



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

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de Licenciada en Ciencias de la Educación Mención: Inglés.**

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**Theme:** Shared Dictation Strategy and writing skill

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Ambato – Ecuador

2021

## **II. Tutor approval**

I, Mg Ximena Calero holder of the I.D No. 1802884062, in my capacity as supervisor of the Research dissertation on the Theme:

**“SHARED DICTATION STRATEGY AND WRITING SKILL”** investigated by Miss/Mr./Mrs Ortiz Ramos Andrea Belen with I.D No. 180522454-8 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board

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**SUPERVISOR**

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### **III. Declaration page**

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A handwritten signature in blue ink, appearing to read 'Andrea P.', enclosed within a blue oval shape. The signature is positioned above a horizontal line of small, repeating decorative marks.

**AUTHOR**

Ortiz Ramos Andrea Belen

180522454-8

#### **IV. Board of Examiners Approval Page**

##### **APPROVAL OF THE HIGH COURT OR DEGREE COURT TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the Theme "**SHARED DICTATION STRATEGY AND WRITING SKILL**" which is held by Ortiz Ramos Andrea Belen, undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period 2020-2021, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles. Therefore, the presentation before the pertinent organisms is authorized.

Ambato, February 2021

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Dra. Elsa Mayorie Chimbo Cáceres.

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Mg. Lic. Sarah Iza Pazmiño.

## **V. Dedication**

### ***To:***

*This dissertation is dedicated to the most important people in my life who are my parents. My mother is a strong, and gentle soul who taught me trust. My father for earning an honest living for us and for supporting and encouraging me to believe in myself. My dear parents without you, I would not have achieved this triumph that is also yours.*

*Besides to my son for understanding my character, for being together with me. He plays an important role in my whole life because he is my support. Thanks to you, I am a better person and more fulfilled than I could have ever imagined. I love you to the moon and back.*

*Andrea.*

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Besides, my special thanks of gratitude to my tutor professor Ximena Calero, for her able guidance and support in completing my dissertation. She guided me in the elaboration of this research and her experience, your recommendations improved this work.

Finally, I would also like to extend my gratitude at Universidad Técnica de Ambato. I felt proud of my university because I learnt many things to be now a professional. I am grateful with my all teachers, all of them help not only to be a future teacher so but a better person.

Andrea O.

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**TOPIC:** “SHARED DICTATION STRATEGY AND WRITING SKILL”

**Author:** Andrea Belén Ortiz Ramos.

**Tutor:** Lic. Mg. Ximena Alexandra Calero.

**IX. Abstract**

To improve or develop writing skills, it is essential to use strategies where students may be able to practice. The main purpose of this research is to analyze the use of Shared Dictation Strategy to develop the writing skill in students from Unidad Básica of PINE English training at “Universidad Técnica de Ambato. This research was developed on students from Unidad Básica of “Carrera de Pedagogía de Los Idiomas Nacionales y Extranjeros”. It is divided into the first, second, and third semester at Universidad Técnica de Ambato. The current research maintains qualitative and quantitative approaches to obtain relevant information. Two online surveys were applied to analyze the use of shared dictation strategy to improve or develop the writing skills during the teaching-learning process. The descriptive level research was used to find out if students and teachers know or use the shared dictation strategy. To find out results, Chi- Cuadrado was applied to obtain essential information for this research. Main findings suggest teachers have used the shared dictation strategy during the teaching process. Therefore, students have practiced their writing skills through this strategy, but they do not always use it to promote or improve their writing skills.

**Keywords:** Productive skills, Shared Dictation Strategy, writing skill, learning English.

## **CHAPTER I. THEORETICAL FRAMEWORK**

### **Theme**

Shared Dictation Strategy and writing skill

#### **1.1 Investigative background.**

First, there is no evidence of similar research carried out in the digital repository from Facultad de Ciencias Humanas y de la Educación at Universidad Técnica de Ambato. Therefore, there are no documents related to the current investigation. Consequently, several studies were analyzed related to Shared Dictation Strategy and writing skills. It is indispensable to mention that several similar studies to this research were selected, such as articles, dissertations, essays carried out by professionals from different areas. Later, it has checked similar academic papers in google scholar, pdf documents available in research gate, international studies of the last five years.

Susan De La Paz Vanderbilt University (2018) conducted the first study, “Effects of dictation strategy to improve writing skills”. In this study, the authors examined the impact of dictation on students' ability to develop their writing skills, and they can use this kind of strategy. It applied to the students from the fifth, sixth, and seventh grades, who showed effective results to develop written work so, they improved their writing skill through dictation. Moreover, the information was collected through interviews and questionnaires. The authors used a small essay as material for students to develop a plan and organize ideas through dictation strategy. In conclusion, the use of dictation strategy had a positive advantage since students showed motivation in the learning process to develop and improve the writing skills so that it considered as a challenge for the learners,

This research is valuable because it warns of some deficiencies that the dictation strategy could present. To face these deficiencies, teachers must have an appropriate ability to teach and the know-how to handle the dictation strategy. Besides, it is indispensable that teachers have proper management of this strategy since the more it is applied, the more learners improve their writing skills. Another requisite point is that teachers need to focus on student skills because these can help students use and develop what they know, what they think, and what they can do.

Hussni (2017) explored “The effectiveness of using interactive dictation on developing Writing Skills among 7th Graders and their Attitudes towards writing” In this study, the main aim was to investigate the effectiveness of using interactive dictation strategy on developing writing skills among seventh graders and their attitudes towards writing. As a result, students from seventh grade improved their writing skills. To achieve the research purpose, the researchers followed experimental methods. The researcher used two tools to collect the required data: pre-tests and questionnaires. The researcher applied an interactive dictation strategy in the experimental group and, the control group used a traditional method to develop the writing skills. This intervention lasted for one month.

The study results led the researchers to conclude that interactive dictation is a form of early writing teaching, which permits students to clearly understand the writing process and strategies that students can use in the writing process and use them in independent writing. It is essential to suggest that teachers use interactive dictation as a method of teaching writing skills.

In this study, the authors display activities to help children organize their thoughts. Besides, how to arrange the training, time in a way that is most beneficial to teachers and students. Interactive teaching uses a cross-environmental apprentice model to notice the positive role of children in the learning process. It provides opportunities to participate in interactive activities to increase their participation, sense of responsibility, and problem-solving through various writing activities.

Nurjannah, (2017) directed the following study “The implementation of dictation technique to increase students’ ability in listening skill”. It had as objective to know the students' ability in listening skills through the dictation technique. The researcher was interested in this technique because, during her school life, she had never used materials to practice listening skills. Consequently, the teacher had never used a dictation technique during the teaching-learning process. The author wanted to find out whether the dictation technique can improve listening skills in the learners.

Nurjannah, (2017) believes that action research means that study begins with researchers, perhaps teachers, who are critical of their practice with the goal of understanding and improving the quality of their teaching and education. Action research involves the collection and analysis of data related to professional practice. In a sense, this is a cyclical process (recoding the problem, collecting new data, reconsidering the analysis) until to find out a satisfactory solution.

Nurjannah, (2017) defines action research as research conducted by practitioners to improve their professional practice and understand it better. It is a process in which educators can use techniques to systematically and carefully study their applications. Classroom action research helps strengthen the theoretical and knowledge base required for practice. It is a combination of qualitative and quantitative approaches. The data is collected qualitatively and analyzed quantitatively. The purpose of action research is to improve the performance, and the nature of the context cannot summarize the results.

## **1.2 Objectives**

### **General objective**

- To analyze the use of Shared Dictation Strategy to develop the writing skill in students from Unidad Básica of PINE at “Universidad Técnica de Ambato”.

### **Specific objectives**

- To diagnose the utilization of Shared Dictation Strategy.
- To identify innovative activities with the use of Shared Dictation Strategy to improve writing skills.
- To establish the relationship between Shared Dictation Strategy and writing skill

# **Theoretical framework**

## **Independent variable**

### **Shared Dictation Strategy**

#### **Dictation**

Dictation is the process of writing down what others say. For young children, dictation provides a way for parents or teachers to record their children's thoughts or ideas when writing needs to go beyond writing skills (Rubenstein, 2020). It helps the learners to develop many written works, including handwriting, summaries, and sentence formation. Dictation is one of the most advanced techniques in testing foreign language learning. It can be a successful language teaching technique and an effective language learning activity

Dictation is considered as one of the few activities that some language learners can use in an EFL classroom. It provides teachers with a reasonable opportunity to engage the entire team in the language acquisition process and allow learners to focus on the task throughout the activity. Dictation is an activity designed to help students develop phonological awareness and phonetic skills, listening skills, and writing skills, which means that dictation is a good activity in the teaching process, especially in writing. For students, dictation can improve their listening and writing skills because dictation is an activity that writes down after someone says or read something. (Rahimi, 2016, p.33)

According to Mahadi (2016) dictation has several advantages.

1. It trains students to copy what they hear in written form.
2. It gives students good auditory practice. It develops the habit of listening to students' attention.
3. It enables students to understand part of each sentence and word phrase.
4. It enables students to write at a reasonable speed.
5. It enables students to write using capital letters.

The Shared Dictation Strategy is also known as an interactive, reciprocal, and mutual activity since it requires students to work in pairs to combine two partials that are

unfinished into one cohesive and incorporate passage (Rahimi, 2016). It helps the students rely on their memory and apply their vocabulary and grammar knowledge to writing.

In this dictation activity, students work together as a team and dictate to each other. Each one has half of the paragraph. A classmate reads his lines, while classmate B writes the paragraph. Then they change the turn and exchange the information until they complete the activity. When they finish, they check what they have written with their partners. (Gorjian, 2016).

As we all know, a Shared Dictation Strategy is an effective way to help EFL language teachers understand and evaluate learning progress. The teacher's responsibility is not only to identify and correct language learners' mistakes, but also, to provide constructive feedback by commenting on their mistakes, analyzing accurate understanding and production problems, and making suggestions for improvement.

The term "teaching method" refers to the general principles, teaching methods, and management strategies used in classroom teaching. According to Rahimi (2016) there are four categories:

- 1.-Teacher-centered.
- 2.- Student-center methods
3. - Use of high-tech materials.
- 4.-Use of low-tech materials.

Teaching techniques are a unique method of performing specific tasks in the teaching process. Therefore, this is a unique way for individual teachers to use strategies. For example, two teachers may decide to use group discussion as a means of teaching, but each teacher may have a unique way to discuss. (Gorjian, 2016).

Teaching strategy is a serious plan of teaching activities to be carried out to ensure effective teaching and learning. It is an action plan aimed at achieving a specific goal or set of goals (Rahimi, 2016). In the planning stage of each lesson, the teacher decides which teaching method to use. After deciding which approach to adopt to ensure effective teaching and learning of that topic, the teacher should begin to plan teaching activities carefully to help achieve effective learning.

### **Benefits of Shared Dictation Strategy.**

Žaneta (2019) mentioned that it is a strategy that has several helpful merits that contribute to the teachers' and students' success. Several authors reject the dictation to practice students' abilities because it is considered an old technique. But other authors said that it may be effectively used in the classroom to teach pronunciation, listening, and writing.

According to Hoare & Tanner (2017) dictation is a technique that can be applied both as a testing technique and plenty significantly. Dictation is a learning technique that supports students to improve and develop their accuracy in the four skills. Learners develop concentration during each activity.

Dictation is the most useful tool for practicing and training to write. Besides, it is a positive tool that can help students complete several things using their knowledge (self-reliance) (Hoare & Tanner, 2017). According to the author the great benefit of dictation is that it encourages students to listen and develop accurate listening. Also, it helps to improve vocabulary, and promote autonomy. In the same aspect, students can correct mistakes made during the dictation process.

