An-Najah National University
Faculty of Graduate Studies

The Impact of Applying Dictogram Strategy on Improving Students' Writing Skills from Teachers' Perspectives in Jenin's City Schools

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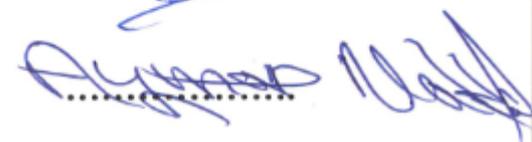| **Defense Committee Members**	**Signature**
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Dedication

This research is dedicated to:

The sun and the moon in my sky: my beloved father Wa'el and my sweetie mother Salma for all the love, support, sacrifices and encouragement they have given me from the time I was a child until now.

My way companion, my other half and my life partner (Amer).

My cute little angel (Emran).

My shining stars my brothers (Saleh & Muhammed) and sisters (Mayar & Maryam); I love them more like a mother than a sister.

My soul mate friends (Muna & Hadeel) who were always there to encourage and support me in my way.

All the people who helped and supported me with the best they can until reaching this point of my life, I dedicate this thesis.

Acknowledgement

In the Name of Allah, the Most Merciful, the Most Gracious.

All praise be to Allah Almighty, who provided me with determination and strength to be where I am today. I am so thankful and I feel blessed with going through all my achievements that would not be done without Allah guidance and blessings.

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I would like to thank my friends specially "Muna" who was more like a sister to me.

And last but not least, I would like to thank everyone who provided me with support during my university trip, even if it was unpretentious support.

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الإقرار

أنا الموقعة أدناه، مقدم الرسالة التي تحمل العنوان:

أثر تطبيق استراتيجية الاملاء الانشائي بالرسم التوضيحي على تحسين مهارات الكتابة عند الطلاب من وجهة نظر المعلمين في مدارس جنين

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The Impact of Applying Dictogram Strategy on Improving Students' Writing Skills from Teachers' Perspectives in Jenin's City Schools

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Declaration

The work provided in this thesis unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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Abstract

This study found out the impact of implementing Dictogram strategy on improving writing skills of public school students from the perceptions of English language teachers in Jenin. This is because writing skills are paid less attention in the classroom; moreover, teachers need to adopt new strategies and methods in teaching writing.

In order to achieve the objectives of the study and find out teachers' perceptions regarding the teaching of English writing, and the efforts made to improve student outcomes, a descriptive-analytical approach was used. A questionnaire was prepared and distributed to 161 English language teachers in Jenin governorate. Data for this questionnaire were analyzed using SPSS program.

The results showed that teachers agreed that using Dictogloss strategy could improve students' teamwork and improve vocabulary. The results also showed a significant agreement among teachers on the importance of writing skills, and they found that the level of writing skills of most students is average and below average. Moreover, the results indicate that the time available for teachers to teach writing skills in English for students is

insufficient. The results also showed teachers' dissatisfaction with English language curriculum, as teachers agreed that the current textbooks are not equipped with appropriate teaching methods to improve students' writing skills. Results of statistical analysis showed that teachers are aware of this strategy and nearly (85.1%) of respondents have used it. However, according to most teachers (96.9%), Dictogram needs extra time to apply in the classroom.

The study recommended that teachers are advised to adopt new learning strategies or enhance pre-existing strategies that help students store new lexical elements in their forms and meanings in the their mental dictionary to enable them to memorize these elements and use them accurately in their writings.

Chapter One

Introduction and Theoretical Framework

Chapter One

Introduction and Theoretical Framework

1.1 Introduction

Language is a non-instinctive human phenomenon for communicating emotions, ideas, and desires through a system of phonemic and idiomatic symbols (Sapir, 1921). It performs four essential functions: expressive function, call function, reference function, and communicative function (Jakobson, 1987). It serves three roles: communicating and interacting with others, facilitating thought processes, and facilitating information recall processes outside the range of memory stocks (Klein, 1986).

Children in Palestine grow up speaking Arabic with their families, but they face English as a foreign language upon entering school. It is introduced as a foreign language taught according to a program and different classroom activities, but unfortunately, students' degree of linguistic proficiency remains very limited (Ublaila, 2018).

The learning of English as a second foreign language gives a special feature to learners, enabling them to communicate with people wherever they go. The English language has become the global language of science and knowledge and one of the most critical languages for communication between people. Therefore, the demand for learning it is increasing day by day.

Besides, it has become a must for everyone who wants to upgrade his/her educational or professional level. S/he then should learn and master the English language in order to be able to keep pace with the rapid development in the world today. The English language is the official language in 53 countries, and more than 400 million people speak it worldwide. Furthermore, it is considered a second /foreign language that is widely taught (Al-Saidat, 2009).

One of the most important objectives of the Ministry of Education in Palestine is to develop English language level among its students to build a developed country capable of keeping pace with rapid global change. The Palestinian Ministry of Education gives great importance to teaching English as an essential subject in grades 1 to 12.

The Ministry of Education has divided the objectives of teaching English into three stages according to the group of students. The objectives of the first group of the lower classes (1 to 4) are to create feelings of pleasure and appreciation of their first experience of a foreign language and to build confidence in the use of the foreign language providing young students with basic knowledge of English, in addition to enhancing the ability to understand and react to what is read and listened to and develop copying and writing skills.

While the goals for the second group the basic upper classes (5-10) allow students to understand, interpret and appreciate texts of different genres on a variety of subjects, develop awareness and limited mastery of reading micro-

skills (for example, skimming, scanning, guessing meaning from context, etc.), develop the ability to exchange and convey ideas, develop social interaction and communication skills, enhance the ability to produce texts guided/controlled writings, to develop awareness and appreciation of the English language culture and to develop high-level thinking skills.

What has been learned in secondary grades (11,12) is to give emphasis on the previous grades (1-10), such as exposing students to learning experiences and opportunities to enable them to comprehend, interpret and appreciate written texts of different genres on different topics, refine the use of reading micro-skills, develop an awareness of stylistic techniques and variations in written and oral texts. Moreover, develop the ability to evaluate texts, ideas and arguments critically, exchange ideas, convey interactionally, develop social interactions and usage of the language appropriately, develop the ability to produce creative academic and functional writing, and read texts. Moreover, Understanding and appreciating cultural attitudes and values, develop high order thinking skills and cognitive and metacognitive strategies, and develop test-taking skills (Ministry of Education, 2015).

Writing is an essential language skill for students who need to learn English as a foreign language. Writing skill is ordered the last according to its ranking among the rest of the skills; it comes after the skill of reading because it is related to it (Khaled, 2016). The ability to write in English enables students to transfer messages or ideas to readers around the world (Brown, 2007). Therefore, there is an urgent need to provide students with writing skills in

English to help them be more competitive in this modern era (Sabaruddin, 2019).

The data consistently shows that ESL students at all levels score lower in writing compared to any other field. Writing is the last area of second-language learning to be fully developed. Researchers (Cole & Feng, 2015) have found many reasons for this problem, an essential part of how they feel themselves as writers. Becoming a competent English writer is a problem for many ESL students because they believe that they cannot write English. This is becoming more important at the higher levels of primary school and beyond. To ensure students' excellence in writing, new and innovative teaching methods must be adapted. Current methods do not bring these students to the level of skill expected from them (Cole & Feng, 2015).

