

**DICTOGLOSS AS AN EFFECTIVE METHOD IN
ENGLISH LANGUAGE TEACHING**

Iman Hameed Faraj Al – Awadi¹

Abstract

The purpose of the research was to test the effectiveness of using dictogloss, as a modern learning style, in English language teaching. This research fell into two sides: theoretical and practical. Several valuable information was shown in the first side such as dictogloss procedure , advantages , principles and steps. etc. The practical side was an attempt to demonstrate the vital role of using picture dictation as an elementary step to use modern teaching style, such as dictogloss, in English language lessons to test their impact on improving learners' ability in speaking because it has been noticed that a wide range of learners faced real difficulties in speaking English even after graduation. After making tests and statistic tables , the research showed that learners' ability in speaking witnessed an obvious improvement in the four skills needed to speak English correctly (vocabulary , grammar , pronunciation and fluency). This improvement could be realized easily in the fourth tables within this research.

Key Words: Dictogloss, effective method, English language learning, English language teaching, dictogloss procedure.

ArticleHistory:

Received

04/05/2019

Received in

revised form

04/05/2019

Accepted

29/06/2019

Available online

30/06/2019

¹ Asst . Inst., University of Kufa, Faculty Of Education For Women, Imanh.alawadi@uokufa.edu.iq.
0096478021548288

SECTION ONE: DICTOGLOSS

1.1. DEFINITIONS

This research is about with Dictogloss, Dictogloss is a modern approach to dictation in which the teacher reads a short text and the learners make some notes and after that they try to rewrite the text in gatherings. Unlike traditional dictation, there is a gap between the listening and writing phases, giving learners time to think and discuss well to express the thoughts. The aim of this activity is to convey the meaning and style of the text as nearly as possible (Wajnryb, 1990:9).

Dictogloss is a teaching method intended to help E.L.L. (English Language Learners) to understand how grammar works on a text basis. it is used to uncover where their language-learner faults (and necessities) are , so that teaching can be directed more accurately towards these sides (Nassaji and Fotos, 2011: 58).

Dictogloss may be utilized with learners at almost any rank of capability, from near beginner to advanced, and it examines a wide range of grammatical knowledge in a coordinated and contextualized way. It leads learners to work together and requires them to participate in real communication. As recent trend in learning, Dictogloss encourages learners to work collaboratively and produce language forms by reconstructing a text given to them orally. The aim of a dictogloss task is not only to push learners to produce output collaboratively, but also to promote negotiation of form and meaning. (Nunan, 2010: 78)

1.2. STANDARD PROCEDURE OF DICTOGLOSS

Standard procedure shows learners' performance on most of the tests. Teachers were informed to determine whether a learner who could listen, speak, read, or write at a certain rank, would be able to perform satisfactorily in another stage. Thus, there must be three ranks of evaluation here:

- A learner of "high" rating indicated that he / she would be definitely able to perform satisfactorily.
- A rating of "mid" means that the learner would probably be able to perform satisfactorily;
- And a rating of "low" explained that the learner would clearly not be capable of performing satisfactorily (Alderson and Beretta, 1992: 93).

In a dictogloss ,however, the teacher reads a brief text at a normal pace while learners write down any information related to the content as they listen .Learners do not suppose to recur the original text ,but rather to produce a written piece that closely reflects the sense of the original and to use structures being similar to those used in the authentic text (Wajnryb ,1990 :10).

The dictogloss method can lead to oral communicative activities among learners. This communication enables them to benefit from their linguistic experiences. As P. Davis , M.Rinvoluceri note " the inside self thinking that has taken place during the dictogloss phase leads naturally into comparing experiences with other members of the group ". (Davis, Rinvoluceri, 2002: 5)

1.2.1. PREPARATION

This stage makes learners more responsive with the listening text. In listening, listeners compose meaning relying on the reciprocity between background knowledge and the new information stated in the text. Teacher's role is to facilitate this stage to learners by providing information and using familiar language. Thus, the main purpose of the preparation stage can be explained in two points:

- Giving learners a kind of topical warm-up, and
- Familiarizing the vocabulary that will be viewed in the text (Wajnryb, 1990: 11).

