



# INVESTIGATING THE EFFECT OF DICTOGLOSS TECHNIQUE ON EFL PREPARATORY SCHOOL STUDENTS' PERFORMANCE IN WRITING SKILL

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## Abstract

The current study aims to identify the efficiency of dictogloss technique in teaching writing skills of fifth Year Students of Preparatory Stage. For the purpose of verifying the study, the null hypothesis was developed which states "There are no differences of statistical significance at the level of (0,05) among the mean of scores of experimental group who study according to dictogloss technique and the mean of the scores of control group who study according to regular method". Experimental approach is used through designing two equivalent experimental groups of (30) students that studied according to dictogloss technique, and a control group of (31) students studied according to the regular method during the second course (2019-2020) for 8 weeks, three classes per week for each group using Google Classroom Platform.

The present study used the Google Classroom (GC) platform as an educational platform to help students in their learning process.

After verifying the experts, the writing skills test has been applied. The results show that there are differences of statistical significance at level (0,05) among the mean of scores of experimental and control groups in writing skills and in favour for the experimental group. These differences are attributed to use dictogloss technique in teaching the experimental group.

**Keywords:** Effect; Dictogloss Technique; EFL Preparatory Students; Performance; Writing Skill.

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## INTRODUCTION

Scholars have approved that online learning platforms can be beneficial for teaching and learning, both within and outside the classroom. Jiménez and Jiménez (2015:38) stated that, the literature recognized that practical learning communities could enhance student academic performance, promote cooperative learning through peer engagement, and engage instructors in contrition with their students' learning. Moreover, these advantages, Wallace (2014: 294) stated that social media platforms and social networking, together with successful classroom models, can work to help increase efficiency, professionalize teachers and encourage students. Even so, there is also another essential meaningful contribution from all these web-based tools to the teaching and learning of foreign languages: the advancement of self-employed learners who can solve tasks on their own without the need to switch to direct instruction. (Zúñiga, 2015: 470).

Each of these tools under ICT (Information Communication Technologies) and e-learning theories aims to be the ideal solution for learning foreign languages, enabling students to communicate, modify, transcribe, arrange and establish texts easily and efficiently. And because of all these arguments, it is still unclear whether the degree to which such approaches actually comply with the expectations of the student. Therefore, this makes it very important to handle out a study that can give researchers more overview into the perception of students when using Dictogloss Technique to develop writing skills.

GC is an online e-learning platform presented in 2014. Despite the fact that nothing has been found with regard to studies that assess the efficacy of this method to assist EFL learners improving in their writing skills. Kasula (2016: 11) has invited us to consider not just whether ELL is fully prepared for this tool, based on his experience with that too, the action research that he has followed, and a number of new-scale conferences with his colleagues. He suggested



that GC can help encourage educators to explain class objectives, activities and assignments in a structured, focused, effective and clear manner to students, teachers and administrators. Also, GC is also linked to Google Drive, permitting students to build and use paperwork through an online word processor, PDF files, and presentation programs for individual, cooperative, and group-based practices. In terms of its effectiveness, it recommends that teachers undergo self-training and as well as provide students to become familiarized to the method to tackle the problems that arise more successfully.

Nowadays, modern technology encompasses innovative applications of methods, strategies, tools, materials and devices for teaching. Experiments are being carried out all over the world to investigate their application to ELT. Teachers play a vital role in operating the technological tools and devices for teaching English as a second language. One such new tool is the telegram application. It can be accessed by 100,000 users at a time from different locations. When attendance in a classroom is hindered for some reasons, teachers are compelled to depend more and more on these kinds of apps. One cannot stop teaching because classes stop; education has to continue. For example, at a time like lockdown on account of a worldwide pandemic like COVID 19, a previously planned research study could make use of this app for collecting data for the experimental research, rather than postpone the project indefinitely.

writing is a crucial to the academic success and it is a core part of any type of assessment in addition, writing skill is important to be mastered in order that we can maintain a good communication with other people. English teaching and learning processes in the classroom also included teaching writing skills in an appropriate way to help students develop their written language knowledge and skills (Lundsteen in Palmer et al., 1994: 1).

