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Research and Postgraduate Affairs		شئون البحث العلمي والدراسات العليا
Faculty of Education		كليــــــــــــــــــــــة التربية
Master of Curriculum and Teaching Methods		ماجستير المنـاهـج وطـرق التدريس

The Effectiveness of Using Dictogloss Strategy on Developing Tenth Graders' English Grammar Learning and Writing Skills in Gaza

فاعلية استخدام استراتيجية دكتوجلوس (الإملاء الإنشائي) في تطوير تعلم قواعد اللغة الانجليزية ومهارات الكتابة لدى طالبات الصف العاشر الأساسي في غزة

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A thesis submitted in partial fulfillment of the requirements for the Master Degree of Education

April/2017

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إقـــــرار

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أنا الموقعة أدناه مقدمة الرسالة التي تحمل العنوان:

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ هـزار محمـد زكــي مــراد لنيـل درجـة الماجستيـر فـي كليـة *التربيــة*/ قسم مناهج وطرق تدريس وموضوعها:

فاعلية استخدام استراتيجية دكتوجلوس (الإملاء الإنشائي) في تطوير تعلم قواعد اللغة الإنجليزية ومهارات الكتابة لدى طالبات الصف العاشر الأساسي في غزة

The Effectiveness of Using Dictogloss Strategy on Developing Tenth Graders' English Grammar Learning and Writing Skills in Gaza

وبعد المناقشة العلنية التي تمت اليوم السبت 09 شعبان 1438هـ، الموافق 2017/05/06م الساعة التاسعة صباحاً بمبنى اللحيدان ، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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أ.د. حســن علــي أبــو جــراد	مناقشــاً خارجيــاً	

وبعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية *التربية*/قسم **مناهج وطرق تدريس.**

واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن يسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق ،،،

نائب الرئيس لشئون البحث العلمي والدراسات العليا

أ.د. عبدالرؤوف علي المناعمة

Abstract

The Effectiveness of Using Dictogloss Strategy on Developing Tenth Graders' English Grammar Learning and Writing Skills in Gaza

Study Aims: This study aimed to investigate the effectiveness of using Dictogloss strategy on developing tenth graders' English grammar learning and writing skills.

Study Approach: To achieve the study aims, the researcher adopted the experimental approach and used a sample of (68) female students at Al Zahraa Secondary School (B) for Girls in the city of Gaza in the first semester of the scholastic year (2016 – 2017).

Study Sample: The study sample consisted of (68) students, the number of students in two classes out of the 8 classes of tenth grade, who were randomly assigned to an experimental group of (34) students and a control one of (34) students.

Study Tools: The researcher utilized two achievement tests to collect the data: a grammar pre-posttest consisting of four domains: three tenses and the modal verbs and containing (35) items and a writing pre-posttest consisting of three aspects of the writing skill: coherence, cohesion and mechanics and containing (25) items.

Study Findings: The results indicated that there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group and those of the control group in favor of the experimental group on the grammar posttest and the writing posttest. Furthermore, the effect size of the results indicated that the effect size for both grammar and writing tests were large. These positive results were attributed to the effectiveness of the Dictogloss strategy.

Study Recommendations: In the light of the study findings, the researcher recommended tenth graders' English language teachers should think about the principles of using Dictogloss in teaching English for their importance in achieving the teaching intended goals and outcomes as well as developing the students English language grammar learning and writing skills. Also, the researcher recommended that further studies should be conducted to examine the effect of Dictogloss on different variables such as motivation, attitudes of students, and learning retention

Keywords: effectiveness, Dictogloss strategy, English grammar learning, writing skills.

ملخص الدراسة

فاعلية استخدام استراتيجية دكتوجلوس (الإملاء الإنشائي) في تطوير تعلم قواعد اللغة الانجليزية ومهارات الكتابة لدى طالبات الصف العاشر الأساسي في غزة

أهداف الدراسة: هدفت هذه الدراسة إلى التعرف على فاعلية استخدام استراتيجية دكتوجلوس في تطوير تعلم قواعد اللغة الانجليزية ومهارات الكتابة لدى طالبات الصف العاشر.

عينة الدراسة: تكونت عينة الدراسة من (68) طالبة من مدرسة الزهراء الثانوية (ب) للبنات في مدينة غزة، حيث مثلت هذه العينة فصلين تم اختيارهما بشكل عشوائي من فصول الصف العاشر العشرة وذلك في الفصل الأول من العام الدراسي (2016 – 2017)، وقد تم تعيين أحد. الفصلين والذي تكون من (34) طالبة بشكل عشوائي كمجموعة تجريبية والأخر كمجموعة ضابطة وضم أيضاً (34) طالبة.

منهج الدراسة: ومن أجل تحقيق أهداف الدراسة، استخدمت الباحثة المنهج التجريبي.

أدوات الدراسة: ومن أجل جمع البيانات، استخدمت الباحثة اختبارين تحصيليين، اختبار قواعد قبلي وبعدي مكون من أربع فروع اشتملت على (35) فقرة تحتوي على ثلاث أزمنة و الأفعال الناقصة، واختبار كتابة قبلي وبعدي مكون من ثلاث مهارات وهي ترابط الأفكار ،استخدام أدوات الربط و علامات الترقيم تحتوي على (25) فقرة.

نتائج الدراسة: لقد أشارت النتائج إلى وجود فروق ذات دلالة إحصائية عند مستوى الدلالة α ($0.05 \leq$) في متوسطات درجات المجموعتين التجريبية والضابطة في الاختبار البعدي للقواعد وفي الاختبار البعدي لمهارات الكتابة لصالح المجموعة التجريبية تعزي لاستخدام استراتيجية دكتوجلوس، كما وأشارت النتائج أن حجم الأثر لفاعلية استخدام الاستراتيجية كان كبير في كل من القواعد ومهارات الكتابة.

توصيات الدراسة: وفي ضوء النتائج، أوصت الباحثة معلمي اللغة الانجليزية للصف العاشر أن يركزوا على مبادئ استخدام استراتيجية دكتوجلوس و توظيفها في تعليم اللغة الإنجليزية لأهميتها في تحقيق الأهداف المنشودة ولتطوير تعلم قواعد اللغة الانجليزية ومهارات الكتابة لدى الطالبات. كما أوصت الباحثة بإجراء أبحاث أخرى تختبر متغيرات أخرى عند استخدام دكتوجلوس كدافعية الطالبات واتجاهاتهن وبقاء أثر التعلم.

كلمات مفتاحيه: فاعلية، استراتيجية دكتوجلوس، قواعد اللغة الإنجليزية، مهارات الكتابة

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

Nun. By the pen and that which they write'
(Quran, Al-Qalam, verse 1)

[القلم: 1]

Dedication

❖ First, I dedicate this work to my father and my mother, for their patience, kindness and support.

❖ I also dedicate it to my own gorgeous children: my son, Hassan and my daughters, Hala and Layan.

❖ And finally, I dedicate this effort to all those great people in my life: My beloved sister, Anhar Murad.

Acknowledgements

In The Name of Allah, the most Gracious, the most Merciful

First of all, all thanks and gratitude are due to Almighty Allah for enabling and strengthening me to complete this work, and peace and prayers of Allah be upon His Prophet, Muhammad, the mercy for the entire humanity.

I am very grateful to a number of people who have been helpful in getting this thesis completed. Some, however, deserve special declaration: I would like to express my deepest gratitude to my instructor and supervisor, Dr. Sadek Firwana, Head of the Department of Curriculum and Instruction for his expert, sincere, valuable guidance, and constant help and encouragement.

Further, I wish to thank the Islamic university for providing me with all the necessary facilities. My sincere gratitude is also due to the Scientific Research Affairs and Higher Studies, Deanery of the Faculty of Education and the Department of Curriculum and Instruction for their unceasing assistance and encouragement.

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Once again, I express my greatest gratitude to all those who directly or indirectly have assisted in completing this work.

Researcher
Hazar Murad

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Chapter I
Study Background

Introduction:

This chapter outlines the study background and states its problem. It also presents the study hypotheses, purposes, significance, limitations and operational definitions of the terms.

1- The Study Background:

English language is now the most prominent language worldwide and is used in almost all the countries either as a native, second or foreign language. As it has association with modern technology, science, medicine, trade and globalization, the need of teaching and learning English has become indispensible in most Arab countries. Palestine, being one of those countries, gives English a lot of attention through modernizing its curriculum and its teaching and learning methods. Further, English has its high status among other subjects including the first language, Arabic.

Teaching English as a foreign language in the Palestine context should be different from teaching the first language (Arabic) as the skills of English(i.e. listening, speaking, reading and writing) cannot be mastered without having adequate knowledge of the important basics of the English language areas or systems which are (pronunciation – vocabulary – grammar - functions). Since it is necessary to learn a considerable amount of vocabulary with a strong focus on correct pronunciation, learning grammar gains its dominance in language teaching and learning as even when the learner has mastered a large amount of vocabulary, s/he needs to learn the way of connecting these words to produce meaningful sentences to be able to interact with others and take part in an English conversation efficiently.

Essentially, learning grammar helps to achieve competency in the four skills. Doff (2000, p.4) stresses that by mastering grammar, students can express themselves using phrases and longer utterances. Long and Richards (1987, p.26) state that grammar cannot be overlooked as it plays a vital role in mastering the four language skills as well as vocabulary to get involved in communicative tasks. As long as a learner does not master grammar, s/he will encounter many difficulties in understanding and responding to utterances, as well as grasping the meaning of any

piece of writing precisely because grammar words have certain meanings and functions that convey the intention of a speaker or a writer directly and quickly. Writing to others whatever its purpose is requires also a great deal of using correct grammatical sense to clarify the intention.

In the case of grammar teaching, the deductive and inductive ways are two core approaches. These approaches have been used for a long time to teach English grammar. Grammar is deductively taught when the grammar rules and examples are given to the students who learn them by heart, and then apply them to other examples (Widodo, 2006). The inductive approach entails proceeding from the particulars into the generals. That is, examples are introduced first and then the students are guided to induce the rules from those examples.

The researcher noticed through her relationships with English language teachers and her experience in teaching and learning English that learners in different elementary, secondary and even tertiary stages receive a great deal of grammar lessons over the years. However, students achieve a low proficiency level in English grammar and even those who achieve higher levels of proficiency in grammar find it difficult to employ these rules efficiently in communication and writing. Consequently, teaching and learning grammar contextually is important as it focuses on the function and meaning of the target rules in order to develop the competency in the four skills of English.

As regards writing, it is the final in the serial of the skills of English language as well as the second productive skill along with speaking. It can represent the evaluation of the effectiveness of the teaching and learning process. People demonstrate evidence of their progress in certain situations through the use of writing. So, it is the reflexive side of receiving many kinds of learning. Writing is a form of communication that gives students the opportunity to express their feelings and ideas on paper, to organize their thought and knowledge into convincing justifications, and to convey meaning through a well-constructed text. Readers judge one's writing through its style, content, and logic, so writing demands care and thought.

In fact, writing transfers gradually from words to simple sentences to elaborate stories and essays. In addition, spelling, vocabulary, grammar and organization come and develop together to help students to demonstrate more advanced writing skills each year. Therefore, the writing skill requires great focus on the foreign language teaching and learning process. Nevertheless, one of the specific objectives of teaching and learning writing in English is writing a composition activity whatever its kind is(e.g. a small paragraph, story, letter, an email, etc.). Learners are required to do such an activity in classroom contexts or in exam situations. Learning how to write compositions is proceeded by adequate graded stages including pre-, while, and then post writing, which is associated with different steps such as planning, drafting, editing, and writing a final draft. "It is the stages a writer goes through in order to produce something in its final written form" (Harmer, 2004, p.4). In addition, the product approach is also used in teaching writing. It focuses on analyzing the elements and features of the text to have students write a parallel one later.

2- Statement of the Problem:

The researcher according to her experience in the field of English language teaching for all levels (primary, preparatory and secondary),   noticed in her classrooms that learners struggle in writing compositions, especially in exam situations in spite of the approaches employed in teaching writing such as the product and the process approaches. Besides, she noticed that effective approaches such as the process approach needs adequate time to be accomplished and consequently there is a problem utilizing it efficiently to produce a meaningful paragraph.

In addition, she noticed that students in the tenth grade lack practice and lack high achievement when responding to writing composition questions in their examinations as they are required to write a composition provided to them with guided words or phrases that may help them construct a paragraph.

Therefore, the researcher thinks that students need more practice on how to build and organize a text in their classrooms. Consequently, it is important to provide students with a new strategy which involves them in active, collaborative learning as

well as the complete transfer of the cognitive domain skills from memorization to creativity.

Dictogloss, introduced by Ruth Wajnryb (1990) is a task-based powerful procedure focusing attention on precise meaning and accurate use of grammar by reconstructing a text they heard before. Because dictogloss is a co–operative writing activity, it is challenging without being threatening and provides students with opportunities to discuss the language and learn from each other. It is designed to reveal where the language learner lacks (and needs) are. In this sense, it is eminently learner–centered as it offers the students the chance to use the target objectives by themselves.

So, the researcher chose the dictogloss strategy for the following main reasons. First, the dictogloss teaching strategy improves students' understanding of how to use the grammar of English and how to reconstruct and organize a cohesive text. Second, dictogloss gives students opportunities to benefit while consolidating the four skills in the learning process when they listen to the text in the preparation and note-taking stage and speak in groups throughout the reconstruction stage. Then, they get the greatest writing value when they write and redraft their own versions accurately. They also benefit when they read their versions throughout the analysis and comparison stage. In addition, their use of the language gets improved when they use the new vocabulary in reconstructing the text. Finally, dictogloss supports the theory of leaning by doing.

Based on the previous considerations, the researcher wanted to investigate the effectiveness of using dictogloss strategy in developing tenth graders' English grammar and writing skills in Gaza. Research conducted abroad found that dictogloss was effective in improving the learners' proficiency in and mastery of grammar, writing and other language skills.

3- The Research Problem:

The problem of this study was stated in the following main question:

What is the effectiveness of using dictogloss strategy on developing tenth graders' English grammar learning and writing skills?

Arising from the above main question were the following sub-questions:

1. Which grammar points will be improved by using dictogloss?

2. Which aspects of the writing skills will be improved by using the dictogloss?

3. What is the nature of dictogloss that may improve tenth graders' English grammar learning and writing skills?

4. Are there statistically significant differences at (a≤ 0.05) in the mean scores of the grammar post-test between the experimental group taught by the dictogloss strategy and the control group taught by the traditional way?

5. Are there statistically significant differences at (a≤ 0.05) in the mean scores of the writing post-test between the experimental group taught by the dictogloss strategy and the control group taught by the traditional way?

4- The ResearchHypotheses:

1. There are no statistically significant differences at (a≤ 0.05) in the mean scores of the grammar post- test between the experimental group taught by the dictogloss strategy and the control group taught by the traditional way.

2. There are no statistically significant differences at (a≤ 0.05) in the mean scores of the writing post- test between the experimental group taught by the dictogloss strategy and the control group taught by the traditional way.

5- Purpose of the Study:

This study aimed to achieve the following objectives:

1. To specify the grammar points that will be improved by using dictogloss.

2. To specify aspects of the writing skills that will be improved by using the dictogloss

3. To determine the nature of dictogloss that may improve the students' English grammar learning and writing skills.

4. To determine the effectiveness of using dictogloss in developing learners' English grammar learning and writing skills.

5. To find out if there are statistically significant differences in developing learners' English grammar learning and writing skills.

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6. To find out the effect size between using dictogloss strategy in developing learners' English grammar learning and writing skills.

7. To determine which had more effectiveness in developing learners' learning by using dictogloss, grammar or writing.

8. To offer pedagogical recommendations with the hope that further studies will examine the effectiveness of this strategy in learning English not only on developing grammar learning and writing skills but also on other variables, such as attitudes, learning retention or other skills and basic areas of English language.

6- Significance of the Study:

1. Many recent studies examined and proved the effectiveness of using dictogloss strategy on improving learners' performance in different skills and areas of English. Such studies were conducted in the east of Asia, Iran, Turkey, and Arab countries such as Saudi Arabia and Jordan. Most previous studies indicated and recommended further researches to be conducted in other areas worldwide. This current study took place in Palestine, Gaza in an attempt to add a new strategy to the field of ELT, which could help to increase secondary school learners' achievement in English.

2. In addition, this study was conducted to investigate the extend of the usefulness of this strategy for teachers to increase motivation in the classrooms and make better teaching through exposing the learners to more active and efficient lessons in an attempt to develop their grammar learning and writing skills in particular.

3. Moreover, to benefit supervisors and specialists to organize training sessions and workshops to introduce dictogloss to in-service teachers to enhance their teaching with a variety of cooperative techniques to improve learning.

4. Furthermore, to encourage researchers to investigate the effectiveness of dictogloss strategy with different language skills and systems, age groups, and subject matters. Also, to Conduct other studies of dictogloss strategy on different variables to examine motivation, attitudes of students, and learning retention.

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7- Limitations of the Study:

This study was conducted within the following limitations:

- The study sample consisted of female tenth graders in Al Zahraa Secondary School in the Eastern Educational Directorate of Gaza.

- The dependent variables investigated were the grammar rules and writing skills in units 2 and 3 in the pupils' textbook 10.

- The study was conducted in the first semester of scholastic year 2016/ 2017.

8- Definitions of Study Terms:

a) Effectiveness:

Effectiveness is the extent of achieving stated objectives. The researcher defines effectiveness operationally as discovering if there is a change or a difference in a person's performance on grammar and writing tasks by using something.

b) Dictogloss

"Dictogloss is a relatively recent procedure in language teaching. It borrows a little from traditional dictation (hence part of its name) but in fact is quite distinct from dictation in both procedure and objectives. In dictogloss, a short text is read at normal speed to a class of learners who jot down familiar words as they listen. At the end of the dictation stage, most learners have only a small number of isolated words (or fragments) which together make up a very in cohesive, 'battered text'. In small groups, the students then pool their resources to reconstruct their version of the original text. In the final stage, the various versions that the students have produced are subjected to close analysis and comparison" (Wajnryb, 1990, p.5).

The researcher defines dictogloss operationally as an alternative technique in teaching grammar effectively that helps learners to understand rules contextually and enhance their performance of writing by using their key words that they had been noted through the dictation stage by the teacher to recreate a text with the focus on the target grammar points or aspects of writing skills in their new versions.

c) Strategy:

A strategy is a plan that is intended to achieve a particular purpose (Hornby, 1974) or the art of devising or employing plans or stratagems toward a goal (Webster, 1981). The researcher defines "strategy" operationally as specific steps that are already acceptable used to achieve a particular goal by using a method and then a technique to pass to the intended outcomes.

d) Tenth graders:

Tenth grade (called grade 10 in some regions) is the tenth year of school post-kindergarten in many parts of the world. The students are 15-16 years of age.

e) Grammar

Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how grammar works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English (Crystal, 2004). The researcher defines "grammar" operationally as the rules in any language that contain nouns, verbs, adjectives, adverb, etc. to build the structure of the sentence.

f) Writing Skills

"Writing is a form of communication to deliver thoughts or to express feelings through written form" (Harmer, 2001, p.70). The researcher defines "writing" operationally as the fourth skill in second language learning; it is so important that students can express their knowledge, thoughts and feelings through it. In addition, it plays a central role in assessing students' achievement at the end of the teaching-learning process.

Summary

In this chapter, the researcher initially presented the study problem background concerning English grammar and writing skills, and then she highlighted the problem of the study. Also, this chapter included the main elements of the study such as the study questions and hypotheses, the research purpose and significance, the limitations as well

as the operational definition of the terms. The following chapter will tackle the literature review consisting of the theoretical framework and the previous studies.

Chapter II
Literature Review

Chapter II
Literature Review

Introduction

This chapter comprises two sections: the first section, the theoretical framework, is classified into three domains. The first domain includes grammar teaching and learning which contains the definition of grammar, types of grammar, importance of grammar, principles of teaching grammar, traditional approaches to teaching grammar, and criticisms of traditional approaches to teaching grammar. The second domain includes writing skills and contains the definition of writing, kinds of writing skills, types of writing, principles of teaching writing, traditional approaches to teaching writing, and criticism of traditional approaches to teaching writing. The third domain includes the dictogloss strategy and contains the nature of dictogloss strategy, dictogloss procedures, and principles of dictogloss in language teaching, dictogloss variations, and the value of dictogloss in language teaching. The second section displays the previous studies and includes three parts, the first focuses on grammar learning, the second focuses on writing skills, and the last focuses on dictogloss in both grammar and writing teaching.

Section (1)
Theoretical Framework

The first domain of the theoretical framework contains the definition of grammar, types of grammar, principles of teaching grammar, traditional approaches to teaching grammar, and criticism of traditional approaches to teaching grammar

The first domain: English grammar learning:-
1- What is grammar?

Definitions of grammar vary from one researcher to another. However, the majority of them agree that grammar is a group of rules leading to the correct use of language by awareness and practice through a great deal of explanations, activities and exercises. Huddleston (1984, p.1) points to several aspects in the definition of grammar such as syntax and morphology which are related to sentence structure with the use of words as well as the semantics and phonology in terms of the meaning and pronunciation of words.

Ur (1996, p.75) adds that grammar is a group of rules which present the way of using intended words and combining them to produce correct sentences. It is necessary to control one's usage of language through learning the rules that give learners the ability to formulate a correct sentence within a clear sense. Scrivener (2011, p.156) defines grammar as a set of rules controlling sentences, tenses and verb patterns as well as providing the exercises which support practice that are taught gradually through presentation of isolated forms transforming to producing speech.

Each grammatical rule has its meaning and function that conveys the message and facilitates communication. Crystal (2004, pp.12-13 as cited in Waugh & Jollife, 2017, p.70) says, "It [i.e. grammar] is the fundamental which provides the ability to express ourselves with clear and precise meaning without ambiguity or confusion". Further, Ludescher (2006, p.2) says that grammar is created to convey meaning that is not easily inferred from the immediate context. Here are two kinds of meaning that are realized by grammar:

- Representational - that is, grammar helps us to describe situations by the answers of how, when, and where a thing happens e.g. the school starts at 7:00. The children are playing in the playground.

- Interpersonal - that is, grammar illustrates the way we communicate with other people when, for instance, we need to have things done using language. e.g. There is a difference between: Tickets! Tickets, please. Can you show me your tickets? May I see your tickets? Would you mind if I had a look at your tickets.

Therefore, grammar refers to practical aspects of language which is required to be acquired due to its strong relationship with using the language competently. Without knowledge of rules and their functions besides the ability of using them, learners will not be able to interact in discourses or even give little information about a certain event. A basic condition to evaluate learners in English language competency is the understanding of what is spoken and being able to respond to it. Such skills need an adequate knowledge of the rules.

Nordquist (2016) classifies the definition of grammar into two sides: one side deals with the description of a language, and the other side is a set of rules which support the learning of such language through examples of syntax and word

structures. In addition, Volkova (2011, p.1) adds that the origin of the term grammar is Greek which meant the art of writing, but after that it received much more attention to become the center of a language. Grammar in some areas is considered the practical system besides the theoretical review of linguistics which presents a great deal of rules with explanations and examples to help understanding sentence structure in a language. Practical grammar describes grammar rules that are essential to understand and formulate sentences. Theoretical grammar, on the other hand, provides an explanation of these rules. Generally speaking, theoretical grammar deals with the language as a functional system.

The previous definitions of grammar added a general fact that grammar is forming sentences to convey a meaning which someone intended during an utterance or written language. Forming sentences properly requires learning the rules of a language and its functions. Consequently, that exists in the foundation and basic areas of a language which is necessary for anyone who would like to learn English language. Learning grammar contains experience of using rules to form correct sentences with a clear sense.

2- Types of Grammar

There are different types of grammar related to the purpose of studying it. The pedagogical grammar pertains learning the language through studying its rules as a basic requirement. Moreover, dealing with grammar can be via analyzing and comparing sentences in two or more languages, or the way of storing the language in mind after being exposed to and using it unconsciously, or producing sentences properly, or knowing principles that explain and elaborate structure of produced sentences, the traditional or the historical study of grammar, or the unconscious use through transforming and drilling sentences and the fixed aspects in grammar areas among many and different cultures.

2.1 Pedagogical grammar:

English grammar learning has a term that covers more areas. Odlin (1994, p.1) formulates the term 'pedagogical grammar'' as it usually denotes the types of grammatical analysis and instruction designed for the needs of second language students. Pedagogical or grammar learning and teaching is divided into the following

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types: grammar as prescription, grammar as description, grammar as an internalized system.

2.2 Grammar as prescription:

In this type, the term grammar refers to the rules which should be acquired by the speakers "who make sure that verb agrees with subjects". Prescriptive grammar appears in classes of teaching English grammar. Pretending that language does not entail prescription will hardly serve learners (Odlin, 1994, p.2). Prescriptive grammar is taught in the schools and exercises a range of social effects (Bodine, 1998).

2.3 Grammar as description:

Odlin (1994, p.3) says that descriptive grammar covers more details than the prescriptive grammar. It deals with all areas of linguistics including syntax, morphology, phonetics, phonology, semantics and lexis. So, descriptive grammar leads to the use of language far away from how to use such language including the theoretical rules.

2.4 Grammar as internalized system

It can be said that after a great deal of exposure to the language and the adequate experience in receiving rules and the ways of how to apply them consciously, grammar will take place in the mind store and will be internalized then will be used unconsciously and competently. Odlin (1994, p.7) says "while descriptive grammars provide information about the wide range of structures of a language, they say little or nothing about the mind, which is the source of grammatical patterning. Internalized grammar deals with everyday conversations, when speakers distinguish unconsciously between some pairs of verbs which follow different rules of complementation, e.g., verbs like 'want', 'need', 'avoid', and 'imagine' which have either an infinitive or progressive form. The same is with children when they acquire their native language usually come to make the same distinction as adult speakers do, and the competences they acquire can be viewed as internalized systems. So, in this kind of learning and acquiring grammar, linguists tend to focus on the more abstract knowledge that makes production and comprehension possible. The internalized system functionally includes both

competence and performance. This wider view of grammar and mind has benefited not only psycholinguistics but also other areas, including discourse analysis and historical linguistics.

The previous kinds of grammar which include the pedagogical grammar and its branches are basics in grammar and are just the beginning. Other various types of grammar which are presented by Nordquist (2016) are as follows:

2.5 Comparative grammar:

According to Freidin (1991), comparative grammar is the analysis and comparison of the grammatical structures of related languages. It is currently concerned with a faculty of language that furnishes an illustrative basis for how a human being can acquire a first language. In this way, the theory of grammar is a theory of human language and hence establishes the relationship among all languages".

Moreover, comparative grammar is a basic section in comparative linguistics whose role is to determine the relationships among languages in their sentence structure and other linguistic areas in grammar. Therefore, this branch provides a remarkable opportunity to compare among languages which are based on rules in forming sentences that deliver meaning of certain information.

2.6 Generative grammar:

It can be said that after the great exposure to a language and adequate experience of theoretical rules and coming to usage either consciously or unconsciously, grammar will take place in the internal system in mind and then dealing with language competently (Parker & Riley, 1994). If the grammar is, furthermore, perfectly explicit-in other words, it does not rely on the intelligence or the understanding of the reader but rather provides an explicit analysis of his contribution—we may (somewhat redundantly) call it a generative grammar (Chomsky, 1965, p.4). In other words, generative grammar is forming and producing as many as possible grammatically correct structures regardless of deep thinking about implicit meaning. It is also "Any grammar that is explicit and predicts sentences beyond those in the initial data is generative" (Brown & Miller, 1982, p.1). For example, each sentence begins with a noun phrase certainly requires a verb

regardless whether it is transitive or intransitive and prolongs to have an adjective, an adverb or a prepositional phrase (Brown & Miller,1982, p. 41).

2.7 Mental grammar:

Mental grammar is the ability to understand sentences, and it depends on adequate knowledge of dealing with correct grammar. It corresponds with competency which means the ability to speak correctly and hold conversations even without a great deal of vocabulary. "Any person who knows a particular language in a subconscious and automatic way (as a native speaker would know it), has internalized a generative grammar. Such an internalized grammar is called "a mental grammar" (Hawkins, 2001, p.4).

2.8 Performance grammar:

Performance grammar is the actual usage of language associated with syntactic rules produced through conversations. Caroll (1985) states that performance grammar focuses attention on the language production which must be considered before problems of reception and comprehension can be identified. Some kinds of grammar such as generative and mental grammar are related to performance of grammar.

2.9 Reference grammar:

A reference grammar is a description of the grammar of a language. It gives the readers specific details with examples for the principles of the grammatical constructions about words, phrases, clauses, and sentences to enhance their knowledge (Quirk, et al., 1985).

