Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

TEACHERS' PERCEPTIONS OF DICTATION'S COGNITIVE BENEFITS FOR SENIOR SECONDARY STUDENTS' YORÙBÁ WRITING COMPETENCE IN ILORIN, NIGERIA

[1]**Victoria Olúdùńní Ògúnníran**
ogunniran.vo@unilorin.edu.ng
0000-0003-1895-1069
[2]**Surajudeen Adéwálé Badru**
badru.sa@unilorin.edu.ng
0000-0003-0175-9804
[1,2] Department of Arts Education, University of Ilorin, Ilorin
Joycelyn Funke Owaseye
Department of Primary Education Studies
Federal College of Education, Okene, Kogi State
olufunkeowaseye247@gmail.com
0000-0002-8712-7113
Oyebisi Omobola Omolasoye
Department of Yoruba Studies
Federal College of Education, Okene, Kogi State
bisilasoye@gmail.com

Abstract
The study investigated the perception of Yorùbá teachers on the cognitive benefits of dictation in the development of the Yorùbá writing competence of the senior secondary school students in Ilorin, Kwara State, Nigeria. A descriptive survey design was utilised to randomly sample 100 Yorùbá language teachers from public senior secondary schools in Ilorin metropolis. Data were collected by means of a researcher-developed questionnaire with a Cronbach's alpha reliability coefficient of 0.87. The mean and standard deviation were used to answer the research question. Three null hypotheses were tested at the 0.05 level of significance using an independent-samples t-test and one-way ANOVA. The findings showed that teachers had positive perceptions of the cognitive benefits of dictation in enhancing students' Yorùbá writing skills. There were no significant differences in their perceptions by gender, qualification or teaching experience. The study recommends regular dictation exercises in Yorùbá writing lessons, with training and collaborative support to help teachers use dictation effectively, irrespective of their gender, qualification or teaching experience.

Keywords: *Teachers' perceptions, Dictation, Cognitive benefits, Yorùbá writing competence, Nigeria*

DOI: https://doi.org/10.60787/nijolee.vol2no6.149

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

Introduction

Writing is one of the most difficult language skills to acquire. The writer must translate thoughts, or sounds just heard, into written symbols which a reader can comprehend without further assistance. The task has additional requirements in English. The language has a tonal nature (Awobuluyi, 1978; Bamgbose, 1967) and the standard written form has tone marks and under dotted letters; which implies that the absence or misplacement of a mark can change the reading of a word. Competence in Yorùbá writing therefore involves not just ideas, grammar but also correct spelling, tone marking and punctuation. A lot of students find it challenging to meet requirements. In its reports on Yorùbá Paper 2 of the West African Senior School Certificate Examination, the West African Examinations Council has identified poor orthography, inappropriate use of tone marks and incorrect spelling as some of the weaknesses of candidates (WAEC, 2019, 2021, 2022, 2023). So the same kinds of mistake keep happening at the point where students leave secondary school.

One classroom technique for handling problems of this kind is dictation. The most common type is where the teacher reads a text and the learners record what they heard in their memory for a short time and then write it down (Nation, 1991, in Edelman et al., 2017). The activity also involves listening, short term memory and accurate transcription all simultaneously, so it is reasonable to expect it to exercise several cognitive processes that writing does need. Most of the research on dictation has been carried out in English and it has focused on the listening skill. In Japan, China and Indonesia, studies have mostly looked at dictation as a listening activity (Edelman et al., 2017; Jia & Hew, 2022; Lai, 2022; Saragih et al., 2022), but few studies in Nigeria have investigated its relationship with written English (Bega et al., 2022; Sarki, 2015). We did not find in the sources reviewed for this study a published investigation of dictation in Yorùbá, nor one that asked what Yorùbá teachers think dictation does for students' writing. Teachers' opinions are important, because it is they who decide whether and how dictation is used in their lessons. The study therefore sought to find out from the Yorùbá teachers in Ilorin the cognitive benefits they associated with dictation and whether their views differed by gender, qualification or teaching experience. Writing is a cognitively challenging task. Unlike oral speech, it requires the writer to convert ideas heard or created in their mind into visual symbols. Dictation is one of the pedagogical interventions which has received much attention in supporting language learners. Jia and Hew (2022), for example, studied the use of a dictation program through a mobile instant messaging app to support lower-level processes in EFL listening and its effect on learners' listening proficiency.

