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RFC: ATI120618V12

**Revista Dilemas Contemporáneos: Educación, Política y Valores.**

<http://www.dilemascontemporaneoseduccionpoliticayvalores.com/>

**Año: VII    Número: 2    Artículo no.:23    Período: 1ro de enero al 30 de abril del 2020.**

**TÍTULO:** La efectividad del uso de la técnica Dictogloss para mejorar la escritura de los estudiantes: un estudio de caso de la Universidad de Lahore.

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**RESUMEN:** El objetivo de esta investigación fue determinar si la enseñanza de la escritura de textos de exposición hortatoria a través de la técnica del dictogloso podría aumentar significativamente la capacidad de escritura de los estudiantes o no. El estudio utilizó un método cuantitativo con pretest y posttest. El diseño de investigación pre-experimental se utilizó en esta investigación. Para este propósito, el investigador ha elegido a los estudiantes de nivel BS del departamento de Estadística de la Universidad de Lahore, Lahore. Se seleccionó un grupo de 88 estudiantes como muestra, se dividió en dos grupos como grupo experimental y de control. Los resultados demuestran que el método de enseñanza dictogloss es más efectivo y motivador en comparación con el método tradicional.

**PALABRAS CLAVES:** dictogloss, habilidad integrada, puerta vecina.

**TITLE:** The effectiveness of using Dictogloss technique to improve students' writing: a case study from University of Lahore.

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**ABSTRACT:** This research was intended to find whether teaching writing hortatory exposition text through dictogloss technique could significantly increase students' writing ability or not. The study used quantitative method with pre-test and post-test. Pre-experimental research design was used in this research. For this purpose, the researcher has chosen the students of BS level from Statistics department at University of Lahore, Lahore. A group of 88 students has been selected as a sample which has been divided into two group as experimental and control group. The results prove that dictogloss teaching method is more effective and motivational as compare to traditional method.

**KEY WORDS:** dictogloss, integrated skill, neighboring doorway.

**INTRODUCTION.**

**Background of the Study.**

There are two ways of communication, namely written and oral. When something is communicated or conveyed in a written form, it is called writing.

Writing skills are exclusive capabilities which help students express their views in a meaningful form of words and to share inner voice of mind with others. Writing is used extensively in higher education which leads to a bright future career. Because of that, writing as well as vocabulary is an important

skill to learn. Therefore, it is necessary to do an innovation in teaching to improve students' achievement in writing; one of the ways is by applying Dictogloss technique.

Dictation has always a part of learning activity at initial stage. Dictogloss is a reformed form of traditional dictation but it is totally different in objective and procedure. It is regarded as a multiple skill and systematic activity, in which learner practices listening, writing, speaking power to use vocabulary adequately in versatile situations.

Dictogloss is a classroom dictation task where learners are supposed to listen at first and then reconstruct the form of a text which the teacher read to them. By observation it has been noticed the teachers are using old fashioned method of teaching named as grammar translation method which is still dominated in our educational system since last 20<sup>th</sup> century.

As the foreign language, English is considered difficult to learn by Pakistani students because English is new for them. They have been surrounded by their mother tongue and conversation in native language since their childhood. As a foreign language, English has four skills to be mastered by students; they are listening, speaking, writing and reading. As Rost (1994, p,107) brings to light the four language skills; speaking, listening, reading and writing, writing is the crucial for language learning at the initial stages.

If the role of dictation is explored, it will reveal that it can be an awfully multi-dimensional endeavour. At first hand It practices listening and writing skills and secondary focus is laid on the sub-skills like form new letters through spellings, punctuation and draft. It can also be claimed that it practices vocabulary, syntax and grammar and when the writer reconsiders his or her work, reading. In a nutshell, writing practice by and large is made in every field. Speaking is the only skill which is not present in this list but this can also be included in the list as to employ the dictation method in different way.

Significant amounts of writing rehearsal ahead of speaking or reading may warm up the learner to attain a second language with a better competence than if she/he was taught all the skills all together. As a matter of fact, writing skill has been used in a large number of people most frequently in day to day life. Actually, people in general listen twice as much as they speak, four times as much as we read, and five times as much as we write.

