

Research

Non-Direct Dictation and Non-Direct Deductive Techniques in Teaching Sentence Subject-Verb Agreement Rules

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Abstract

This research aimed to examine the effectiveness of non-direct dictation technique as compared to non-direct deductive technique in teaching sentence subject-verb agreement rules. The findings reveal that the technique was not that effective in teaching the rules, though it may have potentials for use. Certain factors could have severely limited the effectiveness of the technique such as the exposure of the participants to the application of the technique as well as linguistic competence and maturity of the participants. The investigation has also noted that the technique demonstrates the difference between writing and speaking competence of students, particularly of the listening skill.

Chapter-1

The Problem and its Background

Introduction

Grammar has been an essential part of ESL or EFL learning for decades, although the emphasis has fluctuated from being the focus to occupying the secondary place in teaching and understanding the structures of English. Many teachers and learners perceive teaching grammar as a difficult TESL requirement to meet. They concede that complying with this requirement is important, though they find teaching grammar at times boring. Nevertheless, learning grammar is invaluable to achieve fluency and accuracy in using ESL. However, grammar instruction does not have to be monotonous with the development taking place for decades in education.

Both Second Language Acquisition (SLA) theories and research have contributed to grammar instruction by proposing approaches, strategies, and techniques, which have been integrated in various classroom learning materials and activities. Currently, the most prominent approaches emphasize integrating form-focused instruction in a communicative context, thus promoting language use over explicit knowledge of it [1].

To effectively implement those teaching materials and classroom activities poses a challenge not only to experienced, but most especially to novice teachers. Many of them still prefer the traditional approach of teaching ESL grammar, such as using white board tasks, because ESL learning materials and activities require

upgraded competence. This upgrading of competence makes practice teaching supervisors express a sense of insecurity when asked which approach of teaching grammar they subscribe to.

Askeland (2013) lamented that teachers have found it difficult to determine which grammar approach is effective [2]. They often end up being dependent on textbook tasks. The dependence on the learning tasks is not necessarily discouraged. However, teachers becoming complacent with their use without trying new approaches or being innovative could be innocuous in the long run.

In a research, certain supervisors noted that pupils tending to learn less in these tasks than in a direct instruction of teachers [2]. With these tasks being ubiquitous and just copied in many instructional literature, this suggests that they might be repeating similar grammatical errors in written and spoken language. Grammar is significant to learn to use English, not only correctly but also appropriately and meaningfully.

Askeland (2013) cited *The Knowledge Promotion* (2006) when he wrote:

To succeed in a world where English is used for international interpersonal communication, it is necessary to master the English language. Thus we need to develop our vocabulary and our skills in using the systems of the English language; its phonology, grammar and text structuring. We need these skills to listen, speak, read and write, and to adapt our language to an ever-increasing number of topics, areas of interest and communication situations. We must

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be able to distinguish between spoken and written styles and informal and formal styles. Moreover, when using the language in communication, we must also be able to take cultural norms and conventions into consideration [2].

To teachers, dictation is old-fashion, a relic of the grammar-translation method that dominated language teaching until the last couple of decades of the 20th century. It seems to bring back unhappy memories of dull, uncommunicative, and often difficult lessons, where the focus is accuracy of language output.

However, dictation as a classroom learning activity can be versatile. It provides practice exercise to promote listening and writing skills, while also enhancing a range of sub-skills, such as letter formation, spelling, punctuation, and lay-outing. It also provides a platform to practice vocabulary, spelling, and grammar. Moreover, it also focuses on reading skills. This takes place when an individual reads what he has recorded down. In short, it provides practice to almost every essential language skill. In fact, even skills related to speech can be promoted if the dictation is taught differently [3].

More than its pedagogical benefit, dictation technique in teaching grammar is also encouraging independence for learning among students. The academe should empower students with regard to their learning. Teachers and school authorities should make students active in reorganizing and reconstructing their knowledge. The use of dictation teaching technique can be empowering for students. Dictation is used here as a technique in language teaching and language testing in which students are asked to read aloud a passage, and during pauses they must try to write down what they heard as accurately as possible.

The researchers, as teachers for many years, find it necessary to answer the need to improve the grammar of the students by testing the effectiveness of teaching grammar using Non-Direct Dictation technique.

Theoretical Framework

This study is based on concepts developed in local and foreign research. This section includes literature that provides insight into the variables of this study.

Hester et.al (2012) described the elements that play an active part in learning, and these are students, goal orientation, regulation and control of cognition, context of self-regulation learning, and integration [4]. Students are actively involved in learning, being the beneficiaries of the teaching. Goal orientation is the purposeful focus of learning for the achievement of a goal. Cognitive management refers to the use of learning strategies to enhance one's learning [5]. Context of self-regulated learning refers to environment that can both stimulate and hinder learning, such as working in a quiet, orderly space instead of in a chaotic and noisy room. Integration points to student motivation. To be integrated, students have to be motivated to engage intensely in a form of learning, in which motivational and cognitive aspects intertwined [6].

Structuralism presents language as a system with interrelated

elements [7]. Grammarians who are associated with structuralism try to identify and list all possible or important structures and patterns in a language. Structuralism gives impetus to the investigation on various methods of teaching English, and one of them is the audio-lingual method.

The audio-lingual method is based on the assumption that instead of memorizing a set of rules learning English is brought about by constant oral drill and practice [8]. Materials in drills are often not authentic and routines may be monotonous, but repetition following a model may encourage learners to try out a new structure in an anxiety-reducing environment [9]. Repetitive oral drills not only help learners to automate their pronunciation, thus developing fluency in speech, but also enable them to distinguish and recall phrasal data that refer to morphological, syntactic, semantic, and pragmatic levels [10].

Characteristics of the Audio-Methods [11]

The audiolingual/audiovisual method is derived from "The Army Method," a U.S. Army language teaching program developed after World War II to train speakers to become proficient in the languages of friend and foes. In this method, grounded in the habit formation model of behaviorist psychology and on a Structural Linguistics theory of language, the emphasis was on memorization through pattern drills and conversation practices rather than promoting communicative ability. It exhibits these features:

1. Learning is done in dialogue.
2. Mimicry or mechanical repetition is exploited to achieve over learning.
3. Contrastive analysis is used to teach grammatical structures and their elements step-by-step.
4. Grammatical explanation is absent or in piecemeal.
5. Grammar is taught inductively.
6. Teaching vocabulary is restrained and context-based.
7. Tapes, language labs, and visual aids are ubiquitous.
8. Pronunciation is emphasized.
9. Occasional use speaker's vernacular by teachers is allowed.
10. Positive responses are immediately rewarded.
11. Producing error-free utterances is a norm.
12. Form is privileged over content.

Research Paradigm

Below is the research paradigm which demonstrates the conduct of research. The profile variables are gender and age. The process is a pre-test and post- test, an implementation of Non-Direct Dictation and Non-Direct Deductive teaching techniques on the application of subject-verb agreement rules. The output consists of suggestions for the improvement of Non-Direct Dictation teaching technique (figure 1).

