The Effect of Dictogloss Technique on EFL Students' Critical Language Awareness
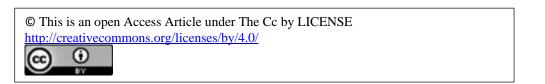
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Abstract

New techniques help teachers maximize students' cooperation and inspiration. Dictogloss is one of many dominant techniques available to classroom teachers. When these techniques are used well, they can have a positive effect on the students' increase their Critical Language Awareness.

The current study aims at :Finding out the effect of dictogloss technique on EFL preparatory students' critical language awareness.

To achieve these aims, some hypotheses are proposed. To verify the hypotheses and achieve the aims of the study, the following procedures are carried out:

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In the present study, quasi- experimental design is required, namely the design of a "Non-Randomized Control Group Pretest- Posttest Design". The sample consists of 70 students from the fifth scientific stage at Al-Aqeeda preparatory school for girls, distributed in two groups, experimental and control with 35 students for each.

Both groups have been equalized in some variables. The experiment lasted two months, and the researcher taught the two groups during the academic year 2021-2022 (Face and content validity have been attained). 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 and the conclusions obtained in this study, appropriate recommendations and suggestions for further studies are put forward.

Keywords: Dictogloss Technique, and Critical Language Awareness

تأثير تقنية دكتوكلوز على الوعي اللغوي النقدي لدى دارسي اللغة الانكليزية لغة أجنبية

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الـمستخلـص

تساعد التقنيات الجديدة المعلمين على زيادة تعاون الطلاب والهامهم. دكتوكلوز هي واحدة من العديد من التقنيات السائدة المتاحة لمعلمي الفصل. عندما يتم استخدام هذه الاساليب بشكل جيد ، يمكن ان يكون لها تأثير ايجابي على تعليم ما وراء الخطاب للطلاب وزيادة وعيهم اللغوي.

تهدف الدراسة الحالية الى: التعرف على تأثير تقنية دكتوكلوز على الوعي اللغوي النقدي لدى طلبة المرحلة الاعدادية دارسي اللغة الانكليزية لغة اجنبية

في هذه الدراسة مطلوب تصميم شبة تجريبي، اي تصميم اللاعشوائي ذو الاختبار القبلي والبعدي ذات المجموعة الضابطة . تكونت العينة من سبعين طالبةً من الصف الخامس العلمي في اعدادية العقيدة للبنات ، موزعين على مجموعتين تجريبية و ضابطة بواقع خمس وثلاثون طالبة لكل منهما. إجراء التكافؤ لكلا المجموعتين في بعض المتغيرات . استغرقت التجربة شهرين ، قامت الباحثة بتدريس المجموعتين خلال العام الدراسي 2021–2022 (تم التحقق من صلاحية صدق المحتوى) ويتم جمع البيانات باستخدام اداة واحدة هي استبيان الوعي اللغوي النقدي للطلاب . تم التحقق من صحة اداة الدراسة تم استخدام وسائل احصائية مختلفة لتحليل البيانات التي تم الحصول عليها. واعتمادا على نتائج الدراسة الحالية وضعت الاستنتاجات والتوصيات والمقترحات لدراسة مستقبلية لا ثراء مجالات البحث الحالي.

الكلمات الدالة: تقنية دكتوكلوز ، الوعي اللغوي النقدي، استبيان الوعي اللغوي النقدي للطلاب.

Section One

1.Introduction

1.1Statement of the Problem

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. 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 .

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, teachers, 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 course 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; moreover, by explaining their rights, obligations,

and ways of facilitative criticism, teachers can pave the way for raising the EFL students' intellectual levels. Also, the absence of critical appraisal may impede their progress in language skills (Pirozzi,2003:18).

According to Stewart et al. (2014), this 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 teachers alike". Critical language awareness 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.

1.2.Definitions of Basic Terms

Dewi (2017:355) states that the dictogloss is a classroom activity 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.

According to Wallace (1999:108) CLA is students' acquisition of knowledge and skills where communication becomes effective using visual, symbolic and language skills.

Section Two

2. Literature Review

2.1 Dictogloss Technique

Johnson and Johnson (1999: 97) state that "a technique associated with traditional accuracy-focused methodology. Anderson and Anderson (2003:46) 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. Wajnryb (1995: 12) 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 was abandoned by the trends of communicative methodology, other variations that required the integration of the four skills appeared (Wajnryb , 1996: 15). This includes dictogloss, cloze dictation, picture 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 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.

2.2 Dictogloss Procedure:

Vasiljevic (2010:21) mentions that the students can discuss each section of the text that has been read by the teacher instead of discussing it at the end of the whole reading. This section is developed as follows: Firstly, students sit with a partner face to face while the teacher reads the text to facilitate understanding. Secondly, the teacher reads the text again and stops after each sentence or paragraph to provide an opportunity to orally discuss but not to write. Thirdly, one student is chosen to write the reconstruction of each section of the text; and finally, the whole group can compare their reconstructions with the original reading. Wajnryb (2010: 12) presents four standard steps in the procedure of dictogloss:

2.2.1 Preparation

Wajnryb (2010:32) 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.

