The Effects of Oral and Oral-Visual Dictation Exercises on a Specific Writing Skill of Selected College Developmental Students (Remedial, Television, Controlled Composition).

Ronald Maurice Simeral
Louisiana State University and Agricultural & Mechanical College

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THE EFFECTS OF ORAL AND ORAL-VISUAL DICTATION EXERCISES ON A SPECIFIC WRITING SKILL OF SELECTED COLLEGE DEVELOPMENTAL STUDENTS

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THE EFFECTS OF ORAL AND ORAL-VISUAL DICTATION EXERCISES ON A SPECIFIC WRITING SKILL OF SELECTED COLLEGE DEVELOPMENTAL STUDENTS

A Dissertation
Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of Doctor of Philosophy in

The Interdepartmental Program of Education

by
Ronald M. Simeral
B.A. Loyola University, 1970
M.Ed. Loyola University, 1977
May 1984
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This research was designed to examine the effects of dictation exercises on the scores of developmental students on a test of a specific English writing skill. Additionally, the study examined the differences in these scores based on the preference type scales of the Myers-Briggs Type Indicator (MBTI) in order to test the hypothesis that certain MBTI types that handle the oral language well would learn writing skills faster when exposed to dictation exercises related to those skills.

A pre-test and a post-test were administered to three groups of developmental writing students at Nicholls State University. All three groups were taught writing skills using the controlled composition method which emphasizes imitation and proofreading skills as well as the developmental writing student's facility with the oral language. One treatment group received teacher-read, student-copied dictation exercises during the 10-day period of the experiment. The second treatment group had dictation delivered by a videotape player and television monitor utilizing a professional dictation voice with the words of the dictation on the video screen. The third group, a control group, received no dictation exercises. The writing skill presented in the classes was the correct use of present progressive, present, past and future tenses. The MBTI scores indicated the subjects' tendencies toward extroversion or introversion and sensing or intuition. It was expected that the extroversion and sensing groups would benefit the most from dictation exercises.
Analysis of the data was developed through an analysis of covariance program that used the pre-test as a covariate in order to refine the significance of the variance of the post-test scores. An additional analysis of covariance was applied to the data using the MBTI scores to develop a factorial design.

Results of the analysis of covariance indicated that there was no statistically significant difference among the three groups or among the various MBTI factorial interactions among the groups. An analysis of variance of the mean gains did show a statistically significant difference for the video dictation group compared to the control group. The use of dictation exercises, especially video dictation, is marginally supported by this study.
CHAPTER ONE

Introduction

Colleges and universities in this country increasingly are being forced to find solutions for a problem that they generally have not addressed in the past. The problem is that many students are not able to function in beginning college classes. In Louisiana a 1983 report from the Board of Regents for Louisiana's Colleges and Universities cited writing ability as the skill that was most deficient among entering students (Arceneaux, 1983). In the Fall 1983 semester at Nicholls State University, 1075 students were enrolled in developmental English writing classes. This number represented 41 percent of the total Freshmen class (Tully, 1983). Regarding another basic skill the Regents report pointed out that with open admissions policies at public universities, approximately 40 percent of all freshmen must take developmental mathematics courses.

The open admissions programs nationwide have provided opportunities for students who in increasing numbers are labeled "underprepared," "remedial," or "developmental" (Atwell and Smith, 1979). These students in the past dropped out through academic attrition; no special effort was made to keep them in school. Now, however, as the number of 18 to 24 year old students has decreased, so have student credit hours begun to dwindle. The students who have been ignored in the past now are mainstreamed with developmental programs to bring them to the skill level of acceptable college course work. The Louisiana Board of Regents
for Higher Education spent approximately $13 million on remedial education in 1982-83. This represented more than twice the figure for 1979-80. The Board of Regents expects that about 65 percent of the developmental students in Louisiana will be able to function successfully in their college studies once they have completed remedial work (Myers, 1983).

This study investigated one area of the overall problem of dealing with underprepared students: the teaching of English writing skills to Nicholls State University developmental students as an instructional approach variable. More specifically, this study attempted to validate the use of dictation exercises with controlled composition in the teaching of writing skills to these students. Also, the study attempted to determine the most effective medium for the dictation exercises.

The use of dictation exercises in the teaching of writing is part of a relatively new method of writing instruction called controlled composition (Gorrell, 1979). Under the direction of the teacher of controlled composition, students hand-copy correctly written paragraphs directly and exactly. The copying exercises at first are simple duplication and proofreading; then, the students are instructed to copy and to make grammatical changes such as rewriting plural constructions in the singular or rewriting present tense constructions in the past. The students always start with correct sentence construction so that the copied material provides a sound grammatical basis for imitation. Not all controlled composition exercises are this simple; instructor control is gradually lessened as the student progresses in terms of writing
skills until free writing exercises are managed correctly (Paulston, 1976).

An additional step in the copy method is the use of dictation. The teacher carefully recites correct sentences and students write exactly what they hear. The theory is that the redundancy of hearing, writing, and seeing the correct sentence structural form results in greater awareness on the part of the students of the correct writing form which then in turn becomes part of their basic writing ability.

Controlled composition was first used in the teaching of English as a second language (Gorrell, 1982). Success of the method with foreign students studying the English language led to its use with English-speaking students. This approach is based largely on the theories of Walter J. Ong (Farrell, 1979). According to Ong, many students who lack adequate language writing abilities tend to be highly oral in their perception and use of the language. They have problems not only with the manipulation of the written language, but also with the logically linear and analytical mode of thought that writing engenders and nourishes (Ong, 1978). These students are capable of learning the form or grammar of written communication, but their learning starts from the oral aspects of the language that they know best (Cayer, 1979).

Along with these oral language perspectives, controlled composition is based theoretically on the redirection of a medieval approach to writing called imitatio (Kehl, 1979). Imitation often provides students with valuable learning experiences in the correct or best way to do
something. Imitating the styles and approaches of the masters traditionally has been a way of assuring at least some likeness between the student's and the master's work. In the copy method, it is the basic style or format that is being copied in a literal sense. The result is that the correct form of sentence structure is reinforced in the student's mind.

Although the controlled composition method of teaching writing to developmental students has a substantial theoretical base and is now actually being used to teach writing to these students, the research support for this method is sparse. This study attempted to provide data and recommendations regarding one aspect of the controlled composition method--the use of dictation exercises.

This method of teaching writing is interesting in the possibilities that it offers in enhancing positive learning effects by varying the medium of presentation. Do teacher dictation exercises affect writing skills? Do professionally recorded and presented dictations improve understanding? What effect on learning would occur if the visual images of the words of the dictation are presented during the recitation? These were some of the questions of this study.

Additionally, this study examined the possibility that certain behavior-preference types of individuals responded differently to the instructional treatments. It was expected that the type of person who is more extroverted in social interactions also would tend to handle the oral language better than a person who is more introverted. Students were categorized according to their tendencies to deal with their
environments in an extroverted or introverted manner and in a sensing or intuitive manner. It was expected that sensing individuals would benefit the most from the aural-visual television presentation since such individuals absorb sensory information quickly and easily.

These behavioral tendencies are part of a larger theory of psychologist Carl Jung who saw apparently random differences in human behavior as being actually more orderly based on an individual's disposition toward what he described as the dichotomies of extroversion and introversion, of sensation and intuition, and of thinking and feeling (Mc Caulley, 1981). The instrument used to specify these dispositions in this study was the Myers-Briggs Type Indicator (MBTI) which was developed by Isabel Briggs Myers and first published in 1962 (Bourg, 1979).

The MBTI has a four letter formula for describing individual preferences: extroversion or introversion designated by E or I; sensation or intuition, by S or N; thinking or feeling, by T or F; and judgment or perception, by J or P. This last category of J or P was added to the other Jungian categories by Myers. Thus, an individual would be described by one of sixteen different letter combinations as shown in Figure 1.
Figure 1
MBTI Type Table Showing the
16 Preference Types

<table>
<thead>
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<th>ISTJ</th>
<th>ISFJ</th>
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<td>ESTJ</td>
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<td>ENFJ</td>
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E and I describe human attitudes where the extroverted attitude is directed mostly toward the outer world of actions and other persons, while the introverted attitude looks toward an inner world of concepts and ideas. An individual may prefer to perceive the environment by chiefly sensing (S) the practical facts of experience or by intuition (N) of the possibilities and meanings of experience. In making decisions an individual may take an objective thinking (T) approach or a subjective feeling (F) approach. An individual may prefer to live in a judgment (J) mode by trying to control events or in a perception (P) mode by adapting to events (Myers, 1976). The four letter descriptors attached to an individual are only indications of preferences, imply no moral or value judgments, and are not absolute in degree or direction of preference. Every individual has tendencies to act or react in certain ways but is able to operate in other modes. Thus, a sensing individual...
has a good observation for details and facts but also may work at developing latent intuitive perceptions that are creative and abstract.

This study examined the MBTI characteristics of extroversion/introversion and sensing/intuition. These two categories were selected for use in this study for several reasons. The individual described as an extrovert would be a person who handles the oral language well in social interaction. According to controlled composition theory an extroverted person would benefit from exercises such as dictation which connect their oral language proficiency with written language development.

An individual described as sensing is often found in developmental classes (Bourg, 1979). Eighty-two percent of the subjects in this study were sensing types and 56 percent were extroversion types. The sensing type of individual tends to absorb visual information easily and should benefit from the visual dictation presentations via television.

It was expected that students who would perform well with the dictation exercises could have had the MBTI characteristics of extroversion and sensing. These students tend to be highly oral and very sensitive to details in the way they deal with their environment. By specifying these types, the MBTI provided a way to refine and support the theories of controlled composition regarding the oral use of the language by developmental students.
Research Question

Do selected college developmental students improve scores between an English writing skills pre-test and post-test when presented with dictation and student-copying activities and does the medium of dictation affect those scores?

Null Hypotheses

The three null hypotheses for this study are:

1. There is no significant difference in the scores on a test of an English writing skill for students receiving regular teacher dictation and scores for students not receiving dictation.

2. There is no significant difference in the scores on a test of an English writing skill for students receiving oral-visual presentation by video cassette player and scores for students not receiving dictation.

3. There is no significant difference in the scores on a test of an English writing skill for students receiving oral-visual presentation by video cassette player and scores for students receiving regular teacher dictation.

Definitions

The following definitions apply to this study:

CONTROLLED COMPOSITION - The application of techniques of copying and manipulating sentence structure in student writing exercises.
DEVELOPMENTAL STUDENTS - Students who scored 15 or below on the English section of the American College Testing (ACT) examination and whose papers were judged by three university English instructors to be in need of writing remediation.

ENGLISH 002 - Developmental English writing class for students who scored from 8 through 12 on the English section of the American College Testing Service examination and who were judged by three Nicholls State University English instructors to require remediation based on a written paper.

FREE WRITING - Student composition with little or no control by the instructor.

STANDARD WRITTEN ENGLISH - Those conventions of correct and appropriate usage of the formal written English language often referred to as written grammar.

WRITING SKILL - The ability of developmental students to write grammatically correct verb tenses in English sentences.

**Delimitations**

The following delimitations apply to this study:

1. All subjects were freshmen attending Nicholls State University during the Fall 1983 semester.

2. All subjects were placed in a second level (out of three) developmental English writing class based on American College Testing Service examination English scores of 8 through 12 and the evaluation of a written paper by three Nicholls State University English instructors.
3. All subjects completed the pre-test and post-test on the same scheduled days.

4. Subjects were tested only on that aspect of English writing skill that applies to the formation and the use of present tense, past tense, future tense and present progressive.

Assumptions
The following assumptions apply to this study:

1. There were no extreme differences of pre-equivalence levels in the English writing skills of students participating in this study.

2. There was no special tutoring of students in English writing skills outside of the instructions and assignments of the English 002 class.

3. Causes of remediation-need for each student was not a significant factor in the student's ability to learn English writing skills by the controlled composition method or was controlled statistically by the use of the pre-test as a covariate.

4. Differences in the abilities and approaches of the English 002 instructors was minimal in terms of causing differences in writing skills of the students as measured by the pre-test and post-test.

5. Subjects used in the study were representative of the total population of English 002 students at Nicholls State University.

6. The test instruments were valid and reliable in testing writing skills of English 002 students.
Significance of the Study

The teaching of underprepared students is a task that has been thrust upon colleges and universities as part of a continually widening range of services. The numbers of these students and their many academic needs are forcing the reshaping of the role of higher education in modern society. These institutions have not emphasized this role in the past and are searching now to provide the right combination and order of priorities for this role and other more commonly recognized roles.

This study attempted to provide some specific insights into the controlled composition method of teaching developmental English writing. According to the Nicholls State University English instructors using it, this method has provided some very positive initial results. Additionally, this study tried to support the value of instructional strategies in the use of aural and visual channels of information perception and processing especially among students who are deficient in writing skills at a post-secondary school level of proficiency.

Also, the study attempted to provide some practical guidelines on the application of certain instructional treatments according to the behavioral preferences of students according to the Myers-Briggs Type Indicator.
CHAPTER TWO

Review of Related Literature

This study examined the possibilities of improving college developmental students' English writing skills by utilizing dictation procedures with the controlled composition method of teaching English writing. Research literature was located in four different areas: methods of teaching writing to college developmental students, the use of MBTI scores with these students, the use of dictation in teaching, and the aural and visual attributes of media used in dictation.