2.10 Theoretical grammar:

Theoretical grammar is the study of the indispensible constituent of any human language. Theoretical grammar or syntax is concerned with making completely explicit the formalisms of grammar and providing scientific arguments or explanations in favor of one account of grammar rather than another, in terms of a general theory of human language (Renouf & Kehoe, 2006).

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2.11 Traditional grammar:

Traditional grammar is similar to the term (prescriptive grammar) which deals with providing an explanation of grammatical rules and concepts and how to use such rules in specific situations; the main goal of traditional grammar is the perpetuation of a historical model of what supposedly forms proper language (Williams, 2005). Traditional grammar focuses on using grammar rules in teaching and learning contexts and ignores the role of using them in real life contexts as the modern approaches to teaching grammar such as the (communicative grammar) or (descriptive grammar) claim.

2.12 Transformational grammar:

Transformational grammar is the rules that can adjoin, delete and permute, known as transformations (T. rules) (Brown & Miller, 1982). Transformational grammar is the theory of turning one sentence into another sentence structure using certain rules such as transforming the active form to passive form, positive to negative and other tenses such as present to past.

2.13 Universal grammar:

Universal grammar is the basic principles of grammar that control the process of constructing sentences that are common among many and different languages which lead to convey meaning. All human beings share part of their knowledge of language (Haegeman, 1994, p.13). For example, different languages share the general structure of any sentence that contains a noun, verb and their complementary regardless of the order of the sentence and the features of each language.

3- Importance of grammar:

Grammar of a language is considered the pillars used by the speaker or the writer to produce correct and meaningful sentences. These pillars are the rules which are globally fixed whether in the first or second language. Any sentence produced properly requires knowledge of grammatical rules. Learning grammar is essential for understanding the structures of sentences in the second language as well as for learning any new language since all languages have grammatical rules. Knowing about grammar also helps us understand what makes sentences and paragraphs

precise, clear and interesting. In addition, knowing grammar means finding out that all languages and dialects follow grammatical patterns (Nordquist, 2016).

Moreover, learning English grammar provides a basis for learning other languages. Much of the apparatus we need to study English turns out to be of general usefulness. Other languages have clauses, tenses, and adjectives too. Thus, the differences they display will be all clearer if we have first grasped what is unique to our mother tongue (Crystal, 2003).

Further, the meaning of a spoken or written language will be confused when using wrong grammar forms or other areas of grammar even though how simple they are such as prepositions, commas or articles. For example: the article "a" is required to in "a few books" to illustrate that the speaker does not need more (Johnson, 2014). Therefore, even simple rules are strongly needed to avoid confusion and to convey or understand spoken or written massages easily, correctly and precisely. Nonetheless, our language can let us down.

We may face ambiguity and trouble in understanding speech or writing. To deal with these problems, we need to analyze grammar and work out what went wrong. This occurs critically when children are learning to employ the standards used by educated adults of their community (Crystal, 2003).

The significance of grammar learning is not limited to be competent in the productive skills, speaking and writing. It is also beneficial for the following points:

- Grammar provides learners with deep understanding about the language they are interested in. Crystal (2004, pp.12-13 as cited in Waugh & Jollife, 2017, p.70) says, "After studying grammar, we should be more alert to the strength, flexibility, and variety of our language, and thus be in a better position to use it and to evaluate others' use of it."

- Grammar helps learners to pass English school exams as they include a grammar section and it is required to be accomplished as well as the four the skills.

- Grammar provides the opportunity for success in the international standardized tests such as TOEFL and ILETS exams to be admitted into foreign international universities.

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- One important point is carrying out the communication purpose as it is the heart and the soul of human life.

- Grammar exists in the four skills listening, speaking, reading and writing so it is necessary to learn it and be aware of it. "All teachers aim to raise the standards of student's reading, writing and speech. Similarly, there is an agreement that is appropriate to study grammar as part of developing students, language abilities" (Davison & Dowson, 1998, p.158).

In conclusion, learning grammar and using it proficiently are essential for academic success, likewise, for comprehension of the meaning and function of discourses in our daily life.

4- Grammar teaching:

Grammar teaching requires particular attention from teachers to raise students' abilities in the four skills which are based on proper and firm foundation of rules. Therefore, such kind of teaching has its common approaches which vary from traditional to progressive. Teachers have the choice to decide which approach is appropriate to use for their class levels and they may use the eclectic approach that depends on the teaching situation as usually known of "no method exists".

5- Principles of teaching grammar

Any approach of teaching grammar to school students should follow basic principles to provide good possibilities to achieve intended outcomes satisfactorily.

Davison and Dowson (1998, p.160) mentioned that any approach to grammar for school learning should:

- Consider learners' prior knowledge and concern the pre-requisite language,

- Provide opportunities to discover and investigate through learning,

- Expand application of language rather than knowledge,

- Include grammar in informal written and spoken language besides formal and standard written and spoken language,

- Arouse learners' interests and attitudes towards all rules of language,

- Focus on using the language functionally and contextually,

- Highlight structures and forms beyond the level of the sentences,

- Teach young learners explicitly according to their limited abilities in inferring and discovering, and

- Address directly how languages differ in relation to their culture and traditions.

Any approach to grammar to school learning should not:

- Stress on correcting errors,

- Present sentences far away from real contexts, and

- Exclude the informal written and spoken language.

Thornbury (1999, p.28) also briefly identifies the basic principles for presenting grammar and practice activities which should be evaluated according to:

- The A factor (appropriacy) that considers the individual differences which include:

  - Learners' abilities and levels and

  - Learners' tendencies, needs, and interests.

- The E factor (efficacy) that concerns teaching grammar in real-life contexts which achieves efficacy in facilitating the acquisition of the language. Moreover, grammar presentation and practice should exploit a little time and efforts to reduce grammar complexity by preparing direct, simple, and interesting activities.

  Basically, these two sides cover the purpose of evaluating grammar presentation and practice activities that are used in the classroom.

6- Traditional approaches used to teach grammar

Grammar teaching can be applied according to two main and common approaches that are considered traditional ones which are the inductive and deductive approaches. For many years, deductive and inductive approaches have assumed a central role in the learning-teaching process (Davison and Dowson, 1998, p.158). Teachers usually employ the deductive approach to teaching lower classes as it does not require much discovery, inference or self-autonomy. On the contrary, the

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inductive approach is used in teaching the higher classes as it needs more understanding, analysis or discovery.

A) The deductive approach (rule driven learning)

Thornbury (1999, p.29) states that in the deductive approach, the rule is presented initially and then explained more by demonstration such as giving examples. Learning is enhanced by involving the students in the manipulation of examples. According to Thornbury (1999, p.30), a deductive approach has advantages such as:

− It conveys information about rules directly and saves time and it is easier for many rules to be explained first than to be inferred by providing examples.

− Many adult students depend on the cognitive process in their learning and prefer the role of knowledge in language acquisition.

− It achieves some requirements of the teaching-learning process principles that provide students with opportunities to analyze and compare in learning the language.

− It saves teachers' time and effort as it does not need much advanced preparation.

B) The inductive approach (the rule discovery path)

Thornbury (1999, p.49) mentions that the inductive approach guides the learners to infer the rule from the examples given first. This approach supports discovery learning, fosters the mental processes, and the role of memory. The inductive approach also definitely has advantages such as:

− It reinforces higher mental and thinking skills that can foster the role of memory and retrain learning.

− It forces learner-centered classes and learner autonomy that the learner depends on him/herself to infer and discover learning rather than just passively receiving information and subsequently showing less motivation for and interests in learning.

- It encourages challenge and problem solving process in learning. When students work in groups collaboratively, they do activate positive learning (Thorbury, 1999, p. 54).

7- Criticism of the approaches used in grammar teaching:

It is clearly noticeable that most students in various levels and classes feel confused in English grammar lessons. It is known that the two common approaches, the deductive and inductive approach, have been used in teaching grammar. However, students face trouble achieving acceptable results or being competent in communicating with people using grammar accurately in real contexts. Here are some negative points that lead to confusion and frustration as stated by (Thornbury, 1999, p.30):

A) Negative points of using the deductive approach stated by (Thornbury, 1999, p. 30):

- Presenting the rule initially may frustrate young learners as it deals with theoretical and analytical grammar which requires higher thinking levels.

- Some grammar terms may not be understood by young learners.

- Teacher-centered classroom is the dominance as that depends basically on the teacher's explanation and demonstration.

- This kind of instruction supports students' dependence, lowers the motivation, and minimizes interests.

- This approach concerns the knowledge domain and ignores application and other high mental processes.

B) Negative points of using the inductive approach stated by (Thornbury, 1999, p. 54):

- This approach may consume time and effort as it needs much more preparation.

- Learners, especially lower achievers, may not infer the rule correctly.

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- Teachers need to set up materials and activities carefully and thoughtfully.

- Such approach may confuse learners with different leaning styles and prior knowledge that some may need the rule explanation at first.

8- Some progressive approaches to teaching grammar
The Communicative approach

Teaching communicative grammar appeared not much progressively as it is a reflection of the previous approaches that are systematically utilized in the teaching-learning process. Communicative grammar was inserted and certified as a teaching approach focusing on functional teaching techniques that depend on, for example, role plays, dramatizations, games and songs. These techniques differ from the systematic teaching of grammar as they concentrate on real-life contexts and fun learning.

Communicative grammar depends on real life techniques which get the students feel actively engaged through authentic, interactive, student–centered learning, task–based activities, and communication for real world, meaningful purposes (Brown, 2007, p. 378). So, communicative grammar has two basic points: 1) The function which emphasizes the meaning 2) The context which deals with communication. Thus, it will facilitate learning and achieve more effectiveness through fostering fluency aspects initially and then accuracy to acquire the rules of grammar and use them competently.

Another example of more progressive approaches to teaching grammar which is introduced in a recent study by Caprario (2013) named "The Guided Discovery Grammar Instruction". This instruction combines the three approaches (deductive, inductive, and the progressive-communicative) in the teaching-learning process, which corresponds with using the eclectic approach in a grammar lesson. In such innovated technique, the author utilized the traditional approaches such as encouraging inductive learning, meaningful communication in the classroom, learner autonomy, and the development of critical thinking and problem solving skills supported by some explicit instructions to facilitate learners' abilities. That was

applied via a connection of a mixture of applied approaches accompanied by work sheets, procedures, and teaching notes for instructors as well as sample lesson plans to illustrate how the worksheets can fit into a larger context.

Eventually, in such study findings, the author assured that more research is needed to enforce learners' comprehension and acquisition of learning grammar proficiently, particularly through exposing them to a wider of variety ways of receiving instructions which combine the common and progressive to get the complete benefit in the classroom as well as the exciting atmosphere and the reduction of boredom and redundancy.

Along with, of course, the game strategy, which is not new to teachers at this period of time, provides a communicative classroom and has positive advantages at various levels. Still, there are different attitudes towards the role of games in achieving the intended outcomes effectively inside classroom. Although a negative view tends to treat games as time-fillers or timewasters (Rixon, 1981, p.1 as cited in Chung, 2005, p. 440), they can make a lesson more relaxed and memorable.

More strategies have been conducted recently and considered as kinds of communicative and active learning such as the jigsaw strategy and 5E model (a teaching model in relation to the constructivist learning theory. It has 5 stages; engagement, exploration, explanation, elaboration and evaluation) which have been applied in recent research studies in Gaza. They have exerted a positive influence on improving students' learning of grammar, especially in making some pleasant change in the teaching and learning process.

In conclusion, grammar learning and teaching is a crucial complement in acquiring the language and using it competently. Grammar is the rule foundation to build any sentence in both written and spoken language correctly as well as to comprehend any piece of reading or listening. So, the four skills depend on employing grammar correctly so that such skills can be mastered proficiently.

The second domain: Writing Skills

The second domain tackles writing skills and contains the definition of writing, kinds of writing skills, types of writing, principles of teaching writing, teaching writing approaches, and criticism of approaches to teaching writing.

1- Definition of Writing

Nunan (2003, p.88) defines writing as a physical and mental work. It is physical when a person employs the body in producing words, sentences or paragraphs with the assistance of a pen and a paper or any equipment, while it is mental when it depends on the thinking process to produce ideas and turn them into words, sentences or paragraphs to convey the intended message.

Writing is a means of communication besides speech, especially in this modern and technological age which depends on tools to send messages and provides interaction when there is no chance to convey information orally. It utilizes the alphabet letters to show the intention of human beings with the same system of speech in relation to grammar and vocabulary. Written language can be saved easily in notebooks or computer files much more than spoken language. Also, it is easy in most situations to prove and demonstrate one's learning.

Writing skills are specific abilities that help writers to think, generate, organize and integrate ideas into sentences logically. Writing skills sometimes help to convey information easily and meaningfully. These skills provide audience with an idea of how competent or proficient the writer is. Therefore, writers should take into account the comprehensibility, fluency, and creativity in their writing.

Consequently, learning the skills of writing is necessary to get the competency of using them appropriately and correctly at all types of writing. Writing skills are required at all levels of learning starting from learning the mechanics which contain correct handwriting, spelling, copying and building sentences and progressing to high levels of independent and creative writing.

2- Kinds of Writing Skills

General and specific kinds of writing skills will be outlined below to illustrate what they deal with, and to put into consideration the care of focusing on them in the teaching and learning process. The skills below deal with the general requirements for the action of writing and their function according to (Lingua Links Library, 1998) which are as follows:

1. Comprehensibility skills that focuses on the ability of conveying and understanding information and the ease of interaction.

2. Fluency skills that concentrate on:

   - Learning the written shape of sounds.

   - Recognizing writing codes, symbols, letter movement and descriptions.

   - Mastering syllable divisions.

   - Keeping the required space between words.

3. Writing quickly and correctly is also a point to master the writing.

4. Creativity skills for writing include the ability to write freely anything the learner wants to write.

Here are also some of the micro and specific skills involved in writing. The writer needs to:

- Employ correct grammar in writing which includes paying attention to the use of word order, subject-verb agreement, correct tenses, and irregular verbs and plurals.

- Keep into account the correct use of mechanics such as punctuation markers (e.g. full stops, question marks, commas, and apostrophes), capitalization, spelling, leaving spaces at each paragraph head, and other writing mechanics.

- Keep coherence in writing which includes the sequence, organization and development of ideas.

- Link the ideas by the use of sequence markers and transitional words to keep cohesion in writing so that it can achieve the qualities of good writing.

- Keep the features of writing genres throughout the writing process and focus on audience type and their prior knowledge.

For more clarification, the first previous points which are called general concerns with writing for general functions including the initial levels of classes. However, there are specific tasks required to be done in the teaching and learning process to get learners to be competent in producing any piece of writing.

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3- Types of Writing

Writing skills emerge and are required in all types of writing. Thus, every writer should be aware of the function and distinctions of each piece to make his/her writing appropriate, highly organized and clear to the receiver. Each type has its characteristics and features and may share some qualities with other types (Warriner, 1988; Pearson, 2008). For example, narration tells stories, but it may also have some parts of description. In particular, teachers should have the experience of the form or shape of each type and its criteria. These types can be adapted to any writing teaching and learning situation.

3.1 Narrative writing:

This type of writing tells a story - whether real or imagined (Warriner, 1988; Pearson, 2008). Pearson (2008) classifies narrative writing into autobiographical stories that tell about the writer him/herself and may include the character of the writer, real life settings, a plot, a conflict between characters or between the writer and another character and the writer's reflections gained from the experience. Pearson (2008, p.33) also classifies the autobiographical stories into the following types:

1. **Personal narrative** tells a real narrative story about a certain event or experience in the writer's life.

2. **Autobiographical incidents** talk about a specific period that happened in a short time in the writer's life.

3. **Memoirs** are written about each stage passed and experienced in life by the writer.

4. **Anecdotes** are short samples of a certain event in the writer's life that are usually interesting and end with an overall insight.

In addition, Pearson (2008, p.46) categorizes a short story as a kind of narration and defines it as a short piece of fiction that has a simple plot and a few settings. Each short story includes a narrator, characters, a plot and a setting.

3.2 Descriptive writing

Descriptive writing describes an event, a person, a place or a thing in a detailed manner. It employs the five senses as much as possible to present a complete, clear image about the subject. Descriptive writing may contain: sensory details that appeal to the five senses; hearing, sight, smell, touch, and taste to create a dominant impression of figurative language such as metaphors and similes, vivid verbs and specific nouns, and a logical organization (Warriner, 1988; Pearson, 2008).

3.3 Persuasive writing

Persuasive writing is one's speech that tries to convince others about a certain idea to accept that idea or take an action (Pearson, 2008). It presents an argument and appeals to emotion or reason or both, supported with anecdotes, examples, or facts and statistics (Littell, 2001). Persuasive writing is used in: letters of complaints and recommendations, advertisement, newspapers and opinions.

3.4 Expository writing

Expository writing is found in a paragraph that explains how to do something. It is called a process as it has instructions and steps to be followed to help or inform the reader to complete the process (Warriner, 1988). It can be found in cause-and-effect essays which explain relationship between events or situations that took place in the past and situations or events which occurred as a result (Pearson, 2008, p.123).

These are the four different types of writing that are generally used. These types- to tell a story, to describe a place, to explain or give instructions, or to persuade with an idea are the reasons or purposes why to write. A writer must know all these types in order to identify the purpose of his or her own writing, to decide what ideas to include and what style of language to use (Warriner, 1988, p.5), and to make sure it is something the audience wants to read. In addition, there are many sub–types of writing that may fall in any of those categories as mentioned above.

4- Teaching Writing

Teaching writing is necessary in language teaching as it reinforces learning and helps teachers monitor their students' progress either in teaching and learning situations or in assessment and evaluation conditions. Moreover, teaching writing

varies according to the age and level of students or the subject matter. So, the process of teaching writing starts in the primary schools from teaching how to write letters and words involved in the stage of mechanics of writing such as tracing, spelling, copying and dictation, then progressing to writing exercises as involved in the controlled writing stage, moving to practice writing parallel paragraphs as in the guided writing stage, and finally developing free and creative writing. As a result, teaching writing is as important as the other language skills (e.g. listening, speaking, and reading) in helping students in comprehending and conveying messages and facilitating communication in the second language.

5- Principles of Teaching Writing

The following is a collection of principles of teaching writing proposed by Rijlaarsdam, et al. (1996).

a) **Principles of teaching writing in regard to writing instruction methods:** Students write better when;

- they are responsible for the process of writing.
- they are familiar with the subject matter.
- they are taught how to evaluate/revise their own writing to make it better aligned to objectives.
- they are guided to a certain activity.
- they are provided with an opportunity to do the writing task collaboratively in groups that supports peer-sharing and revising.
- they have the chance to choose the appropriate writing for them.

In addition, Nunan (2003, p.92) reports that the teacher should adapt such principles in teaching situations such as understanding his/her students' reasons for writing because this will make the learning more satisfactory, more comprehensible and easier to achieve the learning goals of such work.

b) Principles of teaching writing in regard to follow up teaching: Students write better when:

- they are offered clear, immediate and positive feedback, in relation to the desired aims by their peers and teachers.

- they are taught how to evaluate their own writing based on specified objectives.

Moreover, teachers should make feedback helpful and meaningful. Feedback should contain effective comments that lead to more understanding and better learning. Consequently, teachers can use various ways to do so when commenting on their students' writings, such as taking time to discuss the short comments or symbols that are used in correction. In addition, providing brief comments guide students to look for errors and correct them on their own. Some writings may contain many errors of the same type (e.g. the missing –s of third –singular person). In this case, it is better for teachers to provide students with side notes to inform them to check their writing and correct errors.

Furthermore, Nunan says teachers had better clarify for themselves and for their students how their writing will be evaluated. There are three ways of evaluating students' writing which the teacher can adapt to score writing activities. A rubric is a kind of a rating scale that assists teachers in scoring a piece of writing efficiently and be of three different types: non-weighted rubric, weighted rubric, and holistic rubric (Nunan, 2003, pp.94-95). Following is a brief description of these three types.

Non-weighted rubric: focuses on a general description of evaluating the quality of the writing skill. It provides a level in accordance with the writing criteria such as giving the score of excellent to the meaningful content, well-organized ideas, and high grammar accuracy.

Weighted rubric: differs from the non-weighted rubric in providing the writing skills with sub-categories and each point is predetermined with a value. For example, organization has a full mark (4) points and each category has one point when it has:

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- a clear topic and introduction,

- related ideas to the topic of each paragraph,

- sequence markers that link ideas, and

- an appropriate conclusion

For each element listed above, for example, the instructor might assign up to two points for the total of four (Nunan, 2003, p.94).

Holistic rubric: describes in general terms the qualities of an excellent, good, fair, and unsatisfactory assignment. This type involves the criteria of all skills in one grade if they have achieved the quality of accepted writing. For example, grade (B) describes the clear content, well-organized ideas, and correct grammar together in one level.

In such type of evaluating and scoring, teachers may show their classes two pieces of writing during discussion time to elaborate on such evaluation; one is a good piece and the other is poor. Then, the teacher asks students to assess which is good and which is poor, with justifications. In addition, students may also identify and recognize the criteria for good writing on their own.

In the current study, the researcher adapted the "weighted rubric" by giving a specific value for each skill with its categories and sub-categories. For example, in scoring the last question in the pre/post writing test, (the paragraph), coherence which requires students to answer the question to make meaningful and well-organized paragraph took 6 marks, cohesion which requires students to use sequence markers to link the ideas correctly took 3 marks, and writing mechanics such as good handwriting, punctuation, and spelling took 3 marks in order to score 12 marks for a piece of writing.

c) **Principles of teaching writing in regard to teaching-learning contents:** Students write better when:

- they are provided an opportunity to discover the target topic that they desire to write.

- they are encouraged to explore and generate the ideas about the target topic. They are instructed to revise and edit their writing or their peers' writing according to a specific criterion.

- Students are trained to ensure their writing by checking back through research and self-questioning to avoid any ambiguity before they actually begin to write.

- children write better when the topic is interesting and arouse their expectations. Students write better when they are involved in active writing-learning – learning how to perform writing tasks.

An extra principle added by Nunan (2003, p.92) which is providing opportunities for students to write and practice different types of writing. Yet, when writing activities are included regularly in the teaching–learning process, students will be familiar with the writing tasks.

6- Teaching writing approaches

Writing approaches vary according to the teaching context and intended outcomes. Since teaching writing context requires isolated pieces of writing as completing sentences, filling in the spaces, classifying information, labeling items, doing crossword games, and so forth. These activities are categorized in the controlled-to-free approach.

A) Controlled-to-free approach

In fact, the teacher should adapt this approach in the proceeding levels of contexts of teaching writing before they move to more effective techniques such as free writing activities. After that, the teacher also moves in the same approach to more advanced steps that are guided activities in which the teacher shows the students some models of target intended outcomes to give them opportunities to learn the features of the target writing activity and then imitate and construct another one whatever its kind is, whether it is a letter, postcard, story, an essay and so forth. At this case, students reach the free writing where they can write freely and fast after being exposed to different stages of learning writing.

Such kind of approaches help students to achieve proficiency in accuracy by concentrating on structuring sentences well and focusing on

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vocabulary, spelling and punctuation. In other words, this kind focuses on form more than content as previously applied in controlled and then guided activities.

As the students' writing learning has developed in the controlled-to-free approach and its stages: "familiarization (learners are taught certain grammar and vocabulary through text), controlled (learners manipulate fixed patterns often from substitution tables), guided writing (students imitate model texts), and free writing as well (students use the patterns they have developed to write a letter, an essay, etc.)" (Hyland, 2003, pp.3-4, as cited in Mekki 2012, p.18). Then, they move to the most advanced process which is free writing.

B) Free writing approach

After preparing the students to this kind of writing, students at this level have some skills that qualify them to write quickly and freely. Free writing here means writing essays, letters, stories, etc. on their own using their own words. Besides, this kind supports creativity. Therefore, students are not strict on keeping the accuracy while writing. The focus here is on writing freely and fluently not on controlled case and accuracy. "In this way, students feel that they are actually writing, not only performing exercises of some kind; they write what they want to write and consequently writing is an enjoyable experience" (Byrne, 1988, p.22).

C) The product approach

The product approach appeared as a complement and application to free writing approach. As a matter of concern, until now it is applied inside classrooms which involve high level students (secondary levels).

Actually, the teacher shows a model text of any type of composition whether it is a type of an article, a report, a letter, etc. Consequently, the students learn how to form a text by analysis, implementation, etc. by the teacher. Finally, they produce a parallel text.

According to Nunan (2003 as cited in Likaj, 2015), the product approach focuses on the final product which should be coherent, without mistakes

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and the students will learn, copy and transform the models provided by the schoolbooks or by the teachers. Moreover, Mekki (2012) states that the product approach has its origins in the traditions of rhetoric and focuses its study on model texts in order to make students aware of the text features.

In addition, the target text should be produced as a whole with the emphasis on well-organized text form, appropriate content, and correct grammar structures and punctuation. It is obvious that accuracy is essential from the beginning to the end of acting whatever piece of writing is. That is after the students have analyzed, understood, and learnt the conventions of the target composition. According to Robinson (1999, as cited in Likaj, 2015), the method was summarized in figure (2.1) as follows:

Model text $\implies$ Comprehension / Analysis / Manipulation $\implies$ New input

Parallel text
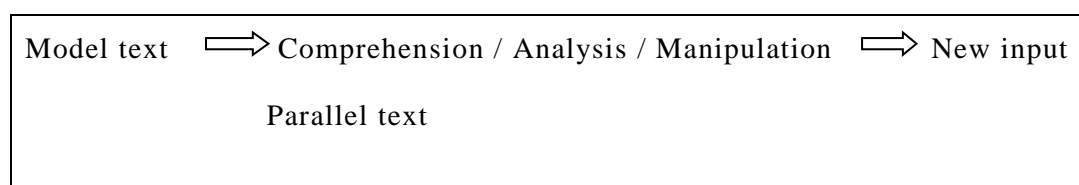
Figure (2.1): Method of the product approach

First, the teacher presents the model text. Then he/she explains its elements and features. After that, the teacher analyzes the text content, sentence structure, organization of information, and punctuation. At last, the students are required to practice an activity as producing a parallel text.

In conclusion, the product approach has a vital role in teaching writing particularly at the high levels including the secondary levels which ask the students to write compositions with the models in their text books such as writing emails and narrative or descriptive articles. Unfortunately, this approach does not care about the stages and steps of how to construct a text and does not take into account the numerous stages the writer goes through while creating a piece of writing (Mekki, 2012).

Although the product approach is applied commonly in secondary classrooms teaching writing, another and new approach to writing that is the process approach which has been used to achieve effectiveness in improving writing skills. These two approaches (product and process) are potential according to the learning situation and context, limitation of time,

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and number of students. Therefore, each approach has its merits and effectiveness.

D) The writing process approach

1) What is Writing Process?

In fact, the process approach appeared as a solution to some of the difficulties and deficiencies which the product approach entailed. It helps the students who struggle in producing a piece of writing as a whole. Such problems, as the researcher noticed, are the inability of producing ideas, forming sentences, organizing the ideas and controlling the grammatical rules and punctuation. This approach provides the students with opportunities to produce a written text step by step in a cooperative classroom situation.

As Likaj (2015) states that this approach is used to develop the capability of writing in a communicative way, focusing on the student as a creator, as a writer and a transmitter of the message to the reader. However, such approach requires an adequate time and a special situation to achieve outcomes.

In spite of the special situation that are required to make this approach successful, this new orientation provides a useful foundation in the teaching of writing as it stresses writing as a process and de-emphasizes it as a product (Mekki, 2012).

Therefore, any approach appearing nowadays and applied is a reaction to a previous one which ignores the role of the learner in learning actively. The process approach depends on the learner-centered learning as it is the case in active learning which has proved its merits recently. Besides, according to Dudley-Evans and Johns (2000 as cited in Likaj, 2015), the process approach emphasizes the idea of writing as problem- solving activity, with a focus on thinking and process and that is absolutely a type of active learning.

The process approach, as its name includes, is a process with various steps that employ the act of writing. These steps which are considered as activities and techniques serve to encourage brainstorming, drafting, writing, feedback, revising, and editing in a cyclical fashion (Nunan, 2003). It is the fact that students are engaged in writing more through a cyclical approach than through a single approach.

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They are not expected to produce and submit complete and accurate responses in writing tasks without going through the stages of drafting and obtaining feedback on their drafts either given by their peers or by the teacher (Likaj, 2015). These steps which include planning, brainstorming ideas, drafting, feedback, revising, editing, and evaluating are categorized through three main stages implemented in the writing teaching process.

2) Stages used in the writing process approach

A) Pre-writing stage:

Pre-writing stage is the planning stage. The teachers prepare students to do the writing activity in the classroom by teaching them features of the writing type they will adopt, present them with various topics to give them a chance to choose what they prefer to write about, and then elicit ideas about the target topic (Harmer, 2005).

