

Task-Based Dictation: Dyslexic Children Deficiency Development Theory

Ivy Jane S. Asilo ¹, Mark N. Abadiano, PhD ²

¹ Doctor of Education major in English Language Teaching, College of Teacher Education, Cebu Normal University, Osmeña Boulevard, Cebu City, Philippines.

² University Research Director, St. Paul University Surigao, Richmond College, Academic Consultant, Mesa, Arizona, USA.

Email: ¹Main.2000120@cnu.edu.ph, ²mark.abadiano@gmail.com

Abstract

In order to develop a theory that would benefit children with dyslexia, this paper focuses on the deficiencies of dyslexic children. It considers Task-based Dictation as an approach in their development. This paper will utilize the deductive axiomatic approach in theory generation following the steps provided by Padua (2012) as cited by Cabello. With the literature reviews conducted, there are four axioms created: (1) Task-Based Dictation facilitates language skills of children with dyslexia; (2) Task-Based Dictation improves phonological awareness of children with dyslexia; (3) Task-Based Dictation enhance grammatical competence of children with dyslexia; (4) Task-Based Dictation develops short-term memory of children with dyslexia. From these four axioms, five propositions were formulated; Task-based Dictation should (1) make use of note taking activities to children with dyslexia; (2) have more reading-writing activities; (3) provide rhyming and syllabication activities; (4) provide sentence construction tasks and activities; and (5) create learning activities and tasks that requires repetition. The formulated propositions motivated the researcher to generate TBD: Dyslexic Children Deficiency Development Theory. This theory emphasizes the impact of task-based dictation in the development of language skills, phonological awareness, grammatical competence and short-term memory of children with dyslexia.

I. INTRODUCTION

There are numbers of language-based learning disabilities that has existed over centuries. Such disabilities hinder people to communicate effectively. A continuous research and investigations has been made to help children having these disabilities to improve their daily lives. Language-based learning disability is caused by neurobiological differences and environmental factors, such as learning setting and the type of instruction.

Dyslexia is one of the common learning-based language disabilities. Dyslexia causes children to have difficulties in reading, writing and spelling, however such disability is not related to intelligence (Olagboyega, 2008). The effect of dyslexia vary from person to person, but in

both cases, the disability affects the brain to process written materials. People with the condition have difficulties to recognize, spell and decode words. These causes them to have troubles in reading quickly and comprehend what they read.

Children with dyslexia were also found to have lack of phonological awareness which found to be the cause of their poor reading ability (Boets et. Al., 2010). This ability helps learners to reproduce and employ the sound structure of spoken words. Phonological awareness is an important factor to be developed on children at their primary education for it would affect their reading ability (Anthony & Francis, 2005). It is important that at the start of the formal education of children with dyslexia to focus on

strengthening their phonological awareness as some studies have found out that if this will be handled properly at an early stage, such impairment is often not found any more at the end of primary school (Boets et.al., 2010).

The development of phonic awareness to children with dyslexia can be done by speaking with plenty of pauses and to highlight important key points. Sound repetition of the word has also helped in developing the listening skills and word level reading and spelling skills of children with dyslexia. Thus, it is significant to provide particular repetition and emphasis of an initial sound in the language learning process of children with dyslexia (de Jong & Leij, 2003).

Furthermore, the deficiency on phonological awareness of children with dyslexia has resulted to their incompetence in grammar. Those with Dyslexia have difficulty with decoding & encoding. They also seem to have difficulty with grammar and identifying parts of speech. Teaching grammar to those with Dyslexia should include a structured, systematic, & sequential approach, similar to the approach used in teaching the logical connections between the sounds and symbols in the English language.

One of the most widespread learning difficulties on children with dyslexia is its impairment in decoding written scripts. Moreover, according to the American Psychiatric Association (2013), Dyslexic learners have an adequate hearing level, normal intelligence and adequate educational opportunities, however, these kinds of learners have difficulties in accurately and fluently recognizing, decoding and spelling words. These difficulties are contributed by their reduced short-term memory. The impaired performance on short term memory of children with dyslexia is traditionally attributed to their poor phonological representations (Snowling, 2000;) or to reduced efficiency in assessing these representations (Ramus, 2014; Ramus & Szenkovits, 2008;).