The Shared Dictation Strategy is effective, so it is useful for teaching and learning. It can help students understand written language, find grammatical errors, and improve spelling and punctuation.



Shared Dictation Strategy has many advantages:

1. It provides students with a relevant and useful practice in notetaking so, it is the practice of writing down pieces of information in a habitual form. It involves writing or recording what you hear or read descriptively. That means it motivates students to take notes about the relevant keywords.
2. It assists advance short-term memory. It means students keep in mind meaningful sentences and recall them while writing.
3. It is psychologically powerful and challenging. To explain, it permits teachers to control their students and to make them in a challenge to test their abilities and skills.

It provides language learners with opportunities to enhance language skills. It can help them improve their spelling skills. It guides language learners to pay attention to new grammatical structures, expands their vocabulary, and enhances the practice of using them ideally. (Hoare & Tanner, 2017)

Using this strategy, students can increase their lexical because it turns out that vocabulary is indispensable when learners learn a second language. Engels (2017) once said that vocabulary is the foundation of language. He also mentioned that vocabulary is the elemental material to learn a new language and the foundation of many communication skills. One can only express very little meaning in grammar. However, it cannot be expressed without vocabulary.

Memorizing words is one of the keys to this strategy because it can help students' master English words to write correct sentences with good grammatical structure and improve their comprehensive ability. (Hoare & Tanner, 2017)

### **Learning process of Shared Dictation Strategy.**

Shared Dictation Strategy requires some steps; both teachers and students should consider it to obtain successful results. Before starting dictation, there are some principles that teachers ought to investigate, such as comprehension, and time which are necessary for the selection of the material.

According to Bowen (2017), this selection should be short, well-known, and easy to recognize to avoid students' disinterest and boredom, further, to gain time for correction. Moreover, they should explain to their students the method and confirm that learners comprehend what they are supposed to do.

Shared Dictation Strategy is a stimulating strategy, so it is useful in several ways, and it is easy to prepare, explain, set, and adjust. These activities also promote conscious learning of structure. Students who perform dictation exercises are usually required to transcribe text as accurately as possible, and follow-up work usually involves various corrective activities directed at the form (Bowen, 2017).

Shared Dictation Strategy helps students develop writing achievements. It is a strategy in which students work in pairs to dictate sentences. It is a multi-skill task involving listening, speaking, reading, and writing.

### **Writing skills.**

Productive ability refers to the communication and expression of thoughts, thoughts, and opinions produced through oral or written forms. These abilities refer to the results of learning English (output). What makes students use the knowledge they learn, connect it with previous experience, and internalize knowledge. The mentioned skills are speaking and writing because students must use language when developing them. They are also called active skills, depending on their work and performance (Rae, 2020).

Writing skill is an essential basic ability for the teaching of English; therefore, it is a comprehensive skill that helps strengthen vocabulary, grammar, thinking, planning, editing, revision, and other indispensable elements.

In terms of receptivity, it is the most common feature of human beings, just like birth itself. Children begin to acquire various impressions through their senses (Rae, 2020). Since the decoding of messages requires active participation in communication between participants, conventional hearing is a passive activity, and the notion that speaking is the most active is now obsolete.

Dang (2019) pointed out that listening and reading are acceptance (but not passive) decoding skills aimed at understanding. On the other hand, speaking and writing are productive coding skills. However, there is less imbalance between them, and parity is more. Settle down several concepts of intensive and extensive reading in the target language.

In the writing skill, it is necessary to apply the use and recognition of the spelling, which includes spelling, punctuation, and writing conventions. It is also indispensable to use forms and combinations of words to express a clear, coherent, and cohesive message. In the same way, it is suggested to maintain the correct order of formation of sentences and adequate vocabulary, according to the register, the gender, and the audience. (Morales, 2018).

### **Writing skills importance**

Writing is essential. It has many advantages since it helps to:

- Express one's personality.
- Foster communication.
- Develop thinking skills.
- Make logical and persuasive arguments.
- Provide and receive feedback.

For a long time, writing skills have occupied a fundamental place for teaching since literacy is part of the power to read and write. This perspective has been transferred to the teaching of foreign languages in which students are expected to be able to produce the language in speaking and writing based on receptive reading and listening skills. This skill is used a lot in class; in fact, exercises that come from the texts are taken and evaluated in a group manner (Pitts, 2020).

The development of writing may be influenced by motivation. According to Pitts (2020) when learners discover their confidence in writing, they generate motivation. Motivation exists when a person can write and can transform his or her thoughts into written form. Pitts (2020) believes that time constraints for practical writing and educational writing courses may be an issue and increase pressure. Writing skill performs several functions, such as academic, official, media, social, cultural. Communication is a medium for writing personal letters, telegrams, circular letters, reports, memos, meeting minutes, instructions, emails, evaluation reports, projects, etc.

The demand for learning English writing for academic and professional purposes is increasing. The assessment of academic ability is closely related to the writing level. Writing is the only medium for formal evaluation of learners in schools, colleges, and universities. Written exams are also managed, even for jobs. Writing has become a tool for survival today (Rae, 2020).

### **Process of writing**

For any ESL teacher who wants to improve students' writing skills, a writing process is a valuable tool. Scott (2016) described his method as a way to encourage ESL young people to exchange their written information while developing their literacy skills, rather than delaying as advocated in the past. Participate in the writing process until students improve their handwriting, reading, phonetic, spelling, grammar, and punctuation abilities. These skills developed in individual and group meeting interviews.

There are two approaches to evaluate the writing skills such as analytical according to specific aspects of writing or holistic skills the overall interpretation. The communication of messages is crucial to involve handwriting, spelling, and grammar (Scott, 2016).

Writing is the process of transforming experience and ideas into arbitrary systems. That means that to write well, students must have the experience and they must be able to express the ideas as sentences or paragraphs (Scott, 2016). As a process, writing is the act of discovering and organizing ideas, turning them into words, writing them on paper, reshaping and modifying them.

Dang (2019) mentioned that learning to write is like learning to swim. You can practice swimming only when there is water (usually only if someone has taught it). It is fundamental to have an adequate vocabulary since learners can have the ability to write different written works such as essays, summaries, letters, etc. Additionally, it increases the knowledge of grammatical structure, planning, organizing, revising, etc. The ability to generate ideas and organize appropriate writing content also requires a certain amount of creativity and imagination.

The sub-skills are divided into six categories (Dang, 2019):

1. Mechanics-handwriting, spelling, and punctuation
2. Organization-vocabulary, idioms
3. Organization-Cohesion and unit of paragraph, theme, and support
4. Grammar-sentence structure, sentence boundaries, styles, etc.
5. Grammar-rules for verbs, conventions, articles, pronouns, etc.
6. Content-Relevance, clarity, originality, logic, etc.

The Shared Dictation Strategy develops important sub-skills such as handwriting, spelling, and punctuation. Therefore, writing skills are the conventions that govern the technical aspects of writing, including spelling, punctuation, capitalization, and abbreviations.

## **CHAPTER II. METHODOLOGY**

### **2.1 Resources**

#### **Materials**

- ✓ Books
- ✓ Worksheets
- ✓ Impressions

#### **Technological**

- ✓ Printer
- ✓ Computer
- ✓ Internet
- ✓ Linkography

#### **Humans**

- ✓ Investigator
- ✓ Teachers
- ✓ Students

#### **Techniques**

##### **Survey**

“A survey is an essential technique that allows obtaining information”. (Check & Schutt, 2018). In this study, this technique helped to collect relevant data to acquire information on the real situation according to the research topic. The researcher created two online surveys. The first online survey was for the teachers which it had ten questions using the Likert Scale. The teachers' online survey contained specific closed questions. The second online survey was for the students with ten questions. However, one was a dichotomous question, and the rest of the questions were elaborated using the Likert Scale. The survey was properly elaborated and validated by experts. The survey was applied online using Google Forms. Through this survey, the researcher knew if students and teachers use the shared dictation strategy to improve writing skills.

## **2.2 Methodology**

### **Approach**

This research entitled “Shared Dictation Strategy and writing skill” had a quantitative and qualitative approach. The main objective was to analyze the use of Shared Dictation Strategy to develop the writing skill in students from Unidad Básica of PINE at Universidad Técnica de Ambato. The qualitative approach helped to understand the independent and dependent variables, such as the principal aspects and characteristics of the Shared Dictation Strategy, which have helped and given an important contribution in this research. Rodriguez (2017) stated that the qualitative approach is a process of realistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting.

It was a quantitative method because it helped measure variable writing skills. Quantitative methods are called auxiliary data analysis, in which researchers can analyze the initially collected data. Rodriguez (2017) stated that its method generates numerical data that has been processed based on research and statistical processing of the data to present the results appropriately and understandably.

### **Field research.**

This research was considered as field research because it was developed in a specific place where the investigator talked with the teachers and students at Universidad Técnica de Ambato since the investigator moved in the same place in an online way of the facts to obtain information value to establish an adequate diagnosis of the current reality.

### **Bibliographic research - documentary.**

Bibliographic research needs to gather information from published materials. These materials include online resources such as books, magazines, journals, newspapers, articles, and bibliographic databases reports (Earnest, 2019). All of them were fundamental to know the two variables as Shared Dictation Strategy and writing skills. Therefore, it allows to extract and discover different theories, concepts, criteria related to the topic of this research.

## **Level or type of research**

### **Descriptive level research**

It was descriptive level research since it described the characteristics, behaviors, population, and phenomenon studied (McCombes, 2020). The methodology focused more on the "content" than the "reason" of the research topic. Therefore, descriptive level research was applied in the present work and allowed knowing real situations by the accurate survey and people involved in the students' data. It was permitted to recognize more about the process and the main features of the Shared dictation strategy.

According to McCombes (2020) descriptive research refers to the characterization of a phenomenon of a situation that indicates the features that define it. The term descriptive level research refers to the research questions, research design, and data analysis performed on the topic. The instrument used in this research is a survey.

The present work was selected the descriptive level research because the pandemic situation was a disadvantage to applying the shared dictation strategy. Therefore, the virtual way was not adequate in this research. Besides, there was not a specific rubric with the parameters to measure the pre-test and post-test.

### **Explanatory level**

Explanatory research performs on under-researched issues, require priority, generate operational definitions, and provide better-researched models. It was a research design that focused on explaining all aspects of the research in detail. It did not provide conclusive results due to a lack of statistical strength, but it allowed researchers to determine how and why things happened. The researcher started with a general idea and used research as a tool, which may lead to topics to be dealt with in the coming future, for example, the analysis of the use of Shared Dictation Strategy to develop writing skills.

The hypothesis was tested descriptively through the entire research process, using surveys of the population immersed in the problem, obtaining and tabulating the same results that give way to the acceptance and rejection of one of the variables and the other (Morgan, 2016).



## **Population**

The study population was the students from Unidad Básica of PINE at Universidad Técnica de Ambato, corresponding to the academic period 2020-2021. The researcher selected 40 students to apply the online survey. The selection of this group was for convenience due to the accessibility provided by the teachers at the university.

## CHAPTER III. RESULTS AND DISCUSSION

### 3.1 Analysis and discussion of the results.

#### TEACHER'S ONLINE SURVEY

This section shows the answers of five teachers who completed the online survey.

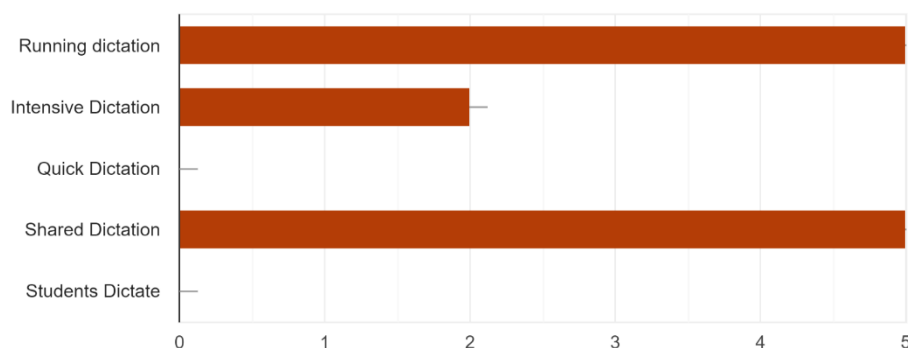
**QUESTION 1.-** Choose two or more options according to your experience. Which of the following dictation strategies can you recognize?

