

Investigating the Effect of Dictogloss Technique in Enhancing Saladin Secondary School Students' Sentential Level

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دراسة أثر تقنية الديكتوغلاس في تحسين مستوى الجملة لدى طلاب المرحلة الثانوية في محافظة صلاح الدين

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مديرية تربية صلاح الدين

Abstract

This study aims finding out the effect of dictogloss technique on EFL preparatory students' sentential level, and finding out the effect of dictogloss technique on EFL secondary school students' elements of sentential level. This study hypothesizes that there is no statistically significant difference between the mean scores of the experimental group which is taught using the dictogloss technique and that of the control group which is taught using the conventional method at posttest, while the second hypothesis is that there are no statistically significant differences among students mean scores of experimental group in the elements of sentential level at the posttest. The selected sample for this study involves students of secondary school in Almanhil Secondary School for Boys in Al Aalm Town. The experimental design of the study involves dividing the sample into two groups experimental and control. After the experiment being applied to the two groups students have been subjected to posttest of sentential level. Then data have been collected and analyzed statistically, finally conclusions have been given. Keywords: Investigating, Effect, Dictogloss, Technique, Enhancing, Sentential Level.

تهدف هذه الدراسة إلى الكشف عن أثر تقنية "الديكتوغلاس" في مستوى الجملة لدى طلاب المرحلة الثانوية (في سياق تعلم اللغة الإنجليزية كلغة أجنبية)، وكذلك معرفة أثر هذه التقنية في عناصر مستوى الجملة لديهم. وتقتضى الدراسة عدم وجود فرق ذي دلالة إحصائية بين متوسط درجات المجموعة التجريبية -التي دُرست باستخدام تقنية "الديكتوغلاس"- ومتوسط درجات المجموعة الضابطة -التي دُرست بالطريقة التقليدية- في الاختبار البعدي؛ كما تقتضى عدم وجود فروق ذات دلالة إحصائية بين متوسطات درجات طلاب المجموعة التجريبية في عناصر مستوى الجملة في الاختبار البعدي. شملت عينة الدراسة طلاب مدرسة "المنهل" الثانوية للبنين في بلدة "العلم". واعتمد التصميم التجريبي للدراسة على تقسيم العينة إلى مجموعتين: تجريبية وضابطة. وبعد تطبيق التجربة على المجموعتين، خضع الطلاب لاختبار بعدي لقياس مستوى الجملة، ثم جُمعت البيانات وُحُللت إحصائياً، واختُتمت الدراسة بعرض الاستنتاجات.

1.introduction

Language is a powerful tool for communication. It enables to illuminate our plans. It is a powerful tool for transmitting information, philosophies, feelings and emotions. Language and discourse assemble, legalize and organize knowledge, communal relationships and organizations (Luke, 2003). Language teaching is a process of construction conducted mainly by the student but facilitated by the teacher. The teacher models language use and facilitates students' development of language skills (Richards, 2017). Many local studies confirm that Iraqi EFL learners, as adults and advanced students, still face many obstacles in handling connecting parts of the text when they communicate using written forms (AL-Khafaji,2013).Rahab'ah (2003) states that the students' texts are not easy to understandbecause of the ill-formed sentences and the large number of errors in vocabulary items in composition. Students are also opined to be unwilling to share their work with their classmates and they do not get suitable feedback from each other Enhancement of sentential level is tremendously beneficial in academic writing and in the world of discourse analysis and helps the writers or speakers have interaction with

the receivers of their texts (Adel, 2006). By understanding how language works and how can control oral and written communication , it helps students feel more confident in expressing their opinions and criticizing writers and speakers. It also helps promote language productive skills such as writing and speaking among language learners while integrating other skills at the same time (Granville, 2003). The awareness of EFL learners might be neglected by educators including curriculum designers, teachers, and supervisors in favour of a traditional value-free view of education. Students may participate in classes without awareness of their rights regarding questioning texts and alternatives to their course books. Alsamdani (2010) states that the application of modern techniques for education has positive and impactful results on students in the different stages of education, as it has proven serious in providing them with a lot of different skills and knowledge. As Al-Mjma'ay (2020) states that the main problem in Iraqi schools is that teachers use conventional methods that focus on memorizing the text and neglect the use of modern techniques which are considered a means to advance and practice English as a foreign language . There are techniques that can be used with them, that have important results in providing them with the required science and knowledge and among these techniques is the dictogloss technique. Dictogloss technique provides opportunities for students to learn as individuals and as groups by using critical thinking, promotes students' autonomy , which makes them not only depend on the teacher in learning but also depend on their peers to get knowledge .Dictogloss technique has been chosen to be used to improve communicative competence and enhance critical language awareness. Using dictogloss technique to teach communication aspects is supposed to create a motivating learning environment. This technique is used to identify a creative solution to any problem and since communicative competence is a creative process (Zouaoua et al., 2010).