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 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. The general pace is comparable to that of a news broadcast on radio or TV. The dictating should not be conducted in the traditional way where the sentence is broken up into word units. Between sentences, the pauses should be slightly longer than usual (Wajnryb, 1990:10).

2.2.3 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 (ibid: 11).

Wajnryb (2010:42) mentions that after students reconstruct the text, they give their opinion on the writers ideas. These opinions can be inserted at various points in the text or written at the end of the reconstruction. If a student commentary is inserted throughout the text, it promotes a sort of dialogue with the original authors of the reading.

2.2.4 Analysis and correction

The last step of the dictogloss technique is the analysis and correction of the students' texts. Wajnryb (1995:45) 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. (2014:12) 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: 68) give the steps as in the table below:

Table 1 Steps of Dictogloss Technique

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

between groups	versions of the text. Pay attention to points of usage that emerge from the discussion	comparison of versions from different groups. Facilitate discussion and correction of errors

(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. Dictogloss technique retained the individual stream in which students work alone when they read and take notes about the text . Moreover, it took into consideration the co-operative stream when students work together in pairs then in groups of three to four members. Additionally, they have the opportunity to discuss how well their group did and, perhaps, how they can function more effectively next time(Ba'lousha and Syam, 2019: 75).

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 In the reconstructing process, 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. They may even add a new paragraph at the end of their version of the dictated text, and introduce their own opinion in written or oral form.

Wajnryb (1990:12) claims that the students are supposed not to replicate the original text but rather to produce a piece of writing that closely reflects the sense of the original, and that involves similar structures used in the original. Essentially, dicto-gloss consists

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of asking students to reconstruct a dictated text so as to capture as much as possible of its information content in as accurate and acceptable a linguistic form as possible. It is a teaching procedure whose aim is to improve the students' understanding and use of grammar.

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. Wajnryb (1990:10) suggests that through active student involvement, students come to confront their own strengths and weaknesses. In so doing, they find out what they need to know.

2.4 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. Fairclough (2004:7) argues that "language conventions and language practices are involved with power relations and ideological processes. For example, language may be used as a threat against the student who comes from a low income family or the one who has emigrated from smaller towns to cities. Even so, it might be the case that some teachers are not conscious of the specific needs of students who speak nonstandard dialects of the standard language spoken in the schools. Brown(2004:28) states that the teachers may be unaware that their own use of language can create barriers between themselves and their students. Leeman(2014:280) states that the CLA approach promotes equality both inside and outside the classroom, and nurtures students' agency to make their own linguistic choices. According to Leeman (2018:347) CLA will help English as a Foreign Language (EFL) students realize current objectives involving intercultural communicative competence and, in so doing, move foreign language instruction towards a broader and more inclusive understanding of English as a global language.

2.5 Critical Language Awareness in Pedagogic Context

Fairclough (1995:222) states that LA is a mental and internal capacity which the student gradually develops by giving motivated and conscious attention to language in use to discover its patterns CLA springs out of it. Besides, critical language awareness is also an educational approach which assists students in understanding the function of language and how languages work (Zinkgraf, 2003:67).

On the other hand, Smith (2004:16) mentions that the major function of LA approach is that students "find out language for themselves." LA is not an explicit way of instruction nor is it taught by the teacher or the book, it is developed by the student himself. The important aspect of LA is that it helps to develop a spirit of investigation in students, because they put all their mental energy and intellect into 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) aspect develops more awareness in students and they become ready to acquire more language features because these features have become more prominent in their eyes. 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 whilst 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 teachers already deal with critical discourse analysis in class rooms. 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 teacher.

Critical discourse analysis can be used to raise critical awareness of language in the language classroom as well, and a critical pedagogy can be implemented in a reading class. Teachers can select material which caters their students' interests and goals. According to Fredricks (2007:28) both teachers and students gained cultural awareness by discussing texts.

While, Fairclough and Wodak (1997:87) state that what critical CLA adds to the approaches propounded is its alliance or coalition with advocates of Critical Pedagogy. From this alliance or coalition, three major principles emerge: first, that teaching is emancipatory; second, that teaching is oriented towards the recognition of difference; and third, an engagement with teaching as an oppositional practice in which all participants are continuously thinking towards the prospects for empowerment.

2.6 Dictogloss Techniques and Critical Language Awareness

Wajnryb(1990:7)states that the dictogloss technique is an important language awareness development technique, that facilitates students' ability to focus attention on key information, search for key words and phrases, distinguish between important and unnecessary information, and record the main ideas.

Dictogloss, through discussion in groups, gave students the chance to improve their critical language awareness, since it led them to learn, express their feelings and ideas, elaborate, suggest, defend, judge, challenge each other's and sometimes challenge

themselves to achieve the final aim of reconstruction task (Ba'lousha and Syam, 2019: 75).