Writing is a highly fundamental expertise. Writing assumingly has much more great importance in foreign language classrooms. Writing is very important in communicating with others. According to Feyten in Vasiljevic (2010) he shows writing ratio is more than 45% in communication that evidently proves that value of language competency is above board in all four skills (p.41).

Teacher should know what technique and strategies in teaching writing that uses to make student understand. On the other hand, the teacher should realize about student's condition, the teachers should understand about the student's need. So, the teachers have to find a good technique in teaching writing to improve student's writing skill. People need technique to increase their ability in writing. Dictogloss is one technique that can improve writing skill.

Dictogloss is a classroom dictation task where students are supposed to listen at first and then reconstruct the paragraph the teacher read to the students. Through this activity students able to identify grammatical mistakes and improve their grammar and vocabulary on their own.

The novice dictogloss method consists of four primary steps: (1) warm up, (2) dictation, (3) reconstruction, (4) analysis and correction.

Before discussion teacher checks students' previous knowledge and judges how much students have knowledge about the under-discussion topic. In this stage, the students will be got ready for the text which they will listen carefully for the preparation of creative activities. As a result, students can be warmed up better for the topic and more responsive to the listening in the subsequent stage.

In dictation, students just listen to the version which will read to them by their teacher meanwhile students are not allowed to note down they just writes fragmentary notes. The instructor will read the version for a second time and learners note it down what they heard. In this way students become able to understand the main theme or idea of the context appropriately and they try to construct new ideas in their mind and in this practice sharp students' learning and creative ability.

When dictation gets finished teacher divides the class in pairs and students share their work with each other and try to construct right text. Each group elect a member who comes and writes on the board, what that group has perceived in this way every group share his ideas and meanwhile teacher keeps eye on students' sentence construction and vocabulary. The main purpose behind is grammar accuracy and retaining vocabulary.

At this stage, students are being encouraged, they share their work with each other and try to construct accurate text. While teacher helps the students and makes a representative in every group and that representative share his knowledge in the class in this way everyone analyses his mistakes and correct it. This is very precise method which leads the students towards accuracy in language use.

Dictogloss method is interactive and it makes learning effective. However, the focus of this study remains on vocabulary competence. The task of education is not as simply and easy today as it was in the past. So, dictogloss teaching technique is best for best vocabulary learning in Pakistan and in this way, teachers can meet their goals.

## **DEVELOPMENT.**

### **Statement of Problem.**

Vocabulary has been taught by various methods to learners but students still encounter difficulty in learning English vocabulary. The researchers employed this modern integrated method called dictogloss to find out how much effective it is for improving vocabulary.

**Research Questions.**

1. What are the effects of Dictogloss technique in teaching English at BS level?
2. How can dictogloss play its significant role in improving students' English writing skills at BS level?

**Objectives of the study.**

1. To improve learner's vocabulary so that they can develop the ability to write appropriately various things in any situation.
2. To find out the extent of the use of Dictogloss teaching strategy for improving the students' English vocabulary.

**Significance of the study.**

It is expected, that this study will be helpful on both sides theoretically and practically. This study focuses on investigating children's attitudes towards dictogloss especially the study addresses whether children found dictogloss compatible with their interests, needs and motivation; thus, this language teaching procedure helps in developing motivation among students and effectiveness of task. For the teacher: this study helps the teacher to contribute actively in improving students' English language learning and play its role significantly by employing dictogloss method theoretically and practically.

**Literature review.**

Dictogloss helps the students to create new factual information after careful listing of the vocabulary. Dictogloss was a classic technique basically which helps the students to reconstruct the text in foreign language which is read to them after listening and noting it down they reconstruct the new form of the text.

Dictogloss is an integration of four skills reading, writing, listening and speaking. Though it is classic techniques but the modern era emerged out the innovative one from it. Dictogloss is, of course, one of the modern language teaching methods that represent the existing example in education that are developed by creative second language teachers.

