THE ROLE OF DICTOGLOSS TECHNIQUE IN DEVELOPING COMMUNICATION SKILLS OF EFL PREPARATORY SCHOOL STUDENTS

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I certify in my opinion, the thesis submitted by Zahid Abdul Qader Meteab titled "THE ROLE OF DICTOGLOSS TECHNIQUE IN DEVELOPING COMMUNICATION SKILLS OF EFL PREPARATORY SCHOOL STUDENTS" is certainly valid in both scope and quality, as thesis research to acquire the master degree in Applied Linguistic.

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FOREWORD

ABSTRACT

Dictogloss has been used as a technique in developing communication skills. It can be regarded as a multiple skill because the students practice listening, writing, and speaking in order to complete the task by using vocabulary and grammar. This study aims to determine the effect of the Dictogloss on the development of communication skills of EFL preparatory school students. It also aims to determie the effect of the Dictoglos method on the development of communication skills among EFL preparatory students, as well as the difference in average posttest scores between the two groups (experimental and control groups. To identify if there is a statistically difference between the performance of the students of the two groups in the two levels (recognition and production). To determine if there is a substantial difference in the accomplishment of the experimental group's pretest and posttest outcomes. Finally, to determine if the Dictogloss has the potential to be beneficial for the development of the four talents. The study includes (110) students in the academic year (2021-2022) from Iraqi EFL fifth preparatory school (Al-Dhulia, Al- Shafaee). The students are divided into two groups equally, i.e., experimental and control groups. The researcher makes equalization in students' age and educational parents' levels, and their marks in the last year (2020-2021) in English language subject. The researcher himself taught the two groups using the same content material (vocabularies, grammar and ideas from the textbook: English for Iraq), but the way of teaching the experimental group is by using the Dictogloss technique, whereas the control group received the conventional way of teaching. The data were collected and analyzed statistically. The results reveal that there is a substantial difference in mean posttest scores between the experimental and control groups. Students accomplish the same level of production as they do at the level of recognition. By comparing between pretest and posttest, there is a statistically difference in the average scores of the experimental group. These findings imply that Dictogloss is a technique that is more effective and useful than using the conventional method for teaching communication skill.

Key words: Dictogloss; Technique; Developing Communication Skills; EFL

ÖZ

Dictogloss iletişim becerilerini geliştirmede bir teknik olarak kullanılmıştır. Öğrencilerin kelime ve dilbilgisini kullanarak görevi tamamlamak için dinleme, yazma ve konuşma alıştırmaları yaptığı için çoklu bir beceri olarak kabul edilebilir. Bu çalışma, Dictogloss'un İngilizce hazırlık sınıfı öğrencilerinin iletişim becerilerinin gelişimine etkisini belirlemeyi amaçlamaktadır. Ayrıca Dictoglos yönteminin İngilizce hazırlık öğrencilerinin iletişim becerilerinin gelişimine etkisini ve iki grup (deney ve kontrol grupları) arasındaki son test puan ortalamaları arasındaki farkı belirlemeyi amaçlamaktadır. Deney grubunun ön test ve son test çıktılarının elde edilmesinde önemli bir fark olup olmadığını belirlemek ve son olarak, diktoglossun dört yeteneğin gelişimi için faydalı olma potansiyeline sahip olup olmadığını belirlemek. Irak EFL beşinci hazırlık okulundan (Al-Dhulia, Al-Shafaee) akademik yılı (2021-2022). Yıl (2020-2021) İngilizce dil dersinde Araştırmacı, aynı içerik materyalini (kelimeler, dilbilgisi ve th'den gelen fikirler) kullanarak iki gruba kendisi öğretti. e ders kitabı: Irak için İngilizce), ancak deney grubuna Dictogloss tekniğini öğretme yolu, kontrol grubu ise geleneksel öğretim yöntemini aldı. Veriler toplandı ve istatistiksel olarak analiz edildi. Sonuçlar, deney ve kontrol grupları arasında ortalama son test puanlarında önemli bir fark olduğunu ortaya koymaktadır. Öğrenciler, tanıma düzeyinde yaptıklarıyla aynı düzeyde üretim gerçekleştirirler. Ön test ve son test karşılaştırıldığında, deney grubunun ortalama puanları arasında istatistiksel olarak fark vardır. Bu bulgular, Dictogloss'un iletişim becerisi öğretiminde geleneksel yöntemi kullanmaktan daha etkili ve kullanışlı bir teknik olduğunu ima etmektedir.

Anahtar kelimeler: Dictogloss; Teknik; İletişim Becerilerini Geliştirme; İngilizce

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ABBREVIATIONS

EFL : English as a Foreign Language

EG   : Experimental Group

CG   :Control Group

DP   :Discrimination Power

DL   : Difficulty Level

SD   : Standard Deviation

DF   : Degree of Freedom

SUBJECT OF THE RESEARCH

The Role of Dictogloss Technique in Developing Communication Skills of EFL Preparatory School Students.

THE PURPOSE AND IMPORTANCE OF THE RESEARCH

There are many reasons behind the use of this study, such as developing the students' grammatical knowledge, providing them with a chance to put their grammatical skills to work by reconstructing the dictated text, and encouraging our students to learn more about English via the process of trying to reconstruct the text and then analyzing those efforts.

METHOD OF THE RESEARCH

The experimental design was used in this study with two groups; one had dictogloss method treatment, whereas the other received the traditional method.

RESEARCH PROBLEM

In these times, English is important because it is regarded as the language of business, science, technology, and communication. Therefore, the use of this language in learning and communication is considered a factor in the development of abilities in hearing, speaking, reading, and writing in the English language.

POPULATION AND SAMPLE

The current study included (110) students who are studying English as a foreign language at Al-Shafee Boy's Preparatory School.

SCOPE AND LIMITATIONS

The study is limited to the use of (textbook and activity book) English for Iraq for fifth preparatory school students.

1. INTRODUCTION

1.1.   Problem

Language is a basic means of communication. There are four important skills, namely listening, speaking, reading, and writing. Students in Iraqi preparatory schools have many difficulties in these four skills, so there is a need to have some strategies and techniques to help the teacher increase student's ability to speak and write the foreign language well.

Dictogloss is used to improve student's writing skills because of many reasons such as this is the method that most teachers use, the availability of equipment, the limited exposure of students to the English language. In the process of teaching oral skills, the teacher is also very important because he is a role model for the students. He directly lets the students listen to spoken English because many students do not have the opportunity to listen to English as their mother tongue (Ansari & Husain, 2012, p.512).

Writing is a very important skill that any student should master to express their ideas in a written form. Learning how to write is one of the most useful talents someone can have, but it is not easy to master it. For learners of second and foreign language, writing is a complex form that takes practice and dedication to perfect. It is not only restructuring and creating ideas that are tough; it is also turning those thoughts into something that can be read. As a result, students with limited language skills will have a tough time (Richards, 2002, p. 33).

Harmer (2007) argues that many students do not have enough confidence to write because they do not come up with ideas (p.64). It is the fact that not all of the students voluntarily share their thoughts, thus the instructor has to coerce many of them. The minimal quantity of learner's language that is necessary to advance to the next level is acquired by the student as the level increases. The difficulty that results from this situation is that the ability of each learner's memory to remember this essential terminology is not sufficient enough. Many of us have had experiences in which it was challenging for us to recall a certain term at a particular time of communication when that word was required the most to communicate our perspective on the subject that was being discussed. Even in our own language, we see examples

of this. In addition, a scenario like this one occurs rather often in the context of a course that teaches a foreign language.

1.2.   Research Questions

The aim of this study was to answer the following research questions to show the effects of Dictogloss on the developing communication skills of Iraqi EFL students. Of Iraqi EFL students

1. What is the role of Dictogloss techniques on developing communication skill (verbal, non- verbal and visual) for the experimental group in pre and posttests?

2 What is the role of Dictogloss techniques on developing communication skill (verbal, non- verbal and visual) for the control group and experiential group in the posttest?

3. What is the average level of 5th year preparatory school students ' achievement in communication skills?

4. To what extent does the role of Dictogloss technique improve Iraqi EFL preparatory school students in two levels (recognition and production) in the posttest of the experimental groups

1.3.   Research Objectives

The main purpose of the current study was to improve the current English language techniques system in Iraq by Dictogloss and teaching EFL students how to write correctly in the English language.

The current experimental study's research objectives are as follows:

1.To find out the role of Dictogloss techniques on developing communication skill (verbal-non- verbal and visual) of the experimental group in the pre- and post-test.

2. To find out the role of Dictogloss techniques on developing communication skill (verbal-non- verbal and visual) for the control group and experimental in the posttest.

3. To assess the average level of 5th preparatory school students' achievement in communication skills.

4. To find out the role of Dictogloss technique on improving Iraqi EFL preparatory school students in two levels (recognition and production) in the post-test of the experimental group.

1.4.   Study Hypotheses

1. There are statistically significant effect of Doctorless techniques on developing communication skills (verbal-non- verbal and visual) differences in the mean scores of students' achievement of the experimental group in pre- and post-tests.

2. In the mean scores of student's achievements of the experimental group and control group in the posttest, there are statistically significant difference in the role of Dictogloss techniques on developing the communication skills (verbal-non- verbal and visual).

3. There is a statistically significant difference between the average level of the students' achievement and theoretical level of achievement in the posttest

4. In the posttest, levels of recognition and production of the experimental group have statistically significant differences in the mean scores of student's achievements by using Dictogloss technique.

1.5.   The Model Adopted

This study used the Wajnryb's (1990) model of Dictogloss technique. Dictogloss as a collaborative task is considered an adaptation type of dictation that involved students working together to reconstruct the passage read to them.

1.6.   Limitations of the Study

This study is limited to:

1. The students of Iraqi's EFL fifth preparatory school (AL-Shafiee_Boy's school) enrolled in the first course of the academic year (2021-2022).

2. The use of Dictogloss technique and its effect on students' achievements and writing ability of Iraqi English books.

1.7.   Significance of the Study

It is hoped that this study will be of great significance to the following aspects:

1.The task assigned by the teacher to the students is to be practiced more. Therefore, practice will affect the fluency and accuracy of the students.

2.Students will have confidence in their writing skills because of regular practice and improve their ability to write good grammar in the text and encourage interaction between the students to rewrite the text by using their own language.

3.It is useful to teach this technique to students to understand the importance of using doctorless. Besides, it is important for teachers to report its importance and usefulness to them in order to strengthen and promote their work in the classroom, specifically oral and written presentation sessions.

4.It helps and motivates students to comprehend the text easily and work and interact with each other.

5.The opportunity to utilize grammar to modify the text is provided by this assignment.

6.It helps students obtain, construct, process, and provide information in spoken and written forms. Finally, students will have the opportunity to experience the pleasure of using English to communicate with each other. The are many studies show that importance of technique Dictogloss according to Jacobs and Small (2003). Dictogloss is only one of many cutting-edge teaching methods for second languages, many of which are well-suited to cooperative learning, can benefit from integration with content on global issues, and can be adapted in a variety of ways by inventive second language teachers.

Tsauri, S. S. (2021). According to the conclusions of the study, using Dictogloss as an instructional tool for listening results in positive benefits that help students improve their listening comprehension. Dictogloss is a flexible method that may be utilized not only in hearing skill, but also in other English abilities. It is

thought to be an effective listening teaching technique with a straightforward manner to complete it. The instructors are able to adapt their pupils' abilities to correspond with the implementation of the Dictogloss that will be employed when they use Dictogloss. Students are able to study listening in a step-by-step manner beginning with their teacher's voice and progressing to native speakers' voices. Because of this, it is definitely possible for the students to constantly enhance their talent without being required to study anything new that they are not already acquainted with. In conclusion, due to the limited extent of this study, it is anticipated that in the not-too-distant future there will be an expansion of research on topics that are similar to this one but have a different scope and background.

According to Nunan (2005) states that this new technique is used to teach the grammatical structures of a language. It can be used with students at any level of proficiency. It is a grammar dictation since it tests grammatical knowledge that students working collaboratively in authentic communication and the students in small groups can summarize a target text (p. 61).

Wajnryb (1990) states that Dictogloss activities have several benefits. These activities incorporate the four language skills of listening, reading, speaking, and writing. In addition, they provide students with the opportunity to discuss both subject and language. More specifically, Dictogloss exercises are an effective approach for introducing new facts to learners and encouraging them to listen to essential aspects. Further, they assist kids who lack confidence by encouraging them to join their groups as part of the activity's framework (Gibbons, 2002).

Dictogloss is simple to prepare and implement, because it demands learners to listen, converse, cooperate, take notes, think critically, revise, and present orally, making it a very effective language learning tool. Moreover, a Dictogloss lecture is more effective when accompanied by visuals, such as drawings, graphs, and charts to excite students' visual brains, since learners, as previously said, acquire information in a variety of ways (auditory-visual-kinesthetic-tactile). As a result, listening as a first presentation of language does not match any of these techniques. At Dictogloss lessons, novices may be partnered with more proficient classmates to foster the learning system's collaborative aspect (Wajnryb, 1990).

1.8.   The Study Plan

The following procedures will be taken into account in this study to validate its hypotheses and accomplish its objective:

1.Choosing a random sample of EFL preparatory school students and dividing them into two groups; one experimental is and the other is control, and all of which are equivalent in age and in parent's education levels.

2.The first group followed Dictogloss technique, that is referred to as the experimental group, whereas the second group is referred to as the control group.

3. pre-and post-tests will be administrated to both the experimental and the control groups to identify the effect of utilizing the Dictogloss technique on students' success.

4.Construction a pre-test and a post-test.

5.Estimating the validity, reliability, discrimination power and difficulty level of the test.

6. Exposing the two groups of students to the achievement test.

7.Treating the obtained results statistically.

1.9.   The Definitions of Basic Terms

Dictogloss: According to Harmer (2007), Dictogloss is "a collaborative writing in which students work together in groups to constructing a text read by the teacher" (p.119).

Communication: According to the well-known psycholinguist Carl Hovland, he described communication as "the process by which an individual (the communicator) transmits stimuli (usually verbal symbols) to modify the behavior of the other individuals (communicated)".

2. CHAPTER TWO THEORETICAL BACKGROUND & PREVIOUS STUDIES

Chapter two introduces the theoretical background and is presented in three sub-sections. The first one explains and discusses the main ideas of Dictogloss technique, whereas the second section describes communication skills and the final section deals with previous studies that are related to the current work.

2.1. Dictogloss Technique

2.1.1. The Concept of Dictogloss Technique

Dictogloss is a combination of two words: dictation and glossary. The first refers to a person's activity who reads aloud the passage and the audience writes down what they hear. The second word means terms with their definitions put next to them in a list (Anderson &Anderson, 2003, p. 46).

Dictogloss can be regarded as multiple skills because the students practice listening, writing, and speaking in order to complete the task by using vocabulary and grammar (English posting/Dictogloss/). According to Nunan (2005) states that this new technique is used to teach the grammatical structures of a language. It can be used with students at any level of proficiency. It is a grammar dictation since it tests grammatical knowledge that students working collaboratively in authentic communication and the students in small groups can summarize a target text (p. 61).

 In another study, Wajnryb (1990) defines "gloss as a paraphrase in the learners' own words ". There are few teachers who might not know this technique yet, and others who use it in their teaching and learning process. Therefore, Dictogloss is regarded a very new technique in language education (P.5).

In addition, Jacobs and Small (2003) describe Dictogloss as a language learning method that combines oral and written skills since the teacher reads a text loudly and the students can work in pairs to do a new version of the text (pp.1-15).

Dictogloss is a dictation practice in the classroom in which students listen to a section, jot down essential words, and then collaborate to build a reconstructed version

of the text. It was first developed by Wajnryb (1990) as a technique of teaching grammar of the traditional methods (Vasiljevic, 2010, p. 41).

Definition of 'Dictation' and 'Dictogloss Technique

According to the Dictionary of Oxford Advanced Learners (1995), "dictation is a test in which individuals are required to write down a piece that is read out in order to aid in their language learning". While dictation in its traditional form is beneficial for students learning a language, it has been critiqued as a rote learning approach in which pupils just repeat the material given by the instructor without thinking.

Wajnryb (1990) states that the roots of Dictogloss, which is sometimes known as 'grammar dictation' or 'dicto-comp,' date all the way back to Australia. Over the last decade, Dictogloss, which originated from dictation, has gained widespread popularity in English Education. "Dictogloss is a method of teaching that entails rapidly dictating a brief paragraph to a group of language students…Dictogloss is a listening exercise in which pupils repeatedly duplicate a short passage pronounced by the instructor" (p.8).