1.2.1.1 .TOPICAL WARM-UP

The topical warm-up is essential because it enables learners to simulate their background knowledge. This Knowledge will help listeners to interpret the message correctly. Background knowledge is shown in the human mind through sets of expectations humans have relating general concepts, actions, situations, places, etc. Scripts have a crucial role in processing human information. Introducing the topic in the teaching hall can be made by giving some questions for discussion. For instance, if listening is about drinking, teacher may ask learners to discuss questions such as: what kind of drinking do you like? How healthy are your drinking habits? Do you like to drink out or at home? And so on (Buck, 2001: 72).

1.2.1.2 .PREPARATION VOCABULARY

Major listening problems may be definitely caused by inadequate vocabulary knowledge. Learners usually face difficulties in processing acoustic output due to restricted vocabulary information and problems in the perception of audio structures. This happens when learners cannot know the items appeared in the spoken discourse or they will most likely unable to remember them in the strings of continuous speech .According to the Native speakers of any language , context can be used to form expectations on the utterances that are preferred to follow. Language learners often do not have enough linguistic knowledge, so they cannot make use of contextual redundancy exactly as that native speakers can.Vocabulary preparation is greatly influential because both lexical knowledge and background knowledge are forcibly associated. Therefore, Vocabulary strategies have three main intensions:

- Familiarizing the meaning and the form of recent words.
- Helping learners to reconstruct lexical items in the strings of continuous speech.
- Promoting productive usage of the target words needed to the reconstruction stage (Nattinger & DeCarrico, 1992: 42).

1.3. LISTENING PROCEDURE

As the Dictogloss procedure is initially presented, learners may need to hear the recording many times, they are not allowed to write anything. They just listen to get an idea about the content. The second time they can take notes.

Because of their insufficient experience, learners try to record everything, but their teachers advise them to focus on key words only which will help them to reconstruct the text. Between the second and the third listening, a short 5-minute break is given to learners to argue their notes and recognize the notes they have to focus on. Then, the third listening gives learners an opportunity to confirm the information and check their

notes if necessary. If learners have good listening capacity, it may be sufficient to only play the recording twice (Wajnrub, 1990: 15).

1.4. DICTOGLOSS STAGES

The major Dictogloss methodology comprises four essential stages:

- Warm-up when the learners get the topic and make some preliminary vocabulary work.
- Dictation which is one of the oldest techniques used to test progress in the process of foreign language learning. It is an effective language – teaching technique as it can be applicable with both small and large groups of language learners. Davis and Rinvoluceri state that " dictation is ideal for occupying mind while stimulating the unconscious into action" (Davis and Rinvoluceri, 2002: 6). First, the teacher reads the text at an ordinary speed, learners only listen to him without taking notes, then they can take partial notes. This means that every text should be read twice.
- The following stage is called "Reconstruction" in which learners work collaboratively in small sets to produce a new version of the text from their mutual references.
- Finally, learners examine and compare their text with other learners' reconstructions and also with the primary text in order to make the needed improvements. This stage is called Analysis and Correction (Storch, 1998: 110).

SECTION TWO: ADVANTAGES OF THE DICTOGLOSS METHOD

2.1. ADVANTAGES OF THE DICTOGLOSS METHOD

The Dictogloss technique has many advantages over other methods of teaching listening comprehension. First, Dictogloss is a successful method of collecting individual and group activities. The reconstruction task gives learners focus and an obvious objective, which is a pre-condition for effective group work.

Second, the Dictogloss technique encourages the improvement of the learners' communicative competence. Learner' speaking time is obviously longer than in traditional teacher- centered classrooms. At the same time, the pressure to rewrite the text within the time limit also states that learners are more likely to use time accurately.

Third, in a Dictogloss class, learners' activation is very natural. A co-operative reconstruction mission gives learners the ability to train and use all language modes and to become involve in authentic communication. (Thornton, 1999: 57).

2.2. IMPLEMENTING THE DICTOGLOSS APPROACH

There are three critical issues that teachers must take them into consideration with regard to its implementation:

1. The socio-cultural context of the learners.
2. Work-group composition and dynamics.
3. Learner's assessment.

In order to implement the dictogloss approach effectively, it is important to notice the benefits of co-operative learning. Learners are probably going to feel frustrated, if they do not realize that the dictogloss approach match their needs. (Diane Tedick, 1993: 45).