Dictation is the act of writing down spoken language, word-for-word. It is an instructional method for reinforcing spelling, punctuation and grammatical correctness. It also encourages phonological awareness, listening skills and writing fluency. Dictation is a practical way to actively involve students when they are writing and can be used in both small and large classes. Thus, its incorporation into writing instruction presents a promising route for enhanced writing proficiency. Students have many writing problems. Many of them find it difficult to start writing and often suffer from writer's block, being unable to generate or develop ideas coherently. There are also problems of structuring thoughts systematically, which results in disorganised writing. A limited vocabulary and inadequate knowledge of grammar rules also contribute to inaccuracies

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

in syntax and lexis. Writing is not just a mechanical process but a form of linguistic expression through which people communicate ideas, emotions, and outlooks. Thus, it is a structured non-verbal tool for communication that has several purposes: expressive (to express oneself), informative (to convey information), persuasive (to argue persuasively) and creative (to compose creatively).

In the learning of the Yorùbá language, students are usually poorly motivated and have difficulty in expressing their ideas logically, orthographically correctly, placing tone marks, and punctuating properly. All these are indicators of weakness in the learning of Yorùbá writing. The wider language context further adds to the concern: in a questionnaire study of 300 Nigerians, Dada (2007) found that younger participants used English, or both languages, more than Yorùbá in unofficial matters and might not be proficient enough in Yorùbá to pass it on to the next generation, and he recommended that Yorùbá be made mandatory in schools. For instance, candidates' weaknesses in Yorùbá essay writing are identified by the West African Examinations Council (WAEC, 2014) as the improper use of tone marks, carelessness with modern Yoruba orthography, wrong spelling and poor punctuation. Asahiah et al. (2017) also note that Yorùbá texts often lack tone marks. These problems are not unique to Yorùbá as research on writing instruction in other contexts also reveals negative student attitudes and persistent writing problems (Seyoum et al., 2022). Some of the pedagogical challenges that are identified are the students' disinterest due to dull teaching methods, lack of motivating instructional media and a general belief that Yorùbá writing is inherently difficult. There are four main skills in language learning, namely speaking, listening, reading and writing, whereas grammar, vocabulary and pronunciation are the supporting skills (Mandasari & Aminatun, 2020).

Objectives of the Study

The general purpose of this study was to investigate the cognitive benefits of dictation in developing senior secondary school students' Yorùbá writing competence, as perceived by teachers in Ilorin. Specifically, the study examined:

a. the cognitive benefits of dictation that teachers perceive for developing senior secondary school students' Yorùbá writing competence in Ilorin;
b. whether teachers' gender influences their perception of these benefits;
c. whether qualified and unqualified teachers differ in their perception of these benefits; and
d. whether teaching experience influences teachers' perception of these benefits.

Research Question

The following research question guided the study:

1. What cognitive benefits of dictation do teachers perceive for developing senior secondary school students' Yorùbá writing competence in Ilorin?

Research Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

H0 $_1$: There is no significant difference between male and female teachers' perceived cognitive benefits of dictation in developing senior secondary school students' Yorùbá writing competence in Ilorin.

H0 $_2$: There is no significant difference between qualified and unqualified teachers' perceived cognitive benefits of

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

dictation in developing senior secondary school students' Yorùbá writing competence in Ilorin.

H0 $_3$: There is no significant difference in teachers' perceived cognitive benefits of dictation in developing senior secondary school students' Yorùbá writing competence in Ilorin based on teaching experience.

