

DOES DICTOGLOSS PROMOTE L2 GRAMMAR ACQUISITION? :
THE CASE OF ACTIVE AND PASSIVE VOICES

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การศึกษาครั้งนี้ มีจุดมุ่งหมายเพื่อศึกษาว่าการใช้เทคนิคการสอน Dictogloss มีส่วนช่วยผู้เรียนในการเรียนรู้ไวยากรณ์ เรื่อง กัตตุวากและกัมมวากปัจจุบันหรือไม่ กลุ่มประชากรที่ศึกษาประกอบด้วยนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนพยุหวิทยา อำเภอพยุห จังหวัดศรีสะเกษ จำนวน 30 คน นักเรียนทั้งหมดมีผลการเรียนภาษาอังกฤษอยู่ในระดับอ่อนถึงระดับกลาง การศึกษาใช้เวลา 8 วัน ระหว่างภาคเรียนที่ 2 ปีการศึกษา 2546 เครื่องมือที่ใช้ศึกษา ประกอบด้วย แบบทดสอบก่อนและหลังเรียน และการสอนโดยใช้เทคนิค Dictogloss การวิเคราะห์ข้อมูล ใช้โปรแกรมสำเร็จรูปเพื่อการวิจัยทางสถิติ SPSS

ผลการศึกษาพบว่า เทคนิคการสอน Dictogloss ไม่ได้ช่วยให้นักเรียนเรียนรู้ไวยากรณ์

ABSTRACT

TITLE : DOES DICTOGLOSS PROMOTE L2 GRAMMAR ACQUISITION? :
THE CASE OF ACTIVE AND PASSIVE VOICES

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DEGREE : MASTER OF ARTS

MAJOR : TEACHING ENGLISH AS A FOREIGN LANGUAGE

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KEYWORDS : DICTOGLOSS / ACTIVE VOICE / PASSIVE VOICE /
LANGUAGE ACQUISITION

The purpose of this study was to investigate the effectiveness of using the dictogloss technique to teach grammar in case of active and passive voices of present simple tense in statements. The subjects were 30 students of Mathayom 3 (Grade 9) at Phayuwittaya School, Phayu, Sisaket. They had low and medium English proficiency. The study lasted eight days during the second semester of academic year 2003. The study instruments consisted of a gap-filling passage used as the pre- and post-test and the dictogloss teaching technique. The data were statistically analyzed by using Statistical Package for Social Sciences (SPSS).

The results of this study indicated that dictogloss technique did not promote grammar learning.

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CHAPTER 1

INTRODUCTION

This chapter introduces the rationale, purpose of the study, significance of the study, research question, hypothesis, expected outcomes, and definition of key term.

1.1 Rationale

English is widely used in human's daily communication and as an instrument to gain knowledge. Thus, students need to learn it meaningfully. To be able to communicate in proper English, students need to learn all the language skills - listening, speaking, reading and writing. Knowing grammar is one of the most important backgrounds for learners' further skill practice. Many EFL / ESL students are confused about the English grammar. This may make them unable to communicate in proper English.

Teaching grammar is one of the most important and necessary classroom activities. The researcher tries to find the way to integrate grammatical drills and practice exercises which are appropriate and effective for teaching English grammar to Thai students. Read (2002) believes that dictogloss, a technique in language teaching, may play this role because it is highly learner-centred. It has inspired enthusiasm in those who have used it successfully for teaching English to speakers other languages (TESOL).

The study was intended to investigate students' learning achievement of English grammar through dictogloss exercises. The researcher focused on the active and passive voices of present simple tense. It has been expected that the results of the study would answer whether or not the dictogloss technique helps students learn English grammar.

1.2 Purpose of the Study

The purpose of the study was to investigate the effectiveness of grammar teaching by using the dictogloss technique. The investigated structures were active and passive voices of present simple tense in statements.

1.3 Significance of the Study

According to Soonthornmanee (1999 : 128-133), the dictogloss technique integrates listening, speaking and writing, which should be helpful for students who are poor in these language skills. Therefore, students' learning achievements through dictogloss teaching were investigated to see if the technique really worked. The result would help teachers select appropriate teaching techniques.

1.4 Research Question

The question of this study is : Is teaching grammar by using the dictogloss technique helpful to second language grammar learning?

1.5 Hypothesis

It is hypothesized that teaching grammar by using the dictogloss technique is helpful to second language grammar learning.

1.6 Definition of Term

Dictogloss technique is a technique to teach students to develop their grammatical competence by listening to a dictation and developing a paragraph in groups, based on the notes taken from the dictation by each group member.

CHAPTER 2

REVIEW OF THE LITERATURE

The review of the related literature is divided into four parts. The first part concerns problems in grammar teaching and learning; the second discusses active and passive voices; the third part concerns the forms and functions of present simple active and passive voices; and the fourth part concerns the Dictogloss Technique.

2.1 Problems in Grammar Teaching and Learning

Grammar teaching and learning is still problematic. Many researchers found problems in grammar teaching. Makiko (2003), for example, claims that grammar teaching has focused mainly on forms and sentence translation. Why such forms are used in the target language is not strongly emphasized, and a comparison of one form with other related forms indicating when and why students should choose a particular structure is generally neglected (Takashima, 2000).

Also, teachers focus more on forms and provide learners with little opportunity to use grammatical knowledge in a meaningful and communicative way. Ellis (1991) pointed out that many learners have knowledge of the language, but they have little or no idea of how to use this knowledge in meaningful communication. As a result, many students experience difficulties producing the foreign language spontaneously. This suggests a need to expose students to more communicative activities (Celce-Murcia & Hills, 1988; Harmer, 1991). It is insufficient for students simply to have knowledge of target forms, meanings and functions. In order for real communication to take place, students need a deeper understanding of the language and culture (Larsen-Freeman, 1991). Unfortunately, however, many grammar instructions do not seem to address these issues (Takashima, 2000). Students must be able to apply their knowledge by negotiating meaning as it is only through the interaction between the speaker and the listener that meaning becomes clear.