To make the process of teaching and learning of writing more comfortable, some researchers such as Brown (2001) and Ferris, Hedgcock, & S. Hedgcock (2005) presented a set of principles for designing written instructions. These principles include, but are not limited to, incorporating good authors' various practices, such as emphasizing a primary idea, public awareness, preparedness, request, and use of comments.

Dictogram is a reasonably recent instruction technique, introduced by Wajnryb and Maley (1990). Firstly, it combines traditional dictation with the integration of form and meaning. It is an effective way to improve English writing skills as a foreign language (Pertiwi, 2018).

The researcher defines the Dictogram strategy as a new method in which the teacher reads a text and takes notes to prepare for rebuilding the text. The teacher gives students time to discuss and organize their ideas to rewrite a meaningful text.

Stewart et al. (2014) indicated that Dictogram allows learners to integrate the four skills through self-instruction and peer-evaluation. This procedure also helps teachers determine whether they need to change educational designs or guide learners by using or adapting tactics that facilitate individual learning tracks.

Several researchers in this field (Bataineh & Bani Younis, 2016) revealed a significant effect for Dictogram on teachers' strategies of teaching writing and students' writing performance. They confirmed that Dictogram offers several potential benefits as it integrates individual and group activities to enable students to learn from each other. It also incorporates follow-up activities that involve teachers and students discussing the similarities and differences between the original and reconstructed versions of the text and the language used in its expression. This encourages the use of genuine exchanges and motivates students to participate more in the language teaching/learning process, potentially promoting their expression and argumentative skills. Also Pertiwi, Ngadiso, & Drajati (2018) recommended that the English teacher apply Dictogram to the writing activity to promote effective teaching of writing skills and improve students' writing skills.

Hence, after the researcher noticed the positive results of the experience of using the Dictogram strategy to improve writing skills among students in different stages and populations, the present study attempts to explore how Dictogram strategy can impact EFL students' achievement and performance. In so doing, the researcher will try to explore the issue from the teacher's perspectives.

1.2 Statement of the problem

Despite the importance of the writing skill, it does not receive enough attention as needed. Regrettably, there is a greater focus on some skills than others since teachers at their classes focus more on reading, vocabulary, and grammar. In addition, the majority of students face difficulties in writing skills since it is not a random skill. Writing requires special instructions and rules, and students must be aware of those rules and instructions to give the target message. Therefore, teachers must implement new methods, strategies, and techniques that enable students to learn writing language skills effectively; thus, this study will point out the impact of applying the Dictogram strategy on improving students' writing skills in Jenin's city public schools from the English teachers' point of view.

1.3 Objectives of the Study

The study sought to achieve the following objectives:

1. Investigate the impact of implementing the Dictogram strategy on improving writing skills of students in public schools in Jenin.

2. Find out the level of awareness of Jenin public school teachers towards the Dictogram strategy usage.

3. Determine Jenin public school teachers' perspective towards the Dictogram strategy usage in their classes.

4. Investigate and study the current curriculum of teaching writing skills.

1.4 Questions of the Study

The Study sought to answer the following questions:

1. What is the potential impact of the Dictogram strategy on teachers' pedagogical practices towards teaching English writing from teachers' perspective?

2. How do teachers perceive the use of Dictogram strategy in teaching writing?

3. What is the level of teachers' awareness of the Dictogram Strategy?

1.5 Hypotheses of the Study

The study sought to test the following hypotheses.

1. There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of teachers' perceptions towards teaching English writing in terms of gender, age, years of experience, qualifications, number of training courses and teaching grade level.

2. There are no statistically significant differences at the level (α≤ 0.05) in teachers' awareness towards using the Dictogram strategy in terms of sex, age, years of experience, qualifications, number of training courses and teaching grade level.

3. There is no statistically significant relationship at the level (α≤ 0.05) between using the Dictogram strategy and student writing level as perceived by English teachers in Jenin city.

1.6 Significance of the Study

It is hoped that this study will:

1. Demonstrate the Dictogram strategy's utility for both teachers and students, increasing teachers' awareness of using different teaching writing methods.

2. Focus on cooperative learning since students have to discuss what they write and cooperate to produce a complete writing text.

3. Emphasize the importance of teaching students writing competencies as an essential skill.

4. Help teachers adopt new methods that make teaching English writing more effective, communicative, and interactive.

5. Draw the attention of supervisors to the importance of selecting new methods to be used in teacher training courses and workshops and encouraging participation in other researches.

6. Draw decision makers' attention to new methods to develop students' listening skills, dictation, and self-evaluation.

7. Encourage the conduct of new research and more field studies to measure the effectiveness of these methods in teaching the ability to write.

8. Be beneficial to teachers, students and curriculum designers.

1.7 Limitation of the Study

1. Human limitation: the study will be applied to Jenin English teachers.

2. Locative limitation: the study will be applied in Jenin's city public schools.

3. Temporal limitation: the researcher will conduct the study in 2020/2021.

4. Topical limitation: the study will investigate the effectiveness of applying the Dictogram strategy on improving students' writing skills in Jenin's city public school from the English teachers' point of view.

1.8 Definition of terms

Dictogram "Dictogloss" strategy:

Smith (2012) states, "Dictogloss, in which listening is the input that is the material, speaking is the communication tool, and writing is both the input and the output, or the product, is a collaborative task that promotes communicative competence through the use of all four skills (listening, reading, writing, and speaking) while primarily shining a light on grammar".

Operational definition of Dictogram strategy

The researcher defined it as a new method in which the teacher reads a text and students take notes in preparation for rebuilding the text. The teacher gives students time to discuss and organize their ideas to rewrite the meaningful text.

Writing skills

According to Aria (2012), writing skills are those abilities that enable the writer to organize the message mentally and translate his thought and ideas into meaningful writing. Those skills enhance the writers' independence, creativity, and comprehensibility.

The researcher defines writing skills as a complex cognitive process of thinking and creating ideas, organizing them into good paragraphs, reviewing and editing the draft to produce the final product.

1.9 Summary

The first chapter attempts to identify the study problems that aim to investigate the impact of applying the strategy of Dictogram on improving the writing skills of students in public schools in Jenin from the viewpoint of English language teachers.

It also includes the hypothesis, objectives, and significance of the study. Moreover, it includes definitions of terms, limitations, and procedures for the study.

Chapter Two

Literature Review

Chapter Two

Literature Review

2.1 Introduction

This chapter describes the theoretical framework of the study and consists of three sections. In the first part, the researcher reviews the concept of both the Dictogram (Dictogloss) strategy and writing skills and deals with each of them in some detail. In the second section, the researcher shows the relationship between the two variables, deals with many previous studies for each of them, and includes studies that deal with the two variables. The third section concludes this chapter by commenting on previous studies.