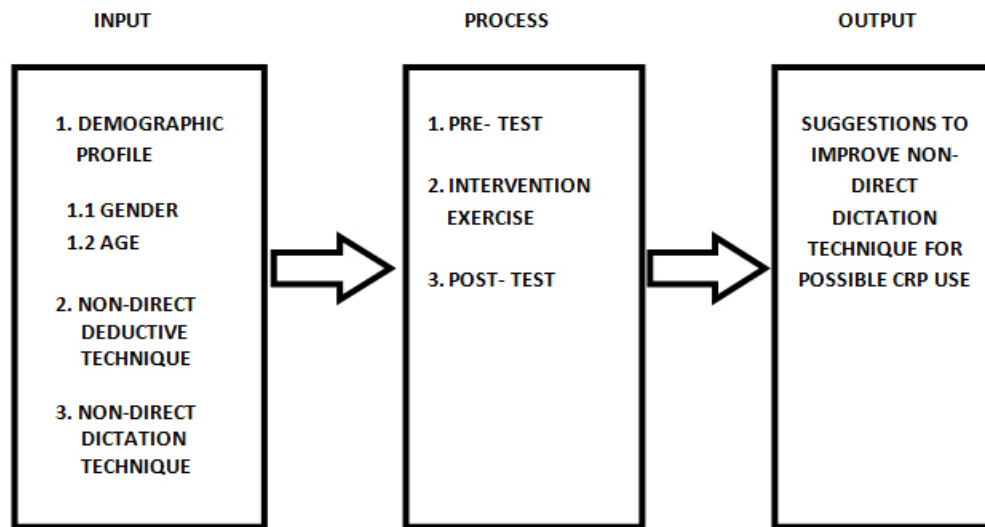


Figure 1: The Research Paradigm of the Study

Statement of the Problem

This study aimed to examine the effectiveness of Non-Direct Dictation technique when compared to Non-Direct Deductive technique in teaching the application of sentence subject-verb agreement rules. Specifically, it addressed the following questions:

1. Who are the participants in the study when grouped as to the following profile variables:

1.1 Gender

1.2 Age

2. What are the scores of the participants in the pre-test and post-test when grouped as follows:

2.1 Those taught through Non-Direct Deductive Technique

2.2 Those taught through Non-Direct Dictation Technique

3. Is there a significant difference in the scores of the participants when they are grouped as those taught through Non-Direct Deductive Technique and those taught through Non-Direct Dictation Technique?

4. Is there a significant relationship between the profile variables of participants and their scores?

5. How can Non-Direct Dictation Technique for teaching the application of subject-verb agreement rules be improved?

Hypothesis

Based on the questions above, the following hypotheses were proposed:

1. There is no significant difference on the scores of Non-Direct Deductive and Non-Direct Dictation techniques groups of participants.

2. There is no significant relationship between profile variables of gender and age of participants and their Non-Direct Deductive

and Non-Direct Dictation techniques test scores.

Significance of the Study

This research could be beneficial to the following:

Students

This study may contribute to the development of all four language skills in students.

Faculty

Teachers may gain insight into factors that affect the learning of communication skills in students. They can encourage the students to engage in dictation, indirectly improving their proficiency in applying sentence subject-verb rules.

Department Chairperson

The department chairperson is provided with materials that can be used in CRP.

Researchers

Researchers who investigate related topics are provided with necessary reference materials and evidence that will make their data more valid and reliable. In addition, the future researches may be able to use the results to come up with improved Non-Direct Dictation technique not only in teaching sentence subject-verb agreement rules but other language lessons.

Scope and Delimitation of the Study

This study investigated the effectiveness of Non-Direct Dictation technique when compared to Non-Direct Deductive technique in teaching sentence subject-verb agreement rules to pupils and students in Jose Rizal University in Mandaluyong City. The participants were 79 Grade V pupils, 70 High School students, and 71 College students, a total of 220 students who were enrolled in JRU for the school year 2013-2014. The data were pre-test and posttest scores from the application of Non-Direct Dictation

technique when compared to Non-Direct Deductive technique in teaching sentence subject-verb agreement rules.

Items for each of sentence subject-verb agreement rules are not extensive and not all rules are given items to exemplify them. The intervention, particularly for the Non-Direct Dictation technique, should have more exercises to yield more comparative results to Non-Direct Deductive technique, since the participants have been exposed frequently to the latter as a teaching technique. The study could have included other aspects of ESL learning where the Non-Direct Dictation technique may have produced positive results.

Definition of Terms

The following terms which inform theoretically the study are hereunto operationally defined for purpose of clarity and understanding:

Audio/Lingual Method

It refers to a method for foreign language teaching which emphasizes the teaching of listening and speaking before reading and writing. This method is anchored on behavioral psychology and linguistic.

Dictation

It refers to a double-prong technique for language teaching and language testing in which students are asked to read out a passage then in pauses they must try to write down accurately what they heard.

Experiential learning

It refers to an inductive, learner centered, and activity oriented.

Grammatical Competence

It refers to the knowledge people have that accounts for their ability to produce sentences in a language. The knowledge is instrumental in generating as parts of speech, phrases, tenses, clauses, sentence patterns, and sentence forms.

Indirect Instruction

It refers to a high level of student involvement in observing, investigating, and drawing inferences from data or forming hypotheses. This type of instruction exploits the advantage of students' interest and curiosity, often encouraging them to generate alternatives for problem solution.

Non-Direct Deductive Technique

It refers to a set of procedures where participants are asked to listen to watch a PowerPoint presentation on subject-verb agreement rules as well as their given examples. In this study it was used as a control treatment.

Non-Direct Dictation Technique

It refers to a set of procedures where participants are asked to listen to audio recording dictation on the application of subject-verb agreement rules. In this study it consists of two types. The first type was used for pre-test and post-test gathering of data, whereas the

second type was for intervention.

Simulations

It refer to instructional reenactments, which involves situating the learner in a setup "world" defined by the teacher. Simulations can be seen as a laboratory experiment where students are monitored as test subjects. They undergo the experience of reenactments to be aware of certain meanings. It is a strategy that fits well with constructivism, a theory which posits that learning is a collaborative generation of knowledge among students.

Chapter-2

Review of Related Literature and Studies

This chapter includes a discussion of the literature and studies on the brief historical background of dictation as a communication tool and as a teaching technique.

Potential of Dictation as a Teaching Tool

Teaching materials are indispensable component of language courses. Textbook exercises and school-prepared materials are the principal source of language input and process that occurs in the classroom. Some textbooks are accompanied by workbooks, CDs and cassettes, videos, CD-ROM, and comprehensive teaching guides, which provided a rich resource for teachers and learners.

Language learning is functional and contextual. Thus, learning requires engagement in purposeful use of language. This being said, language use has to be realistic and authentic. Classroom materials can be aural and visual. Learners should be familiar with written as well as spoken genres. Effective teaching materials foster autonomy in learning, suggesting minimal intervention from teachers. Materials need to be flexible enough to allow for individual and contextual differences. Learning needs to engage learners both affectively and cognitively.

Brown (2011) remarked that dictation is making a comeback in language teaching research and practice the past 20 years [12]. Teachers have tailored fit it to communicative learning exercise, often moving from single sentence to longer text. Two relatively ways to introduce language beyond conversations are dictations of longer texts and listening to stories [13].

In the nineteenth century it was commonly held that children's inner life and language were products of the richness of their exchanges within the family circle and that there could be nothing in a child's monologue with self that had not first emerged in dialogue with others. In the vein, it is taken for granted that oral language is acquired first before writing, and that children who are proficient in the spoken are likely to become good readers.

Dictation can be used for teaching students through bottom-up cognitive process. Speech is an unbroken stream of meaningful and communicative sounds to listeners. To make sense of it, listeners must chunk that stream into groups of sounds, constituting words, phrases, clauses, sentences, paragraphs, and texts. Dictation provides practice for this linguistic process of chunking.

Sentence dictation is quite simple: the teacher reads sentences, usually relatively slowly, and the students write what they hear. The reading and writing is expected to proceed less than efficiently because English has a complex sound-symbol correspondence. In other words, the difficulty redounds to spelling rules appearing complicated to the listener.

Students have ample of opportunities to listen to narratives outside the classroom because people make sense of almost everything through narrative-making. The problem with listening outside the classroom is that the students are relatively unsupported. They practically do the bootstrapping themselves. Thus, they may be able to hear the news in their own language. Then, they build schema and vocabulary narrowly. This is where dictation is in center of the processes. Dictation is the act of transcribing the words of another.