Writing is then seen, as a significant productive skill that can be extended to the learning of other productive and receptive skills (Zhu, 2004:13), as it facilitates and incorporates learning and thinking by promoting communication and making thought open to reflection. (Mekheimer, 2005:44). Hence, in writing process, ideas can be assessed, examined, reconsidered, reorganized and replaced.

The writing performance of Iraqi EFL students is usually characterized as very small in size, grammatically incorrect, with many spelling errors, and limited in the range of vocabulary items. Rahab'ah (2003:16) states that students writing is not easy to understand due to poorly-formed sentences and the large number of errors in the composition of vocabulary items. Students also claim that they are unable to discuss their research with their peers and that they do not receive the correct input from each other.

Mainly due to the lack of writing, Iraqi students seem to have a real need for new, more effective teaching methods that engage them in teaching and allow them to use English communicatively in meaningful learning situations, in addition to removing the negative attitude that students might have towards writing. Though, the study intended to be a one-step long road to meeting this need.

The issue with this study is that Iraqi EFL preparatory school students encounter problems in demonstrating their writing performance. This is due to the absence of appropriate teaching techniques used by teachers to teach writing. It seems, however, that many Iraqi EFL teachers, educators and employees even now failed to understand the essential nature of the writing process. All of them are using conventional methods based on memorizations and drilling. Most students are uncertain and show less self-confidence when they are asked to write a piece of writing (a composition, letter or e-mail). Most students lack experience in composing sentences or words in English, rather they think of forming sentences, translate them from their mother tongue into English. This study tries to use a new technique (**Doctorless Technique**) in teaching writing skill in order to enhance this skill.

Dictogloss can be defined as a collaborating dictation teaching technique that use dictation exercises, where students listen to a little text, identify keywords, and afterwards work together to produce a reconstructed type of the original text.



Dictogloss, according to Younis and Bataineh(2016:47) has commonly been described to positively affect EFL students' language development in writing and in the other three language skills alike .

Stewart (2014) point out that "It also helps in expanding other areas of linguistic, communicative, and human development (e.g., writing, opinion-sharing, and learner-centered negotiation) which involve students and teachers alike", also it helps to stimulate language productive skills writing and speaking among language learners whereas at the same time incorporating the other skills.

The aim of the present study will be achieved by verifying the following hypothesis: It is hypothesized that there is no statistically significant difference" at the level of significance (0.05) between the mean scores of the EG who is taught writing skill through the use of **Dictogloss Technique** and that of the CG who is taught writing skill through using the method recommended by the Teacher's Guide.

The present study is limited to:

1. Fifth class Iraqi EFL Preparatory school students.
2. A sample being selected in Baghdad Governorate.
3. The academic year 2019-2020.
4. Dictogloss technique.
5. Materials are taken from "English for Iraq" textbook.

The current study may be of benefit to: (1) EFL teachers who must consider that students are learning best when they are actively involved and pay enough attention to meaning as well as to the form of particular language structures in the context of input and work in a professional social environment; (2) it may help EFL Preparatory students to overcome the complications, what is hoped for in this study for Iraqi students and to follow the correct method of providing meaning and information to teachers of Iraq, as it may perhaps help them to get rid of the aggressive feeling of writing and overcome the difficulties they face in studying and learning writing. (3) curriculum designers who using this model to confirm, in advance, the flexibility of the materials and activities they designed for students to develop their writing skills, and (4) Help instructors to appreciate the precise approaches that is used to teach Iraqi EFL learners.