Teaching Writing

The teaching of writing at all grade levels of instruction sometimes treats the skill of writing as a different and separate ability compared to speaking and listening skills although they are interactive in learner use and improvement. It is clear in a chronological sense that the latter precedes the former in terms of human language development. The written form of language is based on the oral form of communication but has developed a separate set of usage rules commonly referred to as standard written English. The reality is that proficiency of written expression usually follows proficiency of oral expression. To teach only the rules of standard written English is to ignore the basis of much of the student's knowledge in terms of language skills. The difference between composing and arranging ideas and encoding and writing those ideas is an important one for the writing teacher.
Southwell (1981) in an article on computer-assisted developmental writing pointed out that it is the encoding process that most needs to be learned by the developmental student. That is, a knowledge of the grammar of the written language provides a basis for correctness and clarity of written communication. A basic question for this study is how does the teacher develop this correctness and clarity in developmental writing students? Much research over the past 20 years has shown that merely teaching the rules of standard written English is generally ineffective.

Braddock, Schoer, and Lloyd-Jones (1963) not only questioned the teaching of the rules of standard written English as an effective way of improving written expression but also cited studies which indicated that extensive instruction of those rules actually inhibited a student's skill in effective composition. They suggested that an over-concern by the writer with formal grammatical considerations in the creative writing process reduced the effectiveness of the writing. In a review of 500 research reports, Muller (1967) found that the extensive use of traditional rules of standard written English in the teaching of writing skills had little effect on the students' use of those skills and could be considered as inhibitive in the sense that the study time could have been better spent in other activities.

Smith, Goodman, and Meredith (1976) found in a more expansive review of research that teaching of the rules of standard written English did not help in the development of writing ability. Their study indicated that the knowledge of those rules did not translate into
better written expression, that such instruction did not help students understand sentence structure or punctuation better, and most importantly that the understanding of the rules did not eliminate usage errors. Lefevre (1970) wrote in a supporting study that research did not indicate that teaching written grammar helps in writing skills.

More recent reviews of the research on the teaching of the rules of standard written English are not as critical of this method and offered evidence that the trends against the teaching of these rules may have been initiated by research summaries which were poorly constructed, developed and presented. Kolln (1981) in a summary of the research reviews on the teaching of the rules of formal written grammar pointed out that the earlier reviews were inconsistent in their definitions of grammar, overstated their conclusions and relied on research which should not be considered outside of its historical context.

Weaver (1979) pointed out that students need to develop a good sense of what rules dictate standard written English, but that the ability to use language should be learned indirectly: not by teaching such rules but by using the language in reading, writing, speaking and listening exercises. This psycholinguistic approach is holistic in the equal importance it places on learning and manipulating all the language processes: listening, speaking, reading and writing.

Ong (1978) in "Literacy and Orality in Our Times" proposed a conceptual base for the theory that an oral approach is effective in understanding written language. He pointed out that the written language historically has developed out of the spoken word--what he
called the "primary orality." A second orality based on the influence of the radio and television media now surrounds students and has the effect of changing and replacing in some ways the written language. Ong contended that this "secondary orality" is the language of the students today and that it must be the starting point for instruction in the different, but parallel, grammar of the written language.

Otto and Smith (1980:384) found that "development in writing can proceed only on a base of oral language development." They stated that abstract grammatical rules usually mean little to the learner; it is better for the learner to develop a sense for correct writing construction by large amounts of reading and listening. These authors cited research that found speaking and writing as similar ways of projecting with similar characteristics. The oral language with its gestures and intonation patterns was found to be more complicated organization than written punctuation patterns. However, the parallel constructions of these patterns indicated that students learn correct written expression based on their knowledge of correct oral expression.

Montag (1969) found that an oral-aural approach to remedial composition instruction for college students enabled the students to write as well as the traditional rules of grammar approach did. He did not make it clear, however, if either way developed sufficient competency skills for college level work. Communication skill training for developmental students brought about improvement in writing, speaking, and reading abilities in Gwin and Dowey's study (1980), but the differences were attributed to no single medium of instruction.
Rockas (1977) suggested that grammar, spelling, and punctuation could be improved in student writing by dictation, imitation, and reading aloud exercises. He described a treatment of grammar instruction for developmental students that was based on the use of voice inflections and sentence patterns to indicate punctuation. His conclusion was that by seeing and hearing the words, students more easily learned the patterns of the language.

Cayer and Sacks (1979:126) found that developmental writers relied heavily on their speaking patterns simply because they did not recognize the differences of language manipulation in the conditions of writing and of speaking. This study indicated that "some analogues and parallels do appear to exist between the two modes of discourse," particularly in the case of developmental writers. They argued that these writers find that the grammar demands of the written language are much more complex than those of the oral language. For example, oral language makes allowances for listener feedback while written language must address an audience with enough detail and clarity to reduce the need for feedback and response. The developmental writer relies on his oral language skills even when in a writing mode. In effect this writer is demanding more of the oral grammar than it can deliver since written language requires greater detail and elaboration.

Farrell (1966) argued that the reading of literature to students is valuable in developing understanding and ability in language use. His review of research found essentially similar patterns in the reading of prose aloud and in the grammatical structures of the sentences of those
readings. However, he pointed out that there is a large difference between the reading of prose and ordinary conversation. The former has standard intonation patterns and an even tempo, while the latter does not. More importantly, the pauses in the reading of prose approximate the punctuation and grammatical structures of the sentence. Conversational pauses are not consistent in providing this type of cuing. Farrell (1966) argued that slow learners demonstrate greater listening comprehension than reading comprehension. Thus, the teaching of writing structure based on oral patterns was particularly effective with such students. The reading of prose to developmental students thus became a means of uniting what the student can understand and does not fear—the presentation of the spoken word—with what he does not understand—the grammar of the written word.

Proponents of the controlled composition method of teaching writing to developmental students build on Ong's theory of orality by adding to it copying and rewriting exercises. Gorrell (1979) proposed that students do not need to be taught the rules of grammar since they already recognize the application of these rules from their speaking and writing experiences. What they do need according to Gorrell (1979:4) is "practice writing what they know while at the same time being given freedom from trying to remember rules and also from the pressures of composing an idea on paper." Additionally, because controlled composition procedures force students to focus on accuracy in transcription and manipulation of the written language, their lack of attention to the grammatical details of the written language are
addressed. The continued practice of controlled composition results in the habit and imitation of good writing by the students.

The amount of research that has been completed on controlled composition is limited. Gorrell (1979) wrote that the method has not been demonstrated experimentally yet as a way of improving creative writing. She cited two "severely limited" studies at Illinois State University in 1978 and in 1979. Both studies utilized controlled composition procedures and both indicated that the students developed a favorable attitude toward writing that was not apparent in other methods of teaching.

Gordon (1981) compared a class of college remedial students using controlled composition to another similar class which studied traditional sentence structure. Students in the former group reduced mechanical errors in their compositions at the end of the semester by 43 percent and increased fluency by 17 percent. However, the latter group of students reduced errors by 15 percent and fluency was reduced by 10 percent.

In summary, a review of the teaching of English writing skills to developmental students indicates that alternative, innovative methods that build on the orality of the student can be effective in teaching the correct and appropriate usage of the written language. The use of controlled composition as such a method has only limited research support with generally inconclusive results. Theoretical support for this method is persuasive, but the method still needs further research.
Myers-Briggs Type Indicator

A related area of research involving the Myers-Briggs Type Indicator (MBTI) lends support to the arguments of controlled composition proponents in regard to the highly oral perspective of developmental students. The MBTI has been used over the past ten years as an indicator of type differences that are related to differences in teaching and learning styles. Bourg (1979) reported that several studies using a split-half procedure with both males and females from secondary to college level indicated significant internal-consistency reliability estimates for the MBTI scales. These estimates were especially valid for the extroversion/introversion and sensing/intuition tendencies. This study also cited extensive research correlating MBTI scales with those of other instruments.

Coan (1978) found a substantial amount of experimental evidence on the MBTI with a variety of subjects indicating that the test's scales of preference have a strong construct validity although the notion of the dichotomy of personality preferences (e.g. extroversion/introversion) remains in the theoretical realm. The MBTI characterizes individuals in eight different categories, but only four of those categories are particularly relevant to the orality of developmental students: preferences of attitude, extroversion (E) and introversion (I) and preferences of perception, sensing (S) and intuition (N). The combinations of these preferences are fourfold: ES, EN, IS and IN.

Studies by McCaulley (1981) and Bourg (1979) found that extroversion and sensing are common types among developmental students.
The reasons that these types are characteristic of developmental students is not clear, but it could be that the ES type of person would tend to deal with learning in an oral, visual way rather than develop an analytical, introverted manner of learning more valuable in the college class. McCaulley (1981) summarized research using the MBTI that suggested that the ES types rank lower in academic aptitude than IN types since they prefer to deal with an outer world of communication and sensation rather than an inner world of concepts and theories.

Bourg (1979) developed a research summary that indicated that success in school was related to an individual's MBTI preferences. The same study which involved entering freshmen at Nicholls State University found that over 80 percent of the students in what was then called remedial English were typed either as ES (50 percent) or as IS (32 percent). S and ES types were the most common in all other remedial courses as well. These figures represent a larger proportionate share than is reflected in the total population of freshmen entering Nicholls including those entering students who are not in developmental classes.

Use of Dictation

Fenwick (1967) stated in an experimental dissertation that remedial writing students appeared to profit from oral presentations in terms of developing writing skills. The literature further suggests that a combination of oral and written media usage in dictation is effective in teaching writing skills. Support for this effectiveness is provided in studies using dictation in the teaching of foreign language. Although such studies generally deal with students who are not native-language
users of English, the research in this area offers a perspective on using dictation to connect what the students know about the oral English language to what they need to know about the written English language. This perspective then can be applied to native English language users who have difficulty with standard written English. Vallette (1964) found that student scores on a French examination improved when dictation drills were utilized both in the class and in the examination itself. However, the study also found that students were not necessarily better able to understand grammatical constructions and their overall understanding of the language was not shown to be significantly improved.

Other foreign language studies using both oral and visual media provided more positive results in improving listening skills and language ability. The combination of spoken words and visual reinforcement seemed effective in English as a second language studies. Ortmeyer and Goldstein (1980) in working with Chinese speaking students were able to improve short-term memory performances after the presentation of audio tapes and videotapes to two groups of students. The study hypothesized that the audio presentation would be the most effective based chiefly on the authors' experiences as teachers of English as a second language. The results of the study indicated that the audio method was superior for students who had scored high on a listening proficiency test. As might be expected, those who were low and medium on the listening proficiency test performed at a lower level with the audio presentation and better with the video presentation.
Also, students indicated a preference for the video lesson even when they were aware that the audio presentation was more effective.

Several studies involving students learning English as a second language have indicated some success in using oral-written language techniques including dictation exercises. A slight edge of effectiveness was found for the audio-only presentation in a study with Spanish speaking students. Pearson (1978) showed an improvement in the vocabulary and listening comprehension skills of these students. One significant conclusion of this study was that improvements in vocabulary were effected through the visual representation of words. In another similar study in France, Riley (1979) also found that a text-related visual representation is effective in teaching the spoken and written English language to French students.

Mueller (1968) found that the low-aptitude foreign language student learned more easily with visual confirmation and reinforcement of an oral response to language phrases. McClure (1975) reported results that supported the use of dictation to enhance perception of spoken sentences on the part of foreign students studying the English language. In this study longer dictation exercises provided greater differences between pre-test and post-test scores than shorter dictation exercises at three levels of student ability.

Gorrell (1979:6) pointed out that positive results in the teaching of English as a second language have provided a basis in technique for the teaching of written English to those who speak English as a native tongue. These techniques include dictation exercises and controlled
composition. But Gorrell does admit that "controlled composition still needs to demonstrate through controlled research that there is an effective transfer from the controlled manipulations of predetermined sentences to the free composition of original ideas."

Paulston (1972) provided a precise approach with procedures and techniques for using controlled composition in teaching English as a second language. This method allows the instructor to focus the students' attention on critical aspects of sentence structure and provides for greater motivation for the students since they had greater direction and a greater chance of success. The techniques of the teachers of English as a second language, including oral exercises and dictation, also have become part of the teaching of controlled composition.

No studies that examine the teaching of writing skills to developmental students by means of audio or video media were found. Most studies of writing skills and television viewing dealt with the relationship of visual literacy and reading or writing literacy levels of students. Wade (1969) in a review of the literature on media and the disadvantaged did not refer to any studies on the teaching of writing using audio or video media. However, much research has been completed in the effectiveness of the oral and visual media in instruction generally.

**Mediation**

Allen (1975), Schramm (1973), Chu and Schramm (1968), Travers (1967), and Lumsdaine (1963) have provided summaries of the research in
the most effective techniques of audio and video media usage in instruction. Although most of this research resulted in no significant difference among different media of instructional presentation, the interpretation of this accumulation of research is that the efficacy of a particular medium in instruction depends on it being utilized as part of the instructional design rather than as an afterthought.

Fleming and Levie (1978) have provided a summary of research in perception, memory, and concept learning principles that included studies from the behavioral sciences. Their principles provide guidelines on the development of message design that more fully utilize the oral and visual media in the context of instructional design.

The above summaries of research provide a basis for examining the use of audio and video channels in dictation as part of the instructional process in the controlled composition teaching of English writing skills. Specifically, the following media attributes are examined in light of the research summaries and other more current studies: pacing, repetition, learner response, channel redundancy, cuing, word visuals, and related learner attributes.

