

The Contribution of Dictogloss to the Development of Critical Language Awareness of Iraqi EFL University Students

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Abstract

Innovative methods assist instructors in enhancing student collaboration and engagement. Dictogloss is one of several prominent methods accessible to educators in the classroom. When these methods are effectively applied, they can positively influence students' enhancement of their Critical Language Awareness. The present research seeks to determine the influence of the dictogloss technique on EFL university students' areas of critical language awareness: affective and social, cognitive, and performance. To reach these aims, several hypotheses are suggested. To validate the hypotheses and fulfill the study's objectives, the subsequent procedures are performed in a quasi-experimental framework, specifically a "Non-Randomized Control Group Pretest-Posttest Design." The sample includes 70 second-stage students from Al-Iraqia University, divided into two groups: experimental and control, with 35 students in each group. Both groups have been equalized in some variables. The experiment has lasted two months, and the researcher has taught the two groups during the academic year 2026-2025. The data is gathered by using one tool: a questionnaire to measure students' critical language awareness. The tool of the study has been validated, and different statistical means have been used to analyze the obtained data. Based on the results, appropriate recommendations and suggestions for further studies are put forward.

Key Words: **Dictogloss Technique, and Critical Language Awareness**

1. Introduction

1.1 Statement of the Problem

According to Alsamdani (2010), the use of contemporary methods in the field of education benefits students by giving them a wide range of skills and information. The dictogloss technique is one of the methods that can be employed with them and have significant outcomes in giving them the necessary science and information. The Dictogloss technique encourages students' autonomy and gives them the chance to study both alone and in groups by applying critical thinking. As a result, students become less dependent on their teachers and more on their peers for knowledge. However, one of the key gaps that remains unexplored is how to measure students' CLA reliably in order to determine the effectiveness of such instructional programs (Granville, 2003:15). The awareness of EFL learners might be neglected by educators including curriculum designers, instructors, and supervisors in favor 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 books. One reason might be that the educators probably consider the students to have limited knowledge. On the contrary, students with limited linguistic knowledge are not necessarily limited in their worldview. Also, the absence of critical appraisal may impede their progress in language skills (Pirozzi, 2003:18). As Stewart et al. (2014) assert, critical language awareness "enables the development of other aspects of linguistic, communicative, and human growth (such as writing, opinion exchange, and negotiation focused on the learner)" where both the students and instructors engage. It gives students confidence to give opinions and criticize authors and speakers. It is a good way for promoting the productive skills of language learning like writing and speaking.

1.2. Definitions of Basic Terms

As Dewi (2017:355) explains, the dictogloss activity is an approach that makes use of all four language skills, whereby the students listen to how the various segments are dictated by the teachers and then construct them in groups of their own language. After dictation, the students are then asked to write down as much of the dictated

information as they can recall. CLA according to Wallace (1999:108) is the students' acquisition of both language skills and knowledge through communication that become effective.

2. Literature Review

2.1 Dictogloss Technique

Johnson & Johnson (1999: 97) say that "a method used with traditional accuracy-based approach". According to Anderson & Anderson (2003:46), the term "dictogloss" is made up of two terms, namely, "dictation" and "glossary." Dictation means the task of the instructor who dictates the content and then writes what is being said (dictated). Glossary means the list of words that have their meanings written next to them. Wajnryb (1995: 12) says that "gloss" means the explanation in the learners' own words. "The teacher dictates the passage in one breath and then in fits and starts, with students writing down the exact words spoken". As this technique is abandoned by the trends of communicative methodology, other variations that required the integration of the four skills appeared (Wajnryb, 1996: 15). This comprises dictogloss, cloze dictation, keywords dictation, collocation dictation, wall dictation, and wild dictation. Nunan (2004:20) explains that dictogloss is an effective pedagogical task because it is a piece of classroom work that comprises students comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their linguistic awareness in order to transfer meaning. Consequently, dictogloss technique is an alternative that can help students learn English in four skills. The acquisition of skills requires that the learners have knowledge about the language in general. Dictogloss may assist the students in acquiring skills because the technique is associated with ideologies of language learning like working together with other people, and using new vocabularies.