Teachers should present to the students the kind of writing they are going to deal with. Such presentation helps students to decide on the purpose and the reason for writing as well as thinking about the target audience and searching for subjects to produce the target writing. Clearly, at this stage, students have to consider these questions: why to write, which style of language to use? Who will read the writing? And what subject to write about? (Warriner, 1988, p.5) Moreover, students have to be shown a sample of a piece of writing. The teacher initially presents a title or topic idea, teaches students how to generate ideas, gives them a new topic, and then makes them brainstorm ideas. Finally, such a stage gives the students warming up and motivation to do their actual role which comes later at the following stages that occupy much more time in the teaching and learning process. The following steps are major in such a stage.

- **Group brainstorming**

Students in groups or in pairs list ideas about the topic as fast as possible and whatever comes into their minds without checking for correctness. This way is also effective to find a topic from various subjects to write about it accurately and clearly and to determine the sources that support the writing (Warriner, 1988; Pearson, 2008). Choosing one subject and consequently a specific topic to write about depends on the amount of knowledge that the writer has and how it is interesting for

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both the writer and the reader (Warriner, 1988). So, students quickly generate ideas about the topic in writing or speech.

- **Clustering:**

Nunan (2003) calls clustering word mapping that is more a visual form than brainstorming. Students write the topic idea and then write more words such as kinds, features, solutions, advantages, or disadvantages connecting with lines or circles. They connect related words to main topics. So, this activity requires more detailed ideas classified from main ideas. This pre-writing stage helps students to enhance their product of writing and as it is a circulative process, ideas can be added during the revision step and so on.

- **Wh-Questions**:

Students can generate the 5Wh–How questions "Who", "Why", "What", "Where", "When", and "How" to gather more details about the topic. However, students might not be asked all the questions (Warriner, 1988, p.16). That depends on the target topic. They decide where positions in the paragraph need to be enhanced and do so on.

In a summary, the knowledge of prewriting stage requires thinking about the purpose of writing (what is the kind of writing?) Is it to tell a story (narration), describe something (description), explain information (expository), or to persuade readers with a certain idea (Persuasion)? Moreover, think about the readers (what do they want to read, their age, and the relationship between the writer and the readers?). Then, listing potential subjects or ideas that were made up in the brainstorming and then choosing the most appropriate and interesting one to both the writer and the reader (Warriner, 1988; Pearson, 2008). Finally, students here are ready to organize and arrange information in a clear order and remove the ones that do not fit the topic of a certain paragraph. Such a stage gives the students warming up and motivation to play their actual role which comes later at the following stages that occupy much more time in teaching and learning process.

B) While-writing stage

The while-writing stage includes activities that help students to use their minds to write sentences from the ideas and list information details in the preparation stage. This way can develop their thoughts before spending time writing a more formal essay (Nunan,2003). This stage involves various steps including evaluation in a cyclical way to produce a good piece of writing. Therefore, even proficient writers are used to producing their writings after adequate stages including planning and organizing ideas, revising language and punctuating. Eventually, this process is quite essential to instruct and train students in paragraph writing. This stage applies the following activities:

- **Drafting**:

After generating ideas in the planning stage had finished, students would move to the next stage which is drafting. Students are encouraged to write quickly about the pre-determined ideas without concentrating on the spelling or grammatical errors. The case here is producing a meaningful content with sequential ideas (Richards & Renandya, 2002, p.317). In other words, Nunan (2003) explains that the focus here is on the development of ideas and organization of content without much interest being on grammatical rules, spelling or punctuation. In addition, students should keep in mind the reason for writing and the audience they are writing to (Warriner, 1988, p.20). For example, persuasive writing provides details to convince, while expositive provides elaboration to explain.

- **Responding:**

Responding or feedback to students' writing by the teacher or by peers is necessary to comment on students' content and its organization but not on grammar mistakes or spelling. Responding intervenes between drafting and revising. It is the teacher's quick initial reaction to the students' drafts. A response can be oral or in writing by the teacher or peers and can be used more than once as "it aims to look for spots to make the writing sound right and clearer" (Warriner, 1988, p.20). It is judging or evaluating a piece of writing by one self or another to notice which parts need to be improved.

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- **Revising:**

After students receive their drafts back, they revise their drafts according to the teacher or their peers' comments. It focuses on thinking about the purpose and audience again. Students should be notified that this work should be revised with emphasis on word order, content and organization of ideas not on grammar or mechanics of writing as this will be done at the following stage in editing. It concerns improving the quality and appropriateness of conveying intended ideas to readers. Such a step involves checking certain problems that need to be changed such as cutting words, adding, or reordering (Warriner, 1988).

- **Proofreading:**

This step is the final step of revising and evaluating to ensure the correctness of the writing including all criteria and rubrics for achieving the writing skills efficiently such as well-organized meaningful content (unity, coherence, and cohesion), spelling, language, and punctuation (Warriner, 1988; Pearson, 2008).

- **Editing:**

At this stage, students are encouraged to tidy up their texts as they prepare the final draft for evaluation by punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations (Harmer, 2001). It is the final copy to be published. It is a clean copy after checking the misspelled words and skipping the punctuation marks(Warriner, 1988) and to "be sure of addressing the key feature of the type of writing used such as presenting a fair and logical argument to convince readers in persuasive writing" (Pearson, 2008, p.15). Also, following the standard manuscript provided by the teacher for self-assessment or peers' contribution is considerable.

- **Evaluation:**

Teachers often need adequate time to achieve the stages of responding, editing, and evaluation as a whole through the writing activity. These stages are the advanced production of drafting and revision.

In the evaluation stage, teachers had better pre-determine students' scoring rates in order to evaluate their writing by adopting any rubric whether it is non-weighted, weighted, or holistic rubric. The chosen rubric should be appropriate to the students' level and the teaching and learning situation. Also, it should show the criteria for evaluating each skill such as logical and meaningful content, sequence and organization of ideas (coherence and cohesion), sense of audience, grammar accuracy, correct use of mechanics (spelling and punctuation) and clear communication.

C) Post-Writing:

Once the writing activity has been finished and ready to be published, shared, read aloud, and displayed, post-writing takes place in the learning situation. Moreover, the post-writing stage is employed as reinforcement for the students' achievement as well as encouraging enthusiasm and motivation for more desire to write. Students must put into account while they are writing the type, purpose of writing, and the kind of audience (Harmer, 2001).

The stages and their steps are summarized in figure (2.2) as follows:
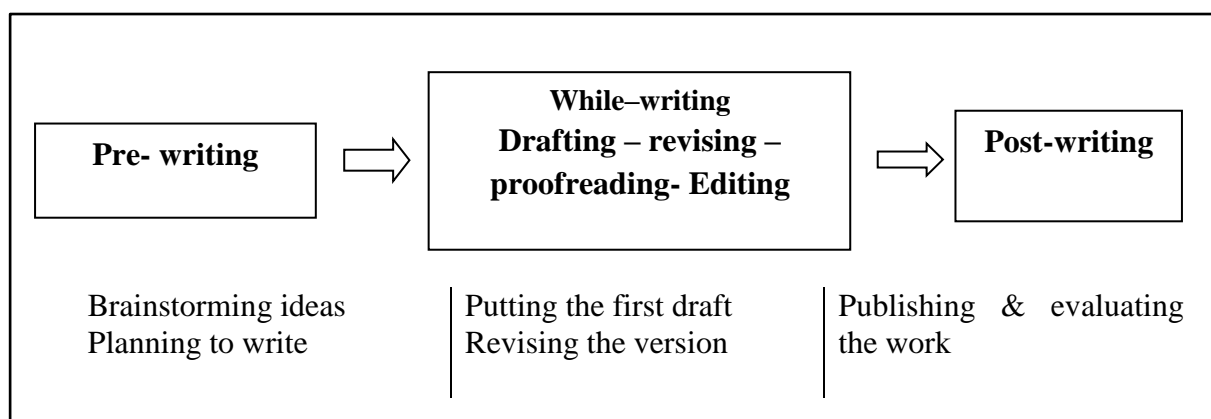
Figure (2.2): Stages of Process writing approach

7- Criticism of Using the Writing Process Approach:

In spite of the merits and advantages of the writing process approach, it has faced a great number of challenges and criticisms. The most obvious area arising from its name (the process), is that it certainly employs stages including different steps. As a matter of fact, any approach that has a number of phases and steps will need adequate time to accomplish the intended outcomes. So, this approach may be considered time consuming.

Moreover, such a process has multiple steps and some steps need others sharing and revising like peers in groups. This situation does not exist in writing exams as that requires students to do the writing individually (Leki, 1992 as cited in Onozawa, 2010).Therefore, it may lead to failure in holding the process as a whole by oneself.

Furthermore, this approach focuses more on the content and its ideas in relation to logic and sequence organization. The process approach ignores the importance of integrating grammar accuracy and mechanics while writing as it delays and limits that to further stages. In fact, this will take more time especially in certain situations like exams to check back other criteria on the next stages. Thus, very often, it is better to pay attention to the correctness of grammatical accuracy, spelling, and punctuation besides thinking of content and the organization of ideas. Reid (2001, p.29 as cited in Onozawa, 2010, p.158), however, expounds on this phenomenon as follows:

> … a false dichotomy between "process" and "product" classrooms in the L2 pedagogy. Process teachers encourage students to use their internal resources and individuality . . . they neglected accuracy in favor of fluency. In contrast, it was suggested that product teachers focused solely on accuracy, appropriate rhetorical discourse and linguistic patterns to the exclusion of writing processes . . In reality, most L2 students were being taught process writing strategies to achieve effective written communication (products), with differences occurring in emphasis.

In addition, it suits the needs and levels of native learners who already have the ability to write fluently in relation to the features of process writing approach as it deals with grammatical accuracy in delayed revision stages (Grossman, 2009, p.8).

Therefore, Onozawa (2010, p. 58) states "it is fair to say that ESL students' need to acquire accuracy as well as fluency to improve their language skills, and become good communicators in English. Moreover, accuracy is not something that you can minimize in language learning, and by neglecting accuracy or grammatical elements the process approach does not serve the learners' purpose".

Eventually, as the researcher Onozawa (2010) concludes, teachers should employ the eclectic approach by using what suits the students' needs, the subject matter, style of the teacher which is also a challenging point as some teachers have not been trained enough to be proficient to use the process approach which needs adequate experience to be utilized and also to consider the teaching and learning situation, such as time.

The Third Domain: Dictogloss Strategy

The third domain includes dictogloss strategy which covers the nature of dictogloss strategy, dictogloss procedures, the principles of using dictogloss in language teaching, dictogloss variations, and value of dictogloss in language teaching.

1- Nature of Dictogloss Strategy:

Dictation is a usual and important teaching procedure which helps the teacher to evaluate the students' progress in learning. In dictation, the teacher reads a familiar text slowly and repeatedly, and the students write the exact words. This procedure enhances aside of the writing skills which deals with teaching the mechanics. Therefore, dictation has a principal role to reinforce learning of handwriting, spelling, and more, such as the reading skill if the teacher asks any student to read the text dictated again. However, dictation in its traditional procedure "has been criticized as rote learning method in which students merely make a copy of the text which the teacher reads without doing any thinking, thus producing a mechanical form of literacy" (Jacobs, 2003, p.1).

Wajnryb (1990) produced a new procedure in her book "Grammar Dictation". She alternated it with the synonym "dictogloss" which has two ingredients; "dictation" which is conducted by the teacher and "gloss" which is conducted by the students to take notes as glossary to help them reconstruct the dictated text on their

own and "high lighten" the intended goal which is keeping the precise meaning and form. Moreover, she defined it as a superficially dictation but differs in both procedure and objectives. Its procedure is that a short text is read (twice) to the students at a normal speed. As it is being read, the students jot down familiar words. Then working in groups, they use their resources to reconstruct what was read on their own in precise meaning and grammar. Finally, each group produces its new version to analyze, correct, and compare them with the original one. Consequently, its objectives are presenting and practicing new grammar rules as well.

Dictogloss can be considered as a strategy, a technique, a task, or a procedure, since it has steps and intended aims as well. This procedure has a number of aims introduced in Wajnryb book. It aims to provide an opportunity for learners to use their productive grammar in the task of text creation. It aims to encourage learners to find out what they do and do not know about English. This is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts.

Further, it aims to upgrade and refine the learners' use of the language through a comprehensive analysis of language options in the correction of the learners' approximate texts. Basically, such strategy deals with developing grammar learning as mentioned by (Wajnryb) about the immediate objectives of implementing this activity as learners should pay attention particularly in the reconstruction stage to: maintain as much information as possible from the original text using their notes and prior knowledge and produce a sound English text as it should be grammatically accurate and textually cohesive (Rashtachi & Khosroabdi, 2009).

Shak (2006) states that dictogloss is a type of form–focused task which proposes to provide a meaning–focused context to raise learners' awareness of the discoursed use of the target linguistic feature. Al-Jamal (2014) also mentions that dictogloss is a focus on form pushed output task. A focus on form (FonF) is defined as "an approach to language teaching in which the learners must be engaged in meaning before attention to linguistic features" (Uribe, 2010: 18). In addition, all proponents agree that engaging learners in meaning is the first step of doing FonF in the classroom (Daughty & Williams, 1998 as cited in Uribe, 2010).

Moreover, a task means that specific actions have to be done collaboratively in order to achieve a specific goal. As a result, that is associated with what is

mentioned by Wajnryb in her book (p.3), "The approach is especially interesting for the way it reconciles certain apparent oppositions such as the new interest in grammar and the need for interactive learning; and the achievement of accuracy through fluency activities". Nunan (2003) also mentions that dictogloss involves learners collaborating in small groups, practicing language speaking, sharing their resources, and thinking of the way grammar is working in context, which develops and reinforces form/function relationship.

Further, a basic aim is the interaction among students whether in pairs or groups which support co-operative learning as identified by Jacob (2003). Also, Lynch (2001), Fortune and Throp (2001), Al- Sibai (2008) emphasizes that dictogloss is a collaborative output task which encourages students' active interaction and communication through both the reconstruction stage and the analysis stage.

Nevertheless, it does not mean that it is limited to grammar learning. Since dictogloss actually integrates the four skills in its implementation, much research was conducted to investigate not only its effectiveness on developing grammar learning, but also on the development of the other skills and areas of language such as listening, writing, and vocabulary. Jacobs (2003, p.2) reports that "Among the reasons given for advocating the use of dictogloss are that students are encouraged to focus some of their attention on form and that all four language skills – listening (to the teacher read the text and to group mates discuss the reconstruction), speaking (to group mates during the reconstruction), reading (notes taken while listening to the teacher, the group's reconstruction, and the original text), and writing the reconstruction) – are involved".

Concerning writing, Harmer (2004, p.74) adds that dictogloss is "useful for vocabulary acquisition too, and more useful for building the writing habit as the main production is writing". In addition, the skill of taking notes takes place as ideas in order to use them to re-create a text they have heard in their own expressions. Moreover, the pooling of the group's notes and the making of grammatical decisions

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about the text achieve this, specifically about word choice, sentence formation, and cross-sentence connections (Ma, 2004, p.40 as cited in Al– Sibai, 2008, p.25).

Further, students would be more active in the listening cycle to identify the topic of the text and its type whether it is narrative or descriptive, etc. (Nunan, 1991). Also, the dictogloss task is a technique of dictation method that can be used for teaching writing cooperatively (Faghani, et al., 2015, p.66). Sugiarti (2012, p.9) indicates that students are required to reconstruct a dictated text precisely in meaning and grammar structures, thus, raises students' awareness in applying writing skills as it helps them in planning, using the notes effectively in reformulating the text, organizing sentences, and using grammar and mechanics accurately and contextually. In brief, the students' reconstructed versions should emphasize three criteria; grammatical accuracy, textual cohesion, and logical sense (Harwood, 2008, p.4). Therefore, dictogloss focuses not only on grammar development, but also on writing skills improvement.

2- Dictogloss Procedure:

As presented by Wajnryb (1990, p.7), there are four standard stages in the procedure of dictogloss: (See Figure 2.3)

2.1 Preparation:

- the teacher sets up activities,

- prepares a familiar and appropriate topic,

- gives warm up suggestions and pre-teaches unfamiliar word,

- explains and models the procedure stages, and

- organizes the groups.

2.2 Dictation:

- the teacher reads the target text twice at normal speed.

- first, students listen to understand the content.

- second, students listen again to take notes to use them in the following stage.

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2.3 Reconstruction:

- the students' role is to cooperate as a team in each group to share their resources to reconstruct the dictated text as close as possible to the original one with focus on structure and meaning.

- The teacher's role is to monitor, guide, and give feedback (e.g. pointing out minor peripheral errors).

2.4 Error analysis and correction:

- at last, the teacher and the whole class share to compare groups' versions and discuss language choice made.

- the teacher provides feedback.

- the teacher shows the students the original version and with the students choose the closest version to the original.

3- More Explanation of the Four stages of Dictogloss

3.1 Preparation

In this stage, the teacher should consider some points before implementing dictogloss. First, the teacher should prepare a passage with a familiar topic which contains the target grammar form. The passage should not be too long so that the students can reconstruct it easily and get immediate feedback in the same lesson (Vesilijevic, 2010 as citied in Asmawati, 2013, p.32). "The length of the text depends on students' proficiency level" (Jacobs, 2003, p.1). Second, the teacher makes the students familiar with the activity steps and what they should do. Then the teacher warms the students up by discussing the topic of the text to arouse their interest and get them involved in the discussion as well (Wajnryb, 1990). After that, new or unfamiliar words should be pre-taught to avoid confusion. Finally, the teacher divides the class into groups of four or more according to the class size.

3.2 Dictation

As a standard procedure, learners should hear the dictation twice (Wajnrb, 1990). The first time, the teacher reads the passage aloud at normal speed and the students listen to understand the content and meaning. The second time, they listen

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and take notes, not writing every word but the topic ones or whatever they can because the teacher reads at normal speed (Jacobs, 2003, p.1).

3.3 Reconstruction

Immediately after the dictation finishes, students work collaboratively in groups using each one's notes and resources, talking and exchanging ideas to reconstruct the text dictated again such as paraphrasing with keeping the target grammar points in a meaningful and cohesive text. Besides, it should not replicate the original text word –for–word (Jacob, 2003, p.2). In other words, this stage depends on students' memory, writing skills, and the awareness of the target grammatical points in reconstructing a cohesive and correct grammatical text. The teacher's role is monitoring around the groups, assuring that all students collaborate, helping such as scaffolding and peripheral support as well which does not include the target language points that will be analyzed in the following stage (Wajnryb, 1990).

3.4 Analysis and correction

The last stage of dictogloss deals with feedback and evaluation of the groups' new reconstructed versions. Students with the support of the teacher analyze each group version as shown on the chalkboard through wallpapers, correct errors, and finally test their hypotheses through comparing with the original one. In this way, they identify their strengths and weaknesses so that they retain learning and understanding.

4- Principles of Using Dictogloss in Language Teaching:

According to EAL Nexus (2016) and English Unlimited (2011), some principles should be considered before using dictogloss in teaching any subject which in their turn facilitate teaching and doing the task efficiently as follows:

- The principle of dictogloss is that the teacher reads a short, prepared topic-based text several times (depending on the difficulty of the text) and the learners try to Produce their own version as close to the original as possible not word for word replicated by the original text but to convey the meaning and style of the text as closely as possible.

- The ideal dictogloss text is at a language level slightly above that of the learners but with familiar subject content; it may introduce some new vocabulary or sentence structures.

- The text chosen should not be more than one paragraph at first until the learners become more familiar with the activity and improve their listening skills, as this is a very intensive activity. It is best to use a short text so the class does not lose interest.

- At higher levels, it can be used with authentic materials "e.g. newspapers" and it works well when supported by key visuals, pictures, or even graphs and charts. At lower levels, it works well as a review activity, using a text (or part of a text) from an earlier lesson.

- New or unfamiliar vocabulary can be explained by the teacher through the first reading by spelling on the board to help students comprehend the content in advance.

- It is beneficial for mixed ability classes in any subject context. The collaborative nature of the activity means that low achievers can be paired with more highly achievers and hear a good model of English to be exposed to in a communicative context.

- Dictogloss is designed for whole class teaching as well. It can be differentiated by putting learners in different pairs or groups.

5- Dictogloss Variations:

Various adaptations and variations emerged to assist teachers according to their styles, students' needs and abilities, subject matter, and classroom situation. According to Qin (2008 as cited in Rashtachi & Khosroabadi, 2009) "different adaptations of this task have now become popular in order to meet specific classroom contexts". In Fong (2015), there are also other types of reconstruction tasks which can be merged with dictogloss, e.g. (Ruthford, 1987 as cited in Fong, 2015, p.484) proposes a reconstruction task called "propositional cluster" which requires learners to collaborate in groups by inserting function or necessary words to complete a text. Another type is "text repair" by Echerth (2008). In this task, learners are provided

with grammatically incorrect or uncompleted text that they have to respond to by making sure the text is grammatically accurate by correcting the errors or filling the missing gaps. Furthermore, Jacobs (2003, pp. 9-12) has reported several variations on dictogloss and has explained each of them as follows:

Variation A: Dictogloss Negotiation

Such an alternative stage deals with students' discussion not after the teacher finishes reading the whole passage but partly after each sentence or two according to the length and difficulty of the passage. Students do not write between each reading but only discuss. Then one of the pairs writes the reconstruction and as the standardized final stage, they analyze the whole passage and compare it.

Variation B: Student-Controlled Dictation

Students here control the activity away from the standard number of reading the text to its speed. They control when the teacher reads quickly, repeats specific words, and stops and goes back. This activity does not depend on the students speed in picking out many words quickly, but the most important emphasis here is on reconstructing the passage on their own keeping the same meaning and focusing on the target form.

Variation C: Student-Student Dictation

Students can play the role of the teacher in reading the passage particularly after they get familiar with learning with dictogloss and its procedure as well as doing the error correction stage. Thus, the exchanging of roles and encouraging all students to take turns in dictating and taking the teacher role in other phases promotes cooperative learning principles such as individual accountability and positive interdependence.

Variation D: Dictogloss Summaries

Students can summarize what they heard depending on the key words and ideas they have picked out instead of focusing on every word or phrase in reconstruction. The teacher can enhance the activity by displaying additional aids such as (pictures- mind maps-sketches) to clarify other elements of the story. As well

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as, students can provide additional visuals to clarify the content and develop their reconstruction version.

Variation E: Scrambled Sentence Dictogloss

This kind of techniques employs several skills and facilitates the dictogloss task as it teaches the students and trains them the way of arranging sentences and links them together to build up a story. The teacher reads the text with disordered sentences, the students reconstruct the jumble sentences as they heard, and then they re-order them logically. At the analysis stage, students may present different versions with different arrangements of sentences. Regardless of the different versions, any version with logical, well-organized, correct grammar form will be accepted.

Variation F: Elaboration Dictogloss

In elaboration dictogloss, students are encouraged to develop the text they heard and elaborate its ideas by adding more detailed ideas such as (facts, evidence, quotations, cause and effect, or just adjectives and adverbs). Students can depend on factual information, their previous knowledge and experience, or they can create elaborations.

Variation G: Dictogloss Opinion

In dictogloss opinion, students can comment on the text they heard during their reconstruction. They can include their comments and opinions between lines in the text or they can delay commentary to the end of each paragraph or the whole text. This technique enhances other higher order thinking skills as they do not only rewrite or synthesize the same text, but also employ their thinking to analyze and evaluate the author's writing.

Variation H - Picture Dictation

The teacher shows the students jumbled images or pictures and asks them to think, write, and produce a logical description depending on their notes, on one hand. On the other hand, they can draw a picture that they had listened to its description and information by the teacher. Students can follow the same steps in the first stage when the teacher pre-teaches them unfamiliar vocabulary and steps in the second

step when they pick out key words. This technique creates an interesting and a fun classroom atmosphere especially for young and teenage learners.

6. Value of Dictogloss in Language Teaching

Some basic values of dictogloss that may benefit language teaching for the teacher, students, certain subject matters, and classroom arrangement are reported in this section.

The most crucial value of dictogloss as Wajnryb initially stated in her book is dealing with "active learning". In dictogloss, students learn by doing on their own as it is combined also with "task-based learning". This is obvious in second stage (dictation), the third stage (reconstruction), and the fourth stage (analysis and comparison).

First, in the dictation stage, students just listen, recognize the main idea of the text, and decide what scaffolding words can be noted down to support them in the next stage.

Second, in the reconstruction stage, they are exposed to "problem solving" and "decision making" as Wajnryb states (p.11) "These involve the learner in active decision making about the target language" that is when they use their notes, memory, and creativity to reconstruct a grammatical, cohesive, and meaningful version. In addition, this raises the meta talk (Swain & Lapkin, 1998, p.104) which is a language used for problem solving that is categorized by CLREs (critical language related episodes) that are broken into meaning, linguistic, grammatical, orthographic and negotiation as students decide which is appropriate and which is not according to their present and prior knowledge. In addition, the learners are apparently exposed to the "information gap" (Wajnryb, 1990) and (Thornbury, 1999) illustrate that the reconstruction stage leads learners to notice the gap between their existing knowledge and the target aim.

Third, in the error analysis stage, as dictogloss applies task-based, discovery, cognitive approach to language teaching (Harwood, 2008), the students recognize what they know and what they do not know through testing their hypothesized versions (Swain & Lapkin, 1995, p.102) and discovering which is suitable and then learn from their mistakes and consequently that retains learning (Wajnryb, 1990). So, learners' conscious awareness of their language choice is created and evaluated in such stage (Harwood, 2008). Also, it is high at its efficacy (Thornbury, 1997) as it is

a multi-skill such as employing the critical thinking (Jacobs, 2003) which allows learners to notice different things.

As a result, what is stated above agrees with one of the current trends which calls that the learner is the center of the teaching learning process "learner-centered" and "learner autonomy"(Jacobs,2003) as learners do not passively receive all knowledge from the teacher, but the teacher just warms the students up and reads the passage twice at normal speed and then the learners help each other to produce new versions according to their present knowledge and also share in the error correction stage which supports peer assessment as well.

Further, dictogloss associates with co-operative learning principles as referenced by Jacobs (2003). It deals with heterogeneous groups, as the teacher is required to do so not to leave the matter for the students to form their groups in order to achieve the intended goal. Moreover, students use collaborative skills to interact among each other such as asking for, giving reasons, etc. In addition, group autonomy, simultaneous interaction, equal participation and individual accountability and positive interdependence all play a crucial role in getting values from using dictogloss. Smith (2012, p.75) states that "students are preoccupied reconstructing text and negotiating meaning through cooperative learning that they may overcome their reluctance to speak and interact". So, working in groups allows high achievers as well as the low achievers to interact and communicate and as all definitely can share in producing their notes to help in reconstructing texts. Harwood (2008, p.4) notes "the collaborative nature of the reconstruction stage provides a good opportunity to combine their skills". As a result, students would not feel shy, threatened or unconfident during the correction analysis as they produce the task collaboratively (Wajnryb, 1990).

Moreover, dictogloss creates motivation as it makes the learning situation interesting with positive communication and interaction among students and as it consists of various stages which attract students' inattention through comprehending the text, note-taking phase, collaborating and comparing their versions in the following stages. By integrating teaching and testing and receiving immediate feedback, students will be inevitably affected and a positive atmosphere will be created as students work without strong interference from the teacher (Wajnryb, 1990), and as all versions will be accepted as they depend on their own expressions

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and not only one that is correct. Harwood (2008, p.3) notes "middle eastern and European learners in general seem to respond well to error correction stage and enjoy the process of identifying and understanding their own errors". Thornbury (1997, p.82) also states that it increases learners' interest and motivation among different learners in different places.

In teaching grammar, as related to the inductive approach and the communicative approach, the principle of the inductive approaches is allowing students to infer the rule through examples usually in isolated sentences without a meaningful context, while in the communicative approach; students are exposed to real life situations and understand the target subject contextually.

In contrast, the main and target value of teaching with dictogloss is requiring students to produce a text with the target form contextually through a communicative way by exposing them to real life learning and giving them opportunities to make connection between word and meaning (Thornbury,1997, p.93). Students discover the form and its meaning contextually in (the dictation stage) when they listen for gist and take topic word and in (the reconstruction stage) when they attempt to recreate the same text on their own using the form and when they test their hypotheses and get the feedback and then learn and understand in the error correction stage.

Therefore, as the current trends call, dictogloss achieves this apparently, as it requires students to pay attention to target linguistic forms not through isolated sentences but in a meaningful context (Swain & Lapkin, 1998; Qin, 2008). Consequently, all of the above agree with Wajnryb saying in her book " grammar that is disembodied from a context has little meaning or practical value for the learner".