The current paradigm is not just about how we teach and how students learn. It is just as much about seeking to create an atmosphere in which students are self-motivated and take an active role in their own learning and that of their classmates. Hence, language educators need evidence about the usefulness of such tasks, so that they are encouraged to try out these and other collaborative activities. Kowal & Swain (2010) have found evidence of noticing, hypothesis-testing, and meta-talk when using the dictogloss technique with 8th grade French immersion students. The teacher using this technique found that students often focused on more than just the grammatical aspect being emphasized. They discussed grammatical aspects but also orthographic and semantic issues. The pair work and whole class discussion afterwards did promote student discussion about the links between meaning and form in relation to the composing process (p.7-22).

### **A Major Shift from Traditional Dictation.**

Jacobs & Farrell (2005) are of the view that dictogloss represents a major shift from traditional dictation. When implemented conscientiously, dictogloss embodies sound principles of language teaching which include: learner autonomy, cooperation among learners, curricular integration, and focus on meaning, diversity, thinking skills, alternative assessment, and teachers as co-learners. These principles flow from an overall paradigm shift that has occurred in second language education. (p.313-323)

### **Gain Insights into Linguistic Shortcomings.**

Swain (2001) believes, that students gain insights into their own linguistic shortcomings and develop strategies for solving them by working through them with a partner. (p.44-63). Kowal & Swain (1994) found that dictogloss was effective in helping students internalize their linguistic knowledge by making them aware of language form and function (pp.8-9).

Dictogloss focuses on over all skills i.e. reading writing, speaking and listening. While using this method it not only focuses on writing skills but also it sharps the comprehension ability among students. Swain (2001) further says that when students focus on forms, they automatically involve in meaning making (pp.44-63). Dictogloss is a systematic study in which students learn reading, writing and speaking skill and acquire huge vocabulary bank which help them to interact the people around the globe.

#### **Steps to employ Dictogloss.**

<b>Step</b>	<b>Students</b>	<b>Teacher</b>
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	Reads the text at normal speed
3. Listening and note-taking	Take notes listing key words	Reads again at normal speed
4. Text reconstruction in groups	Work in groups to reconstruct an approximation of the text from notes	Helps 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	Facilitates class comparison of versions from different groups. Facilitates discussion and correction of errors



Dictogloss is one of the useful techniques which is helpful for all the learners, no matter to what age they belong to. It helps the students in not only writing skill but listening skill as well, as the new learners feel difficulty in the very beginning of learning language.

In dictogloss, students work in groups and reconstruct the text read to them by their teacher or presented to them by audio recording. It is an interactive process of teaching and every student plays an active role in learning English writing skills. It is a subject of number of studies and commentaries. Swain (2001), Lapkin (2010), Storch (1999), Nabei (2000), Buck (1999), Lim (1994), Jacobs (2005), Wajnryb (1996), Feyten (1991), etc., are supporters of this teaching technique. They are of the view that this method is multiple skills and systems activity.

Wajnryb (1990) argues that this method gives students a more precise understanding of English grammar than do other approaches and consequently leads to higher accuracy in language use. Compared to other more traditional approaches to teaching grammar the value of dictogloss is in its interactive approach to language learning. Text reconstruction promotes both the negotiation of meaning and the negotiation of form. It is a co-operative endeavour which forces learners to stay actively engaged in the learning process.

### **Reasons to use Dictogloss.**

David Dodgson (2006), who is great supporter of dictogloss, mentions that there are two reasons why he has used dictogloss:

- i. It forces the students to engage with the language on a much deeper level than pure dictation. Students see how the sentences and the text are structured which is perfect for focusing on form and promoting noticing of language features.
- ii. It is a great activity for getting students to work together. They really support each other a lot.

**Stimulates the learners' motivation.**

Wajnryb (1999) also argues that this integration of testing and teaching stimulates the learners' motivation. Rather than having the teacher select specific grammatical features and have the students practice them, the students identify their grammar problems and the teacher teaches in response to their needs.

**Immediate Feedback from the Addressee.**

One of the productive skills in learning a foreign language is vocabulary in writing. In comparison to the skill of speaking, writing demands more competence, since it lacks immediate feedback from the addressee as a kind of guide. Because of lacking this guide, the writer should anticipate the readers' reaction and try to produce a text that according to Grice (1994) is clear, relevant, truthful, informative, interesting, and memorable. In order to meet the efficacy of this communicative act, linguistic accuracy, clear presentation, and organized ideas should be taken into consideration. Much research has been conducted focusing on all these aspects. They are more or less addressed at all levels of learning a foreign language (p.89).