2.3. THE TARGET OF DICTOGLOSS

Several targets for using dictogloss are recognized:

1. Urging learners to use their productive grammar in their reconstructed text.
2. Encouraging learners to discover what they do and do not know about English, namely their weaknesses and strengths.
3. It expects learners to use English in their speech in.
4. Encourage learners to co-operate linguistically to produce new linguistic forms by reconstructing a text introduced to them orally.
5. Promoting negotiation of form and essence. (Nassaji and Fotos, 2011: 59).

2.4. THE VALUE OF DICTOGLOSS

(Morlanwelz and Belgium, 2000: 93) list its value as the following:

1. It encourages learners to use language as communicative means.
2. It urges learners to practise grammar in sentence context.
3. It makes a harmony between memory and creativity.
4. Learners do their best to fill the information gap between depending on their background knowledge.
5. Teaching and testing occur simultaneously.

2.5. QUESTIONS FOR DICTOGLOSS REFLECTION

Various questions can be raised regarding the dictogloss strategy:

1. To which degree have learners been encouraged to cooperate with each other to make a different result? (Housen, and Pierrard, 2005: 101)
2. Had the dictogloss made opportunities for meta talk ? And Does this Meta talk support second language learning? (Catherine Doughty& Jessica William. 1998: 88).

Other linguists may investigate other sides like:

1. What are the age groups who might make use of the dictogloss technique ? And why?
3. Which syntactic structures may challenge learners? (Swain, 1999: 92).

SECTION THREE: THE PRINCIPLES OF DICTOGLOSS IN ENGLISH LANGUAGE TEACHING

3.1. LEARNER AUTONOMY

Learner Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his / her learning and the implementation of those decisions. It has changed old methods in the language classroom and has given origin to self access language learning centers world wide such as the SALC at Kanda University in Japan. Thus, language teaching is now seen like language learning, and it has given the learner a wide range of attention in language learning education in some countries (Phil Benson, 2000: 112).

Learner autonomy is very important in learning a new language. It is essential that the learners investigate the language for themselves, with a little guidance from their teacher so that they can fully understand it (Holec, 1981: 88).

In Dictogloss learners reconstruct the text on their own after the teacher has read it aloud to them just twice at normal speed, rather than the teacher reading the text slowly and repeatedly. Also, they have to help each other to develop a joint reconstruction of the text, rather than depending on the teacher for all the information thus, other dimensions in language teaching can be seen here:

- (a) Requesting for a break in the dictation.
- (b) Selecting the topics of the texts.
- (c) Stating the text.
- (d) Giving their impressions about the text (Swain, 1998: 95).

3.2. COOPERATION AMONG LEARNERS

In Dictogloss, each two to four learners work together in groups. Further more, they have the ability to evaluate the status of the group, perhaps, how they could work more effectively in the future. (Storch, 2013: 114).

3.3. CURRICULAR INTEGRATION

According to the dictogloss method, learners can be considered the centre of the process, i.e. The teacher just simplifies the process of learning instead of being its centre. Thus; learners have the ability to choose the topics they want to learn. (James, 2005: 120).

Selecting texts can be an effective device to accomplish the Curricular Integration. For example if the aim is to integrate language and Geometry, giving learners an opportunity to acquire geometric vocabulary, teachers can use geometric texts for the dictogloss. In this way, dictogloss enforces the relations among sciences. This is on one hand. On the other hand, the dictogloss strategy promotes the integration within language curriculum, as all four language skills (reading, writing, listening and speaking) (Jacobs, 2003: 9).

3.4. DIVERSITY

It may be said that the term 'diversity' has various meanings. In the methodology of dictogloss, diversity be stated clearly as follows:

- The various notes that learners working on in dictogloss.
- The second supposed meaning of this term can come from the idea that many learners may have different possibilities. Those possibilities may lead them to play different roles within their teams. (Gardner, 1999: 80).

3.5. THINKING SKILLS

The nature of dictogloss procedure activates thinking skills through:

1. Giving learners opportunity to think critically about what is read. This happens by discussing ideas in the reconstruction task.
2. Thinking skills can come into play as learners analyze their reconstructed text, contrast it to the original (Buck, 2011: 75).