2.2 Dictogloss Procedure:

Vasiljevic (2010:21) mentions that the students can discuss each section of the text that has been read by the instructors instead of discussing it at the end of the whole reading. Wajnryb (2010: 12) indicates four standard steps in the procedure of dictogloss:

2.2.1 Preparation

Wajnryb (2010:32) states that the instructors prepare students for the text they will be hearing by discussing vocabulary. On the other hand, Ahmad (2018:23) states that students are focused only on the key ideas of the original text without writing them down. This activity of attention is used to summarize the whole reading by working with a partner.

2.2.2 Dictation

Dewi (2017:355) states that the students hear the dictation twice. First, they listen only for the text. Second, they take notes, being encouraged to listen for content words which will assist them in reconstructing the text. The text should be dictated at a normal spoken speed similar to that of a news broadcast on radio or TV. (Wajnryb, 1990:10).

2.2.3 Reconstruction

The instructor'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 (Wajnryb, 1990:11).

2.2.4 Analysis and correction

Finally, the analysis and correction of the students' texts take place. According to Stewart et al., there are several ways to deal with this stage (2014:12). First of all, one may display the students' texts written in small groups on the board or via overhead projector. In addition, one may duplicate students' texts and distribute copies between them. **Table 1 Phases of Dictogloss Technique**

Phase	Students	Instructors
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 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
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(Nation and Newton,2009:68)

2.3 The Role of the Student in Dictogloss Technique

Dista (2017:150) claims that the dictogloss has positively affected EFL students' language development in rearrangement, sequencing sentences and developing language skills. Vasiljevic (2010:45) states that the students' role in dictogloss is to write down key words and phrases or chunks of ideas and even sentences in a jumbled order, while listening to the dictated text. To facilitate the development of collaborative and communicative learning skills and to allow the students to learn from each other, they may be asked to work in pairs or small groups for 20-25 minutes to reconstruct the text from their shared resources. Afterwards, the final versions are compared, discussed and analyzed (Mackenzie, 2011:135-143) Tedick (2001:12) states that special emphasis should be placed on the vocabulary, the grammatical accuracy of the sentences, and the connection between ideas supported by appropriate cohesive devices. Jacobs and Small (2003:12) note that the dictogloss procedure can lead to oral communicative activities among the students. After reconstructing their own version of the dictated text, the students are asked to read them aloud, analyze the used words, phrases and grammatical constructions, compare their written works with the original text as well as with their peers' works, work in small groups and discuss the results and share opinions about them. On the other hand, Nabei (1996:66) states that in the dictogloss technique, students may pay attention to things they did not come to know, they begin to notice and even correct their own mistakes connected with not only spelling, but also the right word choice, word collocations, the relationships between words and their grammatical structures. This kind of activity will contribute greatly to language acquisition.

2.4 Domains of Critical Language Awareness

A critical appraisal of any education is one of the necessities. As such, the application of Critical Applied Linguistics to education has resulted in the appearance of CLA (Fairclough, 2003:12). Smith (2004:1) puts it, "the overall aims of critical language awareness (CLA) are the emancipation and empowerment of students" since each student in some way or another is affected by the way language is used. Various text domains are used daily which should develop teaching and learning holistically. From reading to listening, speaking to writing, text development, acquisition and decoding depend entirely on the use of language (Holec,1980). According to Donmall(1985) CLA operates on three distinctive levels: 1) The cognitive level, referring to awareness of language patterns 2) The affective level, i.e. with regard to forming attitudes 3) The social level, which refers to the improvement of learners' effectiveness as communicators. Holland and Quinn (1987) mention that due to different contexts, backgrounds, exposures, experiences, etc. a text is open to different interpretations. Scott (1991) states that consumers of the text refer to the choice of words, ploys like font and gestures...etc. to come to an understanding of the text. James and Garrett (1991) discuss three different domains on which the student may gain from being involved in LA activities. Domains of CLA include: affective and social domains, cognitive domain and performance domains.