Another problem concerns examples in grammar textbooks used in high schools which have little context or relevance to students' daily lives. As a result, most students have difficulty applying them in meaningful interaction, and this leads the students to see those textbooks as boring (Makiko, 2003).

2.2 Active and Passive Voices

In grammar, voice is the relationship between the action or state expressed by a verb and its arguments (subject, object, etc.). When the subject is the agent or actor of the verb, the verb is in the active voice. When the subject is the patient or target of the action, it is the passive voice. For example, "The cat ate the mouse" is active, but "The mouse was eaten by the cat" is passive.

In a passive voice sentence, the actor and the patient change their places. The patient is promoted to the subject position, and the actor is demoted to an optional complement (that may be left out) after the preposition "by".

2.3 Forms and Functions of Present Simple Active and Passive Voices

2.3.1 Forms of Present Simple Active and Passive Voices

Table 1 Forms of Present Simple Active and Passive Voices

Active voice	Subject / Agent (The action performer)	Verb 1	Object (Action receiver)	-
Passive voice	Subject/Patient/Action receiver	is/am/are	Verb 3	(by agent)

For example, "John killed a big snake." (Active voice)

"A big snake was killed (by John)." (Passive voice)

2.3.2 Functions of Present Simple Active and Passive Voices

Present simple active voice is used when the subject performs the action, and the object is the recipient of the action at the moment of speaking. While present simple passive voice is used when the subject of a sentence is the person or thing affected by the action of the sentence at the moment of speaking. In any passive form, the theme or the receiver of the action is focused and is the subject of the sentence. The actor or agent which can be omitted is after the preposition "by" at the end of the sentence. For example, "Jim was kicked (by Jill).

2.4 The Dictogloss Technique

Dictogloss Technique is an innovative technique to the study of grammar in the language classroom. It is a language teaching procedure known in many areas of the world where it is already extensively used. The aims of Dictogloss are to develop learners' grammatical competence in using the language and to make a good activity for grammatical analysis and discussion in class (Soonthornmanee, 1999).

Dictogloss is a teaching procedure that involves speedy dictation of a short text to a group of language students. There are four stages in the procedure: Preparation, Dictation, Reconstruction, and Analysis and Correction. In preparation, the teacher chooses a text appropriate for the level of the students and prepares them for the dictation by discussing the topic of the text : eliciting what students already know about the topic, presenting and explaining unknown words in the text. The teacher tells them the text will be read twice at a normal speed. The students then listen to the text and take note of the text as much as possible. Then the teacher has the students form small groups and reconstruct the text in writing as accurately as they can, based on what each student in the group is able to copy down from the listening. Finally, the students analyze and correct their texts in group and each group writes up the final version on the board for everyone to see and discuss (Wajnryb, 1991). The correction process enables the students to understand their errors and the language options available to them. The activities can improve the students' understanding and use of English grammar (Wajnryb, 1991).

Dictogloss has been viewed as an appropriate teaching approach to teaching EFL learners. It provides a useful bridge between bottom-up and top-down listening strategies. In the first instance, learners are primarily concerned with identifying individual elements (words,

phrases, or sentences) in the passage read by the teacher, a bottom-up strategy. In the latter instance, this method requires learners in the classroom to interact with each other in small groups so as to reconstruct the text, a top-down strategy. In the reconstruction, analysis and correction stages, learners bring their existing knowledge to complete their task. They also learn language from their peers. The Dictogloss Approach employs the principle that two heads are better than one. Through collaborative learning, even low-level learners are able to out-perform their competence (Nunan, 1991). It allows learners to work through grammatical processes (Llewelyn, 1989). It provides the learners with real language acquisition. The procedures treat learning as a matter of active involvement, and it promotes considerable communication and group interaction among students (Kidd, 1992). The comparison stage also provides options as well as corrections. The activity has a strictly student-led rationale. Dictogloss Approach is a less traditional dictation but a more authentic type of "information gap" activity (Murray, 2001).

Dictogloss is a powerful and effective supplementary activity for the communicative classroom. It can fill the gap which is often felt between the need for students to learn interactively and the need for accuracy. Grammar learning by listening for global meaning in the target language is a valuable skill that students learn from the dictogloss exercise. This exercise helps them to gain confidence in their ability to glean some meaning from language that they hear, even if they don't understand everything. They learn to listen for the main points, and they learn how to take down the key words that will help them to recall the important points. So they gain both confidence and skills in listening globally (Read, 2002).

In brief, the Dictogloss Approach appears to be a valuable way of teaching which provides the learners with linguistic knowledge, content, compositional skills, text organization, collaborative learning, and experiential writing in the form of integrated language skills.

In Thailand, there may be some teachers using the Dictogloss technique to teach grammar and listening but to my knowledge no researcher has conducted research based on this technique to teach grammar. Therefore, a research study aiming at investigating the effectiveness of this technique is worthwhile.

CHAPTER 3

METHODOLOGY

In this chapter, the subjects, the duration of the study, the instruments used in the research, the procedures, and the data analysis are described.

3.1 Subjects

The subjects were 30 Mathayom 3/1 (Grade 9) students at Phayuwittaya School, Phayu, Sisaket. They were studying a fundamental English course. They were taught active and passive voices of present simple tense by the use of the dictogloss technique. They had already studied transitive - intransitive verbs, past participle forms, and how to pronounce the -ed morpheme. They had both low and medium English proficiency (getting Grades 0 – 3 in their most recent English course).