3.6. ALTERNATIVE ASSESSMENT

The teachers' duty not only to determine and correct the linguistic mistakes of learners, but also to comment on their mistakes, analyze certain comprehension and production problems and to give suggestions for improvement. In addition to assessing the language learners' spelling and listening skills, and develop their reading skills. Dictogloss procedure activities where the language learners compare their version of the text to the original one can increase their critical awareness (Richards, 2009: 69).

Some neglected aspects of language may be found as well as some mistakes, such as spelling errors, misunderstood words, the third person singular s, absence of articles, incorrect tense forms etc. Concentrating on measuring language acquisition out of context e.g., by examining dexterity via single words or isolated sentences rather than whole texts can be considered as a controversy point which have been raised about assessment measures in second language education. (Ghaith, 2002: 28).

SECTION FOUR: VARIATIONS OF DICTOGLOSS

4.1. DICTOGLOSS NEGOTIATION

In Dictogloss Negotiation, learners argue what has read part after part, i.e., after each section of the text. Any section may consist of one sentence or longer, relying on the complexity of the text in relation to learners' capability level. This process comprises the following notes:

- 1- In the first reading, each learner sits near his / her partner face – to – face in order to encourage the process of discussion.
- 2- During the second reading, the teacher stops reading per each sentence, two or a paragraph. During this break, learners argue but do not write what they heard.
- 3- One member of each pair composes the pair's reconstruction of the text section. This activity happens with each section of the text.
4. Learners compare their notes with the original. (Nunan, 2010: 80).

4.2. STUDENT-CONTROLLED DICTATION

In Student - Controlled Dictation, the teacher can be regarded as a tape recorder. That is to say, learners can request their instructor to stop, go back, i.e., rewind, and skip ahead, i.e., back to the beginning. However, they definitely know that the goal of Dictogloss is the creation of an appropriate reconstruction, not a photocopy. This is the meaning of this variation concisely (Diane Tedick, 2001:55).

4.3. STUDENT-STUDENT DICTATION

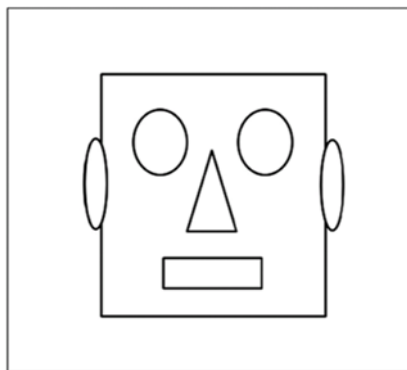
Student-Student Dictation can be applicable after realizing all the principles of the standard Dictogloss procedure. Here the text is divided into four or five sections. Those sections are distributed to all learners. Thus, in a class of 28 learners and a text divided into four sections, seven learners would have the first section, seven the second, etc. Then each group of learners read tries to understand its section. To some extent, the text may be challenging. In this case, learners of the same section can initially meet with learners of other groups to read and discuss the meaning. In this type of dictation, all the steps of standard dictogloss procedure are achieved (Rod, 2003: 66).

4.4. ELABORATION DICTOGLOSS

In Elaboration Dictogloss, learners have the ability to improve the text, not only to reconstruct what they hear. Learners begin to reconstruct the text after taking notes on the text. Then, they add elaborations such as adding adverbs and adjectives, personal experiences, facts as well as and causes and effects (Airey, 2002 : 110).

4.5. PICTURE DICTATION

Picture dictation can help teachers to check whether language learners understand the listening test. In picture dictation, learners are asked to draw or complete a picture based on what their teacher reads to them. This is an interesting way to consolidate students' learning of the target vocabulary and language items. The teacher has to be sure that enough time is given to learners to finish drawing one object before moving to another.



In the picture above, while listening to the descriptions about the mask of a clown, pupils have to draw the eyes, ears, mouth and nose which are of different shapes (e.g. circles, triangles). Through drawing the different facial features on the mask, pupils demonstrate their understanding of the different shapes they have learnt (Broughton, 1998: 70).

4.5.1. PROCEDURE

- Telling learners that they will do a picture dictation, that as a teacher, you will describe a picture to them and that they have to listen and draw what they understand on papers.
- You then characterize a simple and easy drawing picture to them in order to draw it.
- It preferable to characterize one thing at a time patiently and to recur each description for two or three times.
- It is necessary to give learners sufficient time to finish drawing the first object before moving onto the next one. (Broughton, 1998: 72).

