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The Effectiveness of Diagnostic Teaching Method in Improving Reading and Spelling Skills among EFL Intermediate Students

Lect. Asmaa Bade' Alwan*

University of Samarra, Samarra, Iraq

asmaabade87@yahoo.com

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Abstract

This study looked at how well the Diagnostic Teaching approach, which identifies specific learning needs and adapts instruction to meet those needs, improved the reading and spelling skills of intermediate-level English as a Foreign Language (EFL) students. With this teaching strategy, students' strengths and shortcomings are evaluated, and then specific interventions are recommended to help them advance. Using a quasi-experimental approach, 60 students were divided into two groups: the experimental group received the structured intervention, while the control group kept receiving traditional instruction. Pre- and post-tests were used to evaluate spelling accuracy and reading comprehension. A statistical study using paired and independent

* **Corresponding Author:** Asmaa Bade' Alwan, **Email:** asmaabade87@yahoo.com

Affiliation: University of Samarra – Iraq.

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sample t-tests revealed that the experimental group fared much better in spelling and reading than the control group. The findings suggest that employing precise, systematic teaching methods may greatly improve the reading skills of EFL students.

Keywords: Diagnostic Teaching Approach, EFL Learners, Reading Skills Development, Spelling Performance, Quasi-Experimental Study

فاعلية أسلوب التدريس التشخيصي في تحسين مهارات القراءة والتهجئة لدى طلاب اللغة الإنجليزية كلفة أجنبية في المستوى المتوسط

م. أسماء بادع علوان

جامعة سامراء، سامراء، العراق

المستخلص

تناولت هذه الدراسة مدى تحسن مهارات القراءة والتهجئة لدى طلاب اللغة الإنجليزية بوصفها لغة أجنبية (EFL) في المستوى المتوسط، من خلال أسلوب التدريس التشخيصي الذي يهدف إلى تحسين هذه المهارات عبر تحديد الاحتياجات التعليمية الخاصة بكل طالب وتخصيص التعليم بما يتناسب معها. يقوم هذا النهج التعليمي على تقييم نقاط القوة والضعف لدى الطلاب، ومن ثم تقديم تدخلات تعليمية موجهة تساعدهم على التقدم. وقد تم تقسيم عينة الدراسة، المكونة من 60 طالباً، إلى مجموعتين وفق تصميم شبه تجريبي؛ إذ تلقت المجموعة التجريبية تدخلاً تعليمياً منظماً قائماً على التدريس التشخيصي، في حين واصلت المجموعة الضابطة تعلمها باستخدام الأساليب التقليدية. وتم تقييم مستوى الفهم القرائي ودقة التهجئة من خلال اختبار قبلي وآخر بعدي. أظهرت نتائج التحليل الإحصائي، الذي تضمن اختبار (t) للعينات المزدوجة والمستقلة، تفوقاً ملحوظاً للمجموعة التجريبية على المجموعة الضابطة في كلٍ من مهارات القراءة والتهجئة. وتشير النتائج إلى أن مهارات القراءة والتهجئة لدى متعلمي اللغة الإنجليزية كلفة أجنبية يمكن أن تتحسن بشكل كبير من خلال استخدام استراتيجيات تدريس منهجية وواضحة تستند إلى التشخيص الدقيق لمواطن الضعف لدى المتعلمين.

الكلمات المفتاحية: منهج التدريس التشخيصي، متعلمو اللغة الإنجليزية كلفة أجنبية، تنمية مهارات القراءة، الأداء الإملائي، الدراسة شبه التجريبية

1.1 The Problem of the Study

English language competency, particularly in reading and spelling, continues to be a significant barrier for many intermediate EFL learners. Many kids still struggle to develop the correct spelling and reading fluency required for both academic success and effective communication, despite being exposed to English in the classroom. Conventional teaching methods usually rely on implicit learning techniques that ignore the particular language difficulties faced by EFL students, such as inadequate phonological awareness and morphological comprehension. This discrepancy highlights the need for more focused, structured teaching strategies that systematically build literacy foundations.

1.2 Aims of the Study

This study's main goal is to assess how well Intermediate EFL students' reading and spelling abilities may be improved by Diagnostic Teaching method. The study specifically aims to:

1. Assess if Diagnostic Teaching method significantly improves intermediate EFL learners' reading comprehension.
2. Evaluate how Diagnostic Teaching method affects students' spelling precision.
3. Examine how well students receiving Diagnostic Teaching method read and spell in comparison to those getting standard education.