Dyslexia is a lifelong problem caused by neurobiological issues and is not a result of poor teaching, instruction or upbringing. Thus, support is available to the deficiencies of a

dyslexic learner. The adjustments made on curriculum and instruction have been developed to address their proficiency in language and literacy skills. Most individuals with dyslexia need guidance that is specialized, explicit, organized, and multisensory, as well as progressive guided practice that remediate their specific areas of shortcoming (Newhall, 2004)

Thus Task-Based Dictation as a learning strategy in developing language skills, phonological awareness, grammatical competence and short-term memory of children with dyslexia was introduced in this paper. Dictation in the Longman dictionary of Applied linguistics (2002) is defined as a technique used in both language teaching and language testing in which a passage is read aloud to students or test takers, with pauses during which they must try to write down what they have heard as accurately as possible. Davis and Rinvulucrici (2002) defines dictation as decoding the sounds and recoding them in writing. Dictation has the merit of testing comprehension in context based on learners' internalized grammar' (Oller 1979; Cohen 1980; Morris 1983; Stansfield 1985). The dictation allows adults to model a variety of behavioral writing techniques, including handwriting, appropriate tone and letter writing, and sentence formation.

These instances, made the researcher reflect on the characteristic of an effective teacher, who emphasizes and address the needs of the learners. With the increase of teaching strategies, it is important to identify an efficient and suitable method, as learners are differently unique from each other. This make teachers to be expected as flexible and have a wider scope of creativity in delivering lessons. Thus, this paper will look into the relevance of Task-Based Dictation on children with dyslexia by formulating DYSLEXIC CHILDREN DEFICIENCY DEVELOPMENT THEORY which will improve the language skills, phonological, grammatical and short-term memory of children with dyslexia.

II. LITERATURE BACKGROUND

Dictation is one of the oldest teaching approaches that requires copying of what someone has said. It is a teacher-centered approach in which teachers have the opportunity to note the child's thoughts or ideas when writing (Hosain, 2015). In the ancient times of teaching, repetition and imitation were the methods used in studying any subject matter. In the Middle Ages, dictation was used to convey contexts from various subjects. Dictation was used in publishing books by reading aloud the content of the book to the scribes. By the nineteenth century dictation was used in grammar-translation method (Stansfield 1985).

Brown (1915) claimed that an effective tool in teaching grammar-translation is Dictation in accordance to his observation on French learners. Despite its outdated style of teaching, Rippel (2015) claims that dictation is a great tool for teaching spelling, reading and writing.

According to Betz (1918) dictation is a tool that suits to three types of learners, the audile, motile and visualizer. Betz further explained the use of dictation approach in the language learning process of each type of student. The audile student learns best by hearing the word spoken by the other person; visualizer students are good in mental images and learn words or context through what they see; while, motile learners are those who learn best and acquire learning through movements. These three types of learners are involved and practice the process of repetition in acquiring skills and understanding. From the moment the learner hears the word, to the movement of the learners in the act of writing the word, the unconscious reading of the word when written and finally through the eyes when sees the written word, involves the process of repetition as the context or words has been constantly used.

Dictation then helps in the development of the four language skills in an integrative way (Alkire, 2002). The use of dictation provides learners to practice and engage in listening and writing activities in which the perception, conception and expression are alert and in

harmonious cooperation (Joynes as cited by Sawyer and Silver, 1961)

Further, dictation assess learners' grasp of concept in phonic since it is a sound method of teaching (Betz, 1918). In a study of Hou and Wang (2017) in which dictation was compared to handwritten and word processing of discussing stories, the dictated stories are of a higher quality of providing the concept and that learners committed fewer grammatical errors. This was because dictation eliminates the mechanical and conventional demands of producing texts which interferes with the fluency and quality of written expression.