4.5.2. PICTURE DICTATION : ADVANTAGES & DISADVANTAGES

There are some advantages and disadvantages of using picture dictation in class activity. The advantages of Picture Dictation are:

- (1) Learners can contribute to classes practically by bringing material like books, songs, articles ,etc. ;

- (2) Learners have the constant attention of their teacher as they can listen to and speak more English than they might in a group situation;
- (3) They can become better learners through learner training with their teacher;
- (4) Their weaknesses and strengths are addressed more consistently and fully without the competition of other students for the teacher's time;
- (5) There are less time constraints so they can go at their own pace and not feel pressured by the progress of other students.

Then, the disadvantages of Picture Dictation are:

- (1) It may not be easy to measure progress without other members to compare with and the possible lack of a syllabus;
- (2) If a teacher lacks the confidence to experiment with change of pace and type of activity, the lesson can become monotonous.
- (3) There can not be a time for individual study. They might not have enough time as they would have in a group;

4.5.3. TEST METHOD

In this test , the researcher tried to apply picture dictation into a group of learners at Al – Qadisiyah Secondary School / Forth Grade in order to know its impact on improving their speaking ability . Twenty learners were tested monthly for four times after using picture dictation as a teaching technique. Their degrees are stated by using statistical tables showing the percentage score of the major forth items that are necessary to every learner to speak any language , not only English .

An outstanding development has shown in speaking ability from the first test as a result of using this technique. The mean score of vocabulary items was 34.5 in the first test and became 40.25 in the second test. Also in the first test, the mean score of grammar was 29.25 became 40 in the second test. Then, pronunciation items, learners' score from first test to the second was 33.5 became 38. 5. Finally, learners' speaking accuracy and fluency, their score also increase from 29.5 became 34. The scores increases more and more in the following two tests.

4.5.4. RESULT AND DISCUSSION

Table 1 The First test (Elementary)

	Scores (s)	Frequencies (f)	Mid marks (xi)	fxi
Vocabulary	20 – 30	9	25	225
	30 – 40	5	35	175
	40 – 50	4	45	180
	50 – 60	2	55	110
	60 – 70	0	65	0
	70 – 80	0	75	0
	80 – 90	0	85	0
	90 – 100	0	95	0
			20	Mean Score : 34.5 %

Grammar	Scores (s)	Frequencies (f)	Mid marks (xi)	fxi
	20 – 30	8	25	200
	30 – 40	4	35	140
	40 – 50	3	45	135
	50 – 60	2	55	110
	60 – 70	0	65	0
	70 – 80	0	75	0
	80 – 90	0	85	0
	90 – 100	0	95	0
		20	Mean Score : 29 . 25 %	
Pronunciation	Scores (s)	Frequencies (f)	Mid marks (xi)	fxi
	20 – 30	10	25	250
	30 – 40	6	35	210
	40 – 50	2	45	90
	50 – 60	1	55	55
	60 – 70	1	65	65
	70 – 80	0	75	0
	80 – 90	0	85	0
	90 – 100	0	95	0
		20	Mean Score : 33.5 %	
Fluency & Accuracy	Scores (s)	Frequencies (f)	Mid marks (xi)	fxi
	20 – 30	15	25	375
	30 – 40	2	35	70
	40 – 50	2	45	90
	50 – 60	1	55	55
	60 – 70	0	65	0
	70 – 80	0	75	0
	80 – 90	0	85	0
	90 – 100	0	95	0
		20	Mean Score : 29 .5 %	

Table 2 The Second test

Vocabulary	Scores (s)	Frequencies (f)	Mid marks (xi)	fxi
	20 – 30	4	25	100
	30 – 40	6	35	210
	40 – 50	3	45	135
	50 – 60	4	55	220
	60 – 70	1	65	65
	70 – 80	1	75	75
	80 – 90	0	85	0
	90 – 100	0	95	0
		20	Mean Score : 40 . 25 %	
Grammar	Scores (s)	Frequencies (f)	Mid marks (xi)	fxi
	20 – 30	6	25	150
	30 – 40	6	35	210
	40 – 50	3	45	135
	50 – 60	3	55	165
	60 – 70	1	65	65
	70 – 80	1	75	75
	80 – 90	0	85	0
	90 – 100	0	95	0
		20	Mean Score : 40 %	
Pronunciation	Scores (s)	Frequencies (f)	Mid marks (xi)	fxi
	20 – 30	9	25	225
	30 – 40	4	35	140
	40 – 50	2	45	90
	50 – 60	2	55	110
	60 – 70	2	65	130
	70 – 80	1	75	75
	80 – 90	0	85	0
	90 – 100	0	95	0
		20	Mean Score : 38.5 %	
Fluency & Accuracy	Scores (s)	Frequencies (f)	Mid marks (xi)	fxi
	20 – 30	13	25	325

