**Title:** Limitation to improvement and punctuality  

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**Abstract:**  
Introduction: Dictation has been the most important way to establish and institutionalize lexical knowledge of students in the early years of education. Correct spelling, handwriting, and even familiarity with pronunciation are the outcomes of dictation among the children in elementary school. Due to incorrect method of reading the text for children and their freedom to redo the spelling many times in the dictation process, the students can not get the required skills from this teaching material.  

Objective: The effect of teaching dictation methodically to elementary students on their handwriting and recognition of complex words along with focus on the distinction of conversational writing and formal writing is the main focus of this research.  

Methodology: Two groups of students in one elementary school were chosen in the same level and had the dictation sessions in free and controlled way. The second group were not allowed to use erasers and had the text read once during the session. The dictations of the two first sessions were ruled out due to the unfamiliarity of students with the process. The students’ dictation were measured in three different levels of completion, spelling and punctuality.  

Results: The results showed that the students increased their punctuality of writing 70%, spelling 60% and concentration 40%. The rate of movement and noise-making interruptions decreased remarkably. The handwriting of students who were trained in calligraphy classes simultaneously improved remarkably while the teacher felt relaxed in their classes while implementing dictation processes.  

Conclusion: It can be said that punctuality of writing among students must be coupled with limitation to use erasers, different pencils and pens and students should be avoided to use distractors in writing sessions.

**Presentation:** Poster