Literature Review

Writing Competence in Yorùbá

Yorùbá writing competence refers to the ability to express ideas clearly and correctly in the conventional form of Yorùbá writing. It covers grammar, vocabulary, sentence and paragraph structure, spelling and punctuation, and the orthographic conventions specific to Yorùbá, namely tone marks and under-dots. In Yorùbá, a tonal language, tone marking is not decorative (Awobuluyi, 1978; Bamgbose, 1967): it is part of what allows a written word to be identifiable. The WAEC reports cited above show that the most frequent areas where candidates lose marks are orthography, tone marking and spelling (WAEC, 2019, 2021, 2022, 2023). These are also features that can be worked on directly in such an exercise as listen-and-write, i.e. dictation. Writing in Yorùbá also entails mastery of Yorùbá orthography, the system of correctly representing Yorùbá sounds, words and sentences. This includes knowledge of the Yorùbá alphabet, the diacritical marks and the punctuation conventions for writing in Yorùbá. The standard orthography is based on a 25-letter alphabet with three underdotted characters (?, ?, and ?) and tone is marked on vowels and syllabic nasals (Asahiah et al., 2017). Tone is important in that it differentiates words that are otherwise spelt similarly such as igba, igbà and igbá. Tone marks can alter or conceal meaning (Asahiah et al., 2017).

This may support these abilities by connecting spoken language with written forms and using language conventions in context. This is in line with the findings of Robinson-Kooi and Hammond (2020) who found that teaching pupils to spell and punctuate by dictating sentences in context and explicitly teaching skills helped them to learn and use these skills. Adel and Hashemian (2015) reported similar results in their study on the positive effects of dictation and dicto-comp on the writing accuracy of adult Iranian learners of English. The results show that dictation can be a useful opportunity for practicing written accuracy. Evidence from other languages cannot be generalised automatically to Yorùbá. Thus, consistent dictation activities coupled with corrective feedback, and texts that reflect learners' linguistic and cultural experience, may contribute to enhancing Yorùbá writing competence. Grammatical knowledge and the ability to put words together to form meaningful and coherent sentences and paragraphs is important too. Similarly, correct spelling and usage of tone marks and diacritical marks are very important in the unambiguous expression of meaning in written Yorùbá (Asahiah et al., 2017). These elements provide the learner with the tools to convey their ideas clearly and accurately. Thus, the development of Yorùbá writing competence requires continuous practice of the application of grammatical rules, increase of vocabulary and observation of the conventions of written language.

Concept and Types of Dictation

Dictation is a process in which students are given an oral input that is kept in immediate memory and then transcribed (Nation, 1991, in Edelman et al., 2017). There are multiple types. In the framework of

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

German classes Nadolska and Fesenko (2019) distinguish textual, selective, free and creative dictations, each of which has its own features. Dictation helps the learner to develop regular and disciplined work habits. As pointed out by Edelman et al. (2017), the spaced dictation, which is the process of breaking up the text into short phrases (noun, verb and adverbial phrases) with pauses in between, provides more time for the learners to process each chunk and decreases the load on working memory.

Dictation is a language activity where you listen to information being spoken to you, think about it, remember it and write it down correctly. This process is listening, short-term memory, and comprehension, to help learners to develop spelling, vocabulary, phonological awareness, and written expression (Aryuni, 2022). Abdulkhayeva (2023) also mentioned that dictation is a synthetic and analytic exercise which helps the learners to consolidate their knowledge of grammar, spelling and punctuation. Teachers may also use dictation to assess language skills, to identify learning challenges and to reinforce important writing skills. But the success of the method lies in the choice of texts suitable to the level of the learners and the clear presentation of the texts in terms of pronunciation and intonation.

There are five kinds of dictation, such as dictation from memory, emphatic dictation, annotated dictation, creative dictation and free dictation (Abdulkhayeva, 2023). Dictation from memory is the writing of a text learned by heart by the pupil. Emphatic dictation is intended to emphasise some of the rules of spelling and punctuation. Students take notes to fix their own mistakes in dictation. The creative dictation completes the missing words and sentences to promote independent thinking. Free dictation occurs when learners are able to repeat or retell a passage in their own words, keeping the same meaning. Used and chosen well, the strategies offer opportunities to practise accurate transcription, apply language conventions and develop competence in writing.