Brief History of Dictation as a Mode of Communication

Despite advances in audiotape technology that made dictation easier to record and play back than it was with the wax cylinders and wires of earlier dictation machines, the use of dictation equipment in professional settings never reached the levels hoped for by early designers. At the peak of the Dictaphone's popularity in the early 1920s, only about 20,000 machines were sold each year compared to more than 500,000 typewriters sold annually. During the 1950s, the Dictaphone Company's audiotape systems became synonymous with dictation equipment and were used during the next three decades by a number of large corporations supporting typing pools.

As personal computers reached the corporate desktop in the late 1980s, dictation and typing pools began to fall by the wayside. Individuals who had used dictation to compose began switching over to word processors because they were easy to use for composing, revising, and storing electronic documents. For example, Howard Gardner (personal communication, June 6, 2002), author of the theory of multiple intelligences, had dictated most of his academic work for years prior to this time, but when word processors came into vogue, he stopped dictating altogether. After the 1980s, dictation and transcription systems seem to have prospered only in limited areas of professional communication in which speed of composition is important, such as in legal and medical communication.

If recognition inaccuracies can be held to a tolerable level in the future-either through technical advances or user training-then voice-recognition technology may have important impacts on professional communication, depending on a number of factors. New digital technologies are more than just technical artifacts; they "constitute networks or hybrids that can be expressed in physical, social, aesthetic, and economic terms. Introducing a new media technology does not mean simply inventing new hardware and software, but rather fashioning (or refashioning) such a network. The writing process will be mediated by coexisting communication technologies and by such cultural factors as attitudes toward individual authorship and the prevalence of oral modes of literacy.

Types of Dictation Technique for Language Learning

Sawyer and Silver (1961) defined four types of dictation that can be used in language learning [14]. They gave a short definition of each, and then elaborated on the one which has the widest application for ESL/EFL teaching. The first, the phonemic item dictation, consists of the teacher presenting the individual sounds of a language (i.e., their IPA coordinates) to students for transcription. The phonemic item dictation is useful, and it increases the students' ability to recognize the sounds of a language and their contrasts, thereby facilitating their accurate production. This dictation is an excellent way to teach beginners to stop imposing the sound system of their native language upon the sound system of English.

The second, the phonemic text dictation, is an extension of the phonemic item dictation. It consists of the teacher reciting a passage which students phonetically transcribe. The phonemic item dictation is valuable as a way to understand how English sounds change in connected speech. Though it goes beyond the objectives set for students in most ESL programs in the U.S., it is commonly used in English departments in many foreign universities.

The orthographic item dictation is the dictating of individual words in isolation for transcription, similar to the traditional spelling test. It is useful for reinforcing the correlation between the spelling system and sound system of a language. In English this correlation is more complex than it is in other languages (e.g., Spanish and many Slavic languages), and so it is a worthwhile ESL/EFL exercise.

The dictation with the broadest learning possibilities is the orthographic text dictation, in which students transcribe a unified passage. This is the classic dictation exercise all foreign language teachers are familiar with. Besides reinforcing the spelling/sound correlations of English, the orthographic text dictation uncovers comprehension and grammatical weaknesses in learners which the teacher can analyze and address in future lessons [15].

According to Field (2009), teachers frequently tell their students to listen for the "key words" the most important words in the passage [16]. This technique is probably a good idea or at least a realistic appraisal of what students do. Words are frequently divided by grammarians into content words and function words. The concept of content words includes nouns, verbs, adjective and adverbs. In other words, these are words that carry lexical meanings. Function words are those that serve as a grammatical functions such as prepositions, articles or auxiliary verbs such as like, do, have and be, etc.

The ability to correctly identify chunks or constituents is a by-product of grammatical competence. Knowledge of the structure of noun phrases, verb phrases, and the grammatical devices used to express such relationships as complementation, relativization, and coordination in English allows us to segment discourse into the appropriate chunks as part of the process of propositional identification. Where segmentation is difficult, comprehension is also difficult. But knowledge of the world is also used to help identify propositions enabling listeners to sometimes bypass the constituent identification process.

Computer-Based Dictation

It would be difficult to find a language program today that doesn't use either video or computers or both to teach. A relatively early comparison of audiotape, videotape and multimedia computer-based listening by (Brett, 1997) [17] found multi media the most effective way to deliver a course measured by how much the students understood of the input. He suggested that the instant feedback regarding the right and wrong answers that the students got while listening kept them track and led to scores that were superior to the other groups. The addition of visuals to sound when using video or multimedia has also been widely seen as productive to learning. Visuals also potentially allow for viewing gestures in listening comprehension is important. Hoven (1999) proposed a model for listening and viewing comprehension which has been beneficial among instructional designers [18].

Two studies have tested dictation as a method of instruction. In a study based on an Iranian private language institute, Kiany and Shiramiry (2002) [19] compared two groups of students, one whose listening input was from the textbook as well as eleven dictations over the length of the course. The dictation came from the textbook reading passages and conversations. The measurement was standardized 40-item listening test for native English speakers. The dictation part of the lessons was preceded by schema activation activity. The dictation was heard once without pauses and then again with pauses at meaningful chunks. The students then listened to checked again against a transcript. Sometimes there was another listening of the whole piece. The mean gain score for the dictation group was significantly better than for the non-dictation group.

Effectiveness of Dictation

For many years, almost since teaching listening was first engaged, researchers made a distinction between teaching and testing listening [16]. Many researches then criticized the dominant trend in listening instructions as doing nothing to teach students how to listen. They claimed that playing audio and asking comprehension questions or even playing audio and asking students to complete task is merely testing.

One issue that comes up when the discussions turns to longer text is the ways in which discourse is organized. Within listening research, the subfield of academic listening has been especially interested in discourse markers. Discourse markers are not the only things that make listening to lectures challenging. As we have seen elsewhere, rate of speech, vocabulary, background knowledge, and use of visuals are all potential factors in comprehension. Richards (1983) [20] listed 18 micro-skills implicated in listening to academic lectures. It would be difficult to say which factor is most important. Listening to lectures is demanding cognitive task. Understanding the content requires that students form an overall sense of purpose of the lecture, the likely rhetorical forms connect main ideas and even more supporting details.

The student has to learn to edit out the asides and digressions that most lecturers include. To help them understand, students need to

be aware and make use of techniques that lecturer's use to organize their talks. Macro-markers such as *Today I want... There are three things...* serve to provide a general structure to the lecture. They are useful for separating main ideas from details and for getting a constantly updated representation of the topic micro-markers like *ok, well, and so*. These operate at a more local level but are also important to understanding.

Chaudran and Richards (1986) investigated macro and micro markers as to their effects on lecture comprehension [21]. They condensed a real lecture to seven pages of text and recorded the text. Subject performed a closed recall of parts of the lecture at 90-second intervals and took two tests on the content of the lecture. The researchers tested two groups of students, pre-university and academically admitted, that heard the lecture enhanced with micro-markers, macro-markers or both. Overall, macro-markers were more effective than micro-markers in facilitating comprehension.

Words are frequently divided by grammarians into content words and function words. Content words include nouns, verbs, adjectives and adverbs. Function words serve a grammatical function such as prepositions, articles or auxiliary verbs like *do, have and be etc*. While function words may lack lexical meaning, they are the glue the put a structure in an utterance. However, they are not normally stressed within the sentences unless they are contrasted.

Field (2009) was interested in the degree to which content and functions words are processed [16]. He compared English secondary students with those in a private school in England. They were multilingual and were classified by the school as intermediate in level, differed slightly in proficiency. For the purpose of the study they were divided into two groups, higher and lower proficiency. The native English speakers were also divided into two groups, based on their academic achievements. Fields method was use of a pause transcript. Students listened to an interview that was paused after every four or five words, then they writing what they heard. The high performing group was able to transcribe both content and functions word effectively. The low performing group was slightly able to accurately transcribe content and function words. The two ELL groups transcribed the content words significantly better than the function words. Though the small number of students in each language group (the largest was 12 Spanish speakers) made statistical comparisons difficult, there appeared to be no effect on language learning. Even though German and Brazilian Portuguese performed somewhat similarly in English in terms of stress and rhythm students than those in native languages.