**Table 1** *Kind of dictation strategies*

Alternatives	Frequency	Percentage
<b>Running dictation</b>	2	40%
<b>Intensive dictation</b>	1	20%
<b>Quick dictations</b>	0	0%
<b>Shared dictation</b>	2	40%
<b>Students dictate</b>	0	0%
<b>TOTAL</b>	5	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

**Figure 1** *Kind of dictation strategies*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

#### **Analysis and interpretation:**

According to the answers given by the teachers who completed the online survey, 2 teachers mentioned that they know running dictation strategy so, it represents 40% of the population. Besides, one teacher said that he/she knows intensive dictation since it represents 20%. Furthermore, two teachers stated that they recognize the Shared Dictation Strategy since it represents 40% of the population. Consequently, all of them know the dictation strategies where teacher use to apply in their classes. But it is essential to mention that two teachers know the Shared Dictation Strategy.

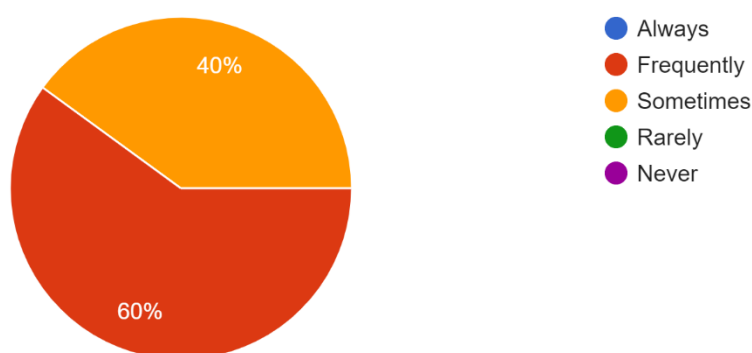
**QUESTION 2.-** How often do you use the strategy that you chose in the previous question?

**Table 2** *Use of dictation strategies.*

Alternatives	Frequency	Percentage
<b>Always</b>	0	0 %
<b>Frequently</b>	3	60%
<b>Sometimes</b>	2	40%
<b>Rarely</b>	0	0%
<b>Never</b>	0	0%
		100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

**Figure 2** *Use of dictation strategies.*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

**Analysis and interpretation:**

According to the answers to question 2, three teachers stated that they frequently use dictation strategies since it represents 60% of the population. Moreover, two teachers stated that they sometimes use dictation strategies since it represents 40% of the population. Therefore, teachers in few times use dictation strategies in order to help and improve the four skills in their students. For this reason, it is indispensable apply the dictation strategies during the teaching-learning since it has a positive effect in the learners.

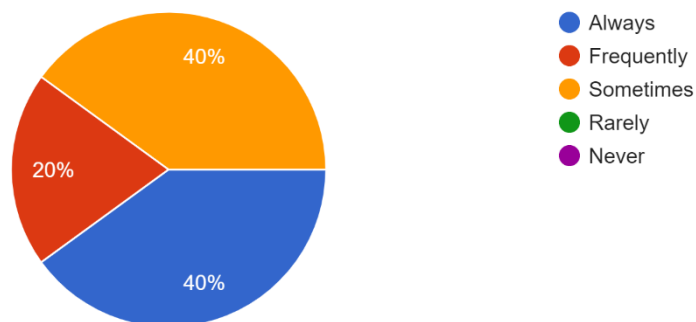
**QUESTION 3.-** How often do you help your students to develop their writing skills?

**Table 3** *Develop student's writing skills.*

Alternatives	Frequency	Percentage
<b>Always</b>	2	40 %
<b>Frequently</b>	1	20%
<b>Sometimes</b>	2	40%
<b>Rarely</b>	0	0%
<b>Never</b>	0	0%
<b>TOTAL</b>	5	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

**Figure 3** *Develop student's writing skills.*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

**Analysis and interpretation:**

According to the results, two teachers mentioned that they always help their students to develop their writing skills since it represents 40% of the population. Additionally, one teacher said that he frequently helps students develop or improve their writing skills since it represents 20%. Besides, two teachers said that they sometimes support students to develop student's writing skills. Moreover, teachers always help students to develop their writing skills so it is important during the learning process since writing skill is a productive skill where students should practice this skill because it is difficult for students to learn.

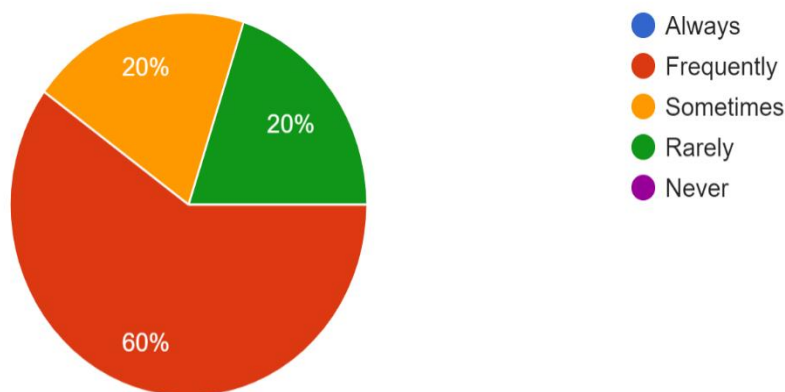
**QUESTION 4.-** How often do you use dictation strategies to help your students improve their writing skills?

Table N 4 *Use of dictation strategies to help students improve writing skills.*

Alternatives	Frequency	Percentage
<b>Always</b>	0	0%
<b>Frequently</b>	3	60%
<b>Sometimes</b>	1	20%
<b>Rarely</b>	1	20%
<b>Never</b>	0	0%
<b>TOTAL</b>	5	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

Figure 4 *Use of dictation strategies to help students improve writing skills.*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

**Analysis and interpretation:**

According to the results, three teachers mentioned that they frequently help students improve their writing skills since it represents 60% of the population. Additionally, one teacher said that he/she sometimes supports his/her students to improve their writing skills consequently, it represents 20%. Another teacher said that he/she rarely helps his/her students to improve their writing skills since it represents 20% of the population. Consequently, it is essential to use dictation strategies because it help students improve their writing skills. Besides, writing skills channelize your knowledge and brain to the point of value. It conveys the point that is significant for other people.

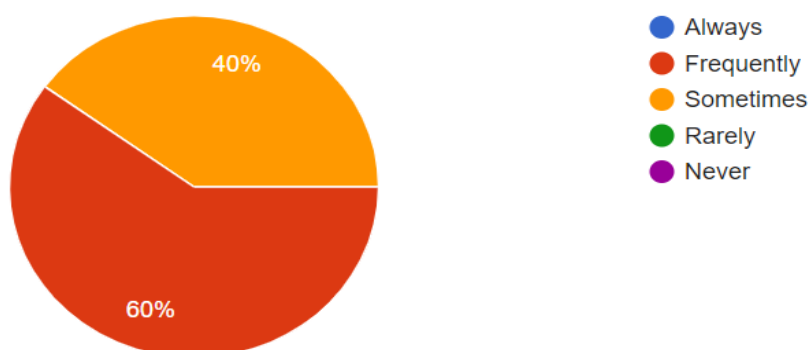
**QUESTION 5.-** How often do you practice your writing skill using dictation?

Table 5 *Use of dictation to practice the writing skills.*

Alternatives	Frequency	Percentage
<b>Always</b>	0	0%
<b>Frequently</b>	3	60%
<b>Sometimes</b>	2	40%
<b>Rarely</b>	0	0%
<b>Never</b>	0	0%
<b>TOTAL</b>	5	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

Figure 5 *Use of dictation to practice the writing skills.*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

**Analysis and interpretation:**

According to the results, three teachers mentioned that they frequently practice writing skills using dictation due to it represents 60% of the population. Besides, two teachers said that they sometimes use dictation since it represents 40%. As a result, most teachers frequently use dictation so that students can practice their writing skills. But, it is not commonly used for the teachers to help students practice their written works. The dictation provides an opportunity for the students to improve, develop and practice the writing skills.

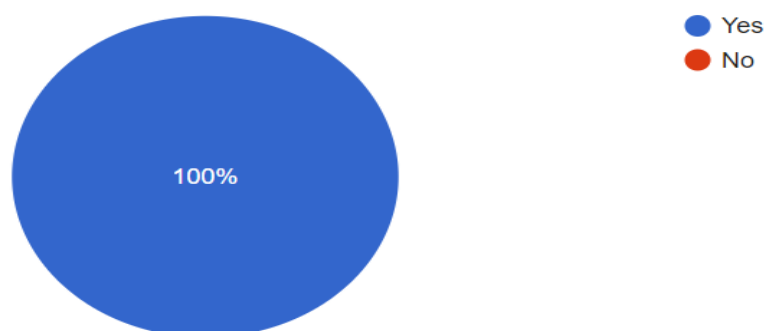
**QUESTION 6.-** Do you know the Shared Dictation Strategy?

*Table 6 Know the Shared Dictation Strategy.*

Alternatives	Frequency	Percentage
<b>Yes</b>	5	100%
<b>No</b>	0	0%
<b>TOTAL</b>	5	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

Figure N 6 *Know the Shared Dictation Strategy.*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

**Analysis and interpretation:**

According to the results, all of them said that they know the shared dictation strategy since it represents 100%. As a result, they recognize how it works, what kind of activities they should use to apply this kind of strategy to improve or develop the writing skills. A Shared Dictation Strategy is an innovative strategy during the teaching process. Therefore, students practice spelling skills. Simply put, you say a phrase or sentence containing their spelling words, and students repeat it and write it down.

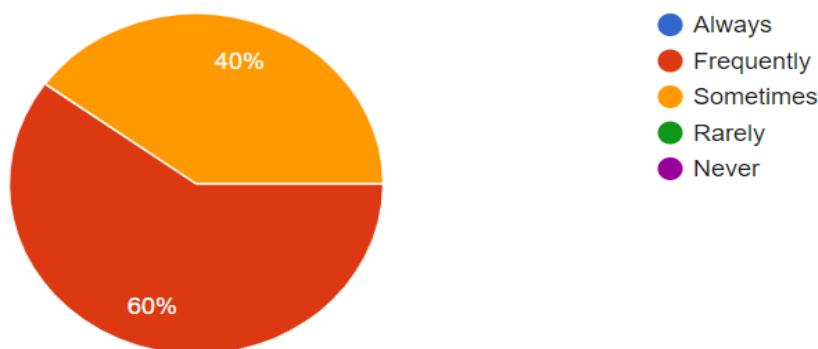
**QUESTION 7.-** How often do you apply the Shared Dictation Strategy so that your students can practice writing skills?

**Table 7** Apply the *Shared Dictation Strategy*

Alternatives	Frequency	Percentage
<b>Always</b>	0	0%
<b>Frequently</b>	3	60%
<b>Sometimes</b>	2	40%
<b>Rarely</b>	0	0%
<b>Never</b>	0	0%
<b>TOTAL</b>	40	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

**Figure 7** Apply the *Shared Dictation Strategy*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

**Analysis and interpretation:**

According to the results, three teachers mentioned that they frequently apply shared dictation strategy to help students practice their writing skills since it represents 60% of the population. Besides, two teachers said that they sometimes use the shared dictation strategy during their teaching-learning process since it represents 40% of the population. Consequently, teachers do not always use the Shared Dictation Strategy. It means that it could be considered a traditional strategy by them. Nevertheless, it can be used by teachers since it helps students to practice the writing skills.