1.3 Hypotheses

The following hypotheses are tested in this study:

- 1- The mean scores of the experimental group, which received instruction using the diagnostic teaching method, and the control group, which received instruction using the conventional method, on the posttest of reading and spelling skills do not differ statistically significantly.
- 2- There are no statistically significant differences between the mean scores of the experimental group, which is taught using the diagnostic teaching method, in reading and spelling skills posttest.

3- 1.4 Significance of the Study

By offering empirical proof of the effectiveness of organized literacy training suited for intermediate learners, this study advances the area of EFL education. Teachers will get knowledge from the findings regarding effective teaching strategies that can be incorporated into regular classes to help students with their spelling and reading difficulties. Insights on how to create and execute more successful literacy programs can help curriculum designers and legislators enhance the overall results of language learning. The ultimate goal of this research is to assist EFL students in becoming more proficient in reading, which is critical to their success in school and in their future careers.

1.7 Definition of the Basic Terms

Diagnostic teaching is an instructional approach where teachers assess students' existing knowledge and skills before, during, and after teaching to identify learning gaps and tailor their instruction accordingly. It involves diagnosing individual student abilities, prescribing learning activities, and monitoring student progress to ensure effective learning (**Good & Brophy,2008**).

Reading skills encompass a range of abilities that allow individuals to understand and interpret written language. These skills include decoding, fluency, vocabulary, and comprehension. Effective reading also involves active strategies like summarizing, questioning, and making predictions.

Reading skills are the mental abilities that enable a person to understand and interpret written text. These skills involve decoding, fluency, vocabulary, and comprehension, allowing readers to engage with and derive meaning from written language (<https://www.twinkl.com/teaching-wiki/reading-skills>).

Spelling skills refer to the ability to correctly arrange letters to form words according to established usage. It involves understanding the relationship between sounds and letters, as well as recognizing common spelling patterns and rules. Strong spelling skills are crucial for effective communication in writing and are closely linked to reading comprehension and overall literacy. (**Gentry,1982**) (**Moats, 2005**).

Spelling is the ability to arrange letters in the correct order to make words that are communally understood. Spelling is considered one aspect of literacy (reading, writing and spelling) (Ehri,2000).

2. Theoretical Background

2.1 Diagnostic Teaching

Diagnostic Teaching is the process of discovering individual student abilities, needs and objectives and prescribing requisite learning assessments. Instructors monitor students' understanding and performance before, during and after teaching a lesson (Clark & Peterson,1986).

Diagnostic teaching is the process of discovering individual student abilities, needs and objectives and prescribing requisite learning assessments. Instructors monitor students' understanding and performance before, during and after teaching a lesson. Assessments can inform instructors of their efficacy when teaching and can guide them towards areas they need to emphasize in class to aid students in comprehending material (Black & Wiliam,1998).

Diagnostic teaching refers to a process that enables students to detect, understand and correct misconceptions in their work. This type of teaching involves a constant interplay between assessment and instruction to evaluate learning abilities and teaching effectiveness, respectively (<https://tophat.com/glossary/d/diagnostic-teaching/>)

Diagnostic teaching plays a crucial role in enhancing reading and spelling skills by enabling teachers to pinpoint a student's specific strengths and weaknesses in these areas. By identifying areas of difficulty, teachers can tailor their instruction to address individual needs, leading to more effective learning and improved literacy outcomes (Black and Wiliam,1998) (Good and Brophy,2008)

According to Gillet, Temple, & Crawford (2012) Diagnostic-prescriptive teaching methods focus on identifying students' strengths (what students can do) and identifying specific weaknesses (what students have difficulty with) in phonemic awareness, phonics, fluency,

vocabulary, and/or comprehension. This method is supported by **Snow, Burns, & Griffin (1998)**, who advocate for early diagnosis and specific remediation in reading development.

Paris & Winograd (1990) highlight that Diagnostic teaching, which involves assessing a student's strengths and weaknesses in reading and spelling before instruction, can significantly improve their skills. By identifying specific areas of need, teachers can tailor their instruction to address those areas, leading to more effective learning. According to Tomlinson (2001), this individualized approach can also help pupils develop better self-regulation and a greater awareness of their own learning processes.