All language groups performed on average 20 percent lower in transcribing function words than content words. Italian speakers were about 30 percent lower. Furthermore proficiency had an effect to the extent that higher level students performed significantly better on both groups of words. Yet even those advanced students had trouble hearing function words. They used their knowledge of the language to "hear" sounds that are not stressed. Proficient learners do this too. However, anybody can be confused because function words are not stressed.

Davis and M. Rinvoluceri (2002) claimed that dictation contains a wealth of techniques capable of extending traditional language-learning activities of dictation [22]. The activities range from the traditional focus on spelling and punctuation problems to exercises that emphasize personal attitudes and opinions of both teachers and students. Dictation provides activities suitable for a wide range of levels and ages, example texts for many activities, opportunities for students to create their own texts, and a variety of suggested correction techniques. Moreover, it normally turns out that in an average group of European teachers, more than half do use dictation, "either regularly or from time to time in their teaching."

Montalvan (1999) identified a list of all of the possible advantages of using dictation as learning activity or teaching technique, and these are as follows [23]:

1. Dictation can develop all four language skills in an integrative way.
2. As students develop their aural comprehension of meaning and also of the relationship among segments of language, they are learning grammar.
3. Dictation helps to develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down.
4. Practice in careful listening which is part of dictation will be useful later on in note taking exercises.
5. Correcting dictation can lead to oral communication.
6. Dictation can serve as an excellent review exercise.
7. Dictation is psychologically powerful and challenging.
8. Dictation fosters unconscious thinking in the new language.
9. If the students do well, dictation is motivating.
10. Dictation involves the whole class, no matter how large it is.
11. During and after the dictation, all the students are active.
12. Correction can be done by the students.
13. Dictation can be prepared for mixed ability groups.
14. Dictation can be prepared for any level.
15. The students, as well as the teacher, can get instant feedback (if the exercise is corrected immediately).
16. The dictation passage can (and should) be completely prepared in advance. (It can also be taped.)
17. Dictation can be administered quite effectively by an inexperienced teacher.
18. While dictating, the teacher can move about, giving individual attention.
19. Dictation exercises can pull the class together, for example, during those valuable first minutes.
20. Dictation can provide access to interesting texts, by introducing a topic, for example, or summarizing it, as in a dicto-comp.

21. Dictation can encourage the development of literacy.

Effects of Creative Dictation Activities

Chiang (2002) conducted an action research on effects of some creative dictation activities, which were designed by Davis, P., & Rinvoluceri (1988) for primary school students [24]. The effects mainly concerned students' perceptions. The participants consisted of a class of 36 primary six students. It was found that most students preferred the creative dictation activities to the traditional dictations. However, it is shown that over half of the students thought that the traditional dictation helped their learning of English and that dictation was satisfying. Despite the fact that they thought the traditional dictation as a learning tool was useful, the rest were uninterested in its use. Most of them even expressed their view that they would not like to have more dictation.

Chiang's study is relevant to this study as it revealed how secondary school students perceive dictation as a learning tool. Moreover, since the present research would examine the use of memorized dictation, it is also worthwhile to look at how students perceive memorization.

From the view of the researcher of this case study, the above findings of students' perception of dictation and memorization are generally in line with her observation in her school. Students think that dictation and memorization are useful for their learning; however, they think these are demanding in terms of the effort required of them (Wong Wan Ki, 2006).

Writing during dictation requires the child to have a mental picture of the shape of the letter, to understand the spatial characteristics of the shape, and then to manipulate a writing utensil to produce or reproduce a letter, word, or sentence [25]. Listening comprehension is not only looking at the final outcome by selecting a correct item in multiple-choice questions. Instead, the comprehension should be concerned with difficulties that are encountered while the students are listening to a text. It appears that until we have some diagnostic procedures, the teacher can only continue to test comprehension, not to teach it. We need to move to a position where the teacher is able to recognize particular patterns of behavior manifested by an unsuccessful listener and to provide exercises for the student which will promote superior patterns of behavior. With this significant motivation, it seems worthwhile investigating roots of problems for future learning and teaching.

The reviewed related literature and studies are relevant to the present study in the sense that they focus on the effectiveness of non-direct deductive and dictation techniques in learning English.

The multimedia listening is provides training in automatic word recognition. Danon-Boileau (2005) emphasized that children's inner life and language cascades from exchanges within the family circle and that a child's monologue emerges in dialogue with others [13]. Davis and Rinvoluceri (2002), on the other hand, asserted that dictation contains a wealth of new techniques to extend the traditional language-learning activity of dictation [22].

Studies reviewed here reveal a healthy challenge in examining

the potential of dictation as teaching technique on grammar. This challenge is reinforced by a scant research on second-language learning for dictation. Thus, the academe should have a niche to pursue it as a research topic.

Chapter 3

Research Methodology

This chapter presents the research design, selection of participants, research instrument, and statistical treatment of data.

Research Method

This study used a pretest-posttest control experimental approach in examining the gathered data from participants who were students in Jose Rizal University in Mandaluyong City. It examined the relationship among variables.

Experimental research method is used to examine the effects of the application of a program, approach, strategy, or technique. It attempts to interpret the present conditions. In this study, the experimental treatment was the implementation of Non-Direct Dictation technique on the application of sentence subject-verb agreement rules. The technique was audio-recorded which was played in the implementation. Data were scores of participants from the transcription they had done with the focus on sentence subject-verb agreement rules.

Selection of Participants

The participants in this study consisted of 220 basic education and college students. All of them were from Elementary School, High School, and College Divisions of Jose Rizal University in Mandaluyong City.

The participants were 79 Grade V pupils, 70 3rd Year High School students, and 71 College students of Jose Rizal University for the school year 2013- 2014. About 220, they were divided into 6 groups. Table 1 presents the distribution of participants according to groups (table 1).

Table 1: Participants of the Study

Participants	Sample Size	Percentage
Grade V Section B	39	17.73
Grade V Section C	40	18.18
3 rd Year C	40	18.18
3 rd Year A	30	13.64
Engineering 2 nd Year	38	17.27
Information Technology 2 nd Year	33	15.00
Total	220	100%

Table 1 reveals 39 participants in Grade 5 Section B, 40 in Grade 5 Section C, forty in 3rd Year High School Section C, 30 in 3rd Year High School Section A. In college, 38 were 2nd Year Engineering College students, and 33 were in 2nd Year Information Technology College students.

Research Instrument

A questionnaire was developed to disclose the familiarity with the application of sentence subject-verb agreement rules of participants. The research instrument consists of 20 items for pre-test and post-test and 25 items for intervention which is the experimental treatment. The questionnaire was structured with items arranged randomly.

For non-direct deductive technique, a PowerPoint presentation was used to enumerate the 20 rules of sentence subject-verb agreement. Then, the pupils completed the questionnaire. While in non-direct dictation technique, the researchers used an audio lingual presentation which the pupils and students need to write down what they have heard. The audio lingual presentation also contains questionnaire items identical with those in non-direct deductive technique.

Below were the activities taken in the development of the Non-Direct Dictation materials:

1. A voice talent was enlisted and oriented to record the dictation test on the application of subject-verb agreement rules.
2. In the recording of Non-Direct Dictation pre-test and post-test and intervention materials, appropriate speed and clear pronunciation and enunciation were observed.
3. A pilot implementation of the Non-Direct Dictation technique materials was done in the Second Prelim of the 2nd Semester 2013-2014. The actual implementation was done in the Final of the same semester.