2.2 Concept of Dictogram "Dictogloss" strategy

2.2.1 Definition of Dictogram strategy

Dictogram or in other words "Dictogloss strategy" is a dictation-based task, presented by Ruth Wajnryb in 1990 as one of the most effective and fun ways to understand English grammar, leading to higher accuracy in language use. The value of Dictogloss lies in its interactive approach to language learning, as rebuilding the text promotes negotiation of both meaning and shape. Dictogram strategy is thus a collaborative endeavor that forces learners to participate in the learning process actively. By engaging the active learner, students encounter their strengths and weaknesses in using the English language, discover what they do not know, and then discover what they need to know (Wajnryb, 1990).

Lim & Jacobs (2001) and Storch (1998) stated that Dictogloss strategy is a considerable skill and has a systematic activity. Students can practice listening, speaking, and then writing depending on their knowledge of semantic, syntactic, and discourse systems of the target language to finish the task.

Dictogram or Dictogloss is a collaborative task which includes the four main English learning skills (listening, reading, writing and speaking), in addition to enhancing communicative competencies while at the same time focuses on grammar (smith,2012).

2.2.2 Steps of Dictogram strategy

Wajnryb (1990), Wajnryb & Maley (1990) mentioned four phases to conduct the strategy as follows:

Preparation stage, teachers, must Prepare the text that students will listen to by reviewing, brainstorming suggestions in each lesson so that students are prepared for the topic and make them more receptive to listening in the second stage. People listen more effectively when they can anticipate what they will hear. This arouses their interest in the topic and motivates them to participate personally in the discussion. After that, students prepare the text's vocabulary in each unit. Moreover, students must be taught vocabulary in advance if the teacher suspects that these vocabularies are unknown by his/her students or difficult to infer them. Then ensure that students know

what they are expected to do at every stage of the procedure. Finally, classify students into groups before dictation begins.

Dictation stage, here the teacher should read twice with the usual spoken speed, as the students listen for the first time and write nothing. The second time, students should take notes while listening, and they should be encouraged to write words that help them compile the text in the subsequent rebuilding stage. These words are words of content or information, for example (farmer, sale, and horse) that serve as signs to remember – those words that refer to something taught.

Once the spelling is complete, students who work in groups begin collecting their notes and building their text. It will be helpful if each group has a writer by him; all suggestions are made in the group discussion are direct to the group upon completion. Then, the group checks the text for rules of language, textual coherence, and sense. The teacher's role in the meantime is to monitor the activity but not to provide any actual language inputs. Rather, s/he facilitates the fourth stage, "error analysis and correction." It helps to anticipate the problem of errors. If the group's text is full of grammatical errors, it is difficult in the fourth stage to focus on the main activity. To avoid this, the teacher in the rebuilding stage should point out some errors in the groups' texts during the formulation

Finally, the analysis and correction stage when learners analyze and compare their text with the texts reconstructed by other groups. Differences in the texts are discussed, compared to the original text, and the necessary

corrections are observed. There are different methods for this procedure; teachers can conduct this session in their preferred way. Alternatively, the blackboard is used to write students' texts on, so that everyone can read and discuss them. The projector could be another choice as well.

Maxom (2014) confirmed that Dictogram is one of the dictation activities that could be actively adopted to develop the four skills of English as follows: Teacher presents what will be given to students, explains the vocabulary items after that teacher plays the record and students listen to, teacher plays the recorder again, Then, Students write their notes separately, Teacher divide the students into groups, and makes groups (students) compare their writing with the original one.

2.2.3 Advantages of Dictogram

Viker (2012) noted that Dictogloss creates a real reason for effective communication and cooperation among students aiming to gather as much information as possible to complete the construction of the text. It also enables shy students feel comfortable as the activity requires the cooperation of a group of students. Therefore, Dictogloss is an excellent solution to deal with groups with mixed abilities.

Smith (2012) indicated that the cooperation and active interaction result from the use of Dictogloss is that one that makes it different from spelling. Collaboration in rebuilding the text enhances both negotiations of meaning and form and makes students reflect on their outputs. Vasiljevi (2010) noted

that this activity provides students with a sense of achievement and responsibility, encourages them to think about the language learning process and how to deal with it more effectively. Shin et al. (2016) and Jingjing's (2008) study also confirmed the effectiveness of Dictogloss to promote meaningful interaction between learners and their awareness of targeted grammatical structures; focus on the basic Vocabulary for understanding original texts and the ability to rebuild them (Husseinali, 2013).

Peter's Study (2013) and Jibir-Daura (2013) addressed the effectiveness of using Dictogloss to improve understanding of listening and retaining spoken English language inputs for English learners as a foreign language. Stewart et al. (2014) noted that Dictogloss allows learners to integrate the four skills through self-memorization and peer-assessment. This procedure helps teachers determine whether they need to change educational designs or guide learners in adapting tactics that facilitate learning individual tracks.

 However, without proper preparation to help students understand the original text, the result of students' interaction and negotiation may be constrained (Nabei, 1996). Johnson & Johnson (1994) also indicated that when simply placing students in groups and assigning them a Dictogloss assignment, that may often not result in familiar levels of success. Lim & Jacobs (2001) said that second language teachers need to think carefully about the type of preparation students may need to reap collaboration benefits.

2.2.4 Tips for using Dictogram

Teachers should choose a short text, as this helps with memorization, as well as using familiar words known to students. Learners may write similar text with the same meaning but with different synonyms (Maxom, 2014). Teamwork is a must here, and the formation of groups should be under the teacher's supervision because he knows the level of his students well (Sahabuddin, 2018). Moreover, the teacher should carefully explain and ensure that students understand before forming groups, and he should consider whether the students in the group do not know each other. They should spend some time letting them get to know their colleagues before starting group work, and the teacher should allow groups to work in the way that suits them, provide assistance to them when necessary, answer their questions, watch what happens carefully, and keep calm during group work. Finally, after the group work is over, the teacher should ask the students what they discussed, check the texts, clarify any questions students have, review errors, and explain some examples of how they work (Joseph, 2008).

2.3 Writing Skills

2.3.1 Definition of Writing Skills

Language is a primary function of every person's life. It is the primary means of communication for expressing personal feelings, thoughts, and aspirations. Language is also a window that overlooks the world and increases human knowledge and intellectual production. One of the skills of a language is writing. It is a linguistic wealth that an individual uses to face

all challenges in a literal and figurative sense. For this purpose, teachers and learners always strive to search for new programs and strategies to improve writing skills, as writing is one of the essential human means of communication. It is also the main product that we seek to achieve by learning English. It is no less important than the skill of reading. It is a process that relies on form and sound. The writing mechanism is to draw with letters and words, and through which the student expresses those concepts, meanings, and fantasies that shape self.

Nunan (2003) defined writing skill as the thought process for creating ideas, thinking about expressing them in good writing and arranging ideas in a paragraph.

Brown (2007) defined it as the product of written thinking, drafting, and review that requires specialized skills on how to generate ideas, organize them coherently, how to use speech marks, how to review text to clarify the meaning, how to edit text according to the appropriate grammar, and how to produce the final product.

The researcher concluded that writing skill is a complex cognitive process of thinking and creating ideas, organizing them into good paragraphs, and finally reviewing and editing the draft to produce the final product.