Dictation is a common method of language acquisition. It is an effective practice for teaching a number of language skills, including spelling, pronunciation, and listening comprehension. Dictogloss is quite similar to dictation, but it has one significant advantage. Dictogloss demands students to pay great attention to the text's significant grammatical elements. By carefully observing these grammatical aspects, students are likely to improve their grasp of grammar, particularly difficult-to-learn grammar points like tenses, subject-verb agreement, and so on.

When instructors use dictation, they simply read the target text numerous times to ensure that students can write the phrases as correctly as possible. Students do not write down the words or phrases dictated by professors in Dictogloss; rather, they recreate the meaning of the text using their own words.

2.1.2. Advantages of Dictogloss Technique

On the one hand, Vasiljevic (2010) states that there are many advantages of this technique:

1-It combines group and individual activities. It is an effective way of teaching since the students can take notes by themselves after they listen to the teacher and work to reconstruct the text together.

2- Learners communicative competence facilitated by its procedures. The collaborative work of construction task increases the opportunities of learners, and to use and practice all modes of language in communication, the students exchange the role of the task between them which uses clarification and confirmation.

3-The step of reconstruction of the text helps all the students attempt their hypotheses and find their weaknesses and strength, improve vocabulary acquisition and enhance rhetorical patterns awareness among students in using language. The stage of reconstruction also helps students encourage their strength and weaknesses.

4-It raises the autonomy of the students because they help each other to rewrite the text rather than depend on the information provided by the teachers. Students also see their out comings after the analysis and correction stages which in turn helps in developing strategies for solving problems.

5-Dictogloss offers a good way of teaching, listening comprehension, and students' listening skills assessment. Students need the identification of phonemic, recognition, and the analysis of syntax and semantic interpretation. Listening from other students forces to reconstruction a text.

6-The construction promotes vocabulary acquisition at the beginning stage since the work of students is to rewrite the meaning and the written form of the items of vocabulary.

7-The important point in this technique when the students work in small group is their anxiety will be reduced because they perform their tasks with their friends in front of small audience.

8-Dictogloss build the motivation of students in a cooperative and competition activity. It gives the chance to show the students' ability of self-confidence and responsibility (pp.41-52)

Wajnryb (1990) states that Dictogloss activities have several benefits. These activities incorporate the four language skills of listening, reading, speaking, and writing. In addition, they provide students with the opportunity to discuss both subject

and language. More specifically, Dictogloss exercises are an effective approach for introducing new facts to learners and encouraging them to listen to essential aspects. Further, they assist kids who lack confidence by encouraging them to join their groups as part of the activity's framework (Gibbons, 2002).

Dictogloss is simple to prepare and implement, because it demands learners to listen, converse, cooperate, take notes, think critically, revise, and present orally, making it a very effective language learning tool. Moreover, a Dictogloss lecture is more effective when accompanied by visuals, such as drawings, graphs, and charts to excite students' visual brains, since learners, as previously said, acquire information in a variety of ways (auditory-visual-kinesthetic-tactile). As a result, listening as a first presentation of language does not match any of these techniques. At Dictogloss lessons, novices may be partnered with more proficient classmates to foster the learning system's collaborative aspect (Wajnryb, 1990).

2.1.3.   Disadvantages of Dictogloss Technique

On the other hand, Rahmi (2019) states the following points:

1-The teaching and learning process of Dictogloss needs much time and very long procedures when it is perfectly applied in the classroom.

2-Dictogloss is not effective for weak students.

3-The less reliable test occurs when the dictation is not recorded on a tape; it affects the differences in the audience's speed of delivery.

4-In fact, the written passages mean dictation, whereby the teacher reads the text aloud and   helps the students understand the written and oral language.

5-If the text used is created previously for reading instead of listening, the practice may not be realistic.

6-The students do the task in front of their friends in the classroom and work in groups, thus reducing their anxiety (p.79). Apart from the issues listed above, Alderson (1997, p. 365) lists the following disadvantages of Dictogloss:

a) Dictogloss requires considerable time to employ effectively in the process of teaching and learning.

b) Teachers do not use this technique with less successful and low-level students.

c) If the dictation is not recorded on tape, the test will be less trustworthy, since there will be variations in the pace with which various readers deliver the text.

d) Because the dictation is really written passages that are read aloud, Dictagloss does not assist learners in distinguishing between oral and written language.

e) Book's exercises may be implausible if the material was written to be read aloud rather than spoken out in a conversation.

For a variety of reasons, Dictogloss has been employed in language acquisition. However, the usage of Dictogloss has always had a few disadvantages. The most serious disadvantage is that learners are not unaccustomed to this kind of instruction which may want to transcribe every word dictated. In addition, students may be reluctant to discussing and/or correcting their works with other groups.

2.1.4.   The Principles of Dictogloss Technique

Jacobs and Farrell (2001) explain that in implementing Dictogloss inside the classroom there are some important principles of language teaching which should be explained as follows:

1-Learner Autonomy

Van Lier (1996) reveals that a learner involves autonomy that the learners should have a choice of the curriculum, feel responsible to their own learning and understanding with their classmates. In fact, Dictogloss is a major shift from traditional dictation. The students reformulate the text again after taking notes while listening to the teacher twice at normal speed. Then the students can help each other reconstruct the text. Finally, they correctly know if their work is well done or not.

2-Co'operating among learners

In traditional dictation, the teachers ask their students to do the activity individually. In Dictogloss, the students listen to the teacher, take notes, and work

together. This technique allows the students to make a discussion between them and know if their answers are done well.

3-Curricular Integration

This principle includes combining the content of social studies and sciences with language teaching like grammar or writing skills since this happens in the traditional way of dictation. While in Dictogloss curricular integration, this is achieved easily by choosing passages or texts. e.g., if the goal is the integration of mathematics and language, in this way the teacher will help the students learn important mathematics vocabulary and grammar. The teacher should discuss the passage or the text in order to help their students build their knowledge about the topic of the text. The integration of language education and other curricular areas promotes integration with the language courses, and all language skills are used (Jacobs & Small, 2003, p.3).

4-Focus on Meaning

In the education of literary, the meaning focus will be on grammar and spelling, but in Dictogloss technique, the focus is on form and meaning. In this regard, Swain (1998, pp.125-126) states "When students focus on form, they must be engaged in the act of meaning-making".

5- Diversity

Diversity has a few different meanings. The first meaning is related to differences in the way of learning and in the background, so working in groups helps students take benefits from this diversity. The second meaning is that students differ in their strengths, so this led them to play many different roles inside their group. Any students who have much vocabulary and content knowledge of the topic can bring good reconstruction, similar to the students whose interpersonal skills are better in coordinating the group interaction.

6-Thinking skills

It means the ability to read, write, and think critically. The students work in groups, they need to think and challenge, learn, and elaborate to present a good reconstruction task. Thinking skills work when the students analyze reconstructed text

to compare with the original one. Thus, the students are asked by the teacher to write the text's main idea or write a summary to make their skill challenged.

7-Alternative Assessment

Omaggio (2001) shows that in the education of second language, evaluation measures have been criticized by examining the acquisition of a language in isolation, for example, assessing mastery via the use of single phrases or words rather than the whole texts. A number of context-based alternative evaluation methods have emerged in response to these concerns, including thinking aloud, peer criticism, portfolios, and dialogue journals.

In another study, Derewianka (1990) states that dictoglos provides a context-rich method for the students to participate in self- assessment and peer assessment. It deals with assessing the abilities of students' writing concerning the topics of any text. Also, the task of reformulating the text provides students with opportunities to show their knowledge of their understanding of the content and arrange the text's structure and linguistic characteristics while comprehending the content.

8-The current view of education does not regard teachers as all the stages they know, but as a companion who seeks knowledge with students. This knowledge can be related to learning and teaching or it can be knowledge about any field of activity. Consequently, Dictogloss can be used in two ways: (a) a teacher may keep an eye on his duties and put into practice what he observes in order to become a better teacher. (b) the teacher shares his students their interest in the topic of the text to apply with them related ideas (ibid).

2.1.5. Steps of Dictogloss Technique

Herrell and Jordan (2008) states that it is used at all ages of students. These steps are presented below:

1-The teacher selects a suitable text. Next, he/she reads it aloud at a natural speed and makes the students listen carefully.

2-In the second step, for the second time, the teacher reads the text orally. The students in this step put down the key words and important phrases while listening.

3- After that, the instructor assigns groups to their pupils and has them reassemble the text using their own words and notes. In this step, the teacher does not help them and does not give them any information.

4-The teacher divides the students into groups of four students and asks two pairs to recreate the text in a good way. The teacher's aim is to reconstruct the text as the original one.

5-During this stage, students will check their responses with the original text and fix their errors once the instructor corrects their writing by providing them certain codes (p. 246).

According to Jacobs and Small (2003), "Dictogloss is a strategy that is developed by Wajnryb (1990) to be used with high school students since it is suitable for all ages". The steps are:

1-Preparation

In this step, students will prepare the text and cover the vocabulary related to the topic. Next, the teacher will make sure that his/her students know what they should do. Finally, the teacher divides the students into groups.

2-Dictation

To prepare for the next stage, the students have to listen to the dictation twice. They should just listen the first time, and then take notes when the dictation is being given. When students write their final drafts, teachers urge them to revise their work.

3-Reconstruction

After the dictation step, the students will be working in groups. In this step, the role of the teacher after the students' taking notes is to monitor the students' activity. He/she does not give them any information and does not allow his/her students to copy all the words in the text.

4-Analysis and correction

Correction and analysis may be accomplished in a variety of ways. Each group may share their reconstructed versions, or one sample may be explored in further details and compared to the original one to ensure proper text organizations, tense, third-person use, and content-specific terminology.

e.g., Given the class's recent emphasis on extending noun groups, after the reconstruction's content has been determined and matched to the mentor text, an additional emphasis on noun groups may occur.

The following is an example of a sentence "'It has a black stripe from nose to mid-back and a long bushy tail, usually with a white tip' could be further analyzed to determine the two noun groups (a black stripe from nose to mid-back /a long bushy tail, usually with a white tip) joined by the conjunction 'and'. Students can revisit their version and highlight the noun groups in their sentence as a comparison."

Finally, the teacher does not allow the students to see the text until they finish the exam. In the analysis and correction steps, the teacher uses the blackboard and the overhead projector. In this way, the analysis correction step will involve discussions and feedback.

A Dictogloss lesson typically involves the following steps: 1. Pre-listening: The teacher summarizes the text's main ideas and teaching points, for example, simple present versus present prefect.

2.To begin, the teacher reads the material at a usual rate. Students listen in order to get a broad/understanding.

3. Teacher reads the book aloud for the second time at a little slower pace. Students jot down significant phrases or words from the book.

4. Teacher reads the material aloud for the third time. Students take an increased number of notes.

5. Group work: Students work in pairs or small groups to rebuild the text using their notes.

6. Students compare their reconstructed text with the script.

7. In conclusion, the teacher delivers comments on critical teaching areas.

8. Individually, students compose a brief statement outlining their strategy for further developing their understanding of the simple present and present perfect tenses (Wajnryb, 1990).

Freeman and Anderson (2011, p.18) (as cited in Widhiasih, 2019, p.62) states that students listen twice to the text while reading the passage and gain the main idea

and listen for the second time for the details. Next, students should remember the words and phrases and write them down, then the teacher asks them to reformulate what has been read or listened to. Next, the students will work with their peers to recreate the text that has been heard. So all the students in the class will share what they write.

The followings are the steps for implementing Dictogloss in the classroom: The processes involved in implementing the Dictogloss approach are shown in a lesson plan model, and we can summarize the steps in the following points:

• The instructor reads a brief text on a relevant subject at a regular reading pace.

• Students first listen and then take notes.

• The instructor then writes the new word on the board before reading the text once again.

• Students work in pairs to communicate their notes.

• For the last time, the instructor reads the identical material at usual pace.

• Students work in fours to create the written version of the text that is intended to be as accurate as possible. Teachers may use the Dictogloss Strategy in a variety of ways.:

1.Three times, the instructor reads the text. The first is for listening alone, the second for taking notes, and the third for highlighting the significant terminology.

2- The teacher instructs pupils to write a summary of the literature they have just heard.

3- Students work in pairs to co-create the summary they created before.

4- Each pair consists of a group of four students who collaborate to develop a fresh summary of the same material. They compare and contrast themselves in order to hone pupils' ability to analyze and synthesize information (Gibbons, 2009, p. 14).

2.1.6.   Importance of Dictogloss Technique

Vasiljevic (2010) explains Dictogloss' importance as one of the most important techniques of language learning and teaching that are used because it conveys many advantages in its implementation. It is a beneficial process for the following reasons:

1- Providing opportunities to students to use critical thinking for individual or group learning.

2- When applying this technique, students rely on their peers instead of their teachers to acquire knowledge, which means that the autonomy of the learner is promoted. It also provides writing activities (p.52).

Gibbons (2015) mentions that the purpose of a Dictogloss is for students' group to duplicate a spoken text in the writing form by taking notes and sharing expertise within a small group. The group must produce a written piece that is almost identical to the original; this includes text style and organization, syntax, tense, topic-specific terminology, and content.

Gibbons (2009; 2015) adds that this activity is especially beneficial for students since the conversation that occurs during reconstruction aids in improving the comprehension of all these factors.

In this regard, students undertake to use the following when they work together to reconstruct a heard text:

• Meta language: when someone talks about language, it means that language. Students together construct and discuss the forms and rules they need to include to make meaning. For example, students might say:

• A capital letter should be used at the beginning of the sentence.

As a result, we must include an independent clause to make sense of the sentence on its own.

• Begin a new paragraph with the word.

• Those concepts may be brought together using a conjunction.

• Language is appropriate to the topic of the heard text, spelling methods and guidelines, and other related information. It is recommended that you utilize a dictionary.

• The creation and testing of hypotheses related to students' experiment with many linguistic forms and systems, including:

the tense type (in which tense should we write) is important.

• What is the genre of the song?

• How are we going to organize the content?

2.1.7.　Teacher's and Learners' Role

It is very beneficial for learners to understand the benefits of learning cooperatively, and teachers should encourage students to learn independently. Students should know that they have one goal in this process. They should understand that the primary goal of Dictogloss reformulation tasks is not grammatical correctness, but the provision of material through which students may assist one another (Johnson & Johnson, 1999, pp.4-7).

Cooperative learning means to get the students work together to achieve the goal and assume two responsibilities. The first is to maximize their own learning and the other is to maximize the learning of all group members. The students must remind students of the concept of working groups, so that students can help each other. Importantly, the teacher helps weak students avoid becoming weak. In addition, different types of groups are also important genres to improve group performance (Johnson & Johnson,1999, pp.4-7).

"Cooperative learning can be seen as window into the minds of students. In addition, combining of Dictogloss and cooperative learning makes the learning process of language skills more meaningful" (Jacop & Small, 2003).

Dictogloss, a collaborative writing job that emphasizes form, is formed from the term's "dictation" and "composition." Dictogloss is a task-based approach that enables students to reflect on their own output through text reconstruction. Two times at regular speed, a brief dense text is read, whereby students' role is to listen in the first time to let the words "wash over them" (Wajnryb, 1990, p. 8). Students are urged to take notes in the second time. The next step involves students working in small groups

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to rebuild the text, combining their individual notes and linguistic resources, and attempting to keep the original text's informative substance (Malmqvist, 2005).

Following that, the different text versions are examined and compared. Later, a boundary is drawn between acceptable and undesirable variances. Wajnryb (1990, p. 10) identified interaction, active participation, and language skill development as critical components of the Dictogloss approach. By doing so, learners become actively involved in the learning process. Students face their own strengths and flaws in English language usage as a result of their active participation. They learn what they do not know and then what they need to know through this process. They develop their linguistic abilities as a result of this procedure.

Besides, Vasiljevic (2010) discusses how the Dictogloss technique assists learners in developing their communication ability. Students get more speaking time than they would in a regular teacher-centered classroom. Simultaneously, the pressure to recreate the text within the allotted time implies that students are more inclined to make efficient use of their time. Further, students communicate far more naturally in Dictogloss lessons than they do in sessions that include a list of discussion questions or communication exercises that follow a standard question-and-answer style. A collaborative reconstruction activity allows students to practice and utilize all kinds of language while also engaging in real dialogue. Turn-taking is increased, and pupils are more likely to use confirmation and explanation tactics.