	30 – 40	2	35	70
	40 – 50	2	45	90
	50 – 60	1	55	55
	60 – 70	1	65	65
	70 – 80	1	75	75
	80 – 90	0	85	0
	90 – 100	0	95	0
		20	Mean Score : 34 %	

Table 3 The Third test

Vocabulary	Scores (s)	Frequencies (f)	Mid marks (xi)	fxi
	20 – 30	2	25	50
	30 – 40	3	35	105
	40 – 50	2	45	90
	50 – 60	6	55	330
	60 – 70	3	65	195
	70 – 80	3	75	225
	80 – 90	1	85	85
	90 – 100	0	95	0
		20	Mean Score : 54 %	
Grammar	Scores (s)	Frequencies (f)	Mid marks (xi)	fxi
	20 – 30	3	25	75
	30 – 40	3	35	105
	40 – 50	2	45	90
	50 – 60	2	55	110
	60 – 70	4	65	260
	70 – 80	4	75	300
	80 – 90	1	85	85
	90 – 100	1	95	95
		20	Mean Score : 56 %	
Pronunciation	Scores (s)	Frequencies (f)	Mid marks (xi)	fxi
	20 – 30	0	25	0
	30 – 40	3	35	105

	40 – 50	3	45	135
	50 – 60	6	55	330
	60 – 70	3	65	195
	70 – 80	3	75	225
	80 – 90	1	85	85
	90 – 100	1	95	95
		20	Mean Score : 58.5 %	
Fluency & Accuracy	Scores (s)	Frequencies (f)	Mid marks (xi)	fxi
	20 – 30	2	25	50
	30 – 40	2	35	70
	40 – 50	2	45	90
	50 – 60	7	55	385
	60 – 70	3	65	195
	70 – 80	2	75	150
	80 – 90	1	85	85
	90 – 100	1	95	95
		20	Mean Score : 56 %	

Table 4 The Forth test

Vocabulary	Scores (s)	Frequencies (f)	Mid marks (xi)	fxi
	20 – 30	0	25	0
	30 – 40	0	35	0
	40 – 50	1	45	45
	50 – 60	1	55	55
	60 – 70	7	65	455
	70 – 80	7	75	525
	80 – 90	2	85	170
	90 – 100	2	95	190
	20	Mean Score : 72 %		
Grammar	Scores (s)	Frequencies (f)	Mid marks (xi)	fxi
	20 – 30	0	25	0
	30 – 40	0	35	0
	40 – 50	2	45	90
	50 – 60	3	55	165
	60 – 70	6	65	390

	70 – 80	6	75	450
	80 – 90	2	85	170
	90 – 100	1	95	95
		20	Mean Score : 68 %	
Pronunciation	Scores (s)	Frequencies (f)	Mid marks (xi)	fxi
	20 – 30	0	25	0
	30 – 40	0	35	0
	40 – 50	3	45	185
	50 – 60	2	55	110
	60 – 70	5	65	325
	70 – 80	5	75	375
	80 – 90	3	85	255
	90 – 100	1	95	95
	20	Mean Score : 67.25 %		
Fluency & Accuracy	Scores (s)	Frequencies (f)	Mid marks (xi)	fxi
	20 – 30	0	25	0
	30 – 40	0	35	0
	40 – 50	0	45	0
	50 – 60	2	55	110
	60 – 70	5	65	325
	70 – 80	6	75	450
	80 – 90	4	85	340
	90 – 100	3	95	285
	20	Mean Score : 75.5 %		

The first table above showed us the scores of the first (elementary) test. This table represented learners' performance before using the dictogloss technique. The scores were very poor and all the learners had problems in speaking as the researchers supposed. Therefore, the teacher tried to utilize a new technique in his class to reduce learners' problems.