This collaborative learning makes the group dynamic and active; in this way, the students infuse their full effort in order to produce an impressive creation. In this respect, the study is significant in that it provides an insight from the learner/s perspective into suitability of dictogloss for the upper primary children. Kowal & Swain (1998) for instance, in their research on 19 intermediate and advanced learners of French found evidence of grammatical improvements of learners when they worked together to reconstruct the text. They conclude that dictogloss promotes syntactic processing skills (p.78). The combination of students that results from teacher-selected groups is likely to be one that would never have been created had it not been for our invention. Unlike in the traditional method of dictation, in dictogloss only the gist of the text is expected to be produced by the students.

Individual accountability is, in some ways, the flip side of equal participation. When we try to encourage equal participation in groups, we want everyone to feel they have opportunities to take part in the group. When we try to encourage individual accountability in groups, we hope that no one will attempt to avoid using those opportunities. Techniques for encouraging individual accountability seek to avoid the problem of groups known variously as social loafing, sleeping partners, or free riding.

### **Promote learners' abilities and discussion.**

There were studies which suggest that text recreation can promote learners' abilities to learn irregular verbs without drilling and raw memorization. Mattson (2010) conducted a study on ESL learners in an American public elementary school to examine the use of less explicit recast and more explicit metalinguistic cue in teaching them irregular verbs which required students to listen to a verbally presented text, complete grammar exercises and present their versions of the text visually and orally where irregular verbs were the focus of each activity (p. 67-68).

The findings indicated that dictogloss tasks promoted discussion on meaning and form, that understanding of the original text was crucial for students to reconstruct the text and discuss on grammar, feedback and input for students were needed especially during the reconstruction stage. Lack of understanding of the original text, limited linguistic resources and absence of feedback could impair students' ability to reconstruct the text and negotiate form and meaning.

### **Enjoyable and achievable task.**

A study was conducted by Harwood (2008) on the use of dictogloss task (dictation, reconstruction and error analysis) that involved a number of Singaporean students in order to identify their use of generic singular, lexical chains, modal, and gerund. The findings from retrospective questionnaire administered indicate that the students found the tasks useful, enjoyable and achievable.

### **Research methodology.**

This section discusses the methodology used in conducting the research. It presents the research design, population and sample, research instrument, data collection method and data analysis.

#### ***Participants.***

The subjects have been selected through convenient sampling, there are 88 students involved in the study and they have been divided into two groups, each group consist of 44 students. They all are 18 to 20 years old students of Arts groups from University of Lahore.

The reasons for selecting this group of students are two as: in the beginning, it appears that a large number of students at this level have, by and large, sufficient grip over English comprehension to write a passage; then again, they have to face certain difficulty in reconstructing the text by using different vocabulary. However, they employ ample glossary and accurate grammatical sentences, despite of it, the passage they create, is not coherent adequately.

Christopher et al (2015,211) are of the view that students lack because of inappropriate knowledge and practice, they are unable to create coherence between sentences and due to lacking in vocabulary, students remain unable to present effective creative writing impact. On the other hand, lower level students in this study cannot participate as they have not sufficient store of vocabulary, they feel more difficulty in constructing a correct sentence structure. Moreover, students of high classes don't complement this research design because they have plenteous knowledge of grammatically and semantically words usage to create a lucid as well as significant passage.

#### ***Procedure.***

The process prevailed on about one month, in every week one brief text which contained vocabulary and the words which are used to create cohesion; the teacher reads the paragraph two times for the students with average speed. During listening, the students take down the notes furthermore

discussing the topic after listening, the teacher makes it sure that the students have understood the full text with regard to contents and glossary.

After that, they have been divided into pairs in order to recreate the primary text. So they communicate as well as discuss their created notes and afterward they produce new text. They don't take any information from the instructor regarding text. After about ten minutes, they present their texts to the teacher.