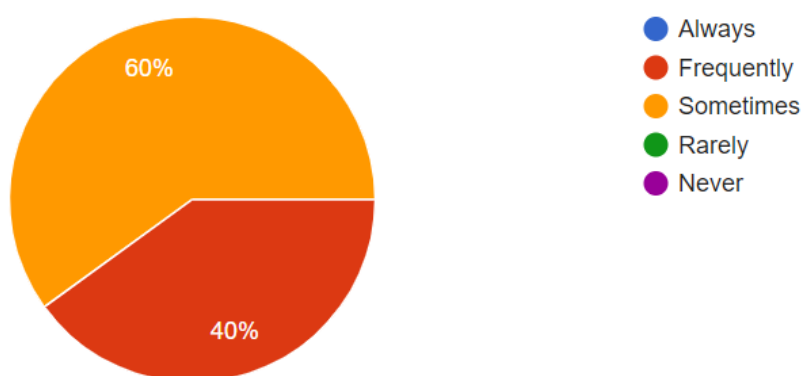
**QUESTION 8.-** How often do you provide activities so that students can interact among them?

**Table 8** *Peer interaction.*

Alternatives	Frequency	Percentage
<b>Always</b>	0	0%
<b>Frequently</b>	2	40%
<b>Sometimes</b>	3	60%
<b>Rarely</b>	0	0%
<b>Never</b>	0	0%
<b>TOTAL</b>	5	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

**Figure 8** *Peer interaction.*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

**Analysis and interpretation:**

According to the results, two teachers stated that they provide activities where students can interact with them since it represents 40% of the population. Besides, three teachers sometimes provide activities their learners can interact with other classmates since it represents 60% of the population. As a result, the teachers do not give activities where students can interact. Therefore, students cannot socialize, share and communicate between them. However, the interactive tasks are fun for learners and provide numerous benefits for a learner’s physical well-being, learning, and social.

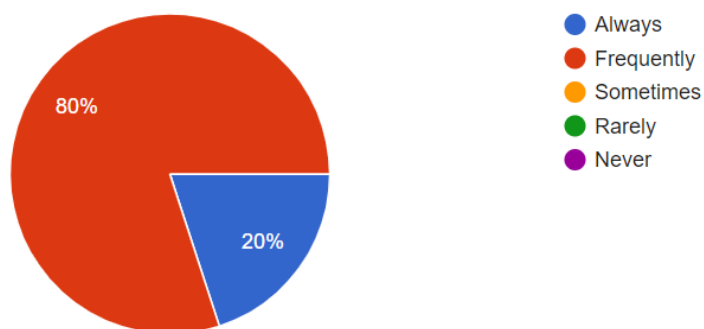
**QUESTION 9.-** How often does your ENGLISH teacher use pair-work activities so that you can practice their writing skill?

**Table 9** *Pair-work activities*

Alternatives	Frequency	Percentage
<b>Always</b>	1	20%
<b>Frequently</b>	4	80%
<b>Sometimes</b>	0	0%
<b>Rarely</b>	0	0%
<b>Never</b>	0	0%
<b>TOTAL</b>	5	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

**Figure 9** *Pair-work activities*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

**Analysis and interpretation:**

The ninth question emphasized the use of pair-work activities. Therefore, four teachers stated that frequently use pair-work activities with their students to practice writing skills since it represents 80% of the population. Besides, one teacher said that all the time gives pair-work assignments to help students practice their writing skills. According to these results, it means that teachers provide pair-work activities in their classes. Therefore, interactive learning brings space for learners to bond with those around them and encourage a lifelong interest in learning by making the experience enjoyable and engaging.

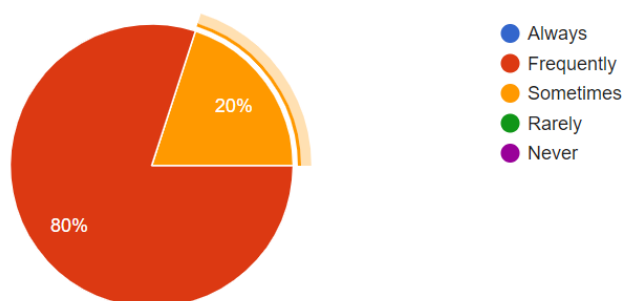
**QUESTION 10.-** How often do you promote written production by presenting small readings?

Table 10 *Written production by presenting small readings*

Alternatives	Frequency	Percentage
<b>Always</b>	0	0%
<b>Frequently</b>	4	80%
<b>Sometimes</b>	1	20%
<b>Rarely</b>	0	0%
<b>Never</b>	0	0%
<b>TOTAL</b>	5	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato

Figure 10 *Written production by presenting small readings*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to teachers of PINE at Universidad Técnica de Ambato.

**Analysis and interpretation:**

In the final question, four teachers mentioned that they frequently promote written production by presenting small readings since it represents 80% of the population. Moreover, one teacher said that he sometimes provides activities through short interpretations since it represents 20%. As a result, teachers present small readings to help students do written works. It means that by using small readings students can develop and improve their writing skills. When teachers use a Shared Dictation Strategy can use several activities. The main activity is promoting written production by presenting small reading to help students practicing writing skills.

## STUDENTS' ONLINE SURVEY

This section shows the answers of 40 students from Unidad Básica at Universidad Técnica de Ambato. The survey for students was applied online to find out if students improve or develop their writing skills using the shared dictation strategy.

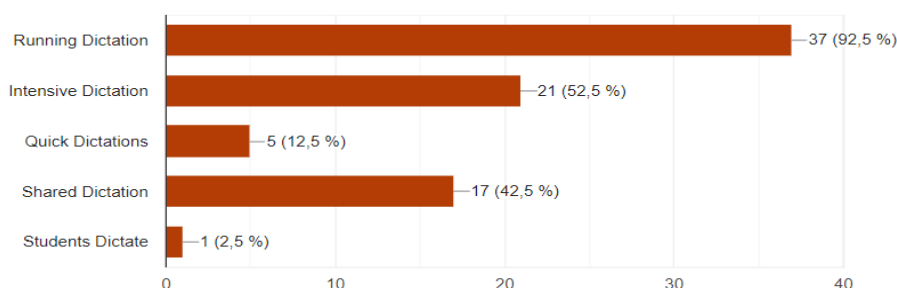
**QUESTION 1.-** Choose two or more options according to your experience. What kind of dictation strategy does your ENGLISH teacher use?

**Table 11** *Kind of dictation strategies.*

Alternatives	Frequency	Percentage
<b>Running Dictation</b>	21	52,5%
<b>Intensive Dictation</b>	2	5%
<b>Quick Dictations</b>	5	12,5%
<b>Shared Dictation</b>	13	32,5
<b>Students Dictate</b>	1	2,5
<b>TOTAL</b>	40	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato

**Figure 11** *Kind of dictation strategies.*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato

### **Analysis and interpretation:**

According to the survey, 21 students represent 52,5% of the population. They stated that they know the running dictation. Besides, 13 students, representing 32,5%, said that they recognize the Shared Dictation Strategy. On the other hand, five students, representing 12,5%, mentioned that they also identify quick dictation. However, two students said that they know intensive dictation since it represents 5% of the results. Consequently, students know and recognize the dictation strategies since their teachers applied or used a dictation strategy during the teaching-learning process. Therefore, learners know how the dictation strategies work because their teachers have presented an activity through dictation.

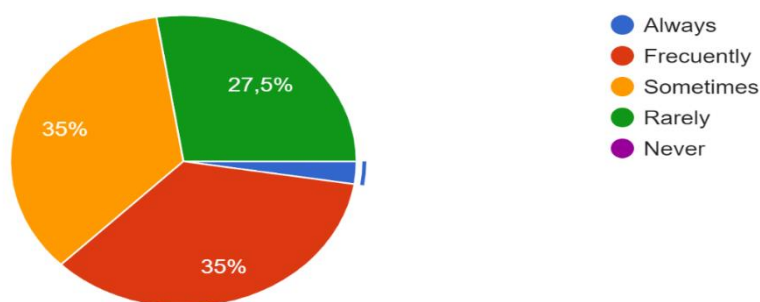
**QUESTION 2.-** How often does your ENGLISH teacher use the dictation strategies that you chose in the previous question?

Table 12 *Use of dictation strategies.*

Alternatives	Frequency	Percentage
<b>Always</b>	1	2,5 %
<b>Frequently</b>	14	35%
<b>Sometimes</b>	14	35%
<b>Rarely</b>	11	27,5%
<b>Never</b>	0	0%
<b>TOTAL</b>	40	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato

Figure 12 *Use of dictation strategies.*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato

**Analysis and interpretation:**

According to the data, 14 students represent 35% of the population. They stated that their teacher frequently uses dictation within the class. In addition, 14 students representing 35% of the population. They said that the teacher sometimes uses dictation during the teaching-learning process. On the other hand, 11 students, representing 27,5%. They mentioned that the teacher rarely uses dictation in class. But one student said that the teacher always uses dictation during the learning process, representing 5% of the results. These results confirm that students do not always do activities using dictation strategies. Therefore, English teachers do not always use dictation in the classroom. Dictation strategies help the student to be active after and before the activity. It socializes students among them. Students practice the four skills through dictation.

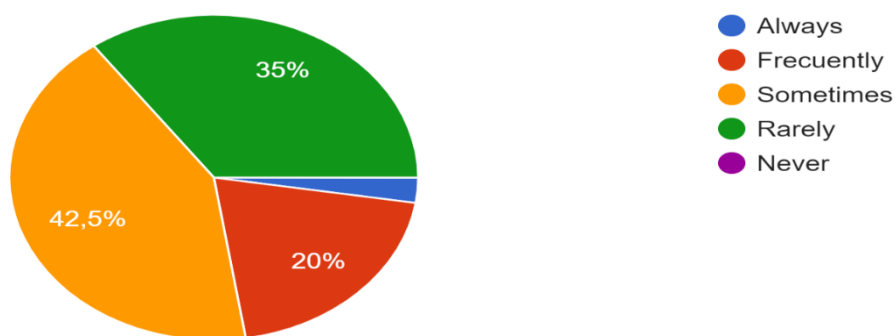
**QUESTION 3.-** How often does your ENGLISH teacher help you to develop your writing skill?

**Table 13** *Develop the writing skill.*

Alternatives	Frequency	Percentage
<b>Always</b>	1	2,5 %
<b>Frequently</b>	8	20%
<b>Sometimes</b>	17	42,5%
<b>Rarely</b>	14	35%
<b>Never</b>	0	0%
<b>TOTAL</b>	40	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato

**Figure 13** *Develop the writing skill.*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato

**Analysis and interpretation:**

According to the results, 17 students stated that their teachers sometimes help them develop their writing skills since it represents 42,5% of the population. Additionally, 14 students represent 35% of the population. They stated that their teachers sometimes help them develop their writing skills. Furthermore, eight students represent 20%. They said that frequently their teachers help improve their writing skills. But one student mentioned that his/her teacher always helps his/her develop the writing skill. The majority of students declare that their English teachers help them to develop their writing skills. Therefore, teachers play an essential role for students because they are guides since their students can develop and, improve their skills.