Wallace(1999:100) mentions that the CLA is a mental and internal capacity which students gradually develops it by giving motivated and conscious attention to language in use to discover its patterns. It is also a pedagogic approach which helps students learn how languages work. CLA is not taught by teacher, it is developed by the student through the dictogloss technique. Doughty and Williams (1998:74) argue about the importance of dictogloss in raising critical language skills, since students scaffold most of the sub-skills of critical language while learning by dictogloss technique. Dictogloss technique intersects with critical language in many skills and sub-skills as Swain (1998:64-81) discusses the skills needed for output in Dictogloss:

1- Noticing: a form used in input must be consciously noticed in order for it to be acquired. The act of noticing needs to occur during language production, that is, while they are attempting to use the target language. The activity of producing the target language may prompt second language learners to recognize consciously some of their linguistic problems. Researchers have noted the importance of students' noticing the "gap" in their interlanguage, that is noticing the difference between what they want to say and what they are able to say.

2- Hypothesis formulation and testing: students may use language production as a way of trying out new language forms and structures as they stretch their interlanguage; they may use their output to test what works and what does not.

3- Meta-talk: Students use language to reflect on language use. It is a surfacing of language used in problem-solving for cognitive purposes. Meta-talk produced in the context of making meaning may serve the function of deepening the students' awareness of forms and rules and the relationship of those forms and rules to the meaning they are trying to express.

2.7. Previous Studies

2.7.1 Bataineh and Younis (2016)

This study aims to explore the potential effect of a proposed dictogloss-based program on Jordanian EFL tenth-grade teachers' writing instruction and on their students' writing performance. The study sample consists of 16 Jordanian EFL teachers and 120 fourth-grade students. The experimental group consisted of 100 students, while the control group consisted of 20.

The researchers use three tools: a pre and post-test for teachers, a pre- and post-test for students, and a classroom observation checklist. The results show that there are statistically significant differences between the teachers' performance on the pre and post-tests due to the training and that there are statistically significant differences between the experimental and control groups in students' writing performance, in favor of the experimental group.

2.7.2. Murad (2017)

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

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

The study sample consisted of 68 students, the number of students in two classes out of the eight classes of tenth grade who were randomly assigned to an experimental group of 34 students and a control group of 34 students.

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

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.

Section Three

3.Methodology

3.1 Construction of the Study Instruments

To achieve the aims of the study, one instrument has been constructed and applied . Is a questionnaire used to measure students' critical language awareness.

3.1.1Questionnaire

The second instrument is a questionnaire which is concerned with measuring subjects' critical language awareness, i.e., their awareness of language. It attempts to identify the importance of critical language awareness for Iraqi preparatory students in learning English as a foreign language. It is often in the form of a questionnaire which requires the students to react to a series of statements in relation to critical language awareness. 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. The questionnaire has been conducted based on previous studies related to CLA .

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). Validity revolves around the

defensibility of the inferences researchers make from the data collected through the use of an instrument (Fraenkel, Wallen, and Hyun, 2012:112).

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). Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. In order to ensure the validity of the instrument of the study, it has been submitted to a jury of teachers 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 or subject matter about which conclusions are to be drawn (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% (α = 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 derived from AL-Zhoor preparatory school for girls, who is a group similar to that for whom the questionnaire is being designed.

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).

Pilot study is conducted at the same time for the questionnaire and the test on the 18th January 2022, in a normal situation and classroom condition. In particular, the pilot study has been intended to estimate the time required for answering the test and questionnaire and to know whether the questions are clear for the subjects. The Pilot test has revealed that the time required to answer the whole items of the test is (70 minutes). 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 test are clear.

Section Four

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 critical language awareness questionnaire.**

The results of the statistical analysis by using t-test for two independent groups have shown that the mean value for CLA level of the CG is 77,11 with a standard deviation of 13,10 with the mean value of the EG is 83,80 with a standard deviation of 11,66.

To find out 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 2,25which is higher than the tabulated t-test value which is 2,00 at a level of significance of 0,05 and a degree of freedom 68. This means that there are statistically significant differences between the EG and the CG in favour of the EG. As shown in Table 31.

Table 1

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 tables 1 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 EG, and this indicates the effect of using the dictogloss technique compared to the conventional method in the development of CLA in the EG students.

Section 5

5. Conclusions, Recommendations, and Suggestions for Further Research

5.1 Conclusions

1.The effectiveness of the dictogloss technique is evident through the results in developing critical language awareness among the students of the experimental group, which means that the use of modern techniques, including this technique, has an impact on the development of critical language awareness as it helps to understand and analyze the text.

2.Involving the students in dictogloss technique will encourage them to reach the full potential of their needs and result in good achievement.

5.2 Recommendations

1.Preparing a booklet by educational institutions in cooperation with universities that includes modern techniques , steps and instructions for their application.

2. Educational television shows the benefits of using these technologies to develop students' skills.

5.3 Suggestions for further Research

1.Conducting a study of the impact of the dictogloss technique on the development of verbal communication and expressive fluency by

 preparatory school students.

 2.Conducting a study of the effectiveness of the dictogloss technique and the

 scaffolding technique in developing critical language awareness and

cognitive flexibility among preparatory school students.

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