More specifically, the Dictogloss technique fosters learners' autonomy. Students are supposed to assist one another in recreating the text rather than relying on the instructor for assistance. The analysis and rectification step helps students identify areas of strength and weakness. Students acquire insights into their own language deficiencies and also discover solutions for resolving the issues they face.

2.1.8.   Variations on Dictogloss Technique

Many variations on Dictogloss can be described in the following sub- sections:

A: Dictogloss Negotiation

Discussing what they heard is not achieved after the teacher finishes reading; rather, the discussion starts after reading each part of the text. The text includes very

long sentences, and the difficulty of the text should be related to the levels of the students.

B: Dictation Under Student's Control

Students control the instructor like a tape recorder, allowing them to continue or stop recording. However, the students should keep in mind that the purpose of Dictogloss is to create a proper reconstruction rather than a photocopy.

C: Student-Student Dictation

The students take turns to read to each other instead of having the teacher read the text. The Dictogloss software helps them operate better once they have gotten to know one another. All group members participate equally, whereby personal responsibility (each member takes turns directing activities) and active interdependence between group members in investigating meaning and accuracy together are all important components of cooperative learning in this variant.

D: Summaries prepared with a Dictogloss

For the most part, students use the Dictogloss software to produce a transcript that is as close as possible to the original. The Dictogloss Summaries, on the other hand, simply include the most important points of the original text**.**

E: Scrambled Sentence Dictogloss

When teaching multiple languages, using Scrambled Sentences is a tried-and-true method. In order to increase the level of difficulty, Dictogloss employs this technique, which aims to get students concentrate on how each piece of a text fits together.

F: Elaboration Dictogloss

According to Airey (2002), students do not only reproduce what they hear; they also enhance it. For starters, you may look at the detailed approach, such as adding adjectives and adverbs, such as "personal experiences", "reasons", and "effects" for instance".

G: Dictogloss Opinion

In Dictogloss Opinion, students express their opinions towards the authors' thoughts after reconstructing the text. These points of view may be placed anywhere in

the text, from the beginning to the conclusion. If the author's ideas are promoted via the use of student's comments interspersed throughout the text, this works well.

H - Using Pictures as a Guide

According to Airey (2002), dictation does not need the completion of paragraphs and phrases; rather, students may complete a graphic organizer.

2.1.9. Dictogloss Technique Procedure

A Dictogloss is an instructional procedure that includes the rapid recitation of a brief text to a class of language learners. The students make notes as they go through the reading of the book, and thereafter, while working in smaller groups, they continue to put the text back together as a collaborative project.

2.1.9.1. Dictogloss Listening Procedures

Wajnryb (1990) classified Dictogloss into four stages:

1-Preparation.

2-Dictation or listening process.

3-Reconstruction.

4-Analysis and correction.

Rahmi (2019) explains that there are five basic stages in Dictogloss which are used to focus on the form and which can be applied in the process of teaching and learning as follows:

1-The stage of listening: in this stage, the teacher prepares students for the topic of the text by storytelling and the discussion of the whole class.

2-Noticing stage: the students take notes while listening to the text in the next time.

3-Active stage: teachers put the students in groups to work together to write again the text that is prepared by the teacher.

4-The stage of checking: all the students will start to analyze and compare their writing and check it if there is any mistake in order to correct it.

5-Writing stage, finally, the students have a chance to write the same text by themselves to present their understanding of it.

2.1.9.2. Dictogloss Speaking Procedures

There are two procedures of Dictogloss technique given by experts; they are David Nunan procedure and Miguel's procedure;

1. Nunan procedure

According to Nunan (1991) indicate that students are given the task of writing as many words as they can based on what they have heard in the past after their professors have dictated a text to them. It has the potential to be an excellent method of teaching listening. He splits the method for Dictogloss into four parts. The instructor and pupils carry out the following phases in this procedure:

a. Planning Teachers prepare students for the material they are about to read by asking questions and discussing a stimulus image by teaching terminology ensuring that students understand what they are intended to accomplish, and ensuring that students are grouped appropriately.

b. Dictation Students are exposed to dictation twice. They listen just in the first time to obtain a sense of the text. They take notes in the second time, being urged to listen for key terms that will aid them in reconstructing the text.

c. Rehabilitation Following dictation; The students pool their notes and create their own version of the text. It is critical that the instructor refrains from providing any verbal input at this time.

d. Examination and Correction: There are several approaches to this step. The small group versions may be printed on the board or overhead projector, and the material can be photocopied and distributed, or the students can compare their versions of phrase/sentence to the original.

2. Miguel' Procedure

These were completed by both the instructor and the student throughout this method;

a. Dividing the learners into three or four small groups.

b. A brief piece that the instructor reads aloud to pupils at a typical pace.

c. Instructing students to jot down important words and lexical elements they hear as the material is read aloud. While it is ideal for learners to hear the book just once, instructors may find that they need to read it more than once with certain students.

d. In the class, students put notes and try to rebuild a text from their pooled resources that encompass the passage's major themes and approximates the passage's general staging language choices.

e. Requiring groups to proofread and modify their texts at the beginning to present them to the class in an oral or written format.

f. Requiring groups to compare their texts to the original text and explain any discrepancies. The summarized technique above includes the information provided by the specialists. To assist the writer in performing the study, she separated the methods into four phases as follows:

a. Planning: The instructor used this procedure to acclimate the kids to the material they would hear. To ensure that pupils understood their assignments, the instructor divides them into groups and assigns them to suitable groups.

b. Dictatorship: The instructor reads the material aloud four times; in the first time, pupils listen solely and gain a broad understanding of the content. In the second, third, and fourth readings, the pupils are required to jot down as many words as they could recognize, but they are not permitted to take the whole text.

b. Examination and Correction: The instructor distributes the photocopied material to the students, who then compare their version to the original to explain the discrepancies.

Wilson, Edward E. Procedure: When analyzing the pupils' writing, the following factors were considered:

a. Structure: When organizing a piece of writing, it is critical to convey concepts and facts consistently, so that readers can follow along effortlessly. The author assigns a score of 20% to this element.

b. Voice refers to all the characteristics that distinguish one's writing from that of others. It encompasses the manner in which words and phrases are used, the sorts of themes covered, and the viewpoint brought to those issues. It receives a 15% score for this attribute.

c. Word Selection: The word is the skeleton of a piece of text. Each phrase must express the desired idea correctly. The choice of words is critical while judging the work. As a result, the writer assigns a score of 25% to this facet.

d. Fluency of Sentences: Each phrase in writing must flow naturally from the previous one. To link sentences, transitions must be employed. In addition, the length and 29 structures of sentences must be altered to aid in the development of the rhythm. This score is 15%, i.e. Conventions English grammar, use, mechanics, and spelling must be all adhered to. Aspects of the conventions are discussed 25%.

When writing, the students in the group often commit errors in norms, particularly in grammar and spelling. The most critical component of grading pupils' work is their word choice. The components of assessing students' writing are quite beneficial in assisting the writer in evaluating the outcome of students' writing.

According to Stewart et al. (2014), in their study, state that Dictogloss improve students' ability. The goal is to use Dictogloss as a means for teachers as well as students to recall the development communications while distinguishing intonation units and developing appropriate intonation. They develop six stages to guide the teacher to enhance their students' abilities to distinguish intonations. Therefore. the teachers follow the following six stages:

1-Initiation Stage

The first stage is to establish a schema for the students in the classroom before playing the report, and then choosing a topic for the spoken Dictogloss according to the students' needs, interests, and preparation. Teachers discuss topics and how

students' personal experiences and interests are related to them. They can also discuss other features of news broadcasts, such as conveying general and specific texts, the what-how-when……of the text, and the overall discourse structure of the new program itself. Depending on the content of the discussion and the language level, the teacher initiates the phase in 15-20 minutes or more.

2- Input Stage

This stage takes from 15 to 20 minutes. The teacher can only play the report once without interruption. The students themselves (i.e., alone) create visual representations of the text in the form of drawings, graphic organizers, outlines, or flowcharts. At this point, the listeners take notes or write down key words, depending on the students' understanding of the first listening information. The teacher can broadcast again until the students complete the main points. The teacher's role is to promote the communicative discourse.

3-Independent Stage

In this stage, students cooperate with each other. The idea of the teacher at this stage is to divide the students in the class into groups in either audio or video according to the number of speakers. Students form groups compare their respective visual performance with the goal of developing a single groups' visual performance by agreeing on as many details as possible from the original broadcast. They also decide how to take on each of the roles described in the report, that is usually a broadcaster, interviewers, and interviewees. After each group has determined the role and script, it can be played for the last time to provide students with the last model. This stage may take 15 to 20 minutes by depending on the context.

4-Rehersal Stage

Teachers at this stage review the visual performance, and each group tells the teacher their role. The review process ensures that each team has enough details to produce an accurate script. with the teacher's consent, all students rewrite their own broadcast scripts and try to change the original details. This helps students create another kind of information and elaborate on the details of the text. The goal is to retain students the original broadcast and then provide students with creative space as they wish. Each student has five minutes to prepare for the broadcast. Students listen to themselves through recording and then evaluate their performance. The teacher then provides feedback on the performance. Since this variant of Dictogloss allows learners

to read from the script, it can solve all aspects of spoken language such as, voice projection, intonation, volume, etc. This takes 20-40 minutes. After that, the students perform in front of the class and record 2 or 3 times by themselves, then they decide which one is the best.

Students also make videos that they broadcast and ask others to evaluate performance based on predetermined criteria. The scoring standard of these standards is a valuable evaluation tool that is not only to prepare for the performance but also to evaluate performance. Students and teachers can develop scoring rubrics before performing tasks, or teachers can introduce a predetermined rubric that applies to both the measurement process and product.

5-Performance Stage

Students at this stage perform in front of the whole class. If the number of students in a class exceeds 30, the group will be matched and evaluated with each other. Then, the groups will complete their assessments successively. When students look at each other, the teacher monitors the performance and provides additional feedback. The role of the teacher is to walk around the room. He will see common mistakes in their conversations, as well as the students' assessment of the mistakes is found.

6-Reflective Stage

Students in the final stage of spoken Dictogloss should reflect on their personal mistakes. It allows students to prioritize the most common mistakes they make. At this stage, teachers should explain the importance of supporting each other's language development and the need to supplement error correction with positive things. The Dictogloss program offers the flexibility for work, whereby others can fine-tune to suit local conditions. The time will depend on the teacher's preference, the learner's profile, and the type of course offered. In spoken Dictogloss, students pay more attention to creating spontaneous language rather than reading scripts, but at the same time, it encourages the integration of language skills on the one hand, and the key role of students to evaluate the impact of self-evaluation and peer evaluation on learning on the other hand. Consequently, this leads teachers to rethink how students perceive their role as teaching readers (p.17).

2.1.10.   Dictogloss as A Comprehensive Technique

According to Younis and Bataineh (2016), "Dictogloss has been shown to benefit EFL students' language development in both writing and the other three language skills" (p.47) Besides, Stewart, Silva, and González (2014) add "it also contributes to the expansion of other areas of linguistic, communicative, and human development (e.g., writing, opinion-sharing, and learner-centered negotiation) that involve both students and teachers" (p.87), thus contributing to the promotion of language productive skills such as writing and speaking among language learners while also integrating other skills. It is an interactive dictation teaching approach that utilizes dictation activities in which students listen to a brief text, take notes on keywords, and then collaborate to build a reconstructed version of the original text. It promotes cooperative learning and may help enhance both the teacher's and students' listening abilities.

In another study, Dictogloss is defined "an interactive method to language learning in which text is used to teach the language". Reconstruction increases both meaning negotiation and cooperative activity, which both contribute to the learners' learning process "(Vasiljevic, 2010, p. 41).

2.1.11.   The Five Fundamental Stages of the Teaching–Learning Process

Shak (2006, p.49) explains in her study on students who use Dictogloss, five fundamental steps (listening, observing, action, checking, and writing) that may be included into the process of teaching and learning as follows:

a) Hearing: the instructor prepares students for the Dictogloss text's subject via narrative, first-time listening, and whole-class discussion.

b) Noticing: it used by learners when they take notes during and after listening to the text at regular pace for reading aloud for the second time.

c) Activity: students work in small groups to construct texts based on what they hear.

d) Checking: this step is utilized to assess and compare the different written

versions in a whole-class environment, as well as to ensure that they are on track.

e) Writing stage: this is specifically designed to allow students to create a comparable text on their own and show their comprehension of the reading.

2.1.12. Implementation of Dictogloss

To ensure that Dictogloss is implemented truly, it is critical that learners understand cooperative learning (CL) benefits. To ensure that CL is successful, the teacher should clarify the concept, justify the task selection, and raise the awareness of students of independent learning benefits.

The Dictogloss technique is intended to demonstrate to students that they have a shared purpose. Teachers should remind the students that the goal of the Dictogloss reconstruction job is not grammatical perfection, but rather something they can assist one another with. More specifically, cooperative learning is intended to motivate students to collaborate in order to accomplish common objectives. In their study, Johnson and Johnson (1999) emphasize that students in cooperative learning have two responsibilities: to enhance their individual learning and maximize the learning of all group members. Heterogeneous group teams have greater advantages than homogenous ones. Teachers are responsible for developing group dynamics, and the critical factor to consider is the students' abilities.

The instructor must explain the notion of a working group to the students in order to motivate them to assist one another. The instructor must choose the kids who will form a group to prevent pupils from continually working with the same partner. In addition, it is meant to prevent weak students from becoming weaker and stronger students from becoming stronger. Creating groups with a variety of genres is critical for improving group performance (Maznevski, 1994). As Johnson and Johnson (1999) state, cooperative learning may be seen as a "window into students' thoughts" (p.168) Further, integrating Dictogloss with cooperative learning makes the process of language skill acquisition more meaningful (Jacob & Small, 2003).

While the Dictogloss technique has several benefits, there are three critical points to consider while using it. The first is connected to the learners' sociocultural milieu. The second is related to the makeup and dynamics of workgroups. The final

point of contention is appraisal of students. To execute the Dictogloss strategy successfully, it is critical that learners understand the advantages of collaborative learning. No curriculum can be considered learner-centered unless it takes into consideration the learners' subjective needs and views regarding the learning process (Nunan, 1988). Students are prone to feel disappointed if they believe the curriculum and approach do not meet their needs. In other words, instruction that is in opposition with the learners' chosen learning style will be of little use to them in the long term and will create conflicts between the learners and the instructor (Wajnryb, 1990).

Collaborative learning does not immediately encourage students or instill in them an awareness of their obligation to build their communication abilities. An incompatibility between students in some cultures (e.g., Japanese, Korean, or Chinese) is used to teacher-centered settings and do not necessarily see peer contact as beneficial to their learning. Expectations of independent learning and student freedom are diametrically opposed to these nations' educational traditions. Students in these cultures expect to be guided by the instructor at all levels of the learning process. When students used to teacher-centered instruction are required to work alone, they often express fear that their faults will not be rectified, and their language will not improve due to the little time they spend with the instructor.

Collaborative learning does not immediately encourage students or instill in them awareness of their obligation to build their communication abilities. A disconnect between students' expectations and curricular material and pedagogical techniques on the one hand is likely to result in student's discontent with the teaching method and may severely impair student's motivation on the other hand. As a result, it is critical to respect students' expectations and attitudes about learning. Teachers must provide a reason for their technique, which may be based on a variety of educational traditions. To make cooperative learning effective, instructors must explain the underlying ideas, justify the task selection, and raise students' understanding of the advantages of autonomous learning. This entails convincing learners that they share the same purpose.

The instructors should remind their students that the reconstruction work is not about grammatical precision, but about a subject recall, which may assist each other. In addition, it should be noted that using the transcript and checklist, and learners may

simply validate any items they missed. While this may not always remove the impacts of cognitive and sociocultural variables, it can significantly reduce their impact. Further, students' desire to engage is likely to rise if they grasp the purpose of the activity and the value of what they are doing (Vasiljevic, 2010).