1.2 Aims of the Study

This study aims at:

1. Finding out the effect of dictogloss technique on EFL preparatory students' communicative competence.
2. Finding out the effect of dictogloss technique on EFL preparatory students' elements of communicative competence.

1.3 Hypotheses of the Study

The hypotheses of the current study are:

1. There are no statistically significant differences between the mean scores of the experimental group which is taught using the dictogloss technique and that of the control group which is taught using the conventional method at posttest.
2. There are no statistically significant differences among students mean scores of experimental group in the elements of communicative competence at the posttest.

1.4 Limits of the Study

The study is limited to

1. Fifth grade Al Manahel Preparatory School for boys in Alam city for the academic year 2025-2026.
2. Student book and activity book "English for Iraq" for the fifth secondary class, units five, six , and seven (in the second semester of the study).

1.5 Value of the Study

The current study is expected to be valuable to:

1. Teachers of English as a foreign language who are required to change their direction from the point of view of teaching foreign languages as fixed simple rules of teaching dynamically to implementing a dictogloss technique.
2. Curriculum designers should include some modern knowledge in developing textbooks in order to implement by teachers.
3. EFL researchers who are looking for different strategies for teaching English language skills.

1.6 Procedures

The following steps are used to verify the hypotheses and achieve the aims of the study:

- 1-Providing a theoretical background about the variables of the study.
- 2-Selecting a sample from the EFL fifth preparatory school students and divided them into two equal groups : experimental and control.
- 3-Equalizing the two groups in different variables: parents' academic attainment, and students' age , their achievement in previous year examination and pre-test.

4-The experimental group has been taught by using Dictogloss technique; While using the conventional method with the control group.

5- Constructing the instruments of the study .

6- Subjecting the two groups to the instruments of the study.

7- Collecting the required data, analyzing them by using appropriate statistical means and then putting forward the findings, conclusions, suggestions and recommendations

1.7 Definitions of Basic Terms

1.7.1 Effect

Shehata and Al-Najjar (2003) state that the effect is an experimental factor on a given group under controlled conditions which leads to a change in competence whether positively or negatively. Al-Kubaisi (2008) mentions that the effect is the degree that the respondent obtains through his answer to the tools used for this purpose and prepared by the researcher. Al-Musawi (2014) defines the effect as the result obtained by comparing two tests after a certain period of time.

The operational Definition: Al-Qurayshi (2004) defines the effect as the amount of change caused by the teaching method, which is represented in the cognitive learning outcomes of the learners, and it is measured by identifying an increase or decrease in their average score.

1.7.2 Dictogloss Technique

Jacobs and Small (2003) state that the dictogloss is an integrated skill technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher. Vasiljevic (2010) defines dictogloss as an interactive approach to language learning in which text reconstruction stimulates both the negotiation of meaning and cooperation endeavor that fosters learners learning process. Dewi (2017) states that the dictogloss is a classroom technique where all four skills work together, in which students listen to the parts read by the teacher and reconstruct in small groups using their own words. After teachers dictate a text, students are asked to write as many words as possible based on what they have heard before.

The operational Definition: Dictogloss is a multiple skill and system technique relies on students' knowledge of the semantic, syntactic, and pragmatic competence of the target language to complete the task with a focus on grammatical competence.

1.7.3 Technique

Richard and Rodgers (2001) state that technique is the implementation that actually takes place in the classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Whony (2001) defines the technique as the specific way of carrying out teaching within the teaching method and adhering to the approach for example, the actual lesson plan template or the way in which a teacher checks for understanding. While Webster (2005) defines technique as a body of technical methods or a method of accomplishing a desired aim.

The operational Definition: Technique is a specific classroom procedure that teachers carry out in order to develop the curriculum and encourage students to participate in the classroom.