To achieve the objective and verify the hypotheses of the current study the researcher adopted the following procedures:

- Selecting a sample of EFL students from 5<sup>th</sup>. Preparatory schools,
- Dividing the selected sample of students into two groups (an experimental and control group),
- Constructing a pre-test and post-test in writing skill and make sure from its validity and reliability,
- Teaching writing skill to the subjects of the experimental group by using **Dictogloss Technique** .
- Conducting the post test to the subjects of both groups to find out whether the submitted technique has any effect on the subjects or not,
- Using Google Classroom platform in teaching the two samples of the study.

## METHODOLOGY

The researchers adopt the experimental approach since it is appropriate to the study. The researchers are able to identify the effect of (independent variable) in the result (dependent variable). Experimental approach is defined as " the method that the researcher uses to identify different conditions and variables that appear during the examination of information that is related to certain phenomena, and control such conditions and variables. So, the researchers depend on using experimental design of partial control for the two equivalent groups (experimental and control)that undergo posttest of writing skills. The experimental group is the group that its students are subjected to the independent variable dictogloss technique. And the

control group studies according to the regular method. And writing skills is the dependent variable that is measured by test prepared by the researcher for the present study to identify the efficiency of independent variable.

### The study population and sample:

The study population is the Fifth year students of Preparatory school in Baghdad governorate during the academic year 2018- 2019. The study sample contains (61) students from AL-Khatib Preparatory school. The selected intentionally with the cooperation of the headmaster of education center. Two classes out of three are selected randomly from this school to apply the experiment, where class (A) is the experimental group that includes (30) students and (D) class is the control one that includes (31) students.

### Equivalency of the two groups:

Although the two groups of the study sample is selected randomly from socially, culturally and economically homogenous community, but non- equivalency of the students is probable. So, the researchers work on controlling variables that can affect the two dependent variables like age and previous achievement as shown in the following table:

**Table 1:** Some variables of the equivalency of the two groups

| Variable                                     | Group           | Mean  | Standard deviation | Freedom degree | T- test    |         | Significance  |
|--|-----------------|-------|--------------------|----------------|------------|---------|---------------|
|  |                 |       |                    |                | Calculated | Tabular |               |
| Age by month                                 | Experimental 30 | 65.56 | 3.65               | 59             | 0.185      | 2       | insignificant |
|  | Control 31      | 65.38 | 3.41               |                |            |         |               |
| 1 <sup>st</sup> semester English achievement | Experimental 30 | 62.56 | 9,87               | 59             | 0.342      | 2       | insignificant |
|  | Control 31      | 61.64 | 11.17              |                |            |         |               |

### Control introduced variables:

Although the researchers have verified the equivalency of the two groups in the most important variables (age and achievement), which is thought to influence the processing of the experiment. The effect of some introduced variables are avoided (experimental depreciation, physical condition, maturity factor, study secrecy, date of experiment and rations distributions...etc.).

## REQUIREMENTS OF THE STUDY

### Materials of Study:

The materials are taken from the textbook "*English for Iraq*" for the fifth preparatory stage prepared by the ministry of education in Iraq for the academic year 2019- 2020.

### Behavioural Goals:



The researchers analyze the content of the six chapters of textbook/ second part (concepts and facts) to formulate behavioural goals according to Bloom's taxonomy of cognitive domain arranged in the following order (knowledge, comprehension, application and analysis). There are (163) behavioural goals formulated and presented to a group of specialized arbitrators.

### **Preparing daily teaching plans:**

The researchers see that planning for teaching is an indispensable step to organize the work. In light of this fact, the researchers a set of teaching plans to cover the period of experiment; (3) plans per week for each research group, which means (6) plans per week along (8) weeks including (24) plans by (dictogloss technique used for experimental group, and (24) plans by regular method used for the control group. Before starting the experiment, two samples of teaching plans with the educational content have been presented to judges and specialists in education, methods of teaching.