Research indicates that the pacing of verbal instruction is a learning variable that depends on the complexity of the instructional content and thus also on the learner's ability to perceive and remember the content. Allen (1975) stated that the best rate of presentation for different ability levels of learners is not clear, but that those of lower mental ability benefited from a slower-paced presentation. In terms of visual pacing, Dwyer (1972) concluded that learner achievement
of a particular objective is dependent on the amount of time the learner has to perceive the visual. The visual in this instance was pictorial rather than word presentation. Travers (1967) reported findings that indicated that slow verbal speeds are usually best although they can be too slow and induce boredom. He found that listening comprehension for simple content was effective at a pace of about 160 words per minute.

With visual accompaniment, verbal rate should slow down. Schramm (1973) reviewed several studies that indicated an average rate of about 100 to 150 words per minute were most effective for learner comprehension. Schramm observed that no theoretical basis existed for selection of a particular rate of verbal presentation but that linguistic, logical and learning considerations were all factors in verbal pacing. None of the studies on pacing addressed the situation where a continuous, overt learner response, such as would occur in dictation, was part of the mediated instruction. However, Chu and Schramm (1968) cited several studies that indicated that student note-taking during a film presentation was disruptive to the students' ability to recall information in the film. The apparent reason for this interference was that insufficient time and content repetition were provided for effective note-taking and learning.

When repetition of media content occurs, studies have indicated that long-term memory retention is facilitated. Allen (1973) stated that repetition of a particular instructional message was effective in enhancing learning. Repetition was described as the same information when presented two or more times in the same or different formats.
Fleming and Levie (1978) in a review of research on memory found that repetition was effective for short-term memory, but more active learner response is necessary for longer retention. Also, their review indicated that repetition was essential for psychomotor skill development as well as for the learning of initially meaningless information (e.g. memorizing multiplication tables). Generally, the more meaningful the information to be learned, the less repetition was needed to facilitate learning.

Schramm (1973) reported that learners profited from more repetition in audio-visual presentations. The number of learning efficient repetitions varied from study to study, but the number of repetitions was determined by subject matter, treatment, pacing, and audience. He pointed out that the number of learning efficient repetitions is usually more than one might expect.

In an early extensive review of the research, Hoban and Van Ormer (1950) found that most studies indicated that active learner response was effective in increasing learning if the presentation was paced slowly enough and if the learner could respond without missing new information. Later research by Schramm (1973) showed that both overt and covert learner responses could be equally conducive to learning, although rate of presentation and difficulty of content also were factors in the amount of learning that occurred. One study reviewed by Schramm obtained better learning levels by requiring written responses instead of spoken or covert responses; another study found that the more
easily understood information was best learned by covert participation and the more difficult, by overt participation.

Travers (1967) presented information which indicated that the stopping of a presentation for the learner's response was more effective than a continuous showing and simultaneous response. Chu and Schramm (1975) found essentially the same information in their review of research: experimental studies suggested that practice, either overt or covert, increased learning with the rate of presentation and the amount of time to respond being two important variables. Allen (1975) found that learners with lower mental ability benefited more from active participation than higher ability learners. The reason for this difference according to the study was that overt responses provided direction and cuing for lower ability learners who were deficient in information organization skills.

Fleming and Levie (1978) addressed learner response in light of memory principles and found that some form of response was necessary for learning to occur. However, they divided responses into three areas: attending, such as listening; covert responses, such as creating mental images; and overt responding, such as writing. Although all three responses were found to influence learning, there was evidence that the more active responses provided more learning as long as the response was not overdone, resulting in learner boredom.

Redundancy of aural and visual channels of information perception proved to be a drawback in a study by Dwyer (1968). Visual repetition reduced learning when objectives were measured by terminology,
identification, and comprehension. The visuals were drawings on slides and not printed words. However, other studies have indicated that the rate of presentation must also be considered in the value of channel redundancy. Travers (1967) stated that when the presentation is relatively slow, the simultaneous use of two channels increased learning. Hsia (1971) found similar results in that the number of channels used in a presentation was secondary to the overall amount of information and the mental capacity of the learner. The same study pointed out that redundancy of audio and visual channels is most effective when both are supportive of each other with each having almost identical content.

Menne and Menne (1972) found experimental results that indicated an aural-visual treatment worked best with lower ability students and aural-only treatment favored higher ability students. Fleming and Levie (1978) in their review of perception studies found that care must be taken by the media designer not to overload the aural and visual channels, especially with non-similar information at the same time. Information overload resulted in learning regression rather than enhancement in these circumstances. However, when redundancy of information was provided between channels, increased learning gains were recognized.

Conway (1967) in a review of studies on multiple-sensory modality distinguished between the channels of information and mental coding of that information. He pointed out that the learner mentally encoded a word the same way whether it was presented verbally or visually. An
iconic (i.e. visual and pictorial) presentation was encoded in the learner's mind in a somewhat different, although related, way to the encoding of the word. The verbal and visual presentations, if providing the same information and utilizing the same mental encoding, provided greatest effective redundancy in terms of learning. Fleming and Levie (1978) found that such cue summation was effective only to the extent that the related cues were apparent or conspicuous. Non-criterial cues were at best non-effective in terms of learning and at worst inhibiting to the learner.

The use of word visuals in visual presentations was judged effective by May and Lumsdaine (1958) in an early review of the research. They found that a frequent use of printed words in films improved learning. A doctoral study with deaf learners by Davila (1972) developed results that showed projected captioned material could provide significantly higher scores in spite of a lack of verbal skills of the students.

Allen (1975:141) in a review of media research and intellectual abilities found that certain media design characteristics could be implemented in audio-visual presentations in order to facilitate learning of low mental ability students. He described these low mental ability learners as "deficient in abstract reasoning and in attentional, perceptual processing and analytical skills." These learners, according to the study, profited from presentations that provided motivation, attention-directing devices, active participation and response, a slow
rate of development, and precise descriptions of mental processing operations.

A review of the literature on the presentation of audio-visual media indicates that no comprehensive method of media development and usage is available. Much of the research states that the specific development of a media presentation depends on the interrelationship of many media variables as well as instructional design and learner variations. However, Gagne (1967) provided some generalizations on media design. First, no single medium seems to be the one best for every circumstance. Second, the most important factor in the selection of a medium of presentation is the nature of the learning task. If a learner is learning how to write, somewhere in the instruction he is going to have to start writing. Third, any one medium may be best in performing any one of the six functions of instruction: gaining and maintaining attention, insuring recall, organizing content and cuing it, providing feedback, establishing conditions for remembering and transfer of learning, and assessing learning. Fourth, a combination of media may provide the most effective instructional design in a media presentation.

In summary, the research literature located regarding the methods of teaching writing to college developmental students, the use of the MBTI scores with those students, the use of dictation in teaching, and the aural and visual attributes of media used in dictation has indicated that a significant learning gain for students is possible when all of these areas are interrelated in a teaching method. That is what this study attempts to accomplish.
CHAPTER THREE

Procedures of the Study

The purpose of this study was to investigate the effects of dictation on the scores of developmental students on an English writing skills test. Additionally, the study was designed to measure differences in learning based on the preference type scales of the Myers-Briggs Type Indicator (MBTI). This chapter describes the procedures of the study as follows: subjects, course content, experimental design, design model, pre-test, post-test, test validation, MBTI, descriptors and controls, and data analysis.

Subjects

Subjects for this study were 159 Nicholls State University Freshmen Division students placed in second level (English 002) developmental English writing classes during the Fall 1983 semester. All entering Nicholls freshmen are placed in English classes according to scores in the English language ability section of the American College Testing Service (ACT) examination and according to the analysis of a student-written paper by three university English instructors. English 002 students have scores of eight through 12 in the English section of the ACT examination. The lowest level of the developmental writing classes is English 001 in which students with ACT scores below eight are placed. Students with ACT scores of 13 through 15 are placed in English 003. After successful completion of English 003, students enter into the regular freshmen English 101/102 sequence of coursework.
Students placed in the English 002 classes used in this study were scheduled into specific classes according to the normal university registration process. Most of the students had pre-registered and had consulted with an academic advisor. Those students who had not pre-registered were advised on their academic schedules on the day of registration. All students with English ACT scores of 15 or below were required to write a short paper in order to help place them in the appropriate English class. These papers were completed either before registration or during the week of registration with changes made in the students' English class schedules based on the evaluation of the papers.

The six classes totaling 159 students used in this study were assigned status as control group or one of two treatment groups by a random-selection assignment of classes to treatments. This procedure ensured that each of the six classes had an equal chance of any one group assignment.

**Course Content**

Students in the English 002 classes are taught writing skills mainly by controlled composition, a method in which the student copies a brief text and makes a number of assigned grammatical or stylistic changes. Part of the class instructional activities normally includes dictation of a short series of related sentences by the instructor for student copying. This study focused on the effectiveness of one aspect of the controlled composition method: dictation.

The course content covered during the two week period of the experiment was the use of past tense, present tense, future tense and
present progressive as encompassed in Chapters 8 through 11 in the course text *Copy/Write, Basic Writing Through Controlled Composition* by Donna Gorrell. The schedule of class work during the experiment involved five activities: instructors' explanations of the use of the four tenses, six dictation exercises (except in the control group), two practice exercises, four controlled composition exercises, and two free writing assignments (Appendix A). The pre-test was administered on the first day of the ten-day experiment and the post-test, on the last day. Eight class periods were allowed for the five classroom activities listed above. Four of these periods on Tuesdays and Thursdays were one hour and 15 minutes in length, and the other four were 50 minutes. Class activities for each class period were completed by the students outside of class, if necessary and if possible.

The instructors' explanations of the use of the four tenses were based on brief directions in the text and examples provided by the instructor. Additionally, irregular verb forms in the tenses under consideration were examined and explained. The dictation exercises utilized the verb tense forms being covered during that class (Appendix B). The six dictation exercises were presented during the first ten minutes of six different class periods of the two treatment groups. These exercises then were collected and held by the instructors. Other controlled composition exercises were marked and returned to the students for correction. The directions by the instructors to the students for the dictation writing were standardized and the same for each dictation for each group (Appendix C). Each dictation was about
150 words and about five minutes long. Each individual dictation was presented on the same day in both treatment groups.

The two practice exercises each consisted of twenty sentences in which the student was required to supply the correct verb tense in each sentence with the base verb form and the necessary tense provided (Appendix D). The practice exercises followed the instructors' explanations and were reviewed and corrected in class. The four controlled composition exercises were provided in the course text and reflected the verb tense forms being covered in that class. These exercises involved rewriting sentences of a paragraph and changing the verb predicate forms from one tense to another (e.g. from present tense to past tense). These controlled compositions were collected, checked and returned by the instructors. The two free writing exercises allowed the students to compose compositions on their own with the only restrictions being an instructor-provided topic and a required verb tense form.

Treatment

All six classes in the study were directed by the same well-defined and developed teaching syllabus which requires that all English 002 classes follow the same schedule and complete the same amount of work during the semester. The instructional content covered in each of the six classes was the same for each on a day-by-day basis for the ten days of the experiment. The only difference in instructional approach was the use of the dictation exercises which were the predictor variables.
The control group received more of their regular instruction in lieu of the ten minutes that was necessary to complete the dictation instructions, the dictation itself and the collection of the dictation papers.

The three instructors for the six classes were selected according to similarities in educational background, years of teaching experience and general enthusiasm for teaching developmental students. One instructor taught a video dictation class and a control class. The second instructor taught a video dictation class and a teacher dictation class. The third instructor taught a teacher dictation class and a control class.

The researcher met individually with the director of the developmental English writing program and the instructors involved in teaching English 002 during the development and validation of the test instruments and the dictation exercises. Two weeks before the experiment began, the director of the program, the three instructors involved in the experiment, and the researcher met to review and adjust procedures for each day of the ten-day study. Finally, this same group met on the Friday before the experiment began to clarify the schedule and the instructions for the practice exercises, the dictation exercises, the teacher's review, the free writing exercises, and the administration of the tests. It was emphasized to the instructors that the schedule of class work should be followed precisely and that any discrepancies in procedure should be reported to the researcher. During the experiment the researcher collected the student-written materials
and tests from the instructors and provided technical help in setting up the television playback equipment. The researcher had no direct contact with the subjects.

Classroom facilities of similar size, shape, lighting, and air control were used for all of the six classes. It was assumed that other uncontrollable variables such as socio-economic background, interests, and career goals were not significantly relevant to this study or were controlled statistically by using the pre-test as a covariate in the analysis of covariance.

The experimental difference between the two treatment groups was the type of mediation used in dictation. In order to ascertain the effectiveness of the dictation regardless of medium used, one group, the control group (CG), received no dictation exercises at all during the experiment. Both of the treatment groups received dictation daily (English 002 classes meet Monday through Friday) during the first ten minutes of class. The dictation sentences for both of the groups were the same and contained appropriate examples of the content of the unit being taught (Appendix B). The dictation sentences were developed from the controlled composition text From Copying to Creating by Helen Heightsman Gordon and in consultation with the English 002 instructors. Six sessions of six different dictations were presented to both of the treatment groups. The difference between the treatment groups was the type of mediation used in dictation: one treatment group (\(X_1\)) received oral-only instructor dictation and the second treatment group
(X₂) received an oral-visual presentation using a video cassette player and television monitor.

Before the dictation to both of the treatment groups, a prepared set of instructions for the students was read by the instructors; then, the dictation occurred (Appendix C). The instructions directed the student to write as carefully as possible the sentences he heard or heard and saw. The student was reminded that the papers would be collected and reviewed by the instructor.