With the intention of giving a counter response, the teacher doesn't mark any inaccuracy in students' created text, whether these mistakes are form-based or contents-based. The teacher only pointed out inaccuracy as well as the produced text is given back to the students along with the original one so that they can evaluate them by using the hints which the teacher gave them with the intention that they can rectify their mistakes. That is how students are notified about their need of vocabulary in a roundabout way.

Various worksheets and statements are used to accomplish teaching writing task. In this manner, the teacher corrects the mistakes immediately equally in each group, by using cohesive devices, the students make practices during specific period of time which goes on about four repeated weeks. After that period, post-test was given to all the students. A topic is assigned to them to write about.

***Material.***

The material is narrative types of fairy tales as "Snow White" and "Sleeping Beauty". The texts are not too long as students have to remember it while reconstructing it. In this way students can keep in mind the main idea of the text during recreating it. Moreover, the topics of the paragraphs are a kind of clue. They may take idea from the topic in doing dictogloss activity.

***Population and Sample.***

The population of the research is the students of University of Lahore, Lahore. They belong to arts group BS level 3<sup>rd</sup> year from statistics department. The sample was selected through convenient sampling that has been divided into two groups labeled as control group and experimental group. Total sample size is 88 students and each group consists of 44 students.

***Research Design.***

The researcher utilizes experimental research design and quantitative in the form of pretest and post-test. Obtained marks are shown in both pretest and post-test. In which pretest was conducted before the treatment, after a period of one-month post-test was taken and the results were compared to see how much effective the dictogloss method is.

***Research instrument.***

The researcher has used tests as instruments for pretest and posttest. Pre-test and post-test consisted of same narrative style but based upon different topics. The pretest topic is "Sleeping Beauty" and post-test topic is "Snow White". The researcher uses number scores to gather data as 8 to 10 marks are being assigned to those who use vocabulary in their writing adequately and who doesn't write well, they are scored as 5 to 1.

***Technique of Data Collecting.***

The technique that the researcher used to collect the data was by giving test. However, test has been used as an instrument in this study. Tests are taken in written form in which they are instructed to write a new paragraph as near to given text in their own words but by employing new or different vocabulary which don't change the real essence of the original text. That written tests have been taken twice as pretest and post-test. The selected topic for pre-test and post-test are "Sleeping Beauty" and "Snow White". Same tests are given in both controlled group and experimental group.

**Data Analysis.**

Later, producing the data by experimental studies is in quantitative form. The researcher who carries out the pretest and post-test analyzes the data with statistical procedure of t. Test. T test sample has been applied to observe the effectiveness of dictogloss in terms of improving students' English writing skill at BS level. The result shows the significance difference between pre-test and post-test analyzed by obtaining the means and standard deviations of responses for each item.

**Results and Discussion.**

To analyze the data collected through the questionnaire was checked for descriptive measures. First attempt was made to know the frequency of respondents so that the percentage and number of samples whose responses in pre and posttest were noted and tables are shown as under with the description of each table is written under each table.

**Frequency Tables.**

Table. Discipline Wise Participants.

		Gender	Group	Pretest	Posttest
N	Valid	88	88	88	88
	Missing	0	0	0	0

The data is presented for respondents' gender, group and test wise from which the data is collected. It shows that number of samples was same for all gender, groups, and pre and post-Tests that was 88.

**Table. Gender Wise Description of Participants.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	50	56.8	56.8	56.8
	Female	38	43.2	43.2	100.0
	Total	88	100.0	100.0	

The table and characterer, showing the frequency of respondents chosen for the current study, determine the difference of using dicto-gloss technique to teach them writing from male and female, which is 56.8% as 50 respondents were male and 43.2% i.e. 43 were female.

Group Wise Description Based on Frequency.

	Frequency	Percent	Valid Percent	Cumulative Percent
Experimental Group	44	50.0	50.0	50.0
Valid Control Group	44	50.0	50.0	100.0
Total	88	100.0	100.0	

The above frequency table is showing that the respondents were equally divided into two groups namely experimental and control group as the percentage is showing in the table 50% for experimental and same 50% for control group.

Pre-test result of participants.