2.2 Importance of Reading and Spelling in EFL Learning

Reading and spelling are two skills that are intrinsically related and support one other while learning English as a foreign language (EFL). By encouraging kids to actively construct words, spelling aids in their retention of newly learned words and grammatical structures that they encounter via reading. More general literacy objectives, such improved writing confidence, grammatical accuracy, and vocabulary acquisition, are supported when these skills are developed together. Their mutual reliance on mental functions like phonological awareness—the ability to recognize sounds—and orthographic knowledge—the ability to recognize letter patterns—is the source of this reciprocal interaction (Moats, 2005). According to Ehri (2000), spelling entails encoding spoken words, whereas reading entails decoding written words—both procedures relying on comparable linguistic expertise. development in one ability frequently leads to development in the other, especially when education is methodical and clearly links phonemes to graphemes. Because of this connection, combined spelling and reading teaching is particularly beneficial for EFL students, supporting both the productive and receptive components of language learning.

2.3 Understanding the Connection Between Reading and Spelling

Because of its many exceptions and intricate spelling standards, the English language poses special difficulties. Teachers frequently emphasize regular spelling patterns while teaching spelling because they make it easier for pupils to identify common terms. Spelling instruction

enhances phonemic awareness, or the capacity to recognize and work with specific speech sounds, which aids in the development of reading skills (Snow, Burns & Griffin, 1998).

Despite the fact that English spelling is sometimes characterized as rule-based, there are many exceptions and anomalies that can be especially annoying for younger students. Because of these anomalies, teaching spelling becomes more complicated and requires contextualized and explicit training. Reading and writing frequently expose pupils to misspelled or irregular words, which aids in their internalization of patterns and the progressive formation of mental images that enable fluent reading and spelling accuracy. According to research, spelling and reading share key cognitive processes; for example, the mental orthographic picture acquired while spelling is the same one that is active during reading, demonstrating the mutual reinforcement of the two processes (Ehri, 2000; Moats, 2005).

Word recognition and, thus, reading comprehension are improved by spelling practice. Early learners may start off spelling creatively, but with time and organized teaching, they should move to standard spelling. Crucially, teaching spelling should involve more than just mechanical memory. Teachers may improve reading fluency and literacy results by empowering students to confidently decode and encode unexpected words by teaching them phonological, morphological, and orthographic concepts (Treiman, 2017; Snow et al., 1998).

2.4 How to Spot and Address Weaknesses in Reading or Spelling

Spelling errors frequently point to possible reading difficulties. Keep an eye out for these symptoms:

- Trouble choosing simple phrases;
- Difficulty using terms with common patterns;
- Limited vocabulary for writing;
- Difficulties understanding words that sound similar but have distinct meanings (Graham, Harris, & Chorzempa, 2002).

Students can overcome particular difficulties while dealing with these problems by using memory aids and specialized spellings. Frequent evaluation of a student's development might

assist in pinpointing areas that require further assistance (Treiman, 2017). Spell-checkers are useful tools, but they shouldn't be used as a crutch to keep kids from improving their spelling skills. Rather, these resources ought to be utilized as a single element in an all-encompassing strategy for literacy development (Ehri, 2000; Moats, 2005).

2.5 The Benefits of Improving Reading and Spelling Together

There are several benefits to concentrating on developing good spelling and reading skills simultaneously:

- Better grammatical proficiency;
- more writing confidence;
- enhanced vocabulary growth; and
- enhanced general communication abilities

The advantages of this combination approach become even more clear when students go to the higher-level components of learning. Because their understanding of English spelling makes it easier for them to deal with new terms, proficient spellers usually become more self-assured writers and readers (Ehri, 2000; Moats, 2005).

The influence goes beyond scholastic achievement. The ability to read fluently and spell correctly is frequently a decisive element for professional success in the digital era, as written communication is becoming more and more vital. Even while technology offers aids like spell checks, better, more effective communication is ensured by a strong spelling and reading foundation (Graham & Santangelo, 2014) (Treiman, 2017)..

2.6 Supporting Long-Term Literacy Success

The secret to long-term literacy achievement is consistent practice and the right kind of assistance. Programs created especially to help kids improve their spelling and reading abilities at the same time are beneficial to many kids. For example, Spelling You See provides a developmental strategy that corresponds with children' innate growth in both domains.