The instructors of treatment group one (X₁) presented one clear dictation of the sentences during each of the dictation sessions at a speed of about 30 words per minute with one repetition of all the sentences at the end at a normal slow reading speed of about 75 words per minute. No further repetition or cuing then occurred; dictation papers were collected from the students and kept by the instructors for review with individual students if necessary. Other controlled composition exercises were marked and returned to the students for correction.

The instructors of treatment group two (X₂) read the prepared instructions and turned on the video cassette player. This player and television monitor were professional quality models with a speaker-amplification system and 23-inch screen size suitable for the size of this group. A professional-quality, male voice provided one clear dictation of the sentences during each of the dictation sessions at a speed of about 30 words per minute with one repetition of all the sentences at the end at a normal slow reading speed of about 75 words.
per minute. The visual portion of the presentation during the 30 words per minute dictation was each sentence appearing individually during its dictation on a medium blue screen in white Helvetica Bold type face which was upper and lower case and justified left (Appendix 1). The television screen repeated the same visuals of the sentences during the dictation repetition at normal slow reading speed of about 75 words per minute. No further repetition or cuing occurred; dictation papers were collected from the students and kept by the instructors. Other controlled composition exercises were marked and returned to the students for correction.

**Experimental Design**

The following model is the experimental design for this study:

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in which

- $0_1$ is the control group pre-test,
- $0_2$ is the control group post-test,
- $0_3$ is treatment group one pre-test,
- $0_4$ is treatment group one post-test,
- $0_5$ is treatment group two pre-test,
- $0_6$ is treatment group two post-test,
- $X_1$ is treatment group, teacher dictation, and
- $X_2$ is treatment group, video dictation.
Pre-test

All of the subjects in the six classes were pre-tested on a specific area of writing ability, the use of correct verb tense, using an English writing skills test developed by the researcher from the text From Copying to Creating by Helen Heightsman Gordon and in consultation with the English 002 instructors (Appendix E). The pretest was administered to all six classes during the class period before the first day of instruction on the unit being tested. The pre-test had three sections. The first section was a controlled composition exercise which required the rewriting of the sentences of two paragraphs and the changing of 15 verb forms from present tense to past tense. The second section of the pre-test was a controlled composition exercise which required the rewriting of the sentences of three paragraphs and changing the 15 verb forms from present progressive or present tense to future tense. The topics of the two controlled composition sections were different. These sections were in the same format as the class controlled composition exercises. The third section of the pre-test consisted of 36 sentences with 70 fill-in-the-blank spaces for the correct verb predicate form with the base verb form and the necessary tense provided. These sentences were in the same format as the practice exercises.

Examples of the use of each of the four verb tense forms were provided on the test and directions explained the procedure to be followed by the students in answering the items. The instructors provided no additional directions or prompting before or during the
test. The students were encouraged to take the entire 50 minute class period to complete the test. All tests were collected by the instructors at the end of the period. The pre-test had a point value total of 100.

**Post-test**

Each of the subjects in the six groups was post-tested on the content area of the unit covered during the period of the experiment using an English writing skills test developed by the researcher from examples in the text *From Copying to Creating* by Helen Heightsman Gordon and in consultation with the English 002 instructors (Appendix F). The post-test was identical in format to the pre-test and was administered the next class day after completion of the unit and the dictation exercises. The post-test had three sections. The first section was a controlled composition exercise which required the rewriting of the sentences of two paragraphs and the changing of 15 verb forms from present tense to past tense. The second section of the post-test was a controlled composition exercise which required the rewriting of the sentences of four paragraphs and the changing of 15 verb forms from present progressive or present tense to future tense. The topics of the two controlled composition sections were the same as the pre-test. These sections were in the same format as the class controlled composition exercises. The third section of the post-test consisted of 34 sentences with 70 fill-in-the-blank spaces for the correct verb predicate form with the base verb form and the necessary tense provided. These sentences were in the same format as the practice exercises.
Examples of the use of each of the four verb tense forms were provided on the test and directions explained the procedure to be followed by the students in answering the items. The instructors provided no additional directions or prompting before or during the test. The students were encouraged to take the entire 50 minute class period to complete the test. All tests were collected by the instructors at the end of the period. The post-test had a point value total of 100.

Test Validation

During July, 1983 a pilot study was conducted with two classes of English 002 students at Nicholls State University utilizing both of the treatment methods in order to test the two procedures. Dictation papers were collected from these students and reviewed for indications of the need to change treatment procedures in terms of dictation reading rates and vocabulary. One class of 15 English 002 students was given the pre-test and the same group was given the post test two days later. The group had already received instructions in the use of tenses approximately one week prior to the administration of the pre-test. The original pilot study instruments and their revisions were completed by the researcher in consultation with the instructors of the English 002 courses and the reference books used by these instructors.

Based on the results from this group of subjects, an item analysis and a Pearson product-moment correlation coefficient were developed. A correlation coefficient of the pre-test scores and the post-test scores was calculated to be $r = 0.74$ and a test of significance of the
coefficient produced a $t$ score of 4.14. This score was statistically significant beyond the .05 level $p = 2.15$ and the .01 level $p = 2.98$ with 14 degrees of freedom. From these statistical results, the reliability of the pre-test and post-test was considered strong enough for use in the study.

The item analysis of the pre-test and the post-test indicated that certain items were either too difficult or too easy to answer. Appropriate changes were made for these items. Additionally, the tests were carefully revised so that approximately the same number of irregular verb forms appeared in both tests. The same approximation was made for each of the verb tense forms that were being studied in the lesson. For example, if the pre-test required the construction of six future tense forms, the post-test had roughly the same number. Furthermore, the number of items requiring each of the four verb tense forms was about equal. The pilot study tests consisted only of items that were sentences with a blank line where the verb(s) was to be placed. The base verb form(s) was given in parentheses at the end of the sentence and the required verb tense was provided to the left of each item. Some test items had two or three verb forms to be completed in order to vary the difficulty of the items. Students in the pilot study showed no difficulty in working with this format.

One other major change in the pilot study instruments was the addition of a testing component which related to the controlled composition exercises that were so much a part of the class and homework assignments. Since the students spent so much time learning by
controlled composition, it was appropriate that they be tested by that method also. Two controlled composition exercises with 15 verb form changes in each were added to both the pre-test and the post-test.

Dictation exercises were not included in either the pre-test or the post-test since proficiency at dictation was not the reason for the use of class dictation exercises. Rather, the dictation exercises were a means of facilitating the skill of using the written language. The tests were designed to test this skill, not that of dictation-writing.

**Myers-Briggs Type Indicator**

An additional measurement of the subjects was compiled. Certain student predilections and preferences as measured by the Myers-Briggs Type Indicator (MBTI) were examined in relationship to the effectiveness of the dictation experiments. According to regular University procedure, all entering students are tested with the MBTI as part of the University's effort to provide academic and personal counseling to students. The test is given to entering students during the first two weeks of each semester. The test has 166 items with considerable redundancy in scoring because of the contrasting scales of each of the four pairs. Each pair (E/I extroversion/introversion, S/N sensing/intuition, T/F thinking/feeling, J/P judging/perceiving) is scored separately providing an indication on the dichotomous scales of the direction that the subject tends toward and the strength of that tendency. The MBTI descriptions of each student's preferences in terms of extroversion/introversion and sensing/intuition were used for the study. The following categories of preferences were tested with
analysis of covariance of the pre-test and post-test scores for the control group and the two treatment groups: E, I, S, N, ES, EN, IS, IN.

Descriptors and Controls

The following descriptors and controls applied to the subjects in the study:
1. Subjects were all between 17 and 20 years old.
2. Subjects attended Nicholls State University and were assigned to English 002 classes by normal university registration procedures.
3. Subjects in the groups included 78 males and 81 females.
4. The six classes were assigned status as control group or one of two treatment groups by a random selection process.
5. The number of subjects in each of the three experimental groups was between 52 and 54.
Data Analysis

The post-tests \( (0_2, 0_4, 0_6) \) were compared using analysis of covariance with the scores of the pre-tests \( (0_1, 0_3, 0_5) \) functioning as covariates. The following null hypotheses were tested:

1. There is no significant difference in the scores on a test of an English writing skill for students receiving regular teacher dictation and scores for students not receiving dictation.
2. There is no significant difference in the scores on a test of an English writing skill for students receiving oral-visual presentation by video cassette player and scores for students not receiving dictation.
3. There is no significant difference in the scores on a test of an English writing skill for students receiving oral-only presentation by video cassette player and scores for students receiving regular teacher dictation.

The data was manipulated statistically using an analysis of covariance based on the raw scores of the pre-test as the covariate and the raw scores of the post-test as the dependent variable. A cross products sum of squares and mean square was developed for each hypothesis and used in \( F \) tests of significance in order to accept or reject the hypotheses at the .05 level.

An analysis was made first of the variation in covariate-adjusted post-test scores between the control group and each of the treatment groups to determine if a significant difference existed. The analyses
of hypotheses one and two indicated whether the use of dictation has any effect on the post-test scores.

An analysis then was made of the variation in the covariate adjusted post-test scores between the two treatment groups to determine if significant differences existed. This analysis of hypothesis three indicated whether one medium of dictation is superior to the other.

An additional analysis of the data for all of the groups was completed in order to determine if the E, I, N, S, ES, IS, EN and IN types according to the Myers-Briggs Type Indicator scored differently than the complete sample groups. The same statistical tests were completed with these subgroups and their significance was reported.
CHAPTER FOUR
Analysis of Data

The purpose of this study was to examine the effects of dictation on the writing skills of college developmental students. Six classes comprised of 159 students were divided into three groups: a control group and two treatment groups. One treatment group received six oral-only teacher dictation exercises during the ten day experiment. The other treatment group received six oral-visual dictation exercises presented via a television monitor during the same period of the experiment. The control group received no dictation exercises and the course content for the ten days of the experiment, other than the dictation exercises, was the same for all three groups.

Learning was measured by the use of a pre-test and post-test which were identical in format and based on the unit topic: the use of past tense, present tense, future tense and present progressive. The data was analyzed statistically by comparing the three groups using an analysis of covariance program with the pre-test serving as a covariate for the main effects of the groups. The data was collected and summarized in terms of means and standard deviations. Additionally, factorial analyses of the data were performed based on the Myers-Briggs Type Indicators of extroversion(E)/introversion(I) and intuition(N)/sensing(S) and their combinations ES, IS, EN and IN.
Summary of Data

The data collected from the three groups is summarized in Table 1. Sample size, means and standard deviations for both the pre-tests and post-tests are presented for each of the three groups and for the whole sample group. The data was developed from a 100 point-value pre-test (Appendix E) and a 100 point-value post-test (Appendix F). The pre-test was administered to all subjects on the first day of the ten day period of the experiment; the post-test was administered on the last day. Both the pre-tests and post-tests for 159 subjects were scored and rechecked by the researcher (Appendix G).

The mean score for all subjects on the pre-test was 59.70 with a standard deviation of 23.00. The mean score for this same group on the post-test was 84.06 with a standard deviation of 14.87. The gain in the mean score for the whole sample group was 24.36 with a decrease in the standard deviation by 8.13.

The control group contained 52 subjects. This group had a mean score of 64.67 on the pre-test with a standard deviation of 23.07 and a mean score on the post-test of 84.33 with a standard deviation of 13.82. The increase in the mean score from the pre-test to the post-test for this group was 19.66 with a decrease in the standard deviation by 9.25.

The teacher dictation group contained 53 subjects. This group had a mean score of 61.77 on the pre-test with a standard deviation of 22.55 and a mean score on the post-test of 86.55 with a standard deviation of 11.40. The increase in the mean score from the pre-test to the post-test for this group was 24.78 with a decrease in the standard deviation by 11.15.
### Table 1

**Group Means for Pre-test and Post-test**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Mean</th>
<th>S.D.</th>
<th>Post-test Mean</th>
<th>S.D.</th>
<th>Difference Between Means</th>
<th>Change in S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>52</td>
<td>64.67</td>
<td>23.07</td>
<td>84.33</td>
<td>13.82</td>
<td>19.66</td>
<td>(9.25)</td>
</tr>
<tr>
<td>Teacher Dictation</td>
<td>53</td>
<td>61.77</td>
<td>22.55</td>
<td>86.55</td>
<td>11.40</td>
<td>24.78</td>
<td>(11.15)</td>
</tr>
<tr>
<td>Video Dictation</td>
<td>54</td>
<td>52.88</td>
<td>22.14</td>
<td>81.37</td>
<td>18.27</td>
<td>28.49</td>
<td>(3.87)</td>
</tr>
<tr>
<td>All Groups</td>
<td>159</td>
<td>59.70</td>
<td>23.00</td>
<td>84.06</td>
<td>14.87</td>
<td>24.36</td>
<td>(8.13)</td>
</tr>
</tbody>
</table>
The video dictation group contained 54 subjects. This group had a mean score of 52.88 on the pre-test with a standard deviation of 22.14 and a mean score on the post-test of 81.37 with a standard deviation of 18.27. The increase in the mean score from the pre-test to the post-test for this group was 28.49 with a decrease in the standard deviation by 3.87.

Summary of Analysis of Covariance

The analysis of covariance examined differences between the means of the three groups adjusted for pre-test scores. The pre-test was used as an independent covariate for all groups while the post-test was adjusted as the dependent treatment variable. As indicated in Table 2 the test of the design model yielded an "F" value of 29.67 and a probability level of .0001. The sum of squares for the model was 12740.78 with 3 degrees of freedom and 22184.60 with 155 degrees of freedom for the error term. The mean square for the model was 4246.93 and 143.13 for the error term.