Empirical Evidence on the Cognitive and Writing Benefits of Dictation

Most of the evidence we possess is listening. Saragih et al. (2022) studied senior high school students in Indonesia and found that dictation influenced their listening ability from the perceptions and experiences of students. Lai (2022) examined the frequency of dictation practice among university students in Japan. This seemed to reduce their fear of listening and help their listening comprehension. The authors caution that their conclusions are limited by small sample size. Edelman et al. (2017) ran a four-week spaced dictation program with one intact class of 25 Japanese university students and found improvements in listening comprehension, greater confidence and less perceived difficulty. Jia and Hew (2022) developed a dictation program for a mobile messaging application to support the lower level processes of EFL listening, such as recognising words in a stream of speech.

There are fewer studies of writing and results are mixed. Sarki (2015) conducted six dictation lessons in six weeks with an experimental group of JSS III students in Jigawa State, Nigeria. Dictation had a marked effect on sentence and paragraph elements of students' written English, but not on spelling. Bega et al. (2022) reported the opposite on spelling with upper basic students in Billiri Local Government Area of Gombe State. Students who had dictation training spelt and wrote better than students who did not. Collectively, these studies suggest that dictation may have benefits for listening and some aspects of writing. They are small, vary

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

in design and are almost entirely from English or other foreign language classrooms. They tell us nothing about Yoruba or about what Yoruba teachers think of the technique. The present study aims to fill this gap.

Methodology

The study employed a descriptive survey design which was appropriate for the study's objective of eliciting teachers' opinions on the role of dictation in students' Yorùbá writing. The population for the study was all the Yorùbá language teachers in public senior secondary schools in Ilorin metropolis, Kwara State. Private schools were excluded from the sampling frame. From this population a random sampling of 100 teachers was drawn. The chance of any teacher's selection was equal. Data were collected using a questionnaire developed by the researcher to elicit information on teachers' perception of the cognitive benefits of dictation in the development of students' Yorùbá writing competence. The content and face validity was established by expert validation of the instrument. Reliability of the questionnaire was determined by Cronbach's alpha method and reliability coefficient was 0.87 which implied that instrument was highly reliable for data collection. The questionnaire had 15 items on cognitive benefits of dictation and was rated on a four-point scale: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). Frequency and percentage were used to answer the demographic data. Mean and standard deviation were used to answer the research question. Research Hypotheses 1 and 2 were tested with independent-samples t-test, and Welch's correction was applied to Hypothesis 2 because the qualified and unqualified groups were different in size and variance. Research Hypothesis 3 was tested with one-way Analysis of Variance (ANOVA). All hypotheses were tested at the.05 level of significance.

Results

Table 1: Demographic characteristics of the respondents

Variable	Category	*n*	%
Gender	Male	41	41.0
	Female	59	59.0
Teaching experience	0–5 years	53	53.0
	6–10 years	28	28.0
	11 years and above	19	19.0
Qualification	Qualified	84	84.0
	Unqualified	16	16.0
Total		**100**	**100.0**

Table 1 shows the demographic characteristics of the 100 respondents. Female teachers constituted 59 (59.0%) and male teachers 41 (41.0%). In terms of teaching experience, 53 (53.0%) respondents had 0-5 years' experience, 28 (28.0%) had 6-10 years and 19 (19.0%) had 11 years or more. Regarding qualification, 84 (84.0%) were

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

qualified teachers and 16 (16.0%) were unqualified.

Answering the Research Question

Research Question: What cognitive benefits of dictation do teachers perceive for developing senior secondary school students' Yorùbá writing competence in Ilorin?