3.2 Duration of the Study

The study was conducted during the second semester of academic year 2003. It took eight periods of regular class time. Each period lasted 50 minutes and there were three periods each week. The first period was for the pre-test, the following six periods were for the experiment, and the last period was for the post-test, which was the same as the pre-test. (See table 2.)

Table 2 Research Schedule

Periods	Contents	Lesson Plans
1	- Pre-test	-
2	- Active Voice of Present Simple Tense	1
3	- Active Voice of Present Simple Tense	2
4	- Passive Voice of Present Simple Tense	3
5	- Passive Voice of Present Simple Tense	4
6	- Active and Passive Voices of Present Simple Tense	5
7	- Active and Passive Voices of Present Simple Tense	6
8	- Post-test	-

3.3 Instruments

The instruments used in this study were the pre-test, worksheets, the exercises of dictogloss teaching and the post-test.

3.3.1 Pre/Post-test

The pre- and post-tests were the same. They were a gap-filling test. The test, consisting of 20 items, was intended to test active and passive voices in present simple tense.

(See Appendix A.)

3.3.2 Worksheets

The worksheets consisted of the forms and the functions of present simple active and passive voices. The purposes were to briefly introduce and explain the forms and the functions of present simple active and passive voices before using the dictogloss exercise.

(See Appendix B.)

3.3.3 The exercises of dictogloss technique

This study contained 6 exercises for use in dictogloss lessons. They were divided into three sections : language points, pre-text vocabulary, and text. (See Appendix C.) The language points were the structural focuses of the texts which were present simple of active and passive voices. The vocabulary was a short list of words that the teacher needed to introduce to the learners before the text was heard. The aim was to avoid the learners hearing any unfamiliar words in the dictation. The teacher adjusted the pre-text vocabulary list according to what the

teacher knew of her students. The students did not see the text until the final stage of the dictogloss procedure, when they had listened to it, taken down notes, and reconstructed their own version.

3.4 Research Procedure

The subjects had to take the pre-test in the first period. The following six periods were for the treatment. The subjects then did the same test as the post-test in period eight.

3.4.1 Pre-testing

This study was conducted in regular class. The researcher had Matayomsuksa 3/1 students fill in the gap-filling pre-test of the active and passive voices. The students were asked to do the test seriously. They were not allowed to use any dictionary but they could ask the teacher about the meanings of unknown words.

3.4.2 Teaching procedures

After the pre-test, the subjects were taught the forms and the functions of active and passive voices in present simple. The teaching was done in English and Thai, lasting six periods. At the beginning of the first class, the teacher told the students about the objectives of the study, the class activities and students' roles. There were six exercises: two exercises for active voice, two for passive voice, and two for both active and passive voices. The class followed the following steps. (See Appendix D.)

3.4.2.1 Presentation

The teacher greeted the students, then warmed them up and led them into the lesson by asking them some questions related to the contents such as asking them about the activities that they usually did in the weekend. After that the teacher wrote on the board and read their activities by focusing on those containing a transitive verb and an object and let them translate and separate the sentence into the subject, verb and object. Then the teacher taught the forms and functions of active and passive of present simple tense.

3.4.2.2 Practice and production

The teacher let the students do present simple of active and passive voice dictogloss exercises. In each exercise, the teacher taught vocabulary by using the pictures and then played the tape of a native speaker reading vocabulary and the text twice at a normal speed.

The students listened to the text and took notes of the text as much as possible. Then the teacher separated students into groups of four. All the groups were assumed to be comparable in their proficiency. Next, the teacher let them reconstruct the text in writing as accurately as they can, based on what each student in the group was able to take from the listening. Finally, the students analyzed and corrected their texts in groups and each group wrote up the final version on the board for everyone to see and discuss. The students could use a dictionary or ask the teacher about the meaning of unknown words.

3.4.2.3 Feedback

The teacher encouraged the students to write the work on the board. Then the teacher checked the work and each student's work again and gave them the feedback of their works and summarized the rules of active and passive voices in present simple tense in the class again.

3.4.3 Post-testing

After the instruction, the students did the same test as the post-test to check their understanding and improvement. They were not allowed to use any dictionary but they could ask the teacher about the meaning of unknown words.

3.5 Data Collection

The scores of the pre-and post-tests of the subjects were collected. Each item in the test equaled one point. The scoring criteria were set as follows :

1 was given to the correct tense, voice, and agreement of subject and verb.

- e.g. - They **speak** Spanish in Mexico.
 - Spanish **is spoken** in Mexico.

0.5 was given to the correct form of voice, that is Subject + V. For active and Subject + Verb to be + V3 for passive, but partially correct tense, or agreement of subject and verb.

- e.g. - They **speaks** Spanish in Mexico.
 - Spanish **be spoken** in Mexico.
 - Spanish **are spoken** in Mexico.
 - They **spoke** Spanish in Mexico.

0 was given to the wrong voice.

- e.g.
- Spanish **spoken** in Mexico.
 - Spanish **is** in Mexico.
 - Spanish **are** in Mexico.
 - Spanish **are speak** in Mexico.
 - Spanish **be spoke** in Mexico.

3.6 Data Analysis

The pre-test and post-test were scored and statistically compared. The mean score of each test was analyzed and compared. Then the pre- and post-tests were analyzed with the Social Science Program (SPSS) to identify the effectiveness of the dictogloss technique.

The results of the study will be discussed in the next chapter.

CHAPTER 4

RESULTS AND DISCUSSION

In this chapter, the results of the study are presented and discussed.

4.1 The Results

After the treatment, the subjects were not better. The scores are presented in Table 3 below.