2.3.2 Definition of writing

Writing is a representation of the spoken language in the form of written symbols. It is the second communicative system that comes after the spoken language. Writing is an integrated activity based on two aspects:

The automatic side: It means the learner's ability to control the small muscles at the fingertips and move accurately in drawing the letters' forms, taking into account the consistency of the letters of the words, their size, and the follow of the line when writing.

The intellectual aspect: It is the learner's ability to distinguish between the alphabets and preserve the positions of drawing them in words. For this, the child or the learner must control the rules of calligraphy and spelling.

Writing can also be defined as drawn letters or symbols representing words indicating the meanings that the writer intended from the written text (Khaled, 2016).

2.3.3 Importance of writing skills

Murad (2017) noted that teaching writing is essential to language teaching as it promotes learning and helps teachers monitor the students in the processes of teaching, learning situations, assessment, and evaluation.

Harmer (2004) believed that writing encourages students to focus on the proper use of language. This is because students think about how to use language when they participate in the writing process. This activity

stimulates the development of language because students solve the problems that writing puts in their minds.

Writing skill is valuable, as students can express themselves and explain their thoughts, their opinions, imaginations, and impressions of anything using grammar-based language (Sharples, 1999; Troyka, 2010).

Through the ability to write in English, students can transfer messages or ideas to readers worldwide (Brown, 2007). Therefore, there is an urgent need to provide students with writing skills in English to help them be more competitive in this modern era (Sabaruddin, 2019).

2.3.4 Problems with poor writing skills of ESL students

The writing skill among students suffers from many problems that educators, in general, and teachers in particular still notice. These problems are found in the form and content. Of the problems that are found in the form: not arranging the words properly on one line, ascending and descending from the font for writing, in addition to the difficulty in drawing letters, and lack of the feature of mastery in size and shape. This could be because of not remembering the shape of the letter or the increase or decrease in its shape, or add or delete points, leave spaces unevenly between words and even within a single word (Al-Bashir, 2018).

These problems are almost common among all English language learners in the early educational stages, except for some form-related difficulties such as leaving some letters or not distinguishing between each other, as it is the

case between (O) and (Q) or (P) and (b), (j), (g), (N) and (M) and other issues that are the concern of English language teachers.

Writing is one of the most critical obstacles to the success of ESL students. When a child writes, ideas and knowledge are mixed (Jones et al., 2010). Accordingly, students learn writing skills with more difficulties than listening and reading (Berman & Cheng, 2010). Therefore, teachers often look for ways to improve the skills of writing for students of English. The production of students with impressive writing skills seems like a difficult task for teachers. Writing is a complex cognitive skill that requires students to use appropriate intellectual skills, cognitive strategies, oral information, and grammar (Tierney et al., 1989).

Before stopping at these problems, diagnosing them, and treating them according to correct educational and scientific foundations, it is necessary to define the stages of learning the writing skill that we consider necessary to highlight the causes of the weakness among students in writing skill.

2.3.5 Stages of learning writing skills

The stages of teaching students differ in teaching writing according to the target group of the study. The researcher emphasizes an important thing that we cannot overlook - the clear contrast between the levels of mother tongue learners and foreign language learners: "acquiring the mother tongue is carried out according to organized stages affected by emotional and cultural atmosphere and beginning from sounds to complex sentences and in an

automatic way (unconscious learning), Whereas the foreign language is learnt voluntarily and in different patterns under the influence of stimulating factors such as social, educational and functional environment" (Roquet, 2012).

Therefore, we try to identify the most important stages using educators' opinions and the experiences of those interested in teaching English as a foreign language. The study focused on the first stages of this category (Attia, 2008; Al-Busais, 2011; Murad, 2017) mentioned the following stages:

The preparatory stage for writing: it is an elementary stage in which the learner is trained in some physical and muscular nature exercises. In this stage, learners acquire the flexibility required in writing, In addition to developing the students' visual compatibility. At this stage, it is important to have the tools available for writing and the progressive use of these tools. The teacher can use some activities and exercises to prepare students for writing. S/he trains them on the proper method to hold the pen, training them to drip into the closed spaces, connecting points to each other, drawing lines with different patterns, and other related skills to writing.

The next stage is writing through drawing. It is the actual writing stage that involves drawing written symbols or figures from semantics. This stage is known as modelling or simulation in writing. Thus, there can be several skills in this aspect, such as students writing alphabets, associating some words such as: writing their names and the names of their relatives and colleagues

and using words to build useful sentences, written short sentences, good font, punctuation, and graphic correction, arrange their thoughts when they write and write a summary of the lessons or subjects they are studying.

What distinguishes this stage is the learner's motivation to try to express his/her ideas, even by using simple, expressive methods such as short sentences with meanings and describing live observations in short and meaningful sentences.

Then, the following stage is the expression written stage; at this stage, a student can express his/her needs, feelings, impressions, and reactions in writing. Students adhere to the rules of drawing, punctuation, and the requirements required by the context of speech. The written expression is divided in terms of function into two types, namely:

1. Functional written expression: it is the written expression that performs a functional purpose required by the learner's life inside and outside the school, such as writing official letters, reports, and important subjects (Lavie, 2012).

2. Creative written expression: the student expresses the ability to control the language as a method of thinking, expression and communication under the aesthetic standards of pronunciation, style, meanings, and ideas. This represents an opportunity for the student to practice using the language as a tool for expression. This could be as writing a story or a diary (Ruslan, 2005). The teacher can interfere in the editing process of

these types of writing and suggest modifications to them. The teacher must also be concerned about the accuracy of spelling, punctuation, and other aspects that facilitate the reading process. It is recommended that the teacher follow the previous steps (Essberger et al., 2008).

2.3.6   Reasons for writing skill weakness

Thomas (1993) noted that there are many reasons for poor writing skills among students. The problem is that students have a feeling that they should be writers, but they also believe that they cannot write English, especially at the beginning stage. Unfortunately, this leads to suspicion of their abilities and not reaching proficiency in writing.

 Megawati & Anugrahwati (2012) also cited other reasons for the lack of interest in the English language among learners, such as limited understanding of vocabulary and grammar, the teaching method applied by English language teachers, and the absence of educational multimedia.

However, Kasper & Petrello (1998) believed that the task of writing is not frightening but needs feedback and evaluation by teachers or colleagues. Teachers' comments play a significant role in reducing writing anxiety among English learners (Tananuraksakul, 2015).

2.3.7 The elements of writing skill

Kokemuller (2017) indicated that writing is an essential skill that has many elements. Whenever the writer masters these elements' rules, writing will be easier for readers to be understood.

The writer should understand the purpose of writing and know why s/he writes and for whom in order to determine the direction. This varies according to the audience; for example, in the English essay class, students write for the teacher who assesses their writing. In persuasive writing, the audience is the people to whom the message speaks. In the newspaper or magazine report, the readers who entertain and got information are the audience. In the book, the writer tells a story or gives insights about the specific subject.

The writing has to be clear and concise. The writer tells the story, writes a paragraph, and forms sentences in an effective way as possible as he/she can. The writer should not use unnecessary words that can cause a distraction from the main idea.

Good writing should be well-organized and structured. Structure varies based on writing (a paper, report, message, dissertation, book, article, or poem). The writing product is cohesive and logical if the writer defines the topic, writes the thesis or the principal idea, and outlines the sections and main points. According to the single paragraph, it should contain an introduction, writing details, and a conclusion.