2. Theoretical Background

2.1 Dictogloss Technique

A dictogloss is a technique developed by Wajnryb (1990) for use with high school students, but it can be adapted for use with students of all ages. It is especially effective with English language learners because the technique focuses on fluent academic language and supports learners in listening and recalling good English language models (Gibbons, 1993). According to Nunan (1998) the dictogloss technique provides a useful bridge between bottom-up and top-down understanding. Wajnryb (1990) defines the word 'gloss' as a paraphrase in the students' own words. The teacher reads a text aloud right through and then with pauses, while students write down exactly what was said. As this technique has been abandoned by the trends of communicative methodology, other variations that required the integration of the four skills appeared (Wajnryb, 1990). As stated by Johnson and Johnson (1999) a technique associated with traditional accuracy focused methodology. This includes dictogloss, cloze dictation, picture dictation, keywords dictation, collocation dictation, wall dictation, and wild dictation. Anderson and Anderson (2003) contend that the word 'dictogloss' comes from two words, i.e. 'dictation' and 'glossary'. Dictation is the activity of a person who reads a passage aloud and then writes down what is said (dictated). A glossary is a list of words with their meanings written beside them. Dictogloss is an integrated skill technique of teaching based on the ideas of dictation. While traditional Dictation is where you read a text aloud and the students must write it down accurately (Scrivener, 2011). While, Stewart et al (2014) state that

dictogloss technique helps in expanding other areas of linguistic, communicative, and human development (e.g., writing, opinion sharing, and learner-centered negotiation) that involve students and teacher alike. According to Wajnryb (1990) there are many steps in teaching a dictogloss lesson including the following:

- Select an appropriate piece of text Select a content-related text and read it aloud at a normal speaking pace. At first, instruct students to Just listen carefully.
- Reread the text orally Read the text twice more. The students are now instructed, to : Jot down key words and phrases.
- Pair to recreate the text :Have students work in pairs to recreate as much of the text as possible using the notes taken by each of the partners. Instruct them to write the text as closely as possible to the original text as read by the teacher.
- Work in groups of four : Have two pairs meet together and pool their recreations of the text to reconstruct it more completely. Have the group of four works together to write down as much of the text as possible. Their aim is to recreate it as closely as possible to the original.
- Read the recreated text Ask one member of each group to read the group's re-creation of the text and ask the other groups to see how closely it matches their versions. Display the groups' recreated texts and compare and discuss them, noting the sections in the text that were difficult to recreate.

On the other hand, Nunan (1998) discusses that no curriculum can be student-centered unless the student's subjective needs and perceptions about the learning process are taken into account. A dictogloss involves students listening to repeated, fluent readings of English text. At first, they just listen, but on subsequent readings, they take down as much of the text as possible. They then get together in pairs and again in groups of four to combine their notations, and recreate as much of the text as possible. The activity provides an authentic reason for communication and practice in recreating, rewriting, and rereading English text. Nunan (1998) explains that dictogloss is an effective pedagogical task because it is a piece of classroom work that involves students comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to convey meaning. Therefore, dictogloss technique is an alternative that can help students learn English in four skills. To learn skills, students need knowledge of the language in general. Using dictogloss may help students improve their listening ability, because this method contains principles of language learning, such cooperation with their friends, drilling skills through new vocabularies, and merging words based on their understanding. According to Johnson and Johnson (1998) the students are given two responsibilities: to maximize their own learning and to maximize the learning of all other group members. They also add that heterogeneously grouped teams bring more benefits than heterogeneously formed teams. Finally, the students need to be assessed fairly with teachers' feedback and coaching. As Johnson and Johnson (1998) argue, cooperative learning groups can be seen as windows into students' minds. Dictogloss is a language teaching technique that is used to teach grammatical structures, in which students form small groups and summarize a target language text. According to Vasiljevic (2010) teachers should be careful about sociocultural context, work-group composition, and student assessment. He also argues that students should recognize the benefits of collaborative learning. Wang (2011) explains that dictogloss is a text based, task-based, and student-centered teaching method, which aims to help students learn, master and use target language on the basis of learning texts while at the same time to emphasizing the importance of language's meaning and forms.

2.1.2. Dictogloss Procedures

2.1.2.1. Preparation

Wajnryb (2010) states that the teachers prepare students for the text they will be hearing by discussing vocabulary. The teacher gives the students the target vocabulary and asks the students to discuss the meaning of the target vocabulary. The teacher gives an explanation of the procedure using the dictogloss technique.

2.1.2.2. Dictation

Dewi (2017) states that the students hear the dictation twice. First, they listen only and get a general feeling for the text. Second, they take notes, being encouraged to listen for content words which will assist them in reconstructing the text. For reasons of consistency, it is preferable that students listen to a cassette recording rather than teacher-read text. The text should be dictated at a normal spoken speed.

2.1.2.3. Reconstruction

At the conclusion of the dictation, students pool their notes and produce

their version of the text. During this stage it is important that the teacher not provide any language. The teacher's role during reconstruction is to monitor the activity. In this step, a group of students should retain as much information as possible from the original text. However, they are not allowed to copy all the words in the original text (Wajnrb,1990). Wajnryb (2010) mentions that after students reconstruct the text, they give their opinion on the writers ideas.