One of the main elements influencing students' performance in reading and spelling is a supportive learning environment. This entails giving students regular reading and writing chances, recognizing their success at each grade level, and keeping a positive outlook on errors—which

should be viewed as worthwhile learning experiences. To guarantee that kids receive consistent assistance in various learning situations, parents and teachers can work together.

Spelling and reading comprehension are slow tasks that need for perseverance and patience. Students may successfully develop these vital abilities and lay a solid basis for future academic and career success with the correct resources and assistance (<https://demmelearning.com/blog/spelling-support-reading/>)

2.7 Challenges faced by EFL learners at the intermediate stage

Intermediate-level EFL learners struggle with vocabulary, grammar, pronunciation, fluency, and correctness in both writing and speaking. Spelling is a sophisticated skill that requires children's growing understanding of morphology, orthography, and phonology. Depending on variables like written syllable complexity and orthographic consistency, spelling acquisition varies in difficulty and trajectory among writing systems. For instance, languages like Italian that have transparent orthographies learn spelling more quickly and accurately than languages like English that have deeper orthographies (Marinelli et al., 2015; Viise et al., 2011).

In native language literacy acquisition, spelling has gotten less scholarly attention than reading; this disparity is much more noticeable when learning a foreign language. Less is known about the EFL spelling skills of learners whose first language (L1) uses other writing systems, like Arabic, which has an abjad writing system. The majority of EFL studies have focused on the English spelling of learners whose L1 uses alphabetic writing systems. Because learners' spelling in a second language can be influenced by their L1 writing system, this distinction is crucial (Ehri, 2000; Zutell & Rasinski, 1989).

2.8 The challenges of spelling in English

According to the orthographic depth hypothesis, learning to read and spell is more difficult in languages with deep orthographies, like English, where the correspondence between letters and sounds is intricate and erratic. On the other hand, languages with shallow orthographies, in which letters and sounds consistently match one to one, make literacy acquisition simpler. According to cross-linguistic research, learning English spelling is more difficult than learning consistent orthographies like Italian and Estonian. Because phonemes must be mapped onto graphemes and numerous letter combinations and exceptions must be learned owing to affixation, assimilation,

and the influx of new words, spelling in English is particularly difficult (Frost, 2005; Katz & Frost, 1992).

Examples of the complex orthography in English include one-to-many correspondences between phonemes and graphemes, surprising spellings of phonemes with several alternative spellings, and one-to-many links between graphemes and phonemes. For L1 and EFL learners, this complex orthography makes spelling challenging and leads to a number of spelling errors. The challenges of learning English as a second or foreign language will be covered in the next sections, with special focus on how to spell new phonemes and orthographic conventions and how to spell consonants differently from vowels (Marinelli et al., 2015; Viise et al., 2011).

Reading skills are crucial for language learning and teaching, especially in foreign language learning. They involve understanding characters, alphabets, punctuation, and exclamation marks to comprehend a writer's message. However, many learners struggle with reading due to incompetence in vocabulary knowledge, pronunciation, accent, grammar, listening, and speaking. Reading inability occurs when learners lack motivation, burden, or view reading as an exasperating job (Varnhagen et al., [1997](#)).

Researchers have shown that mastering spellings at the early stage of language learning can develop reading skills effectively. Proficiency in spelling helps clear pronunciation and expand vocabulary learning, leading to the development of comprehension skills. However, learners of elementary level face challenges in enhancing their spellings. Retention of spelling is another key aspect, but once learners identify correct spelling and develop expertise, they can boost reading efficiency and speed (Arndt & Foorman, [2010](#); Bahr et al., [2012](#); Kahn-Horwitz et al., [2011](#)).

The awareness of the sound and spelling system is essential in language learning, particularly in reading skills. Both reading and spellings are considered the uniform verges of a coin. EFL reading skills are not natural phenomena, and learners need to make purposeful efforts by combining reading with other skills (Spencer, [2000](#)).

The mechanism of alphabets and sounds of words is another key aspect to consider. Every language has its way of pronunciation, and even silent reading, learners follow the proper system of pronunciation. The basic background of phonetics and phonology also impacts reading skills. Most EFL learners have poor capabilities in reading skills, remaining at the static stage due to

unawareness. This is the most discussed cause of poor performance in reading skills in primary education (**Bryant and Goswami,2016**)

In conclusion, reading skills play a significant role in language learning and teaching, particularly in foreign language learning.