As per Nunan (1995) asserts that the Dictogloss approach serves as a valuable link between bottom-up and top-down comprehension. At the beginning, learners' primary objective is to identify particular components within the text — a bottom-up method. The following is an example of a Dictogloss: The four teachers then describe the work and read a brief paragraph about the garden to the students in the class, and they just listen. Then, the teacher repeats the text and the learners take notes, and recreate the text in groups. In this task, students must rebuild a brief text by listening to it and jotting down significant terms that will be used as a foundation for reconstruction. However, any or all of the following top-down tactics may be used during the small group conversations. In each of these instances, the listener will combine preexisting information from inside his or her thinking with the hint gleaned during the dictation.

Dictogloss is based on the axiom that two heads are preferable than one. Students may pool their resources, and even low-level learners can exceed their ability via collaborative efforts (Nunan, 1995, p. 28). Nassaji (as mentioned in Abbasian, 2013, p. 1371) indicates that requiring learners to engage in purposeful and cooperative language comprehension and production via the use of Dictogloss may be a manner of merging an emphasis on form and process-based communication.

2.1.13. Examples of Activities in Dictogloss Technique

Dictogloss is regarded as a supported dictation. The instructor reads a brief, curriculum-related text numerous times, and the students attempt to create their own version as closely as possible to the original. The ideal Dictogloss literature is just above the learners' language level, yet it contains familiar topic matters. It may include the introduction of new terminology or sentence patterns.

The process is:

1. Instructor reads aloud a brief piece on a common subject.

2. The students pay attention and take notes.

3. The instructor reads the passage aloud again.

4. The students are divided into pairs and exchange their notes.

5. The instructor reads the book aloud one last time at a typical reading pace.

6. Learners work in pairs to create a written version in the final form of the content. Its purpose is to become close to the original as much as possible.

2.2. Here are Some Examples of Activities

In all curriculum areas, we can use Dictogloss and all proficiency levels in English from New to English to Fluent. The age of the suitable learners eight and above.

1. Practices Examination:

Dictogloss may be beneficial for providing model responses to test problems requiring a longer response, such as explaining a graph in science or economics. Preparing the lesson by writing or obtaining a sample response. Providing pupils with a GCSE question that requires them to describe the information contained in a graph and to illustrate the graph. Then, as explained before, utilizing the model response as a Dictogloss text.

2. Introducing a genre:

It is an effective technique to demonstrate how to write in a certain genre.

Biographical writing is an example. Examining the final written form at the conclusion enables you to highlight essential characteristics of the text and frequently used terms in that genre.

3. Academic language:

Dictogloss is ideal for encouraging students to utilize academic language by presenting sophisticated language patterns that they may not be familiar with in their own work. For instance, you can use Dictogloss to create a sample beginning for a literature essay - a kind of academic writing that many students struggle with.

2.3. Dictogloss is a Great Idea for Foreign /Second Language learners

For teachers, the main advantage of this technique is it is very easy to prepare and set up:

• Choose a text that is no longer than a paragraph in length at first, until learners gain familiarity with the activity.

• Ensure that the selected text is an excellent example of the style and language content that learners should produce.

• Supplement with visuals that are displayed while the text is read aloud; • Assist newer or younger EAL learners with spelling by providing a few key words.

Dictogloss is an excellent choice for mixed ability classrooms. It blends the four domains of language acquisition (speaking, listening, reading/viewing, and writing) and is a very successful language learning tool because it forces learners to listen, communicate, cooperate, take notes, revise, and present orally. There is a considerable corpus of research demonstrating the value of collaborative learning, for example, Michael Halliday's, Jerome Bruner's, and Neil Mercer's work.

Swain and Lapkin (1995) argue that Dictogloss actively promotes learners to speak with a purpose, and attracts learners' attention to essential characteristics of English, which NALDIC (1999) considers as a critical part of effective EAL practice. It is a wonderful technique to scaffold learning, as Lev Vygotsky and Pauline Gibbons advocate, since learners will encounter and utilize English at a somewhat higher level than their native language. Dictogloss is also a great model for academic language development, which EAL learners need in order to realize their full potential (Nagy & Townsend, 2012).

2.4. Dictogloss Role in enhancing the Communication Skills

Before speaking about the role of Dictogloss in enhancing the communication skills, the researcher gives some information about the communication skills itself. According to Schramm (1993), the word 'communication' is derived from the Latin word "communis" which means "common" when we communicate. When we talk to someone, we are looking for points of agreement. That is, we are attempting to spread

knowledge, concepts, or viewpoints, whereby interpersonal connections are created and devolved via communication.

In another study, Wambui, Wangare, Kibui, Alice, & Gathuthi (2015) state that communication is defined as the act of providing, receiving, or exchanging information, ideas, or signals through suitable mediums. Body language, speaking, and writing abilities are all included in this description. It also provides an overview of communication objectives and stresses on the importance of listening (p. 2).

Therefore, Dictogloss pave the way to enhance the communication skills by providing the students the ability to successfully convey information to understand actions, which include listening, speaking, observation, and compassion. This ability helps people understand communication in face-to-face interactions, telephone conversations, and digital communications. In addition, communication skills are the abilities that people use when providing and receiving different types of information.

Communication occurs in three ways: verbal, nonverbal, and visual. The meaning of communication is the exchange of information between people; one of which is to receive or provide information. It is important to understand the different methods of exchanging information, especially in business and professional environments.

2.4.1.   Dictogloss and Kinds of Communication Skills

As for Wambui, et al. (2015) indicate that there is a remarkable relation between Dictogloss and the kinds of communications skills because dictogloss helps the students to get a high ability to read and comprehend and to be a competent communicator, whereby they need to have certain communication skills. These kinds can be divided into three categories:

1-Verbal

It means communicating through spoken language which is the most obvious communication skill. It stands for spoken language, face –to-face conversation, talking on the phone, speaking to a group, and one of the most popular forms of teleconferencing is video conferencing, so, it is essential for most interactions. People use a common language to communicate with others through dialogue and

communication channels. Many people's verbal communication is good in their personal lives, but problems arise in their professional lives. This is why the emphasis is on practicing language to overcome this problem (p. 2).

A-Written

It includes written forms of information, such as social media posts, emails, reports, texts, text messages, and letters, etc.

This type has some <u>advantages</u>:

1-It is more precise and explicit.

2-It provides ready –made records and references.

3-The information is easier to be understood rather than verbal communication.

4-The sender of the message can modify the message before sending it.

5-It is suitable for complex instructions (Wambui, Wangare, Kibui, Alice, & Gathuthi 2015).

There are also some disadvantages:

1-It may not always be read by people.

2-It takes time and is considered time- consuming.

3-The teacher does not give feedback immediately.

4-It needs a person with good vocabulary and capability of language.

B-Oral /Spoken Communication

It is an effective form when we talk to others. It involves the spoken language used directly or indirectly as a channel of communication, and conveys information through a channel in only one form (i.e., sound). It is like a person talking on a phone or face-to-face or by chart room or by voice notes, etc. This comes from oral communication, and has several <u>advantages</u>:

1-The teacher gives timely and spontaneous feedback in oral communications.

2-It saves time, effort, and money.

3-It is essential for team energy and teamwork.

4-This type is most suitable for transmitting information.

There are also some <u>disadvantages</u>:

1-If the message is presented in a poor way, it leads to a wrong response and misunderstanding.

2-It is not as true as written because it is not well-organized.

3-It is not easy to maintain.

4-It requires the audience's attention and great receptivity.

(Wenbin Nah, 2008)

2-Nonverbal communication

This kind provides some insights into the speaker's wording. Irony, complacency, deceit, or sincerity occurs in non-verbal communication, where people communicate in average 50% to 60% through ordinary non-verbal communication. For example, body language includes gestures, facial expressions, postures and even appearance, nodding and other physical actions. These can convey something about the speaker. People use this type in professional and personal environment. An example is a person who speaks in a beautiful suit, stands upright, and speaks clearly, and may appear more serious or more knowledgeable. In this case, the message is relayed without text transmission. The message here is a wordless message.

Mc Connell (2003) believes that nonverbal is the act of creating or expressing meaning in addition to spoken or written communication.

It has three elements:

a-appearance such as the speaker's dress, cleanliness, hair, and cosmetics and the surrounding environment, such as room size, lighting, decorations, and furniture.

b-language, such as, facial expressions, gestures, and people's position in the important elements of language communication.

c-Sounds, such as pitch, volume, speech of speech.

According to Argyle (1988), non-physical behaviors have five functions in human communication which are:

1-Expressions of emotions.

2-Expressions of interpersonal attitudes.

3-Managing interaction of the cues between speakers in the company: speakers and listeners.

4-Introducing yourself to a person's personality.

5-Ceremony /Greeting.

Wambui, Wangare, Kibui, Alice, and Gathuthi (2015) determine the advantages of non- verbal as follows:

1-People can communicate with each another without hearing each other.

2- People can communicate in one place when he/she cannot speak loudly.

3-If he /she is far away from people, people will learn to raise their hands and say goodbye through gestures.

4-It represent a short conversation.

5-People of different languages can understand through this kind of communication.

 On the other hand, the disadvantages are:

1-It cannot allow a long conversation.

2-People from different cultures may have different non-verbal communication.

3-It is not a public communication tool, and we cannot use it everywhere.

3-Visual Communication

This type includes signs, maps, charts, pictures, drawing maps as well as color or graphic design. This communication strengthens verbal communication, and helps the speaker remember important topics. It also helps convey the information presented. In the contemporary world, it is much desired to have good visual communication abilities, since they are a more intelligent form of communication. Becoming an excellent visual communicator requires a lot of practice and effort.

2.4.2.   The Importance of Communication Skills

There are many important points about communication skills. They are:

1-People communicate to gain knowledge from schools, universities, etc.

2- Give people opportunities to participate in daily life.

3-We talk about and ask some reasons for our communication.

4-We listen and discuss the needs of social life.

5-It strengthens the relationship because people need each other.

6-It helps improve the body language.

7-It helps people do their job.

8- Teachers can communicate with students and understand each other during the teaching process.

9-In our daily life, we need to communicate in marketing, advertising, and sales.

10-It helps create communication for a business or organization.

2.4.3.   Tips for Improving Communication Skills

There are ten techniques to improve the skills of communication:

1-Improve Body Language

People always look at another person's character and know him from the first impression based on the body language.

2-Direct and To the Point

Time consuming of communication is when people are not keeping short or simple conversations. In other words, people should come to the point.

3-Listen

It means listening to the other person 's voice and paying attention to the conversation.

4-Read

People having good knowledge means that they are good communicators. People need to read to gain knowledge and understand schools, universities, companies, and industries, etc.

5-Discuss

Interpersonal discussion is necessary, but do not speak for yourself, let others speak.

6-Be Respectful

An important point in communication is that a person should be a good person. If not, you will be respected and you will get a good practice of respecting people.

7-Know Your Audience

It is important to understand the audience with whom you are talking, and to know the appropriate conversation situation. Because there is a basic way of communication between people, people of different levels or ages should talk in different ways and beginners also talk in another way.

8-Repeat Key Communication

The methodical person only talks about the key aspects of dissemination from beginning to end, so that the audience can get better information.

9-Get Feedback

It is important to get feedback from a friend or any other person to understand that his communication is good.

10-Keep Working on It

All the previous points are interrelated. If a person uses all these points, he will be an excellent communicator.

2.4.4. An Introductory Note

The third section includes some related studies on Dictogloss Technique.

Although previous studies are more or less different in purposes, samples, results and procedures which are used to achieve the expected goals, they enrich the current research.

These studies will be discussed with reference to the current study's aims, samples, instruments, and results.

Gallego (2014)   The basic aim of is to determine which level of proficiency that is suitable for the Dictogloss technique application, and to students' opinions of the students on its effectiveness and practicality. The participants of this study were 497 Spanish learners. They were studied in 25 classes. The researcher has used a questionnaire as a tool in this study. The results show that high-level and low-level students have achieved better results by using Dictogloss, and all students have improved its effectiveness and useful for their studies.

Similarly,Latif (2016) The aim is to look at how Dictogloss can effectively improve the vocabulary mastery of second grade learners of SMPN 20 Bulukumba and to find out whether this technique is effective or not. The headmaster of SMPN 20 Bulukumba is the sample. Researcher divided the class into two groups: an (Ex and a Co groups) they are VIIIA as an (Ex) and VIIIC as a (Co).   The researcher uses a test as a tool, which aims to collect learners' vocabulary mastery. The test is given to the learners through pretest and posttest. The finding of this study shows that teaching vocabulary through this technique increase the learner's ability in vocabulary mastery. In other words, this technique is very effective and beneficial in increasing the learners' ability in mastering vocabularies for the second-grade students of SMPN 20 Bulukumba.

Muthmainnah & Asrifan (2018) The aim is to know the effect of using English Dictogloss technique and whether or not students improve listening comprehension through this technique. The 2nd year students of SMP Negeri 3 Dua Pitue. Quasi-Experimental is the tool of this research The class of this experiment is divided into two classes: EX and CO G. These two groups are treated as the (Ex G) by using this technique while the (Co G) is treated without this technique. The total research's sample is (48) students, since the students who represent the experimental group are VIIIA includes of 24 learners) and (VIIIC consists of 24 learners) as a control group that is randomly chosen. The Findings indicate that the mean score of the (Ex G) has get (77.0) and the mean score of the (Co G) has gained (63.3) it indicates that was a difference among the students who are taught by using the technique of Dictogloss and those who are without using Dictogloss. Finally, it is showed that by using the Dictogloss technique, the learners had good listening comprehension achievement.

Further, Ngadiso and Drajati (2018) The aim of this study is to prove whether this technique (Dictogloss) is better than direct teaching to teach writing of eleventh grade students, and it is effective? And whether students with high motivation have better writing skills than students with low motivation for the eleventh-grade students? The sample is a random cluster sampling with two classes as a sample. There are two groups, the first group that is taught by using Dictogloss is the experimental group and the second one that is taught by using Direct Instruction is the control group. In this research, there are two instruments, the first one is the control group test and the second one is a questionnaire that is related to motivation. The findings of this research indicates that: Direct Instruction is less effective than Dictogloss in teaching writing. Finally, the writing skills of students with low motivation are not as good as those with high motivation. That is why we recommend that ordering teachers apply this technique to teach writing activities.

Moreover, Widhiash (2019) The main purpose of this thesis is to show whether or not through the Dictogloss technique can improve the listening comprehension of the students in the basic listening class of English, Mahasaraswati Denpasar University in the academic year 2017/2018. The sample number is (35) learners at Mahasaraswati Denpasar University, of the basic listening class of English. The test (pretest and posttest) and questionnaire are used as an instrument of this study. The results show that it is effective to use Dictogloss technique in teaching listening, especially in comprehension spoken English. 2.3.6Discussion of the Previous Studies. All previous research reviewed earlier in this chapter involved Dictogloss technique. Although they are more or less differences in purposes, samples, results and procedures which are used to achieve the expected goals, they enrich the current research. Expected to find differences and similarities in the technique used, such as goal, setting, data collection, and conclusions obtained.