Data Gathering Procedures

A written request was made for the application of the experimental and control treatment the principals of JRU High School Division and Elementary School Division as well as the chairperson of the Department of Languages and Literature of CE to the College were contacted. Arrangement was done as not to disrupt the holding of classes. The gathered data were presented, analyzed and treated statistically.

Specifically, below are the procedures in the administration of the test:

1. For the pre-test, the participants will be oriented on how to answer the non-direct dictation test which are as follows:
 - a. On a sheet of paper, which will be provided, they have to write the sentences as they listen to the dictation test.
 - b. If they would miss some words, participants should just ignore them and continue writing down what they can hear.
 - c. They will be asked to refrain from asking their seatmates or talking to them during the dictation test.
2. The recording of the dictation will be played. Proper volume enough to be heard in the classroom has to be insured.
3. The students will be asked to start writing down what they are hearing.

4. At the end of the playing of the recording, sheets where the participants have written their transcriptions of recording will be collected.
5. The transcriptions will be examined as to the students' compliance to subject-verb agreement rules.
6. The second recording will be played which serves as the first part of intervention. Then, participants will be given sheets of paper to answer a 25-item test as the second part of intervention.
7. After the answers are checked, the first recording will be played again for post-test

Statistical Treatment of Data

Data were tabulated and computed. The following statistical tools were used in the treatment of the data:

Percentage

Percentage was used to answer Question No. 1. This question is on the profile variables of age and gender.

To get the percentage, the total frequency of each item is divided by the number of participants and the result is multiplied by 100.

Formula: $P = f/N \times 100\%$

Where:

P= computed percentage

F= the number of respondents

N= the total number of population as subjects

4.6.2 Weighted Mean

Weighted Mean is used to determine the status of the prevailing conditions. It was used to analyze the data for Question No. 2.

Formula: $WA = TW / N$

Where:

WA = weighted average

TW = the sum of the products of frequencies

and weight

N = total number of respondents

Standard Deviation

Standard Deviation is a measure of the dispersion of a set of data from its mean. The more spread apart the data, the higher the deviation. Standard deviation is calculated as the square root of variance which will be used to analyze the data for Question Nos. 3 and 4.

Formula: $s = \sqrt{\frac{\sum(x - \bar{x})^2}{N - 1}}$

Where:

σ - Standard Deviation

X – Each Value in the Population

\bar{x} - Mean of the Values

N – Population

Z test

Z test is used to determine whether two population means are different when the variances are known and the sample size is greater than 30. The test statistic is assumed to have a normal distribution and nuisance parameters such as standard deviation should be known in order for an accurate z-test to be performed.

This was used to analyze the data for Question No. 3, looking into the difference in the result of scores on both groups of participants for Non-Direct Deductive and Non-Direct Dictation techniques.

Formula:

$$z = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

\bar{x}_1 - Mean 1

\bar{x}_2 - Mean 2

s_1^2 - Population Standard Deviation 1

s_2^2 - Population Standard Deviation 2

n_1 - respondent 1

n_2 - respondent 2

Chi- Square

Chi-Square is a statistical test commonly used to compare observed data for hypothesis to be tested. This was used to analyze the Question No. 4, revealing whether there is a significant relationship between the gender and scores of obtained by the participants in the pre-test and post-test.

Formula:

$$X^2 = \sum \frac{(obs - exp)^2}{exp}$$

Where:

X - chi

Σ (sigma) - sum the following terms for all phenotypes

obs - number of individuals of the given phenotype observed

exp - number of that phenotype expected from the null hypothesis

Wilcoxon rank-sum test

Wilcoxon Rank-Sum Test is a method used to determine the difference in location between two populations. Designed to verify

whether one group has shifted in comparison to another group.

This was used to analyze the data for Question No. 4, disclosing whether there is a significant relationship between the age and scores of participants.

Formula: $N(N+1)/2$

$$U_1 = R_1 - \frac{n_1(n_1 + 1)}{2}$$

$$U_2 = R_2 - \frac{n_2(n_2 + 1)}{2}$$

Where:

N= total number of observations

U_1 = Wilcoxon sum rank test

R_1 = sum of ranks of group 1

n_1 = sample size of group 1

U_2 = Wilcoxon sum rank test

R_2 = sum of ranks of group 2

n_2 = sample size of group 2

Chapter 4

Presentation, Analysis and Interpretation Of Data

This chapter presents, interprets, and analyzes the data gathered

from the participants through the questionnaire. The participants were composed of 220 pupils from basic education and college divisions of Jose Rizal University in Mandaluyong City.

Profile of Participants

Only two profile variables were included in the data analysis in this study, and these were gender and age. Table 2 reveals that the participants were almost equally distributed in the groups of E.S. Grade V-B, E.S. Grade V-C, H.S. III-C, H.S. III-A, B.S. Eng. 2nd Year, and B.S. I.T. 2nd Year, with percentages ranging from 13.64 to 18.18 (Table 2).

For most numerous and fewest of the 122 male participants, B.S. Eng. 2nd Year had 27% and H.S. III-A had 11%; of the 98 female participants in this study, H.S. III-C had 9.55% and B.S. Eng. 2nd Year had 5%. This indicates that there were more male than female participants. In the male participants, most numerous were from college and fewest from high school; in the female participants, the largest number was from high school and smallest number from college.

Table 3 shows that 35.9% of the participants were about 10-12 years of age; about 30.46% were 16-18; and 5.91% were 19 or older. This suggests that the participants were distributed in the age range of 10-18 years-old. Though fewest, the range from 19 years of age to above only had 13 participants (Table 3).

Table 3 presents the age of the participants ranging from 10 to more than 20 years old. Age somehow could be an indicator of

Table 2: Distribution of Participants as to Their Gender

SCHOOL	MALE	%	FEMALE	%	TOTAL	%
1. E.S. Grade V-B	21	9.55	18	8.18	39	17.73
2. E.S. Grade V-C	24	10.91	16	7.27	40	18.18
3. H.S. III-C	19	8.64	21	9.55	40	18.18
4. H.S. III-A	11	5.00	19	8.64	30	13.64
5. B.S. Eng. 2 nd Year	27	12.27	11	5.00	38	17.27
6. B.S. I. T. 2 nd Year	20	9.09	13	5.90	33	15.00
TOTAL	122	55.46	98	44.54	220	100%

Notes: E.S. – Elementary School and H.S. – High School

Table 3: Distribution of Participants as to Their Age

Age	Frequency	Total %
10-12	79	35.9
13-15	61	27.73
16-18	37	30.46
19-above	13	5.91
Total	220	100.0
Mean= 15.5		

progress if the students have accumulated experience and have honed their communication skills through the passing years. Of the participants, 35.9% were of 10-12 of age, 30.46 were 16-18 of age, and 27.73% were 13-15 of age. This suggests that most of the participants were spread around the age of 10-18. The mean age of the respondents was 15.5 years old.

Non-Direct Deductive Technique

Table 4 presents the pre-test scores of the three groups of participants, which are E.S. Grade V-C, H.S. III-C, and Engineering 2nd Year. These groups had the most number of participants. For non-direct deductive technique, the mean of the scores obtained for the pre-test was 60.4, whereas for the post-test 60.72. This suggests that there is no improvement all. The item that obtained the largest difference in the pre-test-post-test means (59.3 > 66.9) was **item no. 14** (*Anyone with a head for language acquisitions is welcome to work with us*) about 7.63. **Item no. 2** (*Rice and beans is my favourite dish, a food that reminds me of my native Puerto Rico*) and **item no. 3** (*The piano as well as the pipe organ has to be tuned up for the big concert*) had mean difference of 8 in the pre-test-post-test scores (54.2>61 and 63.6>70.3).