Both mastering spelling and developing reading skills are slow tasks that call for perseverance and patience. With the correct resources and assistance, students may successfully acquire these critical abilities and lay a solid basis for future academic and career success.

3. Methodology

3.1 Experimental Design

This study used a pre-test and post-test control group technique in a quasi-experimental design. Examining how well Diagnostic Teaching Method improves reading and spelling abilities in EFL intermediate students was the aim of this study. While the control group was taught using traditional EFL teaching techniques, the intervention group received instruction based on organized instructional methodologies. A comparison of the performance improvements resulting from the intervention was made possible by this design.

3.2 Sample of the Study

Burns (1981) defined a sample as a small, controlled group drawn from a larger population in order to draw conclusions about it. The researcher chose AL-Bayan Preparatory School for Girls at random as the sample for the academic year 2023–2024 in order to fulfill the study's objectives. There are 72 pupils in the sample, split into two groups. There are two sections in the second intermediate class: section A is the experimental group, and section B is the control group. Section A was selected at random. There are 36 pupils in each department,

- The Diagnostic Teaching Method was administered to the experimental group (n = 36).
- The control group (n = 36) a got conventional method. Before the study started, institutional and parental approval was acquired.

3.3 Pupils' Scores in Pre-Test

Since the amount of pre-test information is a significant learning component, Lado (1972) recommends using the teaching pre-test to equalize the two groups. The purpose of the pre-test was to equalize the two groups (EG and CG) before the experiment began. Five questions chosen from the second intermediate "English for Iraqi" textbook make up the pretest. The five questions have a total score of 100. According to the data derived from Table 1 of the T-test formula, the calculated T-test value is 0.08, which is less than the tabulated T-test value of 2.00 at the level of significance 0.05 and the degree of freedom 68.

Table(1)

Mean Scores, Standard Deviations and T-Value of the Experimental and Control Groups in the Pre-test

Groups	No.	Mean	S.D	T-Value		D.F	Level of significance
				Computed T-Value	Tabulated T-Value		
Exp.	36	51.56	16.67	0.08	2.00	70	0.05
Con.	36	51.25	14.50				

3.4 Instruments

The following tools were used to assess the reading and spelling proficiency of the students:

1. Reading Comprehension Test: This standardized exam evaluates vocabulary, inferencing, and reading comprehension through multiple-choice and short-answer questions.
2. Spelling exam: Based on widely used English spelling patterns, this exam was created by researchers and had dictation, word recognition, and mistake correction elements.

3.5 Intervention Procedures

The Diagnostic Teaching Method states that in order to improve spelling and reading comprehension, intervention procedures must first identify each student's particular learning needs through continuous assessment, and then targeted teaching strategies are employed. Phonological awareness exercises like phoneme manipulation and Elkonin Sound Boxes allow students to recognize and practice certain sounds in words. Interventions such as word sorting and multimodal phonics (such as the Orton-Gillingham approach) target deficiencies in letter-sound correspondences in decoding and phonics. Through techniques like partnered reading and repeated reading, reading fluency is enhanced while accuracy and speed are raised. When it comes to

to reading comprehension, strategies like graphic organizers and reciprocal teaching assist students in understanding the organization and content of texts.

Interventions such as developmental word study, the Look-Cover-Write-Check approach, and the examination of frequent spelling problems help improve spelling abilities. Students can learn to identify and practice certain sounds in words through phonological awareness exercises like Elkonin Sound Boxes and phoneme manipulation. Interventions such as word sorting and multimodal phonics (such as the Orton-Gillingham approach) target deficiencies in letter-sound correspondences in decoding and phonics. Through techniques like partnered reading and repeated reading, reading fluency is enhanced while accuracy and speed are raised.

3.7 Test Validity and Reliability

3.7.1 Test Validity

Validity is the extent to which a test catches what it is intended to capture (Creswell & Creswell, 2018). Both content validity and face validity were carefully developed for this study to ensure

that the reading and spelling test aligned with the objectives of the planned instructional intervention and the English language curriculum.

3.7.1.1 Content Validity

Validity is the extent to which a test catches what it is intended to capture (Creswell & Creswell, 2018). Both content validity and face validity were carefully developed for this study to ensure that the reading and spelling test aligned with the objectives of the planned instructional intervention and the English language curriculum. Three subject-matter experts were invited to evaluate the test's clarity, topic relevance, linguistic appropriateness, and alignment with students' competency level: one experienced intermediate school EFL instructor and two university professors of EFL education.