Table 1. Summary of previous Studies

No	Author/s	Sample	Data collection and data analysis	types of Data	main findings	Limitation of studies and Suggestion
1	Gallego 2014	The participants of this study were 497 Spanish learners.	questionnaire/ descriptive statistics are used.	Quantitative	The results show that high-level and low-level students have achieved better results by using Dictogloss,	The purpose of this study was to collect attitudes and perceptions about the usefulness of Dictogloss from students enrolled in L2 Spanish classrooms at two different levels at two separate American colleges. When novice-mid learners found Dictogloss to be an useful learning experience, they did so despite the fact that they had greater difficulties while participating in the assignment. As a result, the data reported here are consistent with the findings of previous research that have favored the deployment of Dictogloss as a viable approach.
2	Latif 2016	The headmaster of SMPN 20 Bulukumba	using SPSS.	quantitative	The findings showed that teaching vocabulary through this technique increases the learner's ability in vocabulary mastery.	This study focused on the application of the Dictogloss Method to help students increase their vocabulary, particularly their noun (part body) vocabulary, which the researcher taught to students in the Second Grade of SMPN 20 Bulukumba. As a result, the researcher proposed that the Dictogloss Method can be utilized to teach vocabulary in order to increase the student's enjoyment of the English learning process.
3	Muthmainnah & Asrifan 2018	sample is (48) students	The data would be analyzed using descriptive statistics using the SPSS 21.0	quantitative	Findings indicate that the mean score of the (Ex G) has got (77.0)	The study is limited to the application of the English Dictogloss strategy to increase listening comprehension of second-year students

		application for Windows evaluation version, which would serve as a pretest.			and the mean score of the (Co G) has gained (63.3). This indicates that there was a difference between the students who are taught by using the technique of Dictogloss and those who are not using this technique.	at SMP Negeri 3 Dua Pitue in the 2014-2015 academic years, which was conducted in 2014. Further investigations will be conducted to determine the students' attitudes on the usage of English Dictogloss to enhance their listening comprehension abilities.
4	Ngadiso & Drajati 2018	The sample is a random cluster sampling with two classes	Data were examined using a 2x2 Multifactor Analysis of Variance (ANOVA) procedure.	quantitative	The findings of this study indicate that Direct Instruction is less effective than Dictogloss in teaching writing, and the writing skills of students with a low motivation are not as good as those with a high motivation.	This experimental study is on the efficiency of Dictogloss in the teaching of writing skills at one of the Indonesian Islamic schools, which was conducted in Surakarta. Aside from motivation, the researchers expect that other researchers will benefit from their efforts by attempting to apply this issue in conjunction with other areas of study to various psychological points of view, which may have a link to the students' writing ability competency.
5	Widhiasih, 2019	The sample number is (35) learners at Mahasaraswati Denpasar University of the basic listening class of English.	A statistical tool (SPSS) was utilized to analyze the data in this quasi-experimental study.	quantitative	We recommend that ordering teachers apply this technique to teach writing activities.	The current study focused on improving listening comprehension in the Basic Listening class students of the English Language Education Study Program at the Faculty of Teacher Training at Ahasaraswati Denpasar University during the academic year 2016/2017 by using Dictogloss, which was developed by the author. Furthermore, it

						is recommended that the Dictogloss approach is used in the classroom to teach listening skills to pupils of varying levels of proficiency. As a result of this strategy, students' listening comprehension increased since they had more opportunities to build general knowledge and specialized information depending on their understanding.

Table 1 above displays the techniques and procedure utilized in the previous studies. The researchers used numerous approaches to obtain data from questioners, interviews, and observations. The data were analyzed by numerous approaches.

3. PROCEDURES

This chapter outlines the methods that have been implemented to collect the necessary data for this study. In addition, a comprehensive explanation of each of the samples and populations involved and the design of both pretest and posttest are provided.

3.1. Research design

In this study, the researcher used a quantitative approach to gather the information. According Leedy and Ormrod (2001) and Williams (2011), the research methodology involves the holistic steps a researcher employs in embarking on a research work (p. 14). This study follows the experimental design which included two groups: one had Dictogloss method treatment, whereas the other did not. The pretest and posttest will be given to both groups. The pretest will be given before the treatment. This study aims to find out the role of Dictogloss techniques on developing communication skills (verbal-non- verbal and visual) of the experimental group.

Table 2. Experimental Design

Groups	Pre-test	Independent variable	Post test
Experimental	Pre-test	Dictoglooss Technique	Post test
Control	Pre-test	Traditional method	Post test

3.2. Population and Sample

In Al-Shafi'i Secondary School for Boys, whose location is located in the south of Samarra in the city of Al-Nahrain and affiliated to the city of Al-Dhulua'ia, this study was conducted based on a group of students in the fifth grade of secondary school boys, which were 110 students. In this regard, Arikunto (2006) argues that the population is the whole research topic, while the sample is a subset of that population. There is no doubt that the population includes all people who are relevant to the

research. However, the sample is a portion of the overall population that is considered to be the representative of all other populations in the study (p.103). According to Arikunto (1997, p. 25), "the population is the whole topic of a study, while the sample is a subset of the researched population."

This study's total sample consists of (150) 5th preparatory school year students from Al-Dhulua'ia city who attended school throughout the academic year under consideration (2021-2022). The students were classified into two groups, denoted as A and B. These two groups A and B were randomly chosen to serve as the (Co) and (Ex) groups, respectively, with 110 participants in a total number; (55) students make up Section A, and (55) students make up Section B. Besides, Section C has been designed as a pilot study as explained in Table 3 below.

Table 3. Population and Sample of the Study

Groups	No. of students	No. of pilot study	No. of sample
Experimental	77	22	55
Control	73	18	55
Total	150	40	110

3.3. Data Collection

The researcher collected the data during the time period from October 10, 2021, until February 4, 2022. The researcher distributed forms to the students during the lesson, which included a set of data related to their personal data, such as age and academic level of parents. After that, the researcher subjected the two groups, the control and the experimental to the pre-test, and after a period of time, the researcher applied the post-test by means of papers that included a set of questions.

3.4. Data Analysis

After completing the data collection that includes a set of data, including the personal information related to the students, which includes the ages of the students and the academic level of parents, other data were collected, including the pre-test and the post-test, which were collected quantitatively. The researcher used statistical

programs to analyze the data through a statistical program called SPSS to analyze the data of this study.

3.5.   Equivalence of the Two Groups

The Two Groups were Equivalent in order to manage the following variables that may effect on the student performance, including the age, their overall English level, and their parents' educational level.

3.5.1.   Students' Ages

A comparison of students' ages in December of 2022 is important to evaluate whether or not there are significant differences in the ages of the two groups, as is illustrated in the appendix that follows (C). A t-test comparing the ages of two groups reveals no statistically significant difference between the experimental and control groups because the experimental group's mean value is (207.11) and its standard deviation is (10.25). As for the Control Group, the mean value is 203.73, and the standard deviation is 9.76. Finally, after taking into account both the significance level and the degree of freedom (108), the t-value is determined (1.77). These results are judged to be less significant than the Table value, which is 1.98 (at a significance level of 0.05). According to the following information, both groups of students are around the same age, as Table 4 demonstrates.

Table 4. Mean, Standard Deviation, and T-Value of the Age of Students

groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
EG	55	207.11	10.25			108	0.05
CG	55	203.73	9.76	1.77	1.98		

3.5.2.   Parents' Level of Education

3.5.2.1.   Fathers' Educational Level

The chi-square test was performed to examine there is a statistically significant difference in the educational attainment between fathers of the research participants. The computed chi-square value is (2.07), the list value is (11.07), the degree of freedom is (5), and the significance level is (0.05), thus showing that no statistically significant difference exists between the two groups in terms of their fathers' educational level.

Table 5. Chi-Square Value for the Level of Fathers' Education

| Level of Education | Groups | | Total | Chi-Square Value | | DF | Level of Significance |
	EG	CG		Calculated	Tabulated		
Illiterate	5	4	9				
Primary	21	50	72				
Secondary	91	20	93				
Diploma	5	3	8	2.07	11.07	5	0.05
Bachelor	12	9	12				
Higher studies	2	4	6				
Total	50	50	100				

3.5.2.2.   Level of Mothers' Education

There are no significant differences in the educational attainment between the two groups when the chi-square formula is applied. There is a disagreement between the calculated value, which is (2.19), and the tabular value, which is (11.07), in terms of the degree of freedom (5) and the level of significance (0.05). (0.05). According to this criterion, there is no statistically significant difference between the two groups, as in Table 6.

Table 6. Chi-Square Value for the Level of Mothers' Education

Level of education	Groups		Total	Chi-Square Value		DF	Level of Significance
	EG	CG		Calculated	Tabulated		
Illiterate	9	7	61	2.19	11.07	5	0.05
Primary	51	31	30				
Secondary	51	71	32				
Diploma	4	3	7				
Bachelor	8	11	19				
Higher studies	2	4	6				
Total	50	50	110				

3.5.3. Students' English Language Proficiency in the Previous Academic Year

It is possible to observe how students' English performance throughout the previous academic year (2020-2021) was assessed and compared (Appendix B). There is a statistically significant difference in mean values between the (Ex) and (Co) groups, with standard deviations of (5.08) for the (Ex) group and (7.76) for the (Co) group. It was discovered that, given the number of degrees of freedom (108) and the significance level (0.05), the calculated t-value is (1.56) that is lower than the tabular value (1.98), thus indicating that it is statistically less significant than the tabular value (1.98). The results of this study confirm that there are no statistically significant differences between the two groups, which is consistent with the earlier findings.

Table 7. Mean Scores, Standard Deviations, and T-value for the Students' Achievement in English in the Previous Academic Year

Group	No. of Students	Mean	SD	T-Value		DF	Level of significance
				Calculated	Tabulated		
EG	55	55.64	5.08			108	0.05
CG	55	57.58	7.76	1.56	1.98		

3.5.4.   Pretest English Proficiency of Students

The researcher gave the pretest to the students in the two groups (Ex and Co). The findings indicate that the (Ex) group's average score and standard deviation are (6.16). In comparison, the (Co) group earned an average score and a standard deviation of (8.21). The T-test was used to demonstrate that when the average scores of two independent groups are compared, there is no statistically significant difference in the average scores obtained by the participants in each group (0.05), the calculated t-value (0.76) is less than the value in the table (1.98), and the degree of freedom (108) indicates that the two groups are equal in the pretest.

Table 8. Mean Scores, Standard Deviations, and T-value for the Students' Achievement in Pre-test

Group	No. of students	Mean	SD	T-Value		DF	Level of significance
				Calculated	Tabulated		
EG	55	44.55	6.16			108	0.05
CG	55	45.60	8.21	0.76	1.98		

3.6.   Educational Materials

The information is distributed to two groups of pupils (English for Iraq, textbook), and it consists of eight units with 10 lessons. The material was separated

into two sections: the Student Book and the Activity Book. Each fourth items are a re-examination of the three that came before.

• Unit One (Lesson (8)، Babylon Festival; Lesson (10)، New Year's Celebration)

• Unit Two (Lesson (4)، The Swimmer; Lesson (8)، The Internet; lesson (10), Mobile Phones).

• Unit Three (Lesson (6)، The Environment, lesson (9)، The Arabian Oryx, and lesson (10) , Cars are Bad for Us.

• Unit Four (lesson (1)، Bakkar's exploits).

• Unit Five (lesson (2)، The Oasis Gym).

• Last Unit (lesson (5) , The Spanish Captain).

These units are found in the teacher's book. It is restricted to listening to passages and conversations that will help you improve your listening and writing abilities.

It is decided to conduct the experiment during the 1st semester of the academic year 2021 – 2022. Starting on **10th October / 2021,** the two groups of the study had twelve weeks until the 4th of February, 2022, when the study was concluded. In the (Ex) group, the students are taught by using the Dictogloss Technique, whereas in the (Co) group, the students are taught by using the traditional techniques.

3.6.1.   Plan of the Lesson

The study plan is one of the most important tools that the teacher sets, including planning, scheduling, arranging and giving the scientific material sequentially. According to Mulyasa (2006), lesson plans are also described as an outline of what will be done by the teacher and students during the learning process, from the initial meeting to a series of subsequent ones. To conclude, a lesson plan is a collection of learning activities that a teacher and students in a classroom will engage in over the course of a period of time. Lesson plans, according to Thohir (as cited in Purwanto, 2009), should include the following elements:

1.The lesson's objectives are referred to as "goals".

2.A lesson's goals are what is hoped to accomplish for the students.

3.What the teacher brings into the classroom in the form of materials.

4.Opening, Sequencing, and Closing are included in this section (pre-teaching, whilst teaching, and post teaching). There is already a lesson plan in place ahead of time. The lesson plan for the control group is based on the suggestions made by the instructor. The Dictogloss Technical guide is used to design the experimental group course. (p.257).

3.6.1.1.   The Experimental Group Will Be Taught Using a Lesson Plan Developed for Them.

The experimental group will be taught a lesson plan that is developed for them. Students from the fifth class (i.e., the preparatory school) are in this class.

Forty-five minutes is allocated for each class.

In the book English for Iraq, there is a chapter about the Babylon International Festival.

Seating Arrangements: Seating arrangements for students are rearranged into paired groupings.

The following materials are required: students' books, activity books, a board, chart paper with colored pencils and markers, and photographs in the text.

The following are the objectives: -To enhance students' listening and writing abilities via the use of the Dictogloss method.

The purpose of this assignment is to assist the student in reformulating the text and making use of their prior knowledge and enhancing their writing skills.

-Encourage students to write in groups.

The student achieves the following objectives: -Listen carefully to the instructor when he or she is reading the material.

-Talk in pairs about all the events in the book.

-Choose the most important points to emphasize in writing.

-Make a concise summary of them.

-Go through the draft summary with your group and debate on it

Warm up: 5 minutes

- For warming up, the researcher writes down this term "Dictogloss Technique" on the board to make a brainstorm for students before starting teaching the lesson and introducing the students with this technique and its procedures.

Procedures:20 minutes

1-The students are divided into (16) pairs of self-selections as a total of (32) of the experimental samples.

2- Teacher starts reading the text.

3-The students   listen carefully to the collected thoughts on the text.

4-The teacher asks his /her students to reconstruct the text by using their own ideas.

5-Students work in pairs.

6-Each member presents assistance to his/her classmate. The good student tries to clarify the topic of the text to his/her his weak classmate.

7- Pairs of students   complete the reconstruction of the text in their own words.

8-The teacher's role is noticing pairs while achieving their task in the limited time that he/she mentioned to the students.

9- Each pair reads its own work.

Discussion: 10 minutes

1- The emphasis is on the importance of listening and writing skills.

2-The pair demonstrates their vocabulary knowledge and ideas when writing the text.

3- Pairing compares one's own group with other groups to find the similarities and differences. This will be self-estimate for the students.

4-Under the teacher's guidance, all the pairs together make a discussion between themselves.

Assessment: 5 minutes

1-The teacher evaluates the students' writing (the reconstruction of the text).

2-Teachers evaluate their ideas, knowledge, and test expressions at the end of the lesson in order to check their students' understanding.

The researcher begins with a brief explanation of the previous lesson for a period of five minutes, focusing on developing the skills of writing and listening. The researcher turns on a voice recorder and then reads the (internet) paragraph in their book. He then tests the experimental group by providing them with tests to assess their writing level. At the end of the lesson, he collects test papers for evaluation and to identify weaknesses and treat them in the future. To show the extent to which students benefit from the Dictogloss technique in writing and listening skills.

3.6.1.2.   The Plan of Lesson for Teaching the Control Group

Date: 10ᵗʰ October / 2021

Class and Section: Fifth preparatory School

Period:9.55-1o .40   (40-50)

Resources:

Tools used:

Title: Reading of the Passage (Babylon Festival) Page (12)

 from the book **English for Iraqi.**

Seating Arrangements: Seating arrangements for the students are maintained in their traditional configurations.

Aims:

-Improving listening ability.

-Enhancing the students' self-confidence to write and read in English.

-Encouraging collaborative working.

Objectives:

The students' ability to:

-Listening attentively to the teacher while he/she is reading a text.

-Discussing all the events in the text in pairs.

-Choosing the main topics in the text.

-Summarizing them.

-Reading the draft summary and discussing it.

Warm up: 5 minutes

- Read the passage title and ask the students what they think the text will be about. Present the new vocabulary on the word, and tell the students to read the questions above, then read the text quickly to find the answers.

40 Procedures): (20 minutes

Stage1: (10 minutes) Read **and focus on the vocabulary**
(Student's Book P:12) (Activity Book p:18)
-Tell the students to scan the text and find words or phrases to match the definitions.

Stage 2: (10minutes) **Read and answer questions**
(Student's Book P: 12) (Activity Book p:18)
-Go through the questions and the students have to write answers using their own words.

Stage 3: (10 minutes) **Focus on the Language**
(Student's Book P: 13) (Activity Book p: 20)
Discuss with the student's speech bubbles in the student's book to find information about the year and the date of the beginning of the festival.

Stage 4: (10 minutes) **Listen and Answer**
 (Student's Book p:26)
Listen to the Internet and tell the students to write the main words and cooperate with each other to mention five different uses of the internet.

3.7. The Structure of the Achievement Test

An achievement test was developed and implemented based on the content and behavioral goals of the educational material. As shown in Table (3.8), the post-test includes (5) questions with (27) items which is scored according to the possible (100) points.

• Concerning question (1)، it consists of (15) items, and the students are required to complete the passage entitled "Babylon International Festival" that was provided. The mark for each item is (2) marks, and the total number of marks is (30).

• As for Question (2)، it has five items that were gleaned from a discussion. True or false should be selected by the pupils, and the right word should be written within the brackets. The mark for each item is (4) marks, and the overall mark is (20).