	Frequency	Percent	Valid Percent	Cumulative Percent
2	11	12.5	12.5	12.5
3	3	3.4	3.4	15.9
4	47	53.4	53.4	69.3
Valid 5	1	1.1	1.1	70.5
6	23	26.1	26.1	96.6
8	3	3.4	3.4	100.0
Total	88	100.0	100.0	

Above given table is presenting the scores of responses of the respondents from which the data is collected in the pre-test, table is showing that 47 student (53.4%) out of total 88 get 4 marks out of 10 that is the highest percentage of but there are only 3.4% students got highest marks that is 8 out of 10. The second highest marks in pre-test got by 26.1% (6 out of 10) respondents, and there was only



1 students who got 5 marks out of 10. It shows that mostly students when giving pre-test were at mediocre level having only 4 out of 10 marks. While there were also students, who only get 2 (12.5%) and 3 (3.4%), it shows their inability to write a good paragraph.

#### **Post-test Result of Participant.**

Frequency	Percent	Valid Percent	Cumulative Percent
3	3.4	3.4	3.4
4	4.5	4.5	8.0
21	23.9	23.9	31.8
4	4.5	4.5	36.4
12	13.6	13.6	50.0
21	23.9	23.9	73.9
23	26.1	26.1	100.0
88	100.0	100.0	

This table shows the results of post-test taken from the respondents after teaching them writing through dicto-gloss technique; it shows the most of the students that is 23 (26.1%) has got the highest marks that is 10 out of 10, which is the proof of the success of this technique. The lowest marks 2 out of 10 is only taken by 3.4% students, and the second highest marks are 8 out of 10 that is also taken by 23.9% students. Not only this, but there is also a large number of students other than this percentage who succeed taking third highest position that is 6 out of 10 (13.6%). Though there were also 23.9% students who got 4 out of 10 but looking at the top three positions with respect to their percentages, proved that the technique has achieved the good results.

Table. Independent Sample T-test Statistics for Pre-test.

		N	Mean	Std. Deviation	T Value	Sig. (2-tailed)
Pre-Test	Male	50	4.16	1.330	-1.738	.086
	Female	38	4.68	1.491		

Male and females are not significantly different in learning through dicto-gloss technique for their writing skill as the results are showing in above table. As is shown in the table that the 2-tailed value is greater than .05 i.e. the cut value of significance is .086, which means females can use this technique for learning in a very slightly good manner as the means 4.16 and 4.68 with the std. Deviation 1.330 and 1.491 respectively of both genders are telling us. Here t value is taken for 2 tailed test but the data were one tailed so dividing it on 2 results in -0.869, which means that numbers of males were more than the number of female participants.

#### **Independent Sample T-test Statistics for Post-test.**

		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>T Value</b>	<b>Sig. (2-tailed)</b>
Post Test	Male	50	6.56	2.52	-.697	.488
	Female	38	6.95	2.660		

The above table is showing the difference in results of male and female participants in post-test and which shows that there is no significant different in the results of attaining command on writing skill through dicto-gloss technique, as the sig. (2-tailed) value is showing i.e. .488, which is more than the cut value of .05, yet the position of female respondents is slightly better than the males. Keeping the contrast of their strength as males were 50 but females were 38 but their means and standard deviation are respectively 6.56, and 2.52 for males, and 6.95, and 2.660 for females which is greater than the male respondents. Again, t value is known for 2 tailed values which is -.697, which means inequality in number of both genders included in the study.

### Paired Samples Statistics for Experimental Group

		Mean	N	Correlation	Correlation Sig.	Mean	t	Df	Sig. (2- tailed)
Pair 1	Pre	2.3488	43	.563	.000	-2.186	-22.862	42	.000
	Post	4.5349	43						

A two-sample t test was applied on pre and post-test of experimental group, to check whether there is any difference of development regarding writing skills at secondary level. Data was collected from experimental group two times with a difference of treatment. In both pairs, results show in the table above that yes there is statistically significant difference in the result of pre and post-test ( $M=2.34$  vs  $M=4.53$  with  $t(42)=-22.862$  and sig. (2-tailed) = .000 that is less than p value of .05). The result of test shows in correlative terms is .563 with a correlation sig. . . .000 which is again less than the cut value that shows there was the same group used for the data collection. Specifically, our results show that when the dicto-gloss method is used with secondary classes to teach writing skills, it can produce a lot of difference which can be noted in the above table.