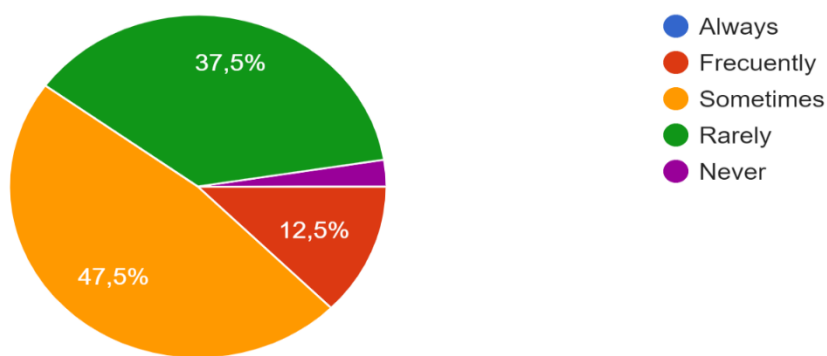
**QUESTION 4.-** How often does your ENGLISH teacher use dictation strategies to help you improve their writing skill?

**Table 14** *Improve the writing skill.*

Alternatives	Frequency	Percentage
<b>Always</b>	0	0%
<b>Frequently</b>	5	12,5%
<b>Sometimes</b>	19	47,5%
<b>Rarely</b>	17	37,5%
<b>Never</b>	1	2,5%
<b>TOTAL</b>	40	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato

Figure 14 *Improve the writing skill.*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato

**Analysis and interpretation:**

According to the data, 19 students representing 47,5% of the population mentioned that the teacher sometimes uses any dictation strategy to improve writing skills. On the other hand, 17 students said that teachers rarely use a strategy to improve writing skills since it represents 37,5% of the total population. Besides, five students claimed that the teacher frequently uses a dictation strategy in the teaching process representing 12,5%. However, one student stated that the teacher never uses dictation strategy in his/her classes since it represents 2,5%. According to the results, students mentioned that their English teachers sometimes use dictation strategies during the learning process. It means that teachers do not always support students improve their written works. Dictation strategies are successful for students to reinforce the writing skills.

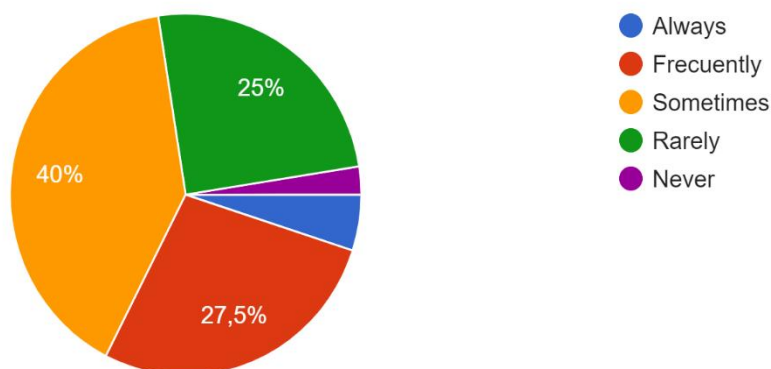
**QUESTION 5.-** How often do you practice your writing skill using dictation?

**Table 15** *Practice the writing skills using dictation.*

Alternatives	Frequency	Percentage
<b>Always</b>	2	5%
<b>Frequently</b>	7	27,5%
<b>Sometimes</b>	16	40%
<b>Rarely</b>	10	25%
<b>Never</b>	1	2,5%
<b>TOTAL</b>	40	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato.

**Figure 15** *Practice the writing skills using dictation.*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato.

**Analysis and interpretation:**

The 40% who are 16 students surveyed mention that their English teachers sometimes practice their writing skills using dictation. The 25% belong to 10 students consider it happens rarely. Besides, seven students representing 27,5% of the population mention that they frequently practice writing skills through dictation. Two students that represent 5% of the population stated that they always do written works using dictation. One student mentioned that he never practices his writing skills using dictation since it represents 2,5% of the population. The majority of students declare that they sometimes practice their writing skills using dictation. It means that English teachers use other strategies to help students practice the writing skills. However, dictation is a useful and easy-to-use tool in the classroom.



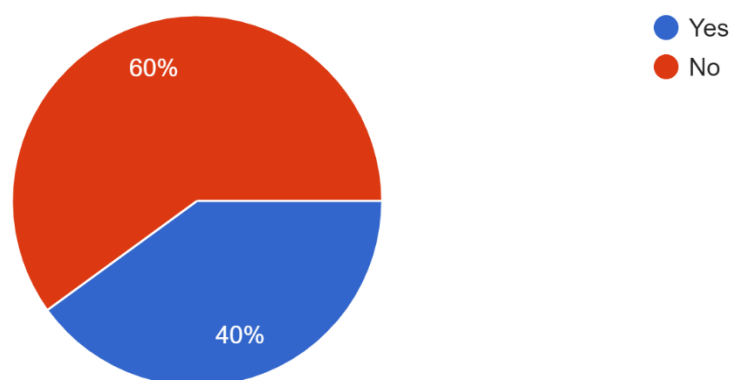
**QUESTION 6.-** Do you know the Shared Dictation Strategy (Activity to share information, it works in pairs Student A- Student B)?

**Table 16** *Know the Shared Dictation Strategy*

Alternatives	Frequency	Percentage
<b>Yes</b>	16	40%
<b>No</b>	24	60%
<b>TOTAL</b>	40	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato.

**Figure 16** *Know the Shared Dictation Strategy*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato.

**Analysis and interpretation:**

According to the results, 24 students representing 60% of the population, show that many students know the Shared Dictation Strategy, but 16 students mentioned that they do not know the Shared Dictation Strategy since it represents 40% of the learners. As a result, it shows that students identify how the strategy works. It means that their teachers applied this strategy in the classroom. Therefore, students did activities through Shared Dictation Strategy. It allows reinforcing especially written works. It brings an opportunity for teachers and students because this strategy is student-centered.

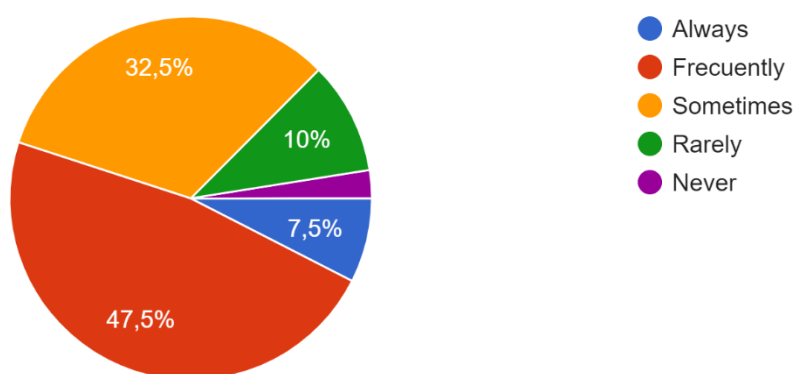
**QUESTION 7.-** How often does your ENGLISH teacher apply the shared dictation strategy so that you can practice writing skills?

**Table 17** *The application of the Shared Dictation Strategy.*

Alternatives	Frequency	Percentage
<b>Always</b>	3	7,5%
<b>Frequently</b>	19	47,5%
<b>Sometimes</b>	13	32,5%
<b>Rarely</b>	4	10%
<b>Never</b>	1	2,5%
<b>TOTAL</b>	40	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato.

**Figure 17** *The application of the Shared Dictation Strategy*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato.

**Analysis and interpretation:**

According to a survey of 40 students, 19 students said that they frequently do write work using Shared Dictation Strategy since it represents 47,5% of the population. Besides, 13 students stated that the teacher sometimes uses the Shared Dictation Strategy to develop writing skills, representing 32,5%. On the other hand, the four students represent 10%. They mentioned that the teacher rarely presents activities using the shared dictation strategy. Moreover, three students claimed that their teachers always do write work using the strategy. Besides, one student mentioned that his/her teacher does not apply the Shared Dictation Strategy. The majority of students declare that their English teachers applied the Shared Dictation Strategy during the learning process to practice and develop the writing skills. It is noticeable that most of the students practice their writing skills doing activities of this strategy.

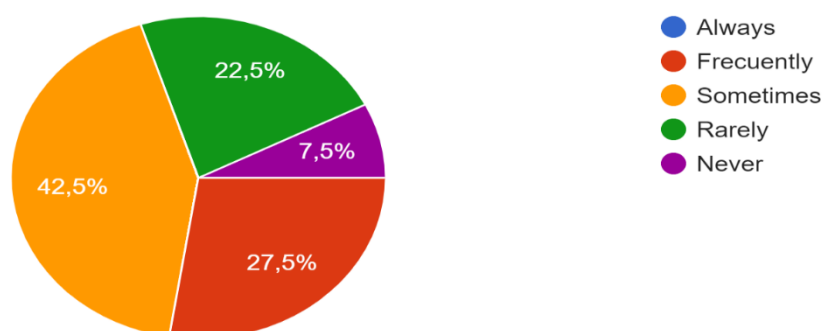
**QUESTION 8.-** How often does your ENGLISH teacher provide activities so that you can interact with other classmates?

**Table 8 Peer interaction.**

Alternatives	Frequency	Percentage
<b>Always</b>	0	0%
<b>Frequently</b>	11	27,5%
<b>Sometimes</b>	17	42,5%
<b>Rarely</b>	9	22,5%
<b>Never</b>	3	7,5%
<b>TOTAL</b>	40	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato.

**Figure 8 Peer interaction.**



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato.

**Analysis and interpretation:**

According to the data, 17 students represent 45% of the population. They interact with other classmates. Besides, 17 students represent 35%. They mentioned that they sometimes interact with them. Furthermore, six students stated that they always interact in activities inside the classroom representing 12% of the survey. Additionally, four students represent 8%. They indicated that they interact a few times only in some cases. In this case, all the students during their English class interact in some activities with other classmates. It is significant so that student interaction is a vital part of any course experience. In a classroom environment, this kind of relationship occurs naturally, because students listen to each other's comments, ask each other questions, and establish harmonious relationships through frequent connections.

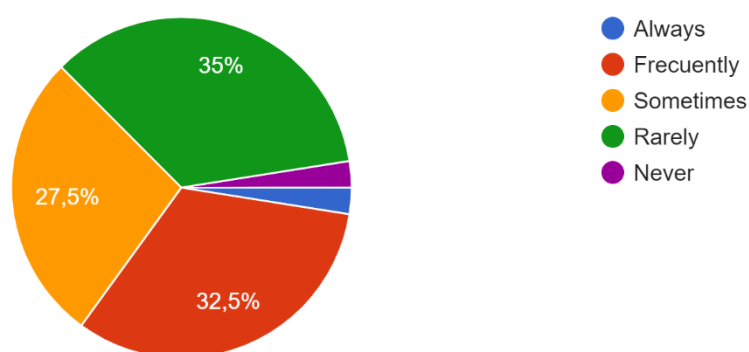
**QUESTION 9.-** How often does your ENGLISH teacher use pair-work activities so that you can practice their writing skill?

**Table 19** *Pair-work activities*

Alternatives	Frequency	Percentage
<b>Always</b>	1	2,5%
<b>Frequently</b>	13	32,5%
<b>Sometimes</b>	11	27,5%
<b>Rarely</b>	14	35%
<b>Never</b>	1	2,5%
<b>TOTAL</b>	40	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato.

**Figure 19** *Pair-work activities*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato.

**Analysis and interpretation:**

According to the results, 14 students of the total learners rarely participate in pair work activities since it represents 32,5% of the population. Moreover, 13 students that represent 27,5% of them sometimes participate in pair work activities. Furthermore, one student said that they always participate in pair work activities during the teaching-learning process. One student never participates in pair work activities since it represents 2,5% of the population. In that case, most of the learners participate in pair work activities in class. Moreover, pair work activities encourage collaboration between students because to complete a task. They must work together and help create a very positive learning atmosphere in the classroom.