2.1.2.4. Analysis and Correction

The last step of the dictogloss technique is the analysis and correction of the students' texts. Wajnryb (1990) also argues that, in the analysis and correction stage, Ideally, the original text should not be seen by students until after their own versions have been analyzed. Stewart et al. (2014) mention that there are various ways of dealing with this stage. The small group versions can be reproduced on the board or overhead projector, the texts can be photocopied and distributed, or the students can compare their version with the original, sentence by sentence. It is worth mentioning that Nation and Newton (2009) give the steps as in the table below:

Table 1

Steps of Dictogloss Technique

Step	Students	Teachers
1. Preparation	Vocabulary study to prepare for the test. Discuss the topic(predict vocabulary and content etc.)	
2. Listening for Meaning	Listen to the whole text. Read the text at normal	Read the text at normal speed
3. Listening and note taking	Take notes listening key words.	Read again at normal speed
4. Text reconstruction in groups	Work in group to reconstruct an approximation of the text from notes	Help groups offers guidance
5. Text comparison between groups	Compare group versions of the text. Pay attention to points of usage that emerge from the discussion	Facilitate class comparison of versions from different groups. Facilitate discussion and correction of errors

3. Procedures

3.1 Experimental Design

Experimental design is "the blueprint of the procedure that enable the researcher to test hypotheses by reaching valid conclusions about the relationship between independent and dependent variables "(Best and Khan,2006), The experimental design of this study is entitled "The pre-posttest Equivalent-Group Design" which includes the following points, as shown in table (2).

Table(2)

The Experimental Design of this study

Group	Independent variable	Posttest
Experimental	Dictoglos technique	Sentential level
Control	Conventional method	

3.2 Population and Sample

3.2.1 Population

Bestand Kahn (2016) mention that all individuals population may be of a particular type or part more restrictive than group. The population of this study consists of Iraqi EFL secondary school students from Alalam city of fifth class. The total number of 370 students.

3.2.2.The Sample

According to Ary etal.(2018) the sample is a small portion of a large population, while Best (2006) defines the sample as a small proportion of pupils chosen for analysis and observation. Education collage for woman have been chosen the sample of the study.

The sample consists of (50) students taken from two sections from the 5th stage they consists of two sections. Section A has randomly been chosen to be the experimental group consists of 25 students, and section B the control group consists of 25 students and the pilot study consists of 15 students.

Table (3) The Sample of the Study

Groups	No. of sample
Experimental group	25
Control group	25
Pilot Study	15
Total	

3.3 Equivalence of the Two Groups

The equalization between the two groups requires controlling the following variables which may cause a variance in the students' achievement such as, their age, their general level in English vocabulary, and their parents' educational level (Good, Barr and Douglas, 1976).

The students' age in months, parents' educational attainment, their scores of previous year, and in pre-test for the two groups are counted till the first of October 2025.

3.4 Test Validity

Validity is one of the most important features of the test, by which we can figure out that the test can measure what it is designed for or supposed to measure.

Macky and Gass (2005) state that validity is the extent one can make correct generalization based on the results from a particular measure. The tester can be explicit about what is to be tested to conform that the test demonstrates true use of the particular ability to be measured.

3.4.1. Face Validity

Face validity is a property of a test intended to measure something. It is the validity of a test at face value. It is going to measure what it is supposed to measure, furthermore it is the degree of which a test looks right and appears to measure the knowledge or abilities what it claims to measure (Mousavi, 2002). Harmer (2007) asserts that a test is valid if it produces similar results to some other measure, also in the way that the test is marked. A particular kind of validity that concerns most of test designers or researchers is face validity, which is the most suitable instrument concerning this study. To insure the test validity, it has been submitted to a jury of instructors and specialists in the English language teaching (ELT) methodology and Linguistics. The jurors have reviewed the instrument and stated that it is appropriate and valid, their modification has been taken into consideration.

3.4.2. Content Validity

Gronlund (1985) mentions that content validity is "process of determining the extent to which a set of test task provides a relevant and representative sample of the domain of tasks under consideration". Content validity is defined as the extent to which a test or measurement device adequately measures the knowledge, skill or ability that it was designed to measure (Gass and Mackey, 2005). The posttest involves five questions where each question is specified with 25 scores. All the questions items match the level of secondary school students. The first, second and third questions are objectives, while fourth and fifth questions are subjectives. To measure the content validity of the test of the study the researcher is assessing individual questions on a test and asking experts whether each one targets characteristics that the test is designed to cover. Calculate the Content Validity Index for each item. It is a numerical measure that indicates the amount that the experts agree that each item in the test is relevant and representative of the content domain.