2.3.1 Affective and Social Domains

According to Dufva et al. (1989) affective and social domains as the ability to use language in a way that appeals to others and flirts with their feelings and attracts them to listen to it. Affective and social domain means that students may become more intensively, or holistically, involved and establish a personal relationship with language. It is natural that motivation to learn increases when emotions are positive such as when interest is aroused by intellectual curiosity or aesthetic admiration. Acquiring new insights into language may be fun, and should be fun, especially as many people still seem to have strongly negative memories about how they were taught foreign languages (Jacobs and Schumann, 1992) Lahteenmaki(1994)mentions that Cognition and emotion do go hand in hand in the learning process: learning occurs when a new stimulus arouses one's interest and challenges one to learn. Cognitive insights are thus accompanied by appropriate emotional states. Cots (2006) says that affective and social domain involves feelings, attitudes and emotion. It includes the way in which students deal with external and internal phenomena emotionally, such as values, enthusiasms, and motivations.

2.3.2 Cognitive Domain

Bloom (1956) defines cognitive domain as one that involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific fact, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. Gombért (1992) mentions that cognitive domains the student is guided to perceive organizational principles in language, to see units, categories, rules, patterns, and contrasts, he is shown at the same time new cognitive strategies and perhaps skills. Much research related to this area has been done on metalinguistic awareness, or whether the subjects are aware of a given unit of language, and/or a given property of language.

2.3.3 Performance Domain

James and Garrett (1991) mention that the performance domain is for the student to have the ability to conduct linguistic dialogues characterized by grammatical accuracy and coherence of meanings. Fairclough (1992) states that the performance domain seems to still be dubious. Does LA help people become better language learners, more fluent speakers, more communicators better persons, opinions seem to be undetermined. One way of giving an answer, however, is to ask what we mean by good, fluent and skillful in our societies. Is a good language learner a person who does not make mistakes and speaks without a foreign accent, or is a good language learner a person who is a good conversationalist, a person who can write good prose, a person who learns quickly, there are no definite answers. Perhaps the questions themselves could be a critical awareness project in the foreign language classroom.

2.5 Critical Language Awareness in Pedagogic Context

Critical language awareness is an educational method which helps students to appreciate the role of language and the nature of languages (Zinkgraf, 2003:67). Smith (2004:16) says that the most important role played by the LA model is to enable students to "learn language for themselves." LA is not a direct mode of teaching; neither do the teachers teach it nor does the textbook teach it, but the student learns LA. The important aspect of the LA method is that it helps to develop the investigative spirit in students, as they engage their minds in the learning process. Another aspect is that students can differentiate between their own performance and the writers' performance by paying deliberate attention to different language features (Brown, 2004:24). According to Correia (2006:17) CLA is the same approach, but it discovers the relationship between language and social perspective. In CLA, the focus is on the ways in which language represents the world and reflects social construction. Where, CLA is a pedagogic procedure which is based on critical discourse analysis and language awareness at the same time. Also, Stibbe (2007:23) states that critical discourse analysis is a view of discourse which is shaped by relations of power; from LA comes the interest in examining language as a definite entity of study. For that reason CLA exemplifies critical discourse analysis in teaching contexts while strengthening essential principles of LA. Svalberg (2007:287) calls "the CLA pedagogical arm of critical discourse analysis, which, as she points out, draws on educational and social theory, and on linguistics. According to Boston (2002:59) many instructors already deal with critical discourse analysis in classrooms. Students deal with it when they have to compare the text, give an opinion, and perform critical analysis. On the other hand, Van Gelder (2005:44) states that students need to develop three types of competence: user, analyst, and instructors. Critical Discourse Analysis can also serve as a means of raising awareness about critical issues associated with language use in class. It can be used within a critical pedagogy approach to a reading course. The teacher can select texts that match the students' needs. According to Fredricks (2007:28), instructors and learners became culturally aware through textual analysis. However, Fairclough & Wodak (1997:87) explain that one of the contributions made by the critical CLA to the theories is its partnership with those who advocate for Critical Pedagogy. The result of this partnership is the development of three basic premises that include the following: firstly, education is an emancipatory activity; secondly, education is an exercise of recognizing differences; and lastly, teaching as an oppositional activity where everyone is continuously thinking about empowerment.