Table 2
Group Analysis of Covariance

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>ms</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>12740.78</td>
<td>3</td>
<td>4246.93</td>
<td>29.67</td>
<td>.0001</td>
</tr>
<tr>
<td>Error</td>
<td>22184.60</td>
<td>155</td>
<td>143.13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>722.20</td>
<td>2</td>
<td>361.10</td>
<td>2.52</td>
<td>.0835</td>
</tr>
<tr>
<td>Pre-test</td>
<td>12018.57</td>
<td>1</td>
<td>12018.57</td>
<td>83.97</td>
<td>.0001</td>
</tr>
</tbody>
</table>
The analysis of the group influence developed an "F" value of 2.52 and a probability level of .0835. The sum of squares for the group was 722.20 with 2 degrees of freedom and the mean square was 361.0. The analysis of the effects of the pre-test variance yielded an "F" value of 83.97 and a probability level of .0001. The sum of squares for the pre-test was 12018.57 with 1 degree of freedom.

Testing the Hypotheses

The three hypotheses of this study were testing the treatment effects on groups in a random block design. An analysis of covariance statistical program was run on the raw data of a post-test as the dependent variable and a pre-test as the covariate of the independent variable, the treatment groups.

Hypothesis one stated that there would be no significant difference in the scores on a test of an English writing skill for students receiving regular teacher dictation and scores for students not receiving dictation.

Hypothesis two stated that there would be no significant difference in the scores on a test of an English writing skill for students receiving oral-visual presentation by video cassette player and scores for students not receiving dictation.

Hypothesis three stated that there would be no significant difference in the scores on a test of an English writing skill for students receiving oral-visual presentation by video cassette player and scores for students receiving regular teacher dictation.
The analysis of covariance as summarized in Table 2 indicated that the group variance developed an "F" value of 2.52 and a probability level of .0835 with 2 degrees of freedom. This value does not indicate statistical significance beyond the .05 alpha level established for acceptance or rejection of the hypotheses in this study. Therefore, all three null hypotheses cannot be rejected.

Additional Findings

This study also examined the Myers-Briggs Type Indicator (MBTI) characteristics of extroversion(E)/introversion(I), intuition(N)/sensing(S), and their combinations EN, ES, IN and IS. These characteristics were studied in a factorial block analysis of covariance with the three experimental groups. Two 2x3 factorial block designs were analyzed to determine the interaction among experimental groups and MBTI characteristics E and I and among experimental groups and MBTI characteristics N and S. Summary data for these two analyses are presented in Table 3 and Table 4.

In Table 3 the analysis of the model for MBTI categories E and I found an "F" factor of 10.93 with a probability level of .0001. The sum of squares for the model was 7360.07 with 6 degrees of freedom and 11897.61 with 106 degrees of freedom for the error term. The mean square for the model was 1226.68 and 112.24 for the error term. The analysis of the group influence yielded an "F" value of 1.61, a probability level of .2000 with 2 degrees of freedom, a sum of squares of 361.48, and a mean square of 180.74. The analysis of the effects of the pre-test variance yielded an "F" value of 61.19, a probability level
of .0001 with 1 degree of freedom, and a sum of squares of 6867.72. The interaction of experimental groups E and I produced an "F" value of .58, a probability level of .5600 with 2 degrees of freedom, a sum of squares of 130.84, and a mean square of 65.42.

Table 3
Group Analysis of Covariance by MBTI Categories E,I

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>ms</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>7360.07</td>
<td>6</td>
<td>1226.68</td>
<td>10.93</td>
<td>.0001</td>
</tr>
<tr>
<td>Error</td>
<td>11897.61</td>
<td>106</td>
<td>112.24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>361.48</td>
<td>2</td>
<td>180.74</td>
<td>1.61</td>
<td>.2000</td>
</tr>
<tr>
<td>Pre-test</td>
<td>6867.72</td>
<td>1</td>
<td>6867.72</td>
<td>61.19</td>
<td>.0001</td>
</tr>
<tr>
<td>Group*E,I</td>
<td>130.84</td>
<td>2</td>
<td>65.42</td>
<td>.58</td>
<td>.5600</td>
</tr>
</tbody>
</table>

In Table 4 the analysis of the model for MBTI categories N and S found an "F" factor of 10.84 with a probability level of .0001. The sum of squares for the model was 7322.42 with 6 degrees of freedom and 11935.27 with 106 degrees of freedom for the error term. The mean square for the model was 1220.40 and 112.60 for the error term. The analysis of the group influence yielded an "F" value of 1.61, a probability level of .2000 with 2 degrees of freedom, a sum of squares of 361.48, and a mean square of 180.74. The analysis of the effects of the pre-test variance yielded an "F" value of 61.19, a probability level
of .0001 with 1 degree of freedom, and a sum of squares of 6867.72. The interaction of experimental groups N and S produced an "F" value of .28, a probability level of .7542 with 2 degrees of freedom, a sum of squares of 63.70, and a mean square of 31.85.

Table 4
Group Analysis of Covariance by MBTI Categories N,S

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>ms</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>7322.42</td>
<td>6</td>
<td>1220.40</td>
<td>10.84</td>
<td>.0001</td>
</tr>
<tr>
<td>Error</td>
<td>11935.27</td>
<td>106</td>
<td>112.60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>361.48</td>
<td>2</td>
<td>180.74</td>
<td>1.61</td>
<td>.2000</td>
</tr>
<tr>
<td>Pre-test</td>
<td>6867.72</td>
<td>1</td>
<td>6867.72</td>
<td>61.19</td>
<td>.0001</td>
</tr>
<tr>
<td>Group*N,S</td>
<td>63.70</td>
<td>2</td>
<td>31.85</td>
<td>.28</td>
<td>.7542</td>
</tr>
</tbody>
</table>

A 4x3 factorial block design was analyzed to determine the interaction among experimental groups and MBTI characteristics EN, ES, IN and IS. Summary data for this analysis is presented in Table 5.
Table 5

Group Analysis of Covariance by MBTI Categories EN,ES,IN,IS

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>ms</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>7607.19</td>
<td>12</td>
<td>633.93</td>
<td>5.44</td>
<td>.0001</td>
</tr>
<tr>
<td>Error</td>
<td>11650.49</td>
<td>100</td>
<td>116.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>361.48</td>
<td>2</td>
<td>180.74</td>
<td>1.55</td>
<td>.2170</td>
</tr>
<tr>
<td>Pre-test</td>
<td>6796.26</td>
<td>1</td>
<td>6796.26</td>
<td>58.33</td>
<td>.0001</td>
</tr>
<tr>
<td>Group*EN,ES,IN,IS</td>
<td>188.11</td>
<td>6</td>
<td>31.35</td>
<td>.27</td>
<td>.9501</td>
</tr>
</tbody>
</table>

The analysis of this model found an "F" factor of 5.44 with a probability level of .0001. The sum of squares for the model was 7607.19 with 12 degrees of freedom and 11650.49 with 100 degrees of freedom for the error term. The mean square for the model was 633.93 and 116.50 for the error term. The analysis of the group influence yielded an "F" value of 1.55 with a probability level of .2170 with 2 degrees of freedom, a sum of squares of 361.48, and a mean square of 180.74. The analysis of the effects of the pre-test variance yielded an "F" value of 58.33 with a probability level of .0001 with 1 degree of freedom, and a sum of squares of 6796.26. The interaction of experimental groups and EN, ES, IN and IS produced an "F" value of .27, a probability level of .9501 with 6 degrees of freedom, a sum of squares of 188.11, and a mean square of 31.35.
None of the analyses of the interaction of the MBTI characteristics and the three experimental groups produced probability values that indicated statistical significance beyond the .05 alpha level established for this study.

However, in examining the data the researcher found that there appeared to be a significant difference in the mean gains between the pre-test and post-test among the three treatment groups. In order to test the statistical significance of this difference, an analysis of variance program was applied to the data for a comparison of the mean differences of the groups. The results are presented in Table 6. The model was found to have an "F" value of 3.12 and a probability level of .0468. The sum of squares for the model was 2078.03 with 2 degrees of freedom and 51908.53 with 156 degrees of freedom for the error term. The mean square for the model was 1039.02 and for the error term 332.75.

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>ms</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>2078.03</td>
<td>2</td>
<td>1039.02</td>
<td>3.12</td>
<td>.0468</td>
</tr>
<tr>
<td>Error</td>
<td>51908.53</td>
<td>156</td>
<td>332.75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The test of the mean difference model indicated a statistically significant variance at the .05 alpha level with a probability level of .0468. A probability matrix was then computed to test the part of the model which accounted for the significant variance.

A probability matrix of the null hypothesis that there is no significant difference among the mean gains was developed for a comparison of the mean differences of the groups. The probability levels and mean gains are presented in Table 7. The mean gain between the pre-test and the post-test for the control group was 19.65 with a standard error of the mean difference of 2.53. The mean gain for the teacher dictation group was 24.77 with a standard error of 2.51. The mean gain for the video dictation group was 28.48 with a standard error of 2.48.

The probability of the control group and the teacher dictation group having the same mean difference was found to be .1525. The probability of the control group and video dictation group having the same mean difference was found to be .0138. The probability of the teacher dictation group and the video dictation group having the same mean difference was found to be .2948. Statistical significance of the mean differences of the control group and the video dictation group was established using a .05 alpha level.
<table>
<thead>
<tr>
<th>Group</th>
<th>Gains Between Means of Pre-test and Post-test</th>
<th>Standard Error of the Mean Difference</th>
<th>Probability Matrix of $H_0$: Mean Gains Are Equal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group (CG)</td>
<td>19.65</td>
<td>2.53</td>
<td>CG:  .1525, TD:  .0138, VD:  .0138</td>
</tr>
<tr>
<td>Teacher Dictation (TD)</td>
<td>24.77</td>
<td>2.51</td>
<td>CG:  .1525, TD:  .2948, VD:  .2948</td>
</tr>
<tr>
<td>Video Dictation (VD)</td>
<td>28.48</td>
<td>2.48</td>
<td>CG:  .0138, TD:  .2948, VD:  .2948</td>
</tr>
</tbody>
</table>
This study investigated a method of teaching English writing skills to developmental students at a selected university. More specifically, the study examined the validity of using dictation exercises as part of the controlled composition method of teaching writing skills. Additionally, the most effective medium for dictation exercises was studied. Further analyses were completed on the relationships between the use of dictation exercises and the Myers-Briggs Type Indicator (MBTI) behavior-preference types of extroversion/introversion and intuition/sensing.

Summary

Subjects for this study were 159 Nicholls State University Freshmen Division students placed in six English 002 developmental writing classes during the Fall 1983 semester. The classes were randomly assigned status as control group or one of two experimental groups. All subjects were pre-tested on the use of correct verb tense. Then eight days of instruction followed on the use of present tense, past tense, future tense and present progressive. On the tenth day of the study a post-test on verb tense was administered to all subjects.

The instructional content of all the groups was the same during the study. The only difference was the use of dictation exercises in the two experimental groups. Both of these groups received dictation during the first ten minutes of six class periods. The difference
between the two groups was the type of mediation used in dictation: one group received oral-only instructor dictation and the other group received an oral-visual presentation using a video cassette player and monitor. Finally, MBTI descriptions of each subject's preferences in terms of extroversion/introversion and intuition/sensing were compiled.

An analysis of covariance statistical program was applied to the data in order to determine if there was a significant difference in the dictation treatments. The analysis of covariance program examined the variance of the post-tests of the groups with the pre-tests as a covariate. The first analysis was completed with the whole sample groups of 159 subjects. The three null hypotheses were:

1. There is no significant difference in the scores on a test of an English writing skill for students receiving regular teacher dictation and scores for students not receiving dictation.

2. There is no significant difference in the scores on a test of an English writing skill for students receiving oral-visual presentation by video cassette player and scores for students not receiving dictation.

3. There is no significant difference in the scores on a test of an English writing skill for students receiving oral-visual presentation by video cassette player and scores for students receiving regular teacher dictation.

Based on the statistical analysis, all three null hypotheses could not be rejected since the "F" value of 2.52 with a probability level of .0835 for the group effects was not statistically sufficient to reject
the hypotheses at the .05 alpha level of significance. The same analysis of covariance applied to the factorial blocks of the groups and the Myers-Briggs Type Indicator preferences of E,I,N,S,EN,ES,IN and IS did not yield any "F" values that were statistically significant for the use of one type of treatment for a particular MBTI preference group.

An additional analysis of variance program was applied to the mean gains of the three experimental groups. A statistically significant difference was found between the control group and the video dictation group. The probability of these two groups having the same mean difference was set at .0138 which would indicate statistical significance at the .05 alpha level. The mean increase in scores for the video dictation group (28.48) was significantly greater than the mean increase for the control group (19.65).

**Conclusions**

Based on the review of the literature and the findings of this study, several general conclusions can be drawn. The effectiveness of aural channel and visual channel redundancy seems to be supported by this study. Most previous research has indicated that slowly presented information of similar content presented simultaneously in aural and visual channels provides for increased learning gains especially for lower ability students. Travers, Hsia, Fleming and Levie, Menne and Menne, and Conway found that redundancy of information between channels was an important factor in retention of that information. Although the analysis of covariance among the three groups did not yield results that were statistically significant, an additional analysis of
variance applied to the mean gains of the groups did show a statistical significance indicating a higher mean gain for the video dictation group which was provided with a two channel presentation compared to the control group which was not. Although not statistically significant, the mean gain difference between the teacher dictation group and video dictation group also showed a greater mean increase for the two channel presentation of the video dictation.