Minor changes (such as making some reading comprehension tasks simpler and modifying the vocabulary difficulty) were made in response to their input. Such expert validation guarantees both face and content validity in educational examinations, claim Gay, Mills, and Airasian (2012). As a result, the test's face validity and content were considered high.

3.7.2 Test Reliability

The consistency of the scores obtained—how accurate they are for each individual from one instrument to another and from one collection of questions to another—is what Fraenkel et al. (2012) define as reliability. Therefore, the pilot sample of thirty students was given the identical meta-discourse accomplishment exam. The reliability of the accomplishment posttest has been determined using alpha Chronbach, a statistical measure of internal consistency. The alpha Cronbach formula yielded a value of 0.86, which is deemed suitable.

3.8 Pilot Testing

Twelve EFL intermediate students from a school with comparable demographic and competency characteristics participated in a pilot research. The primary study sample did not include these students.

The pilot sought to:

- Assess the suitability of the test items and their timing
- Point out any unclear or really challenging issues.

Reliability coefficient estimates Cronbach's Alpha was computed for every part using SPSS software to verify internal consistency: $\alpha = 0.86$ for the reading section (20 marks) and 0.84 for the spelling section (20 marks).

These values are considered high, indicating good internal consistency (George & Mallery, 2003). A Cronbach's Alpha of 0.70 or more is generally regarded as adequate, whereas values greater than 0.80 are regarded as really good. According to these findings, students' reading and spelling skills were consistently measured by the test items. The exam may therefore be used to gauge how the structured instructional intervention has affected the academic performance of EFL students.

The validity and reliability of the test employed in this investigation were established. Expert evaluations and conformity with curricular goals verified the content and face validity. Cronbach's Alpha, a measure of internal consistency dependability, showed high reliability in both the spelling and reading components. These results provide credence to the instrument's application in assessing the efficacy of educational interventions in EFL settings.

3.9 Test construction

Test Construction: Evaluation of Spelling and Reading Skills
The Reading and Spelling Skills Test was created to evaluate the reading comprehension and spelling skills of intermediate EFL students (ages 12–14). It is used to assess progress following the application of diagnostic teaching interventions as a pre-test and a post-test.

The 200–250 word narrative text "The Lost Cat" serves as the basis for the 20-mark Reading Comprehension Section. The questions assess a range of reading abilities, including as inferential reasoning, vocabulary in context, sequencing of story events, and literal comprehension (e.g., recognizing the main character and setting). In order to deduce the character's emotions and moral teachings, students are required to match language with meanings, select synonyms, and compose succinct replies. Assessing pupils' capacity to accurately sequence important events and infer meaning from context is given a lot of attention.

There are two sections to the spelling section, which is worth 20 marks as well. Students listen to and spell 10 commonly used and thematically related English words (such as "beautiful," "promise," and "search") in Part 1 (Dictation). One mark is given for each spelling that is correct. Filling in the missing letters, choosing the right spelling between two options, recognizing and fixing spelling mistakes in sentences, applying the proper suffixes (such as "-full" or "-less"), and utilizing target words in meaningful sentences are some of the spelling exercises in Part 2 (Word Completion and Correction). These tests are intended to identify learners' individual spelling issues and phoneme-grapheme misunderstanding.

With activities that support the objectives of targeted and differentiated teaching under the Diagnostic Teaching Method, the exam is designed to provide a comprehensive, diagnostic perspective of students' spelling and reading comprehension abilities.

4.1 Discussion of the Obtained Results

The validity of the hypothesis "There are no statistically significant differences between the mean scores of the experimental group, which is taught using the diagnostic teaching method, and that of the control group, which is taught using the conventional method in Achievement posttest," satisfies the study's primary objective. However, both mean scores are collected and compared in the posttest to determine whether there is a significant difference between the experimental group's and the control group's mean scores. The experimental group's mean scores were 65.97 and the control group's were 52.86, according to the results.

As seen in table (2), the calculated t-value, using the t-test procedure for two independent samples, is 3.66, whereas the tabulated t-value, is 2.00 at the level of significance (0.05) and degree of freedom (58). This implies that there is a substantial difference between the experimental group's and the control group's mean scores, and that the experimental group benefited from this difference. This indicates that the experimental group, which was taught using the cubing approach, outperformed the control group, which was taught using the conventional manner. The first hypothesis is thus disproved.