Table 3 Pre-test and post-test scores of the subjects

Subjects	Pre-test (X1)	Post-test (X2)
1	6.5	7.5
2	7	7.5
3	9	6
4	6	14
5	7	6.5
6	5	7
7	7.5	7
8	5	8
9	6.5	5
10	6.5	1.5
11	7.5	6.5
12	6	6
13	5.5	6
14	6	6.5
15	5	3.5

Table 3 Pre-test and post-test scores of the subjects (Continued)

Subjects	Pre-test (X1)	Post-test (X2)
16	7	6
17	0	0
18	0	0
19	4	3
20	8	9
21	3.5	0
22	5.5	3
23	7	7.5
24	7	8
25	6	5
26	4.5	7
27	7.5	3
28	0	0
29	1	1.5
30	8	6
Sum	165.00	157.50
N	30	30
Mean	5.50	5.25
SD	2.42	3.18
t	.563	
df	29	
p	.578	

Table 3 shows that the mean score of the post-test is a bit lower than that of the pre-test. The subjects had no improvement. That means teaching present simple tense of active and passive voices by using the dictogloss technique is not effective. Both the pre-test and post-test are not significantly different ($P > 0.05$).

The next section will discuss the teaching of present simple active and passive voices through the dictogloss technique.

4.2 Discussion

Recall that the aim of this study was to investigate whether teaching active and passive voices of present simple tense by using the dictogloss technique is helpful for second language grammar learning. The results of the study show that it cannot help the subjects improve their English grammar. When the subjects' mean scores of the pre- and post-tests were compared, we found no significant difference (see Table 3). The mean score of the pre-test is a bit higher than that of the post-test, but the difference was not significant. These results do not support the findings of previous studies of Nunan (1991), Llewelyn (1989), Kidd (1992), and Murray (2001) which claimed that the dictogloss approach was a good teaching technique.

The unsatisfactory results may be due to many reasons. Firstly and very importantly, the students' listening and writing skills were not good enough, and they had hardly had any opportunity to listen to an English native speaker, so it was too hard for them to understand the texts that were read by the native speakers. Additionally, they had never written by listening to the content and then reconstructing it to be a text; therefore, it was too difficult for them to create a reconstructed version of a text read to them by the native speaker. Hedge (1988) suggested that to successfully use the Dictogloss technique, teachers should teach students basic listening and writing first because they need to have listening and writing experience.

Secondly, the dictogloss technique was new to the students and they were afraid of using authentic materials containing features of real, fast, connected speech. They were not used to it. They had never studied grammar by using this technique before. They were accustomed to listening to their Thai teachers' voice rather than an English native speaker's. Therefore, they may not be familiar with it. Smith (2003) claimed that learners could have problems hearing the sounds of English which are different from their L1. In this study, for example, the students may have had problems hearing the phoneme -ed at the end of the verbs.

Thirdly, students were not motivated to study and some did not come to study regularly because they knew that this study would not affect their grades.

Fourthly, students in each group were different in ability; some were too quiet to contribute and some were too dominant to share, and then the overall quality of learning cannot be guaranteed. Kagan (1994) claimed that a frequent problem in groups is that one or two group members dominate the group and, for whatever reason, impede the participation of others.

Fifthly, it was likely that the students did not know the vocabulary in the test but did not ask the teacher, resulting in the low scores in the tests. When the students took the tests, only few students asked the teacher about unknown vocabulary.

Finally, the texts : American Family, The Carpenter, ~~The Enemy Man~~, How Rice are Grown, Snake and Valentine's Day might be too plain and boring. Or them might be too difficult for low and intermediate learners and did not match their interest. The texts, therefore, did not motivate the students to listen and practice, as claimed by some subjects. Soonthornmanee's (1999) suggested that the text should be appropriate for the level of the students. It should be interesting to the students and motivated them to listen.

We, therefore, may conclude that using the grammar dictogloss method with the low and medium proficiency students seems to have many limitations such as the proficiency level of the learners. They need to have listening ability to comprehend the contexts and the main idea in each text; moreover, they have to have basic writing skill.

4.3 Teaching Implications

The dictogloss technique is highly learner-centred; the students have to be prepared for listening and writing skills which are needed in the dictogloss technique. The teacher should be prepared for frustration from learners when they don't understand and be ready to help them understand through the dictogloss technique. They should monitor the effectiveness of group formation to ensure that both individual accountability and equal participation are practiced. Moreover, the texts and the grammar points to be used should be appropriate for the learners' level. Sometimes, they have to be constructed by adapting a longer text, but they are more valuable as a learning resource if they are examples of authentic language produced by English native speakers.

CHAPTER 5

CONCLUSION

In this chapter, the conclusion of the study, the limitations of the study and suggestions for further studies are presented.

5.1 Conclusion

The purpose of the study was to investigate the effectiveness of grammar teaching by using the dictogloss technique. The investigated structures were active and passive voices of present simple tense in statements. The study comprised 30 subjects of Mathayom 3 (Grade 9) at Phayuwittaya School, Phayu, Sisaket. The results of the study indicated that the dictogloss technique was not effective in teaching present simple active and passive voices to this group of students. These unsatisfactory results may be due to different reasons; for instance, the dictogloss technique was new to the students, the students' listening and writing skills were not good enough, and the texts might not match the students' interest.

5.2 Limitations of the study

This study may contain limitations as follows :

1. The students were too low in their English proficiency, and the amount of time to prepare the participants for the listening skill before the experimental treatment was limited. The participants should be trained to listen to English native speakers and take notes before the treatment. That is, the technique was introduced when students were not well-prepared for it.

2. The time to practice the ditogloss exercises was too short (30 – 40 minutes in six periods).
3. The study investigated limited grammar points, only active and passive voices in present tense.
4. There was no grade assignment in this study so it did not motivate the students to study.
5. The subjects were only one group selected from the same class of the same school. The teacher did not have any choice to choose the subjects from different schools.