Though **item nos. 14, 2, and 3** did not get the lowest means in the pre-test, that went to **item nos. 4, 8, and 9**. Below are the subject-verb agreement rules that figure into these items:

Item nos. 3 and 14: The intervening structure (*as well as and with. . .*) affects the subject-verb agreement.

Item no.2: Nouns which have been considered as a pair, perhaps culturally or by common sense, agree with verbs in singular forms.

Item nos.4, 8, and 9 seem easy to the students. The researchers who have combined 25 years of teaching observe that students are quite familiar with these rules. Unlike **items nos.2, 3, and 14**, these items may not look that confusing to the students because they only have to take note of the sentence subject. Below are the sentence subject-verb agreement rules these items comply with:

Item no.4: Indefinite pronoun is followed by a verb in singular form, not unless like *some* it serves as a modifier.

Item no.8: Group noun takes a verb in singular form, not unless the context says otherwise.

Item no.9: The *neither-nor* and *either-or* conjunctive pairs determine the verb conjugation based on which noun is closes to the verb.

There is also retrogression in the pre-test-post-test means, particularly on **item no.10** (53.4<38.98) with 16.41 difference. The subject-verb agreement reflected here is also similar with that of **item no.9**. The results corroborate the inference that students find the subject-verb agreement rule on *neither-nor* and *either-or*

Table 4: Pre-test and Post-test for Non-Direct Deductive Technique

N= 118

Non-Direct Deductive Test	Pre-test	%	Post-test	%
1. Politics is sometimes a dirty business.	83	70.34	83	70.34
2. Rice and beans is my favorite dish, a food that reminds me of my native Puerto Rico.	64	54.24	72	61.02
3.The piano as well as the pipe organ has to be tuned up for the big concert.	75	63.56	83	70.34
4. Everybody in the class has done the homework.	49	41.53	50	42.37
5. John or his brother is going to be responsible for this.	93	78.81	85	72.03
6. One of my best friends is an extra on Seinfeld TV Show this week.	107	90.68	109	92.37
7. A large number of voters vote for the Unity Party List.	64	54.24	66	55.93
8. The jury takes the seats in the courtroom.	58	49.15	63	53.39
9. Neither my bags nor my suitcase is adequate for this trip.	58	49.15	52	44.07
10. Neither the teacher nor the students seem to understand this assignment.	63	53.39	46	38.98
11. Professor Alan with his wife and two sons is arriving from the province.	59	50.00	52	44.07
12. Neither of your friends seems to enjoy the team building.	60	50.85	63	53.39
13. A library full of current magazines and books provides interest for students on summer days.	74	62.71	75	63.56
14. Anyone with a head for language acquisitions is welcome to work with us.	70	59.32	79	66.95
15. Physics as well as mathematics requires skill in abstract reasoning.	82	69.49	80	67.80
16. Ten yards of nylon cord isn't nearly enough to tie the big box.	87	73.73	89	75.42
17. A flowing shawl and a red feather hat complete the ensemble.	62	52.54	59	50.00
18. Each of the new members receives instructions from the host.	69	58.48	73	61.86
19. Athletics is a fully recognized part of college life.	86	72.88	78	66.10
20. Every one of the rooms has air conditioner.	65	55.08	70	59.32
Total Average Mean	71.3	60.42	71.65	60.72

conjunctive pairs a bit difficult to be acquainted with. These results relate to “comprehension and grammatical weaknesses in learners which the teacher can analyze and address in future lessons” [15].

Non-Direct Dictation Technique

Table 5 shows the pre-test scores of the 3 groups of participants, namely: E.S. Grade V-B, H.S. III-A, and I.T. 2nd Year. For Non-Direct Dictation technique, the score for the pre-test obtained an average mean of 5.0 while the post-test mean of 4.95. The means of scores were very low compared to that of Non-Direct Deductive technique. This suggests that rather than improving there was a downtrend in the means of scores. Based on the observation of researchers, the employment of multimedia could have indeed improved automatic word recognition which would help in improving the scores of participants (Hulstjin, 2003). Nevertheless, participants being introduced to a listening with the use of multimedia might be quite new to the students. Given enough time and more rigorous practice as the participants progress through the school levels and grades, they might have performed better in the subject-verb agreement rules test.

For **item nos. 12-16**, the participants improved the mean scores in pre-test-post-test. These are **items no. 12** (*Neither of your friends seems to enjoy the team building*) and **13** (*A library full of current magazines and books provides interest for students on summer days*) with mean scores for pre-test-post-test of .98>5.88; **item nos.**

14 (*Anyone with a head for language acquisitions is welcome to work with us*) and **15** (*Physics as well as mathematics requires skill in abstract reasoning*) with mean scores for pre-test-post-test of .98>4.9; and **item no. 16** (*Ten yards of nylon cord isn't nearly enough to tie the big box*) with mean scores for pre-test-posttest of 0>6.86.

It is noteworthy to bring up items where the mean scores dropped in the pre-test-pos-test just to emphasize the downtrend. These were **item no. 1** (*Politics is sometimes a dirty business* (12.7>3.9); **item no. 2** (*Rice and beans is my favorite dish, a food that reminds me of my native Puerto Rico* (11.8>4.9); and **item no. 7** (*A large number of voters vote for the Unity Party List* (11.8>3.9).

Though the results of the application of the Non-Direct Dictation technique may be discouraging, it provides evidence for the disconnect between what the students know and how they actually do with what they know. The technique relies on what the students might have known before and after the administration of pre-test. The participants from high school and college were expected to be familiar with the subject-verb agreement rules. The result seems to dispute the conclusion that the dictation technique improves language use (Kiany and Shiramity, 2002).

The non-dictation technique tested as to its usefulness in this study does not totally rule its practical prospect. Its other resources and techniques may yield positive outcome. Not to mention also how it can be used with other complementing techniques to improve

Table 5: Pre-test and Post-test for Non-Direct Dictation Technique

N= 102

Non-Direct Dictation Test	Pretest	%	Posttest	%
1. Politics is sometimes a dirty business.	13	12.75	4	3.92
2. Rice and beans is my favorite dish, a food that reminds me of my native Puerto Rico.	12	11.76	5	4.90
3.The piano as well as the pipe organ has to be tuned up for the big concert.	12	11.76	7	6.86
4. Everybody in the class has done the homework.	9	8.82	8	7.84
5. John or his brother is going to be responsible for this.	7	6.86	5	4.90
6. One of my best friends is an extra on Seinfeld TV Show this week.	8	7.84	8	7.84
7. A large number of voters vote for the Unity Party List.	12	11.76	4	3.92
8. The jury takes the seats in the courtroom.	5	4.90	7	6.86
9. Neither my bags nor my suitcase is adequate for this trip.	6	5.88	8	7.84
10. Neither the teacher nor the students seem to understand this assignment.	7	6.86	5	4.90
11. Professor Alan with his wife and two sons is arriving from the province.	7	6.86	6	5.88
12. Neither of your friends seems to enjoy the team building.	1	.98	6	5.88
13. A library full of current magazines and books provides interest for students on summer days.	1	.98	6	5.88
14. Anyone with a head for language acquisitions is welcome to work with us.	1	.98	5	4.90
15. Physics as well as mathematics requires skill in abstract reasoning.	1	.98	5	4.90
16. Ten yards of nylon cord isn't nearly enough to tie the big box.	0	0	7	6.86
17. A flowing shawl and a red feather hat complete the ensemble.	0	0	3	2.94
18. Each of the new members receives instructions from the host.	0	0	2	1.96
19. Athletics is a fully recognized part of college life.	0	0	0	0
20. Every one of the rooms has air conditioner.	0	0	0	0
	5.10	5.00	5.05	4.95

other aspects of language use. Davis and Rinvoluceri (2002) suggested activities and language targets of dictation. He added how adaptable it is with regard to range of levels and ages, example texts for many activities, opportunities for students to create their own texts, and a variety of suggested correction techniques.