2.6 Dictogloss Techniques and Critical Language Awareness

The dictogloss technique is described by Wajnryb (1990:7) as an important means of improving language awareness, whereby students can focus on what is important, find out what is vital, distinguish what is important from what is not, and identify all main ideas. Through dictogloss activity, which led to discussions within groups, learners improved critical language awareness because dictogloss involved learning, expressing ideas and feelings, developing, suggesting, judging, challenging each other, sometimes even challenging themselves for attaining the ultimate objective of dictogloss activity (Ba'lousha and Syam, 2019: 75). CLA is learned by using the dictogloss method; instructors do not teach CLA. According to Doughty and Williams (1998:74), dictogloss is essential in enhancing critical language competencies since it enables learners to construct most critical

language competencies. In the context of Dictogloss, as defined by Swain (1998:64–81), in terms of output, the method interfaces with significant language through many competencies and sub-competencies:

1- Noticing: To have something learned, it should be actively perceived during its acquisition. The process of perceiving it should occur while attempting to use the target language. It has been emphasized by many researchers how important it is for students to realize the "gap" existing between their interlanguage, that is, what they want to say and what they can actually say.

2- Meta-talk: Students use language to reflect on language use. It is a surfacing of language used in problem-solving for cognitive purposes. It could well be that students' perception of form and rule and their connection with the intended meaning might be strengthened by meta-talk created in meaning production situations.

2.7. Previous Studies

2.7.1 Bataineh and Younis (2016)

The purpose of this study is to determine the impact of the suggested dictogloss program on both the writing teaching of the Jordanian EFL tenth-grade teachers and their students' writing achievement. For the experiment, 16 Jordanian EFL teachers and 120 fourth grade students were chosen. In particular, there were 100 participants in the experimental group and 20 in the control one. The instruments used by the researchers are the following: a pre and post-test for the instructors and students and classroom observation checklist. According to the findings, there are statistically significant differences between the teachers' scores obtained in the pre and posttest because of training and there are also statistically significant differences in the students' writing achievement between the two groups.

2.7.2. Murad (2017)

Dictogloss Strategy in Teaching and Developing the Grammar Knowledge and Writing Skills of Students in 10th Grade in Gaza. This research attempts to examine the effectiveness of using the Dictogloss strategy in teaching and developing the grammar knowledge and writing skills of students in 10th grade. The participants in this study included 68 students; namely, 34 students in each group (experimental and control). They were randomly selected from among 34 students in two groups out of the eight groups of 10th grade. The researcher used two achievement tests for collecting data; namely, a grammar test that was made up of four sections: three tenses and modal verbs, including 35 items, and a writing test covering three aspects of the writing skill: coherence, cohesion and mechanics including 25 items. The results indicate that there are 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 are large. These positive results are attributed to the effectiveness of the Dictogloss strategy.

3. Methodology

3.1 Construction of the Study Instruments

To achieve the aims of the study, a questionnaire is used to measure students' critical language awareness. It attempts to identify the importance of critical language awareness for Iraqi university students in learning English as a foreign language. The researcher adopted Likert method in developing answer alternatives for the critical language awareness questionnaire. The following alternatives for the answer are: strongly agree, agree, neutral, disagree and strongly disagree.

3.2. Validity of the Research Instruments

Validity is the most important consideration in the development and evaluation of measurement instruments. Validity has been defined as the extent to which the instrument measures what it claims to measure (Ary et al., 2018:225).