5.3 Suggestions for Further Studies

Due to the limitations mentioned in the previous section, further studies should investigate different grammar points. In addition, it should be tried out with students who are more proficient in listening and writing skills, and the texts should be interesting and suitable for the learners' levels. Moreover, there should be appropriate teaching time and longer practice time.

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APPENDICES

Appendix A
Pre-Post Test

Pre-Post Test

Present Simple Tense : Active vs. Passive Forms

จงเปลี่ยนกริยาในวงเล็บให้ถูกต้อง

1. The mail (deliver) at 9 a.m. everyday.
2. She never (make)..... a lot of noise in her room.
3. We usually (have) three meals a day.
4. The boy (punish) for stealing.
5. John (go) to the beach by car.
6. Italian (learn) in this school.
7. It often (rain) at this time of the year.
8. Wanlop (study) in Sisaket Wittayalai School.
9. This mountain (cover) with snow all year.
10. They (keep) fish in the refrigerator.
11. English and French (speak) all over Europe.
12. Pigs (kill) for food everyday.
13. The gardener (see) a big snake by the river.
14. Patients (treat) at the hospital.
15. They (call) their son every weekend.
16. Rice (eat) in several parts of the world.
17. Thai children (drink) more milk than before.
18. Wrongdoers (send) to prison for punishment.
19. New machines (invent) every year.
20. People (grow) oranges in warm countries.

@@

Answer Keys

1. is delivered
2. makes
3. have
4. is punished
5. goes
6. is learnt
7. rains
8. studies
9. is covered
10. keep
11. are spoken
12. are killed
13. sees
14. are treated
15. call
16. is eaten
17. drink
18. are sent
19. are invented
20. grow

Appendix B
Worksheets

Worksheet 1

Present Simple Tense : Active Voice

S + V. 1 (+ O)

- I call my mother every weekend.
- She cleans this room every day.

Active Voice คือ รูปของกริยาซึ่งประธานเป็นผู้กระทำโดยตรง (มุ่งเน้นการกระทำของประธานของประโยคเป็นสำคัญ) เช่น

A doctor **examines** the patients.

(หมอเป็นประธาน กระทำกริยาตรวจ คนไข้เป็นกรรม)

หลักการใช้ Active of Present Simple Tense

เพื่อแสดงเหตุการณ์ปัจจุบันที่ทำเป็นประจำ เป็นปกตินิสัย และเป็นจริงเสมอ

- They **make** ice cream from milk.
- We **send** letters every week
- A lot of people **speak** English in every continent.

NOTE: กริยาช่องที่ 1 ต้องเติม s หรือ es เมื่อประธานเป็นเอกพจน์บุรุษที่สาม

- She **reads** novels every night.
- Suda **catches** the train to Lopburi.
- แต่ - They **read** novels every night.
- Suda and Malee **catch** the train to Lopburi.

กฎการเติม s ท้ายคำกริยา

1. เติม es ที่คำกริยาที่ลงท้ายด้วย s, ss, ch, sh, o, x เช่น
She **goes** to school everyday.

2. คำกริยาที่ลงท้ายด้วย y ให้เปลี่ยน y เป็น i แล้วเติม es เช่น
The baby **cries** all day.

ยกเว้น คำกริยาที่ลงท้ายด้วย y ถ้าหน้า y เป็นสระ a, e, i, o, u ให้เติม s ได้เลย เช่น

My father **buys** a new car.

3. คำกริยาปกติทั่ว ๆ ไป เติม s ได้ทันที เช่น

He **wants** to go to the market.

Worksheet 2

The Present Simple Tense: Passive Voice

Active Voice : Subject + V.1 + Object

Passive Voice : Subject + V.to be (is, am, are) + V.3 (+ by + doer)

Active : Soldiers **wear** uniform.

Passive : Uniform **is worn** by soldiers.

Active : My uncle **supports** me.

Passive : I **am supported** by my uncle.

Active : Our gardener **kills** the mad dog.

Passive : The mad dog **is killed** by our gardener.

Passive Voice คือ รูปประโยคซึ่งประธานเป็นผู้ถูกกระทำกริยานั้น มีผู้อื่นหรือสิ่งอื่นเป็นผู้กระทำ เราเปลี่ยนประโยค active เป็น passive เพื่อต้องการเน้นผู้ถูกกระทำ เช่น

The patients **are examined** by a doctor.

(คนไข้เป็นประธาน ถูกหมอดตรวจ)

หลักการเปลี่ยนประโยค Active Voice ให้เป็น Passive Voice

1. ให้กลับเอากรรมของประโยค Active Voice มาเป็นประธานในประโยค Passive Voice
2. ให้กลับเอาประธานของประโยค Active Voice ไปเป็นกรรมของ preposition "by" ในประโยค Passive Voice แต่สามารถละ (by + N) ได้
3. กริยาของประโยค Active Voice นั้นเมื่อนำมาใช้ในประโยค Passive Voice จะต้องเป็นรูปกริยาช่องที่ 3 (Past Participle) และใช้ตามหลัง Verb to be คือ is, am, are ใน Present Simple Tense

4. ความสอดคล้องระหว่างประธานกับกริยาในประโยค ด้วยโครงสร้าง

Active Voice : Subject + V.1 + Object

Passive Voice : Subject + V.to be (is, am, are) + V.3 + (by + doer)

เช่น Active Voice : **They make clothes.**

Passive Voice : **Clothes are made (by them).**

Note:

- (i) ควรสังเกตการเปลี่ยนแปลงรูปสรรพนามจากกรรมาเป็นประธานหรือจากประธานมาเป็นกรรม หลัง by

Active : **She kills him.**

Passive : **He is killed (by her).**

- (ii) ถ้าประธานของประโยค Active เป็น People, They, Someone หรือคำอื่น ๆ ที่มีได้ระบุผู้กระทำชัดเจน ก็ไม่จำเป็นต้องใช้ by + คำดังกล่าวในประโยค Passive