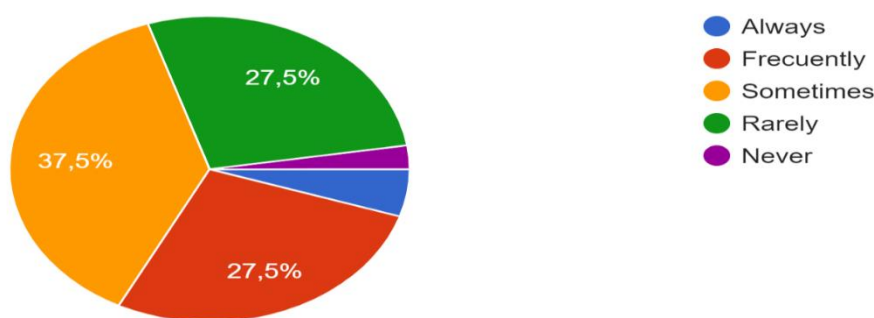
**QUESTION 10.-** How often does your ENGLISH teacher promote written production by presenting small readings?

Table 20 *Written production by presenting small readings*

Alternatives	Frequency	Percentage
<b>Always</b>	2	5%
<b>Frequently</b>	13	32,5%
<b>Sometimes</b>	11	27,5%
<b>Rarely</b>	14	35%
<b>Never</b>	1	2,5%
<b>TOTAL</b>	40	100%

**Note:** This table was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato.

Figure 20 *Written production by presenting small readings*



**Note:** This figure was elaborated by A. Ortiz, 2020. Survey addressed to students of PINE at Universidad Técnica de Ambato.

**Analysis and interpretation:**

In this question, 14 students represent 35% of them. They mentioned that teachers rarely promoted written works through small readings. Furthermore, 13 students that represent 32,5 % said that they frequently do written works using small readings. However, 11 students represent 27,5% of the population mentioned that teachers sometimes use short texts to promote the production of written works. Besides, two students said that their teacher always boosts writing realization using small readings. Finally, one student represents de 2,5% of the population said that his/her teacher never promotes writing execution through short activities. The following analysis provides evidence that can help determine that most teachers promote written instruction by displaying short activities, while only a small percentage of teachers are not interested in promoting written by small readings.

### 3.2 Verification of hypotheses

#### Logic model

**H1:** Shared Dictation Strategy is used to develop writing skills in students from Unidad Básica of PINE at “Universidad Técnica de Ambato”.

**Ho:** Shared Dictation Strategy is not used to develop writing skills in students from Unidad Básica of PINE at “Universidad Técnica de Ambato”.

#### Mathematic model

**H1:**  $O = E$

**Ho:**  $O \neq E$

Where:

$X_c^2$ : Chi Squared

$\Sigma$ :summatory

O: Observed frequency.

E: Expected frequency.

#### Stadistic Model

$$X_c^2 = \sum \frac{(O-E)^2}{E}$$

**Table 21 Observed frequency**

<b>Observed frequency.</b>						
<b>QUESTIONS</b>	<b>ALTERNATIVES</b>					<b>SUBTOTAL</b>
	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>	
<b>QUESTION</b> 2.- How often does your ENGLISH teacher use the dictation strategies that you chose in the previous question?	1	14	14	11	0	40
<b>QUESTION</b> 3.- How often does your ENGLISH teacher help you to develop your writing skill?	1	8	17	14	0	40
<b>QUESTION</b> 4.- How often does your ENGLISH teacher use dictation strategies to help you improve their writing skill?	0	5	17	17	1	40
<b>QUESTION</b> 5.- How often do you practice your writing skill using dictation?	2	9	16	12	1	40
<b>QUESTION 7.-</b> How often does your ENGLISH teacher apply the Shared Dictation Strategy so that you can practice writing skills?	3	19	13	4	1	40
<b>QUESTION</b> 8.- How often does your ENGLISH teacher provide activities so that you can interact with other classmates?	0	11	17	9	3	40
<b>QUESTION 9.-</b> How often does your ENGLISH teacher use pair-work activities so that you can practice their writing skill?	1	13	11	14	1	40
<b>QUESTION</b> 10.- How often does your ENGLISH teacher promote written production by presenting small readings?	2	13	10	14	1	40
<b>SUBTOTAL</b>	<b>10</b>	<b>92</b>	<b>115</b>	<b>95</b>	<b>8</b>	<b>320</b>
	<b>3%</b>	<b>29%</b>	<b>36%</b>	<b>30%</b>	<b>3%</b>	

**Note:** This table was elaborated by Ortiz A., 2020

**Table 22 Expected frequency**

<b>Expected frequency.</b>						
<b>QUESTIONS</b>	<b>ALTERNATIVES</b>					<b>SUBTOTAL</b>
	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>	
<b>QUESTION 2.- How often does your ENGLISH teacher use the dictation strategies that you chose in the previous question?</b>	1,25	11,5	14,375	11,875	1	40
<b>QUESTION 3.- How often does your ENGLISH teacher help you to develop your writing skill?</b>	1,25	11,5	14,375	11,875	1	40
<b>QUESTION 4.- How often does your ENGLISH teacher use dictation strategies to help you improve their writing skill?</b>	1,25	11,5	14,375	11,875	1	40
<b>QUESTION 5.- How often do you practice your writing skill using dictation?</b>	1,25	11,5	14,375	11,875	1	40
<b>QUESTION 7.- How often does your ENGLISH teacher apply the Shared Dictation Strategy so that you can practice writing skills?</b>	1,25	11,5	14,375	11,875	1	40
<b>QUESTION 8.- How often does your ENGLISH teacher provide activities so that you can interact with other classmates?</b>	1,25	11,5	14,375	11,875	1	40
<b>QUESTION 9.- How often does your ENGLISH teacher use pair-work activities so that you can practice their writing skill?</b>	1,25	11,5	14,375	11,875	1	40
<b>QUESTION 10.- How often does your ENGLISH teacher promote written production by presenting small readings?</b>	1,25	11,5	14,375	11,875	1	40
<b>SUBTOTAL</b>	<b>10</b>	<b>92</b>	<b>115</b>	<b>95</b>	<b>8</b>	<b>320</b>

**Note:** This table was elaborated by Ortiz A., 2020



**Table 23**

<b>Expected frequency</b>	
Always	1,25
Frecuently	11,5
Sometimes	14,375
Rarely	11,875
Never	1

**Note:** This table was elaborated by Ortiz A., 2020

**Table 24 Chi square**

<b>CHI SQUARE</b>					
<b>QUESTIONS</b>	<b>ALTERNATIVES</b>				
	<b>Always</b>	<b>Frecuently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
<b>QUESTION</b> 2.- How often does your ENGLISH teacher use the dictation strategies that you chose in the previous question?	0,05	0,54	0,01	0,06	1,00
<b>QUESTION</b> 3.- How often does your ENGLISH teacher help you to develop your writing skill?	0,05	1,07	0,48	0,38	1,00
<b>QUESTION</b> 4.- How often does your ENGLISH teacher use dictation strategies to help you improve their writing skill?	1,25	3,67	0,48	2,21	0,00
<b>QUESTION 5.-</b> How often do you practice your writing skill using dictation?	0,45	0,54	0,18	0,00	0,00
<b>QUESTION 7.-</b> How often does your ENGLISH teacher apply the Shared Dictation Strategy so that you can practice writing skills?	2,45	4,89	0,13	5,22	0,00
<b>QUESTION</b> 8.- How often does your ENGLISH teacher provide activities so that you can interact with other classmates?	1,25	0,02	0,48	0,70	4,00
<b>QUESTION 9.-</b> How often does your ENGLISH teacher use pair-work activities so that you can practice their writing skill?	0,05	0,20	0,79	0,38	0,00
<b>QUESTION</b> 10.- How often does your ENGLISH teacher promote written production by presenting small readings?	0,45	0,20	1,33	0,38	0,00
<b>SUBTOTAL</b>	<b>6,00</b>	<b>11,13</b>	<b>3,89</b>	<b>9,34</b>	<b>6,00</b>
<b>CHI SQUARE</b>	<b>36,35</b>				

**Note:** This table was elaborated by Ortiz A., 2020

## Degrees of freedom.

**Table 25 Degrees of freedom.**

Once the chi-square value has been calculated, the degrees of freedom must be calculated, which are determined according to the number of rows and columns.

DEGREES OF FREEDOM		
ROWS	<b>8</b>	<b>7</b>
COLUMNS/ALTERNATIVES	<b>5</b>	<b>4</b>
DEGREE OF FREEDOM	<b>28</b>	

**Note:** This table was elaborated by Ortiz A., 2020

**Table 26**

CHI CALCUL	<b>36,35</b>	
CHI TABLE	<b>41,3</b>	<b>41,3371382</b>

CAL>TABLE	Reject the null	
36,45>41,3	NO	Therefore, accept the null hypothesis.

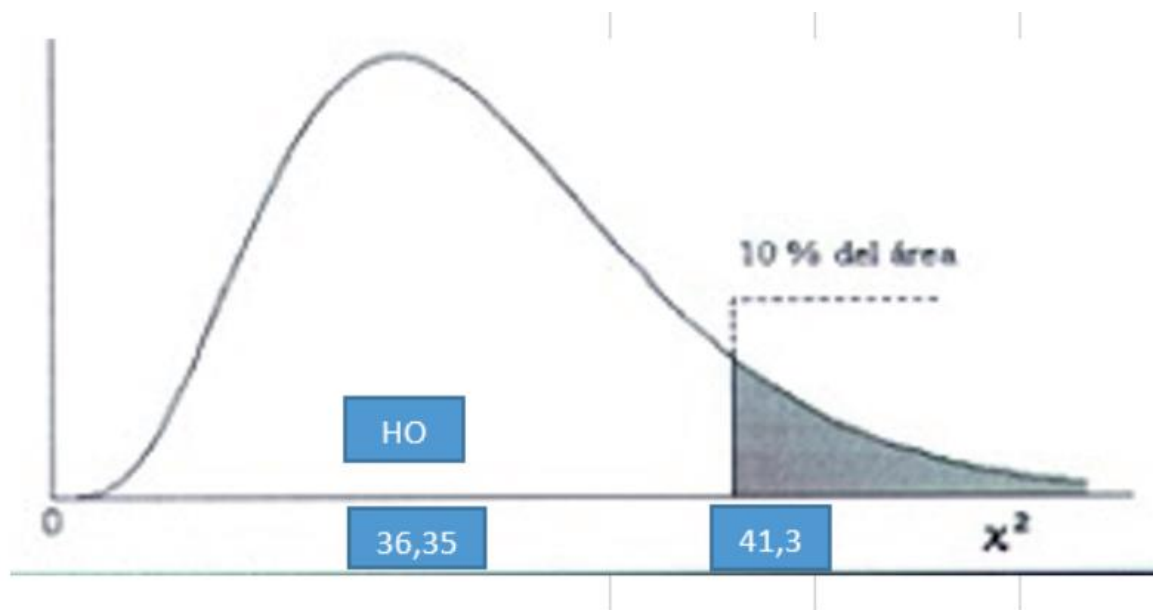
**Note:** This table was elaborated by Ortiz A., 2020

## Decision making

Once the calculation of this research has been carried out, the following is obtained.

With 28 degrees of freedom  $\chi^2_{prueba} (36,35) < \chi^2_{tabla} (41,3)$  therefore the alternate hypothesis is rejected ( $H_1$ ) and the null hypothesis is accepted ( $H_0$ ) since there is no relationship in the variables because the calculated CHI is less than that of the table. Consequently “Shared Dictation Strategy is not used to develop writing skills in students from Unidad Básica of PINE at Universidad Técnica de Ambato”.