Non-Direct Deductive and Non-Direct Dictation Techniques

Based on Table 6, the z computed value is 207.5. Since the z-computed value of -207.5 is much higher than the z-tabular value of 1.96 at 0.05 level of significance, the research hypothesis is confirmed which means that there is a significant difference between the two non-direct techniques namely, deductive and dictation. Furthermore, based on the numerical values presented in Tables 3 and 4, the deductive and dictation's average means are 71.48 and 5.08, respectively.

The significant difference in the means between the two techniques under investigation suggests that the Non-Direct Dictation technique is not effective if compared to the non-direct deductive technique. The acceptance of the hypothesis indicates that the participants who were taught the application of sentence subject-verb agreement rules using Non-direct deductive technique learned better.

This somewhat cancels the advantages that dictation can bring about, and some of them significant to this study are as follows [23].

1. As students develop their aural comprehension of meaning

and also of the relationship among segments of language, they are learning grammar.

2. Dictation is psychologically powerful and challenging.
3. Dictation fosters unconscious thinking in the new language.
4. Dictation can encourage the development of literacy.

The Non-Direct Dictation technique in teaching the application of subject-verb agreement rules requires more than students finding it effective. It has to be perceived by the students useful and exciting. But it seems more is expected from it. Chiang (2002), who examined the perceptions on effects of some creative dictation activities designed by Davis, P & Rinvoluceri, found that most students preferred the creative dictation activities to the traditional dictations.²⁴ Over half of the participants thought that the traditional dictation helped their learning of English and that dictation was satisfying, many were still indifferent to its extensive application in actual teaching nonetheless. Accounting for this steeped challenge on the acceptance of non-direct dictation as a classroom teaching technique, Wong Wan Ki (2006) bewailed that students observe it demanding in terms of the effort required.

Relationship of the Participants' Scores and Profile Variables

The hypothesis that there is no significant relationship between the gender and the scores of participants is accepted. The chi-square computed value is 1.1 less than the tabular value of 3.841 at 0.05 level of significance with 1 degree of freedom (table 7).

This suggests that being female or male did not make a participant

Table 6: Comparison of Non-Direct Deductive and Non-Direct Dictation Techniques

N = 220

	Non-Direct Deductive Technique	Non-Direct Dictation Technique
Mean	71.48	5.08
Known Variance	6.54	4.48
Observations	20	20
Hypothesized Mean Difference	-0.4	
Z	207.5	
Z Critical two-tail	1.959963985	
Level of significance	0.05	

Table 7: Chi- Square of Gender and Scores of Participants

N = 220

Gender	Frequency	Scores in Deductive	Frequency	Scores in Dictation	Total Frequency
Male	70	65.44	52	56.56	122
Female	48	52.56	50	45.44	98
Total	118		102		220

*Tabular value with $df = 1$ at 0.05 level of significance is 3.841

Computed value = 1.1

learn the subject-verb agreement rules better. Furthermore, since the data bear out that gender did not relate to the improved learning of the students, the conclusion that the Non-Deductive technique was effective in bringing about learning is supported.

Participants and Deductive Technique Scores

The result of Wilcoxon rank-sum test for Non-Deductive technique is 70.25, whereas for that of non-direct dictation technique is 68.2, which are both greater than the tabular values of 46 for deductive and 35 for dictation at 0.05 level of significance, with 19 and 17 respectively as degrees of freedom. On the other hand, the z computed values are 9.24 and 8.54, which are greater than the tabular value of 1.96. With these data, the hypothesis that there is no significant relationship between the age and scores of the participants is rejected (Table 8).

Table 8: Results of Wilcoxon Rank Sum-Test Comparing the Age and Scores of Participants N = 220

	Non-Direct Deductive Technique	Non-Direct Dictation Technique
Wilcoxon Rank- Sum Test	70.25	68.2
Wilcoxon Sum of Ranks	1429.5	101.5
Observations (df)	19	17
Tabular Value	46	35
Z	9.24	8.54
Z tabular two-tail	1.959963985	1.959963985

The Wilcoxon rank-sum test and z computed values seem to support a conclusion that as the children grow older, and perhaps as they are promoted to higher grade and school level, they would understand better the application of subject-verb agreement rules. The result in which participants for Non-Direct Dictation test performing better when grouped according to age categories seems to suggest that the Non-direct Dictation technique may be more suitable to learners who are more mature and have started engaging in higher learning. This observation on the association between the application of non-dictation and maturity is related to the conclusion on higher levels of students processing better content and function words (Field, 2008). Nonetheless, the research on this processing of words suggests that even proficient students encountered difficulty with regard to words without stress.

Improvement of CRP-Dictation Exercise

Based on the results of both tests, Non-Direct Deductive and Non-Direct Dictation techniques (see tables 3 and 4), the following are suggestions:

1. Non-direct Deductive technique and Non-direct Dictation technique are to be integrated in one approach to teach the rules of subject-verb agreement rules. The dictation technique will be applied after that of the deductive technique. Students should be asked to respond in speech form.

2. Students obtain low scores commonly on SVA rules, involving indefinite pronouns (e.g., anyone/ each), conjunctive pronouns (e.g., either or, neither/nor), and singular nouns with plural form as subjects. These particular items created confusion to students especially in dictation exercise because during the test they focus on what they hear or the sounds and not on the syntax. To clarify the distinction among content and function words, stress, pitch, and slower enunciation could be used.

3. Students have limited vocabularies and they fit what they hear into what they know. Dictation exercise can be improved using comprehension approach. Comprehension approach refers to a method of learning a new language through the process of understanding the meaning of words and expressions in the language as opposed to any other form of language learning. Other methods that may be used as part of the progression of language learning include the process of learning the letters, symbols, and other representations of the language first before actually understanding the meaning of the words.

Chapter 5

Summary, Conclusions and Recommendations

This chapter presents and summarizes the findings arrived from the course of investigation on the problems raised in Chapter 1. This also presents the conclusions drawn based on the data presented, analyzed, and interpreted as well as proposes recommendations.

This action research aimed to describe the effectiveness of Non-Direct Dictation as teaching technique on the application of subject-verb agreement rules when compared to Non-Direct Deductive teaching technique.

Summary of Findings

The study used a pretest-posttest control experimental approach in gathering data. Participants of the study were 220 pupils and students enrolled in Jose Rizal University last SY 2013-2014. A dictation containing examples of the application of sentence subject-verb agreement rules was audio-recorded. This was played twice to gather pre- and post-test data from the participants. The data were the transcription of the playing of recorded dictation. Another dictation containing the reading of rules and examples of the application of subject-verb agreement rules was recorded. This was played once to serve as an intervention. No transcription from the students was done. For the control group, the intervention was the showing of PowerPoint presentational aids on the sentence subject-verb rules with their examples. The data were interpreted through the use of frequency, percentage, weighted mean, standard deviation, z test, chi-square and Wilcoxon Rank Sum-Test as statistical instruments. Below are the significant findings:

1. Of the participants, 55.46% were male and 44.54% were female.
2. Of the participants, 35.9% were of 10-12 years of age, 30.46 were 16-8 years of age, and 27.73% were 13-15 years of age.
3. For Non-Direct Deductive technique, the score for the pre-test

was 71.3 with an average of 60.42, whereas the post-test was 71.65 with an average of 60.72. Most students answered correctly **item no. 6** and did similarly also on **item nos. 16, 5, and 3** respectively. Most students were wrong on **no. 8** which is about SVA rule on use of collective noun as sentence subject.