Table 2: Mean and rank order of teachers' perceived cognitive benefits of dictation in developing senior secondary school students' Yorùbá writing competence

Item	Mean	*SD*	Rank	Decision
Enhances accurate reproduction of speech in written form	3.62	.546	1st	Positive
Strengthens students' memory and recall abilities	3.61	.567	2nd	Positive
Makes students listen attentively and remember what they hear	3.60	.532	3rd	Positive
Helps students distinguish words clearly, which improves their ability to spell different words accurately	3.58	.606	4th	Positive
Develops a better understanding of Yorùbá grammar rules and sentence structure	3.57	.592	5th	Positive
Contributes to the developme nt of writing competence	3.56	.608	6th	Positive
Enhances students' phonemic awareness	3.55	.687	7th	Positive
Helps students improve their spelling and vocabulary	3.53	.643	8th	Positive
Develops a keen eye for accuracy and precision in writing	3.51	.628	9th	Positive
Helps students develop better spelling skills by listening to the correct pronunciation and spelling of Yorùbá words	3.47	.502	10th	Positive
Enhances language production skills	3.45	.520	11th	Positive
Encourages students to pay close attent ion to the finer aspects of Yorùbá language usage	3.43	.742	12th	Positive
Enhances students' critical thinking skills for resolving language -related challenges	3.40	.853	13th	Positive
Allows learners to stay focused on the task throughout the activity	3.38	.763	14th	Positive
Enhances students' cognitive flexibility, enabling them to switch between different mental processes	3.29	.880	15th	Positive
Weighted mean	**3.50**			**Positive**

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

As seen in Table 2, the teachers' perceptions toward all the cognitive benefits of dictation presented were positive. The means of all the 15 items ranged between 3.29 and 3.62 which are well above the decision mean of 2.50 and the weighted mean of 3.50 indicates a general positive perception of the cognitive benefits of dictation for developing senior secondary school students' Yorùbá writing competence. The three top rated benefits were that dictation helps to accurately reproduce speech in written form (M = 3.62), helps students to remember and recall (M = 3.61), and helps students to listen attentively and remember what they hear (M = 3.60). Highly rated were benefits that directly relate to writing accuracy such as helping students to distinguish words clearly so that they can spell them accurately (M = 3.58), developing better understanding of Yorùbá grammar rules and sentence structure (M = 3.57) and contributing to development of writing competence (M = 3.56). The lowest rated items, but still positive, were: dictation helps learners to maintain focus during the activity (M = 3.38), and improves cognitive flexibility (M = 3.29). The standard deviations for these two items (0.76 and 0.88) were also the highest, indicating that teachers' views on these items were less uniform than for the top-ranked items.

Hypothesis One

H0 $_1$: There is no significant difference between male and female teachers' perceived cognitive benefits of dictation in developing senior secondary school students' Yorùbá writing competence in Ilorin.

Table 3: *t*-test of male and female teachers' perceived cognitive benefits of dictation

Gender	*n*	Mean	*SD*	Perception	*t*	*df*	*p*	Remark
Male	41	53.09	5.23	Positive	0.98	98	0.331	Not significant
Female	59	52.12	4.63	Positive				

As shown in Table 3, the male teachers (M = 53.09, SD = 5.23) and female teachers (M = 52.12, SD = 4.63) both had a positive perception of the cognitive benefits of dictation, with the mean total score of each group much higher than the cut-off of 37.50 and close to the maximum of 60 (item means of 3.54 and 3.47, respectively). No statistically significant difference was found between the two groups, t(98)=0.98, p=0.331, which is greater than 0.05. Thus, the null hypothesis is retained. There is no significant difference between male and female teachers on the perceived cognitive benefits of dictation to develop students' Yorùbá writing competence.

Hypothesis Two

H0 $_2$: There is no significant difference between qualified and unqualified teachers' perceived cognitive benefits of dictation in developing senior secondary school students' Yorùbá writing competence in Ilorin.

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

Table 4: *t*-test of qualified and unqualified teachers' perceived cognitive benefits of dictation in developing senior secondary school students' Yorùbá writing competence in Ilorin

Qualification	*n*	Mean	*SD*	Perception	*t*	*df*	*p*	Remark
Qualified	84	52.08	4.59	Positive		18.72	0.093	Not significant
Unqualified	16	54.80	5.82	Positive				

Table 4 indicates that both qualified teachers (M = 52.08, SD = 4.59, n = 84) and unqualified teachers (M = 54.80, SD = 5.82, n = 16) had positive perceptions of the cognitive benefits of dictation, with mean total scores well above the cut-off of 37.50 (item means of 3.47 and 3.65 respectively). The mean of unqualified teachers was higher by 2.72 points, but the difference was not statistically significant based on Welch's t-test because of the unequal sizes and variances of the groups, t(18.72) = - 1.77, p = 0.093, which is greater than 0.05. Therefore, the null hypothesis is retained: there is no significant difference between qualified and unqualified teachers in the perceived cognitive benefits of dictation for developing students' Yorùbá writing competence.