Active learner response as an effective teaching variable seems to be supported by the results of this study. Research by Travers, Chu and Schramm, Allen, and Fleming and Levie found that overt responses provided direction and cuing especially valuable for lower ability learners who were deficient in information organization skills. The analysis of variance of the mean gains developed in this study support this research in the area of active learner response. The mean gains for both the teacher dictation and the video dictation groups were greater than that of the control group although only the video dictation group showed a statistically significant difference in mean gain.

This study only marginally supported the research that indicated that the use of dictation is effective in increasing learning. The literature on the use of dictation in the teaching of English as a second language has provided much support for the use of both oral dictation and oral-visual dictation. Although the use of dictation in the teaching of English writing skills has received theoretical support and is often applied in the controlled composition classes, the studies utilizing dictation in controlled composition classes is meager and
conclusive. This study does not change that situation. The analysis of covariance did not show a statistically significant difference in comparing the control group which received no dictation with each of the treatment groups: teacher dictation and video dictation.

However, it must be noted that the mean gain in scores between the pre-test and post-test was greater for both dictation groups than for the control group. This gain was statistically significant when the video dictation group was compared to the control group. The analysis of variance manipulation of the data was not as valid a statistical method for this study as the use of the analysis of covariance since the ANCOVA allowed for greater control of the pre-equivalence levels in the subjects by the use of the pre-test as a covariate. Also, positive results with the ANCOVA design would have been stronger than similar results with the ANOVA design since the former was preplanned and the latter was a post-hoc decision and application which bears the weakness of at least appearing to be an intentional manipulation of the data to yield some positive results.

It is possible that other uncontrolled variables confounded and limited the statistical significance of the analysis of covariance of the group effects. With an "F" value of 2.52 and a probability of .0835, the group effect on the statistical model approached the statistical level of significance of .05 established for this study. It is possible that the amount of time spent for the dictation exercises, the dictation pronunciation and diction of the instructors, the rate of dictation presentation, or the topic of instructional content could have
provided variations sufficient enough to affect statistical results. It must be pointed out that the statistical design model of the study appears strong with an "F" value of 29.67 and probability of .0001. Much of the model variability was controlled by the pre-test covariate with an "F" value of 83.97 and probability of .0001.

This study did not find a statistically significant link between Myers-Briggs Type Indicator (MBTI) preference types and the use of dictation although MBTI and controlled composition theory about the oral language abilities of certain types of developmental students indicated such a link. One statistical problem this study faced was that the cell sizes of some of the MBTI types were too small for a significant analysis. However, the cell sizes of the E, S and ES were large enough for analysis. According to the research, these types are most common in college developmental classes. Still, no significant variances were found in the scores of the members of these cells. The interaction of these type students with other types in a particular class possibly created a situation where the ES students could not benefit fully from the dictation exercises.

**Recommendations**

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

1. Additional research should focus on the amount of time spent on the dictation exercises especially for students who have MBTI preferences of E and S. The theoretical evidence is very strong that the extroversion and sensing type individuals would respond
well to oral and oral-visual presentations. It is possible that this study did not allow enough time for the dictation exercises and thus did not yield statistically significant results. The use of more dictation over a longer period of time could provide more positive results with these types of individuals. Also, it is possible that if the E and S types were isolated in a more controlled experiment with larger cells, the effects of the dictation would be more pronounced.

2. Additional research should examine the rates of presentation as a variable as well as the construction of the medium of presentation. It is not likely that the rate of presentation for the instructor dictation exercises would be more effective at a slower rate of presentation. But, the two channel presentation of the television dictation could yield more positive results if the students were allowed more time by a slower rate of presentation to perceive and absorb the information being presented. Also, further research could examine various other video production techniques such as the use of a female voice instead of a male voice, the use of a word by word visual presentation rather than a sentence by sentence presentation, or the use of a video roll or crawl of the sentences instead of a video cut from one sentence to another. Any one of these production techniques could provide some significant difference in results.

3. Additional research should examine different skills for the instructional content and different levels of developmental
students. It may be that English writing skills other than the use of present progressive, present, past and future tenses would be presented more clearly in dictation exercises and yield more positive results. Also, it is possible that lower or higher levels of developmental students would learn more from the dictation presentations since their levels of facility with the oral and written language would be different.

4. Additional research should study the relationship between the dictation exercises and the construction of the instruments which measure the learning gain. Dictation was not part of the test instruments since the students' dictation-writing skill was not the skill being taught or measured. The instruments did attempt to measure the use of verb tenses with two different constructions: one followed the format of the controlled composition exercises; the other was in the fill-in-the-blank format of the class practice exercises. However, neither instrument measured the ability of students to practice free writing which is the end purpose of writing classes. Further studies could utilize instruments which had a free writing component.

5. Additional research should examine the effects of instructor variables. Factors such as the teaching presentation of the instructor, the dictation voice and presentation of the instructor and other instructor-student interaction variables such as sex, age and appearance could have influenced the effectiveness of the
dictation exercises. Further studies could use only one instructor in order to minimize these instructor-related variables.
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----------. *Eliminating the Negatives in Basic Writing.* Presented at the annual meeting of the Conference on College Composition and Communication. Denver, Colorado, March 30-April 1, 1978. 9 p.


Unpublished Materials


APPENDIX A

GENERAL DIRECTIONS AND SCHEDULE
TO: Instructors of English 002 classes, 1M, 2M, 2M1, 3M, 5M, and 5M1, Fall Semester, 1983
FROM: Ron Simeral, Media Center, Elkins 205, ext. 1593
Home-447-9499
DATE: 9/26/83
RE: Research study in above classes during the two week period October 3 to October 14.

I am asking you for your cooperation and assistance in a research study that I developed for my doctoral dissertation at LSU. The point of this study is to examine the effectiveness of using two dictation methods as part of the controlled composition method of teaching writing to English 002 students at Nicholls.

The subjects of this study will be English 002 students in the six sections indicated. Two of the classes will be assigned status as a control group, and the other four classes will be assigned to one of two experimental groups. All six classes will receive instruction in controlled composition according to the regular text "Copy/Write" by Donna Gorrell following the day-by-day schedule for the two week period. The control group will receive no dictation exercises. One experimental group will receive dictation exercises given by the instructor, and the other experimental group will have dictation exercises presented on a television monitor. All dictation exercises will be provided ready for delivery by the appropriate instructors. The researcher will avoid contact with the students to avoid possible contamination of the study, but will provide all the necessary support materials. (Please do not hesitate to call researcher at any time if there are difficulties with the materials or their use.)

The content covered in the two week research period will be the use of past tense, present tense, future tense and present progressive tense as encompassed in Chapters 8 through 11 in the text. Learning will be measured by a pretest and posttest (provided by researcher).

Assignments for the study are:
Control group, no dictation
5M Davis 205 Talbot
5M1 Stanga 150 Beauregard

Experimental group, teacher dictation
2M Boudreaux 204 Talbot
3M Stanga 201 White

Experimental group, television dictation
1M Boudreaux 103 Talbot
2M1 Davis 103 Talbot

RS: ftb
cc: Dr. LeCompte
    Dr. Boudreaux
    Dr. Tully
Schedule

(Oct. 3 to Oct. 14)

Oct. 3, Monday: Test - 1 consisting of 40 items (provided by researcher) will be administered by instructor to all students. Students should be encouraged to take the whole 50 minute period to complete the test. All tests should be collected by the instructor at the end of the class. Researcher will collect tests from instructors.

Oct. 4, Tuesday: Instructor's explanation of past tense, Chapter 8 on page 22 and information on pages 124 and 179-181 in the text. Instructor's explanation of present tense, Chapter 10 on page 27 and information on pages 123 and 179-181 in the text.

Review of irregular verbs.

Practice exercise (provided by researcher) to be completed for homework.

Oct. 5, Wednesday: (Dictation exercise)
Review of practice exercise
Copy assignment Chapter 8, page 22.

Oct. 6, Thursday: (Dictation exercise)
Free writing implementing information learned from Chapters 8 and 10. "Write" exercises page 23 or page 28.

Oct. 7, Friday: (Dictation exercise)
Copy assignment Chapter 10, page 27.

Oct. 10, Monday: Instructor's explanation future tense, Chapter 9 on page 25 and page 126 in the text.

Instructor's explanation present progressive, Chapter 11 on page 31 and on page 123 in the text.

Practice exercise (provided by researcher) to be completed for homework.

Oct. 11, Tuesday: (Dictation exercise)
Review of practice exercise
Copy assignment Chapter 9, page 25.

Oct. 12, Wednesday: (Dictation exercise)
Copy assignment Chapter 11, page 31.

Oct. 13, Thursday: (Dictation exercise)
Free writing implementing information learned from Chapters 9 and 11. "Write" exercise page 26 or page 31.

Oct. 14, Friday: Test -2 consisting of 40 items (provided by researcher) will be administered by instructor to all students. Students should be encouraged to take the whole 50 minute period to complete the test. All tests should be collected by the instructor at the end of the class. Researcher will collect tests from instructors.
APPENDIX B

DICTATION EXERCISES
1. Dictation exercise for Wednesday, Oct. 5

The Healthy Personality (155 words)

The healthy personality is a person who likes himself. He likes other people and accepts their faults as well as his own. He acts naturally, without pretending to be anything he is not. He prefers to face an unpleasant reality rather than retreat to a pleasant fantasy. Usually his behavior is like that of his friends, but he can be different if necessary. His moral values are the highest. He wants justice and fairness for all people. Being alone is no problem for him, and he stays true to his beliefs even when all others seem to be against him.

Close friends of his make up a comparatively small group, but their relationship to him is deep, meaningful, and lasting. He has a tender love for children and, like a child, he sees the world freshly. He can appreciate again and again the beauty in ordinary things—a sunset, a flower, a baby, a person.
2. Dictation exercise for Thursday, Oct. 6

Reading to Remember (136 words)

When I was in school, I needed to read for information, not for escape or entertainment. For school and for my job, I needed to remember what I read. So I used the method that helped me remember best. First, I took about one minute to look over the whole chapter or article. This one-minute survey gave me a general idea of what was coming.

It was easy to fool myself into thinking that if I understood what I was reading, I would be sure to remember it. But that wasn't true. To make sure, I closed the book after each section and put the ideas into my own words. Last, I scanned the whole chapter or article to review it. That pulled all the pieces together into a meaningful whole, making it easier to remember.
How I Manage My Time (156 words)

Because I want to do well in school, I manage my time carefully. I avoid the extremes of being too busy and too loose. I decide what my long-range goals are. Then I choose the activities that best lead to those goals. I write on my calendar those deadlines I have no control over, such as dates when tests come up, papers fall due, or special events take place. I allow whatever time I need to get prepared for those events. For the time I have left over, I list all the things I need to do to reach my goals, such as studying, exercising or improving a skill.

In the past, when conflicts came up, I balanced them by taking turns or giving more time to an item one day and less the next. I left at least an hour every day for unexpected things, and I kept all plans flexible in case of emergencies.
4. Dictation exercise for Tuesday, Oct. 11

The Time-Gobblers (138 words)

I can see that I am letting the time-gobblers eat up a lot of my time. The worst gobbler, television, is casting a spell on me and holding me/long after my favorite programs are over. My waiting time at doctors' offices or bus stops is not being used for reading books or writing letters. I am fussing too/much over chores like laundry and cleaning. Disorganization is also gobbling my time. Because I am not putting away my clothes and tools promptly, I am wasting a lot of/time hunting for them later. I am always putting things off and then wasting time worrying about why I am not getting them done. Clearly, the time-gobblers are controlling me/ when I should be controlling them. I am not going to let that happen anymore.
A Success Formula for College (151 words)

Succeeding in college will not be a matter of luck. I will follow a fail-proof system. To begin with, I will take only the number of hours that I can handle in the time I have. I will take no more than twelve hours with a part-time job and no more than six hours with a full-time job. I will go to class every single day unless I am sick. I will listen carefully to the instructor and try to follow his instructions exactly. If I do not understand his instructions clearly, I will ask him to explain some more.

Learning the textbook material before class also will make it easier to take notes in class. I will never just guess on practice exercises, hoping that, with luck, I will get them right. I will really think about them. I will really learn them and remember them.

Handling Depression (153 words)

If I get depressed in the future, I will know how to help myself. I will accept the fact that some depression is normal. I will not be able to control such depressing things as bad weather, hormone changes in my body, or grief over the loss of a loved one. I will deal with those kinds of depression by accepting them and telling myself they will pass in time. Reading, movies, and television will give me some temporary relief from a dark mood. Right now I am feeling a different kind of depression. I am checking my diet to see if too much sugar or coffee might be giving me "sugar blues." I also am increasing my protein foods, whole grain cereals, and fresh fruits.

If I get negative feelings, I will try to get rid of them because they make me depressed. But I will not let depression get me down for long.
APPENDIX C

DICTATION EXERCISE INSTRUCTIONS
Instructors of these two classes will provide on the six dictation days dictation instructions (below) and one clear dictation of the sentences (on the following pages) at a speed of about 30 words per minute with one repetition of all the sentences at the end at a normal slow reading speed of about 75 words per minute. No further repetition or cuing will then occur; dictation papers will be collected from the students and kept by the instructors for the researcher.