Dictation has also exercised the use of phonological decoding which is used in learning new vocabulary (Share, 1995). Phonological awareness refers to the ability of identifying and utilizing linguistic sounds in speech such as segmenting, deleting, and blending (Hoiem, et al., 1995).

Task-Based Dictation has also been found to have similarity with Direct Method adapted by Krashen's Monitor Model (1983), Monitor hypothesis is used in grammar acquisition as it consciously monitors learning by repairing the output of the acquired system. The conscious correction on grammar develops learners' fluent production of sentences. He hypothesized that the natural order allows the learners to follow an invariant order in the acquisition of formal grammatical features. It affirms that learners manifest the standard order of grammar if they are engaged in natural communication tasks such as dictation. (Lumabi, 2020).

Oller's notion of grammar of expectancy enhances learners' predictive capacity. Learners continually formulate, modify, and reformulate hypothesis regarding the primary structure and context of the inputted signal which develop learners' ability to make sense of speech. This general capacity is obviously provided by the excellent means of practicing in a dictation approach in which grammatical structures, its form and meanings are given significance. Thus, dictation does not isolate grammar as a component of a learner's overall proficiency, but rather view grammatical forms or

competence as a holistic fashion as it is associated with semantic and pragmatic factors (Larsen-Freeman, 1991; Celce-Murcia, 1991; Kidd, 1992).

Further, studies have shown that dictation improves children's short-term memory. According to Li (2019), in a dictation approach, students are practiced to retain meaningful context before writing them down. Dictation facilitates repetition, thus deficiency on short-term memory is found to be developed through excellent review exercises provided by the approach.

The introductory part of this paper has introduced the nature and deficiencies of children with dyslexia. The literature reviews, journals and articles have verified that language skills (writing, reading and spelling), grammatical competence, phonological awareness, and short-term memory are the common deficiency of children with dyslexia. With this, the above-mentioned related literature that explains the approach of Task-Based Dictation in language learning has provided relevant findings to support the claim of using Dictation in developing the deficiencies found on children with dyslexia. Recent studies have examined the effectiveness of using dictation as a teaching technique and provided evidence that dictation as a form of regular teaching practice can improve learners' overall language competence and vocabulary accuracy in the long term (Rahimi 2008; Pyun and Lee-Smith 2011; Qu 2012).

Statement of the Problem:

This study sought to establish and formulate a theory in Task Based Dictation as teaching strategy on children with dyslexia, which is the Dyslexic Children Deficiency Development Theory. The theory focuses on the use of Task-based Dictation in the development of language skills, phonological awareness, grammatical competence and short-term memory of children with dyslexia.

III. RESEARCH DESIGN AND FRAMEWORK

The researcher adapts the deductive approach in theory development. Deductive approach starts with reading and comprehending literature reviews, formulation of axioms, propositions, the creation of the theory and its validation. It is important to establish a clear definition of the problem as it will be the guide for the researcher in selecting articles and literature review to read and be included in the paper. Further, the problem will also lead the researcher in creating assumptions, propositions and theory as a whole (Palompon, 2016).

In this study the researcher has browsed journals, articles and internet sites to gather relevant topics and issues to be discuss. Upon thorough analysis and research, this paper focuses on the application of task-based dictation approach in developing the deficiency of children with Dyslexia as a language-based learning disability.

After finding the focus of this paper, the researcher has selected related literature and validated studies to support the axioms created. Axioms are statements that can be accepted in the theory in question without any demonstration from all other statements that the theory was deduced (Lehrer, 2018). The use of axiomatic method in the theory development is an advantage since it provides clear initial assumptions. These axioms are being processed and assimilated into propositions Zhang et al. 2019 as cited by Cabello). A research proposition is a statement about the concepts that may be judged as true or false if it refers to observable phenomena (Hussain, 2020)

In this study, the process in formulating the Dyslexic Children Deficiency Development Theory is anchored on the deductive axiomatic approach illustrated below following the steps in generating a theory adapted from Padua (2012) as cited by Cabello.