Good writing includes proper grammar, correct spelling, and correct punctuation use. If there are many errors and incomplete sentences, the meaning can be affected or even changed.

The more the writer presents the main points clearly, the higher its proficiency. The writer should determine the suitable language for every writing type, for example, using slang language in informal writings while avoiding it when writing formal works.

2.3.8 The rules and standards of English writing

Starkey (2004) noted that writing in the English language within the academic context must meet the acceptance criteria for various writing aspects that include organization, vocabulary, language use, punctuation, capitalization, and paragraphs.

Lazaro (n.d.) mentioned six aspects students should consider while writing; purpose, audience, content, organization, grammar, vocabulary, and mechanics and presentation.

The first aspect is the purpose; there are many types of writing; narrative, descriptive, expressive, persuasive, argumentative, referential, expository, and literary. Whatever the type used, the writer has to set a purpose.

The second aspect is the audience; as there is a writer, there is a reader (audience) in return. The structure and style used when describing a town for

tourists is different when writing an informal. Thus, it is vital to consider the audience during the writing process.

The third aspect is the content; it is crucial to present the writing material clearly. The ideas have to be relevant and support the purpose of the writing. There is no need to use unnecessary material since it gets the writer out of the topic. The sentences have to present information related to the ideas.

The fourth aspect is the organization; the writer has to present an organized and coherent order based on careful planning. If there are no repetitions, unrelated ideas, correct order, the reader will appreciate the writers' work.

The fifth aspect is grammar and vocabulary; Paying attention to the language used in writing is essential. Writing has to be accurate and follow the rules of nouns, verbs, pronouns, prepositions, articles, word order, and so on. Thus, editing is essential to avoid any mistakes in language.

The sixth aspect is mechanics and presentation; spelling and punctuation are parts of the effective writing skills in addition to clear writing, consistent indentation, and margins.

2.4 Previous studies

In this section, the researcher introduces previous studies related to Dictogram strategy and writing skills. The studies are presented from the newest to the oldest ones.

2.4.1 Studies related to Dictogram strategy

Pertiwi (2018) conducted an experimental study to investigate the effect of Dictogloss on teaching writing in Surakarta Islamic schools, Indonesia. The sample conducted was random cluster sampling; two classes, the experimental class was taught using Dictogloss, while the conventional method was used to teach the control group. The tools that were used were two instruments, namely, the writing test and the motivation questionnaire. The experiment lasts for eight classes, and then a writing post-test was given to students. The data were analyzed by using ANOVA. In addition, a pre-requisite test of normality and homogeneity was conducted. The results showed that Dictogloss is more effective than the conventional method.

Murad (2017) studied the effect of adopting Dictogloss to develop 10th graders' English grammar and writing skills. The researcher used the experimental approach to a sample of (68) females. The study sample was divided into two classes; (34) students in the control group and (34) students in the experimental one. The researcher used two achievement tests; a grammar pre-test and post-test consisted of four domains and (35) items; and a writing pre-posttest containing (25) items. The results indicated that there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group and those of the control group in favour of the experimental group that was taught by the dictogloss strategy.

Yeganeh (2015) compared the effect of dictogloss and oral dialogue on the Iranian EFL learner's pragmatic competence. The research used two

experimental groups to examine the two methods and compare them. A sample consisted of (120) EFL female Iranian students whose level is high and were tested by a pre-proficiency request speech act test.

To achieve equality; a written discourse test contained (10) aspects. A dictogloss and oral dialogue tasks were used in the 16 classes of experiment over a period of 8 months. The data were scored by Tagutchi (2006) rating scale of pragmatic competence. The findings showed statistically significant differences between the two experimental groups, and the mean scores of the dictogloss were higher.

Asmawati's (2013) study aimed to determine the effect of dictogloss on students' listening comprehension and find out the factors that inclined the students listening comprehension. Classroom action research was followed. The sample included (29) second year students. The research used two instruments: a listening test and an observation checklist. The data were analyzed by using qualitative and quantitative methods. The research found out that the student's comprehension, motivation, and cooperation improved due to the application of the dictogloss strategy.

Cardona et al. (2013) investigated the effect of Dictogloss tasks on developing listening comprehension skills and defining the participant's perceptions concerning the strategy. The quasi-experimental approach was adopted. The sample contained (6) Spanish speaking students of 4th grade in Cartago. The group was taught by the use of Dictogloss. The treatment remained for 45 days. To collect the data, the researcher used interviews,

teacher journals, observations, and questionnaires. The study showed that the Dictogloss proved its positive impact on improving participants' listening comprehension.

Sugiarti's (2012) study investigated the impact of Dictogloss on developing writing among Nigerian students. The effectiveness could be observed through the learners' characteristics in writing. The researcher used a pre-post writing achievement test. The qualitative data was collected by observation, interview and questionnaires. The results approved the effectiveness of Dictogloss to develop writing among students, and thus, their motivation in writing was increased. The learners' learning method was improved by the use of Dictogloss to teach writing.

2.4.2 Commenting on previous studies related to Dictogram strategy

All the previous studies mentioned the Dictogram strategy as an independent variable. They tested the impact of the Dictogram strategy on various learning skills. On the contrary, the following studies: Pertiwi (2018), Murad (2017), Sugiarti (2012) focused on the issue of Dictogloss strategy impact on writing skills. All the previous studies confirmed the effectiveness of the Dictogloss strategy, and have shown students improvement in language performance as a result of implementing this particular teaching method.

Moreover, all the previous studies adopted experimental approach except Cardona et al. (2013) that used quasi experimental and Asmawati (2013) that used classroom action.

In addition to that, the used tools; in order to collect data, varied between the previous studies. As for Pertiwi (2018) and Yeganeh (2015), the researchers used writing tests to collect data. However, Asmawati (2013) used a listening test to collect data. Additionally, Murad (2017) and Sugirati (2012) adopted pre-test and post-test in order to collect data. Pertiwi (2018), Cardona et al. (2013) and Sugiarti (2012) used questionnaires. Some studies; which are Asmawati (2013), Cardona et al. (2013) and Sugiarti (2012), used observations. Cardona et al. (2013) and Sugiarti (2012) also used interviews to collect data.

2.4.3 Studies related to writing skills

Yusuf et al. (2019) investigated the impact of cooperative learning on improving writing among 9th grades in a middle school in Kuala Lumpur. The quasi-experimental design was adopted using narrative essays pre-test and post-test. Descriptive and inferential statistics were used. The outcomes revealed that the use of cooperative learning strategy is useful to teach writing to students

Muflih (2019) study investigated the use of visual organizations to improve students' reading and writing skills with learning disabilities. The teachers' views were taken, and gender, scientific qualification, and educational experience were checked among teachers. The Study used the descriptive-analytical method using a sample of (87) teachers, (38) males and 49 females. The tool of the Study used was a questionnaire including (53) items. The results revealed that the most noticeable item in the effectiveness of

visual organizations' use to improve students' writing is: "able to read sentences enhanced with pictures and without pictures, and distinguish between the image of the character and its writing." The most noticeable difficulty in the effectiveness of using visual organizations is not adopting visual organizations that fit students with learning disabilities. The Study showed that there are gender differences in favour of females

Girmen et al. (2019) study defined the role of digital storytelling to improve writing skills. The Study was designed as action research. The study sample contained (22) 4th graders in a public elementary school in Turkey. Data were collected during the year 2017-2018. Full participant observation, researcher's diaries, students' diaries, student digital processing products, and video recordings were used. The researcher developed learning materials based on enriching texts and digital storytelling. Data collected by the use of the researcher's diaries, video recordings, observations, and documents. The results revealed that digital story writing studies are very useful in developing writing skills among elementary school 4th graders. Besides, the digital story writing activities developed the computer literacy of the students and their attitudes and motivation towards writing. Mainly, incorporating technology in writing activities made the students see the course as more modern.