3.2.1 Face Validity

Face validity, a test is said to have face validity if it looks as if it measures what it is supposed to measure (Hughes, 2003:33). In order to ensure the validity of the instrument of the study, it has been submitted to a jury of instructors and specialists in English language teaching.

3.2.2. Construct validity

Weir (2005:17) illustrates that construct validity is a matter of the a posteriori statistical validation of whether a test has measured a construct in individuals. McNamara (2000: 138) defines validity as relationship between evidence from test performance and the inferences about the candidate's capacity to perform in the criteria that are drawn from that evidence.

3.2.3. Content Validity of the Instruments

Content validity is associated with how adequately the content of the instrument samples the class of situation domain (Mehrens and Lehmann, 1991: 266).

3.2.3.1. The Questionnaire

To ensure the validity of the questionnaire which is used to assess students' CLA. The researcher employed content validity and the Product Moment Formula with SPSS version 27 to determine the validity of students' CLA. There is a criterion for determining the legitimacy of objects. If the correlation coefficient is greater than or equal to 'r' table, the item is regarded valid; otherwise, the item is declared invalid. At significance level of 5% ($\alpha = \text{alpha} = 0.05$), for $N = 330$ with $df = N - 1 = 330 - 1 = 329$, r table is 0.109.

3.3 Pilot Study

Richards and Schmitt (2010: 219) state that pilot testing is the preparation of the test for a small representative group of examinees in order to determine its suitability and effectiveness. In light of these positive sides, conducting a pilot test is strongly preferred for the current study. For this purpose, (20) students are employed. Conducting a piloting test is necessary to refine the test reliability and presentation of the items, to judge item discrimination power, item difficulty, and to address validity and reliability (Cohen et al., 2007: 324). In addition, the Pilot study has helped the researcher in making the final administration of the post-questionnaire, and it also shows that the instructions of the tool are clear.

4. Analysis of Data

4.1. Results Related to Second Hypothesis

In order to achieve the first aim of the current study, the following hypothesis must be verified. **There are no statistically significant differences between the mean scores of the experimental and control groups in the critical language awareness questionnaire.**

The results of the statistical analysis by using the t-test for two independent groups have shown that the mean value for CLA level of the control group is 77,11 with a standard deviation of 13,10 with the mean value of the experimental group is 83,80 with a standard deviation of 11,66. To find out the differences between the mean scores of the two groups, the t-test formula for two independent groups has been used. The computed t-value is 2.25, which is higher than the tabulated t-test value, which is 2,00 at a level of significance of 0,05 and 68 degrees of freedom. This means that there are statistically significant differences between the experimental group and the control group in relation to the experimental group. As presented in Table 2.

Table 2

The Experimental and Control Groups in the Critical Language Awareness Post Questionnaire

Group	N.	Mean	SD	T-value		D.F	L.S
				Computed t-value	Tabulated t-value		
Experimental	35	83,80	11,66	2,25	2,00	68	0,05
control	35	77,11	13,10				

It is clear from the results regarding the hypothesis built in the previous table 2 that there are statistically significant differences between the two groups of experimental and control in the critical language awareness post-questionnaire in favor of the experimental group, and this indicates the effect of using the dictogloss technique compared to the conventional method in the development of CLA in the experimental group students.

5. Conclusions, Recommendations, and Suggestions for Further Research

5.1. Conclusions

1. The findings from the development of the critical language awareness of the experiment group's learners show the effectiveness of the dictogloss strategy. This shows that the adoption of modern strategies like this one impacts the development of critical language awareness, as it aids in comprehending and analyzing the text.
2. Allowing children to apply the dictogloss strategy may assist them in meeting their needs in the best way possible and generating positive outcomes.

5.2. Recommendations

Preparation of a book through the joint efforts of educational institutions and universities with information how these technologies can be used to enhance students' abilities.

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