Active : **Someone attacks her in the street.**

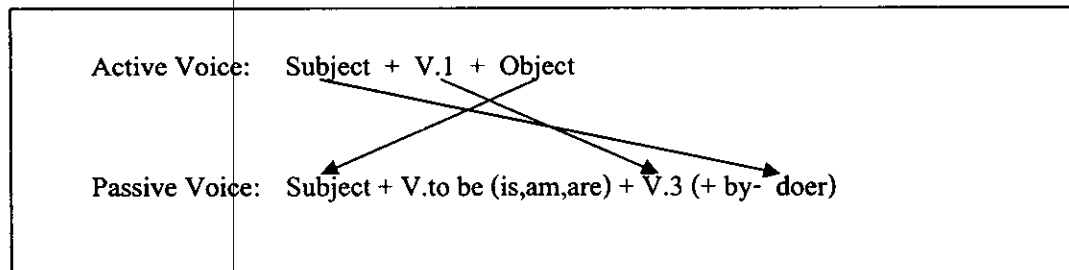
Passive : **She is attacked in the street (by ~~Someone~~).**

Active : **People wear warm clothes in winter.**

Passive : **Warm clothes are worn in winter (by ~~people~~).**

Worksheet 3

Present Simple Tense : Active & Passive Voice



Active : Susan sells vegetables.

Passive : Vegetables **are sold** (by Susan).

Active : The mechanic repairs my car.

Passive : My car **is repaired** (the mechanic).

Active : Helen writes a poem..

Passive : A poem **is written** (by Helen).

● สรุปกฎการเปลี่ยนประโยค Active ให้เป็น Passive

1. เปลี่ยนประธานให้เป็นกรรมหลัง preposition 'by'
2. เปลี่ยนกรรมให้เป็นประธาน
3. ไม่เปลี่ยน tense เลย (tense คงเดิม)

NOTE : Passive ที่ไม่ต้องการผู้กระทำ จะใช้เมื่อเราไม่ต้องการเน้นหรือสนใจผู้กระทำ

Appendix C
Dictogloss Exercises

Exercise 1 : Construct a paragraph based on what you hear.**Dictogloss Exercise 1 (Active Voice)****BARBECUE PARTY****Language Points**

Present tense for general statements and regular activities

Active voice

Pre-text Vocabulary**Weather** (n) conditions outside—that is, if it is raining / hot / cold / windy / sunny, etc. (อากาศ)**Neighbor** (n) someone who lives in the next house or near you:
Thing or country that is near another (เพื่อนบ้าน)**Yard** (n) is at the front or back of a house often with a lawn and garden (สนาม)**Bake** (v) to cook in the oven (อบ)**Grill** (v) to cook on the frame over or under direct heat (ย่าง, ปิ้ง)**Invite** (v) to ask someone to do something (especially to come to a party, etc.) (เชิญ)**Snack** (n) small, quick meal (อาหารว่าง)**Watermelon**(n) very large, juicy green and red fruit (แตงโม)**Text 1**

American families usually have barbecue parties if the weather is good. They invite their friends and neighbors to get together in the yard. They bake potatoes and grill beef, chicken, and pork. They also have hamburgers, sandwiches and salad. They often serve potato, chips, corn, snacks and watermelon at the party.

Dictogloss Exercise 2 (Active Voice)**THE CARPENTER****Language Points**

Present tense for general statements and regular activities

Active voice

Pre-text Vocabulary

Carpenter (n) a man whose job is to make wooden table chairs, etc.
(ช่างไม้)

Wood (n) stuff of a tree (ไม้)

Tool (n) instrument; thing for doing a job (เครื่องมือ)

Saw (n) metal instrument with sharp teeth for cutting wood, etc. (เลื่อย)

Saw (v) to cut with a saw (เลื่อยไม้)

Chisel (n) a tool with a flat metal blade use for cutting wood
(สิ่ว)

Plane (n) a tool used for making wooden surfaces smooth, that has a flat bottom with a sharp blade in it (กบไสไม้)

Hammer (n) tool with a handle and a metal head for hitting nails (ค้อน)

Nail (n) small piece of pointed metal with flat end, which you knock into wood, etc., with a hammer (ตะปู)

Text 2

When you want to build a house, you call a carpenter. He is a skilled workman in wood. He usually makes the wooden parts of buildings. He also makes chairs, benches, tables, cupboards, doors and windows. A carpenter has a lot of tools. He uses a saw to saw wood into pieces, a sharp chisel to cut it, and a plane to make it smooth. He uses a hammer for driving in nails to join pieces of wood together.

The Dictogloss Exercise 1 (Passive Voice)**THE ENEMY MAN****Language Points**

Present tense for general statements and regular activities

Passive voice for process focus

Pre-text Vocabulary

- Enemy** (n) someone who is opposed to someone else and tries to do them harm (ศัตรู)
- Seal** (n) a large sea animal that eats fish and lives mainly in cold parts of the world. (แมวน้ำ)
- Club** (v) to hit with a heavy stick (ตีด้วยกระบอง)
- Crocodile** (n) a large, dangerous reptile that lives in the rivers of Africa (จระเข้)
- Skin** (n) the outer covering of an animal or human (ผิวหนัง)
- Track down** (v) to hunt or follow the course of (an animal) (ตามรอย)
- Destroy** (v) to kill (ฆ่า)
- Ivory** (n) the material of elephant tusks (งาช้าง)
- Jewelry** (n) objects that you wear as decoration (เพชรพลอย)
- Hunt** (v) to look for with the intention of killing (ล่าสัตว์)
- Oil** (n) a fatty liquid made from animal fats (น้ำมัน)
- Species** (n) a group of animals according to their characteristics (สัตว์ที่แยกตามตระกูล)
- Endanger** (v) to put at risk (ทำให้เกิดอันตราย)
- Fashion** (n) modern, up-to-date style of clothes (แฟชั่น)

Text 3

Man is an enemy to many animals. Baby seals are clubbed to death for their skins. Crocodiles are tracked down and their skins are used for handbags and shoes. Elephants are destroyed for their ivory which is used for jewelry. Whales are hunted for their oil. Whole species are endangered for fashion!