• As for question (3), it has only one item, and the students are required to write down the main words and cooperate with each other to reconstruct the version text by mentioning five different uses of the internet. The total is (10)

• Question (4) includes five elements, and the researcher instructed the students to fill in the table after listening to the conversation. Each item receives a six-point rating with a total of six points)30).

• Question (5) has just one item; the researcher requested the students to compose a postcard to a friend as part of the assignment. The total mark is (10).

The test was constructed depending on (unit one & unit two) from "English for Iraq" Students' book and Activity book. For behavioral goals, the achievement test is utilized as a method of evaluation. (See Appendix F for further information).

Table 9. Specifications of the Content, Behavior, Items, and Marks of Posttest

Marks	No. of Items	Behavioral Objectives	Content	No. of Questions	Level
30	15	Students' ability in understanding and answering the questions	Filling in blanks with the suitable information	1	Recognition
20	5	The students' ability to distinguish whether the sentences are true or false	Answering the sentences whether they are true or false	2	Recognition
10	1	The student's ability to combine ideas by reconstructing a text.	Writing down the main words of the text and working together	3	Production
30	5	The student's ability to create, comprehend and guess about what might be done in the dialogue.	Completing the table with complete sentences.	4	Production
10	1	The students' ability to develop their understanding and integrating their ideas	Writing a postcard about a holiday	5	Production
100	**27**				**Total**

3.8. The Posttest Scoring Scheme

The posttest sample consists of five questions. Test complete answers are scored out of 100. Question one includes fifteen items; two marks are allotted to every item, and the total is 30 marks. Question two includes five items and each correct item deserves four marks, whereas each wrong answer takes zero, whereby the total is 20 marks. The researcher himself scored these questions. The committee scored the last three questions which consists of three members (two other instructors with the researcher) in terms of certain criteria, such as vocabulary, grammar and ideas as shown in Table (10). Question three consists of one item only and 10 marks are allotted to this question. The fourth question is allotted thirty marks.

Finally, twenty marks are allotted to the last question.

Table 10. Scoring Scheme of the Post-Test

Criteria	Qualities	Scores			
		Q1 30	Q3 10	Q4 30	Q/5 10
Understanding	Very good	8	2	6	0
	Good	4	1	3	0
	Weak	0	0	0	0
Idea	Very good	7	2	9	3
	Good	4	1	4	2
	Weak	0	0	0	0
Organization	Very good	6	2	5	2
	Good	3	1	3	1
	Weak	0	0	0	0
Grammar	Very good	5	2	6	2
	Good	3	1	3	0
	Weak	0	0	0	0
Vocabulary	Very good	4	2	4	2
	Good	2	1	2	1
	Weak	0	0	0	0

The scoring committee includes:
1.The researcher himself.
2- Rahim Faraj Daoud
3.Fouad Ali Attia
4. Assist. Prof. Dr Dunia Tahir Hameed

3.9.   Validity of the Achievement Test

Validity is the degree of consistency between two measurements of the same thing. In this regard, the fixed test is that which gives to the same individuals in two different time periods and under the same conditions.

The researcher can verify the validity after presenting it to the experts, who are a committee of professors in different universities. After taking their opinion and

modifying the test by them, the researcher presents the test to the students and tests them. There are many factors that affect the validity of the test. A) Length of the test: the greater is the number of test items, the greater the charity coefficient, test stability, the veracity of the test scale, and the extent to which the test represents (as a sample of features) the behavior to be measured. B) The method of calculating the validity coefficient. C) The number, characteristics, and nature of the two-point sample (number, gender, age, qualification). According to Johnson and Harris (1967, p.7), validity is defined as "the way the test looks to examinees, test administrator, educators, and the like". Validity is of two types: content validity and face validity. To gain the face validity of the achievement test, the researcher submitted the test to the jury of experts. Except for a few notes and modifications, the jurors generally agreed on the suitability of the exam items for their subjects. Modifications and notes made by jurors have been taken into account (Appendix, G).

3.10. The Pilot Study

In research, a pilot study or a pilot project is a small-scale preliminary study that is carried out with the goal of assessing feasibility, cost, length and the side effects, as well as enhancing the study design before initiating a large-scale research project.

When discovering all the variables related to the research problem that the researcher intends to study, the exploratory sample is critical. It also serves as a fundamental requirement for anticipating and avoiding flaws, weaknesses, and difficulties in applying the field study procedures in terms of method and data collection tools as well as planning and executing. Therefore, the exam has been administered to sixty students who were randomly chosen from Section (A). The instructions given for a particular exam are not ambiguous, as the results show, and this indicates that the time required to complete all the questions is between 60 and 70 minutes.

3.11. Achievement of Test Reliability

As previously stated, reliability is defined as the measurement's stability throughout a range of conditions under which the findings should be obtained (Nunnally, 1978). Test reliability can be defined as one of the most basic characteristics of a successful test. Stability is achieved when the researcher repeats the post-test again after two weeks to test the students for the post-test in order to obtain the results. For example, if a person has taken two different forms on the same test on two separate days, the results of both tests should be the same. Alpha-Cronbach Formula is used to determine the dependability of a post-test result. It is represented by the number (0.87), which indicated that the exam questions are homogeneous (p.70).

3.12. Analyses of the Test Items Analyzing the items is important in order to determine the test's discriminating power and difficulty level

3.12.1. Level of Difficulty

Specifically, the difficulty level is defined as the proportion of students who answered **correctly each** question on the test (Rosas, 2000, p.3).

It is the degree to which an item appears to be complicated or convenient that is referred to as item difficulty. It just shows the proportion of students who answered the relevant items correctly. The most suitable test item has an item difficulty range of (0.15) to (0.85) and a range of 1 to 10. The current test items' DL of this work varies between (0.28) and (0.81), as in Table (3.10).

3.12.2. The Power of Discrimination

Alderson (1995) defines the power of discrimination as "calculating the degree to which a particular item's results correspond with the results of the entire test". When high-skilled and low-skilled students correctly evaluate the same item, it shows that the discriminative power of the object is weak, which means that it has weak discrimination (p.80).

Item discrimination refers to the degree to which a given item can distinguish between excellent and bad testers in terms of performance. The ability to discriminate good students from poor students is shown by an item that only collects the correct answers of the good students and only the wrong answers of the bad students. Considering the fact that the high power of discrimination will be closed to (1.0), in this case, there is no resolution at all (Brown, 2010, p. 71). The results show that the test item DP falls between (0.25) and (0.75) on the scale. The following is a list of the test items in DP and DL:

Table 11. Difficulty Level and Discrimination Power.

Questions	Items	Higher	Lower	Difficulty	Discrimination
Q1/A	1	14	9	0.58	0.25
	2	13	7	0.50	0.30
	3	12	5	0.43	0.35
	4	15	10	0.63	0.25
	5	13	8	0.48	0.25
	6	12	7	0.65	0.25
	7	16	10	0.53	0.30
	8	13	8	0.48	0.25
	9	12	7	0.58	0.25
	10	14	9	0.53	0.25
	11	13	8	0.55	0.25
	12	14	8	0.63	0.30
	13	15	10	0.48	0.25
	14	13	6	0.48	0.35
	15	12	7	0.50	0.25
Q2	1	14	6	0.65	0.40
	2	16	10	0.48	0.30
	3	12	7	0.48	0.25
	4	15	8	0.58	0.35
	5	14	9	0.58	0.25
Q3		134	89	0.56	0.23
Q4		353	203	0.46	0.25
Q5		147	99	0.62	0.24

3.13. Final Administration of the Posttest

After confirming the reliability, validity and pilot administration, the test is ultimately administered to two groups of students on the fourth of February in 2022. (Ex and Co). The study team has given the test papers to the intended test subjects and instructed them to carefully read the instructions for each question and respond to each question within the time constraints of the test session (50 minutes). At the conclusion of that period, all test papers were gathered and assessed in accordance with the scoring system that had been established.

After confirming the reliability and validity, the test is ultimately administered to two groups of students on the first of July in 2021.

The researcher distributed test papers to the participants and instructed them to read the test descriptions carefully and answer them within the test time limit. At the end of this period, all test papers were collected and evaluated in accordance with the established scoring system.

4. RESULTS' DISCUSSION AND DATA ANALYSIS

4.1.   Introduction

Chapter four introduces the finding of research questions and a summary of the chapter.

4.2.   Research Questions and Findings

The main purpose of the current study was to improve the current English language techniques system in Iraq by Dictogloss and teaching EFL students how to write correctly in the English language. The total sample consists of (150) 5th preparatory school students from Al-Dhulua'ia city who attended school throughout the academic year under consideration (2021-2022). The students were classified into two groups, denoted as A and B. These two groups A and B were randomly chosen to serve as the (Co) and (Ex)groups, respectively, with 110 participants in a total number.

4.3.   Finding of Research Question One

What is the role of Dictogloss techniques on developing communication skill (verbal, non- verbal and visual) for the experimental group in pre and posttests?

When attempting to validate the first hypothesis, which asserts that "there are differences in students' mean scores of the Ex-Gs' in the pre-and posttest," the researcher provides and compares the mean scores of both the pretest (44.55) and posttest (55.04) s. The researcher employed the t-test procedure for two independent samples; the computed t-value was (8.97), whereas the tabulated t-value was (1.68), and both were at the degree of freedom (54) and level of significance (0.05). Table 4.1 explains these results.

4.4. Comparison Between Students' Mean Scores of the Ex-G In the pretest and posttest

Hypothesis one: there is a statistically significant difference in the role of Dictogloss techniques on developing communication skill (verbal, non- verbal and visual) differences in the mean scores of students' achievement of the experimental group in the pretest and posttest.

Table 12. Comparison Between Students' Mean Scores of the Ex-G In the pretest and posttest

Group	No. of students	Mean	SD	T-Value		DF	Level of significance
				Calculated	Tabulated		
Pretest	55	44.55	6.16	8.97	1.68	54	0.05
Posttest		55.04	6.63				

The result in Table 12 shows difference in the numbers of EX Gs' scores in pretest and posttest scores. In sum, the students' Ex G achievement because of Dictogloss Technique is better than the achievement of the CO G that received the conventional method. This means that 1st hypothesis is accepted.

4.5. Finding of Research Question Two

What is the role of Dictogloss techniques on developing communication skill (verbal, non- verbal and visual) for the control group and experiential group in the posttest?

In order to provide an explanation for the second hypothesis, which states that "there are differences between the students' mean scores of the EX-G and the CO G in the post-test," the researcher provides and compares the mean scores of both groups. According to the results, the mean score of the EX-G is (55.04), whereas the mean score of the CO G is (45.67). After applying the t-test formula to two independent samples, the calculated t-value was found to be (8.06), whereas the tabulated t-value was found to be (1.98) at (108) degrees of freedom and level of significance (0.05).

4.6. Comparison between Students' Mean Scores of the Ex-G and that of the Co G in the Posttest

Hypothesis two: In the mean scores of student's achievements of the experimental group and control group in the posttest, there are statistically significant differences because of the effect of Dictogloss techniques on developing communication skills (verbal, non- verbal, and visual).

Table 13. Mean Scores, Standard Deviations, and T-Values of The Two Groups in the Posttest

Group	No. of students	Mean	SD	T-Value		DF	Level of significance
EG	55	55.04	6.62	Calculated	Tabulated	108	0.05
CG	55	45.67	5.51	8.06	1.98		

Table 13 explains shows differences in the numbers of EX Gs' scores and CO Gs' scores. In sum, the EX-G achievement is better because of the effect of Dictogloss Technique compared to the CO G that followed the conventional method. This means the 2nd hypothesis is accepted.

4.7. Finding of Research Question Three

3. what is the average level of 5th year preparatory school students ' achievement in communication skills?

There is a statistically significant difference in the average level of students of accomplishment in posttest." is a third hypothesis that has to be tested. T- test formula for two related samples is used to calculate mean scores and standard deviations of students' posttest performance, which are (50.35) and Standard Deviations (7.68), respectively. Using (0.05) significance level and (109) degree of freedom, the calculated T-value is (1.66) as shown in the table (4.3) There is a considerable disparity between the students' overall accomplishment score of 50.35 and the theoretical score of 0.05, as shown by the calculated T-value being less than the tabular

T-value. This indicates that students in the 5th grade of preparatory school perform above the average level in the area of communication skills. Hence, the third possibility

4.8. Comparison Between the average level of students' achievements and the Theoretical level of achievements in the post test

Hypothesis three: There is a statistically significant difference between the average level of the students' achievement and theoretical level of achievement in the posttest

Table 14. The Mean Scores, Standard Deviations and T-Values of the students' achievement and theoretical level in the posttest

No. of students	Mean	SD.	Theoretical mean score	T-Value		DF	Level of Significance
				calculated	Tabulated		
110	50.35	7.68	50%	0.48	1.66	109	0.05

The result of table (14) indicates that there is a statistically significant difference between the average level of the students' achievement and theoretical level of achievement in the posttest this means that the third hypothesis is rejected

4.9. Finding of Research Question Four

In the post-test of the experimental groups, how effective is the Dictogloss approach in improving Iraqi EFL preparatory school students' recognition and output on two levels? The students' mean recognition scores were (27.22), whereas their output scores were (27.82). The T-test formula for two-paired samples is then used to examine whether there is a significant difference between the mean scores obtained. The estimated T-value is 0.82, but the tabulated T-value (1.68) for the degree of freedom (54) and significance level is (0.05).

4.10. Comparison between Students' Achievement at the Recognition and the Production Levels in the posttest

Hypothesis four: In the posttest for two levels, namely recognition and production in the experimental group there are statistically significant differences in the mean scores of student's achievements by using Dictogloss technique to improve Iraqi EFL preparatory school students.

Table 15. T-test Value of Paired Samples, the Experimental Group Achievement at the Recognition and Production Levels

Level	No. of students	Mean	SD	T-Value		DF	Level of significance
recognition	55	27.22	3.28	Calculated	Tabulated	54	0.05
Production		27.82	5.11	0.82	1.68		

Table 15 explains these results which implies that the students' achievement at the two levels (production and recognition) is equal. This means the 4th hypothesis, which states" that there is no difference between students' mean scores of EX G at the (recognition and production) levels in the posttest", is accepted.

4.11. Findings and Discussion

The chapter is going to the role of Dictogloss technique is developing communication skills for EFL preparatory school students. The analysis is going to be centered on the research questions that the study has highlighted earlier in chapter one. the first question is concerned with the Experimental group in pretest and post test

The first research question is concerned with the role of Dictogloss techniques on developing communication skill (verbal, non- verbal and visual) for the experimental group in pre and posttests? The finding revealed that the students of the experimental group's achievement is better in the posttest. This means that Dictogloss has an effect in developing students' writing. Concerning the first question is similar to widhiaish (2019), muthmainnah and Asrifan(2018).the first experiential design and the second quasi_expermential design .they found that the result of the posttest showed that the

three was significant improvement of the subjects comprehension in listening. and they comprehension between pre and post-test see the effect of Dictogloss techniques.

The second question is concerned with the role of Dictogloss techniques on developing communication skill (verbal, non- verbal and visual) for the control group and experiential group in the posttest? Ngadiso &Drajati(2018),the researchers in this study used two groups experimental group that is taught by using Dictogloss technique and the second group which is the control group that is taught by using Direct construction. Moreover., question two is similar to muthmainnat&Asrifan (2018), The Findings indicate that the mean score of the experimental group has get (77.0) and the mean score of the control group has gained (63.3) this indicate there is significant difference between the students who are taught by using English Dictogloss teaching and those who are without using English Dictogloss. Finally, it is showed that by using the Dictogloss technique, the students had good listening comprehension achievement

The third question is concerned with the average level of 5th year preparatory school students ' achievement in communication skills. According to Gallego (2014) study's, the researcher used a questionnaire not test as the previous other studies, but the results indicate that students in advanced low level received better through the use of Dictogloss and all the students improved that was effective and useful in learning for them. Ngadiso and Drajati (2018) studies also used a questionnaire with test. The result show that students who having low motivation have not good in writing skill than those having high motivation. That is why we advise the teachers in general to apply the technique in teaching writing activity

The fourth question is concerned with the post-test of the experimental groups, how effective is the Dictogloss approach in improving Iraqi EFL preparatory school students' recognition and output on two levels? Concerning the comparison between recognition and production the study of widhiasih(2019),the researcher used pretest and pretest and questionnaire. The results show that it is effective to use Dictogloss in teaching listening, especially in comprehension of spoken English. These results gained from applying Dictogloss technique in general develop communication skills in all its types.