Hypothesis Three

H0 ₃ There is no significant difference in teachers' perceived cognitive benefits of dictation in developing senior secondary school students' Yorùbá writing competence in Ilorin based on teaching experience.

Table 5: Descriptive statistics of teachers' perceived cognitive benefits of dictation by teaching experience

Teaching experience	*n*	Mean	*SD*	Perception
0–5 years	53	3.47	0.74	Positive
6–10 years	28	3.54	0.79	Positive
11 years and above	19	3.55	0.76	Positive
Total	**100**	**3.50**	**0.75**	**Positive**

As presented in Table 5, teachers' perceptions of the cognitive benefits of dictation were positive across all three experience groups: 0–5 years (n = 53, M = 3.47, SD = 0.74), 6–10 years (n = 28, M = 3.54, SD = 0.79) and 11 years and above (n = 19, M = 3.55, SD = 0.76), all far exceeding the decision mean of 2.50.

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

Table 6: ANOVA summary of teachers' perceived cognitive benefits of dictation by teaching experience

Source	Sum of squares	*df*	Mean square	*F*	*p*	Remark
Between groups	0.14	2	0.07	0.12	0.887	Not significant
Within groups	55.72	97	0.57			
Total	**55.86**	**99**				

Table 6 presents the one-way ANOVA for the three levels of teaching experience. The result was F(2, 97) = 0.12, p = 0.887, which is greater than 0.05, therefore the null hypothesis is retained. The group means are almost identical, which means that teachers perceive the cognitive benefits of dictation in a similar way whether they have taught for a short or a long time.

Discussion

The findings revealed that the Yorùbá teachers in Ilorin had positive perceptions of the cognitive benefits of dictation in the development of the Yorùbá writing competence of the senior secondary school students. The item means ranged from 3.29 to 3.62, all 15 benefits rated above the decision mean of 2.50, the weighted mean indicated a strongly positive overall view (Table 2). The top ranked items (accurate reproduction of speech in writing, memory and recall and attentive listening) are precisely what dictation asks learners to do: listen, hold the input for a short period of time and write it down. Items directly relating to writing accuracy, i.e. the ability to differentiate words clearly so as to write them correctly, the understanding of grammar rules and sentence structure, and the development of writing competence in general were also highly ranked. This is in line with previous limited work. Saragih et al. (2022) in their research found that students themselves believed that dictation affected their listening skill. Frequent dictation seems to decrease students' fear of listening (Lai, 2022). Four weeks of spaced dictation resulted in better listening comprehension and confidence (Edelman et al., 2017), but that was a sample of one class of 25 students. Nadolska and Fesenko (2019) also show that dictation can develop disciplined work habits. The high teacher ratings of the spelling and accuracy items are consistent with studies where dictation supported spelling and punctuation (Robinson-Kooi & Hammond, 2020) and writing accuracy (Adel & Hashemian, 2015). However, all these studies are in English or German and most of them are on listening, none asked teachers about writing in Yorùbá. So it's an agreement of direction, not a direct confirmation.

All benefits were rated positively, but cognitive flexibility had the lowest mean and greatest spread of responses, followed by sustained focus and critical thinking. Possibly this is because switching of mental processes is a less visible effect in classroom work than spelling accuracy or recall. This is a conjecture that cannot be tested by the questionnaire. Also the positive views of the teachers need to be read alongside the mixed evidence on writing outcomes. Sarki (2015) reported that dictation improved the sentence and paragraph components of JSS III students'

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

written English but not their spelling Bega et al. (2022) reported better spelling and writing among the upper basic students exposed to dictation. The studies vary in design and level. Both measured students' scores, not teachers' opinions. They show that what teachers think dictation does and what it does for students' writing are different questions, and only the latter was covered here.