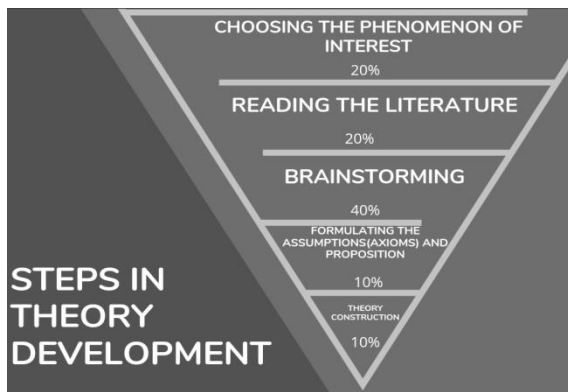


Figure 1. Deductive Axiomatic Approach in Theory Development

(Adapted from Padua, 2012 as cited by Cabello)

Choosing the Phenomenon of Interest.

Defining the phenomenon of interest is perhaps the most important responsibility of the researcher (Dillon et al, 1993: 25). It is the responsibility of the researcher to assure that the phenomenon at hand is defined accurately and precisely. The first step in conducting the deductive axiomatic approach was choosing on the phenomenon of interest in formulating a theory.

Reading the Literature.

One of the most important part of conducting a research is by identifying and analyzing related literatures. These readings are significant factor in supporting the phenomenon and in building up the purpose of the research. The literature provided in this study supports, explains and justifies the claims provided by the researcher and may help answer the questions or gaps in this area of research. Literature reviews serves as the foundation of this research study.

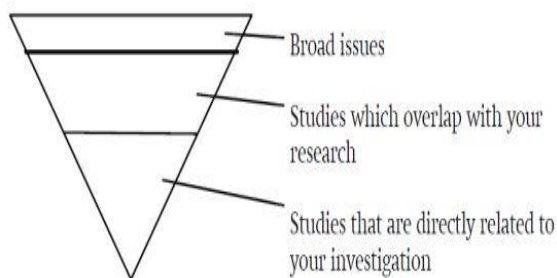


Figure 2: Content of Literature Review
University of Reading, 2021

Brainstorming.

Brainstorming means the use of brain to the active problem solving and the brainstorming session aims to develop creative solutions to problems (Jarwan, 2005). Brainstorming provides ideas and information relevant in formulating the axioms and propositions. This phase involves the process of establishing the theory through cohesive and coherent information (Henningsen & Henningsen (2018) as cited by Cabello)

Formulating the Axioms and Propositions.

The creation of axioms and propositions begins after gathering and assessing all relevant literature and studies, extensively elaborating the relevance of all inspected materials, and aligning these facts and ideas convergently. The formulation of axioms and propositions is an important step in theory development. Propositions are statements that come from the axioms, whereas axioms are basic theorems and primitive assumptions that regulate them (Novikov, 2011). These axioms and propositions are necessary for the development of a theory.

Theory Construction.

The alignment of all premises to identify and conclude a theory is the final stage in creating a theory using a deductive axiomatic approach (Stergiou & Airey, 2018). Theories are made up of interconnected facts and ideas, propositions, concepts, and definitions that help offer a systematic approach to predicting and understanding occurrences (Kivunja, 2018).

IV. RESULTS AND DISCUSSIONS

Phenomenon

The phenomenon investigated in this paper is the Task-based Dictation towards the deficiency of children with dyslexia. Task-based Dictation, has been an old teaching strategy used in language learning, however through time, its development and way of using the strategy has changed and has been adapting and meeting the demands of the learners. TBD is an approach that develop learner's holistic language

competence, however these positive contributions of TBD to learner's language learning are still in question due to its application and relevance on learners with special needs, specifically on children with dyslexia. With this, the researcher would like to develop a theory that will provide positive impact of TBD on children with dyslexia, specifically on their deficiency on language skills, grammar, phonological awareness, and short-term memory. Thus, this paper develops the TBD: Dyslexic Children Deficiency Development Theory.