The current study looks the use of Dictogloss the finding revealed that the students of the experimental group's achievement is better in the posttest. This means that Dictogloss has an effect in developing students' writing. this means that the current study is similar to other studies. widhiaish (2019),muthmainnah and Asrifan(2018).the first experiential design and the second quasi-experimental design .they found that the result of the posttest showed that the three was significant improvement of the subjects comprehension in listening. and they comprehension between pre and post-test see the effect of Dictogloss techniques.

On the other hand, there is concerned with the role of Dictogloss techniques on developing communication skill (verbal, non- verbal and visual) for the control group and experiential group in the posttest concern to this point the findings found that experiential group which taught by Dictogloss techniques is more skillful from control group taught by using Direct construction moreover this study support study of Ngadiso &Drajati(2018),the researchers in this study used two groups experimental group that is taught by using Dictogloss technique and the second group which is the control group that is taught by using Direct construction. Moreover., question two is similar to muthmainnat&Asrifan (2018), The Findings indicate that the mean score of the experimental group has get (77.0) and the mean score of the control group has gained (63.3) this indicate there is significant difference between the students who are taught by using English Dictogloss teaching and those who are without using English Dictogloss. Finally, it is showed that by using the Dictogloss technique, the students had good listening comprehension achievement

These findings were in line with a similar study was conducted by Gallego's study (2014) is similar to this study in which the aim is to determine whether the level of proficiency is suitable for the using Dictogloss technique and collect the opinions of the students on its effectiveness and usefulness. Similarly, Latif's study (2016) aims to show how Dictogloss is favorable in the task of improving learners' mastery of vocabulary at the second grade of SMPN 20 Bulukumba and to find out if this technique is effective or not. Moreover, the results of Ngadiso and Drajati (2018) revealed that direct instruction is less effective than Dictogloss in teaching writing. In addition, the writing skills of students with a low motivation are not as good as those with a high motivation. Consequently, it is recommended that ordinary teachers should apply this technique to teach writing activities since the results show the effective

application of this technique in teaching (listening skill), especially comprehension of the spoken text.

These findings were in line with another similar study conducted by Moreover, Widhiash (2019) aimed to show whether the listening comprehension can improve by this technique among students of the basic listening class of English Language Study Program in the academic year (2016/2017) in Mahasaraswati Denpasar University. These previous studies have showed different findings. According to Gallego (2014), the results show that high-level and low-level students have achieved better results through Dictogloss, and all students have improved their effectiveness and usefulness of their learning. Besides, Latife (2016) found that teaching vocabulary through this technique may increase the learners' ability in the mastery of vocabulary. In other words, this technique is very effective and beneficial which increases the learners' ability in mastering vocabulary for the 2nd grade learners of SMPN 20 Bulukumba. Moreover, the study of Muthmainnah and Asrifan (2018) showed that the average of the (Ex G) is (77.0) and the average of the (CoG) is (63.3), thus indicating differences among students who use English Dictogloss and students who do not use it. Finally, it is showed that by using Dictogloss technique the students have good listening comprehension achievements.

The results of the present study agree with these findings by the authors, Tsauri (2021). The purpose of this research was to investigate the effectiveness of using Dictogloss in helping students enhance their listening skills. This research used a quasi-experimental approach in terms of its design. Purposive sampling was used in order to choose the students from SMA Negeri 1 Pandeglang's second-year class as the participants in the study. The Dictogloss system was used in the teaching of the experimental class, whereas the Dictogloss system was not utilized in the teaching of the control class. The major instrument that was used to gather the data was a test that was given to the participants. It was clear from this that the count was more than the t-table. It gave the impression that there was a significant disparity between the two mean scores that were obtained. As a result, one may get the conclusion that Dictogloss had a favorable impact on the listening accomplishment of students, and that it could be a viable alternative strategy that could be used in the classroom while teaching listening.

According to Jacob and Small (2003), Dictogloss is a method for teaching integrated skills that involves students working together to build a reconstructed version of a text that is read to them by their instructor. This method is used in the process of learning a language. Aside from that, using Dictogloss is not only about the students' listening ability improving, but also other language skills, like speaking and writing will be developed because Dictogloss enables the cooperation among learners. In addition to this, using Dictogloss is not only about improving the students' listening ability, but also about improving other language skills. Dictogloss is a method that motivates students to think critically about the product they have created (Tedick in Sugiarti, 2012). In the past, researchers Kooshafar, Youhanaee, and Amirian (2012) demonstrated that when Dictogloss was compared to another method, explicit instruction, the results demonstrated that students found Dictogloss to be more beneficial to their language learning. In addition, Kidd (1992) provides evidence that not only is it possible to use Dictogloss as a technique for teaching listening, but it is also feasible to implement it as a strategy for teaching grammar. It is an amazing illustration of how versatile the dictation format can be, since Dictogloss is engaging, conversational, and motivational in addition to being purpose-built for the instruction of English as a second language (Kidd, 1992). Students will encounter a large number of new words and sounds throughout the listening process, particularly when the topic being listened to is new. As a result, teachers are unable to coerce pupils into communicating; a student's listening comprehension is considered to be strong if they are able to provide an adequate and appropriate response to their interlocutor. Dictogloss is one of the alternative methods that may be used to teach hearing in a different manner. In addition to training other language skills and components, it can also be one of the training methods for other language skills. As a direct result of this, the researcher came to the conclusion that it was very crucial to identify an appropriate method for teaching listening. As a result, this study was carried out in order to determine the influence that using the Dictogloss approach may have on increasing students' listening comprehension.

As a result, the purpose of this research was to determine whether or not there was a statistically significant change in the level of speaking accomplishment attained by students after the use of the Dictogloss approach. The study in question was quantitative in nature. The findings demonstrated that there was a statistically

significant difference in the degree of speaking accomplishment attained by the students after the use of the Dictogloss approach. This suggests that using the Dictogloss approach might assist pupils in achieving higher levels of success while speaking. Implementation, public speaking, and the Dictogloss approach are some of the keywords here.

Panjaitan, C. S. (2015). The purpose of this research is to determine the impact that using the Dictogloss Technique has had on the level of success that students at SMP Swasta Brigjend Katamso Medan have had when it comes to producing report text. The experimental research design was used to carry out the study's procedures. The participants in this research were drawn from seven different classes at SMP Swasta Brigjend Katamso Medan, all of whom were in the ninth grade. The clustering approach was used to collect the samples, and out of the seven classes, two were chosen to serve as the samples: one class served as the experimental group, while the other class served as the control group. During the course of the therapy, the Dictogloss method was used to instruct the experimental group, whereas the Dictogloss approach was not utilized while instructing the control group. The instrument that was used for the purpose of data collection was a writing report text test. The findings of this research indicated that the use of the Dictogloss method had a substantial impact on the level of success students had while producing report content.

Al-Obadyi, L. H., & Al-Mosawi, F. R. (2019). The purpose of this study is to determine the following: the impact that using Dictogloss technique has on Iraqi EFL college students' knowledge of grammar; the impact that using Dictogloss technique has on Iraqi EFL college students' improvement of writing; whether or not using Dictogloss technique has any impact on EFL college students' comprehension of meaning; and the attitudes of students toward using Dictogloss in English language teaching. An accomplishment exam, a reflection sheet utilized at the conclusion of each lecture, a questionnaire, and the teacher's daily observation were the four assessment instruments that were used in this research. This study also included the teacher's daily observation. In addition to the favorable views of students about the use of Dictogloss in English language education, the study's final findings reveal that there is a beneficial influence of the Dictogloss approach on all three factors. As a result, the study's hypotheses cannot be supported.

This study was carried out with the primary goals of demonstrating that the use of the Dictogloss technique could improve the vocabulary mastery of students in the eleventh grade of the SMA Deli Murni Bandar Baru Bonaventura Class in the Academic Year of 2020/2021 and describing the responses of the students to the use of the Dictogloss technique in the process of learning vocabulary mastery. According to the findings of the study of the quantitative data, the students' mean score rose steadily from 44.16 on the pre-test to 59.17 on the formative test to 70.83 on the post-test. And the proportion of students who passed the mastery minimum requirements on the post-test is 60.39 percent, which is an increase from the pre-test. The study of qualitative data revealed that the answers of the students after being taught using the Dictogloss method. After using the Dictogloss approach, the participants reported feeling more eager and driven to develop vocabulary mastery. This is something that can be noticed through the observation sheets and field notes. The results of the questionnaire revealed that students are in agreement with the implementation of the Dictogloss approach and that they believe it is an effective method for teaching vocabulary mastering. It has been suggested that English teachers use the Dictogloss technique as an alternative medium in the teaching of vocabulary to the students in Senior High School in order to enhance their students' vocabulary mastery.

5. CONCLUSIONS

5.1. Introduction

Chapter five includes the main conclusions which are based on the study's findings, a set of important recommendations and main suggestions for further studies are presented.

5.2. Conclusions

Based on the result of this study the researcher draws some research findings, such as Dictogloss in more effective technique in teaching writing the students having high motivation have better writing skill than those having low motivation. ADictogloss listening class embodies several important principles of language learning such as learner autonomy., cooperation among learners, focus on meaning and self and peer assessment process is equally as important as product. The procedure entails both language decoding(dictation)and its encoding (reconstruction) and, as results, enhances both students, listening and communication skills, It pushes learners to produce a meaningful and accurate text and to reflect on their choices. The task provides students with a sense of achievement and personal accountability and encourages them to think about the process of language learning and how to approach it more effectively. In short, if implemented correctly, the Dictogloss approach results in active involvement of the students and offers a challenging and rewarding learning experience.

Dictogloss has been used as a technique in developing communication skills. It can be regarded as a multiple skill because the students practice listening, writing, and speaking in order to complete the task by using vocabulary and grammar. The study aims to determine the effect of the Dictogloss on the development of communication skills of EFL preparatory school students. The study objectives to discover the role of Dictogloss techniques on developing communication skill (verbal-non- verbal and visual) for the control group and experimental in the posttest. To discover the role of Dictogloss techniques on developing communication skill (verbal-non- verbal and visual) for the control group and experimental in the posttest. The results of this study indicated that the achievement of students in the control group is not good as the

experimental group; this means the experimental group is better. It also the use of collaboration inside the classroom helps the learners develop self confidence in effective communication, generating ideas, managing conflicts and performing the language accurately. The improving of the social interaction is achieved by the use of group work by all the students to exchange their ideas and information inside the class, freely answer teachers' questions, and finally participate in the exercise. This technique can be used in improving the writing ability of foreign language learners. The Dictogloss technique for teaching English was very useful and productive since it has an advantage over traditional methods of teaching English and improves students' abilities to analyze, interpret, infer, and evaluate situations they heard or read. Learners improved their ability to read critically while responding to indirect queries. Created a cooperative, stimulating learning atmosphere in which students may study without feeling any pressure. Increased students' involvement because all students, even those who are timid, were able to participate and interact; this was possible since the emotional filter was lowered. Increased the quality of interaction between students and their English instructor. The task assigned by the teacher to the students is to be practiced more. Therefore, practice will affect the fluency and accuracy of the students' will have confidence in their writing skills because of regular practice and improve their ability to write good grammar in the text and encourage interaction between the students to rewrite the text by using their own language It is useful to teach this technique to students to understand the importance of using doctorless. Besides, it is important for teachers to report its importance and usefulness to them in order to strengthen and promote their work in the classroom, specifically oral and written presentation sessions. It helps and motivates students to comprehend the text easily and work and interact with each other. The opportunity to utilize grammar to modify the text is provided by this assignment. Also, it helps students obtain, construct, process, and provide information in spoken and written forms. Finally, students will have the opportunity to experience the pleasure of using English to communicate with each other. The result of this study is close to the result of 86 other studies that done by some researchers such as   Widhiash (2019) aimed to show whether the listening comprehension can improve by this technique among students of the basic listening class of English Language Study Program in the academic year (2016/2017) in Mahasaraswati Denpasar University.   These previous studies have

showed different findings. According to Gallego (2014), the results show that high-level and low-level students have achieved better results through Dictogloss, and all students have improved their effectiveness and usefulness of their learning. Besides, Latife (2016) found that teaching vocabulary through this technique may increase the learners' ability in the mastery of vocabulary. In other words, this technique is very effective and beneficial which increases the learners' ability in mastering vocabulary for the 2nd grade learners of SMPN 20 Bulukumba. Moreover, the study of Muthmainnah and Asrifan (2018) showed that the average of the (Ex G) is (77.0) and the average of the (CoG) is (63.3), thus indicating differences among students who use English Dictogloss and students who do not use it. Finally, it is showed that by using Dictogloss technique the students have good listening comprehension achievements. Al-Obadyi, L. H., & Al-Mosawi, F. R. (2019). The purpose of this study is to determine the following: the impact that using Dictogloss technique has on Iraqi EFL college students' knowledge of grammar; the impact that using Dictogloss technique has on Iraqi EFL college students' improvement of writing; whether or not using Dictogloss technique has any impact on EFL college students' comprehension of meaning; and the attitudes of students toward using Dictogloss in English language teaching. An accomplishment exam, a reflection sheet utilized at the conclusion of each lecture, a questionnaire, and the teacher's daily observation were the four assessment instruments that were used in this research. This study also included the teacher's daily observation. In addition to the favorable views of students about the use of Dictogloss in English language education, the study's final findings reveal that there is a beneficial influence of the Dictogloss approach on all three factors. As a result, the study's hypotheses cannot be supported.

5.3. Benefit of Study

Eventually, Dictogloss is a method that may be utilized in language instruction and has a number of benefits when properly executed. In the process of teaching-learning, the implementation of Dictogloss is very beneficial because the opportunities for learning were provided to learners individually while utilizing thinking critically. It also promotes the autonomy of learners instead of relying on their friends to obtain

knowledge, and it consists of activities of writing that can help learners in identifying their strengths and weaknesses.

5.4. Limitations of the Study

The students of Iraqi's EFL fifth preparatory school (AL-Shafiee Boy's school) enrolled in the first course of the academic year (2021-2022). The use of doctorless technique and its effect on students' achievements and writing ability of Iraqi English books.

This study faced many limitations, most notably, the study was limited to number sample, where males were chosen without females, and the study was limited to only fifth-grade students without the other stages, and the study period was limited to one class. On students, as well as conducting the experiment on students in one area in the fifth stage of middle school only, and the study time was not enough to apply this technique to students, the study limited to e Wajnryb's (1990) model of doctorless technique. Doctorless as a collaborative task is considered an adaptation type of dictation that involved students working together to reconstruct the passage read to them.

5.5. Recommendations and suggestions for future studies

Think of implementing Dictogloss in order to enhance their students' improvement mainly in writing skills and teach the four skills and pay attention to them, and prepare and create real-life situations for students to facilitate the process of teaching. The Teachers insist to get benefit from collaborative and groups to develop their English language skills. It must use technology to enrich the syllabus. Sign up for self-development training coerces. Organize special programs to explain texts for lower-level achievers. Opportunities were provided to students to use the foreign language to communicate and exchange their ideas between them. For Further Research. Using Doctorless technique in influencing teaching s grammar of English to learners. The use of Dictogloss technique on the achievement of university learners' writing skill. Dictogloss technique is very effective in teaching vocabulary to primary

and secondary school students. The role of using Dictogloss technique in teaching English prose, novels, and poetry, etc.

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LIST OF TABLES

Appendix (A) A letter for pre/post -test to the Jury Members

University of Karabuk

Department of English Language and Literature

Dear Mr., Mrs.

The researcher intended to conduct a study in titled "The Role of Dictogloss Technique in Developing Communication Skills for EFL Preparatory School Students" the study aims at:

1-Finding out the role of using Dictogloss technique in developing communication skills to EFL preparatory school students and finding out the differences in the mean scores of the experimental group and that of the control group in the posttest.

2- Finding out whether there is any statistically significant difference between experimental group achievement at the recognition level and at the production level.

3- Finding out whether there is any significant difference between experimental group achievement in the pre-test and post-test.

4-Fining out that Dictogloss technique has the potential of being useful for developing the four skills.

The researcher has constructed an achievement test on Fifth preparatory school for boys in order to know the role of Dictogloss technique in developing communication skills. Kindly I would be grateful if you, as a specialist in the field of method of teaching English as a foreign language, pass your judgment on the validity and suitability of the test items. Any comments or modifications would be highly regarded and appreciated.