Instructor's directions to students before instructor-read dictation exercises.

Today we are going to do a dictation exercise to help you develop your writing skills. Each of you should clear the top of your desk now and get out your pen and at least three sheets of blank paper. Put your name at the top of the first sheet.

Listen carefully to the sentences I am going to read to you. As I am reading, copy down the words exactly as I read them.

I am going to read the sentences once very slowly, and then I'll repeat all the sentences one time slowly so you will be able to check punctuation and to write words that you might have missed the first time. Are there any questions?

The topic for today's dictation is (read title).

(Begin dictation at 30 wpm. Slashes on copy indicate sections of 30 words each. At end of 30 wpm dictation, tell the students that you are repeating the sentences. Proceed with dictation at 75 wpm. At the end of the second dictation, read no more and answer no further questions. Remind students to put their names on the papers and collect them.)

Wednesday, Oct. 5, The Healthy Personality
Thursday, Oct. 6, Reading to Remember
Friday, Oct. 7, How I Manage My Time
Tuesday, Oct. 11, The Time-Gobblers
Wednesday, Oct. 12, A Success Formula for College
Thursday, Oct. 13, Handling Depression
Instructors of these two classes will read on the six dictation days dictation instructions (provided by researcher) to students and start videotape player (provided by researcher). At the end of the videotape, dictation papers will be collected from the students and kept by the instructors for the researcher.

Instructor's directions to students before television presentation of dictation exercises.

Today we are going to do a dictation exercise to help you develop your writing skills. Each of you should clear the top of your desk now and get out your pen and at least three sheets of blank paper. Put your name at the top of the first sheet.

Watch and listen to the television set when I turn it on. You will see a series of sentences appearing on the screen and hear someone reading those sentences. As the television set is playing the words, copy down the words exactly as you see and hear them.

The sentences will be presented on the television set once very slowly, and then repeated one time slowly so you will be able to check punctuation and to write any words that you might have missed the first time. Are there any questions?

The topic for today's dictation is (read title).

(Press start on videotape player. At the end of the second reading, press stop on videotape player. Answer no further questions. Remind students to put their names on the papers and collect them.)

Wednesday, Oct. 5, The Healthy Personality
Thursday, Oct. 6, Reading to Remember
Friday, Oct. 7, How I Manage My Time
Tuesday, Oct. 11, The Time-Gobblers
Wednesday, Oct. 12, A Success Formula for College
Thursday, Oct. 13, Handling Depression
APPENDIX D

PRACTICE EXERCISES
Present and Past Tenses

Present tense shows present or habitual action.

Example: I am ready to go home tomorrow. (be)

Past tense shows action already completed.

Example: My teacher explained the answers. (explain)

Directions: Fill in the correct verb at each blank space. The base forms of the required verbs are given in parentheses, and the tense to be used is shown at the left.

Example:

Present  A microscope magnifies tiny objects. (magnify)
Past   1. Our first national road ______________________________
       the Cumberland Road. (be)
Present  2. He_____________________________ packages. (deliver)
Present  3. Many varieties of grapes_________________________ from
       California. (come)
Present,  4. Food_____________________________ nourishment for our
Past     bodies even though we________________________ growing. (provide, stop)
Present  5. Roving reporters_________________________ around the
       city. (travel)
Past,   6. Smoke_____________________________ from the chimney and
Past   water_____________________________ from the roof. (pour, drip)
Past, 7. A ring of the telephone_____________________
Past the silence of the room and we all_____________________
(pierce, jump)

Present 8. An adjective_______________________a noun or a
Present pronoun. (modify)

Past 9. The flaming sky_______________________a beautiful
Past picture. (be)

Past, 10. Martha_______________________quietly and
Past ________________________him. (approach, surprise)

Present, 11. The drive_______________________today, but everything
Past ________________________ready yesterday. (begin, is)

Past 12. Who_______________________the story "Ramona"?
(Paste) (write)

Past, 13. Many people_______________________in the project,
Present but it_______________________his now. (help, be)

(Enjoy)

Past 15. The plumber_______________________to fix the pipe. (try)

Present, 16. Virginia and I_______________________our work
Past together although it_______________________not always
Past that way. (plan, be)
Past 17. The first paper_____________ from the papyrus plant. (come)

Past, 18. You_____________________ these two boys when
Past they_______________________ into the locker. (see, break)

Present 19. The English Channel________________________
Present between France and England. (lie)

Present, 20. The snow________________________ the ground, but our
Present guests________________________ already. (cover, leave)
Present Progressive and Future Tense

Present progressive shows present action as it takes place.
Example: He is having his boots polished. (has)

Future tense indicates action or existence not yet begun.
Example: They will leave in about an hour. (leave)

Directions: Fill in the correct verb at each blank space. The base forms of the required verbs are given in parentheses, and the tense to be used is shown at the left.

Example:
Present progressive  In Louisiana, men are hunting alligators for their skins. (hunt)
Future 1. The printing press_________________________
   not__________________________ by tomorrow. (run)
Present progressive  2. We__________________________ the Mississippi River. (cross)
Future 3. Who__________________________ the next letter? (read)
Present progressive, 4. The skywriters__________________________
Future right now, but__________________________ soon. (fly, land)
Future 5. George__________________________ the air brake. (push)
7. The conjunctions words, phrases, or clauses. (connect)

8. The film the need
for new legislation when we the politicians. (show, convince)

9. Most tankers oil.
(ship)

10. When the airplane ? (arrive)

11. Construction work on
schedule and the World's Fair in 1984. (proceed, open)

12. A large dam the Nile
River at Aswan. (block)

13. The largest group first
to the next room while you up. (move, get)

14. At Sault Sainte Marie, canals Lake Huron and Lake Superior. (connect)

15. The jugglers us on
Friday. (entertain)

16. David hard at his new
job and home late.
(work, be)
17. Cathy____________________three miles a day. (run)

18. George____________________to his brother. (write)

19. You____________________my little brother at the swimming pool. (find)

20. He certainly____________________
or you____________________not____________________. (come, go)
APPENDIX E

PRE-TEST
Instructor's directions to students before administration of Test - 1.

Today you are going to take a test to see how much you know about verb tenses so I can better decide what we need to review during the next two weeks. Don't get nervous about this test. Just take your time and try to fill in all the blanks. You have the entire period to complete this test. All you need is a pen; please clear the top of your desk now.

(Pass out the tests and direct the students to fill in their names, student ID (social security) numbers if they know them, and the instructor's name. Read the directions to them, encourage them to check their answers, and then direct them to begin. No further prompting of answers should occur. Students who complete the test before the end of the period should be given a reading assignment so that they are not encouraged just to race through the test to leave. All papers should be collected and held for researcher.)
Sailing on Sand - 1

The camel justifiably is called the ship of the desert. It is well equipped by nature to survive where other animals often die from lack of food and water. The camel not only survives; it also transports people and merchandise across the seas of sand.

The camel's most important feature is, of course, its famous hump. The animal stores both food and water for its journey in that hump. Like an empty storage bag, the camel's hump hangs loosely before it is filled. It develops its firm shape as it fills with food. While it prepares for a trip, a camel eats continuously storing the food in the form of fat inside the hump. When the hump is full, it holds as much as one hundred pounds of fat.
Part Two

Directions: The essay below is written in the present progressive or the present tense. Rewrite the essay in the future tense so that it becomes a prediction of the future. Use the bottom of this page and the next.

Delany's Vision - 1

In the year 2112 A.D., people from earth are settling Mars and the satellites of Jupiter, Saturn, Uranus, and Neptune. Triton, the largest moon of Neptune, is also the center of human civilization among the outer moons of the solar system. Life on Triton is a curious mixture of an uncontrolled existence and an ever-present bureaucracy. Human beings live in an area protected from the alien environment by a force shield and artificial gravity.

Although governed by an elected board, the people of Triton generally follow unstructured lives based on mutual cooperation. Money is obsolete. People have automatic credit from the state for basic food, shelter, and transportation. Everyone goes on welfare at one time or another, but never for very long. There is no poverty and no possibility of economic disability, and there are no ghettos.

The city does have a section where no laws apply to release any social frustrations that build up among the populace. It is said that life on Triton reflects the basic desires of everyone and that it provides a close to a perfect existence.
Part Three

Present tense shows present or habitual action.
Example: I am ready to go home. (be)

Past tense shows action already completed.
Example: My teacher explained the answers. (explain)

Present progressive shows present action as it takes place.
Example: He is having his boots polished. (has)

Future tense indicates action or existence not yet begun.
Example: They will leave in about an hour. (leave)

Directions: Fill in the correct verb at each blank space. The base forms of the required verbs are given in parentheses, and the tense to be used is shown at the left.

Past,
1. I ____________________________ ice cream because
Past
I ____________________________ a taste for all
sweets. (like, have)

Present progressive, 2. He ____________________________ also that the
Future
milk in it ____________________________
good for me. (think, be)

Past,
3. What I did not consider ____________________________
Present
the cavities that all the sugar ____________________________.
(be, make)

Future
4. Students of the future, like the students of
today, ____________________________ to know
how to use the three levels of language. (need)
Present, 5. Usually when a person__________
Present, an unexpected event, he__________
Present progressive at first unaware that it actually__________
(witness, be, happen)
Present, 6. When a police officer__________
Present someone speeding, that person__________
better off just taking the ticket. (catch, be)
Present progressive 7. Roller skating still__________
in popularity. (increase)
Present, 8. If he__________harder, his
Future grades______________________________ not
______________________________so low. (study, be)
Past, 9. Before I____________________three
Past steps, I____________________my
mistake. (fall, realize)
Future, 10. Because I still____________________
Present in school, my mother____________________
after me to shave off my beard. (be, be)
Past, 11. I____________________for two and a
Past half months that she____________________
right. (know, is)
Present progressive, 12. While many people now____________________
Past computers, paper____________________
men's ideas for hundreds of years. (use, record)
13. Puddles____________________a very prissy cat and____________________
to be alone. (be, like)

14. Even though it__________________,
crowds of people__________________
along the parade route waiting for the President.
(rain, stand)

15. Galleons____________________large
Spanish ships of the sixteenth and seventeenth
centuries and____________________
three or four decks at the stern. (be, have)

16. The Bay of Fundy between New Brunswick and
Nova Scotia____________________
tides of sixty to seventy feet. (have)

17. Several plants still____________________
on the window sill even though Spot
____________________up onto them one
day. (grow, jump)

18. Even though it____________________
cloudy now, it____________________
not____________________tonight. (get, rain)

19. The sun____________________early; so,
in the evening we nearly____________________
to death because we____________________
in the open. (sink, freeze, sleep)
<table>
<thead>
<tr>
<th>Future</th>
<th>20. We_________________________the end of the road by noon. (reach)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past,</td>
<td>21. He_________________________a great deal to his students, but_________________________even more from them. (teach, learn)</td>
</tr>
<tr>
<td>Past</td>
<td>22. The worker_________________________one pipe to another. (weld)</td>
</tr>
<tr>
<td>Future</td>
<td>23. If you_________________________with me, I will drive to the shopping mall. (come)</td>
</tr>
<tr>
<td>Past,</td>
<td>24. Although I_________________________sick last week, I_________________________in school on Monday. (be, be)</td>
</tr>
<tr>
<td>Future</td>
<td>25. If he_________________________help and if you_________________________your ground, then I_________________________a supporting letter. (seek, stand, write)</td>
</tr>
<tr>
<td>Past,</td>
<td>26. After he_________________________down his gun, a bullet_________________________into the wooden bucket. (lay, tear)</td>
</tr>
<tr>
<td>Past</td>
<td>27. As long as he_________________________his pay, the boss_________________________him to continue working. (draw, tell)</td>
</tr>
<tr>
<td>Past,</td>
<td>28. Although they_________________________the drinks, no one_________________________them. (bring, sell)</td>
</tr>
</tbody>
</table>
29. We are afraid that the students ___________________

29. up and ________________________ writing before

Past progressive 30. After the captain _________________________,
Past he ________________________ his troops into
the woods. (speak, lead)

Past, 31. If you _________________________ her, you
Future not soon
______________________ her. (meet, forget)

Past, 32. Margaret and Jim _________________________
Past not here, but the other children _______________________
their rooms. (be, find)

Past progressive, 33. While he _________________________ the cover,
Future the others ________________________ back
from the entrance. (lift, stand)

Past progressive, 34. Because Joseph _________________________ all
Present the attention, his brother _______________________
quietly. (receive, leave)

Past, 35. We _________________________ at five o'clock,
Past _________________________ a whole bottle of wine,
Past and ________________________ home before dark.
(meet, drink, go)

Past progressive, 36. The children _________________________ their
teachers crazy. (drive)
Instructor's directions to students before administration of Test - 2.

Today you are going to take a test to see how much you have learned about verb tenses during the past two weeks. Don't get nervous about this test. Just take your time and try to fill in all the blanks. You have the entire period to complete this test. All you need is a pen; please clear the top of your desk now.

(Pass out the tests and direct the students to fill in their names, student ID (social security) numbers if they know them, and the instructor's name. Read the directions to them, encourage them to check their answers, and then direct them to begin. No further prompting of answers should occur. Students who complete the test before the end of the period should be given a reading assignment so that they are not encouraged just to race through the test to leave. All papers should be collected and held for the researcher.)
Part One

Directions: The essay below is written in the present tense. Rewrite the essay in the past tense as if the camel no longer exists. Use the bottom of this page and the next.