**Figure 21 Zone of acceptance of the null hypothesis.**



## CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

### 4.1 Conclusions.

After carrying out this study, the following conclusions have been reached:

- The two online surveys were applied to diagnose the utilization of the shared dictation strategy. The results point out that teachers recognize the Shared Dictation Strategy since it is a positive aspect of this research. The majority of teachers do not support students to reinforce their writing skills through the Shared Dictation Strategy. Finally, the collected data shows that students frequently develop and improve their writing skills during the learning process.
- There are several innovative activities that can be used with the Shared Dictation Strategy, for example, small readings, short texts, sentence completion, and short conversations. All these activities are applicable for the teachers because learners interact with classmates. Moreover, they are considered collaborative work since learners share relevant information depending on the task. Students can notice their errors in the assignment they have just written to recognize items in sentences like verb tenses.
- According to the hypothesis, there is no relationship between shared dictation strategy and writing skills because the calculated Chi is less than that in the table. Therefore, it is necessary to mention that the Shared Dictation Strategy does not support students' development of their writing skills. It is essential to emphasize that the Shared Dictation Strategy is effective, so it is useful during the teaching-learning process. It helps students understand written language, find grammatical errors, and improve spelling and punctuation.
- Finally, the use of Shared Dictation Strategy in students from Unidad Básica of PINE at Universidad Técnica de Ambato shows that it is not commonly used during the learning process. It analyzes that teachers frequently apply activities through the Shared Dictation Strategy during the teaching process. Besides, it does not always develop the student's writing skills inside the English classes. Therefore, students rarely reinforce their writing skills using the Shared Dictation Strategy.

## **4.2 Recommendations.**

After carrying out this study, the following recommendations have been reached:

- English teachers should use innovative activities where their students feel motivated to reinforce or improve their skills. Using the Shared Dictation Strategy gives the opportunity to communicate, interact, socialize, and share with other classmates. Shared Dictation Strategy shows students the kinds of spelling errors they are prone to make. Students seeing their own written responses next to the correct ones in exercises should provide invaluable guidance in the ways that their spelling can be improved. It helps to develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down.
- Teachers could apply the shared dictation strategy during the teaching-learning process because it helps students rely on their memory and apply their vocabulary and grammar knowledge to writing. Shared Dictation Strategy is a stimulating strategy, so it is useful in several ways, and it is easy to prepare, explain, set, and adjust.
- The proposed supplementary guide could be taken into account to support the development of writing skills. Therefore, it is a learning resource that proposes innovative activities through the Shared Dictation Strategy. The main goal is to encourage learning by applying the Shared Dictation Strategy since students can develop, increase, improve, and reinforce their writing skills. The supplementary guide contains five relevant activities students can peer interaction, do pair- work activities, and convey information of each activity.

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Annexes

Annex 1



# UNIVERSIDAD TECNICA DE AMBATO



*Facultad de Ciencias Humanas y de la Educación  
Pedagogía de los Idiomas Nacionales Extranjeros.*

## RESEARCH WORK

# SUPPLEMENTARY GUIDE



*Topic: "SHARED DICTATION STRATEGY AND WRITING  
SKILLS"*

*Author: Andrea Belen Ortiz Ramos.*

AMBATO

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## **SUPPLEMENTARY GUIDE**

### **General Objective:**

- To design a supplementary guide to encourage learning by applying the Shared Dictation Strategy to develop the writing skills in students from Unidad Básica of PINE at “Universidad Tecnica de Ambato”.

### **Specific Objectives:**

- To provide interactive activities for students to develop and improve their writing skills.
- To promote the development of written English language skills in students.
- To socialize the supplementary guide to teachers.

## **INTRODUCTION**

A supplementary guide is a valuable tool that complements and energizes the basic text. Therefore, the creative didactic strategies stimulate, help, and generate a communicative environment to offer students various possibilities to improve understanding and self-learning. The main aim is to develop the written skills of students from Unidad Básica of PINE.

It fundamental for teachers and students since it helps them during the teaching- learning process. Besides, it essential to use activities where students interact, share, communicate between classmates. Therefore, into the supplementary guide there are several activities for students to develop and improve their writing skills.



## ACTIVITY 1: Shared Dictation – Atoms

### Sheet A

Work with your partner to complete the following sentences by reading each part aloud. The partner with 'X' next to their sentence starts first. Without looking at your partner's sheet decide if the sentence is right or wrong. If wrong makes it right.

1. X An atom is the smallest piece of \_\_\_\_\_.
2. \_\_\_\_\_ of four parts.
3. X The outside of an atom is electrically negative \_\_\_\_\_.
4. \_\_\_\_\_, which are positive, and neutrons which have no electrical charge.
5. X The positive charge of a proton is equal to \_\_\_\_\_.
6. \_\_\_\_\_ unbalanced charges because they are balanced out.
7. X Electrons are negative, protons \_\_\_\_\_  
\_\_\_\_\_.
8. \_\_\_\_\_ this is cancelled out by the equal number of electrons with a negative charge.
9. X The number of protons found in the nucleus of an atom \_\_\_\_\_.
10. \_\_\_\_\_ is the atomic mass.
11. X The number of protons in the nucleus of an atom \_\_\_\_\_.
12. \_\_\_\_\_ are called ions.

## Sheet B

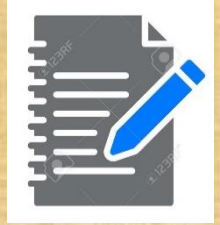
Work with your partner to complete the following sentences by reading each part aloud. The partner with 'X' next to their sentence starts first. Without looking at your partner's sheet decide if the sentence is right or wrong. If wrong makes it right.

1. \_\_\_\_\_ matter that can exist.
2. X An atom is made up \_\_\_\_\_.
3. \_\_\_\_\_ and electrons are found on the outside part of the atom.
4. X The center, or nucleus, of an atom has in it protons  
\_\_\_\_\_.
5. \_\_\_\_\_, but opposite, the negative charge of an electron.
6. X In an element, the positive and negative charges are called  
\_\_\_\_\_.
7. \_\_\_\_\_ and neutrons are neutral.
8. X The protons in the center of an atom give the nucleus a positive charge, but \_\_\_\_\_.
9. \_\_\_\_\_ is the atomic number.
10. X The number of protons and neutrons in the nucleus of an atom  
\_\_\_\_\_.
11. \_\_\_\_\_ determines what type of element it is.
12. X Atoms that have a deficit or surplus of electrons  
\_\_\_\_\_.





## ACTIVITY 2: Shared Dictation - Flowering Plants



Written by Sherene Isaac

### Text A

#### Flowering Plants

Flowering plants \_\_\_\_\_.

There are many different colours,

\_\_\_\_\_.

#### Parts of a flower

The outer green parts are called \_\_\_\_\_.

\_\_\_\_\_ when it is a bud. The brightly coloured parts \_\_\_\_\_. The male parts are called \_\_\_\_\_.

\_\_\_\_\_ a long filament and an anther. The anther makes \_\_\_\_\_.

\_\_\_\_\_ the sperm (male sex cell).

\_\_\_\_\_ the pistil.

The pistil is made up of a \_\_\_\_\_,

\_\_\_\_\_. The ovary contains the

\_\_\_\_\_

## Text B



### Flowering Plants

\_\_\_\_\_ have roots, stems, leaves and flowers.  
\_\_\_\_\_ sizes and shapes of flowers.

### Parts of a flower

\_\_\_\_\_ sepals.  
They protect the flower \_\_\_\_\_.  
\_\_\_\_\_ are called petals.  
\_\_\_\_\_ stamens. Each stamen is made up of \_\_\_\_\_.  
\_\_\_\_\_ the pollen. The pollen has \_\_\_\_\_.

The female part is called \_\_\_\_\_.  
\_\_\_\_\_ a stigma, style and ovary. \_\_\_\_\_ ovules with the eggs (female sex cells).





### ACTIVITY 3: Shared Dictation - The Tall Blacks



#### Jump out of Their Skins

##### Text A

#### The Tall Blacks Have Jumped Out of their Skins



The Tall Blacks, \_\_\_\_\_ only 2.09 metres tall \_\_\_\_\_, jumped and played their hearts out \_\_\_\_\_ of the World Basketball Championships \_\_\_\_\_ on Friday 6 September 2002. \_\_\_\_\_ New Zealand has ever qualified \_\_\_\_\_ and the team was rated as unlikely \_\_\_\_\_. They are now fourth \_\_\_\_\_. The courage and determination \_\_\_\_\_ are a lesson to us all, \_\_\_\_\_ to listen to the coach \_\_\_\_\_.

##### Text B

#### The Tall Blacks Have Jumped Out of their Skins



\_\_\_\_\_, with their tallest player only \_\_\_\_\_ and the shortest 1.82 metres, \_\_\_\_\_ to reach the semi-finals \_\_\_\_\_ in Indianapolis \_\_\_\_\_. This is the first time \_\_\_\_\_ for the world champs \_\_\_\_\_ to win a game. \_\_\_\_\_ in the world. \_\_\_\_\_ of these 'short' men of basketball \_\_\_\_\_, to never give up, \_\_\_\_\_ and then good things can happen.



## **Complete Text**

### **The Tall Blacks Have Jumped Out of their Skins**

The Tall Blacks, with their tallest player only 2.09 metres tall and the shortest 1.82 metres, jumped and played their hearts out to reach the semi-finals of the World Basketball Championships in Indianapolis on Friday, 6 September 2002. This is the first time New Zealand has ever qualified for the world champs and the team was rated as unlikely to win a game. They are now fourth in the world. The courage and determination of these short men of basketball are a lesson to us all, to never give up, to listen to the coach and then good things can happen.



**A:** Receptionist.

**B:** Customer.

## ACTIVITY 4: Conversation – reservation.

### Sheet A

Work with your partner to complete the following sentences by reading each part aloud. The partner with 'X' next to their sentence starts first. Without looking at your partner's sheet decide if the sentence is right or wrong. If wrong makes it right.

**A:** X Hello, Sunnyside Inn. May I help you?

**B:** \_\_\_\_\_.

**A:** Ok, let me check our computer here for a moment.

**B:** Ok.

**A:** X The 21st of May, right?

**B:** No, March, not May.

**A:** Oh, sorry. Let me see here... Mmm...

**B:** \_\_\_\_\_-?

**A:** X Well, we have one suite available complete with a kitchen and a sauna bath.

**B:** Ok.

**A:** And the view of the city is great too.

**B:** How much is that?

**A:** It's only two hundred dollars plus a ten per cent room tax.

**B:** Oh, that's a little too expensive for me.

\_\_\_\_\_?

**A:** X Well, would you like a smoking or a non-smoking room?

**B:** Non-smoking, please.

**A:** Ok. We do have a few rooms available on the 20th. We fall on the 22nd, unless you want a smoking room.

**B:** \_\_\_\_\_?

**A:** X 80 dollars plus the ten per cent room tax.

**B:** Ok, that'll be fine.

**A:** All right. Could I have your name, please?

**B:** Yes, it's Bob Maexner.

**A:** XHow do you spell your last name, Mr Maexner?

**B:** \_\_\_\_\_

**A:** Ok, Mr Maexner. We look forward to seeing you on March 20<sup>th</sup>.

**B:** Ok, goodbye.

### Sheet B.

Work with your partner to complete the following sentences by reading each part aloud. The partner with 'X' next to their sentence starts first. Without looking at your partner's sheet decide if the sentence is right or wrong. If wrong makes it right.