Axioms

The researcher was able to come up with the following statements which are known, recognized and confirmed to be self-evidently true and is supported by the related literature and studies that were identified and analyzed by the researcher. The following axioms are: (1) Task-Based Dictation facilitates language skills of children with dyslexia; (2) Task-Based Dictation improves phonological awareness of children with dyslexia; (3) Task-Based Dictation enhance grammatical competence of children with dyslexia; (4) Task-Based Dictation develops short-term memory of children with dyslexia.

Axiom 1 Task-Based Dictation facilitates language skills of children with dyslexia

Recent studies have examined the effectiveness of using dictation as a teaching technique and provided evidence that dictation as a form of regular teaching practice can improve learners' overall language competence and vocabulary accuracy in the long term (Rahimi 2008; Pyun and Lee-Smith 2011; Qu 2012). Dictation is one way to reinforce spelling patterns. In dictation, teachers have students examine words in sound-spelling or phonogram units. In a class that uses dictation approach learners are trained to use their visual, audile and motile skills. Dictation tasks combines listening comprehension, spelling accuracy, and phonetic processing all in one meaningful context. As the teacher speaks the word, the students were urged to

listen attentively in order to write the exact words given. These written words are then read by children to check its correctness. Children with dyslexia having been deficient in the skills of reading, writing and spelling will be exposed to such activities and practice their weaknesses. Hidden within the weaknesses of this children are their strength and just waited to be developed (Paringit, 2020). Hence, it is concluded that Task-Based Dictation facilitates language skills of children with dyslexia.

Axiom 2 Task-Based Dictation improves phonological awareness of children with dyslexia

Dictation has been regarded as a sound method of teaching. Dictation is an approach that uses listening as an important factor in comprehending words or sentences. Listening activities promotes the identification and setting differences on specific sounds. Focusing on the listening abilities of a child helps develop their phonological awareness. According to Jhonson (2014) frequently reading aloud on children will help them pick up the sound, rhymes and syllables in the words they hear. With this, Task-Based Dictation improves phonological awareness of children with dyslexia

Axiom 3 Task-Based Dictation enhance grammatical competence of children with dyslexia

The incompetence of children with dyslexia in grammar is a result of their difficulty in linking sounds to printed words. Dyslexia involves the difficulty in decoding and encoding words, such disability impacts the process involves for both reading and writings systems. Reading is a subskill required before writing, without the skill of reading, the written text may have lots of spelling errors, grammar errors and disorganization of idea (Hayes, 1996). The aim of dictation is to facilitate learners' knowledge on grammar and text structure in a context and to point out grammatical errors committed in writing (Frodesen, 1991; Van Patten, et.al, 2009; Nguyen, 2017). Therefore, Task-Based Dictation enhances grammatical competence of children with dyslexia.

Axiom 4 Task-Based Dictation develops short-term memory of children with dyslexia.

Oller (1971) defines dictation as a technique in which learners receive some spoken input for a short time, and then write what they heard. He also suggests that this process involve holding language material briefly in memory before producing. In a dictation approach of teaching language, students are trained to have review exercises which further help them retain the meaningful phrases or whole sentences. (Kazazouglo, 2012). Children with dyslexia having been known to have poor phonological representations (Snowling, 2000;) or reduced efficiency in assessing these representations resulted to their deficiency in short-term memory (Ramus, 2014; Ramus & Szenkovits, 2008;). According to Li (2019), in a dictation approach, students are practiced to retain meaningful context before writing them down. Dictation facilitates repetition, thus deficiency on short-term memory is found to be developed through excellent review exercises provided by the approach. Therefore, Task-Based Dictation develops short-term memory of children with dyslexia.

Propositions

The formulation of the four axioms led the researcher to construe five propositions. These propositions are as follows: Task-Based Dictation should (1) make use of note taking activities to children with dyslexia; (2) have more reading-writing activities;(3) provide rhyming and syllabication activities; (4) provide sentence construction tasks and activities; and (5) create learning activities and tasks that requires repetition.