The Dictogloss Exercise 2 (Passive Voice)

HOW RICE IS GROWN

Language Points

Present tense for general statements and regular activities

Passive voice

Pre-text Vocabulary

- Seed** (n) part of a plant which you put in the ground so that it will grow into a new plant (เมล็ด)
- Soak** (v) to put something into the liquid and leave it there for a period of time (แช่)
- Sown** (v) past part. & past tense of v. sow (หว่าน)
- Mud** (n) very soft wet earth (โคลน)
- Flood** (v) to cover with a large amount of water (น้ำท่วม)
- Paddy field** (n) a field of rice growing in water (นาข้าว)
- Harvest** (v) to collect the crop from the field (เก็บเกี่ยว)
- Drain** (v) make liquid flow away (ระบายน้ำ, ปล่อยน้ำ)

Text 1

First the seeds are soaked in water, and then they are sown in mud seed-beds. At the same time the fields are flooded with water. After that the green seedlings have been removed. After about eight months, they are planted in paddy fields. Next the rice is harvested. Finally, the fields are drained.

The Dictogloss Exercise 1 (Active & Passive Voice)**SNAKE****Language Points**

Present tense for general statements and regular activities

Active and Passive voices

Pre-text Vocabulary

Almost	(adv.)	nearly; not quite (เกือบจะ)
Dangerous	(adj.)	which can cause harm or death (เป็นอันตราย)
Reptile	(n)	a type of animal with cold blood, which lays eggs (สัตว์เลื้อยคลาน)
Bite	(n)	cutting something with teeth (กัด)
Tongue	(n)	the part inside the mouth that moves when you talk, eat, lick , etc. (ลิ้น)
Smell	(v)	notice something with your nose (ดม)
Harm	(v)	hurt someone or something (ทำอันตราย)
Crop	(n)	a plant grow for food, usually on a farm (พืชผล)

Text 1

Snakes are found in almost every part of the world. Some of them are very dangerous reptiles with a poisonous bite. Snake's tongue is not dangerous, it is only used to touch and smell. Snakes are useful for a farm in many ways. Insects and small animals that do harm to your crops are eaten by the snakes. Killing a snake may mean killing a helper in your farm.

The Dictogloss Exercise 2 (Active & Passive Voice)**VALENTINE'S DAY****Language Points**

Present tense for general statements and regular activities

Active and Passive voices

Pre-text Vocabulary

Send (v) to make someone/something go from one place to another (ส่ง)

Sent (v) past tense and past participle of send (ส่ง)

Greeting (n) good wish (คำอวยพร)

Candy (n) small piece of sweet food made with sugar (ลูกกวาด)

Gift (n) present; something that you give to someone. (ของขวัญ)

Great (adj.) much; a lot of; more than usual (มาก)

Greatest (adj.) the most (superlative of great) (มากที่สุด)

Text 1

On Valentine's Day, people send cards and greetings to their friends and loved ones. Lots of candies in heart-shaped and flowers are bought for a gift to send on Valentine's Day.

Valentine cards, with words that tell a person how you feel about them, are sent by many. Do you know who gets the greatest number of Valentine's Day cards in the United States each year? Mothers get a lot of cards, but school teachers get the most each year.

Appendix D
Lesson Plans

Lesson Plan 1

Topic : Present Simple Tense: Active Voice (Dictogloss)

Time : 1 period (50 minutes)

Level : M.3

Content : Present Simple Tense: Active Voice ---- Subject + V1 (+ Object)

Objectives : Students are able to tell the structure and know when to use the active voice of present simple sentences

Behavioral objectives : Students are able to:

- Tell the structure and use the sentences of Active Voice Present Simple correctly

Teaching process	Teaching activities	Time	Materials
1. Warm up - Greeting and lesson review	- The teacher greets the class. - Ask the students about the activities that they usually do in the weekends.	5 minutes	
2. Presentation - Active Form of Present Simple Tense - The principle of Present Simple Tense	- The teacher writes their activities by focusing on those containing a Vt. and an object on the board and lets the class reads and translates. - Then the teacher lets the class separate the form of the sentence. - The teacher teaches the active form of present simple tense and when to use active present simple tense.	10 minutes	- Worksheet 1
3. Practice / Production and evaluation - Dictogloss technique	- Do active present simple exercise 1 by using dictogloss (worksheet 1).	30 minutes	- Worksheet 1 - Dictogloss Exercise 1
4. Wrap up (discussion)	- The teacher and students conclude the rules of active present simple tense.	5 minutes	

Lesson Plan 2

Topic : Present Simple Tense: Active Voice (Dictogloss)

Time : 1 period (50 minutes)

Level : M.3

Content : Present Simple Tense: Active Voice ---- Subject + V1 (+ Object)

Objectives : Students are able to tell the structure and know when to use the active voice of present simple sentences

Behavioral objectives : Students are able to:

- Tell the structure and use the sentences of Active Voice Present Simple correctly