4. For Non-Direct Dictation technique, the score for the pre-test was 5.10 with an average of 5.00, whereas the post-test was 5.05 with an average of 4.95. Most students answered correctly **item nos. 4, 6, and 9** respectively, whereas only the fewest got correctly **item nos. 19 and 20**. The latter are about the application SVA rules on indefinite pronouns and singular subject in plural form.
5. As to the first hypothesis whether there is no significant difference on the scores of Non-Direct Deductive and Non-Direct Dictation techniques groups of participants, the z-computed value of -207.5 was far below the z-tabular value of 1.96 at 0.05 level of significance. The deductive and dictation' average means were 71.48 and 5.08 respectively with Known Variance of 6.54 for Deductive and 4.48 for Dictation. Furthermore, the hypothesized mean difference for both techniques was 20.
6. As to the hypothesis that there is no significant relationship between the gender and the scores of participants, the chi-square computed value is 1.1 less than the tabular value of 3.841 at 0.05 level of significance with 1 degree of freedom as to the gender and the scores of participants; the z-computed values were 9.24 and 8.54 which are greater than the tabular value of 1.96 at 0.05 level of significance as to the age and scores of participants.
7. For Non Direct Deductive and Dictation, most students answered incorrectly items on the application SVA rules on collective nouns, indefinite pronouns, conjunctions and singular nouns in plural form as sentence subjects.

Conclusion

In the light of the findings of this study, the following conclusions were drawn:

1. Slightly more male than female pupils and students participated in the study.
2. The most numerous of participants were from 10 to 12 years of age. Nonetheless, the rest were either within 13-15 years of age or 16-18 years of age.
3. The students learn minimally better about the application of SVA rules if they are taught about it through Non-Direct Deductive technique. They find **item no. 8** on SVA rule on use of collective noun as sentence subject difficult.
4. The students learn minimally poorly about the application of SVA rules if they are taught about it through Non-Direct Dictation technique. They find the application SVA rules on indefinite pronouns and singular subject in plural form difficult.
5. As to the first hypothesis whether there is no significant difference on the scores of Non-Direct Deductive and Non-Direct Dictation

techniques groups of participants, the significant difference in the means between the two techniques under investigation suggests that the Non-Direct Dictation technique is not effective if compared to the non-direct deductive technique. The acceptance of the hypothesis indicates that the participants who were taught the application of sentence subject-verb agreement rules using Non-direct deductive technique learned better.

6. Being grouped male or female does not suggest any difference in the learning of the application of SVA rules whether they have been taught about it through Non-Direct Dictation technique or through Non-Direct Deductive technique.
7. The students who are older and have been attending higher grade level in school learn better the application of SVA rules whether they have been taught about it through Non-Direct Dictation technique or through Non-Direct Deductive technique.
8. The students find the application of SVA rules on collective nouns, indefinite pronouns, conjunctions, and singular nouns in plural form as sentence subjects difficult or confusing.

Recommendations

In the light of the aforementioned findings and conclusions, the following were recommended:

1. How the gender of the participants relates to their interest in joining a study that describes their performance on the application of SVA rules should be examined.
2. The age groups of the participants in a study that describes their performance on the application of SVA rules should be equally represented.
3. The application of Non-Direct Deductive technique on more complicated SVA rules as well as its effectiveness when related to types of learners should be investigated.
4. The Non-Direct Dictation technique should be improved by looking into its materials and procedures of implementation.
5. The aspects of Non-Direct Deductive and Non-Direct Dictation techniques that make them effective or less effective should be analyzed.
6. The gender of participants should be related to other profile variables, such as academic performance and I.Q., to find out if it is not relevant to the outcome of the implementation of Non-Direct Dictation and Non-Direct Deductive techniques.
7. The age of participants should be related to other profile variables, such as academic performance and I.Q., to find out if it is not relevant to the outcome of the implementation of Non-Direct Dictation and Non-Direct Deductive techniques.
8. The application of SVA rules on collective nouns, indefinite pronouns, conjunctions, and singular nouns in plural form as sentence subjects should be examined as to which aspects the students find difficult through a perception study.

Appendix

Research Instrument: Non-Direct Dictation Technique for Teaching the Application of Sentence Subject-Verb Agreement Rules

Part I

Demographic Respondent's Profile A (Grade School)

Gender: () Female

() Male

Age: () 9

() 10

() 11

() 12

() 13

() others

Dear Pupils,

We would like to ask for your participation in the study. As part of the study, you will be asked to answer the questionnaires related to your proficiency in grammar. YOUR PARTICIPATION IS VOLUNTARY AND NOT RELATED IN ANY WAY TO YOUR GRADE IN THIS CLASS. All your responses are strictly confidential.

Thank you for your cooperation.

Demographic Respondent's Profile B (High School)

Gender: () Female

() Male

Age: () 13

() 14

() 15

() 16

() 17

() others

Dear Students:

We would like to ask for your participation in the study. As part of the study, you will be asked to answer the questionnaires related to your proficiency in grammar. YOUR PARTICIPATION IS VOLUNTARY AND NOT RELATED IN ANY WAY TO YOUR GRADE IN THIS CLASS. All your responses are strictly confidential.

Thank you for your cooperation.

Part II

Pre-Test and Post-Test (Given in audio played dictation.)

Instruction: Underline the correct answer.

1. Politics (is, are) sometimes a dirty business.
2. Rice and beans (is, are) my favorite dish, a food which (reminds, remind) me of my native Puerto Rico.
3. The piano, as well as the pipe organ, (have, has) to be tuned for the big concert.
4. Everybody in the class (has, have) done the homework.
5. John or his brother (is, are) going to be responsible for this.
6. One of my best friends (is, are) an extra on Seinfeld this week.
7. A large number of voters (vote, votes) for the Unity Party List.
8. The jury (take, takes) the seats in the courtroom.
9. Neither of my two suitcases (is, are) adequate for this trip.
10. Neither the teacher, nor the students, (seem, seems) to understand this assignment.
11. Professor Alan with his wife and two sons (is, are) arriving from the province.
12. Neither of your friends (seem, seems) to enjoy the team building.
13. A library full of current magazines and books (provide, provides) interest for students on summer days.
14. Anyone with a head for language acquisitions (is, are) welcome to work with us.
15. Physics as well as mathematics (require, requires) skill in abstract reasoning.
16. Ten yards of nylon cord (isn't, aren't) nearly enough to tie the big box.
17. A flowing shawl and a red feather hat (complete, completes) the ensemble.
18. Each of the new members (receive, receives) instructions from the host.
19. Athletics (is, are) a fully recognized part of college life.
20. Each of the rooms (has, have) air conditioner.

Part III

Intervention (Given in audio played dictation.)

Instruction: Underline the correct answer.

1. Neither of the boys nor their father (was, were) given first prize.
2. Both Toby and Jan (dance, dances) with the folk club.
3. Each of the houses (is, are) painted a different color.
4. Nobody in our family (was, were) going to the park.
5. Everybody who served on the committees (was, are) given a certificate of appreciation.

6. (Is, Are) Jack and Tom on the basketball team this year?
7. Neither Becky nor Cindy (plan, plans) to come.
8. Harry and Lisa (shop, shops) for their mother.
9. None of the kids in our club (want, wants) to arrange the party.
10. One of my favourite records (is, are) missing.
11. Neither of the girls (is, are) willing to go.
12. The doctor and his assistants (was, were) rushed to the spot.
13. You (are/is) part of the committee.
14. She is one of those persons who always (seem, seems) happy.
15. This paper, including those in the boxes (belong, belongs) to the president.
16. None of the girls (is, are) naughty but many of the boys (give, gives) considerable trouble.
17. Anybody who (wish, wishes) to may join in our game.
18. A number of students (has, have) gone by to Albay.
19. Neither of the coach nor athletes (has, have) done well.
20. Each of the students, (is, are) responsible for the books.
21. The set of books (is, are) bound in blue.
22. Half of the class (is, are) girls.
23. That woman (sell, sells) bread in the market.
24. He is one of the politician who (try, tries) to please everyone.
25. The little girl, as well as her sisters, (brush, brushes) her teeth every day.

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