Concerning teaching writing, Smith (2012, p.71) wonders whether we need to teach writing as a tool to understand others' messages or a skill to communicate competently. Many arguments go around the purposes of writing and Smith investigated the potent benefits of writing teaching and learning. She notes that dictogloss draws the students' attention to the content of the dictated text, its organizational structures, and its language features while listening. Therefore, they

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are exposed to certain patterns of the target type of writing and then are provided with risk writing with critically thinking of the target form when they directly start to write their versions in the next stage. Furthermore, it gives students an opportunity to discuss and share their notes, and activate language in a collaborative writing task.

While dictogloss purpose is to produce a specific rule through a meaningful text, it encourages writing to learn (meaning making) not just as a skill. As a sequence, it benefits teachers in observing students' thinking about the task in real time to have insights about students' progress rather than looking at the product when it finishes. So, that helps to identify students' levels, abilities, and needs for remediation, lesson planning or identifying specific materials. It has cycles and phases and provides alternative assessment such as self- and peer- assessment (Jacobs, 2003). As a result, dictogloss to teaching writing stands as a complement to process writing approach rather than the product based model in its stages and cycles. Students have awareness in planning (taking notes), develop planning (may have more listening), discuss text content with more accurate and relevant information collaboratively, and organize sentences, diction, and mechanics appropriately and contextually. All of this helps to produce a text that is as close as possible to the target writing type (Koasafhar, et al., 2012).

Four Stages of Dictogloss

1- Preparation

- Warm up suggestions
- Pre-teaching of vocabulary
- Explanation of the procedure stages
- Group Organization

2- Dictation

- The teacher reads a story twice at normal speed
- First, students listen for the main idea
- Second, students listen and take notes to use them in the following stage

3-Reconstruction

Ss role is: co-operation as a team in their groups to share their resources to reconstruct the story as close to the original as possible in meaning and style

T. role is: monitoring and giving feedback (pointing out minor peripheral errors)

The essence of this stage is : learners interaction and involvement

4- Errors analysis and correction

The whole class compare their versions and discuss the language choice made

Feedback

At last, the teacher shows ss the original text, and the students choose the closest version to the original

Figure (2.3): Stages of dictogloss

Section (2):
Previous Studies

The second section displays the previous studies and consists of three parts, the first related to grammar learning, the second related to writing skills, and the third related to dictogloss in both grammar and writing teaching

Part one: Studies related to English grammar learning
Introduction

The following previous studies which are related to grammar learning provided the researcher with knowledge and experience to design the study methodology and tools and to analyze the results and answer the research questions as well as the importance of teaching grammar and its pivotal role in language learning and teaching**.**

1) Saker (2015)

This study aimed to research the effectiveness of Jigsaw strategy in developing Palestinian tenth graders' English grammar learning. To achieve this aim, the researcher used the quasi-experimental approach and employed a sample of (72) EFL male learners studying at Beit Lahia High Elementary School "A" for Boys in the Gaza Strip. The researcher chose two classes out of the four classes which he was teaching: the first class was used as an experimental group consisting of (36) students and taught grammar using the jig saw strategy, while the other class was used as a control group consisting of (36) students and taught grammar using the traditional method. To obtain the data, the researcher used a pre/post achievement test. The study concluded that there were statistically significant differences between both groups in favor of the experimental group due to the use of the jigsaw strategy. The study recommended the necessity of implementing the jigsaw strategy in teaching and learning English to bring about better outcomes in students' achievement and suggested that further research should be conducted concerning the effectiveness of using jigsaw strategy on different English skills and other school subjects as well.

2) Jendyea (2015)

This study examined the impact of 5E model on developing tenth graders' English grammar learning and their attitudes towards English. To achieve this aim, the researcher used the experimental approach and employed a sample of (68) EFL

male learners studying at Jamal Abdu- Nasser Secondary school for Boys in the Gaza Strip and divided it into two experimental and control groups each of which of consisted of (34) students. The traditional method was used to teach the control group, while the 5E model was used with the experimental one. The study research tool was a pre-post- achievement. Besides, the researcher used an attitude scale to investigate the students' attitudes towards English.

The results of the study showed that there were statistically significant differences between the two groups in their achievement and attitudes in favor of the experimental group due to using the 5E model. The study recommended the necessity of implementing the jigsaw strategy in teaching and learning English to bring about better outcomes in students' achievement and suggested that further research should be conducted concerning the effectiveness of using 5E model on different English skills and other school subjects as well.

3) Abu Taleb (2015)

This study aimed to discover the effect of pseudo role-play strategy on improving grammar in context for the ninth graders in the North Gaza Governorate. To achieve the aim of the study, the researcher adopted the experimental approach. The sample of the study consisted of (46) students from Al-Shaimaa High Elementary School for Girls. The participants were divided equally into two equivalent groups: a control group and an experimental one. The researcher used the strategy of pseudo role-play for teaching grammar in context in teaching the experimental group, while the control group was taught through using the ordinary method of teaching grammar. The researcher used an achievement grammar pre/post-test to collect the data. Also, two attitudes scales were used; one for the students' and the other for teachers to measure their attitudes towards using pseudo role-play for improving the teaching and learning grammar in contexts.

The findings revealed that there were statistically significant differences between both groups in favor of the experimental group due to the use of pseudo role-play strategy for teaching grammar in context. The findings also showed that both students and teachers had positive attitudes towards using pseudo role-play for teaching grammar in context. The study recommended the importance of using the strategy of pseudo role-play for teaching grammar in context to improve students'

achievement. In addition, the researcher suggested activating and implementing this strategy on the other skills of the English language.

4) Al Ghamidi (2011)

The study investigated the effect of using e-learning in teaching English language grammar on first-secondary graders' achievement in English grammar. The sample consisted of(60) first-secondary grade students at Bani Dhabian Secondary School, in Al-Baha Region. The research sample was divided equally into two equal groups: The e-learning was used to teach the experimental group and the traditional method was used to teach the control group the same target grammar rules. The study revealed that there were significant differences at the (0.05) level in the mean scores of the two groups' achievement in favor of the experimental group which studied English language grammar using e–learning at the memory, comprehension and application level. Based on the findings, the researcher suggested practicing and applyinge-learning through providing schools with computer sets connected to the internet for achieving educational purposes.

5) Sharaf (2011)

The study aimed to examine the effect of teaching grammar in writing contexts to enhance using grammar functionally among eleventh graders in Gaza Governorate. To achieve this aim, the researcher used the experimental approach. The sample of the study consisted of (66) students from Al-Jaleel Secondary School for Girls and was divided into an experimental group (n=33) and a control one (n=33). The strategy of teaching grammar in writing contexts was used in teaching the experimental group, while the traditional method of teaching grammar was used in teaching the control group. The research tool was a grammar achievement test that was used as a pre/post-test. The research concluded that there were statistically significant differences in the mean scores of the two groups in favor of the experimental one due to the strategy of teaching grammar in writing contexts. This study recommended the importance of using the strategy of teaching grammar in writing contexts in English language teaching to give better results in students' achievement of English language.

6) Obaid (2010)

The study aimed to discover the effectiveness of three grammar teaching approaches (the inductive, the deductive and the contextualized approaches) in the achievement of English grammar among the eleventh graders in Khan Yunis Governorate. To fulfill this aim, the researcher used the experimental approach. The sample of the study consisted of (158) male students from Al Motanabi Secondary School for Boys (A) divided into three experimental groups and a control one. The three grammar teaching approaches were used in teaching the three experimental groups, while the traditional method was used with the control group. The study tool was a pre-post- grammar achievement test.

The findings indicated that there were statistically significant differences in the eleventh graders' achievement of English grammar due to the method of teaching in favor of the contextualized approach. Based on the findings, the study recommended the necessity of implementing the contextualized approach in teaching English grammar to bring about better outcomes in students' achievement of English grammar.

7) Gürata (2008)

This study aimed to find (a) which learning strategies Turkish EFL learners used when learning and using grammar structures, and (b) the difference in learning strategy use according to several variables, such as gender, proficiency level, and achievement on grammar tests. The sample of the study was (176) students from three different proficiency levels (pre-intermediate, intermediate, and upper-intermediate) from Middle East Technical University (METU), School of Foreign Languages. The instrument of the study was a questionnaire regarding grammar learning strategies.

The analysis of the quantitative data indicated that Turkish EFL learners thought that learning English grammar was important, and that these learners used a variety of learning strategies when they learned and used grammar structures. Based on the findings, this study indicated that there was a difference in learning strategy use among different proficiency levels. In addition, there were a significant difference between males and females in terms of their strategy use. Finally, the

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study concluded that using grammar-learning strategies was effective in grammar achievement.

8) Abu Nada (2008)

This study aimed at finding out the effect of using concept maps on English grammar achievement among the ninth graders in Gaza Governorate. The researcher adopted the experimental approach. The researcher chose a sample of (113) students from Al-Zaitun Prep School (A) assigned equally into two groups; one was an experimental and taught by the concept maps strategy, while the other was a control one and taught by the traditional method. To collect the data, the researcher employed a grammar achievement test.

The study results were treated and analyzed statistically and revealed that there were statistically significant differences in the ninth graders' English grammar achievement in favor of concept maps strategy. The study recommended the necessity of applying concept maps strategy in teaching English grammar to develop students' achievement in English grammar. The study also suggested that further research should be conducted on the effect of concept maps on different English language skills and systems and on other school subjects.

Commentary of the previous studies related to English grammar learning and teaching

Having reviewed a number of previous studies related to English grammar learning and teaching particularly in the secondary levels and above in some countries as well as Palestine, the researcher became assured and convinced that grammar teaching has a significant role in teaching and learning English as the majority of the target learners have low proficiency in grammar achievement. The researcher apparently was equipped with various tested modern strategies to explore their effectiveness on developing grammar learning and benefited from their formats, approaches, samples, tools, designs of treatment and analysis of data during their application of the target strategy which actually had positive effects on learners' achievement. And as to the researcher's best knowledge, dictogloss has never been used in the Palestinian context, the researcher wanted to investigate its effectiveness on further developing learners' English grammar learning.

Part two: Previous studies related to the writing skill
Introduction

In this section, the researcher will present some of the previous studies related to writing skill which helped the researcher in designing the methodology, tools, result analysis and answering of the research questions.

1) Qalaja (2015)

This study aimed to discover the effectiveness of using Edmodo in teaching seventh graders' English writing skills and their attitudes towards writing. To fulfill this aim, the researcher adopted the experimental approach with a random sample of (50) EFL 7th grade female students from Al-Majda Wasella Prep (B) Girls' School in the West Gaza Directorate. The participants were divided into two equal groups. The researcher employed two tools: one was the writing skills test and the second tool was writing attitude scale. Edmodo was used as a teaching and learning virtual class to the product writing approach in the experimental group, while the control group was instructed writing traditionally.

The study concluded that there were statistically significant differences between the mean scores of the two groups in favor of the experimental group. Also, the findings of the study revealed that there were statistically significant differences between the mean scores of the experimental group on the writing attitudes scale before and after the experiment in favor of the post application of the experiment. The researcher recommended the necessity of using the Edmodo in teaching English writing to achieve better results in students' English writing skills.

2) Mahdi (2015)

This study examined "the influence of applying concept maps on improving students' writing skills". To fulfill the purpose of the study, the researcher utilized the experimental approach. A sample of (60) students in eighth grade from Bitonyia Public School for Boys in Ramallah was divided equally into an experimental group and a control group. The researcher employed a writing pre/post-test-test. The students in the experimental group were taught how to use concept maps strategy.

The study findings revealed that students in general had positive results concerning the improvement of writing skills by using concept maps. In the light of these findings, the researcher recommended the extension of applying concept maps for all students in schools. It also recommended that teachers should use concept map strategy.

3) Sabra (2014)

This study aimed at exploring the effectiveness of adopting CAF Strategy on developing writing skills for the Eighth Graders in north Gaza governorate. The researcher adopted a quasi-experimental research design. The sample of the study consisted of (82) female students who were equally divided into an experimental group and a control group. They were randomly chosen from Jabalia Prep School for Girls, North Gaza Governorate. The experimental group was taught using (CAF) strategy to improve the target writing skills, while the traditional method was used in teaching the control one. To obtain the data, the researcher employed two tools; pre-post achievement test and a focus group interview.

The study concluded that there were statistically significant differences between the scores of the experimental group in the pre and post achievement test in favor of the posttest and another difference was discovered between the scores of the posttest of the experimental group and those of the control one in favor of the experimental group due the use of the (CAF). Based on the findings, the researcher recommended that English language teachers should utilize (CAF) in teaching English in general and in teaching writing in particular.

d) Harb (2013)

The purpose of this study was to examine the effectiveness of using a blended learning program on developing and retaining Palestinian tenth graders' English writing skills. To achieve this purpose, the researcher adopted the experimental approach. The sample of the study consisted of (40) students who were equally divided into an experimental group and a control one. Two instruments were used to collect the data, a content analysis card and an achievement test. The experimental group was taught by the blended learning program, while the control one was taught using the traditional method.

The findings of the study revealed that there were significant differences between the scores of the control and the experimental groups in favor of the experimental group due to utilizing the blended learning program. The findings also revealed that there were differences in the participants' achievement level before and after implementation of the blended program in favor of the post-application. Based on the previous findings, the study recommended that teachers were advised to adopt blended learning in teaching writing skills.

e) Al Mudallal (2013)

This study aimed to investigate the effect of using the weblog as a teaching and learning tool supportive to the process writing approach on enhancing Palestinian eleventh graders' English writing performance in general and writing product skills and writing processes in particular and improving their attitudes towards writing in English. To fulfill this aim, the researcher adopted a quasi-experimental approach design. The researcher chose a purposive sample of (40) EFL female students studying at Dallal Al Mughrabi Secondary "A" Girls' School in the Directorate of Education-East Gaza. The sample was divided into two equal groups: a control group (n=20) students and an experimental one (n=20) students. There were three tools. (1) a pre/post writing attitudes scale to find out students' attitudes towards writing in English. (2) a pre/post writing questionnaire to investigate the level of students' use of the writing processes before and after the intervention. (3) a pre/post writing achievement test to examine students' writing performance in general and their writing product skills in particular.

The study concluded that there were statistically significant differences between the mean scores of the experimental group and those of the control group in the post writing achievement test in favor of the experimental group. The researcher recommended the necessity of using the weblog in teaching English writing to achieve better results in students' English writing performance.

f) Alanazi (2013)

This study investigated the effectiveness of using e-learning in increasing students' motivation for writing and the possibility of informal writing in promoting formal writing. The researcher employed a sample of (7) senior students in an

English department who developed blog sites and shared their pages through a class website on Google Sites. To collect the data, the researcher employed three tools, a pre/post survey, self-directed informal writing exercises, and a self-reflection paper. The findings revealed that using e-writing increased students' motivation for writing and that informal e-writing promoted writing enjoyment and built experience. E-writing provided students with joy, motivation, and inspiration during the writing process. The study recommended the importance of e-writing in teaching-learning process as it develops knowledge and success in future.

Commentary of the previous studies related to writing skills

After the researcher had reviewed the previous studies related to the writing skill, the researcher noticed that all of them except that of Mahdi (2015) relied on the technological field in improving writing skills with extension to certain approaches such as the product and the process one. These studies proved their effectiveness in improving learners' writing skills at various levels such as preparatory, secondary and senior college English department learners. They also studied attitudes and motivation. Accordingly, the researcher became aware of the importance of writing skills teaching as it is a productive skill to complement the competency of English language skills. She also benefited from the previous background of such studies. Therefore, the researcher tended to investigate one more strategy and extended the common process approach that is not associated with the technological field but so simple, motivating and achievable in the Palestinian context.

Part three: Studies related to using dictogloss Strategy

This part contains three domains which are previous studies related to using dictogloss in general as well as grammar learning and writing skills in particular.

A) Previous studies related to dictogloss in other skills:

Introduction

By the fact that dictogloss strategy is the integrated multi-skill which is applicable in improving not only grammar as it is its original subject but also the other four language skills as well as vocabulary and pragmatics competence (Yeganeh,2015). Below are a few studies concerned with other skills processed by dictogloss.

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1) Yeganeh (2015)

This study aimed to compare the effect of dictogloss and oral dialogue journal on the Iranian EFL learners' pragmatic competence in terms of acquisition of request speech act. Two experimental groups were used to examine the two methods and compare between them. To achieve equivalence, a sample consisted of (120) EFL female Iranian learners in advanced level from two English institutions were tested by a pre-proficiency request speech act test. A written discourse test was employed as a pre/post-test and contained (10) scenarios to collect data. A dictogloss and oral dialogue journal tasks were performed as treatments during eight weeks containing sixteen sessions. The target materials were used to increase the learners' performance in making request. The data were scored by Tagutchi (2006) rating scale of pragmatic competence.

The findings indicated that there were statistically significant differences between the two experimental groups (DG&ODJ), but the DG experimental group was significantly better than the ODJ experimental group. The results found out that the learners performed better and achieved larger mean scores in the DG than the OGJ group. The study recommended implementing dictogloss in learning the request speech act as it achieved its effectiveness and merits during classroom activities.

2) Asmawati (2013)

The aim of this research was to know how dictogloss could improve students' listening comprehension and to find out what factors influenced the students' listening comprehension. The researcher adopted a classroom action research where each cycle consisted of four steps: plan, action, observation, and reflection. The sample of this research was (29) students of the 2nd grade in a secondary school. Two instruments were used, a listening test to examine the improvement of the students' listening comprehension and an observation checklist. The data were analyzed by the use of qualitative and quantitative techniques.

Based on the results of students' scores in each cycle, the researcher confirmed that the students' listening comprehension improved. The researcher also found out that the students' motivation and cooperation improved. All was due to the application of the dictogloss technique and listening material selection. The study

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findings revealed that dictogloss was effective in improving students' listening comprehension and motivation for the listening activity.

3) Cardona, et al. (2013)

The study aimed at investigating the effect of dictogloss tasks on the development of listening comprehension skills as well as describing the participants' perceptions when being taught this kinds of tasks. Similarly, the study aimed to determine the characteristics of the dictogloss tasks and the students' responses when they were instructed by this task. The researcher utilized the quasi-experimental approach. The sample consisted of (6) Spanish speaking students from 4th grade in a state school located in Cartago, Valle del Cauca. The group was instructed by the use of dictogloss tasks. The treatment lasted for one month and a half. To collect the data, the researcher employed these tools: interviews, teacher journals, observations (some sessions were video-taped) and questionnaires. The study indicated that the dictogloss tasks proved their influence on improving participants' comprehension of the listening text.

B) Studies related to using dictogloss strategy in teaching grammar

This section includes some studies conducted to investigate the effect of using dictogloss on improving learners' English grammar learning in various countries.

1) Fong (2015)

The current study examined the effectiveness of dictogloss in promoting learners' mastery of irregular verbs and identifying the features of dictogloss that could assist learners' mastery of irregular verbs. To achieve the study aim, the researcher used a random cluster sample from a vocational college across Sabah in Malaysia. The sample was (34) participants and their age was about 17 years old enrolled in two groups. To collect the data, the researcher utilized two instruments, a pre/posttest and a 5-point Likert scale questionnaire, to investigate the learners' mastery of irregular verbs and their attitudes towards dictogloss. The findings revealed that the students who were taught by the dictogloss tasks achieved better achievement than students in the other group who were instructed by the conventional grammar tasks such as multiple-choice questions and matching exercise. The study recommended applying dictogloss in the teaching-learning

process. Further, the dictogloss can significantly assist students across various educational institutions to master irregular verbs.

2) Hang (2014)

This research aimed at assessing the effects of dictogloss on the students' grammatical competence and motivation for grammar learning. To achieve this aim, the researcher used action research. The subjects were (28) pre-intermediate English level students of Math class and two teachers at non-English major division were selected at Hanoi College of Education in Vietnam. To gather the data, five instruments were employed, a qualitative analysis of textbook, an observation card, tests (entry test, a pre-test and a post-test), a questionnaires(a pre-questionnaire and a post questionnaire), and interviews. The entry test results showed that the students had poor grammatical competence and low motivation for learning grammar and that may be due to their exposure to uninteresting and linear teaching method in the class. The study findings revealed that the use of dictogloss in the grammar lessons improved not only their grammatical competence but also their attitudes towards learning grammar.

3) Al- Jamal (2014)

The study aimed at knowing the effectiveness of incorporating input enhancement in dictogloss tasks to teach English grammar on the development of ESL female learners' grammatical awareness. The subjects of the study were (46) students enrolled in a Grammar -1- course at the College of Languages and Translation at Princess Nora Bint Abdul Rahman University. The researcher adopted a quasi-experimental design called the pretest/post-test non-equivalent group design; the experimental group (n=23) was exposed to audio-visually-enhanced dictogloss tasks, while the controlled group (n=23) used traditional textbook exercises and activities. The experiment lasted for six consecutive weeks. To collect the data, the researcher employed three instruments: audio-visually enhanced dictogloss tasks, a grammar pre-posttest, and a students' perception questionnaire. Both groups underwent the pre/post-test to determine the effectiveness of the methods instructed. In addition, the experimental group's learners' responses towards the experiment were found out through the use of a close-ended questionnaire with a Likert scale.

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The results showed significant improvement in the experimental group's grammatical awareness levels. Furthermore, the students showed better attitudes toward the enhanced tasks and high interests in using dictogloss in noticing and mastering the target grammatical rules. The researcher recommended expanding the implementation of incorporating audio-visual enhancement with focus on dictogloss tasks among university instructors, encouraging them to use it to develop grammatical awareness

4) Oruc (2012)

This study investigated the effect of dictogloss; a reconstruction activity as a task on promoting noticing. The researcher adopted the quasi - experimental approach. The subjects were (42) participants distributed into Two groups: the experimental which consisted of (19) students, and the control which consisted (23) students from Intermediate Turkish learners of English language program in a state university in Turkey who had studied English for 6 years so far. The participants in the experimental group underwent the dictogloss strategy, while the control group was taught traditionally by Present-Practice-Produce method. The treatment included the same target item using the lesson plans developed for both groups.

To gather the data, an immediate post-test was used after the experiment. The same test was used a long time after the experiment as a retention test. The study results indicated that dictogloss activity had a positive effect on the learners' achievement due to using the dictogloss. The study recommended the significance of dictogloss to both students' and teachers' repertoires in increasing the students' achievement of form during meaningful interaction.

5) Uribe (2010)

This classroom-based study aimed to explore the effect of dictogloss on teaching target grammar within a meaningful context in beginning level secondary foreign language classrooms. Particularly, the study aimed to measure if there were differences in the amount of target grammar (demonstrative adjectives and the imperfect tense) noticed, learned and used by students in the three treatment groups: The researcher employed three experimental groups: the first group completed a traditional dictogloss with the last phase being a self-reflection activity, the second

group was the same as Group 1, except that the learners saw a written version of the text during the first reading in addition to hearing the text. The third group combined both the written text and a whole class discussion during the last stage of the dictogloss. To collect the data, a pre, post and delayed post-tests were used.

Although there were significant within-group differences for all three groups, indicating that the participants in all groups noticed and began learning the target grammar, there were no significant between-groups differences, suggesting that the addition of the written text and class discussion did not increase the amount of the target grammar learned by the students.

6) Rashtchi & Khosroabadi (2009)

This study intended to compare the impact of two output-oriented focus- on-form types of instruction namely explicit focus on form (EFF) and dictogloss (DG) tasks on helping beginning EFL learners learn English tenses. The participants were (64) female EFL learners randomly assigned to two groups with each group receiving a different kind of instruction. Their knowledge of grammar was assessed through the placement test of the language school which showed that the two groups were homogeneous in terms of their language proficiency. Besides, a test of English tenses which was used as pre/posttest consisted of 40 multiple-choice items proved that the participants had little knowledge of tenses. Accordingly, the grammatical points were taught to both groups throughout the course.

Teaching style in each group differed according to the type of technique used in each class. After the treatment period, the two groups took a posttest, the results of which showed that the difference between the two groups was not statistically significant. One highly probable pedagogical implication of the study is that both EFF and DG were effective pedagogical tools in helping beginning EFL learners learn target grammatical forms.

7) Yuniawati (2008)

This research investigated whether dictogloss had a positive effect on enhancing the mastery of simple past tense or not in one of first grade of the vocational high school in Yogyakarta. There were two groups of (30) students for each involved in this research. They were a control group and an experimental group. These groups

received the same materials and the same tests, but they were taught with two different techniques. An achievement pre/posttest was used to collect the data. Two achievements tests were used: final written achievement test and progress spoken test. The test was divided into two sections, written test and spoken test. The research concluded that dictogloss was effective in improving mastery of past tense. The researcher suggested teachers implement dictogloss technique to enhance the mastery of simple past tense and should have good classroom management to maintain the classroom situation while implementing dictogloss technique.

8) Al-Sibai (2008)

This thesis investigated the effect of using the dictogloss task procedure on Saudi female university students enrolled in "Grammar 1" at KSU's College of Languages and Translation. It found out the possibilities of such tasks that proved their positive influence on the achievement on grammar exams, particularly concerning verb tense accuracy. In addition, it examined the students' attitudes toward doing the dictogloss using a Likert response scale questionnaire. The researcher adopted the quasi-experimental design. The researcher used a sample divided into three groups: a traditional group of (40) learners doing traditional textbook exercises only, an experimental group of (40) learners doing traditional textbook exercises and dictogloss tasks in pairs, and an experimental group of (36) learners doing traditional textbook exercises and dictogloss tasks in small-groups. The study utilized a pretest, posttest, and eight post-dictogloss tests.

The results indicated that the participants who were instructed using dictogloss in small-groups displayed the most short-term improvement on the weekly post-dictogloss tests, while those receiving dictogloss in pairs had the most lasting improvement on the posttest. The two groups also outperformed the control group, but not statistically significant. As for the questionnaire, both experimental groups showed positive attitudes toward the dictogloss, while expressing uncertainty concerning some of its procedures.

C) studies related to using dictogloss strategy in writing skills

The use of dictogloss had a great deal in improving learners' performance of writing in different countries worldwide

1) Bani Younis & Bataineh (2016)

The purpose of this study was to explore the potential effect of a proposed dictogloss-based program on Jordanian EFL tenth-grade teachers' writing instruction and on their students' writing performance. The researcher chose a sample of (20) Jordanian EFL teachers and (96) tenth-grade students from the public schools of Al-Kourah Directorate of Education. The teachers were trained on both the theoretical and practical aspects of dictogloss. The students were randomly assigned into two groups: an experimental group (n=70) and a control group (n=26). The researchers used four study tools: the teacher pre-/post-test, student pre-/post-test, observation checklist, and teacher reflection form. This study used a mixed quantitative and qualitative quasi-experimental design: a two-group design for the student sample and a one-group design for the teacher sample, as quantitative data were collected through the tests and qualitative data through classroom observation and teacher reflection on the training.

The students in the experimental group were taught through dictogloss while the control was taught per the guidelines of the Teacher's Book. The comparison between the teachers' performance and that of the students were analyzed and treated by the descriptive statistics. The study concluded that the level of teachers' instructional practices in writing was high and that the teachers were reportedly highly satisfied with the content, method, and time of training as well as their interaction, motivation, and benefit. Moreover, statistically significant differences were found between the teachers' performance on the pre- and post-tests due to the training. The findings further indicated that the statistically significant differences not only among the students of the experimental group on the pre- and post-test but also in the overall writing performance of the experimental and control groups, in favor of the former.

2) Tiyas(2016)

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The aim of the study was to find out the influence of dictogloss technique on writing descriptive text in Surakarta at the eleventh grade. The research was experimental research to know if there was a significant difference in writing on descriptive text (1) between the students taught using dictogloss technique or is referred as Experimental Group, and (2) the students taught without using dictogloss technique (traditional method) or is referred by control group. Each class consisted of 20 students.

The technique of collecting the data was test and non-test. The test consisted of a pre-test and posttest. The non-test consisted of the interview, observation and documentation. In analyzing the data, the researcher used the quantitative approaches. The research findings showed that: 1) there was a significant difference between the students taught using dictogloss technique and the students taught without using dictogloss, and 2) the Experimental Group showed better achievement in writing than the Control Group. The Null Hypothesis was rejected. In line with that, Dictogloss technique was effective in increasing students' writing in descriptive text. Therefore, dictogloss technique could be used as a great technique in teaching and learning writing in classroom.

3) Notash & Shahir (2015)

This study compared individualistic and cooperative instructional approaches to writing accuracy and complexity elicited through dictogloss. Participants in the study were 32 male and female EFL learners taking spoken English courses in a private language institute learners in Tabriz, Iran. The participants were equally divided into two groups. The experimental group consisted of (16)learners who were instructed by the dictogloss activity cooperatively, while the control one consisted of (16)learners who were instructed by systematic and controlled writing lessons individualistically as common in most of classes in Iran.