## **TOOLS OF THE STUDY**

### **Test validity:**

To achieve this type of validity, there are (30) items presented to arbitrators and specialists in methods of teaching English to verify its items and their appropriateness for the study goals and the domain they designed to measure. The test depends on (%80) of agreement of specialists and (2) items are deleted and the final version of the test includes (28) item. In order to verify the construction validity and after (the second exploratory application), the researchers use Point Biserial Correlation Coefficient to find out the relation between the item score and the total score of the objective items. In essay items, the researchers use Pearson coefficient correlation and the score of the relation between the item score and the total scores of the items for writing skill is about (0,284- 0, 483). It means that all correlation coefficients are all statistically significant at the level (0,05), where correlation calculated value (r) for each item is higher than tabular correlation value (r) (0,195) at the level (0,05) and freedom degree (98). As a result, the test items show internal consistency.

## **STATISTICAL ANALYSIS:**

### **Difficulty coefficient:**

After making statistical analysis for the test items, it is found that difficulty coefficient of the items is about (0,38- 0.61). Thus, all items of the achievement test is good with fair difficulty.

### **Discrimination coefficient:**

The discrimination strength for each item of the test is about (0,37- 0.59). Based on this value, test items are good and their discrimination coefficient is acceptable.

### **Efficiency of wrong alternatives:**

When the wrong alternative in one of the test items does not attract students, the alternative is considered weak and useless. It is found that the efficiency of wrong alternatives for test items is about (0.11- 0.33). It is clear that the all alternatives of achievement test are efficient and appropriate

### **Test reliability Alpha-cronbach:**

The researchers depend on the method of internal consistency to find the test reliability, and it is a method that that depends on correlation among the test items with each other within the test. After applying the method, the researchers find that test reliability is (0,87) and it is a good and an acceptable one and the test is reliable.

## RESULTS AND DISCUSSION:

Results related to the hull hypothesis: To verify the null hypothesis, where there are no differences between the two groups of the study in writing skills, the researchers use (T-test) for two independent samples. The T calculated value is (7, 951) higher than tabular value (2) at freedom degree (59), which refers to that there are differences of statistical significance in favour for the experimental group. Based on this result, the null hypothesis is rejected and the alternative hypothesis is accepted, which stipulated that there are differences of statistical significance at level (0,05) among the means of students' scores of the experimental group who study according to dictogloss technique and the means of control group students who study according to the regular method in the writing skill test. The following table shows these results:

**Table 2:** T Test Results For The Study Groups Of the Test

| Group T      | No. of students | Mean  | Standard deviation | T- test    |         | significance at (0,05)                          |
|--------------|-----------------|-------|--------------------|------------|---------|---|
|              |                 |       |                    | Calculated | Tabular |   |
| Experimental | 30              | 32.90 | 4.72               | 59         | 7.436   | Significant in favour of the experimental group |
| Control      | 31              | 24.96 | 3.53               |            |         |   |

The researchers calculate the effect size (D) to ensure that the size of the differences of (T- test) belongs to the independent variable dictogloss technique, which is about (2.046) and it is a high indicator based on the (Cohen, 1988) proposed criteria in 17 to evaluate the size of effect. The researchers attributed these results to the reason that teaching within active learning gives students self-confident and cooperation among themselves because the steps of dictogloss technique motivates the spirit of harmony between the students and the teacher through suspense the students have shown in the class. Then, the students' minds are motivated through presenting the lesson topic as an issue or problem, which leads to increase their curiosity and relate the problem to the main concepts of the lesson to reach for a solution. Moreover, dictogloss technique is appropriate for the goals of teaching english since it permits the student to be the focal point of the educational process and also allows mental practices through interpretations, taking suitable decisions and generate various ideas. Eventually, enhancing writing skill for the experimental group is attributed to the efficiency of independent variable dictogloss technique.

## CONCLUSION

The results show that there are differences of statistical significance at level (0,05) among the mean of scores of experimental group and control group in writing skills and in





favour for the experimental group. These differences are attributed to use (dictogloss technique in teaching the experimental group through Google Classroom Platform.

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