Al-Samdani's Study (2018) investigated the effect of blogs among students and how logs develop writing skills. The sample contained (40) undergraduate students in an ELT department at a Saudi university. The

section of data collection depended on the groups that write before and after using blogging. The duration of the experiment lasted for (14) weeks. The researcher used writing Assessment and Evaluation Rules that were published by Glencoe McGraw Hill Journal in 2000. The results showed that the availability of blogs affected language learners.

Furthermore, (46%) of the participants did not hear about blogging before being asked to use blogs. On the contrary (14%) had positive views about blogging. Only (2%) of the participants actively participated in the process of blogging. The Study showed that (48%) showed their negative use to them. Those students read blogging materials, but they did not involve in activities such as interacting, writing, creating, and discussing.

Ataman and Mirici (2017) investigated the relationship between corrective feedback through work folio based tasks and writing skills development among learners. The Study was applied on 64 B1 students in Ankara in Turkey. The study remained (13) weeks. The experimental group was taught by explicit corrective feedback on their written tasks. The control group was not exposed to written feedback. Participants took (3) progress tests. In addition to the quantitative data, qualitative data were also obtained via interviews with both teachers and participants. The results showed that females in the experimental group showed more progress than males in the same group.

Moreover, students said that corrective feedback was good for them as they learn from their mistakes, and there is a kind of motivation for the lesson. On

the other side, teachers stated that corrective feedback was beneficial for their students. To sum up, the results revealed that corrective feedback positively influences students' writing skills.

Takil (2016) study explored the effect of the "Ask, write, throw" (AWT) technique to improve the writing skills of B2 level learners of Turkish as a foreign language. For this purpose, the Study included (35) as the study sample. (18) Learners in the AWT (experimental) group and (17) learners were taught by the traditional technique and were in the (control) group. The experiment remained for (45) days. The results of the Study showed that AWT improved learners' writing skills. Learners in the AWT group showed more progress in relevancy, vocabulary, punctuation in writing.

Janfaza et al. (2014) investigated the effectiveness of using email to develop writing skills among Iranian EFL students. The Study included (42) students in an English language institute in Shiraz, Iran. The participants of the Study were divided into an experimental group and a control group. (21) students were in each. The experiments were conducted in three sessions a week. The total duration lasted for three weeks. The students used email to communicate their assignments. The students in the experimental group were communicated with their teacher via email. On the contrary, the control group taught writing without the use of a computer or emails. A pre-test was given to students. Then, three weeks after, a post-test was given to students to check their improvement in writing. The outcomes showed that the

experimental group students showed positive scores than the students in the control group.

Sarie (2013) investigated the effect of directive feedback on developing writing skills. The Study also aimed to find out the most grammatical errors committed by the student while they write. Furthermore, the Study aimed to know the students' feelings towards directive feedback. This is a case study that used (3) students from Universitas Siswa Bangsa Internasional, who had PETA (Principle of Effective Teaching and Assessment) course. Two tools were used; observation and interviews. The result showed that directive feedbacks improved learners writing skills. It is to say that students should consider their teachers' feedback.

Salem's (2013) study aimed to find out the impact of using the writing workshop approach to develop basic writing skills of English language teachers in Hurgada faculty of Education. To that end, the researcher created and validated a teaching program on the writing workshop approach. A checklist of the skills and sub-skills of basic writing skills was used. A Pre-posttest of basic writing skills also was used. The study sample included (40) students in the Hurgada Faculty of Education, English Division (teachers of English). The sample of the Study was randomly chosen as an experimental group. The experimental group students were taught using the writing workshop approach after having basic writing skills pre-test. The outcomes showed that the writing workshop-based program improved the participants' basic writing skills.

2.4.4 Comments on previous studies related to writing skills

All the previous studies handled writing skills as a Dependent variable. The current Study agrees with them as it measures the effectiveness of a strategy on learning writing skills. All the previous studies found an improvement and positive progress in writing skills . Also, the previous studies adopted the experimental design except the following studies; Yusuf et al. (2019), Muflih (2019) in which they adopted the descriptive method.

Chapter Three

Methodology and Procedures

Chapter Three

Methodology and Procedures

3.1 Introduction

The state of English writing skills appears to be disregarded in English-language programs. This study will discover the impact of Dictogram strategy on improving students' writing skills in public schools in Jenin City from the English teachers' perspective. This chapter discusses the components of the study design. It includes the society, subjects, instruments used with their validity and reliability, as well as the procedures and implementation of the study. This chapter also describes the procedures of analyzing research questions.

3.2 Research Methodology

This study aims to examine English teachers' attitudes regarding the implementation of the Dictogram strategy and its impact from their point of view. To achieve this study's objectives, the researcher follows the descriptive analytical approach in carrying out this research, as it is considered the most common and suitable. This section presents the methods used to conduct the study, comparison, explanation, and evaluation to obtain significant generalization.

Descriptive research is defined as a research method that describes the characteristics of the study population or phenomenon studied, and

descriptive statistics are used to analyze descriptive research data in general in terms of dispersion and tendency. Thus, the researcher adopted this type of research because of the difference in examining teachers' views with respect to the Dictogram strategy.

The researcher used quantitative data in this study. Quantitative data were described in the questionnaire and were numerically described as descriptive research.

3.3 Population of the Study

The study population includes all teachers (males and females) working in public schools in Jenin City during the school year (2020-2021). The population of the Study was (241) teachers.

3.4 Sample of the Study

The researcher calculated the sample for the study, and it was 150 teachers. Then the researcher distributed the questionnaire to 241 teachers and received back 161 valid questionnaires.

In order to figure out the characteristics of the study sample, the researcher classified the sample according to gender, age, qualification, years of experience, teaching level, and the number of training courses, as seen in table (3.1).

According to the table, seventy teachers are males, with a percentage of 43.5%, and ninety-one are females, with 56.5%. Besides, 40.4% of teachers

are less than 30 years old, 47.2% are between 30 to 45, and only 12.4% are higher than 45 years old.

Most of the teachers have a B.A. degree with a percentage of 65.8% and 31.1% have a master's degree, while 5 of them have a diploma degree, which makes a percentage of 3.1%.

For the experience years, 43.5% of teachers have less than 5 years working as a teacher, while 12.4% have between 5 and 10 years of experience, and 44.1% of the sample has more than 10 experience years. As presented in table (3.1).