Sailing on Sand - 2

The camel is an extraordinary animal which has special adaptations to desert living. In addition to stockpiling food, a camel also loads up on water. Gallons are stored in little pouches that line the wall of its stomach. While the camel travels, it feeds itself by drawing from both its hump and its stomach walls. If other sustenance is available, the camel eats that, resorting to its storehouse only when it has to. By the end of its journey, the empty hump hangs loosely.

There are other features that aid a camel's arduous journey across the desert. Its bushy eyebrows and long eyelashes protect its eyes, and long hair in its ears keeps the sand from blowing inside.
Part Two

Directions: The essay below is written in the present progressive or the present tense. Rewrite the essay in the future tense so that it becomes a prediction of the future. Use the bottom of this page and the next.

Delany's Vision - 2

In the year 2112 A.D., people from earth are colonizing many of the planets and moons of the solar system. One colony Triton is allowing many freedoms and is encouraging new ways of living.

Body decorations are worn by both men and women. Fashions are nonexistent. Body covering ranges from complete nudity, with or without decoration and body paint, to elaborate costumes.

Distinctions between the sexes are blurred on Triton. Names like Gene, Sam, or Bron may be used by either sex. Sex change operations, complete in every respect, with psychological counseling to match, can transform men or women into their opposite numbers in six hours time.

Despite a certain looseness in the social fabric, the bureaucracy still operates. Citizens are assigned 22-digit identification numbers and are routinely surveyed by machines. The government has ten hours of videotaped information on every member of society. The citizens of Triton prefer their life to that on earth and eventually they destroy the planet that colonized them.
Part Three

Present tense shows present or habitual action.  
Example: I am ready to go home. (be)

Past tense shows action already completed.  
Example: My teacher explained the answers. (explain)

Present progressive shows present action as it takes place.  
Example: He is having his boots polished. (has)

Future tense indicates action or existence not yet begun.  
Example: They will leave in about an hour. (leave)

Directions: Fill in the correct verb at each blank space. The base forms of the required verbs are given in parentheses, and the tense to be used is shown at the left.

Past 1. They ______________________too tired to sleep last night. (be)

Present, 2. If he ______________________the paper, I ______________________it too. (sign, sign)

Future

Present progressive, 3. He ______________________older every day,

Present progressive but she ______________________more attractive. (look, get)

Past, 4. He ______________________the tree until the apples ______________________to the ground. (shake, fall)

Past, 5. Although these books ______________________

Future expensive, I really ______________________ them this semester. (be, need)
Present, 6. He sometimes______________________
Present  with his brother, but he always______________________
afterwards. (fight, apologize)
Past, 7. The crowd______________________as the
Past trained horse______________________over
the fence. (watch, spring)
Future, 8. We______________________the luggage
Present progressive ahead if she______________________
for it. (send, wait)
Future, 9. The students______________________all the
Present directions if you______________________
clear in giving them. (understand, be)
Past, 10. He______________________my new shirt and
Past __________________________the sleeve. (wear, tear)
Past 11. I______________________him at midnight. (meet)
Present progressive 12. A pecan tree______________________near
the house. (grow)
Present, 13. She______________________that you are
Future correct, but she______________________
not______________________anything.
(think, say)
Past, 14. We_____________________that jambalaya
Past, ourselves; we_____________________the
Past, chicken,_____________________the
Past, seasoning,_____________________the roux,
Past, and_____________________the whole thing
in a pot. (make, choose, buy, mix, throw)
Future, 15. He_____________________the postcard
Past if you_____________________the stamps.
(mail, get)
Present progressive 16. They_____________________for him everywhere.
(look)
Past, 17. He_____________________his job yesterday
Past because his co-workers_____________________spitballs at him. (quit, throw)
Future, 18. You_____________________the cow to the
Future barn, and she_____________________it
some oats. (lead, feed)
Past, 19. If you_____________________her, why
Present you still so
Present upset? (forgive, be)
Present, 20. She_____________________that you
Present not completely
Present honest. (feel, be)
Present progressive, 21. If you_____________________a good life,
Future then you certainly_____________________wiser. (live, become)
22. What the other answers still to me. (be, confuse)

23. I think I his position, but I not it. (understand, support)

24. The papers the steps until James them under his jacket. (lay, hide)

25. Until the car by, the little girl on the curb. (pass, wait)

26. Since he the offense, when he it? (forgive, forget)

27. Why he for her when he that she probably not . (look, know, come)

28. If he all night, his mother certain that he not breakfast. (drive, feel, eat)
29. John____________________that the car
   ____________________________so much because his
   brother____________________to tune it.
   (explain, shake, forget)

30. The garbage can____________________so
   much, he____________________it away.
   (stink, throw)

31. Since Jennifer____________________for a
   boyfriend, she often____________________
   herself. (look, flaunt)

32. Why____________________Peter
   ____________________________this class when he
   ____________________________that it is the only
   one he____________________
   (drop, know, pass)

33. I____________________a new stereo since my
   average____________________. (get, improve)

34. The police____________________
   only one man. (seek)
APPENDIX G

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APPENDIX H

LETTERS
Mr. Michael McDonnell  
College Department  
Holt, Rinehart and Winston  
383 Madison Avenue  
New York, New York  10017

Dear Mr. McDonnell:

I am writing you to request permission to use selections of the book "From Copying to Creating" by Helen Heightsman Gordon for my doctoral dissertation at Louisiana State University. I am studying the use of dictation in the teaching of controlled composition to developmental writing students at Nicholls State University.

I would like to use for my study and reproduce in my dissertation the following selections: Controlled Composition 3.1., 8.1, 9.1, 9.2, and 23.2 and excerpts and exercises from Chapters 6 and 7 in the section titled "A Brief Handbook for Correcting Errors."

Your permission for this usage will be greatly appreciated.

Sincerely,

Ron Simeral  
Media Specialist

HOLT, RINEHART AND WINSTON  
383 Madison Avenue  
New York, NY  10017

Please pardon the informality but its quick and easy to have answered as per the letter.

Feb 22 1984

Permission granted for use in your dissertation.

Yours,

Michael McDonnell  
Permissions
MR. MICHAEL MCDONNELL  
COLLEGE DEPARTMENT  
HOLT, RINEHART & WINSTON  
383 MADISON AVE.  
NEW YORK, NEW YORK 10017  

DEAR MR. MCDONNELL  

I am writing you to request permission to use selections of the book "The Copy Book" by Thomas Friedmann and James MacKillop for my doctoral dissertation at Louisiana State University. I am studying the use of dictation in the teaching of controlled composition to developmental writing students at Nicholls State University. 

I would like to use in my study and reproduce in my dissertation the following selections: "Sailing on Sand" on page 66 and "Delany's Vision" on page 96. 

Your permission for this usage will be greatly appreciated. 

Sincerely,  

RON SIMERAL  
MEDIA SPECIALIST  

RS: ftb
Jan 17 1984

Ron Simeral
Instructional Media Center
Nicholls State University
University Station
Thibodaux, La. 70310

Dear Mr. Simeral,

Thank you for your letter requesting permission to use the following material in your dissertation, thesis, or paper:


The material you have requested may be used for the purpose you have indicated, provided you use the above credit line as your footnote.

If the selection above contains any excerpts, figures, or illustration from other sources, permission for the use of such material must be separately requested from the copyright holder of the original source, as indicated in our credit notice.

Should your dissertation, thesis, or paper later be accepted for any commercial publication or use, it would be necessary for you to renegotiate this permission, and our regular terms and fees would apply. If you have any questions, please let me know, and I will be glad to advise you.

Sincerely yours,

Michael McDonald
College Permissions

July 11, 1983

Dr. Donald Ayo, President
Nicholls State University
Thibodaux, LA 70310

Dear Dr. Ayo:

I am planning to do my research this fall for my doctoral dissertation on developmental students at Nicholls. I am requesting your permission to do this.

I will appreciate your favorable consideration of my request as I appreciate your continuing cooperation in my endeavors here at the University.

Sincerely,

Ron Simeral,
Media Specialist,
Speech Instructor

PBS:ftb
Mr. Ron Simeral  
Instructional Media Center  
Nicholls State University  
Thibodaux, Louisiana 70310

Dear Ron,

You have my permission to do research this fall for your doctoral dissertation on developmental students at Nicholls.

I extend to you my best wishes for success with your research and offer my cooperation.

Sincerely,

Donald J. Ayo  
President

DJA:gg
Dr. O. E. Lovell  
Vice President of Academic Affairs  
Nicholls State University  
Thibodaux, LA 70310

Dr. Lovell:

The research problem I have selected for my doctoral dissertation is a study of the use of dictation exercises in the controlled writing method of teaching Nicholls English 002, developmental students. I am requesting your permission to work with the instructors of the six English 002 classes scheduled for 1M, 2M and 3M this fall.

As part of this study, I would want to examine the Myer-Briggs Type Indicator scores of the students in these classes and would like your permission to do so.

Thank you for your cooperation in this matter.

Sincerely,  

Ron Simeral  
Media Specialist  
Speech Instructor  

RS:ftb
Dr. O. E. Lovell
Vice President of Academic Affairs
Nicholls State University
Thibodaux, LA 70310

Dr. Lovell:

The research problem I have selected for my doctoral dissertation is a study of the use of dictation exercises in the controlled writing method of teaching Nicholls English 002 developmental students. I am requesting your permission to work with the instructors of the six English 002 classes scheduled for 1M, 2M and 3M this fall.

As part of this study, I would want to examine the Myer-Briggs Type Indicator scores of the students in these classes and would like your permission to do so.

Thank you for your cooperation in this matter.

Sincerely,

Ron Simeral
Media Specialist
Speech Instructor

RS:ftb
Dr. Bonnie Bourg  
Dean, Freshmen Division  
Nicholls State University  
Thibodaux, LA 70310

Dr. Bourg:

The research problem I have selected for my doctoral dissertation is a study of the use of dictation exercises in the controlled writing method of teaching Nicholls English 002 developmental students. I will be working with the instructors of the six English 002 classes scheduled for 1M, 2M and 3M this fall.

As part of this study, I would want to examine the Myer-Briggs Type Indicator scores of the students in these classes and would like your permission to do so.

Thank you for your cooperation in this matter.

Sincerely,

Ron Simeral,  
Media Specialist  
Speech Instructor  

RS:ftb
Dr. Nolen LeCompte, Dean  
College of Liberal Arts  
Nicholls State University  
Thibodaux, LA 70310

Dear Dr. LeCompte:

The research problem I have selected for my doctoral dissertation is a study of the use of dictation exercises in the controlled writing method of teaching Nicholls English 002, developmental students. I am requesting your permission to work with the instructors of the six English 002 classes scheduled for 1M, 2M and 3M this fall.

As part of this study, I would want to examine the Myer-Briggs Type Indicator scores of the students in these classes and would like your permission to do so.

Thank you for your cooperation in this matter.

Sincerely,

Ron Simeral,  
Media Specialist  
Speech Instructory

RS:ftb
Mr. Ron Simeral  
Media Specialist  
Nicholls State University  

Dear Mr. Simeral:

In response to your request to work with the instructors of the English 002 classes this fall, I readily grant permission. Your examining the Myer-Brigg Type Indicator scores, however, poses a possible problem. If the scores to be studied are in any way identifiable by name, you would probably be in violation of the privacy act, and it would be wise to obtain the permission of the students involved before proceeding.

Sincerely,

Nolan P. LeCompte  
Dean
Dr. David Boudreaux, Head
English Department
Nicholls State University
Thibodaux, LA 70310

Dear Dr. Boudreaux:

The research problem I have selected for my doctoral dissertation is a study of the use of dictation exercises in the controlled writing method of teaching Nicholls English 002 developmental students. I am requesting permission to work with the instructors of the six English 002 classes scheduled for 1M, 2M and 3M this fall.

As part of this study, I would want to examine the Myer-Briggs Type Indicator scores of the students in these classes and would like your permission to do so.

Thank you for your cooperation in this matter.

Sincerely,

Ron Simeral
Media Specialist
Speech Instructor

RS:ftb
APPENDIX I

TELEVISION DICTATION SCREEN
Example of Television

Dictation Sentence

I write on my calendar those deadlines I have no control over, such as dates when tests come up, papers fall due, or special events take place.
VITA

Ronald Maurice Simeral was born in Columbus, Ohio on August 18, 1948 and was raised in New Orleans, Louisiana where he attended elementary and secondary school. After graduating from Cor Jesu High School in 1966, he attended and graduated from Loyola University in New Orleans in 1970 with a Bachelor of Arts degree in English. He received a Louisiana Teaching Certificate in 1971 and taught English, journalism and mass media at Booker T. Washington Senior High School from 1970 to 1976.

He was awarded a Masters of Education degree in educational communications in 1977 from Loyola University in New Orleans and was employed that same year by Nicholls State University in Thibodaux, Louisiana as a media specialist and an instructor in the Communication Arts program. In May, 1984, he was awarded a Doctor of Philosophy degree in Educational Technology by Louisiana State University in Baton Rouge, Louisiana. He is presently employed in the Instructional Media Center at Nicholls State University.
EXAMINATION AND THESIS REPORT

Candidate: Ronald Simeral

Major Field: Education

Title of Thesis: The Effects of Oral and Oral-Visual Dictation Exercises on a Specific Writing Skill of Selected College Developmental Student

Approved:

[Signatures]

Major Professor and Chairman
Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

Date of Examination:

April 9, 1984