Table (2)

The Experimental and Control Groups in the Achievement Post Test

Croups	NO.	Mean	Stand	T-value		D.F	L.S
Experimental	30	65.97	15.87	Computed t-value	Tabulated t-value	58	0.05
Control	30	52.86	14.51				
				3.66	2.00		

The experimental group's mean scores on the pre-test and post-test are compared using the T-test for paired samples, which determines if there are statistically significant differences between the two tests. The results of the statistical analysis using the t-test for two paired samples show that there are statistically significant differences between the pre- and post-test mean scores, with the pre-test mean scores being 51.56 with a standard deviation of 16.67 and the post-test mean scores being 65.97 with a standard deviation of 15.87.

The computed t-value of 17.30 is greater than the tabulated t-test result of 2.04 at a level of significance of 0.05 and a degree of freedom of 29. This indicates that the mean scores of the students before and after the test differed by just a small number of statistically significant amounts. In contrast to the pre-test, the experimental group's students had the highest mean score in the pot test, proving that the hypothesis that "there are no statistically significant differences among the mean scores of the experimental group in pre-test and post-test is rejected".

Table (3)

The Mean Scores of Experimental Group in Per -Test and Post -Test

Test	Mean	Stand	Mean of diff.	Stand of diff	T-value		D.F	L.S
					Computed t-value	Tabulated t-value		

Pretest	51.56	16.67	14.42	4.99	17.30	2.04	29	0.05
Posttest	65.97	15.87						

The study reveals that using diagnostic teaching in English language learning significantly improves students' achievement compared to traditional methods. The effectiveness of diagnostic teaching can be attributed to several factors. It helps students maintain their interest in learning a language, motivates them through cooperative groups, and helps teachers create meaningful contexts for language. Because of its differentiation flexibility, teachers can assign students to groups according on their preparedness, interests, or preferred methods of learning.

Additionally, diagnostic teaching fosters creativity and self-expression, builds self-confidence, and develops students' faith in their own learning capacities. Students may interact with the material at various cognitive levels thanks to activities like describing, comparing, contrasting, analyzing, evaluating, and visualizing. Through classroom contact, diagnostic teaching also improves pupils' social skills. It offers practice in every skill, step of the teaching process, and communication style. By departing from conventional approaches and using a practical, interactive approach, it brings excitement and freshness to English courses.

In conclusion, when it comes to teaching English language acquisition, diagnostic teaching works better than conventional approaches. By examining subjects from several angles, it keeps students' attention, inspires them, and promotes deeper comprehension.

The study's findings unequivocally show that students in the experimental group, who received instruction using the Diagnostic Teaching approach, did better than those in the control group, who received instruction using conventional methods. This implies that diagnostic instruction is more successful in improving students' acquisition of the English language, especially in reading and spelling. There are a number of reasons behind the improvement. Diagnostic instruction uses meaningful language use and collaborative learning to maintain students' motivation and interest.

Teachers may modify their lessons to fit the requirements, preferences, and readiness levels of their pupils thanks to its flexible differentiation features. This approach encourages self-expression, creativity, and confidence by providing a variety of exercises that test different viewpoints and critical thinking abilities. Additionally, it supports every stage of the learning process and encourages communication and social engagement. It fosters deeper comprehension and higher-order thinking by include activities like analysis, comparison, and assessment. Diagnostic teaching's uniqueness and interaction make sessions more interesting and focused on the needs of the students, which greatly enhances their English proficiency.

5.7 Conclusion

By offering focused, customized, and scaffolded training, the Diagnostic Teaching approach dramatically improves intermediate EFL students' reading and spelling abilities. This method tackles certain linguistic and cognitive difficulties that English as a foreign language learners encounter. It builds learners' confidence and basic reading abilities. Through ongoing evaluation, mistake analysis, and customized feedback, diagnostic teaching assists students in identifying their areas of strength and overcoming challenges related to spelling, decoding, and understanding. It fosters greater linguistic engagement, active involvement, and adaptation to a range of requirements. To improve pupils' written language accuracy and meaningful text processing, the approach combines phonics, vocabulary development, and controlled spelling exercises. The approach can revolutionize the teaching of spelling and reading and is especially beneficial in classes with many languages making English more interesting and approachable.

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