The writing tasks in the experimental group were selected through a rating process by the teachers and the students themselves from among topics mostly contained in their textbooks. Accuracy and complexity were operationalized as the percentage of error-free sentences scale. To determine the effectiveness, the Independent-Samples T-test was employed to compare the means of accuracy and

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complexity data across the two groups. The study concluded that there was a significantly higher accuracy among the cooperative group participants, but complexity did not vary as a result of cooperative engagement in dictogloss-elicited writing.

4) Ahmadian (2015)

This study investigated the effect of dictogloss as a cooperative learning technique on the perceived self-efficacy of Iranian EFL learners in writing. The subjects of the study were 46 Persian speaking EFL learners. The researcher adopted the experimental research. The participants were divided into two equal groups: an experimental group (n=23), and a control one (n=23). They were heterogeneous due to the cooperative nature of the study. As the first phase of data collection, a self-efficacy in writing questionnaire developed by Yavuz-Erkan (2004) was administered to both groups as a pretest in order to evaluate the degree of their self-efficacy in writing. The experimental group was exposed to the dictogloss technique of cooperative learning, while the control group was exposed to the traditional method of writing instruction in TEFL writing classes.

The study results revealed a difference between the two groups, indicating the effects of the dictogloss technique of cooperative learning on self-efficacy in the writing of EFL learners. The researcher recommended teachers and syllabus designers to provide materials to teach writing and implement more strategies for students to work cooperatively in class to increase their writing efficacy levels.

5) Fasya (2015)

This research was aimed at improving students' writing skills through the dictogloss technique among eighth graders in Blabak, Magelang. The participants were only one group of 32 students. The study was action research that consisted of two cycles and was one in collaboration with the English teacher, the students and the researcher's colleague as collaborators. The data were collected through observations, interviews and test on the students' performance using instruments of interview guideline, observation sheet and writing rubric. The data from the observation and interviews were analyzed using descriptive analysis.

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The results of the research demonstrated that the implementation of the dictogloss technique was able to improve students' writing skills. Based on the qualitative data, the students were able to generate their ideas to produce well-organized narrative texts. They were also able to use appropriate vocabulary, grammar, punctuation, spelling and capitalization in their writings. During the teaching and learning process, they also showed positive response toward the lesson. They enthusiastically joined the teaching and learning activities and did the task well.

6) Panjaitan (2015)

The study aimed to find out the effect of dictogloss Technique on students' achievement in writing report text. The study was conducted by using experimental research design. The population of this study was seven classes of the ninth grade students. The samples were taken by using clustering technique and two of seven classes were taken as samples, one class as an experimental group and another class as control group. In the treatment, the experimental group was taught by using dictogloss technique, the control group was taught without using dictogloss Technique. Writing report text test was used as the instrument of collecting the data. The study result showed that dictogloss technique had a significant effect on students' achievement in writing report text.

7) Mohammadi (2013)

This study aimed to explore the effect of dictogloss on Iranian EFL learners' general writing skill. The researcher adopted the experimental approach. The sample was (60) Iranian EFL learners from Tehran Institute of Technology, (35) female and (25) male learners. The participants were equally divided into an experimental group and a control one. To collect the data, a pre/post-test writing test was used. Task-based instruction was used to teach the participants in the experimental group, while the participants in the control one were exposed to the mainstream of controversial instruction. The results indicated that dictogloss had a positive effect on EFL learners' general writing. It can enhance their organization and mechanics but not content, language usage and vocabulary of EFL learners' writing.

8) Arif (2013)

This research aimed at finding out whether: (1) dictogloss was more effective than dicto-comp to teach writing skill; (2) the students with high level of risk-taking had better writing skill than those with low level of risk-taking; and (3) there was an interaction between the teaching methods and students' risk-taking in teaching the writing skill. The study adopted the experimental approach, and the instruments it used to collect the data were a risk-taking questionnaire and a writing test.

The results of the data analysis showed that (1) dictogloss was more effective than dicto-comp in teaching writing skill; (2) the students with high level of risk-taking had better writing skill than those with low level of risk-taking; and (3) there was an interaction between teaching methods and students' risk-taking in teaching writing skill. Based on these findings, it can be concluded that dictogloss was an effective method in teaching writing skill and the effectiveness of the method was influenced by the students' level of risk-taking.

9) Sugairti (2012)

This study aimed at improving the learners' writing skill through dictogloss at ninth graders in Ungaran, Indonesia and explaining the effectiveness of the learners' learning when dictogloss was implemented in the teaching of writing. The research design was action research conducted on (28) students. The study used the mixed-method approach and its tools included apre-posttests, an interview, and observation.

After the analysis of both the quantitative and qualitative data, the researcher concluded that dictogloss implementation in the teaching of writing could improve the learners' writing skill and helped them master and use the five writing components in writing an essay contextually and appropriately. In addition, the dictogloss could be an alternative technique to improve the learners' writing skill and to create effective learning.

Commentary on the previous studies related to using dictogloss in language learning and teaching

The studies in the previous part were useful to the researcher in showing her how the employment of dictogloss was effective in developing learners' various

skills and aspects of English language. Those studies varied from listening, to speaking, and to writing as dictogloss relies more on those skills in its procedures. Moreover, the target aim of dictogloss is focusing on grammatical structures. Some of these studies limited their subject to developing skills as a complement to the product or the process approach or specific grammatical rules such as tenses or passive rules in language aspects.

As a result, the researcher could extract that implementing dictogloss strategy had a positive effect on students' achievement in different language skills and grammatical rules in different countries with different ages and levels. So, she decided to experiment with the dictogloss strategy to find out its effectiveness in developing learning' specific rules in grammar and some skills of writing among eleventh graders in Palestine after reviewing and benefiting from the previous studies. The previous studies helped the researcher in choosing and designing her tools, writing the outline of the theoretical framework, choosing the proper treatments of the study, and justifying, explaining and discussing the results of the study.

Analysis of previous studies related to dictogloss strategy

The previous studies had similarities and differences with the current study as follows**:**

1- Topics and purposes of the previous studies:

The two studies of Asmawati (2013) and Cardona, et al. (2013) employed the dictogloss strategy in the development of listening comprehension skills, while the study of Yaganeh (2015) focused on improving the speaking skill. However, the rest of the previous studies were categorized into three parts; two focusing on improving grammar and writing skills through different methods and the third part focusing on developing both writing skill and grammar through using the dictogloss strategy. Besides, developing achievement, studies such as those of Jendyea (2015) investigated the students' attitudes and Hang (2014) investigated motivation for learning grammar. The studies of Qalaja (2015) and Al- Mudallal (2013) investigated attitudes towards writing, Harb's study (2013) investigated retention, while that of Al-Anazi (2013) researched motivation for learning writing. This study aimed at

investigating the effectiveness of using dictogloss on developing tenth graders' English grammar and writing skills.

2- Methodology of the previous studies:

Most of the previous studies adopted the experimental approach such as those of Bani Younis & Bataineh (2016), Tiyas (2016), Ahmadian (2015), Qalaja (2015), Harb (2013), Oruc (2012) and Yuniawati (2008), while other studies such as those of Saker (2015), Jendyea (2015), Abu Taleb (2015) and Al-Ghamidi (2011) used the quasi-experimental approach. Others like those of Hang (2014), Asmawati (2013) and Fasya (2015) used action research, while those of Al-Anazi (2013) and Sugairati (2012) used the descriptive approach. The current study adopted the experimental approach.

3- Tools of the previous studies:

The previous studies used various tools such as attitude and motivation scales, questionnaires, observation and reflection cards. However, the most widely used tool was the pre-post achievement test which provided the researchers with sufficient experience to plan and design the tools for this study. As a result, the tools designed for this study were two pre-post achievement tests for both the grammar points and the writing skills.

4- Samples and sampling procedure of the previous studies:

As regards the samples of studies related to grammar. Saker (2015) used a sample of (72) tenth grade EFL male learners, Jendyea (2015) chose a sample of (68) tenth grade EFL male learners, Abu Taleb (2015) used a sample of (46) ninth grade learners and Obaid (2010) applied his study on (158) eleventh grade male learners, while Al Ghamidi (2011) used a sample of (60) learners at first grade secondary school in Saudi Arabia and Gurata (2008) employed a cluster sample of (176) learners at a college of foreign languages from different levels pre-intermediate-intermediate and upper-intermediate.

Concerning the samples and sampling procedures of the writing studies, Qalaja (2015) used a random sample of (50) female learners at a prep girls school. Harb(2013) used a sample of (40) tenth male learners, Al-Mudallal (2013) chose a

purposive sample of (40) eleventh grade female learners at a secondary school, while Mahdi (2015) employed a sample of (60) eighth grade male learners at a prep school in Ramallah. Bani Younis & Bataina (2016) used (20) EFL teachers and (96) tenth graders. Tiyas (2016) used (60) eleventh grade students. Notsh and Shaher (2015) employed (32) male and female college learners. Eventually, in this study, the researcher employed a sample of (68) EFL tenth grade female learners at Al Zahraa Secondary School in Gaza.

As regards the samples of the studies related to the dictogloss strategy, Yaganeh (2015) used a sample of (120) EFL Iranian learners, Cardona, et al. (2013) used only (6) participants of fourth graders in Cartago. Fong(2014) used (34) a clustered random sample of students in a vocational college in Malaysia. Hang (2014) used (28) secondary school learners. Al Jamal (2014) used (46) college learners and Oruc(2012) used (42) college students.

5- Statistical treatments of the previous studies:

The previous studies used various statistical treatments to analyze their data. These varied between T-test, ANOVA and others. In this study, the researcher utilized T-test, means, standard deviations, Spearman correlation, Alpha Cronbach technique, and split half technique, which are included in the statistical package for the social sciences (SPSS).

6- Results of the previous studies:

The results of the previous studies assured the necessity of teaching and learning grammar and writing skills. Almost all of them also proved that dictogloss strategy has a positive influence on learners' achievement and performance on grammar and writing at various levels, in different countries and on other skills and aspects of English language. Similarity, this study assured the effectiveness of using dictogloss strategy on developing tenth graders' English grammar learning and writing skills.

Summary:

This chapter consisted of two sections: literature review and previous studies.

Section one: Literature review included three domains: the first about grammar learning and teaching, the second about writing skills, and the third about dictogloss strategy.

The first domain contained the definition of grammar, types of grammar, importance of grammar, principles of teaching grammar, traditional approaches used to teach grammar, and criticism of the traditional approaches to teaching grammar.

The second domain contained the definition of writing, kinds of writing skills, types of writing, principles of teaching writing, teaching writing approaches, and criticism of teaching writing.

The third domain contained the nature of dictogloss strategy, dictogloss procedures, principles of dictogloss in language teaching, dictogloss variations, and the value of dictogloss in language teaching.

Section two: previous studies which included three parts, the first related to grammar learning, the second related to writing skills, and the third related to the use of dictogloss in both grammar and writing teaching.

The following chapter will display the methodology of the study.

Chapter III
Methodology

Chapter III
Methodology

Introduction

This chapter describes the procedures the study followed. It also gives a thorough description of the methodology of the study, the population, the sample, the instrumentation, the pilot study, and the description of the statistical treatment of the findings.

1- The research approach

Since the main aim of this research was to investigate the effectiveness of dictogloss strategy on developing the students' English grammar learning and writing skills, the experimental approach was the most appropriate to follow for conducting this research. The students' grammar and writing development can be defined as the students' scores on the final posttest which was administered to the experimental group compared with the scores on the same final posttest which was administered to the control group and compared with their results on the pretest administered before the experiment.

2- Research design:

The study used the experimental design is the two-groups posttest-only randomized experiment. In design notation, it has two lines -- one for each group -- with an R at the beginning of each line to indicate that the groups were randomly assigned. One group gets the treatment or program (the X) and the other group is the comparison group and does not get the program (note that you could alternatively have the comparison group receive the standard or typical treatment, in which case this study would be a relative comparison).This design can be diagrammed in figure (3.1) as follows:

```
Group A                    O1      X      O2
Group B                    O1             O2
A refers to the experimental group
B refers to the control group
O1 refers to the pretest
O 2 refers to the posttest
X refers to the treatment  which is dictogloss strategy
```
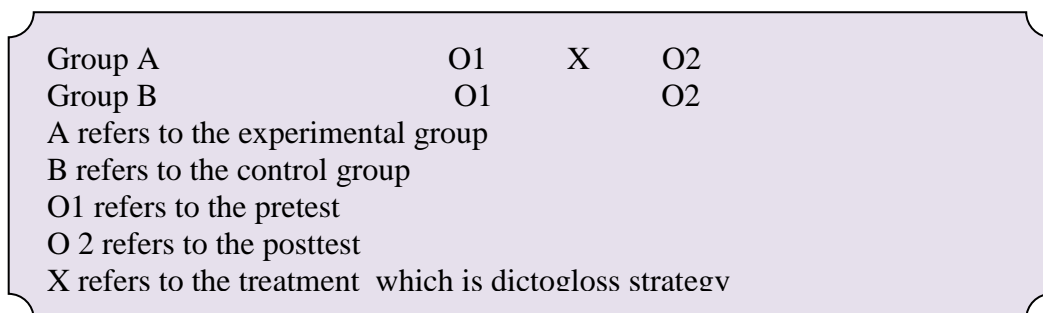
Figure (3.1): Design of the research

In this design of research, the groups are assigned to an experimental and a control group. The experimental group underwent a treatment, while no treatment was provided to the control group to see whether different treatments resulted in different results. Change in results is measured by a pre- and post- test on both groups. The first period, which was a trial and model of dictogloss procedures, took place after the pretest followed by the rest of periods which lasted for 20 periods, 14 periods for grammar lessons and 6 periods for writing lessons. Each period lasted for 45 minutes according to the regular class period system in the school. The posttest was held on the day following the last period as shown in the schedule below:

Period	Treatment	Lesson
Pre- test		
Period 1	Dictogloss Task	Present perfect
Period 2	Dictogloss Task	Present perfect
Period 3	Dictogloss Task	Present Perfect Continuous
Period 4	Dictogloss Task	Present Perfect Continuous
Period 5	Student book activities	Both tenses
Period 6	Dictogloss Task	Past Simple
Period 7	Dictogloss Task	Past Simple vs. Present Perfect
Period 8	Student book activities	Past Simple vs. Present Perfect
Period 9	Dictogloss Task	writing skills
Period 10	Dictogloss Task	writing skills
Period 11	Student book	writing skills
Period 12	Dictogloss Task	Modal verbs (may, might, can, could, shall)
Period 13	Dictogloss Task	Modal verbs (should, must, have to)
Period 14	Student book	Same modal verbs
Period 15	Dictogloss Task	Modal verbs (can, could, has to, had to, need to)
Period 16	Dictogloss Task	Same modal verbs
Period 17	Student book	Same
Period 18	Dictogloss Task	writing skills
Period 19	Dictogloss Task	writing skills
Period 20	Student book	writing skills
Post – test		

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3- Population:

The population of this study is the female students in Al Zahraa Secondary School (B). **B** means tenth graders studying in the afternoon shift from 12:00 pm to 4:00 pm. In the same school, eleventh and twelfth graders study in the morning shift from 7:00 am to 12:00 pm. The researcher chose this school according to its closeness and ease of access. This population (tenth graders) was distributed into ten classes according to their final results in the ninth grade and they were distributed proportionally among the ten classes so that equivalence among the classes was guaranteed.

4- The sample of the study:

The researcher used a purposive sample from the tenth graders at Al-Zahraa secondary school (B) for girls. The researcher randomly selected two classes from the school tenth grade classes and assigned one as an experimental group and the other as a control one each consisting of (34) students as shown in Table (3.1) below.

Table (3.1): The distribution of the samples according to the group

Group	Experimental	Control
Number of participants	34	34

The participants were equivalent in their general achievement in accordance with the statistical treatment of their results. They were also equivalent in their lack of proficiency in the target grammar rules and the target writing skills. The age variable of the sample was also controlled before the implementation of the experiment.

5- The study variables:

Three variables were included in this study:

1- The independent variable was dictogloss strategy.

2- The dependent variable was English grammar learning.

3- The dependent variable was writing skills.

6- Instrumentation:

To achieve the aim of the study, the researcher employed two achievement tests, grammar pre/post-test and writing skills pre/post-test used as the main tools to gather

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data before and after the experiment to analyze them and get the findings. Following is an expanded explanation of these instruments:

A) The grammar pre/post-achievement test

The grammar achievement test was prepared by the researcher to measure the students' achievement in three tenses; present perfect, present perfect continuous and past simple and the modal verbs (See Appendix 2).

– **The general aim of the test:**

The test was one of two instruments which aimed at measuring the effectiveness of using dictogloss strategy on developing tenth graders' English grammar learning.

– **The resources of designing the grammar achievement test:**

The researcher used many resources in designing the test. In addition to her own experience, she depended on English for Palestine 10 textbook to construct the grammar test. It was designed in accordance with the criteria of the test specifications illustrated in Table (3.2) for the grammar test.

Table (3.2): Table of Specification

Bloom Level / Skill Weight	Knowledge Q1	Comprehension Q2	Application Q3	Synthesis Q4	Total
	31.42%	17.14%	28.57%	22.85%	100%
Present Perfect 25.71%	2 items	1 item	3 items	3 items	9 items
Present Perfect Continuous 20%	4 items	1 item	1 item	1 item	7 items
Past Simple 8.57%	1 items	1 item	1 item	-	3 items
Modal Verbs 45.71%	4 items	3 items	5 items	4 items	16 items
Marks	11	6	10	8	35

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– **Description of the grammar achievement test items:**

The total number of the grammar achievement test questions was (4) with (35) items. The first question consisted of (11) items, the second question consisted of (6) items, the third question consisted of (10) items, and the fourth question consisted of two sections with (8) items. Therefore, the total mark given to the test was (35). The grammar points tested were present perfect, present perfect continuous, and the past simple and the modal verbs.

Question (1) consisted of (11) multiple-choice questions. Item **(A1)** examined the present perfect tense; item **(A2)** examined the present perfect continuous tense; item **(A3)** examined the present perfect continuous tense; item **(A4)** examined the present perfect continuous tense; item **(A5)** examined the present perfect tense; item **(A6)** examined the past simple tense; item **(A7)** examined the present perfect continuous; the items **(A8)**, **(A9)**, **(A10)** and **(A11)** examined the modal verbs.

Question (2) consisted of (6) sentences. In each one, there was a grammar mistake and the students had to correct it: Item **(B1)** examined the present perfect tense; item **(B2)** examined the modal verbs; item **(B3)** examined the present perfect continuous tense; items **(B4), (B5)** and **(B6)** examined the modal verbs.

Question (3) consisted of (10) sentences in which the students had to do as required between brackets. Item **(C1)** examined the present perfect tense; item **(C2)** examined the present perfect continuous; item **(C3)** examined the modal verbs; item **(C4)** examined the present perfect tense; item **(C5)** examined the past simple tense; item **(C6)** examined the modal verbs; item **(C7)** examined the modal verbs; item **(C8)** examined the present perfect; items (**C9**) and **(C10)** examined the modal verbs.

Question (4) contained two sections which consisted of (8) sentences. The students had to rearrange the first four and the rest to complete the spaces to make sentences. Item **(D1)** examined the present perfect tense; item **(D2)** examined the modal verbs; item **(D3)** examined the present perfect continuous; item **(D4)** examined the modal verbs; item **(D5)** examined the present perfect; item **(D6)** examined the modal verbs; item **(D7)** examined the model verbs and item **(D8)** examined the present perfect tense.

- **Domains of the test:**

The items of the test fell into four domains:

- **Knowledge:**

  The knowledge domain included eleven items that measured students' knowledge and the students had to read the sentences and choose the correct answer (a, b or c).

- **Comprehension:**

  The comprehension domain included six items that measured students' comprehension. Students had to correct the underlined word in each sentence.

- **Application:**

  The application domain included ten items that measured students' application of what they had learnt. Students had to rewrite the sentences doing as required between brackets.

- **Synthesis:**

  The synthesis domain included eight items that measured students' ability to build up sentences. Students had to rearrange the jumbled sentences and complete sentences from the words in the box.

- **The pilot study**

  The test was conducted (as a pilot test) on (27) female students who had similar characteristics of the control and experimental groups. These 27 female students studied at the same school, Al Zahraa Secondary School (B) for Girls in Gaza and were from the same cultural and environmental background. The results were recorded and statistically analyzed to assess the validity and reliability of the test and the time needed. The items of the test were modified in the light of the pilot study results.

- **The validity of the test**

  Al Agha (1996, p.118) states, "a valid test is the test that measures what it is designed to measure". The study used the referee validity and the internal consistency validity.

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− The referee validity

The test was introduced to a jury of specialists in English language and methodology in Gaza universities, experienced supervisors and teachers in the directorates of education and UNRWA Department of Education. The two tests were modified according to their comments and advice (See Appendix 11).

− The internal consistency validity

Al Agha (1996, p.121) asserts that the internal consistency validity indicates the correlation of the degree of each item with the total mean of the test. It also indicates the correlation coefficient of the mean of each domain with the total mean. This validity was calculated by using Pearson Formula. Table (3.3) shows the correlation coefficient of every item of the grammar test.

Table (3.3): Correlation coefficient of each item within its domains

Items	Domain	Pearson correlation	Domain	Pearson correlation	Domain	Pearson correlation	Domain	Pearson correlation
1	Knowledge	**0.948	Comprehension	**0.602	Application	**0.740	Synthesis	**0.724
2		**0.876		**0.469		**0.616		**0.706
3		**0.636		**0.835		**0.768		**0.724
4		**0.784		**0.541		**0.610		**0.849
5		**0.846		**0.527		**0.589		**0.678
6		**0.909		**0.813		**0.616		**0.761
7		**0.894				**0.602		**0.817
8		**0.765				**0.671		**0.509
9		**0.802				**0.772		
10		**0.920				**0.662		
11		**0.837						

* r table value at df (25) and sig. level (0.05) = 0.381
** r table value at df (25) and sig. level (0.01) = 0.487

Table (3.3) shows that the correlations of the test items were significant at ($\alpha \leq 0.05$), which indicates that there was a consistency between the items and consequently this means that the test was highly valid for the study.

The researcher also made sure of the correlation between the domains of the test and the total score of the test as shown in Table (3.4)

Table (3.4): Pearson Correlation coefficient for every domains of the test with the total score of the test

Domains	Pearson Correlation
Knowledge	**0.806
Comprehension	**0.709
Application	**0.823
Synthesis	**0.873

r table value at df (25) and sig. level (0.05) = 0.381
r table value at df (25) and sig. level (0.01) = 0.487

As shown in Table (3.4), there is a correlation between the test domains and the total degree of the test at ($\alpha \leq 0.05$), which means there was high internal consistency of the grammar test. This reinforces the validity of the test.

- **Reliability of the test**

The test is regarded reliable when it gives the same results in case of applying it again for the same purpose in the same conditions (Al-Agha, 1996, p.120). The reliability of the test was measured by using the spilt-half method

- **Guttmann Equation, Kuder Richardson (K- R20) and Split-Half Methods**

The reliability of the test was measured by KR20, Guttmann and the spilt-half method. Table (3.5) shows Guttmann equation, (KR-20) and split-half coefficients of the grammar test.

Table (3.5): Guttmann equation, (KR-20) and Split half coefficients of the grammar test domains

Domains	No. of Items	KR20& Guttmann	Split half coefficients of the test domains
Knowledge	*11	0.958	0.967
Comprehension	6	0.686	0.732
Application	10	0.854	0.858
Synthesis	8	0.865	0.827
Total	*35	0.944	0.817

* Guttmann equation was used because the halves of the items were not equals.

The results show that the Spilt-half coefficient is (0.817) and KR20 and Guttmann are (0.944) and this indicates that the reliability of the test was high and strong.

‒ Piloting of the test:

In fact, in order to examine the suitability and appropriateness of the test in terms of time, difficulty and discrimination coefficient, the grammar test was conducted (as a pilot test) on 27 female students who had similar characteristics of the control and experimental groups. These 27 female students studied at the same school, Al Zahraa Secondary School for Girls in Gaza and were from the same cultural and environmental background. The researcher used the following equation to calculate the test time.

$$\text{Test time} = \frac{\text{The time taken by the 1}^{st}\text{ student + the time taken by the last student}}{2}$$

$$= 55 + 35 / 2 = 45 \text{ minutes}$$

- Difficulty coefficient of the test

Difficulty coefficient was measured on the pilot study by finding out the percentage of the wrong answers of each item made by the students (Abu Nahia, 1994, p.308). The coefficient of difficulty of each item was calculated according to the following formula for the pilot study which was (27) students:

$$\text{Difficulty Coefficient} = \frac{\text{No. of students who gave wrong answers}}{\text{The total number of students}}$$

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Table (3.6): Difficulty coefficient for each item of the grammar test

No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.50	19	0.29
2	0.64	20	0.36
3	0.57	21	0.64
4	0.64	22	0.43
5	0.50	23	0.64
6	0.64	24	0.57
7	0.64	25	0.29
8	0.50	26	0.64
9	0.64	27	0.50
10	0.64	28	0.64
11	0.71	29	0.64
12	0.43	30	0.50
13	0.29	31	0.71
14	0.50	32	0.50
15	0.79	33	0.57
16	0.50	34	0.36
17	0.57	35	0.64
18	0.50		
Total difficulty coefficient		**0.55**	

Table (3.6) shows that the difficulty coefficient wobbled between (0.29 – 0.71) with a total mean of (0.55), which means that each item is acceptable or in the normal limit of difficulty according to the viewpoint of assessment and evaluation specialists.

− **Discrimination coefficient:**

Discrimination coefficient means that the test is able to differentiate between the high achievers and the low achievers. The discrimination coefficient was calculated according to the following formula:

$$\text{Discrimination Coefficient} = \frac{\text{No. of the students with correct answers among high achievers}}{\text{No. of high achievers}} - \frac{\text{No. of the students with correct answer among low achievers}}{\text{No. of low achievers}}$$

Table (3.7) shows the discrimination coefficient for each item of the grammar test:

Table (3.7): Discrimination coefficient for each item of the grammar test

No.	Discrimination coefficient	No.	Discrimination coefficient
1	0.43	19	0.57
2	0.71	20	0.71
3	0.57	21	0.43
4	0.71	22	0.57
5	0.71	23	0.71
6	0.43	24	0.57
7	0.43	25	0.29
8	0.71	26	0.71
9	0.43	27	0.71
10	0.71	28	0.71
11	0.57	29	0.43
12	0.57	30	0.71
13	0.57	31	0.57
14	0.71	32	0.71
15	0.43	33	0.57
16	0.71	34	0.43
17	0.57	35	0.43
18	0.71		
Total Discrimination Coefficient			**0.59**

Table (3.7) shows that the discrimination coefficient wobbled between (0.29 – 0.71) with a total mean of (0.59), which means that each item is acceptable or in the normal limit of discrimination according to the viewpoints of assessment and evaluation specialists.

B) The writing skills pre/post-achievement test

The writing achievement test was prepared by the researcher to measure the students' achievement in the three writing sub-skills of coherence, cohesion and mechanics (See Appendix 3).

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- The general aim of the test:

The test was one of two instruments and aimed at measuring the effectiveness of using dictogloss strategy on developing tenth graders' writing skills.

- The resources of designing the writing achievement test:

The researcher used many resources in designing the test. In addition to her own experience, she depended on English for Palestine 10 textbook to construct the writing test. It was designed in accordance with the criteria of the test specifications illustrated in Table (3.8) for the writing test.

Table (3.8): Table of Specification

Writing skills	Coherence	Cohesion	Mechanics	Total
Skills weight	28%	32%	40%	100%
Q 1 (5 items)	1 item (1m.)	4 items (4ms.)	-	5
Q 2 (8 items)	-	1 item (1m.)	7 items (7ms.)	8
Q 3 (3 items)	1 item (6ms.)	1 item (3ms.)	1item (3ms.)	3
Items	2	6	8	16
Marks	7	8	10	25

- Description of the writing test items:

Question (1) consisted of five jumbled-story sentences which students had to reorder correctly. Each sentence got one mark. This question examined the coherence and cohesion sub-skills which required students to reorder and number the sentences correctly.

Question (2) consisted of eight sentences. Students had to re-write them doing as required: All sentences examined the mechanics except sentence (2) which examined cohesion.

Question (3) consisted of a paragraph question. It was scored according to writing rubric scale adapted from Nunan (2003) (See Appendix 4). Students had to

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answer the six guided questions correctly to make a meaningful paragraph. Each question has (1) mark to achieve the coherence skill. Also, the students are required to combine the sentences using certain linking words and sequence markers. Each sub- category of the cohesion has (1) mark and the total (3) marks. Finally, the students required to use the mechanics correctly such as capitalization, spelling and punctuation. Each sub-category has (1) mark and the total is (3) marks to achieve the mechanics skill.