The tables 2, 3 and 4 above clearly illustrated learners' speaking achievement (vocabulary, grammar, pronunciation, fluency and accuracy) .The data of these tables showed us that after giving learners' classes of "Picture Dictation", their conversation grades became quite better .The mean scores changed progressively from twenties to sixties or even seventies. To achieve the aim of the research, there were still needed 25% or around five students who could pass the criteria.

SECTION FIVE: CONCLUSION

5.1. CONCLUSION

Theoretically, dictogloss is a teaching technique that can leave a strong impact on learners both in cognitive and effective domains. English learners, for example, can have positive reactions towards group working to perform a common goal. This technique encourages those learners to communicate and collaborate together by using the target language because they have no other way to communicate to complete the task.

Relating to the practical side of the research, the researcher concluded that learners' speaking ability had significantly developed after being taught by picture dictation. The researcher chose to investigate the effect of picture dictation, as a first gradual step before applying dictogloss, on speaking to indicate its importance as a major means of communication and also to know why English language learners may face some difficulties to speak English well. Several reasons may stand behind those difficulties such as lesson monotony, vocabulary lack as well as low self- confidence.

The regular use of picture dictation technique in English language lessons reduced some of pronunciation mistakes , increased learners' vocabulary and gave them a great deal of self-confidence to speak English without any hesitation . Thus, this research proved enough that learners' performance could be promoted by using modern learning styles.

5.2. RECOMMENDATIONS

The researcher would like to mention some suggestions as well as the following recommendations:

1. More research about dictogloss have to be made as a modern teaching style.
2. From a practical point of view, the researcher suggested to use picture dictation, as a first step followed by using dictogloss as a modern style, in English language lessons because this technique was very effective to teach speaking inside classrooms especially with hesitated and less motivated students.
3. Teachers have to be aware of the strength and the weakness of picture dictation technique. This technique was very successful in capturing students attention and reducing their boring whereas the weakness lies in the idea that many things must be prepared by teachers before coming to studying hall such as interesting pictures carrying innovated ideas .

REFERENCES

- Airey, J., (2002). English Teaching Professional. Retrieved from: <http://www.etprofessional.com>. [Accessed at 15th, March, 2018]
- Alderson & Beretta ,(1992). Evaluating Second Language Education. Cambrige: Cambridge University Press.
- Broughton, M. (1998). Modern Teaching Styles. Oxford: Oxford University Press.
- Buck, (2011). Thinking Theories of Teaching Skills, University of Colorado Boulder.
- Doughty,C., & William , J., (1998). Focus on Form in Classroom Second Language Acquisition. Cambridge: Cambridge University Press.
- Davis, R. (1988). Dictation: New Methods , New Possibilities. Cambridge: Cambridge University Press.
- Ellis, R. (2003). Task – Based Language Learning and Teaching. Oxford: Oxford University Press.

- Gardner, H., (1999). *Intelligence Reframed: Multiple Intelligences For The 21st Century*. New York: Basic Books Press.
- Ghaith, G . M. (2002). Using Cooperative Learning to Facilitate Alternative Assessment. *English Teaching Forum*, 40(3), pp. 26 – 31.
- Holec, H. (1981). *Autonomy And Foreign Language Learning*. Oxford: Oxford University Press
- Jacobs, G. (2003). *Combining Dictogloss and Cooperative Learning To Promote Language Learning. The reading Matrix*.
- Morlanwelz & Belgium, (2000). *English Teaching Methods*. Oxford: Oxford University Press.
- Nassaji, H. & Fotos, H. (2011). *Teaching Grammar In Second Language Classrooms: Integrating Form – Focused Instruction In Communicative Context*. NY: Routledge.
- Nattinger . J. & DeCarrico J. (1992). *Lexical Phrases And Language Teaching* . Shanghai Foreign Language Education Press .
- Nunan , D. , (2010) . *The learner – Centered Curriculum* . Cambridge: Cambridge University Press .
- Phil, B. (2000) . *Autonomy as a learners' and a teachers' right. Future directions* , Longman .
- Richards , J. C. and Renandya , W. A . (2009) . *Methodology in Language Teaching* . Cambridge: Cambridge University Press .