Table (3. 1): Demographic characteristics of the sample

Variable	Variable Level	Number	Percentage%
Gender	Male	70	43.5%
	Female	91	56.5%
Age	Less Than 30	65	40.4%
	Between 30-45	76	47.2%
	More than 45	20	12.4%
Qualification	Diploma	5	3.1%
	B.A.	106	65.8%
	Graduate Studies	50	31.1%
Years of Experience	Less than 5	70	43.5%
	5 -10 Years	20	12.4%
	More than 10 Years	71	44.1%
Teaching Level	Grade 1 to 4	45	28.0%
	Grade 5 to 10	86	53.4%
	Grade 11 to 12	30	18.6%
Training Courses	Less than 2	40	24.8%
	Two or more	121	75.2%

Only 18.6% of the sample are teaching grades eleven to twelve, 28% are teaching grades one to four, and the majority (53.4%) are teaching grades five to ten.

Most of the teachers joined more than two training courses during their work with a percentage of 75.2%; however, 24.8 % received joined courses at most.

3.5 Validity and reliability of the questionnaire

Validity refers to the extent to which an instrument measures what is supposed to be measured. Validity has a number of different evaluation aspects and approaches. Statistical validity is used to assess the validity of instruments, including external and internal instruments.

3.5.1 External validity

In order to ensure a high level of validity, the questionnaire was submitted to a number of interested experts. These arbitrators were pleased to present their views on the questionnaire in terms of content, clarity of the elements' meaning, and relevance. They also proposed what they considered necessary to change the items' wording to avoid misunderstandings and ensure that the questionnaire met the study's objectives. The final version of the questionnaire was amended in accordance with the recommendations of the experts.

3.5.2 Internal Validity

The questionnaire's internal consistency was verified by calculating the correlation coefficients between each paragraph of the questionnaire's axes and the total degree of the axis itself.

Table (3.2) shows that all related elements of the first dimension are correlated with their total degree, within the significance level <0.01, indicating the first dimension's internal consistency. Therefore, it can be said that the questions are valid to measure what has been established for.

Table (3.2): Correlation Coefficient of Each Question of the First Field and the Total of the Field

Item	Correlation Coefficient	Significance
1. I think the development of writing skills in English Language is so essential	0.898**	0.000
2. I find Learners devote effort to cope up with writing skills in the English Language	0.742**	0.000
3. I experience many challenges in the teaching of writing skills	0.848**	0.000
4. I think teaching strategies are essential for improving writing skills	0.855**	0.000
5. I believe School Library plays a vital role in improving students writing skills	0.682**	0.000
6. I think School written expression sessions are enough to improve students' writing	0.347**	0.000
7. I receive periodically teaching training courses by experienced experts in the field of teaching	0.561**	0.000
8. I think the current teaching written expression program is sufficient to improve students' writing skill	0.443**	0.000
9. I think the level of students' writing could be improved	0.599**	0.000
10. I am Keeping up with the field through regular reading and conference or workshop attendance	0.598**	0.000

Table (3.4) shows that all related elements of the second dimension are correlated with their total degree, within significance level <0.01, indicating the second dimension's internal consistency, except statement 9, which has

a negative correlation level, thus will be removed from the questionnaire.

Therefore, it can be said that the questions are valid to measure what has

been established for.

Table (3.3): Correlation Coefficient of Each Question of the Second Field and the Total of the Field

Item	Correlation Coefficient	Significance
1. I think Dictogram helps in group brainstorming and questions-answers.	0.849**	0.000
2. I believe Dictogram helps students to overcome their writing problems.	0.867**	0.000
3. I think Dictogram encourages discussion in an organized way.	0.897**	0.000
4. I think Dictogram encourages me to devote independent sessions to improve students' Vocabulary.	0.721**	0.000
5. I find Dictogram a very useful teaching and learning strategy.	0.891**	0.000
6. I think the peer discussion process provides students with the ability to compete and improve.	0.891**	0.000
7. I think Dictogram promotes collaboration and interactions.	0.932**	0.000
8. I think Dictogram motivates students to engage through group working.	0.912**	0.000
9. I think the idea of Dictogram is a waste of time	-0.093	0.238
10. I think Dictogram helps the students to be more confident.	0.861**	.000
11. I find Textbooks are equipped with useful teaching materials that will improve students' language learning.	0.224**	.004

3.5.3 Reliability

To analyze the data and obtain reliability, the researcher used Cronbach Alfa; the stability of the questionnaire is intended to give the same result if the questionnaire is redistributed more than once under the same conditions, or in other words that the stability of the questionnaire means stability in the results of the questionnaire and not to change it significantly if it is redistributed to the sample members several times during periods of time.

Table (3.4): Cronbach's Alpha Coefficients for Testing Questionnaire Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
0.916	2

Table 3.4 shows the Cronbach Alpha value (0.916) for the overall questionnaire. This value is considered very high, which indicates the excellent reliability of the entire test. This makes the measure very appropriate to measure the objectives of the study.

3.6 The Study Variables

3.6.1 The independent variables are

- Gender
- Age
- Qualification
- Years of Experience
- Teaching Level.
- Number of Training Courses

3.6.2 The dependent variables

- The attitudes of teachers towards teaching writing

- The attitudes of teachers towards Dictogram

3.7 The Study Procedure

The researcher has studied and reviewed previous research and studies related to the subject, then design the research tool, which is a questionnaire consisted of two parts, then preview the questionnaire to a group of specialized and supervisors to judge the questionnaire, after modifying the required changes. The research applies the questionnaire to a pilot group to ensure its validity, after final modification, the researcher distribute the questionnaire to 241 teachers and receive back 161 valid questionnaires. After that, the researcher analyzed the data using SPSS to get results and formulate recommendations and suggestions in the light of the study results.

3.8 Summary

This chapter introduces procedures for designing and implementing a research tool used for data collection, study sample, and statistical analysis used in the Data of statistically analysis.

Furthermore, the current chapter discusses the research methodology. And research design also explained the procedures of the study by describing the sample and its demographic characteristics.

This chapter also presented the research tools, their validity, and their reliability. Moreover, a detailed description of the study process and data analysis are discussed in this chapter. The results of the study are displayed in the next chapter.

Chapter Four

Results of the Study

Chapter Four

Results of the Study

4.1 Introduction

Writing in the mother tongue or a second or a foreign language is a challenging skill to master, whether by schoolchildren or professionals, due to the complex cognitive processes involved in the writing process.

This chapter includes a complete and detailed presentation of the results of the study to answer questions and investigate hypotheses using appropriate statistical methods.

4.2 Statistical Analysis

The researcher presents the conclusive results of this study. The results of the study based on the results of the study questions and hypotheses were analyzed statistically by the Statistical Package for Social Sciences (SPSS) using standard deviation and mean. Hypotheses of the questionnaire were tested at $\alpha = 0.05$ level using the following statistical tests: Correlation coefficient (Pearson Correlation), reliability coefficient (Cronbach alpha), and since the data do not follow a normal distribution, the following nonparametric statistical tests, Mann-Whitney, Kruskal-Wallis, were used.