The Skills of the writing test:

The writing test was designed to measure the students' development of writing skills and these skills were divided into three domains (aspects):

− **Coherence:**

The coherence skill included **(2)** items which measured the students' comprehension in the combination and organization of ideas. One item with **(1)** mark was in the first question and one more in the third question with **(6)** marks. The total mark of coherence was **(7)** marks

− **Cohesion:**

The cohesion skill included **(6)** items which measured students' achievement in marking and linking sentences using linking markers. There were **(4)** items with **(1)** mark for each in the first question and one item in the second question with **(1)** mark and one item in the third question with **(3)** marks. The total mark of cohesion was **(8)** marks.

− **Mechanics:**

The mechanic skill included **(8)** items, seven items with **(1)** mark for each in the second question and one item with **(3)** marks in the third question. These items measured students' achievement in full forms, short forms, apostrophes, capitalization, commas and full stops. The total mark of the mechanics was **(10)** marks.

− **The pilot study**

The test was applied on a random sample of (27) students who had the same characteristics of the sample of the study. The results were recorded and statistically analyzed to assess the validity and reliability of the test, as well as, the time needed. The items of the test were modified in the light of the statistical results.

- **The validity of the test**

Al Agha (1996, p. 118) states "a valid test is the test that measures what it is designed to measure". The study used the referee validity and the internal consistency validity.

- **The referee validity**

The test was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors (See Appendix 11).

- **The internal consistency validity**

Al Agha (1996, p. 121) asserts that the internal consistency validity indicates the correlation of the degree of each item with the total mean of the test. It also indicates the correlation coefficient of the mean of each domain with the total mean of the test. This validity was calculated by using Pearson Formula. Table (3.9) shows the correlation coefficient of every item of the writing test.

Table (3.9): Correlation coefficient of each item within its domains

Items	Domain	Pearson correlation	Items	Domain	Pearson correlation
1	Coherence	**0.576	1	Mechanics	**0.455
2	Coherence	**0.979	2	Mechanics	**0.878
1	Cohesion	**0.717	3	Mechanics	**0.467
2	Cohesion	**0.516	4	Mechanics	**0.789
3	Cohesion	**0.804	5	Mechanics	**0.876
4	Cohesion	**0.527	6	Mechanics	**0.496
5	Cohesion	**0.563	7	Mechanics	**0.818
6	Cohesion	**0.885	8	Mechanics	**0.538

r table value at df (25) and sig. level (0.05) = 0.381
r table value at df (25) and sig. level (0.01) = 0.487

Table (3.9) shows that the correlations of the test items were significant at (α≤0.05), which indicates that there was a consistency between the items which ranged between (0.455–0.979). This means that the test was highly valid for the study.

The researcher also measured the correlation between the domains with the total score of the test as shown in Table (3.10).

Table (3.10): Pearson Correlation coefficient for every domain of the test with the total score of the test

Domains	Pearson Correlation
Coherence	**0.790
Cohesion	**0.861
Mechanics	**0.862

r table value at df (25) and sig. level (0.05) = 0.381
r table value at df (25) and sig. level (0.01) = 0.487

As shown in the Table (3.10), there is a correlation between the domains and the total degree of the test ,the correlation coefficients ranged in between (0.790 – 0.862) and were significant at the sig. level of (α ≤ 0.05),which shows high internal consistency of the writing test and reinforces the validity of the test.

⁻ **Reliability of the test**

Carmines and Zeller (1979, pp.15-16) state that reliability is an empirical measurement. The test is considered reliable when the results are consistent across repeated examinations. There are various methods for assessing the reliability of a test, for example, (K- R 20) and Split-half methods.

- Kuder Richardson (KR-20) & Split-Half Methods

The reliability of the test was measured using (KR20), which measures the consistency of the test items where their scores range from (0) which means wrong answer to (1) which means right answer. Thus, the right answers are related to reliability. The Spilt-half method was also used. It entails dividing the test into two halves and calculating the correlation between them. Table (3.11) shows (KR20) and Split-half coefficients of the writing test.

Table (3.11): (KR20) and Split-half coefficients of the writing test domains

Domains	No. of Items	KR20	Split half coefficients of the test domains
Coherence	2	0.315	0.566
Cohesion	6	0.744	0.833
Mechanics	8	0.807	0.813
Total	16	0.817	0.764

The results showed that the spilt-half coefficient was (0.764) and KR20 was (0.817), and this indicates that the reliability of the test was high.

- **Piloting of the test:**

In fact, in order to examine the suitability and appropriateness of the test in terms of time, difficulty and discrimination coefficient, the writing test was conducted (as a pilot test) on the same 27female students who were examined in the grammar test and had similar characteristics of the control and experimental groups. The researcher used the following equation to calculate the test time.

$$\text{Test time} = \frac{\text{The time taken by the } 1^{st} \text{ student + the time taken by the last student}}{2}$$

$$= 15 + 45 / 2 = 30 \text{ minutes}$$

- Difficulty coefficient of the test

Difficulty coefficient was measured on the pilot study by finding out the percentage of the wrong answers of each item made by the students (Abu Nahia, 1994: 308). The coefficient of difficulty of each item was calculated according to the following formula for the pilot study which was (27):

$$\text{Difficulty Coefficient} = \frac{\text{No. of students who gave wrong answers}}{\text{The total number of students}}$$

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Table (3.12): Difficulty coefficient for each item of the writing test

No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.64	9	0.36
2	0.64	10	0.64
3	0.64	11	0.57
4	0.50	12	0.64
5	0.64	13	0.71
6	0.71	14	0.50
7	0.79	15	0.57
8	0.36	16	0.75
Total difficulty coefficient		0.60	

Table (3.12) shows that the difficulty coefficient wobbled between (0.36 – 0.79) with a total mean of (0.60), which means that each item is acceptable or in the normal limit of difficulty according to the viewpoint of assessment and evaluation specialists.

− **Discrimination coefficient:**

Discrimination coefficient means that the test is able to differentiate between the high achievers and the low achievers. The discrimination coefficient was calculated according to the following formula:

$$\text{Discrimination Coefficient} = \frac{\text{No. of the students with correct answers among high achievers}}{\text{No. of high achievers}} - \frac{\text{No. of the students with correct answers among low achievers}}{\text{No. of low achievers}}$$

Table (3.13) shows the discrimination coefficient for each item of the writing test:

Table (3.13): Discrimination coefficient for each item of the writing test

No.	Discrimination coefficient	No.	Discrimination coefficient
1	0.71	9	0.71
2	0.52	10	0.71
3	0.71	11	0.57
4	0.71	12	0.71
5	0.71	13	0.57
6	0.57	14	0.71
7	0.43	15	0.57
8	0.52	16	0.79
Total Discrimination coefficient		**0.64**	

Table (3.13) shows that the discrimination coefficient wobbled between (0.27 – 0.64) with a total mean of (0.41), which means that each item is acceptable or in the normal limit of discrimination according to the viewpoint of assessment and evaluation specialists.

− **Controlling the variables**

The researcher tried to control some variables that might affect the results of the research to ensure valid results and avoid any possible external interference. Mackey and Gass (2005, p.128) emphasize that "it would be important that each group of students be relatively homogeneous. Where they not homogeneous, one cannot be sure about the source of the results".

− **General English achievement variable:**

T-test was used to measure the statistical differences between the groups due to their English and general achievement. The subjects' results in the second term test of the school year (2015-2016) were recorded and analyzed as shown in Table (3.14) below.

Table (3.14): T-test results of controlling English achievement variable

Domains	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
English achievement	Experimental	34	11.794	3.122	1.044	0.300	not sig.
	Control	34	12.618	3.376			

"t" table value at (66) d f. at (0.05) sig. level equal 2.00
"t" table value at (66) d f. at (0.01) sig. level equal 2.66

Table (3.14) shows that there were no statistically significant differences at ($\alpha \leq 0.05$) between the experimental and the control subjects in the English achievement variable.

− **Controlling the grammar test variable**

To make sure that the sample subjects are equivalent in their previous English language achievement, the researcher applied a pre- grammar test. The results of the subjects were recorded and statistically analyzed using T-test.

Table (3.15) shows the mean and the standard deviation of each group in the pre grammar test.

Table (3.15): T- test results of controlling grammar test variable

Domain	Group	N	Mean	Std.	t	Sig. value	sig. level
Knowledge	Experimental	34	8.441	1.541	1.197	0.236	not sig.
	Control	34	7.971	1.696			
Comprehension	Experimental	34	2.500	1.187	0.597	0.552	not sig.
	Control	34	2.324	1.249			
Application	Experimental	34	2.941	1.705	-0.196	0.845	not sig.
	Control	34	3.029	1.992			
Synthesis	Experimental	34	3.118	1.431	0.161	0.872	not sig.
	Control	34	3.059	1.575			
SUM	Experimental	34	17.000	4.684	0.528	0.599	not sig.
	Control	34	16.382	4.954			

"t" table value at (66) d f. at (0.05) sig. level equal 2.00
"t" table value at (66) d f. at (0.01) sig. level equal 2.66

The analysis of the results shown in Table (8.15) indicates that there are no statistically significant differences between the experimental and the control groups at (0.05) level in the pre-grammar test, which indicates the equivalence of both the experimental and control group before the study.

− **Controlling the writing test variable**

To make sure that the sample subjects were equivalent, the researcher applied the pre- test. The results of the pre-writing test were recorded and statistically analyzed using T-test. Table (3.16) shows the comparison between the two groups of the sample on the pretest.

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Table (3.16): T.test results of controlling the writing variable

Domain	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Coherence	Experimental	34	3.941	2.103	0.459	0.648	not sig.
	Control	34	3.706	2.125			
Cohesion	Experimental	34	4.353	1.390	0.357	0.722	not sig.
	Control	34	4.235	1.327			
Mechanics	Experimental	34	3.647	2.485	-0.194	0.847	not sig.
	Control	34	3.765	2.523			
SUM	Experimental	34	11.941	4.874	0.200	0.842	not sig.
	Control	34	11.706	4.828			

"t" table value at (66) d f. at (0.05) sig. level equal 2.00
"t" table value at (66) d f. at (0.01) sig. level equal 2.66

Table (3.16) indicates that there were no statistically significant differences at (0.05) between the experimental and the control groups in the pre -writing test and this indicates the equivalence of both the experimental and control groups.

– **Age variable**

The researcher recorded the students' ages from the school files for the scholastic year (2016-2017) and made sure that they were all of the same age ranging between [15-16] years old, which in turn indicates that both the experimental and the control groups were equivalent in the age variable.

7- Statistical analysis procedures

The data was collected and computed by using Statistical Package for Social Sciences (SPSS). The following statistical techniques were used:

– T. Test Independent Samples: to measure the statistical differences in means between the experimental and the control groups due to the teaching strategy.

– Pearson correlation coefficient: to identify the correlation of the writing test items.

– Guttmann equation, Kuder Richardson 20 and Split-half techniques were used to measure the reliability of the grammar and writing test items.

– Eta square and (d) value to assess the effect size.

8- Procedures of the study

The study progressed according to the following steps:

- Reviewing literature and previous studies which helped the researcher to benefit from their procedures, tools, results and recommendations.

- Preparing the theoretical framework through reviewing the literature concerned.

- Deciding on the instruments of the study: two achievement tests; grammar and writing tests.

- Identifying the grammar points and the writing skill aspects to be taught the in the experiment to the tenth graders.

- Preparing the table of specifications and introducing it to specialists, including professors of teaching methodology, supervisors of English language, experienced and specialists in evaluation and measurement.

- Preparing the two pre-posttests (grammar and writing), worksheets and introducing them to specialists and referees, including professors of teaching methodology, supervisor of English language, and experienced teachers.

- Obtaining permission from the Islamic University of Gaza, the Ministry of Education and East-Gaza Directorate of education to help the researcher conduct the study.

- Checking the validity and the reliability of the two tests.

- Choosing the sample of the study that included the experimental group and the control one.

- Applying the pre-tests on the sample of the study and computing the results.

- Implementing the experiment using the dictogloss strategy according to the plan on the experimental group, while the control one was taught by the traditional way.

- Applying the post-tests on the sample of the study and computing the results.

- Analyzing the collected data and giving interpretations.

- Presenting the suggestions and giving recommendations in the light of study findings.

9- Teaching the control group and dictogloss group:

In grammar teaching, both groups were presented by the same grammar points found in their students' book (English for Palestine grade 10) units two and three. Three tenses (present perfect, present perfect continuous, past simple) were included in Unit Two and the modal verbs (may, might, shall, should, can, could, must, have to, need to) were included in Unit Three. As regards writing teaching, both groups were presented by the same writing skills found in Unit Two and Unit Three in the students' book which included (coherence, cohesion, and mechanics).

However, the two groups underwent different methods and materials. In the experimental group, the researcher designed a grammar dictogloss lesson plan to help teachers use dictogloss effectively (See Appendix 5). The students were instructed grammar using the dictogloss strategy, which included four stages in each lesson summarized in Table (3.17) adapted from (Al Sibai, 2009: pp.67-68)

Table (3.17): Four stages of dictogloss strategy

STAGES	TEACHER'S ROLE	STUDENTS' ROLE
1-Preparation	• Arrange groups of six • Give out necessary paper • Introduce topic and different words	• Understand topic and vocabulary items
2- Dictation	• Read text at normal speed for the first time • Read the text at normal speed for the second time	• Listen for the general meaning of the text • Listen and take notes
3- Reconstruction	• Monitor the discussion and interaction • Make sure all students are contributing • Stress on using the target form or skill.	• Work in groups • Share notes • Reconstruct the text
4- Analysis, correction and comparison	• Analyze, correct and explain students' mistakes • Help different groups compare their texts with the original	• Group take turn to present their texts • The whole class analyze, Proofreads, edits, and comments on the texts

The researcher prepared and adopted a set of materials from www.really-learn-english.com such as stories to teach the tenses (see Appendix 6). These stories were dictated to the students as the teacher implemented dictogloss technique in presenting the rules. Students were given dictogloss sheets to write the reconstructed text on them (See Appendix 10).

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In the following period, students were required to read the examples in their books and do the activities as each lesson required two periods to achieve the intended objective.

In the control group, students were taught the grammar lessons by the traditional inductive approach suggested in the teacher's guide and students' books. It was suggested that the teacher should give the students different examples and students are required to infer the rule, and then the teacher explains the rule and gets students produce their own examples. After that, both groups practice activities in traditional worksheets prepared by the researcher (See Appendix 7). Like the experimental group, they did the activities in their book the next period. Table (3.18) shows the stages of the traditional way followed.

Table (3.18): Stages of the traditional (inductive)approach in teaching grammar lessons

STAGES	TEACHER'S ROLE	STUDENTS' ROLE
Presentation and explanation of the target grammar point.	• Give examples • Explain the rule	• Infer the rule • Give their own examples
Practice worksheet exercises	• Distribute worksheet • Read the examples • Monitor and help	• Answer exercises
Production	• Evaluate and give feed back	• Make sentences about the target rule

As regards to writing lessons, in the dictogloss group, the researcher designed a writing dictogloss lesson plan (See Appendix 8) to assist teachers use dictogloss effectively. Also, the teacher adapted materials such as short writing texts (Students write a paragraph about their daily life) including the target skill (See Appendices 9 & 10) to use them in the dictogloss group as the teacher read the text and the students were required to take down notes and then re-construct the text (See Table 3.17). In the next period of the same writing lesson, the researcher utilized the same topic activities in the student book. Such way followed the process approach (See Chapter 2) as it graded the task into stages but in a different style such as the stage of editing,

proofreading and revising came in the fourth stage analysis and correction (See Table 3.17).

In the control one, the students were taught the skills traditionally which corresponded to the product approach (See Chapter 2) as the researcher presented a paragraph and analyzed it, and then students were required to re-order the story and then to write their own paragraph (See Table 3.19).

Table (3.19): Traditional product approach to teaching writing

SKILL	TEACHER'S ROLE	STUDENTS' ROLE
Coherence & cohesion	• Present a model text • Analyze the text to show students connection of ideas and usage of cohesive markers • Ask students to write a parallel text.	• Comprehend the way of constructing a text meaningfully • Produce a new parallel text
Mechanics	• Present sentences with full forms e.g. cannot , he is • Teach how to shorten forms e.g. can't, he's	• Rewrite sentences with short or full forms.

Summary:

This chapter outlined the procedures followed throughout the study. It introduced a complete description of the methodology of the study, the research design, the population, the sample, the instrumentation, the pilot study, and a description of the treatment used in the study. Moreover, it introduced the statistical treatment of the study findings. The next chapter presents the data analysis and results of the study questions and hypotheses.

Chapter IV
Data Analysis

Chapter IV
Results: Data analysis

Introduction

The study aimed at investigating the effectiveness of using dictogloss strategy in developing tenth graders' English grammar language and writing skills. This chapter tackles the procedures and the findings of the study regarding the research questions and hypotheses. The researcher used different statistical tests included in the statistical program (SPSS) to analyze the collected data. Tables were also used to present these data followed by analysis and interpretation.

1- Answer to the first question

The first question was formulated as follows:

Which grammar points will be improved by using Dictogloss?

Different grammar points were taught by using dictogloss in the previous studies and proved its effectiveness in the development on such grammatical points. In the current study, the researcher depended on the student's book content and analyzed the target lessons of grammar which were six lessons in two units to determine the grammar points to be improved by the dictogloss strategy. These points were as follows:

- **Three tenses** (present perfect, present perfect continuous and past simple) and;

- **The modal auxiliaries** (may, might, can, could, shall, should, must, have to, has to, had to, need to and (be) able to).

These were the points that coincided with the time of the implementation of the study. The researcher noticed that the students in the experimental group were more interested in doing the dictogloss activities particularly in the reconstruction stage than their counterparts in the control group. Most importantly, the experimental group students achieved higher marks significantly in the aforementioned grammar points than the control group students did. As a result, this study proved that there was an increased improvement in the target grammar points due to the use of dictogloss.

2- Answer to the second question

The second question was formulated as follows:

Which aspects of writing will be improved by using the dictogloss?

In this study, the researcher determined the writing skills that are required to be taught in two units in the students' book to improve students' learning using dictogloss. These were as follows:

- **Coherence**: Students are required to write a piece of writing with a meaningful content and to organize the ideas logically by using either suggested ideas or questions to help them in constructing a paragraph.

- **Cohesion**: Students should use connecters and sequence markers to give the writing clear sense and good organization.

- **Mechanics:** students have to keep capitalization, punctuation marks, and short/full forms correct while writing a paragraph.

Students' learning of these aspects was developed due to the use of dictogloss strategy. Such a strategy provided the students with an opportunity to do the learning when they took down the key words as assisting ideas. In addition, their writing skills developed when they noticed the use of cohesive markers in the reading phase, when they tried to rewrite the paragraph as the original one, and also when they analyzed, revised and got immediate feedback from their peers and the teacher.

3- Answer to third question:

The third question was formulated as follows:

What is the nature of dictogloss that assists tenth graders' English grammar learning and writing skills?

To answer this question the researcher searched several theories and studies related to the current study. These studies helped the researcher to determine the nature of the dictogloss strategy. The researcher found that dictogloss strategy was considered as a task-based learning strategy created by Wajnryb (1990). Dictogloss can be considered as an alternative name of grammar-dictation which requires students to reconstruct a dictated text which has a new grammar form to be taught in

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their own words by using notes they have written down with precise meaning and the grammar form. Therefore, this strategy depends on students' memory to recreate a new version of the text which was read by the teacher and the notes they took down. Such a strategy enhances students' higher order thinking skills through their attempts to recreate a new version of a dictated text. Eventually, this strategy perfectly develops students' grammar learning and writing skills as they have words and ideas to build a paragraph while assuring the correct use of grammatical forms, which in their turn elaborate the precise meaning of the text produced.

The standardized four stages of the dictogloss strategy are as follows:

1. Preparation: the teacher introduces the main ideas of the text, pre teach unfamiliar vocabularies, and forming groups.

2. Dictation: the teacher read the text for the students twice and asks them to think about the meaning of the text.

3. Reconstruction: the teacher asks the students to reconstruct the text as closely to the passage as possible. The teacher stresses the usage of appropriate tenses.

4. Error analysis: the teacher shows the students the original passage and asks them to compare their constructed passage to the original passage and make notes on places that are different from the original passage. (Qin, 2008 as cited in Rashtchi, 2009).

The dictogloss procedure followed in the current study was the same as those followed by Oruc (2012) and Rashtchi and Khosroabadi (2009). In the current research, the researcher used the Presentation - Practice - Production technique (PPP)with both the experimental and control groups but the difference was that in the dictogloss group presentation phase, the teacher dictated a short text provided with the target grammatical points and then required the students to reproduce it on their own as closely to the original as possible in meaning and form. Thus, it helped the students to develop their awareness in recognizing the relationship between forms and their functions through listening to a text, understanding it and then reconstructing it so closely to the original. However, in the control group's presentation phase, the students listened to isolated sentences, to infer the rule, and then try to produce their own sentences.

Moreover, the basic aim of using dictogloss strategy in the teaching and learning process is to enhance students' learning of the grammar points contextually through collaborating in groups, sharing their ideas, and recognizing the relationship between the form and function (Nunan, 2003). Consequently, such strategy is beneficial in enhancing the principles of the communicative approach in the teaching and learning process. Further, active and co-operative learning have significant roles in using dictogloss in classroom activities which help the students to communicate and collaborate in their groups in the reconstruction stage (Jacobs, 2003).

In the writing teaching process, students learn how to build a text through the four stages of dictogloss which are related to the process approach and not to the final product one. These stages give students the chance to have the key words as ideas in the dictation stage and then help them in planning the writing process. The reconstruction stage motivates the students to be involved in the process rather than stay passively thinking individually. The basic aim of the strategy is recreating a new version in their own words as close as possible to the original text and have the students focus their attention on writing accurately and correctly. Dictogloss strategy has the same steps of the process approach as wells as providing an interesting classroom atmosphere in the comparison stage, which gives a kind of competition among the students to know the closest text to the original.

Further, using dictogloss strategy focuses on reproducing a meaningful text that is so close to the original in meaning and form in the students' own words. Therefore, it is useful in enhancing the students' writing skills as the main production is writing (Harmer, 2004, p.74). These skills such as coherence, cohesion, and mechanics are quite necessary to produce a meaningful text.

As a result, using dictogloss strategy concentrates on improving the four skills particularly writing skills as they are the crucial tool in elaborating students' achievement and understanding the target grammar rule, as well as developing students' abilities in writing a grammatically accurate, cohesive, and logical text in whatever kind of writing they are required to do.

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4- Answer to the fourth question

The fourth question was formulated as follows:

Are there statistically significant differences at (a≤ 0.05) in the mean scores of the grammar post-test between the experimental group taught by the dictogloss strategy and the control group taught by the traditional way?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($α ≤ 0.05$) in the mean scores of the grammar posttest between the experimental group taught by the dictogloss strategy and those of the control group taught by the traditional way.

To examine the first hypothesis, means and standard deviations of both groups' results on the posttest were computed. Independent Samples T-test was used to measure the significance of the differences. Table (4.1) illustrates those results.

Table (4.1) T. test independent sample results of differences between the experimental and the control group in the post grammar test

Domains	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Knowledge	Experimental	34	9.941	1.476	2.693	0.009	sig. at 0.01
	Control	34	8.882	1.754			
Comprehension	Experimental	34	4.559	0.860	4.600	0.000	sig. at 0.01
	Control	34	3.176	1.527			
Application	Experimental	34	6.882	2.384	5.922	0.000	sig. at 0.01
	Control	34	3.500	2.326			
Synthesis	Experimental	34	5.794	1.771	3.924	0.000	sig. at 0.01
	Control	34	4.059	1.874			
SUM	Experimental	34	27.176	4.700	5.672	0.000	sig. at 0.01
	Control	34	19.618	6.189			

"t" table value at (66) d f. at (0.05) sig. level equal 2.00
"t" table value at (66) d f. at (0.01) sig. level equal 2.66

As shown in Table (4.1), the knowledge domain resulted in the highest mean of the experimental group scores which was (9.941) and that of the control group which was (8.882). However, the "t" computed value which is (2.693) was not much higher than the "t" table value which indicated that there was not much significant

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difference between the two groups in the knowledge domain. In addition, the Table above shows that English grammar comprehension had the lowest mean scores of the experimental group which was (4.559) and that of the control one was (3.176).However, there was a significant difference between the two groups indicated by the "t" computed value of (4.600).

Moreover, although the mean scores of the experimental group were no high in the application domain which was(6,882), the 't" computed value was the highest as it was (5.922),which indicates that there had the most significant differences between the two groups in favor of the experimental group in the application domain of English grammar learning. In general, the T. computed value is larger than T. table value in the test, which means that there are significant differences at ($\alpha \leq 0.05$) in the total average score of the posttest between the experimental and control group in favor of the experimental group. The mean of the post-test of the experimental group was (27.176), whereas the mean of the control group was (19.618). This result indicates that using dictogloss strategy was more effective than using the traditional method in developing students' grammar learning.

To show the size of dictogloss strategy effect on the experimental group achievement in the grammar learning, the study applied the "Effect Size" technique (Affana, 2000, p. 42).

The researcher computed "²η" using the following formula:

$$\eta^2 = \frac{t^2}{t^2 + df}$$

And "d" value using the following formula:

$$d = \frac{2t}{\sqrt{df}}$$

Table (4.2): Determining the Level of Size Effect (²η) and (d)

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
D	0.2	0.5	0.8

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The results of "²η" and "d" values shown in Table (4.2) indicate a large effect size of using dictogloss strategy in the posttest.

Table (4.3) shows the effect size of dictogloss strategy of the grammar test.

Table (4.3): The Effect Size of dictogloss strategy on the Experimental group in the Post-Test

Skill	t value	η^2	D	Effect Size
Knowledge	2.693	0.099	0.663	Medium
Comprehension	4.600	0.243	1.132	Large
Application	5.922	0.347	1.458	Large
Synthesis	3.924	0.189	0.966	Large
SUM	5.672	0.328	1.396	Large

Table (4.3) shows that the effect size of dictogloss strategy was between large on developing students' grammar learning except in the knowledge domain. The "²η" value in the knowledge domain is (0.099) medium, in the comprehension domain is (0.243) large, in the application domain is (0.347) large, and in the synthesis domain is (0, 189) large, so most of them are more than the large effect volume of "²η" which is (0.14). The total value is (0.328) large. This means that the effect of dictogloss strategy is significant. This large effect may be due to the activities and techniques which were used in dictogloss strategy to develop students' grammar learning.

5- Answer to the fifth question

The fifth question was formulated as follows:

Are there statistically significant differences at (a≤ 0.05) in the mean scores of the writing post-test between the experimental group taught by the dictogloss strategy and the control group taught by the traditional way?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the writing posttest between the experimental group taught by the dictogloss strategy and the control group taught by the traditional way.

To examine the second hypothesis, means and standard deviations of both groups' results on the posttest were computed. Independent Samples T-test was used to measure the significance of the differences. Table (4.4) describes those results.

Table (4.4): T. test independent samples results of differences between the experimental and the control group in the writing posttest

Domain	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Coherence	Experimental	34	5.324	1.224	2.942	0.004	sig. at 0.01
	Control	34	4.059	2.187			
Cohesion	Experimental	34	5.706	1.488	3.303	0.002	sig. at 0.01
	Control	34	4.500	1.523			
Mechanics	Experimental	34	6.529	2.465	4.189	0.000	sig. at 0.01
	Control	34	4.059	2.399			
SUM	Experimental	34	17.559	4.426	4.166	0.000	sig. at 0.01
	Control	34	12.618	5.314			

"t" table value at (66) d f. at (0.05) sig. level equal 2.00
"t" table value at (66) d f. at (0.01) sig. level equal 2.66

As shown in Table (4.4), the highest mean score of the experimental group scores was in mechanics skill improvement which was (6.529) and resulted in the most significant differences between the two groups in favor of the experimental one which was (4. 189) in the "t" computed value. In general, the T. computed value is larger than T. table value in the test, which means that there are significant differences at ($\alpha \leq 0.05$) in the total average score of the posttest between the experimental and control group in favor of the experimental group. The mean of the post-test in the experimental group reached (17.559), whereas the mean of the control group was (12.618). This result indicates that using dictogloss strategy was more effective than the traditional method in developing students' writing skills.

To measure the effect size of dictogloss strategy on the experimental group in the writing posttest, the researcher applied the "Effect Size" as shown in Table (4.5).

