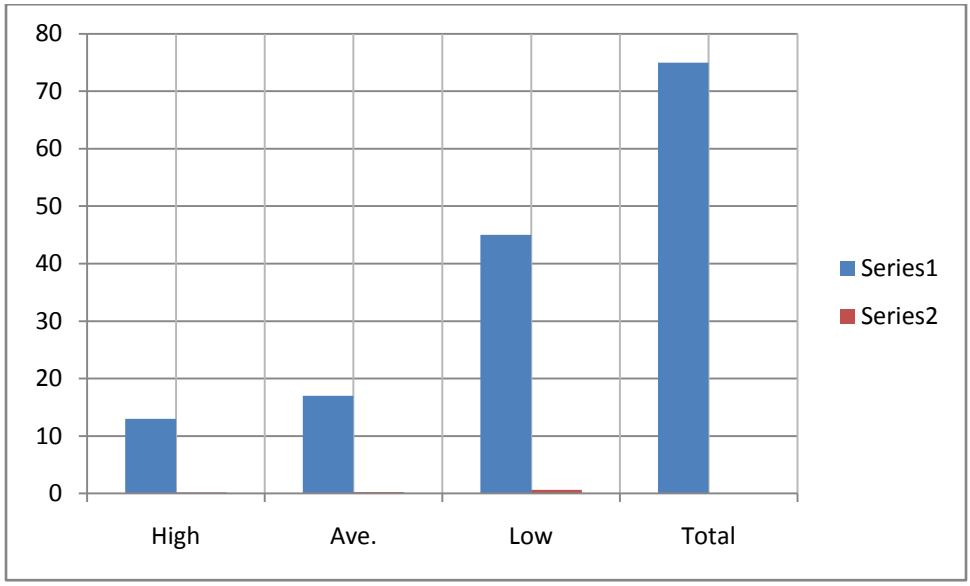


Figure three: Performance of Students in Word Spelling

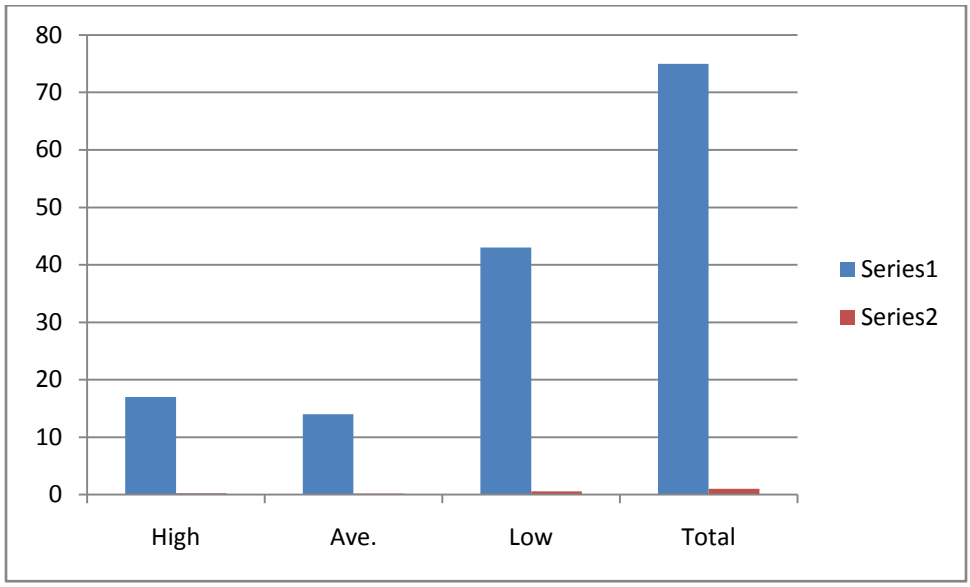


Figure four: Performance of Students in Sentence Construction

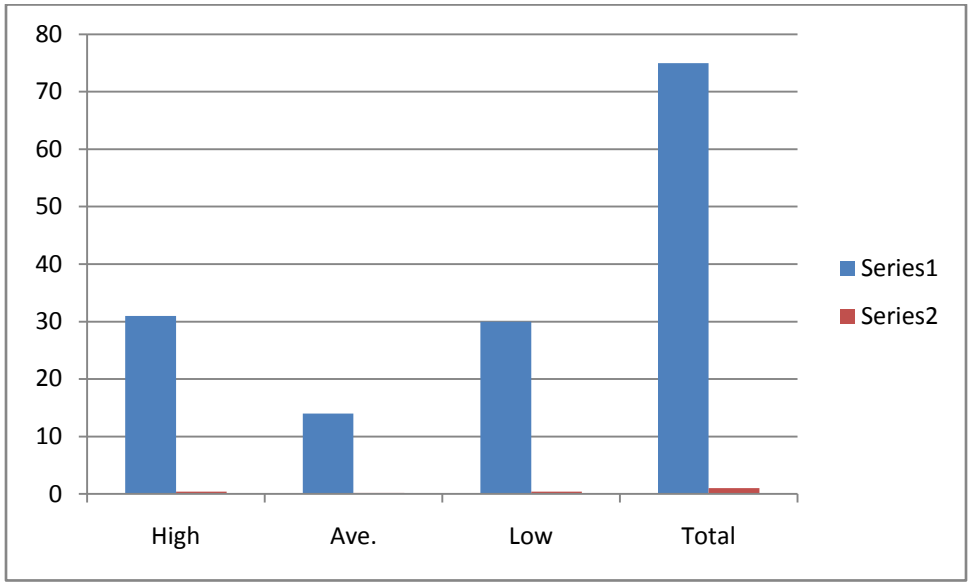


Figure five: Performance of Students in Paragraph Formation

Appendix XII

Details for pilot test

Pre – test scores for experimental and control groups

No of students	Experimental Group	Control group
1	40	01
2	07	02
3	05	03
4	05	03
Total	57	09
Mean score	14.25	2.25

Post-test scores

No. of students	Experimental group	Control group
1	17	10
2	02	20
3	23	07
4	24	07
Total	66	44
Mean score	16.5	11

Appendix XIII

Sample Size and Procedure

Table for Determining Sample Size from a Given Population

S	N	S	N
10	220	140	1200
14	230	144	1300
19	240	148	1400
24	250	152	1500
28	260	155	1600
32	270	159	1700
36	280	162	1800
40	290	165	1900
44	300	169	2000
48	320	175	2200
52	340	181	2400 etc

N = population size
S = sample sized
Adopted from Morgan and Krejcie (1971)

APPENDIX XIV

A Sample Lesson Using the Dicto – Fill Procedures

<table>
<tr><td>Class</td><td>JS III</td></tr>
<tr><td>Topic</td><td>Taking Dictation: Practising lexical spellings (double letters and silent letters)</td></tr>
<tr><td>Performance Objectives</td><td>1. Students should observe words that have double and silent letters spelling during dictation.
2. Students sort out at least five words each that appear in double and silent letters.
3. Students fill in gaps in sentences using the studied spellings</td></tr>
<tr><td>Teacher's Activities</td><td>1. Dictates the passages phrase by phrase
2. Grouping the students to perform spelling exercises cooperatively
3. Giving the students examples and exercises as in "work with your partner to sort out five words under the following headings":