Proposition 1 Task-Based Dictation should make use of note-taking activities for children with dyslexia.

Dictation is known to be a listening activity and a teacher-centered approach of teaching (Axiom 2). Through time its application has been developing and adapting to the needs of the learners. An interactive and engaging dictation

class make use of listening-writing activities such as taking down notes (Axiom 3). Dictation is not just an approach used in teaching but also an instrument use to measure learner's understanding. Through taking down note's teachers would be able to check learner's comprehension which involves the application of the four language skills of the learner (Axiom 1). Taking down notes involves the skills in listening, writing, and spelling which are also found to be weak for children with dyslexia (Axiom 1), however, through proper exposure of the learners in this kind of activities development could be possible. Therefore, Task-Based Dictation should make use of note-taking activities for children with dyslexia.

Proposition 2 Task-Based Dictation should have more reading texts aloud- activities.

In a classroom, one of the most central roles of the teacher is to provide activities in which learners are exposed to the target skills that they have to develop. Dyslexic learners have the deficiency in reading texts, thus exposing them to such activities would make the concept and skills be embedded in the child's long-term memory. Involving the learners in the teaching process by reading texts aloud help them comprehend the words and sentences on their own, at the same time, teachers can assess the reading skills of the learners (Axiom 1). According to Klesius and Griffith (1996) reading aloud texts activities increases vocabulary development and comprehension growth of learners. Reading texts aloud targets the development of the audio skills of the learners (Axiom 2), research has shown that teachers reading aloud encourages learners to read. Thus, this paper proposes that Task-Based Dictation should have more reading texts aloud-activities.

Proposition 3 Task-Based Dictation should provide rhyming and syllabication activities

Children with dyslexia has phonological deficiency. Paulesu and Frith discussed that dyslexic learner's left hemisphere of the brain does not work efficiently which causes them to

have deficiency in phonology. However, such deficiency can be addressed through pauses and repetition of words and concepts (Olagboyega, 2008), which is the aspect of dictation approach (Axiom 2). Allington et al. (1998) note the importance of using a range of resources purposefully such as nursery rhymes, riddles, songs, poems, and read-aloud books that manipulate sounds to draw learners' attention to the sounds of spoken language. Thus, Task-Based Dictation should provide rhyming and syllabication activities to children with dyslexia.

Proposition 4 Task-Based Dictation should provide activities that involves analyzation of sentence structure.

Dictation is an approach that could measure learners understanding as they are expected to perform written activities at the end of discussion. Further, Ruth Wajnryb (1990) has introduced dictogloss as a type of Task-based Dictation which focuses on a text approach to grammar (Axiom 3). The phonological deficiency of children with dyslexia has caused their grammatical competence to be low. Their grammatical difficulty is caused by their underlying deficit in implicit learning. Thus, this paper proposed that Task-Based Dictation should provide activities that involves analyzation of sentence structure.

Proposition 5 Task-based Dictation should formulate activities and tasks that requires repetition.

According to Oller, dictation provides a specific length of information to challenge dictation-takers' limit of short-term memory (Axiom 4). Learners with dyslexia usually have difficulty in processing and retrieving ideas and concepts in the short-term memory. Mortimore stated that it is essential to avoid memory overload and the implications on the classroom are that new information and concepts should be divided into small chunks. Frequent repetition are necessary in order to remember what is learned at the beginning and endings of

activities. Therefore, this paper proposes that Task-based Dictation should formulate activities and tasks that requires repetition.

V. THEORY

Task-based Dictation helps in the development of language skills, grammatical competence, phonological awareness, and short-term memory of children with dyslexia. These deficiencies of children with dyslexia are important factors for learners' to function effectively in the society. Task-based Dictation provides relevant and diverse activities that facilitate specific needs of children with dyslexia. Thus, this theory is developed and shall be called **TBD: Dyslexic Children Deficiency Development Theory**.