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Table (4.5): The Effect Size of dictogloss strategy on the Experimental group in the writing Posttest

Skill	t value	η^2	D	Effect volume
Coherence	2.942	0.116	0.724	Medium
Cohesion	3.303	0.142	0.813	Large
Mechanics	4.189	0.210	1.031	Large
Total	4.166	0.208	1.026	Large

Table (4.5) shows that the effect size of dictogloss strategy was large on developing students' writing skills except in coherence skill which the effect size was medium. The value of "η^2 in the coherence skill is (0.116) medium, in the cohesion is (0.142) large and in mechanics is (0.210) large, so most of them are more than the large effect volume of "η^2 "which is (0.14). The total value is (0.208) large. This means that the effect of dictogloss strategy is significant. This large effect may be due to the activities and techniques which are used in dictogloss strategy to develop students' writing skills.

It is shown in Table (4.3) and Table (4.5) that the effect size value which is (0.328) on developing grammar learning is higher than the effect size value which is (0.208) on developing writing skills due to using dictogloss strategy. This means that dictogloss strategy has a positive influence on developing students' writing skills, but it has much more influence on grammar learning.

Summary:

Chapter Four dealt with data analysis and its results. The results of each question and hypothesis were analyzed statistically using different statistical techniques. The results of the first hypothesis showed differences of statistical significance between the experimental group and the control one in the post application of the grammar achievement test in favor of the experimental group due to the teaching strategy (Dictogloss). The results of the second hypothesis indicated significant differences between the two groups in favor of the experimental group in the post application of writing achievement test. According to these results, the use of the dictogloss strategy in learning English grammar and writing skills can be a good solution to many students and to their lack of cooperation, interaction and motivation in English classes. In the next chapter, the researcher will discuss and interpret the results before drawing conclusions and putting forward some suggestions and recommendations.

Chapter V

Discussion Of Findings

Conclusions & Recommendations

Chapter V

Discussion of Findings, Conclusions & Recommendations

This chapter discusses the results of the study. It summarizes the conclusions induced in the light of the study results and the pedagogical implications that the researcher has suggested. It also involves suggestions and recommendations for further studies. Such recommendations are expected to be beneficial for course designers, tenth grade teachers of English, supervisors, students and educators. They could help improve teaching English language in general, and grammar and writing skills in particular.

1- Study findings:

The findings of this study outlined in the previous chapter were as follows:

1. There were statistically significant differences in developing learning English grammar between the mean scores of the experimental group and those of their counterparts in the control one in favor of the experimental group due to the application of the dictogloss strategy.

2. There were statistically significant differences in developing writing skills between the mean scores of the experimental group and those of their counterparts in the control one in favor of the experimental group due to the application of the Dictogloss strategy.

2- Discussion of the study findings:

The experiment was designed to determine if the students would develop their learning of English grammar and writing skills as a result of the use of the dictogloss Strategy. All students of the experimental group showed an increase in their performance on the grammar achievement posttest. Furthermore, the experimental group also showed obvious positive change in their achievement in writing skills after the implementation of the strategy. Such positive change was very clear through students' achievement in the grammar and writing skills posttests. This meant that using a task based learning dictogloss strategy where students were at the center of the learning-teaching process was very effective.

A) Discussion of the first hypothesis findings:

The findings of the first study hypothesis, which tested the absence of any statistically significant differences between the mean scores of the control group and those of the experimental one in learning English grammar, showed that there were statistically significant differences at ($\alpha \leq 0.05$) level between the experimental group and the control one in favor of the experimental one, and consequently the null hypothesis was rejected. Furthermore, these findings indicated that the (t) computed value(5.672) was larger than the (t) table value(2.00) in the posttest. This means that there were statistically significant differences between the experimental group and the control one in relation to the total posttest marks in favor of the experimental group. There was also a significant difference between the means of both groups in favor of the experimental group as the mean of the experimental group was (27.176), whereas that of the control group was (19.613). In addition, the researcher found that the effect size of the strategy was significantly large.

These findings of the study are solely the result of the "Dictogloss Strategy" since all other variables such as age, general achievement in all school subjects and general achievement in English language were controlled before the experiment. It can be concluded that the students in the experimental group improved their grammar achievement at the end of the study compared with the students in the control group. It was also found that the use of this strategy positively influenced the experimental group students' grammar achievement. These findings could be attributed to the nature of dictogloss strategy which provided organized steps of instruction that focused on a learner-centered learning process and encouraged active learning that gives students an opportunity to do the learning by themselves through the four stages of dictogloss strategy rather than just receiving learning passively. In other words, students in the experimental group had an opportunity to listen to and understand the content of a text, make decisions in taking key content words, discuss in groups, communicate, collaborate, share their resources, negotiate meaning, and notice the target grammar points. Thus, such process develops social communicative skills, activates critical and creative thinking and forces learning retention.

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The researcher (also the teacher) noticed that the students in the experimental group enjoyed learning cooperatively as this eliminated the traditional routine, boredom, and reluctance to speaking and interacting in the class. In addition, that enhanced motivation which in turn quickened and facilitated learning the target grammar rules functionally in contexts. Furthermore, the researcher found that the experimental group had a positive competitive environment which activated thinking skills and forced motivation in doing the best efforts to achieve the closest reconstructed version to the original one which was conducted at the last stage (comparison and error correction). On the other hand, the environment in the control group was passive and ordinary and students showed less interest and sometimes confusion as grammar lessons are considered by most students as being a difficult and complex subject, especially when it is instructed prescriptively and when it is not used in real contexts.

In conclusion, dictogloss strategy created a better atmosphere that was full of simulations to present challenge, deep thinking and autonomy during class. Thus, dictogloss directly and positively affected students' learning in grammar as the result of the first hypothesis revealed. The findings of the first hypothesis were in agreement with those of most of the previous studies such as those of Fong (2015), Hang (2014), Al-Jamal (2014), Oruc (2012), and Yuniawati (2008). These studies confirmed that dictogloss Strategy had a positive impact on developing students' English grammar learning and achievement.

B) Discussion of the second hypothesis:

The findings of the second hypothesis, which also tested the lack of any statistically significant differences between the mean scores of the control group and those of the experimental group in developing the writing skills, showed that there were statistically significant differences at ($\alpha \leq 0.05$) level between the control and the experimental group in favor of the experimental one and consequently the null hypothesis was rejected. Furthermore, these findings indicated that the (t) computed value(4.166) was larger than the (t) table value(2.00) in the posttest. This means that there were statistically significant differences between the mean scores of the control and the experimental group in relation to the posttest results in favor of the

experimental group as the mean scores of the experimental group was (15.559), whereas that of the control group was (12.816). In addition, the researcher found that the effect size of the strategy was significantly large.

These findings of the study are entirely the result of the dictogloss strategy since all other variables such as age, general achievement, teacher, and achievement in English language were controlled before the experiment to eliminate other effects on the results. It can be inferred that the students in the experimental group developed their performance in writing skills more than the students in the control one after the experiment. It was clear that the students achieved progress in handling the writing process efficiently, which was demonstrated in the simple way in taking notes of keywords which assisted them in expanding their amount of vocabulary and generating ideas in their attempt of paraphrasing the dictated text. Therefore, the stages of dictogloss helped the students to gradually write compositions as they listened to the target text firstly and reconstruct it on their own.

Moreover, the students succeeded in rewriting the text since they shared their key content words, key structures and cohesive markers when they interacted, discussed, negotiated meaning, thought critically and took risk using the language. Even low achievers benefited from the strategy as they were successful in taking many keywords which helped to produce a version as close as possible to the original one.

Overall, dictogloss strategy was fruitful in motivating students to produce a meaningful text and recognize the features of the target kind of writing particularly in the last stage (comparison and analysis) which also provided them with immediate feedback. Eventually, students in the experimental group achieved better levels and developed their performance in writing skills as the results of the second hypothesis revealed. The findings of the second hypothesis were in agreement with those findings of most of the previous studies such as those of Batainah and Tiyas (2016), Fasya (2015), Arif (2013), and Sugairti (2012). All of these studies confirmed that dictogloss Strategy had a positive impact on developing students' English writing skills.

3- Conclusions:

Based on the current study findings, the following conclusions were derived:

1. Dictogloss strategy proved its effectiveness on developing students' English grammar learning more than the traditional approach in comprehension, application, higher order thinking skills and the total achievement.

2. Dictogloss strategy proved also its usefulness in improving students' writing skills particularly coherence, cohesion, and mechanics.

3. Dictogloss strategy provided students with opportunities to notice the target forms while they were learning the reconstruction at the analysis/error correction stage, and thus they enhanced their critical thinking.

4. Dictogloss strategy created cooperative and acceptable competitive learning atmosphere while they were collaborating in group work to present the new versions correctly.

5. Dictogloss strategy encouraged interaction and communication in each group in the third stage (reconstruction) and among all groups in the last stage (analysis and error correction).

6. Dictogloss strategy focused on a learner-centered classroom that got rid of passively receiving information, students' fear or shyness by working collaboratively in pairs or groups when they helped each other in exchanging their notes, negotiating the correct construction, and finally participating in correcting the errors, comparing and voting the closest version to the original version.

7. Dictogloss strategy fostered not only grammar learning and writing skills but also it improved listening skills (when students listened carefully to get the main idea and take down keywords) and speaking skill (when they interacted, spoke and talked while negotiating meaning) and reading skill (when they presented their version to the class). Therefore, it is an integrated and effective activity.

8. Dictogloss strategy helps students to combine learning form with its meaning at the same time when they are exposed to situations contextually in the dictation stage as they listen to a passage and immediately try to recreate it on their own, which emphasizes the use of language in group discussion and version correction and analysis.

9. Dictogloss strategy included additional activities to reinforce the students' learning and evaluation phase such as enriching activities and exercises in relation to the target passage to assure the students' learning of the target rule or the skills of writing.

10. Dictogloss strategy provided students with immediate feedback on their reconstructed versions especially the discussion and error analysis of the new versions.

11. The stage of listening and taking notes is an effective and helpful way to reconstruct a passage that encourages decision taking in picking out useful and important words to be as scaffolding whether they were nouns, verbs, adjectives, preposition or even articles to build a meaningful paragraph including the target form or the kind of writing efficiently.

4- Recommendations:

In the light of the study findings, the researcher suggested the followings:

A) Recommendations to the Ministry of Education:

The Ministry of Education is recommended to:

1. Consider various and different strategies and methods that have proved successful in promoting learning of particular areas and skills of English language. In the current study, dictogloss strategy proved its usefulness in developing students' achievement in learning English grammar and writing skills.

2. Include this strategy beside modern trends and traditional methods in English teaching methods as an alternative and successful way and easily prepared and implemented by teachers.

3. Familiarize teachers with dictogloss by including it in teachers' guidebooks.

B) Recommendations to the supervisors:

Supervisors are recommended to:

1. Organize training sessions and workshops to introduce dictogloss to in-service teachers to benefit from it in enhancing their teaching with a variety of cooperative techniques that improve learning, eliminate boredom and increase students' motivation.

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2. Ask teachers to use different methods and new trends of active and cooperative learning in teaching English language such as dictogloss and other modern strategies that proved to have positive effects on students' performance.

3. Encourage teachers to emphasize on learner- centered classroom regarding its importance in promoting and retaining learning.

C) Recommendation to English language teachers:

English language teachers are recommended to:

1. Follow the current trends and research in teaching English to recognize solutions to the teaching problems and its implementations.

2. Think about the principles of dictogloss and its use in teaching English for their importance in achieving the teaching intended goals and outcomes.

3. Have an idea of dictogloss variations to take individual differences, subject matter, students' abilities, and teaching- learning context into consideration.

4. Take care of planning and time organization in applying dictogloss as it has four standard stages which need adequate time.

5. Start dictogloss with short texts that suit students' abilities and needs until they get familiarized with and used to it.

D) Recommendations for further studies:

1. Investigating the effectiveness of dictogloss strategy with different language skills and systems, age groups, and subject matters.

2. Conducting other studies of dictogloss strategy on different variables to examine motivation, attitudes of students, and learning retention.

3. Examining the effect of dictogloss strategy on developing other skills such as listening, speaking, and reading as well as vocabulary.

4. Investigating the usefulness of dictogloss strategy on other school subjects.

5. Conducting dictogloss strategy in other governorates of Palestine because this study was conducted in Gaza.

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Appendices

Appendix (1):
An Invitation to Referee a Pre-post Test

بسم الله الرحمن الرحيم

The Islamic University - Gaza

Deanery of Graduate Studies

 Faculty of Education

 Department of Curriculum & Instruction

An Invitation to Referee a Pre-post Test

Dear referee /…………………………………

The researcher is conducting a study entitled " The effectiveness of Using Dictogloss Strategy on Developing Tenth Graders' English Grammar learning and Writing Skills In Gaza" to obtain a Master's Degree in curriculum and instruction. As the aim of the study is to examine the effectiveness of using Dictogloss in learning English grammar and writing skills on tenth graders in Gaza, the researcher has designed two pre-posttests; a grammar achievement test and a writing achievement test in the light of the table of specifications. The grammar test consists of four different questions covering these grammar topics: past simple tense, present perfect, present perfect continuous and the modal verbs. The writing test consists of three different questions covering these skills: text coherence, cohesion and mechanics.

You are kindly required to examine and referee the attached test, and I would be so grateful for your comments on its suitability, relevance, linguistic correctness and the importance of each procedure.

All your contributions are highly valued. If you have any comments, please write them down in the space below.

_____
_____
_____
_____
_____

Thanks for your cooperation

Researcher

Hazar Muhammad Murad

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Name: _____   Grade: 10th

Date: _____   Mark:…./35

A- Choose the correct answer:(11 marks)

1. The students …….. just ……….the exercises.

   a. is /finished   b. have/finished   c. has/finished

2. My mother ……. been ……….for two hours.

   a. has/cooking   b. have/cooking   c. has/ cooked

3. Eman is in grade ten . She………................. learning English since the age of four.

   a. has just   b. has been   c. still has

4. Mona has been …………. for her pencil case ……… yesterday.

   a. looked/since   b. looking/for   c. looking/since

5. I have not seen you ………… ages.

   a. since   b. yet   c. for

6. Tom ………….. his leg last year.

   a. break   b. have broken   c. broke

7. If you have overweight, you ………… try this new diet.

   a. should   b. mustn't   c. don't have to

8. Children ………. be accompanied by an adult at the zoo.

   a. mustn't   b. could   c. must

9. You ……………. talk during tests. It's forbidden.

   a. shouldn't   b. mustn't   c. couldn't

10. They …….. hear him because he was whispering.

    a. mustn't   b. shouldn't   c. couldn't

11. I ……………. go to the doctor last week because I was very ill.

    a. must   b. must to   c. had to

❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋❋

B-Correct the verbs in brackets: (7 marks)

1. How (long) have we travelled so far? 200 KM.

   _____

2. You (need to) do your homework tonight because tomorrow is a holiday.

   _____

3. They have been playing sports (since) two hours.

   _____

4. You (could) study for the exam.

   _____

5. When (has) the summer holiday (finished)? By 27th August.

   _____

6. Kids (have not to) wear uniforms last Tuesday.

   _____

7. The weather is cloudy. It (may not) rain.

   _____

****

C-Do as required in brackets:(10 marks)

1. Lina travelled to Egypt. (**Use 'already'**)

   _____

2. The sailors have been sailing <u>since sunrise</u>. (**Make a question**)

   _____

3. It is possible that I travel to London. (**Use 'may'**)

   _____

4. The match has just started. (**Use 'yet'**)

   _____

5. The flight departed <u>at 6:00 P. M.</u> (**Make a question**)

   _____

6. You eat healthy food. (**Make advice**)

   _____

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7. The mechanic has been repairing the car since 2 o'clock (Now it is 5 o'clock). (**Rewrite the sentence using 'for'**)

   _____

8. My father has travelled 100 K.M so far. (**Make a question**)

   _____

9. I got the first position in the race. (**Express ability**)

   _____

10. It is necessary to wear heavy clothes in cold weather. (**Use a strong modal verb**)

   _____

D- 1: Re-arrange the following: (7 Marks)

1. done – just – I – the ironing – have.

   _____

2. save – you - the files – Shall – I – for?

   _____

3. has – How – working – been – the AC – long?

   _____

4. year – the – had to – last – join – I – gym.

   _____

****

D-2:Make sentences using the given words:

(just/cleaned) (gone/yet) (was able to)

1. Heba_____

2. We _____

3. When I was four , I _____

Wish you the best of luck.

Grammar Pre-Post Test after Modification

Name: _____   Grade:_____

Date: _____   Mark:_____/35

A- Choose the correct answer: (11 marks)

1. The students …….. just ……….the exercises.
   - a. is /finished
   - b. have/finished
   - c. have/finishing

2. My mother ……. been ……….for two hours.
   - a. has/cooking
   - b. have/cooking
   - c. has/ cooked

3. Eman is in grade ten. She………................ learning English since the age of four.
   - a. has just
   - b. has been
   - c. still has

4. Mona has been …………. for her pencil case ……… yesterday.
   - a. looked/since
   - b. looking/for
   - c. looking/since

5. I have not seen you ………… ages.
   - a. since
   - b. yet
   - c. for

6. Tom ………….. his leg last year.
   - a. break
   - b. have broken
   - c. broke

7. How ………….. have you been watching TV?
   - a. far
   - b. long
   - c. much

8. Children ………. be accompanied by an adult at the zoo.
   - a. mustn't
   - b. could
   - c. must

9. You ……………. talk during tests. It's forbidden.
   - a. shouldn't
   - b. mustn't
   - c. couldn't

10. They …….. hear him because he was whispering.
    - a. mustn't
    - b. shouldn't
    - c. couldn't

11. I ……………. go to the doctor last week because I was very ill.
    - b. must
    - b. must to
    - c. had to

****

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B- Correct the underlined words in the following sentences: **(6 marks)**

1. We <u>travel</u> 200 kilometers so far .

   _____

2. You <u>need to</u> do your homework tonight because tomorrow is a holiday.

   _____

3. I <u>wait</u> for you for 3 hours.

   _____

4. You <u>shall</u> study for the exam.

   _____

5. When <u>have</u> you come from England?   Last August.

   _____

6. She <u>have to</u> wear a uniform at school.

   _____

✳✳✳

C-Rewrite the sentences doing as shown in brackets: **(10 marks)**

1. Lina travelled to Egypt. **(Use 'already')**

   _____

2. The sailors have been sailing since sunrise. **(Make a question)**

   _____

3. It is possible that I travel to London. **(Use 'may')**

   _____

4. The match has just started. **(Use 'yet')**

   _____

5. They went to the sea <u>yesterday</u>. **(Make a question)**

   _____

6. You eat unhealthy food. **(Make advice)**

   _____

7. Kids had to wear uniforms last Thursday. **(Make negative)**

   _____

8. He has travelled 100 kilometers so far. **(Make a question)**

   _____

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9. I write an email. **(Express ability)**

_____

10. It is necessary to wear heavy clothes in cold weather.   (**Use a modal verb**)

_____

****

D- 1: Re-arrange the following sentences: (4Marks)

1. done – just – I – the ironing – have.

_____

2. save – you - the files – Shall – I – for?

_____

3. have – How – working – been – you – long?

_____

4. year – the – had to – last – join – I – gym.

_____

****

D- 2 :Make sentences using the given words :   (4 marks)

just/cleaned	still/gone	may not	was able to

1. Ali…………………………………………… to school.
2. When I was four , I ………………………………………
3. I ………………………… because I have a test tomorrow.
4. Heba..…………………………………………the room.

Wish you the best of luck.

Appendix (3):

Writing Pre/posttest before Modification

Name: _____   **Grade: 10**

Date: _____   **Mark:…./35**

A- Re – order the story: (3 marks)

  _1_ Hello, I'm Bell and I had a great birthday party yesterday.

  ___ After that, we went to the cinema and saw a very funny comedy.

  ___ First, I met my friends at the shopping centre and they bought me a present.

  ___ Then we had pizza at a café.

  ___ Finally, we went home and I went to bed tired but happy.

  ___ Suddenly my parents arrived. They took me to an amazing restaurant for dinner.

****

B-Do as required between brackets: **(10 marks)**

1. <u>He's</u> already arrived at the airport.   (**Write the full form**)

   _____

2. I like the smell of coffee. I don't like its taste.   (**Use a connector**)

   _____

3. <u>They'd</u> like to see the party's show.   (**Write the full form**)

   _____

4. <u>The girls'</u> dresses were wonderful.   (**Correct the mistake**)

   _____

5. <u>You should not</u> be awaken all the night   (**Write the short form**)

   _____

6. A <u>child cannot</u> hold heavy things   (**Write the short form**)

   _____

7. To send an email. You switch on the computer. <u>Finally</u> you connect the internet.(**Correct the mistake**)

   _____

8. Ali laptop is working fast.   (**Add possessive**)

   _____

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9. I had been searching for my flash memory for a long time. <u>After that,</u> I found it. (**Correct the mistake**)

_____

10. Childrens games are joyful. (**Correct the mistake**)

_____

****

C- Write a meaningful paragraph using sequence markers about (what do Muslims do onthe days of Eid Al Adha). You can use these expressions: Eid prayer, Eid greetings, sacrifices an animal, distribute meat, visit relatives, have lunch, go outside, celebrate Eid (7 marks)

_____
_____
_____
_____
_____
_____
_____

****

D- Answer these questions to write a personal paragraph about <u>one event in your life.</u>

- **Did you have a special event in your life?**
- **Was it happy or sad?**
- **When did it happen? And where?**
- **What happened on that day?**
- **Who shared it with you?**
- **What is the special thing or the lesson that you still remember ?(15 marks)**

_____
_____
_____
_____
_____
_____
_____

Wish you the best of luck.

Name : _____   **Grade:** _____

 Date : _____   **Mark:** _____ **/25**

A- Number the sentences in order to make a meaningful story (The first one was done for you).   **(5 marks)**

   ☐ Hello, I'm Bell and I had a great birthday party yesterday.

   ☐ After that, we went to the cinema and saw a very funny comedy.

   ☐ First, I met my friends at the shopping centre and they bought me a present.

   ☐ Then we had pizza for lunch at a café.

   ☐ Finally, we went home and I went to bed tired but happy.

   ☐ Suddenly my parents arrived. They took me to an amazing restaurant for dinner.

****

B-Rewrite the following sentences doing as shown in brackets: **(8 marks)**

1. <u>He's</u> already arrived at the airport.   (**Write the full form**)

   _____

2. I like the smell of coffee. I don't like its taste.   (**Use a connector**)

_____

3. <u>They'd</u> like to see the party's show.   (**Write the full form**)

_____

4. <u>The girl</u> dress is wonderful.   (**Correct the mistake**)

_____

5. <u>You should not</u> be awaken all the night   (**Write the short form**)

_____

6. A <u>child cannot</u> hold heavy things   (**Write the short form**)

_____

7. Ali laptop is working fast.   (**Add possessive**)

_____

8. Childrens games are joyful.   (**Correct the mistake**)

_____

****

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c- Answer these questions to write a personal paragraph about <u>one event in your life.</u> **(12 marks)**

- What was the special event in your life?

- Was it happy or sad?

- When did it happen? And where?

- What happened on that day?

- Who shared it with you?

- What is the special thing or the lesson that you still remember?

_____
_____
_____
_____
_____
_____

Wish you the best of luck.

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A rubric scale of the Paragraph question in the writing test

Aspect of writing skills	Sub- categories	Marks
Coherence	Students answer the six questions and write well-organized and logical content: • What was the special event in your life? (1 m.) • Was it happy or sad? (1 m.) • When did it happen? And where? (1 m.) • What happened on that day? (1 m.) • Who shared it with you? (1 m.) • What is the special thing or the lesson that you still remember? (1 m.)	6 marks
Cohesion	• Using at least one linking word correctly (because, and, but). (1m.) • Using at least two sequence markers correctly (First, Then, Finally).(2m.)	3 marks
Mechanics	• Correct use of Capitalization. (1 m.) • Correct use of apostrophes and commas. (1 m.) • Correct Spelling. (1 m.) (Few, if any, capitalization, spelling, or usage errors)	3 marks

A Sample of Dictogloss Lesson Plan (Grammar)

A Dictogloss Lesson Plan (Grammar)

Class: grade 10   **Unit**: 2 **Period**: 3 **learning Objectives**: Students are expected to: recreate a text as close as possible to the original one in meaning. Use the target grammatical point in their new text correctly**. Target grammar point:** Present Perfect tense

Stage	Time	Procedures	Aids	Interaction
1-Preparation: – **T.** explains the procedure (This helps students to know what to expect, relax and learn better) ***************** – Models the note-taking step. (to help students recognize key (content) words to help them with the dictogloss task, and in general, to improve their note-taking skills. ***************** – Activating the students' knowledge and pre teach the new vocabulary (as	10 min	– T. welcomes the students. – **T.** writes(**experiment**). Elicits meaning, (Together we will test a new activity today). This activity is called **Dictogloss**. It is a kind of dictation. It will help you with grammar and writing. – T. reads a short text and students note down key words that will help them later to build up the text again from memory. ******************* – **T.** writes: Ali traveled to Britain. He has lived in London for three years. – **T.** writes again 'to' 'in' and for (Do these words help you to reconstruct the sentence?) What about these words? 'Ali' 'travelled' 'Britain' 'has lived' 'London' 'three years' – Elicit and underline key words: <u>Ali traveled</u> to <u>Britain</u>. He <u>has lived</u> in <u>London</u> for <u>three years</u>. ********************* **T.** Today you will listen about Linda and her grandmother life (what they did in the past) – Look at the picture: what do you think you will hear?	-Blackboard -Blackboard -Chalk OHP	T-SS T-Ss T-Ss

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Stage	Time	Procedures	Aids	Interaction
it helps the students understand the text and concentrate on the content). – Setting the scene. – Creating interest and reason for listening. ***************** – Organizing the Ss. into 5 or 6 groups(ensuring that everybody understands what to do)		– What has Linda just dropped on the ground? – What has her grandmother already finished? – Here are some words that help you to understand: 'apron', 'dropped', 'gathered', 'seeds', 'crumbs'. – Clarify meaning and pronunciation. ********************** **T.** tells the Ss. to put their pens down, relax and listen carefully	Blackboard	T
2-Dictation: – Third reading can help the class as the procedure is new to them)	5 min	1. T. reads (no writing) 2. T. reads, Ss. write key words. 3. If necessary, third reading (Ss. can add more key words).		T-Ss
3-Reconstruction:	15 min	– **T.** distributes wallpapers and markers for each group to write their versions. – **Ss**. work together in their groups. – **Ss**. share their notes and try to reconstruct the text with the same content and correct grammar. – **T.** ensures that everybody knows the purpose of the activity. Monitors. Helps with unknown words but not with the reconstruction. Helps students collaborate in the task and take responsibility. If students struggle and completely stuck, T. can write Wh-	-Wall Papers -Marker Pens	Ss - Ss

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Stage	Time	Procedures	Aids	Interaction
		questions on the board. – **T.** grades the task if necessary, helps Ss. to achieve the task.		

4-Error analysis and comparison:	15 min	– **T.** displays the Ss. version on the board (by any means e.g. wall papers for each student from each group write a sentence of their versions (They may take turns).
		– **Ss.** share responsibilities.
		– **Ss.** notice differences between their inter-language and the target language.
		– **T. & Ss.** compare versions with the original one. Same content? Correct grammar? Accept correct alternatives.
		– **T & Ss.**analyze what differences are there in content and grammar between the original and their versions.
		– **Ss.** discover their strengths and weaknesses and thus help them to improve.
		– **T.** asks concept check questions to ensure understanding:
		  • "How many parts does the present perfect have?"
		  • "Why do we use it?"
		– **T.** draws a time line to highlight and remind.
		– **T.** asks **Ss.** to read the time words in the text: 'already', 'just', 'lately'
		– T. asks and **Ss**. compare: Which one means: " a short time before now" " before now" "may be sooner than expected"
		– **T.** asks "Look at their
			-Wall Papers
			-Marker Pens
			
			Wall paper of Original text
				T-Ss-Ss

Stage	Time	Procedures	Aids	Interaction
		positions, where are they?"		
5- Evaluation		– **T.** hands out worksheets. – **Ss.** work individually or in pairs. – **T. & Ss.** discuss the questions. – **T.** presents brief feedback.	Worksheets	T-Ss-Ss

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Present Perfect Story- 1-

Who are they? What have they done?
What has happened?

Linda has just walked outside with Grandmother. She wears an apron. So far, she has finished cleaning and washing. She has also gathered seeds and crumbs.

Now Linda and Grandmother are outside. Linda has just dropped some seeds on the ground to feed the birds. The birds have not come yet.

Recently, Grandmother has moved in with Linda's family. She now enjoys living with them.

Grandmother has already sat down on the bench. She also wears an apron. She has just finished cooking.