3.5 Reliability of the Test

Reliability can be defined as the consistency with which a test measures the same thing all the time. There are many methods for achieving the reliability of the test (Best and Kahn, 2006). The internal consistency of the test scores are the overall degree to which one can expect the constant deviation scores of individuals across testing situation with the same testing instrument. So, the concept of reliability is unrecognized if it is done outside of literature measurement. The obtained result after the application of Cronbach's alpha formula is 0.82 which is considered to be a suitable index from a statistical point of view, and in term of inter-rater reliability is a derived by a scoring committee.

3.6 Pilot Administration of the Test

Pilot study refers to a preliminary study conducted with a sample out of the experiment sample in order to acquaint the researcher with any obstructions that may face during the test (Good et al, 1976).

The aim of the pilot study is to allow the researcher to obtain information about how the instrument works and to specify the estimate time required to answer all the test questions or items. It also aims to find out the discrimination power and difficulty level of the test as well as to determine the clarity of the test instructions

Therefore, the test has been conducted to 30 students randomly selected from the two involved sections, i.e. (A) and (B). Results indicate that the time needed to answer all the test items ranges between 80- 90minutes and there is no ambiguity in the instructions of the given test.

4.Data Analysis

4.1 Results Related to the First Hypothesis

To achieve the first aim “ identifying the effect of Critical Incident Analysis Strategy on secondary school pupils’ achievement” the first hypothesis has been proposed “There is no statistically significant difference between the mean score of the pupils’ achievement of the control group and those of experimental group in the post-test.” Table (4) Means, Standard Deviation, and T-values of the Two Groups in the Post Achievement Test

Groups	No. of Pupils	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
EG.	30	70.77	12.04	6.24	2.00	68	0.05
CG.	30	47.93	15.52				

Statistics reveal that the experimental group's mean score is (70.77) whereas that of the control group is (47.77). By using the formula of two independent variable t-test, t value is (5.35) whereas tabulated t value is (2.00) at (68) degrees of freedom and (0.05) level of significance. It shows that there is a significant difference in the pupils’ achievement of the two groups toward the experimental group. Thus, the second hypothesis is rejected, as shown in table (4).

4.2 Results Related to the Second Hypothesis

Concerning the second aim “Finding out the differences between the mean scores in pre and posttest of experimental group whom they taught according to Critical Incident Analysis strategy” the second hypothesis has been proposed “There is no statistically significant differences between the mean scores of the experimental group in pre and posttest.” To achieve the second aim.All the mean scores are computed and compared with one another to find out whether there is a significant difference between the mean scores of the experimental group and the control group in the post-test. Table (5) Paired Sample T-test Value *Mean Scores in pre-Test and Post Test of Experimental Group*

Experimental Groups	No. of pupils	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
Pretest	30	49.23	7.31	9.14	2.00	29	0.05
Posttest	30	70.77	12.04				

Table (5) shows that the mean score of the students of the experimental group in the pretest is (49.23) and standard deviation (7.31) while of the post test is (70.77) and (12.04) standard deviation. Therefore, the tabulated t- value is (9.14) which is greater than the tabulated t-value (2.00) at (0.05) level of significance and (29) degree of freedom shows better level in the posttest after being taught through the adopted strategy These results indicate that the pupils in the experimental group in the posttest have the highest mean score than the pre-Test so, the second hypothesis is rejected.

4.3 Discussion of Results

It is obvious from the results regarding the two that there are statistically significant differences between the two groups of experimental and control in sentential level in the post-test in favor of the

Experimental group indicates the effect of using the dictogloss technique compared to the prescribed method in the achievement regarding sentential level and show development of their academic level.While it becomes that the experimental group students use interactive tasks more than the control, this result has been come because these markers are easier to use and understand for students as they feel suspense while interacting and

communicating with others through their use The dictogloss technique raises the students' skill to express their ideas by correctly written texts with using linking, although both types of markers have increased significantly in the three areas of (performance, cognitive and affective and social) which indicates that this technique improve the skill of interaction and interactional of the students.

5. Conclusions

The present study has come up with some conclusions, as follows:

- 1.The dictogloss technique is effective on the sentential level since the students of the experimental group have become more accurate in linking sentences within the text.
2. The use of this modern technique, has an effect on the improvement in understanding and analyzing written and spoken texts.
- 3.The dictogloss technique has a greater impact on students' performance
4. The dictogloss technique denotes to self- organization, question generation, summary, note-taking, hypothesis generation and testing. Each technique is a rational process that has a positive impact on the student's learning process.
5. Students through the dictogloss technique enhances them to reach the full potential of their essentials and consequence in worthy achievement.

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