**A:** Hello \_\_\_\_\_

**B:** XYes, I like to reserve a room for two on the 21st of March.

**A:** Ok, let me check our computer here for a moment.

**B:** Ok.

**A:** \_\_\_\_\_?

**B:** No, March, not May.

**A:** Oh, sorry. Let me see here... Mmm...

**B:** XAre you all booked that night?

**A:** \_\_\_\_\_.

**B:** Ok.

**A:** And the view of the city is great too.

**B:** How much is that?

**A:** It's only two hundred dollars plus a ten per cent room tax.

**B:** X Oh, that's a little too expensive for me. Do you have a cheaper room available either on the 20th or the 22nd?

**A:** \_\_\_\_\_?

**B:** Non-smoking, please.

**A:** Ok. We do have a few rooms available on the 20th. We fall on the 22nd, unless you want a smoking room.

**B:** X Well, how much is the non-smoking room on the 20th?

**A:** \_\_\_\_\_.

**B:** Ok, that'll be fine.

**A:** All right. Could I have your name, please?

**B:** Yes, it's Bob Maexner.

**A:** \_\_\_\_\_?

**B:** X It's M-A-E-X-N-E-R.

**A:** Ok, Mr Maexner. We look forward to seeing you on March 20<sup>th</sup>.

**B:** Ok, goodbye.





## ACTIVITY 5: Conservation - Cash a check

### Sheet A

Work with your partner to complete the following sentences by reading each part aloud. The partner with 'X' next to their sentence starts first. Without looking at your partner's sheet decide if the sentence is right or wrong. If wrong makes it right.

A: X I'd like to cash this check.

B: \_\_\_\_\_?

A: X What do you need my ID for?

B: \_\_\_\_\_.

A: X I don't have it with me now.

B: \_\_\_\_\_.

A: X I would rather talk to your boss.

B: \_\_\_\_\_.

A: X Isn't there any other way to cash this check?

B: \_\_\_\_\_.

A: X What is it?

B: \_\_\_\_\_.  
\_\_\_\_\_. Why don't you go home and take it?

A: X My car broke down las week... I'm sorry, Sir, then there's nothing I can do for you.



## Sheet B.

Work with your partner to complete the following sentences by reading each part aloud. The partner with 'X' next to their sentence starts first. Without looking at your partner's sheet decide if the sentence is right or wrong. If wrong makes it right.

A: \_\_\_\_\_

B: X May I see your ID please?

A: \_\_\_\_\_?

B: X In order to cash your check, I have to see your ID.

A: \_\_\_\_\_.

B: X If I were you, I would look for it.

A: \_\_\_\_\_.

B: X He hasn't arrived yet, but if he was here, he would tell you the same.

A: \_\_\_\_\_?

B: X Well, now that you ask. There's another way, but I know you won't like it.

A: \_\_\_\_\_?

B: X I can call for confirmation, but that would take 30 minutes, and we are going to close in twenty minutes. Why don't you go home and take it?

A: \_\_\_\_\_.



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Annex 2



## Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
**SURVEY FOR TEACHERS**



**TOPIC: SHARED DIDACTION STRATEGY AND WRITING SKILL**

**Objective:**

**Instructions:**

- Read carefully.
- Select with an (X) each question.
- Answer with your personal experience.

**1. – Which of the following dictation strategies can you recognize?**

Running Dictation  Quick Dictations  Students Dictate   
Intensive Dictation  Shared Dictation

**2.- How often do you use the strategy that you chose in the previous question?**

Always  Frecuently  Sometimes  Rarely  Never

**3. - How often do students practice their writing skill using dictation?**

Always  Frecuently  Sometimes  Rarely  Never

**4.- Do you know the shared dictation strategy?**

Yes  No

**5. – How often do you provide activities so that students can interact among them?**

Always  Frecuently  Sometimes  Rarely  Never

**6. – How often do you use pair-work activities for what your students can practice their writing skill?**

Always  Frecuently  Sometimes  Rarely  Never

**7. – How often do you help you students develop their writing skill?**

Always  Frecuently  Sometimes  Rarely  Never



**8. – How often do you use dictation strategies to help you students improve their writing skill?**

Always  Frequently  Sometimes  Rarely  Never

**9. - How often do you promote written production by presenting small readings?**

Always  Frequently  Sometimes  Rarely  Never

**10. - How often do you apply the shared dictation strategy so that your students can practice writing skill?**

Always  Frequently  Sometimes  Rarely  Never

**Thanks!**



**Universidad Técnica de Ambato**  
Facultad de Ciencias Humanas y de la Educación  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
**SURVEY FOR STUDENTS**



**TOPIC: SHARED DIDACTION STRATEGY AND WRITING SKILL**

**Objective:**

**Instructions:**

- Read carefully.
- Select with an (X) each question.
- Answer with your personal experience.

**1. – How often does your teacher apply dictation strategies to improve the writing skill?**

Always                      Frecuently                      Sometimes                      Rarely                      Never

**2.- Choose one option.**

**What kind of dictation strategy your teacher use?**

Running Dictation                      Quick Dictations                      Students Dictate  
Intensive Dictation                      Shared Dictation

**3. - How often do you do written works using shared dictation strategy (Activity to share information, it works in pairs Student A- Student B)?**

Always                      Frecuently                      Sometimes                      Rarely                      Never

**4. – How often do you interact with other classmates?**

Always        Frecuently        Sometimes        Rarely        Never   

**5. - How often do you exchange the information with other classmates?**

Always        Frecuently        Sometimes        Rarely        Never   

**6. – How often do you participate in pair-work activities to practice your writing skill?**

Always        Frecuently        Sometimes        Rarely        Never

7. – How often does the teacher check your written work?

Always  Frequently  Sometimes  Rarely  Never

8. - How often does your teacher promote written production by presenting small readings?

Always  Frequently  Sometimes  Rarely  Never

Annex 4

Significance level, degrees of freedom, decision subtraction.

v/p	0,001	0,0025	0,005	0,01	0,025	0,05	0,1	0,15	0,2	0,25	0,3	0,35	0,4	0,45	0,5
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055	2,0722	1,6424	1,3233	1,0742	0,8735	0,7083	0,5707	0,4549
2	13,8150	11,9827	10,5965	9,2104	7,3778	5,9915	4,6052	3,7942	3,2189	2,7726	2,4079	2,0996	1,8326	1,5970	1,3863
3	16,2660	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514	5,3170	4,6416	4,1083	3,6649	3,2831	2,9462	2,6430	2,3660
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877	7,7794	6,7449	5,9886	5,3853	4,8784	4,4377	4,0446	3,6871	3,3567
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363	8,1152	7,2893	6,6257	6,0644	5,5731	5,1319	4,7278	4,3515
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446	9,4461	8,5581	7,8408	7,2311	6,6948	6,2108	5,7652	5,3481
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671	12,0170	10,7479	9,8032	9,0371	8,3834	7,8061	7,2832	6,8000	6,3458
8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073	13,3616	12,0271	11,0301	10,2189	9,5245	8,9094	8,3505	7,8325	7,3441
9	27,8767	25,4625	23,5893	21,6660	19,0228	16,9190	14,6837	13,2880	12,2421	11,3887	10,6564	10,0060	9,4136	8,8632	8,3428
10	29,5879	27,1119	25,1881	23,2093	20,4832	18,3070	15,9872	14,5339	13,4420	12,5489	11,7807	11,0971	10,4732	9,8922	9,3418
11	31,2635	28,7291	26,7569	24,7250	21,9200	19,6752	17,2750	15,7671	14,6314	13,7007	12,8987	12,1836	11,5298	10,9199	10,3410
12	32,9092	30,3182	28,2997	26,2170	23,3367	21,0261	18,5493	16,9893	15,8120	14,8454	14,0111	13,2661	12,5838	11,9463	11,3403
13	34,5274	31,8830	29,8193	27,6882	24,7356	22,3620	19,8119	18,2020	16,9848	15,9839	15,1187	14,3451	13,6356	12,9717	12,3398
14	36,1239	33,4262	31,3194	29,1412	26,1189	23,6848	21,0641	19,4062	18,1508	17,1169	16,2221	15,4209	14,6853	13,9961	13,3393
15	37,6978	34,9494	32,8015	30,5780	27,4884	24,9958	22,3071	20,6030	19,3107	18,2451	17,3217	16,4940	15,7332	15,0197	14,3389
16	39,2518	36,4555	34,2671	31,9999	28,8453	26,2962	23,5418	21,7931	20,4651	19,3689	18,4179	17,5646	16,7795	16,0425	15,3385
17	40,7911	37,9462	35,7184	33,4087	30,1910	27,5871	24,7690	22,9770	21,6146	20,4887	19,5110	18,6330	17,8244	17,0646	16,3382
18	42,3119	39,4220	37,1564	34,8052	31,5264	28,8693	25,9894	24,1555	22,7595	21,6049	20,6014	19,6993	18,8679	18,0860	17,3379
19	43,8194	40,8847	38,5821	36,1908	32,8523	30,1435	27,2036	25,3289	23,9004	22,7178	21,6891	20,7638	19,9102	19,1069	18,3376
20	45,3142	42,3358	39,9969	37,5663	34,1696	31,4104	28,4120	26,4976	25,0375	23,8277	22,7745	21,8265	20,9514	20,1272	19,3374
21	46,7963	43,7749	41,4009	38,9322	35,4789	32,6706	29,6151	27,6620	26,1711	24,9348	23,8578	22,8876	21,9915	21,1470	20,3372
22	48,2676	45,2041	42,7957	40,2894	36,7807	33,9245	30,8133	28,8224	27,3015	26,0393	24,9390	23,9473	23,0307	22,1663	21,3370
23	49,7276	46,6231	44,1814	41,6383	38,0756	35,1725	32,0069	29,9792	28,4288	27,1413	26,0184	25,0055	24,0689	23,1852	22,3369
24	51,1790	48,0336	45,5584	42,9798	39,3641	36,4150	33,1962	31,1325	29,5533	28,2412	27,0960	26,0625	25,1064	24,2037	23,3367
25	52,6187	49,4351	46,9280	44,3140	40,6465	37,6525	34,3816	32,2825	30,6752	29,3388	28,1719	27,1183	26,1430	25,2218	24,3366
26	54,0511	50,8291	48,2898	45,6416	41,9231	38,8851	35,5632	33,4295	31,7946	30,4346	29,2463	28,1730	27,1789	26,2395	25,3365
27	55,4751	52,2152	49,6450	46,9628	43,1945	40,1133	36,7412	34,5736	32,9117	31,5284	30,3193	29,2266	28,2141	27,2569	26,3363
28	56,8918	53,5939	50,9936	48,2782	44,4608	41,3372	37,9159	35,7150	34,0266	32,6205	31,3909	30,2791	29,2486	28,2740	27,3362
29	58,3006	54,9662	52,3355	49,5878	45,7223	42,5569	39,0875	36,8538	35,1394	33,7109	32,4612	31,3308	30,2825	29,2908	28,3361

## Urkund Analysis Result

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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**EXPERT JUDGMENT EVIDENCE**

I, Cristina Jordan Buenaño MG. LCDA. with I.D. No. 1804010500, certify that I conducted the expert judgment on this instrument designed by ANDREA BELEN ORTIZ RAMOS, with I.D. No. 180522454-8 for the Final Degree Project entitled “Shared dictation and writing skill” since it is a fundamental requirement to continue with the research process at Universidad Técnica de Ambato.

Ecuador, October 11<sup>th</sup>, 2020.

Sincerely,



Firmado electrónicamente por:  
**CRISTINA DEL  
RODIO JORDAN  
BUENAÑO**

---

Mg. Cristina Jordan

I.D. 1804010500

**UNIVERSIDAD TECNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**  
**CARRERA DE IDIOMAS**

**EXPERT JUDGMENT EVIDENCE**

I, Edgar Encalada Trujillo MG. LIC. Edgar Encalada Trujillo with I.D. No. 0501824171, certify that I conducted the expert judgment on this instrument designed by ANDREA BELEN ORTIZ RAMOS, with I.D. No. 180522454-8 for the Final Degree Project entitled "Shared dictation and writing skill" since it is a fundamental requirement to continue with the research process at Universidad Técnica de Ambato.

Ecuador, November 11<sup>th</sup>, 2020.

Sincerely,



Mg. Lic. Edgar Encalada Trujillo  
I.D. 050182471