The positive perceptions were shared between the groups compared. There were no significant differences between male and female teachers and both groups scored well above the cut-off. No comparisons of teachers by gender were made in any of the studies reviewed and thus there is no direct benchmark. The result should be considered a finding about this sample, rather than a replication of previous work. Neither did qualified and unqualified teachers differ significantly. The mean for the unqualified group was higher, a difference that was close to but did not reach statistical significance, and because that group was small and its scores were more dispersed, the test had limited power to detect a moderate difference. A non-significant result does not mean there is no difference, just that a difference was not shown. Another possibility is that dictation is a familiar technique, experienced by teachers in their own education and training, and so both qualified and unqualified teachers view it favourably, but this would need to be tested directly.

Nor did teaching experience have a significant effect. The mean item scores of teachers with 0-5, 6-10 and 11+ years of experience were almost identical showing that less and more experienced teachers have similar views about dictation. As with gender, no previous study linking teaching experience and perceptions of dictation was found, so it is not possible to tell whether this pattern is typical. Overall, the findings show that teachers had a positive attitude toward dictation as a means of developing Yorùbá writing competence and this view was not dependent on the gender, qualification or teaching experience of the teachers.

Conclusion

The study concludes that Yorùbá teachers in public senior secondary schools in Ilorin have positive perceptions of the cognitive benefits of dictation in developing the students' Yorùbá writing competence. All 15 benefits studied were rated positively. Teachers were most positive about its role in accurate speech transcription, memory and recall, and attentive listening. These positive perceptions did not differ significantly by gender, qualification, or teaching experience, suggesting broad consensus among the teachers surveyed. Since the data are opinions of teachers, the study does not show that dictation improves students' Yorùbá writing. It shows that teachers are open to the method, a reasonable place to start for classroom testing.

Recommendations

The following recommendations are made based on the findings:

1. Teachers have positive perception of dictation and school heads should encourage Yorùbá teachers to make short, frequent dictation exercises a regular part of writing lessons. Emphasis should be on spelling, tone marks and punctuation.
2. Since the positive perceptions were not based on gender, qualification or teaching experience, the Ministry of Education and school management should organise workshops on dictation techniques for all the Yorùbá teachers. The workshops should include different types of dictation (e.g. spaced, creative and free dictation) that teachers can try to enhance the lower

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

rated benefits, i.e. cognitive flexibility, sustained attention and critical thinking.

3. Schools should encourage all teachers, regardless of their qualifications and experience, to have a positive attitude toward dictation and to plan lessons collaboratively, sharing their dictation practice – e.g. through professional learning communities.
4. The researchers should investigate the effect of dictation on the Yorùbá writing of the students through experimental or quasi-experimental designs, since this study measured only the perceptions of the teachers. The survey should also be extended to private schools and other local government areas with larger samples of unqualified teachers so that comparison of qualifications can be more reliably tested.

References

Abdulkhayeva, M. (2023). Educational dictation and its types. JournalNX: *A Multidisciplinary Peer Reviewed Journal, 9*(6), 211–216. https://repo.journalnx.com/index.php/nx/article/view/118

Adel, R., & Hashemian, M. (2015). Effects of dicto-comp and dictation on the writing skill of female adult Iranian EFL learners. *English Language Teaching, 8*(11), 17–25. https://doi.org/10.5539/elt.v8n11p17

Aryuni, M. T. R. (2022). The use of dictation technique in teaching writing at MA Muhammadiyah 03 Ketro Pacitan [Undergraduate thesis, State Institute of Islamic Studies Ponorogo]. IAIN Ponorogo Repository. https://etheses.uinponorogo.ac.id/19991/

Asahiah, F. O., Odejobi, O. A., & Adagunodo, E. R. (2017). Restoring tone-marks in standard Yorùbá electronic text: Improved model. *Computer Science, 18*(3), 301–315. https://doi.org/10.7494/csci.2017.18.3.2128

Awobuluyi, O. (1978). *Essentials of Yorùbá grammar*. Oxford University Press Nigeria.