Thank you in advance for your assistance and cooperation.

Yours, M. A. candidate   The Supervisor

ZAHID ABDUL QADER METEAB   Assit.Prof. Dunia T. Hameed

(PhD)

Appendix (B) The Achievement Pre-Test

Listening Skill

Q1:"Listen and check your answers

"Rana: You are Liz Pitt, aren't you?""

"Liz: That's right."

"Rana: I'm Rana Sami. We met in Beirut last year, didn't we?""

"Liz: In Beirut?""

"Rana: Yes. You were studying there, weren't you?""

"Liz: That's right"."

"Rana: You still don't remember me. Do you?"

"Liz: No, I don't, I'm afraid. I've got a really bad memory"."

"Rana: Don't worry about it"."

"Liz: Wait a minute. I remember you now. But you weren't wearing glasses in Beirut, were you?

"Rana: You're right. I wasn't.

Now complete the question tags:

Rana: You are <u>Liz Pitt</u>, ----------- you?

Liz: That's right.

Rana: I'm <u>Rana Sami</u>. We met in Beirut last year, ---------- we?

Liz: In Beirut?

Rana: Yes. You were s<u>tudying </u>there, ---------- you?

Liz: That's right.

Rana: You still don't remember me. --------you?

Liz: No, I don't, I'm afraid. I've got a really bad memory.

Rana: Don't worry about it.

Liz: Wait a minute. I remember you now. But you weren't wearing glasses in Beirut, ----------- you?

Rana: You're right. I wasn't".   (25M)

Reading Skill

Q2: 'Read to the following conversation and mark the sentences true, false or do not know.

'Khalid: Would you like to come to supper with us tomorrow?"

'Martin: I'd love to, Khalid. But it is Ramadan, isn't it?

'Khalid: So?

'Martin: Well, you are fasting, aren't you?

'Khalid: Yes, we are. But we break our fast in the evening.

'Martin: Oh, yes, I Forgot about that. It's called iftar, isn't it?

'Khalid: That's right. How did you know?

'Martin: The receptionist at my hotel told me about it.

'Khalid: Well, why don't you come to our house and try my mother's delicious soup 'and cakes? You aren't busy, are you?

'Martin: Me, busy? Of course not. I'm on holiday.

'Khalid: Well then, please come. My brother Hasan is going to be there. You haven't met him, have you?

'Martin: No, I haven't.

'Khalid: His English is even better than mine.

'Martin: I don't believe it.

'Khalid: Really, it's true. He lived in London for a year".

Now put (T) or (F) or do not know.

1-Khalid wants Martin to come to supper.　(　)

2-Martin speaks good Arabic. (　　)

3-Martin is staying with Khalid. (　)

4-Khalid's mother never cooks. (　)

5-Martin has met Hassan. (　)

6-Khalid has been to England. (　)　　　　　　　　　　**(30M)**

Speaking Skill

Q3: Listen to the following message left on answer phones and answer the questions.

"Recorded: Welcome to the Zmobile

Voice: Voicemail service. I'm sorry but the person you called is not available. Please leave your message after the tone.

Josie: Hi, Nadia. Josie speaking. Isn't it great the exams are over? I fell so Much better now. Holidays at last. Anyway, that's not what I rang to say, obviously. Um, I just wanted to invite you to come on a picnic on Saturday the 18th of May. It'll be me, my sister, My cousin Jade and you, hopefully. Um, we're going to meet at the bus stop by the cinema at eleven. Hope you can come. Well, anyway, give me a ring this evening around seven".

1-Who calls?

2-Why?

3- Where to meet?

4-What time?

5-When should Nadia call back? **(30M)**

Writing Skill

Q4: Write a paragraph describing your close friend. Explain Why He/she is a close friend of you. (15M)

Appendix (C) The Achievement Post Test

(The Recognition Level)
<u>**Listening Skill**</u>

Q1: Listen to the following text, you will hear some information about the Babylon International Festival. Listen first and then complete the leaflet.

Babylon International Festival

"Welcome to The Iraq Tourist information line with news of the Babylon International Festival. The festival has been going since 1987 and attracts artists, musicians, writers and actors from all over the world. This year, the festival opens on Monday 5th May with magnificent fireworks show in the city center at 9 p.m. Top attractions include an Iraqi version of the world-famous Shakespeare play, Hamlet, on Monday. The performance starts at 6p.m. Tickets are 20,000 Iraqi dinars for adults and 10,000 Iraqi dinars for children under 13 and students. And on Sunday, an exhibition of Babylon archaeology starts at the Ninimach Temple Hall. This exhibition opens at 11 a.m. and continues until 4 p.m. Entry is free. The exhibition will be open every day except Thursdays through May and June".

Now complete the text

The festival began in (1) (Write the year) --------------------

This year's festival opens on (2) (write the date) ------------

With (3) --------------in Babylon City Center at (4) write the time) --------------

Performances of the Shakespeare play (5) (write the title) ----------

Are at the Babylon Theater on (6) (write the day) -------------

The performance starts at (7) -------------------p.m.

Price for adults: ID (8) -------------------.

Price for children and students: ID (9) -----------------,

Exhibition of (10) -------------------------------------.

(11) (write the day) -----------------------in the Ninmach Temple Hall. Times are from:

(12) -------------------a.m. until (13) -------------------p.m. Entry is (14) -----------------.

The exhibition is not open on (15) ---------------------.   **(30M)**

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Reading Skill

Q2: Read to the following conversation about Alex and Fareed and mark the sentences true (T) or false (F).

"Fareed: Why are you waiting to your mother? You live in the same house and you see her every day.

"Alex: I know, but it's Mother's Day tomorrow.

"Fareed: Tell me more about it.

"Alex: Well, it's a day in the spring when you say thank you to your mother for everything. Most people give their mother a card and a present.

"Fareed: Really? What have you got for her?

"Alex: Flowers and chocolates.

"Fareed: Is there a poem in your Mother's Day card?

"Alex: Yes. Listen to this. "On this special day, I'm writing to say, you're the best mother in every way".

"Fareed: That's nice.

"Alex: Don't you send Mother's Day cards in Iraq?

"Fareed: Are you joking? We send birthday cards and Eid cards but we never send Mother's Day cards.

"Alex: Where are you going, Fareed?

"Fareed: To buy a Mother's Day card for my mum. She is also the best".

Now put (T) or (F)

1-Alex is writing a card to his mother. (   )

2-It's her birthday. (   )

3-Alex hasn't got a present for his mother. (   )

4-Fareed is Iraqi. (   )

5-Fareed never sends cards.   (   )   (20M)

(The Production Level)

<u>**Speaking Skill**</u>

Q3: Listen to the text in title 'The Internet" then note down the key words and work together to create a reconstruct the version text by mentioning five different uses of internet.

The internet

"What do you do if you want to know about a high school volleyball team in Beirut? Who can your brother ask if he wants to find a language school in Scotland where he can study English this summer? Where can your sister get the latest information if she has to write an essay about world climate change? And what should you all do if you want to hear the latest Kadhim Al Sahir hit? The answer is simple. You go onto the Internet and look for a useful website."

"The internet sometimes called the World Wide Web (www) is a huge international network of computers. It was invented in 1990 by two computer scientists, Tim Berners- Lee from Britain and Robert Caillou , from Belgium. At the time, they were both working at a physics laboratory in Switzerland. They invented the system to help scientists to share ideas and information. In 1993 the Internet became public and it grew very fast. Today it is used by millions of people all over the world and its use is still growing".

"To go online, all you need is a computer and an internet router or wi-fi. And if you look at the statistics, most teenagers in the United States are connecting regularly. A recent survey showed that 82% of teenagers are sending and receiving e-mail. Most of these also say they frequently surf the net for information. Another popular online activity among teens is instant messaging (IM). Over 80% have listened to music online and 50% have downloaded music from the Internet. Only 13% of American teens are not using the Internet at all".   **(10M)**

<u>**Speaking and Writing Skills**</u>

Q4: What have they all been doing? Listen and complete the table.

"Salwa: This is Cool Breeze, the program me for young people who like action. I'm Salwa Bashir and today I'm talking to young people at Lake View Holiday camp…. Hello, Huda. Are you enjoying yourself here at Lake View?

Huda: Yes. This place is amazing. I've been taking photos all morning. I got up at six to get the early morning light on the lake and …er…I took lots of pictures of birds.

Salwa: And you 'are Adam, aren't you? What have you been doing this morning?

Adam: I've been playing tennis. I'm really hot now and I didn't win, which is a bit annoying.

Salwa: Never mind. Better luck next time.

Anne Marie: I'm Anne Marie. I've been shopping in town all morning. I've only just got back to the camp.

Salwa: What did you buy?

Anne Marie: CDs, tennis shoes, er…a skirt and er…a magazine.

Rob: I'm Rob and this is my friend mark.

Mark: Hi.

Salwa: Hi Rob, hi Mark. I think I can guess what you've been doing this morning. You've been swimming in the lake, haven't you?

Mark: Actually, we've been windsurfing. But it's not that easy.

Rob: Yes. Well, we're just beginners and it takes a lot of practice. You stand up for a minute then you fall in and get wet.

Salwa: What have you been doing, Issa? Have you cut your hand?

Issa: No, My hand's fine. That's just red paint.

Salwa: I was worried for a minute. What have you been painting?

Issa: I've been painting a picture of the boats on the lake. There is a fabulous art studio here.

Salwa: Can you show me round the art studio later?

Issa: Sure.

Salwa: Hello, Nina. How's your morning been?

Nina: Busy. I've been making lunch for all this lot. Anybody hungry?

Teenagers: Yeah…. I'm starving."

Now complete the table

Huda	She's been taking photos
Adam	
Anne Marie	
Rob &Mark	
Issa	
Nina	

(30 M)

(10 M)

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Writing Skill

Q5: Imagine you are staying at Lake View Holiday Camp. Write a postcard to a friend saying what you have been doing and what your friends have been doing. Write about 70 words. Use some of the phrases below. (10 M)

Dear., Iam having a great time at Lake View Holiday Camp. I've been…...   I've also been….   My friend has been …...   Hop to hear from you soon,

Appendix (D) Students' Age in Months

Experimental Group		Control Group	
No	Scores	No	Scores
1	201	1	199
2	191	2	212
3	197	3	225
4	201	4	193
5	197	5	190
6	216	6	217
7	215	7	213
8	212	8	203
9	249	9	202
10	196	10	220
11	200	11	205
12	200	12	213
13	210	13	193
14	228	14	212
15	227	15	210
16	195	16	200
17	198	17	208
18	208	18	199
19	207	19	211
20	201	20	205
21	196	21	205
22	209	22	193
23	199	23	202
24	209	24	197
25	204	25	220
26	207	26	194
27	201	27	196
28	207	28	193
29	210	29	210
30	205	30	189
31	190	31	189
32	198	32	196
33	203	33	211
34	208	34	199
35	211	35	223
36	199	36	198
37	214	37	207
38	210	38	195

39	199	39	197
40	212	40	189
41	216	41	210
42	214	42	199
43	206	43	200
44	218	44	194
45	207	45	212
46	211	46	222
47	220	47	196
48	193	48	209
49	217	49	191
50	213	50	218
51	218	51	196
52	201	52	213
53	210	53	188
54	198	54	206
55	209	55	215

Appendix (E) Students Previous Year Degrees in English

No	Experimental Group Scores	No	Control Group Scores
1	62	1	54
2	62	2	50
3	57	3	52
4	64	4	57
5	60	5	53
6	70	6	50
7	58	7	66
8	50	8	55
9	57	9	53
10	54	10	51
11	55	11	55
12	50	12	53
13	53	13	59
14	51	14	53
15	53	15	66
16	53	16	54
17	53	17	50
18	53	18	55
19	55	19	52
20	51	20	58
21	55	21	59
22	56	22	77
23	54	23	54
24	53	24	54
25	50	25	67
26	56	26	55
27	51	27	64
28	50	28	56
29	52	29	57
30	52	30	50
31	66	31	55
32	45	32	64
33	45	33	59
34	46	34	53
35	56	35	56
36	65	36	54
37	55	37	51
38	54	38	69

39	50	39	58
40	55	40	77
41	56	41	67
42	55	42	40
43	53	43	43
44	55	44	64
45	54	45	54
46	56	46	66
47	58	47	50
48	51	48	56
49	58	49	66
50	70	50	70
51	65	51	76
52	56	52	66
53	50	53	53
54	70	54	56
55	54	55	55

Appendix (F) Students' Scores in the Pre-Test

No	Experimental Group Scores	No	Control Group Scores
1	55	1	33
2	53	2	45
3	46	3	37
4	55	4	41
5	45	5	42
6	50	6	51
7	37	7	54
8	47	8	50
9	43	9	51
10	50	10	34
11	33	11	32
12	41	12	47
13	43	13	33
14	45	14	43
15	32	15	54
16	44	16	44
17	43	17	42
18	41	18	40
19	50	19	28
20	51	20	45
21	43	21	53
22	32	22	56
23	46	23	50
24	40	24	27
25	44	25	56
26	38	26	48
27	46	27	43
28	50	28	39
29	46	29	51
30	57	30	43
31	43	31	51
32	50	32	63
33	54	33	49
34	51	34	43
35	47	35	37
36	43	36	41
37	37	37	48
38	47	38	53

39	32	39	57
40	32	40	65
41	44	41	57
42	42	42	32
43	50	43	36
44	43	44	51
45	39	45	48
46	38	46	49
47	50	47	37
48	42	48	50
49	44	49	53
50	55	50	50
51	52	51	52
52	37	52	44
53	42	53	47
54	46	54	43
55	40	55	50

Appendix (G) Students' Scores in the Post-test

Experimental Group		Control Group	
No	Scores	No	Scores
1	60	1	48
2	57	2	57
3	52	3	55
4	62	4	40
5	54	5	42
6	56	6	50
7	53	7	40
8	48	8	43
9	44	9	46
10	48	10	40
11	45	11	41
12	41	12	40
13	50	13	44
14	55	14	47
15	58	15	50
16	45	16	43
17	55	17	48
18	57	18	41
19	60	19	44
20	66	20	50
21	68	21	53
22	52	22	43
23	50	23	41
24	58	24	53
25	62	25	45
26	54	26	48
27	48	27	44
28	57	28	46
29	55	29	42
30	65	30	50
31	66	31	52
32	54	32	55
33	58	33	40
34	60	34	43
35	57	35	40
36	55	36	44

37	52	37	40
38	50	38	42
39	44	39	50
40	48	40	54
41	58	41	42
42	60	42	44
43	66	43	50
44	63	44	40
45	50	45	34
46	58	46	40
47	44	47	48
48	48	48	42
49	55	49	56
50	51	50	40
51	56	51	42
52	68	52	48
53	64	53	41
54	55	54	58
55	52	55	50

Appendix (H) Jury Members

No	Name	Specialty	Position/College of
1	Prof. Dr Nahida T. Majeed	**TEFL**	Education for the Humanities / Tikrit University .
2	Prof. Dr Amra I. Sultan	**TEFL**	Education for the Humanities / Tikrit University .
3	Prof. Dr Nagham Q. Yahya	**TEFL**	Education for the Humanities / Tikrit University .
4	Asst. Prof Dr. Manal O. Musa	**TEFL**	Education for the Humanities / Tikrit University .
5	Asst. Prof. Dr Shaima M. Salih	**TEFL**	Education / Baghdad University.
6	Asst. Prof. Dr Shoaib S. Abdulfatah	**TEFL**	Education for the Humanities / Mosul University .
7	Asst. Prof. Dr Brween Sh. Kawther	**TEFL**	College of Education for the Humanities / University of Saladin.
8	Asst. Prof. Dr Alaa I. Challob	**TEFL**	College of Education for the Humanities / University of Anbar
9	Asst.Prof. Dr.Samara .M.Ahmed	**TEFL**	College of Education for Humanities Department of English Tikrit University.(Linguistics).

Appendix (I) Photos of using the role of Dictogloss Technique in the class

CURRICULUM VITAE

Zahid Abdul Qader METEAB, he finished al-jahid school for boys in 1999, and graduated from samara university in Iraq in 2018 receiving his Bachelor's degree in English language department. he worked as an English teacher at high Al Shafei school for boys from 2018 to 2019. in order to complete his study, he joined to the Karabuk university 2021 to 2022 to get master degree.