Teaching process	Teaching activities	Time	Materials
1. Warm up - Greeting and lesson review	- The teacher greets the class. - Review the active voice present simple tense that they have just learnt.	5 minutes	
2. Presentation - Active Form of Present Simple Tense - The principles of Present Simple Tense	- The teacher writes an active voice present simple sentence on the board and lets the class read and separate the form of the sentence. - Review the form and functions of active present simple tense. - Encourage the students to give some active present simple sentences and write on the board. Then check together.	5 minutes	
3. Practice / Production and evaluation - Dictogloss technique	- The teacher lets the students do active exercise 2 from worksheet1.	35 minutes	- Worksheet 1 - Dictogloss Exercise 2

Teaching process	Teaching activities	Time	Materials
4. Wrap up (discussion)	- The teacher and students conclude active present simple tense.	5 minutes	

Lesson Plan 3

Topic : Present Simple Tense: Passive Voice (Dictogloss)

Time : 1 period (50 minutes)

Level : M.3

Content : Present Simple Tense: Passive Voice

Subject + V. to be (is, am, are) + V.3 (+ by - doer)

Objectives : Students are able to tell the structure and know when to use the passive voice of present simple sentences

Behavioral objectives : Students are able to:

- Tell the structure and use the sentences of Passive Voice Present Simple correctly.

Teaching process	Teaching activities	Time	Materials
1. Warm up - Greeting and lesson review	- The teacher greets the class. - Review the present simple tense: Active Voice	5 minutes	
2. Presentation - Passive Form of Present Simple Tense - The principles of Present Simple Tense	- The teacher writes active – passive of the present simple sentence on the board and lets them compare the sentences. - Then the teacher lets the class separate the form of sentence: active – passive voice. - The teacher teaches the passive form of present simple tense and when to use passive voice.	5 minutes	- Worksheet 2
3. Practice / Production and evaluation - Dictogloss technique	- The teacher has students practice using Dictogloss technique.	35 minutes	- Worksheet 2 - Dictogloss Exercise 1

Teaching process	Teaching activities	Time	Materials
4. Wrap up (discussion)	- The teacher and students conclude passive present simple tense rules.	5 minutes	

Lesson Plan 4

Topic : Present Simple Tense: Passive Voice (Dictogloss)

Time : 1 period (50 minutes)

Level : M.3

Content : Present Simple Tense: Passive Voice

Subject + V. to be (is, am, are) + V.3

Objectives : Students are able to tell the structure and know when to use the passive voice of present simple sentences

Behavioral objectives : Students are able to:

- Tell the structure and use the sentences of Present Simple: Passive Voice correctly.

Teaching process	Teaching activities	Time	Materials
1. Warm up - Greeting and lesson review	- The teacher greets the class. - Review the present simple tense: passive voice form the last period.	5 minutes	
2. Presentation - Active Form of Present Simple Tense - The principle of Present Simple Tense	- The teacher writes a passive voice present simple sentence on the board and lets the class read and separate the form of sentence. - Review the form and functions of passive present simple tense. - Encourage the students to give some passive present simple sentences and write on the board. Then check together.	5 minutes	
3. Practice / Production and evaluation - Dictogloss technique	- The teacher has students practice using Dictogloss technique.	40 minutes	- Worksheet 2 - Dictogloss Exercise 2

Teaching process	Teaching activities	Time	Materials
4. Wrap up (discussion)	- The teacher and students conclude present simple tense rules.	5 minutes	

Lesson Plan 5

Topic : Present Simple Tense: Active and Passive Voice (Dictogloss)

Time : 1 period (50 minutes)

Level : M.3

Content : Present Simple Tense:

Active Voice ---- Subject + V1 (+ Object)

Passive Voice ---- Subject + V. to be (is, am, are) + V.3 (+ by - doer)

Objectives : Students are able to tell the structure and know when to use the active and passive voice of present simple sentences

Behavioral objectives : Students are able to:

- Tell the structure and use the sentences of active and passive voice present simple correctly.

Teaching process	Teaching activities	Time	Materials
1. Warm up - Greeting and lesson review	- The teacher greets the class. - Review the active and passive voice present simple tense. (Focus on form and functions.)	5 minutes	
1. Presentation - Active Form of Present Simple Tense - The principles of Present Simple Tense	- Encourage the students to give some active and passive present simple sentences and write on the board. - Then check and compare between active and passive together.	5 minutes	
2. Practice / Production and evaluation - Dictogloss technique	- The teacher checks their understanding by doing active and passive exercise 1 from worksheet 3.	35 minutes	- Worksheet 3 - Dictogloss Exercise 1

Teaching process	Teaching activities	Time	Materials
3. Wrap up (discussion)	- The teacher and students conclude active and passive present simple tense rules.	5 minutes	

Lesson Plan 6

Topic : Present Simple Tense: Active and Passive Voice (Dictogloss)

Time : 1 period (50 minutes)

Level : M.3

Content : Present Simple Tense:

Active Voice ---- Subject + V1 (+ Object)

Passive Voice ---- Subject + V. to be (is, am, are) + V.3 (+ by - doer)

Objectives : Students are able to tell the structure and know when to use the active and passive voice of present simple sentences

Behavioral objectives : Students are able to:

- Tell the structure and use the sentences of active and passive voice present simple correctly.

Teaching process	Teaching activities	Time	Materials
1. Warm up - Greeting and lesson review	- The teacher greets the class. - Review the active and passive voice present simple tense.	5 minutes	
4. Presentation - Active Form of Present Simple Tense - The principles of Present Simple Tense	- The teacher gives some transitive verbs on the board. - Then encourage the students to give some active and passive present simple sentences by using verbs that the teacher gave. - Write the sentences on the board and check together.	5 minutes	
5. Practice / Production and evaluation - Dictogloss Technique	- The teacher lets the students do active and passive exercise 2 from worksheet 3.	35 minutes	- Worksheet 3 - Dictogloss Exercise 2

Teaching process	Teaching activities	Time	Materials
6. Wrap up (discussion)	- The teacher and students conclude active and passive present simple tense rules.	5 minutes	

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