<table><tr><td>Double letter spelling</td><td>Silent letter spelling</td></tr></table>
4. Marking their class activities</td></tr>
<tr><td>Students' Activities</td><td>1. Listen and take down the dictation
2. Work in group to observe and sort out words that relates to the two categories of spelling from the passage.
3. Use the studied spelling to fill in gaps in the worksheet</td></tr>
<tr><td>Teaching and learning materials</td><td>A copy of dictation passage, worksheet containing after dictation exercises.</td></tr>
<tr><td>Evaluation</td><td>1. Students compare their written exercises
2. Students perform oral spelling games in pairs as in:
a. Which is/are the silent letter(s) in the word "Caught"?
b. Spell the word "assessed" and say the double letters in it.</td></tr>
</table>

The procedure above (Dicto – fill) is a communicative and integrative dictation method designed to improve some linguistic skills such as spelling, basic coordination of clauses and re-arranging scrambled sentences using lexical signaling to form paragraphs. In other words, Dicto–Fill method involves training the students to use certain key words that:

a. Make proper spelling;

b. Fill subject or predicate positions;
c. Appear between two clauses in a compound or complex sentences;
d. Connect sentences of a paragraph; and
e. Specify a paragraph.

Furthermore, Dicto – Fill procedures could be implemented in three stages. These include pre – dictation, during dictation and after dictation activities. See sample in appendix xiv.

Appendix XV

Selected and Analyzed Actual Essay Actual Essay Script of Low, Average and High Students in both Groups.

Variables	Experimental (script No.)			Control (Script No.)		
	Low	Average	High	Low	Average	High
Spelling	10	64	55	20	28	38
Sentence	52	75	66	44	67	62
Paragraph	06	65	49	11	60	01