VI. FUTURE DIRECTION: THEORY VALIDATION

In validating the TBD: Dyslexic Children Deficiency Development Theory, the following tools and processes will be utilized: an experimental research will be conducted with two types of participants. The dyslexic children who will be exposed to Task-based Dictation approach and one with no exposure to the approach. The researcher will also use the Clinical Evaluation of Language Fundamentals – fifth edition by Elizabeth Wiig, Eleanor Semel and Wayne Secord to assess a student's language and communication skills in a variety of contexts, determine the presence of a language disorder, describe the nature of the language disorder and plan for intervention or treatment.

Clinical Evaluation of Language Fundamentals – Fifth Edition (CELF-5)

Copyright Date: 2013

Grade or Age Range: 5-21

Author: Elizabeth Wiig, Eleanor Semel and Wayne Secord

Publisher: Pearson

TEST	Age Range	Purpose	Format
Observational Rating Scale (ORS)	5-21	Systematic observation of a student's listening, speaking, reading and writing skills in the classroom and at home. Identifies situations where reduced language performance occurs.	Multiple raters (e.g. teachers, parents/ caregivers etc.) complete a form rating student's classroom and home interaction and communication skills according to how frequently the behavior occurs. Examiner summarizes the raters' responses.
Sentence Comprehension	5-8	Measures comprehension of grammatical rules at the sentence level.	Following an orally presented stimulus, the student points to the corresponding stimulus image.
Linguistic Concepts	5-8	Measures understanding of linguistic concepts, including comprehension of logical operations or connectives.	Following oral directions that contain embedded concepts, the student points to a corresponding image.
Word Structure	5-8	Measures the acquisition of English morphological rules.	The student completes an orally presented sentence in reference to visual stimuli.
Word Classes	5-21	Measures the ability to understand relationships between associated words.	Given 3-4 orally presented words or visually presented pictures, student selects the two words that are most related.
Following Directions	5-21	Measures the ability to interpret, recall and execute oral directions of increasing length and complexity, remember the names, characteristics and order of objects.	Following oral directions, the student points to correct shapes in order in the stimulus book.

Formulated Sentences	5-21	Measures the ability to formulate semantically and grammatically correct sentences of increasing length and complexity.	Student formulates a sentence about a picture using 1-2 target words presented orally by the examiner.
Recalling Sentences	5-21	Measures the ability to recall and reproduce sentences.	Student imitates orally presented sentences of increasing length and complexity.
Understanding Spoken Paragraphs	5-21	Measures the ability to interpret factual and inferential information.	Following oral presentation of a paragraph, student answers questions targeting the paragraph's main idea, details, sequencing and inferential information.
Word Definitions	9-21	Measures the ability to define word meanings by describing features of the words.	Following oral presentation of a sentence, student defines the target word used in the sentence.
Sentence Assembly	9-21	Measures the ability to assemble words and word combinations into grammatically correct sentences.	Following presentation of visual or oral word combinations, the student produces syntactically and semantically correct sentences.
Semantic Relationships	9-21	Measures the ability to interpret sentences that include semantic relationships.	Following presentation of an oral stimulus, the student selects 2 correct choices from 4 visually presented options that answer a target question.
Pragmatics Profile	5-21	Provides information regarding development of verbal and non-verbal social communication.	A 4-point Likert scale questionnaire, completed by examiner or parent/caregiver.
Reading Comprehension	8-21	Measures the ability to interpret information presented in written paragraphs.	The student reads a written paragraph and then answers questions presented orally targeting the paragraph's main idea, details, sequencing and inferential information.

Structured Writing	8-21	Measures the ability to interpret written sentences to complete a story.	Student writes a short story by completing a sentence and writing one or more additional sentence(s).
Pragmatics Activities Checklist	5-21	Provides information related to student's verbal and non-verbal social interactions	The examiner completes a checklist about their interaction with the student as observed during formal testing and selected activities.

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