Bamgbose, A. (1967). *A short Yorùbá grammar*. Heinemann Educational Books (Nigeria).

Bega, H. J., Moses, D. H., & Molta, M. G. (2022). Effect of dictation on upper basic education students' English language writing skill in Billiri LGA, Gombe State. *Kashere Journal of Education, 3*(1), 55–61. https://www.journals.fukashere.edu.ng/index.php/kje/article/view/997

Dada, S. A. (2007). Language contact and language conflict: The case of Yoruba-English bilinguals. *Kansas Working Papers in Linguistics, 29*, 85–113. https://doi.org/10.17161/KWPL.1808.1789

Edelman, C., McClung, R., & Ferguson, P. (2017). Assessing the efficacy of dictation exercises to improve SLA listening in Japan. *Language Education in Asia, 8*(1), 67–83. http://dx.doi.org/10.5746/LEiA/17/V8/I1/A05/Edelman_McClung_Ferguson

Jia, C., & Hew, K. F. T. (2022). Supporting lower-level processes in EFL listening: The effect on learners' listening proficiency of a dictation program supported by a mobile instant messaging app. *Computer Assisted Language Learning, 35*(1–2), 141–168.

Lai, H. B. (2022). The effectiveness of frequent dictation practices in students' listening performance. *The Center for English as a Lingua Franca Journal, 2*(1), 27–40.

Mandasari, B., & Aminatun, D. (2020). Improving students' speaking performance through vlog. English Education: *Journal of English Teaching and Research, 5*(2), 136–142. https://doi.org/10.29407/jetar.v5i2.14772

Nadolska, Y. A., & Fesenko, Y. V. (2019). Dictation as a means of intensification of students' cognitive and learning activity in German class. *Scientific Development of New Eastern Europe, 1*, 7–10. https://eprints.mdpu.org.ua/id/eprint/4006/

Robinson-Kooi, S., & Hammond, L. S. (2020). Using sentence dictation to practise and assess taught spelling and punctuation skills: A Year 2 explicit instruction intervention. *Australian Journal of Learning Difficulties, 25*(1), 83–108. https://doi.org/10.1080/19404158.2020.1752747

Saragih, D., Marpaung, A., Purba, D. S. L., Leonardo, P., & Napitupulu, S. (2022). The influence of dictation strategy in improving listening skill of senior high school students. *Jurnal Pendidikan Indonesia, 3*(2), 161–172. https://doi.org/10.59141/japendi.v3i02.571

Sarki, M. (2015). *Effects of dictation on the written English of junior secondary school students in Jigawa State* [Master's thesis, Ahmadu Bello University, Zaria]. Kubanni Repository. https://kubanni.abu.edu.ng/handle/123456789/7465

Seyoum, W. M., Yigzaw, A., & Bewuketu, H. K. (2022). Students' attitudes and problems on question-based argumentative essay writing instruction. *Journal of English Language Teaching and Learning, 3*(2), 58–63. https://doi.org/10.33365/jeltl.v3i2.2106

West African Examinations Council. (2014). Yoruba Paper 2, May/June 2014. https://www.waeconline.org.ng/e-learning/Yoruba/Yor223mw.html

West African Examinations Council. (2019). *Yoruba Paper 2, WASSCE (PC): Candidates' weaknesses and suggested remedies*. WAEC e-Learning. https://waeconline.org.ng/E-Learning/Yoruba/Yor228jw.html

West African Examinations Council. (2021). *Yoruba Paper 2, WASSCE (PC 1st): Candidates' weaknesses and suggested remedies*. WAEC e-Learning. https://waeconline.org.ng/e-Learning/Yoruba/Yor233aw.html

West African Examinations Council. (2022). *Yoruba Paper 2, WASSCE (PC): Candidates' weaknesses and suggested remedies*. WAEC e-Learning. https://waeconline.org.ng/e-Learning/Yoruba/Yor235jw.html

West African Examinations Council. (2023). *Yoruba Paper 2, WASSCE (PC): Candidates' weaknesses and suggested remedies*. WAEC e-Learning. https://waeconline.org.ng/e-Learning/Yoruba/Yor240jw.html.