### Paired Sample Statistics for Control Group.

		Mean	N	Correlation	Correlation Sig.	Mean	t	Df	Sig. (2- tailed)
Pair 1	Pre	2.3488	43	.376	.013	-.116	-1.00	42	.323
	Post	2.4651	43						

A paired sample t test was applied on pre and post-test of control group, to analyse that if the students are taught writing skills through traditional method what would be results that the students at secondary level can learned writing skills or they are not learning.

Data was collected from control group at two times with a difference of treatment as was happened in experimental group data. As the results show in the table above that there is no statistically significant difference in the result of pre and post-test ( $M=2.34$  vs  $M=2.46$  with  $t(42) = -1.000$  and sig. (2-tailed) = .323 that is greater than p value of .05).

The result of test shows in correlative terms is .376 with a correlation sig. . . .013 which is again less than the cut value that shows there was the same group used for the data collection. Specifically, our results show that when the traditional method is used with secondary classes to teach writing skills, it cannot give a certain result at secondary level which is shown in the above table. It means that traditional method is faulty and dicto-gloss should be used to teach writing skills at secondary level.

#### Paired Sample Statistics for Pre & Post-Test.

	Mean	N	Correlation	Correlation Sig.	Mean	t	Df	Sig. (2-tailed)
Pair 1 Pre	4.39	88	.445	.000	-2.341	-9.450	87	.000
Post	6.73	88						

A paired sample t test was applied on overall pre and post-test, to assess that what kind of statistics is given in overall both test, that was just to check whether the participants were same in both tests. As the results show in the fore given table that there is statistically significant difference in the result of pre and post-test ( $M=4.39$  vs  $M=6.73$  with  $t(87) = -9.450$  and sig. (2-tailed) = .000 that is less than p value of .05).

The result of test shows in correlative terms is .445 with a correlation sig. .000 which is again less than the cut value, which shows there was the same group used for the data collection and the same was analyzed. Difference in mean score show that students of both groups improved in the post-test.

Our results describe that both groups were homogenous and their results are showing that they have been taught and analyzed.

## **CONCLUSIONS.**

Based on the result of the research, Dictogloss technique can improve students' writing skill. It can be seen from the result of the test that generally increases. The mean of the post test is higher than pre-test. There is a significance difference between learning outcome.

Through dictogloss method the students learn well and show considerable difference in their performance. The teaching and learning procedure also displays undeniable transformations, the students who beforehand considered that learning writing is tough task since they ponder they have to arrange their viewpoints, discover it assistive that there are directing questions that goes after the teacher read the passage. It assists them to draw a tentative sketch foremost and to put in order their text effectively because the answers of helping questions are focal features that are in the exact sequence according to the paragraph.

The students also get pleasure from working with their friends in groups to recreate the passage because they might pass up the aspects from the text and their other friends could find out the crucial features of the text and they could help each other. They acquire the knowledge of collaboration and cooperation with each other with the intention of helping them to reform the text and construct the best writing creativity. So, the students can get more pleasure from this activity in learning process as they learn to assist other this morally reshapes the students' ethics as well.

This research, as a matter of fact, merged two aspects to unearth whether implementing dictogloss in English classrooms will be supportive with deference to coaching writing skills or not. Making the obtained scores a base during post-tests for both control group and dictogloss group, it can be finalized

that employing dictogloss method in classrooms can be reason to learn more effectively than any other teaching method.

The control group which has been taught by other method proved less effective as we see its mean ratio result. On the other hand, taking into consideration as a prolonged time phase, dictogloss appears to be supplementary supportive because students' marks are being increased in post-test. As teachers should know more about students' needs and weaknesses so that they should employ dictogloss technique as it tackles day to day needs and drawbacks. This technique makes the students' task easier so it is recommended to teacher they should apply it. Since it is joyful source of learning English language and they can prove themselves more effective learners through this method.

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**RECIBIDO:** 10 de diciembre del 2019.**APROBADO:** 23 de diciembre del 2019.