Present Perfect Story -2-

Who is she? What has she done? What has happened?

Mable Jones lives in Florida in the United States. Her grandchildren live in London, England. They have lived in London for 3 years. Mable has not seen her grandchildren in over a year.

She has talked to her grandchildren on the phone and through e-mails many times. She has also seen pictures of her grandchildren. They have grown so much since the last time they visited America.

Mable knits scarves and blankets to send to her grandchildren in London. So far, she has knitted two large blankets for her granddaughters. She has also knitted a scarf for each grandchild.

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Present Perfect Continuous story -1-

Who are they? What have they been doing?
Where have they been going?

Ruth and Martha are best friends. They have been spending time together since they were young girls. Every morning, they get dressed and walk to the post office together. They have been walking together to the post office every morning for the past 10 years.

Lately, Martha has not been feeling well. Ruth has been walking to the post office alone each morning. Then she visits Martha at home. She has been bringing Martha her mail every morning for 2 weeks. She hopes Martha feels better soon.

Present Perfect Continuous story -2-

Who is he? What has he been doing?

Jimmy sings with the boys' choir at his church. Jimmy has a good singing voice. He has been singing since he was very young. He has been singing with the boys' choir for the past 3 years. He likes to sing with the choir.

Lately, the choir has been practicing many new songs. They have been learning songs for their Christmas performance. They have been practicing 2 hours every day for the last 2 weeks. They have been working very hard.

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Al Zahra Secondary School (B) for Girls

"Present Perfect Continuous"

Work Sheet (1)

A) Choose the correct answer :

1-I have been playing tennis _____ 2 years.

  a) since   b) yet   c) for

2-How _____ have you learning English?

  a) far   b) long   c) many

3-I have been working since _____.

  a) two o'clock   b) two hours   c) two times

4-Amal _____ waiting for me since morning.

  a) has been   b) have   c) has just

5-I have _____ looking for my photos ____ ages.

  a) already/ for   b) been / since   c) been / for

****

B) Rewrite the sentences doing as shown in brackets :

1. They have been spending time together.   (Use since)

   _____

2. She has been bringing Martha her email for 2 weeks.   (Make a question)

   _____

3-Ruth has been walking to the post office alone each morning.   (make negative)

   _____

****

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C)This is a copy of the original story. Fill in the blanks with the present perfect continuous form of each verb in brackets :

Ruth and Martha are best friends. They _____ (**spend**) time together since they were young girls. Every morning, the get dressed and walk to the post office together. They _____ (**walk**) together to the post office every morning for the past 10 years. Lately, Martha _____ (**not feel**) well.

Ruth _____ (**walk**) to the post office alone each morning. Then She _____ (**bring**) Martha her email every morning for2 weeks .She hopes Martha feels better soon.

Researcher

Hazar Murad

Al Zahraa Secondary School (B) for Girls

Past Simple & Present Perfect

Name: ………………   Class:…………   Date: ………………

A-Choose the correct verb:

1- My father ………….his video camera yesterday.

   a) forgets   -   b) forgot - c) forgotten

2- We ………………………….the film at home

   a) have already saw - b) have already see - c) have already seen

3- She didn't ……………. The completion three years ago

   a) didn't win - b) didn't won

 4-They …………their books out yet

   a) haven't take - b) haven't taken - c) haven't took

5-The thieves ……………… the painting in 1999

   a) steal   - b) stole - c) stolen

6-Last week my uncle ………….a new car

   a) driven - b) drives - c) drove

7-I ………………………………. the blue pen

   a) have just choose - b) have just chose - c) have just chosen

8-When ………………………….this morning?

   a) did you woke - b) did you wake - c) did you woken

****

B-Make negatives:

1-I have already seen them.

……………………………………………………………………………………

2-Jad went to the party last night.

……………………………………………………………………………………

3-We have been to the zoo so far.

……………………………………………………………………………………

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4-She has arrived the airport.

……………………………………………………………………………………………

5-Eman visited me yesterday.

……………………………………………………………………………………………

❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅❅

C-Make questions:

1-They have written five letters so far.

……………………………………………………………………………………………

2-He told me the news last week.

……………………………………………………………………………………………

3-I walked 10 kilometers so far.

……………………………………………………………………………………………

4-I ate lunch at home.

……………………………………………………………………………………………

Researcher: Hazar Murad

Al Zahra Secondary School (B) for Girls

Modal Verbs

Name:_____ Class: _____ Date: _____

A) Complete the sentences with one of the two choices.

1. You really _____ watch TV too much. (shall / shouldn't)

2. She _____ be at work, she always works at this time. (must / could)

3. Speak up, I _____ hear you! (can't / couldn't)

4. I _____ hear a word he said. (can't / couldn't)

5. Thank you for calling Zee Company, how _____ I help you? (can't / may)

6. It _____ happen, but it is very unlikely. (shall / could)

7. Eman _____ go out tonight, her parents said no. (can't / may)

****

B)Fill in the blanks with the correct expression of the modal verbs in the following sentences from the list below:

necessary **-** possibility- certainty- polite request– permission - advice - suggestion.

1. Abeer should call Lyla soon after their first date. _____

2. Abeer calls but she doesn't pick up, she must be working. _____

3. Later she tells her they could go out to dinner again. _____

4. She says she may be available Friday. _____

5. Abeer asks if he can call her back Friday morning. _____

6. Friday afternoon, Abeer asks: May I pick you up at 6 pm? _____

7. She must be on time to make a good impression. _____

****

C) Put ✓ or × in brackets:

1. The most polite modal verb to ask for permission is "may".   (   )

2. We use" to" between a modal verb and another verb.   (   )

3. The negative form of has to is " doesn't has to" .   (   )

4. "could" is the past of "can".   (   )

Appendix (8):

A Sample of Dictogloss Lesson Plan (Writing)

A Dictogloss Lesson Plan (Writing Skills)

Class: grade 10   **Unit**: 2 **Period**: 8 **learning Objectives**: Students are expected to: recreate a text as close as possible to the original in meaning and use the target writing aspects in their new text correctly**. Target writing skill:** Cohesive (sequence markers: First, Then, After that, Finally)

Stage	Time	Procedure	Aids	Interaction
1-Preparation: – Setting the theme for the lesson to create an interest and setting the context for learning the target language. – Explaining and modeling the dictogloss procedure. – Pre-teaching the new vocabulary (helps the students understand the text and concentrate on the content).	10 min.	– **T.** displays a picture on OHP. – **T.** asks **Ss.** to describe how to make some drinks and food step by step and in sequence. – **Ss.** talk about their experience of making a cake. – **T.** says, "I will read a short story about a girl and her experience of making a birthday cake. You will listen carefully and then take notes to reconstruct the story with the same content and correct sequence markers." – **T.** Today you will listen about Beth and Lilly. – **T.** asks "look at the picture" "What do you see in the table? Was the girl happy to make	OHP A picture	T – Ss T

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Stage	Time	Procedure	Aids	Interaction
– Organize students in groups to be ready to listen and do the activity		a cake?" – These words will help you to understand more: 'baked'- 'ingredients'- 'covered'- 'pink'- 'frosting' – **T.** ensures that **Ss**. understand the purpose of the activity" writing a cohesive story"	Blackboard Chalk	
2-Dictation: – Noting down the key words helps the Ss to write easily and quickly	5 min	– **T.** reads the story – **Ss.**listen to understand the topic and the main ideas of the story. – **T.** reads again – **Ss**. listen to focus on more details of the story and note down key words – **T.** reads a third time – **Ss.** listen to notice the features of the language and focus on sequence markers. – **T.** reminds **Ss.** not to write complete sentences, only important words and expressions to help them brainstorm ideas.	Dictogloss worksheets	T – Ss
3-Reconstruction:	15 min	– **T.** tells Ss. to reconstruct the story as closely as possible to what they heard coherently and cohesively by using their notes. – **Ss.** share their notes and collaborate to		Ss- Ss

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Stage	Time	Procedure	Aids	Interaction
		– recreate the story. – **T.** monitors and gives help with names or spellings.		
4-Error analysis and comparison:	10 min	– **T.** hangs the **Ss.** versions and displays the original story on OHP. – **Ss.** notice the gap between their versions and the original to further raise awareness. – **T.** encourages **Ss.** to determine and discus the differences. – **T.** asks "Have you written a well-organized story?" "Have you used sequence markers to combine the ideas? "Who can correct the positions of these ideas and use of the correct sequence markers?		Ss-T-Ss
Evaluation:	30 min	– In the next period: **T.** distributes dictogloss worksheets. – **T.** reads to the students one more text with the same procedures. – **Ss.** reconstruct the text in pairs. – **T.** hands back the worksheets to evaluate the **Ss.** understanding and performance of writing skills.	Dictogloss Worksheets	S- S

Who is she? What did she do? What happened?

Last week, Beth baked a cake for Lilly's birthday party. Lilly wanted a strawberry cake with pink frosting. Beth was happy to bake the cake.

First, Beth mixed the ingredients in a big bowl. Next, she poured the cake batter into four round baking pans. She put the pans in the oven. Finally, she baked the cakes for 20 minutes.

Then, Beth prepared the pink frosting. After the cakes cooled, Beth stacked them and covered them with frosting. Beth wrote Lilly's name on top with white frosting. She put seven candles in the cake.

On Sunday, Beth surprised Lilly with the strawberry cake. Lilly loved her cake! Lilly had many gifts for her birthday. But Lilly said her cake was the best gift of them all!

Regular Daily Life

Ideas

get up **/** take a shower / brush my* teeth / get dressed / comb my* hair / make the bed   /   go   to   school
* my, his, her, our, your, their

get up later /get undressed / take a bath / go to bed / sleep / make breakfast
 make   lunch   /cook/make   dinner/eat/have   breakfast
 eat/have lunch / eat/have dinner

clean the apartment/ clean the house / wash the dishes / do the laundry / iron / feed the baby / feed the cat / study / go to work
 go to school / drive to work / take the bus to school / work
 leave work / go to the store /come home/get home

LEISURE ACTIVITIES

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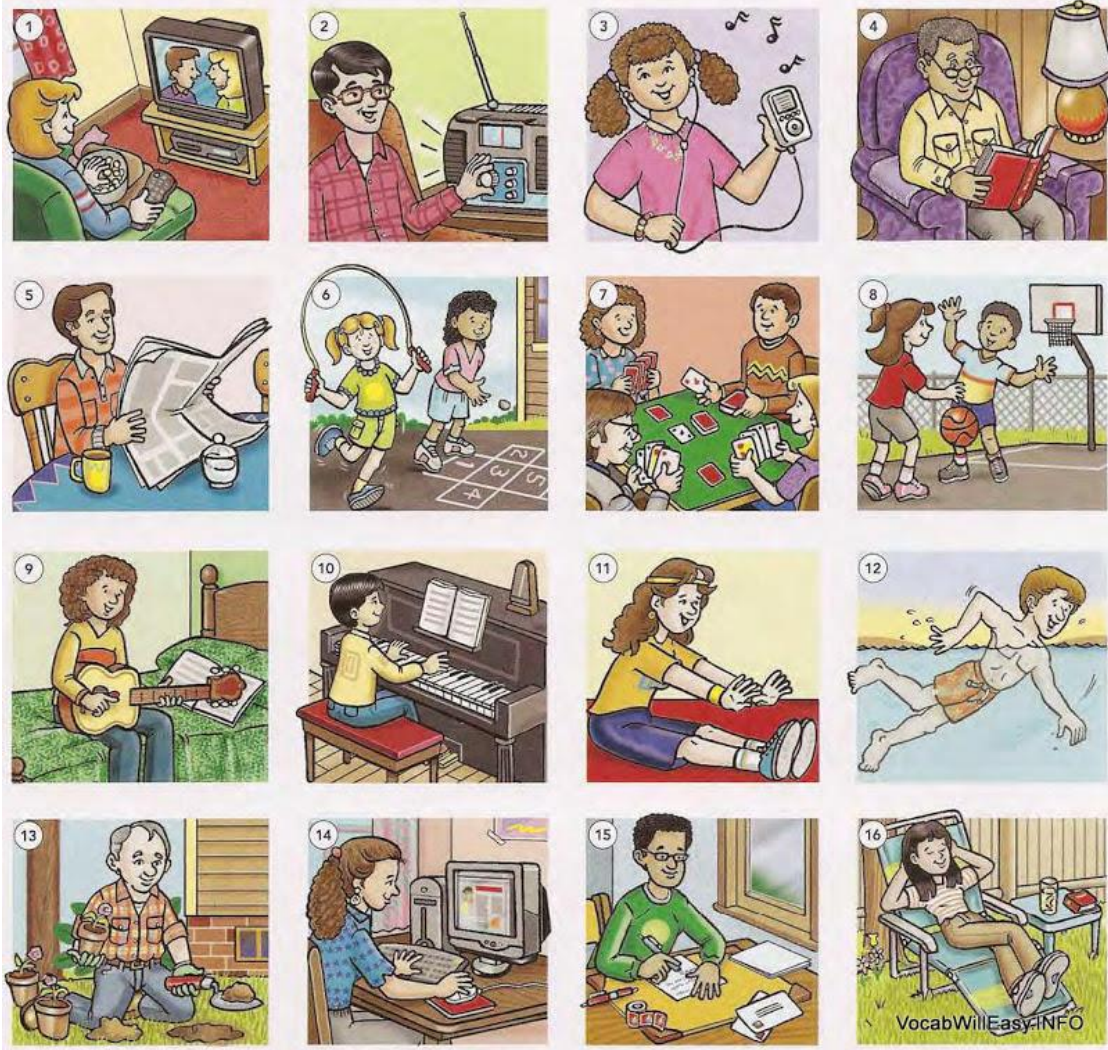
watch TV / listen to the radio / listen to music / read a book / read the newspaper / play / play cards / play basketball   / play the guitar / practice the piano / exercise/ swim / plant flowers / use the computer   / write a letter / relax

My daily life
Dictogloss Text (writing)

During the week, I get up at 7 o'clock to go to school. At the weekend, I get up later, at 9 o'clock. I usually do a lot of homework. I think I should do less homework. I didn't do much work at home ten years ago but I do more now. I wash the dishes, do the ironing and looking after my younger sisters. In my leisure time, I usually use the computer, wash TV. I love playing basketball because I don't have time to do so.

Appendix (10) :

Dictogloss Worksheet

Unit No. : _____   Date: _____   Name:_____

Notes	Text Reconstruction

(/)

Referee committee for study tools

This list includes the names and titles of the referees who referred both : The grammar pre-post achievement test and the writing pre-post achievement test.

No.	Name	Field	Degree	Institution
1.	Prof. Abdul Muati Al Agha	Faculty of Education	Ph.D.	IUG
2.	Prof Awad Keshta	Faculty of Education	Ph.D.	IUG
3.	Prof. Hassan Abu Jarad	Eng. Dep.	Ph.D.	Al-Azhar
4.	Dr. Basil Skaik	Faculty of Education	Ph.D.	Al-Azhar
5.	Dr. Mohammed El Haj Ahmed	English Department.	Ph.D.	IUG
6.	Mr. Mustafa Abu Taha	Lecturer	M.A	Al-Aqsa
7.	Mr. Kamal Abu Hassaballah	Supervisor of English	M.A	UNRWA
8.	Mr. Moeen Kuhail	Supervisor of English	B.A	MOEHE
9.	Mr. Ahmed Al Rifi	Supervisor of English	B.A	MOEHE
10.	Mr. Ahmad Al-Habbash	Supervisor of English	B.A	MOEHE
11.	Mrs.Manar Rajab	Teacher of English	B.A	MOEHE
12.	Mrs. Rajaa Helles	Teacher of English	B.A	MOEHE
13.	Mrs. Hanan Al Dabba	Teacher of English	B.A	MOEHE
14.	Mrs. Iman Abu Hassan	Teacher of English	B.A	MOEHE

IUG stands for the Islamic University of Gaza

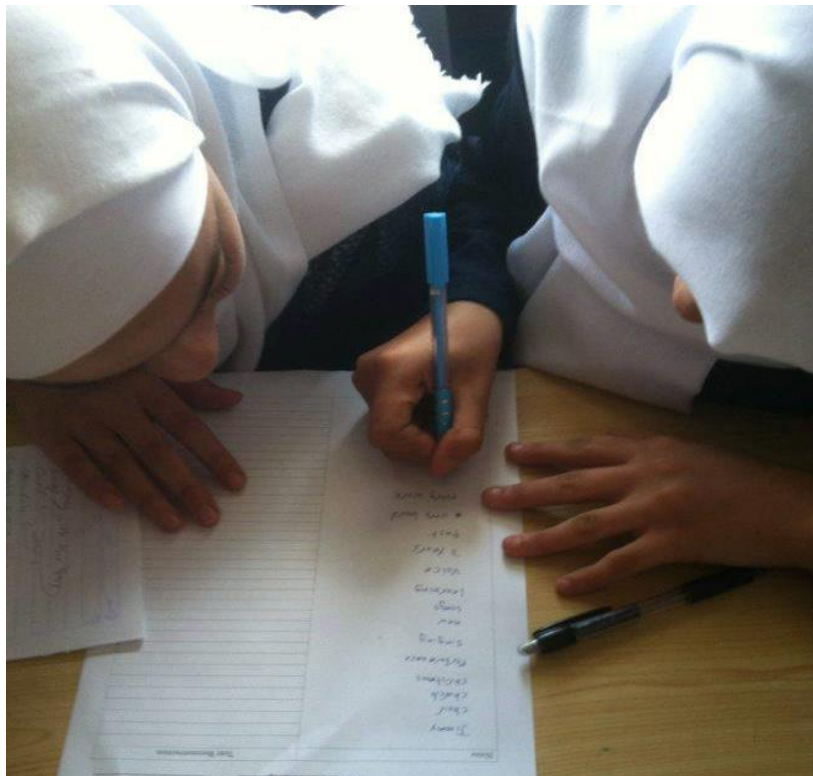**MOEHE** stands for Ministry of Education and Higher Education

UNRWA stands for United Nations Relief and Works Agency

Appendix (12):
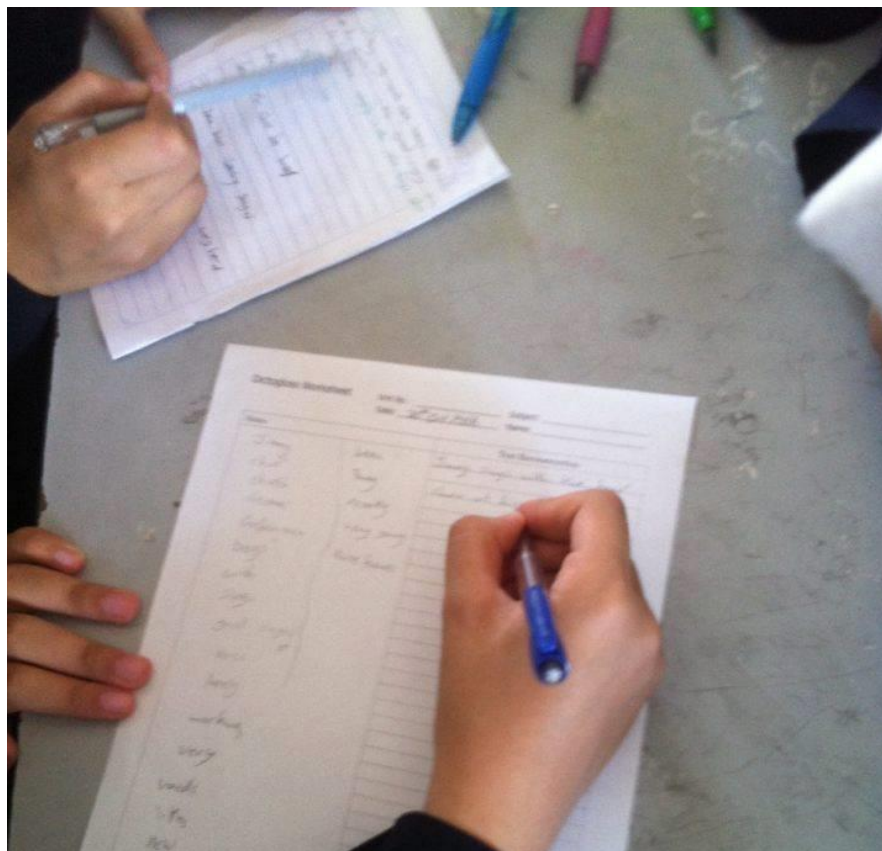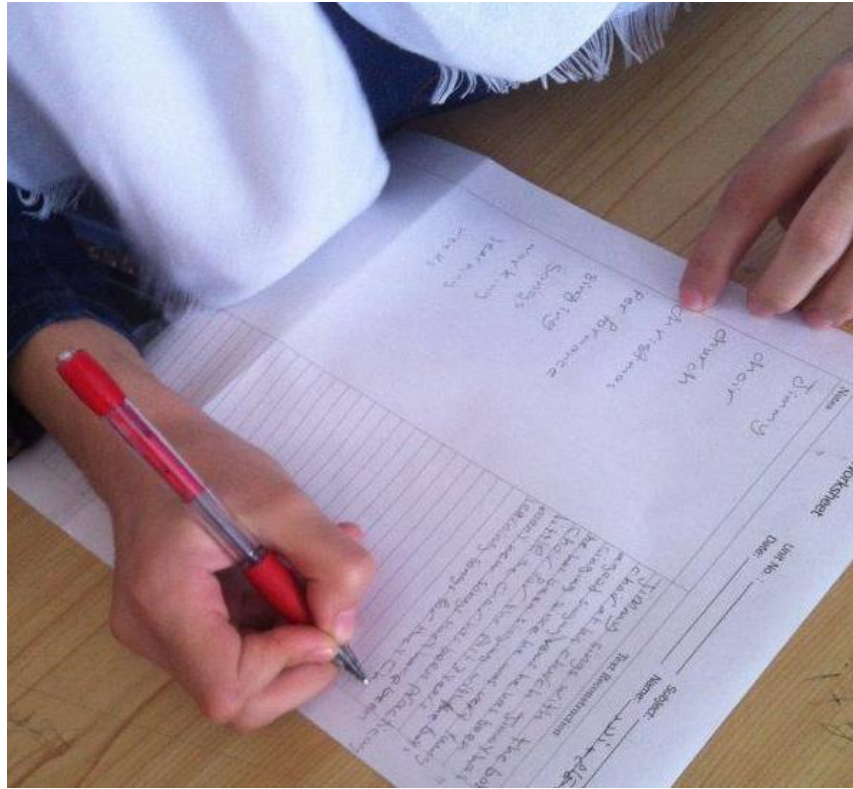**Photos during applying dictogloss**

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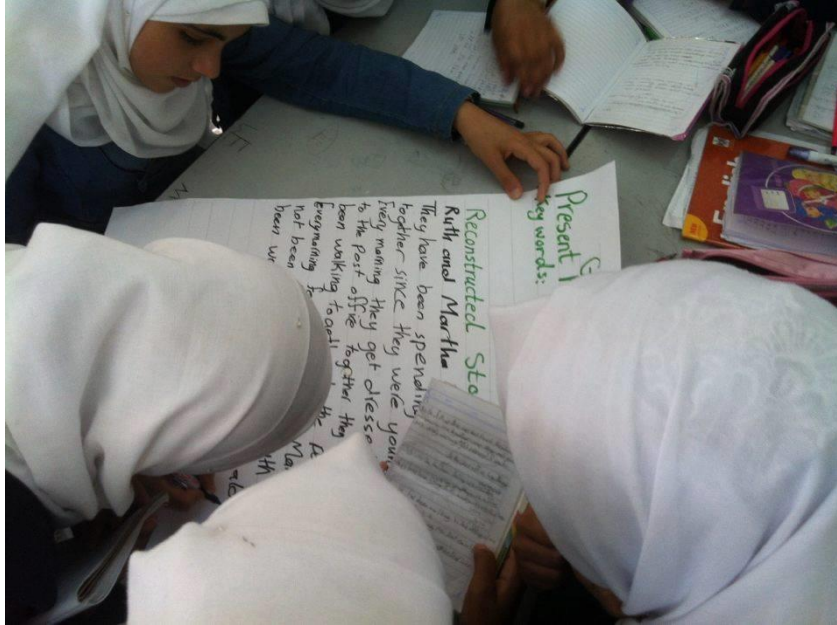
Appendix (13):

Permission to apply the experiment

الجامعة الإسلامية – غزة
The Islamic University - Gaza

مكتب نائب الرئيس للبحث العلمي والدراسات العليا   هاتف داخلي 1150

الرقم: ج س /35/ع   Ref

التاريخ: 2016/09/05   Date

الأخ الدكتور/ وكيل وزارة التربية والتعليم العالي   حفظه الله ،،،

السلام عليكم ورحمة الله وبركاته،

الموضوع/ تسهيل مهمة طالبة ماجستير

تهديكم شئون البحث العلمي والدراسات العليا أعطر تحياتها، ونرجو التكريم بمساعدة الطالبة/ هزار محمد زكي مراد، برقم جامعي 220140130 المسجلة في برنامج الماجستير بكلية التربية تخصص مناهج وطرق تدريس في تطبيق أدوات دراستها والحصول على المعلومات، لمساعدتها في اعداد رسالة الماجستير والتي بعنوان:

فاعلية استخدام استراتيجية دكتوجلُوس (الإملاء الإنشائي) على تحسين تعلم قواعد اللغة الانجليزية ومهارة الكتابة لدى طالبات الصف العاشر بغزة

The Effectiveness of Using Dictogloss Strategy on Developing Tenth Graders' English Grammar Learning and Writing Skills in Gaza

والله ولي التوفيق ،،،

نائب الرئيس لشئون البحث العلمي والدراسات العليا

أ.د. عبدالرؤوف على المناعمة

صورة إلى:-
❖ الملف.

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State Of Palestine

Ministry of Education & Higher Education

Directorate of Education\East Gaza

دولة فلسطين

وزارة التربية والتعليم العالي

مديرية التربية والتعليم / شرق غزة

قسم التخطيط والمعلومات

الرقم: م.ت.ش.غ/17/أ

التاريخ: 05 / 09 / 2016م

السيدة/ مديرة مدرسة الزهراء الثانوية "ب" للبنات   المحترمة

السلام عليكم ورحمة الله وبركاته،،،

الموضوع   تسهيل مهمة بحث

تحية طيبة وبعد، لا مانع من تسهيل مهمة الباحثة: هزار محمد زكي مزاد، والتي تجري بحثاً بعنوان:

فاعلية استخدام استراتيجية دكتوجلوس (الإملاء الإنشائي) على تحسين تعلم قواعد اللغة الإنجليزية ومهارة الكتابة لدى طالبات الصف العاشر بغزة

ومساعدتها في تطبيق أدوات الدراسة على عينة من طالبات الصف العاشر في المدرسة، وذلك حسب الأصول.

واقبلوا فائق الاحترام والتقدير،،،

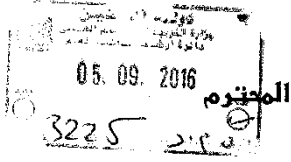أ. أشرف رياض حرز الله

مدير التربية والتعليم

نسخة/ السيدين: نائبي مدير التربية والتعليم   المحترمين

الملف

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الرقم: و.ت.غ مذكرة داخلية (   )
التاريخ: 2016/9/5
الموافق: 6 جمادي الآخر، 1437هـ

05. 09. 2016

السيد/ مدير التربية والتعليم– شرق غزة

السلام عليكم ورحمة الله وبركاته،،،

الموضوع/ تسهيل مهمة بحث

نهديكم أطيب التحيات، ونتمنى لكم موفور الصحة والعافية، وبخصوص الموضوع أعلاه،

يرجى تسهيل مهمة الباحثة/ هزار محمد زكي مراد والتي تجري بحثاً بعنوان :

" فاعلية استخدام استراتيجية دكتوجلوس (الإملاء الإنشائي) على تحسين تعلم قواعد اللغة الانجليزية
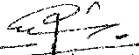
ومهارة الكتابة لدى طالبات الصف العاشر بغزة "

وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في كلية التربية الجامعة الإسلامية بغزة تخصص

مناهج وطرق تدريس، في تطبيق أدوات البحث على عينة من طالبات الصف العاشر الأساسي بمديريتكم الموقرة،

وذلك حسب الأصول.

وتفضلوا بقبول فائق الاحترام ،،،

أ. رشيد محمد أبو جحجوح
نائب مدير عام التخطيط التربوي

نسخة:
● السيد/ وكيل وزارة التربية والتعليم العالي   المحترم
● السيد/ وكيل الوزارة المساعد للشئون التعليمية   المحترم
● السيد/ وكيل الوزارة المساعد لشئون التعليم العالي   المحترم
● الملف.

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