4.3 Results of the questionnaire analysis

4.3.1 Questionnaire Part 1

1. The number of hours per week, Teachers train students on the written
    expressions in English:

Table (4.1): Hours per Week, Teachers Train Students on Written Expression

Number of Sessions per Week	Frequency	Percentage
2 or less	85	52.8
3-5	76	47.2
5 or more	0	0

With reference to table 4.1, 52.8% of Teachers in schools train their students

two or less per week, and 47.2% spend three up to five times per week; while

no teacher from the study population spends more than five times per week,

the researcher believes that the teacher's classes load prevents teachers from

spending more time with their students to strengthen them in written skills,

and also to the number of English classes available to the students per week.

2. Teachers Responses about the current curriculum's sufficiency to teach
    written expression and its role to improve students' writing skills:

Regarding Table 4.2, most teachers (80.7%) believe that the current

curriculum designed to teach written expression is not sufficient to improve

students' writing skills, while only (19.3%) think it is adequate to develop

student's English writing skills.

Table (4.2): Teachers Responses on Current Curriculum Ability to Improve Student's Writing Skills

Teachers Responses	Frequency	Percentage
Yes	31	19.3
No	130	80.7

3. Teacher's point of view about students' writing level:

Regarding table 4.3, teachers believe that only 3.1% of students' writing level is above average, and the majority are average and below average with a percentage of 44.1%, 52.8%, respectively. The result reflects the students' homogeneity.

Table (4.3): Teachers Responses about Students Writing Level

Teachers Responses	Frequency	Percentage
Below Average	85	52.8
Average	71	44.1
Above Average	5	3.1

The researcher attributes the results to the relative difficulty of writing, as it's a skill that depends on the other skills. Learning to write is very difficult, especially for those who write in a second language or a foreign language, because they do not know enough about how to create ideas for writing.

4. Frequency of giving writing assignments:

Writing assignments is one of the main factors contributing to improving students' writing skills; The researcher finds it essential to know how often teachers provide writing assignments. According to table 4.4, (37.9%) of

teachers always give their students writing assignments in order to develop their skills to the expected level, and a higher percentage (43.5%) provide assignments sometimes, but a low percentage (18.6%) rarely provide their students with writing assignments.

Table (4.4): Frequency of Writing Assignment Given by Teachers

Teachers Responses	Frequency	Percentage
Always	61	37.9
Sometimes	70	43.5
Rarely	30	18.6

5. Student writing improvement throughout the school year:

According to the result summarized in table 4.5, Teachers agreed with a higher percentage (77.6%) that there is an improvement in students' writing skills during the school year. The result reflects that students' writing skills performance can be improved by focusing on this skill, while just (22.4%) of teachers contradict that; and indicated that students' writing abilities cannot be further enhanced.

Table (4.5): Student Writing Improvement throughout the School Year

Teachers Responses	Frequency	Percentage
Yes	125	77.6
No	36	22.4

6. What kind of mistakes do your students make in their writing frequently?

According to the results obtained, most teachers surveyed (45.3%) indicated that students make grammatical mistakes, while (36%), say that the most common errors are syntax related. In addition, a total percentage of (17.4%)

considers that lexical mistakes are the most common mistake made by students.

Table (4.6): Committed Student writing mistakes

Teachers Responses	Frequency	Percentage
Grammatical	73	45.3
Lexical	28	17.4
Syntactical	58	36.0
Other	2	1.2

It is noted here that grammar mistakes recorded the most significant number of responses, followed by syntax-related errors.

7. How do you describe the vocabulary level of your students?

To get a general idea of the vocabulary level of students, from the table (4.7), more than half of the teachers, (55.9%), responded that their students' vocabulary level is satisfactory; on the other hand, a considerable percentage (37.3%) responded that students' English vocabulary level is unsatisfactory. In comparison, only 3.7% of teachers responded with a very satisfactory level for their students. A minuscule percentage is the outstanding level with only 3.1%.

Table (4.7): Students English Vocabulary Level

Teachers Responses	Frequency	Percentage
Outstanding	5	3.1
Very satisfactory	6	3.7
Satisfactory	90	55.9
Unsatisfactory	60	37.3

These results are not encouraging. They show that students facing difficulties and limited stock of vocabulary while producing a piece of writing.

8. Do you think that students work hard to learn Vocabulary?

Results in table 4.8, show that teachers' point of view regarding their students' effort to learn English vocabulary, were divided equally between yes and now, nearly the same, 49.7% for yes, and 50.3% for no.

Table (4.8): Students' Effort to Learn Vocabulary

Teachers Responses	Frequency	Percentage
Yes	80	49.7
No	81	50.3

9. Do you present new words in every lesson?

According to table 4.9 (90.7%), teachers present new words every lesson on a regular basis, and only (9.3%) don't do that regularly.

Table (4.9): Teachers Presentation of New Vocabulary

Teachers Responses	Frequency	Percentage
Yes	146	90.7
No	15	9.3

10. Do you provide enough time to improve students' Vocabulary within your classes?

According to table 4.10, most teachers (96.9%) provide enough time to improve students' vocabulary. But only (3.1%) don't consider that.

Table (4.10): Teachers Time Allocation to Learn New Vocabulary

Teachers Responses	Frequency	Percentage
Yes	156	96.9
No	5	3.1

The results reflect teachers' commitment to improving students' stock of vocabulary, which will affect their ability to express themselves in writing.

11. Kind of activities or tasks teachers use:

According to Table 4.11, more than half of teachers (56.5%) use vocabulary games to improve students' vocabulary achievement, (18.6%) use matching, and (12.4%) use spelling. Moreover, (12.4%) of teachers use all activities.

Table (4.11): Kind of Activities provided by teachers

Teachers Responses	Frequency	Percentage
Matching	30	18.6
Vocabulary games	91	56.5
Dictation	20	12.4
All of Them	20	12.4

12. The Writing habit development:

Table 4.12 shows that almost all teachers try to develop their students' writing habits with 96.9%. In comparison, only a minority equal to 3.1% does not make any effort to benefit their students.

Table (4.12): The Writing Habit Development

Teachers Responses	Frequency	Percentage
Yes	156	96.9
No	5	3.1

This indicates that teachers believe in the importance of acquiring writing skills, and they are trying to build a writing habit for their students in classes to make the students practice writing and motivate them to improve their writing skills.

The researcher attributes the results in which a minor percentage of teachers are not developing their students' writing ability to the shortage of enough time to apply new methods taking into account students' level and the required curriculum in the school year.

13. Teachers' familiarity with the term "Dictogram":

Table (4.13): Teachers' Familiarity with the Dictogram Strategy

Teachers Responses	Frequency	Percentage
Yes	137	85.1
No	24	14.9

According to table 4.13, (85.1%) of teachers are familiar with the term Dictogram, but (14.9%) are not aware of Dictogram.

14. Teachers usage of Dictogram:

Table 4.14 shows that most teachers (85.1%) applied the Dictogram strategy in their classes, and (14.9%) had not applied it before in their classes.

Table (4.14): Teachers' Usage of the Dictogram Strategy

Teachers Responses	Frequency	Percentage
Yes	137	85.1
No	24	14.9

These results are in line with the results in the previous table, indicating the same percentage of 85.1% of teachers who are familiar with this strategy have used this strategy before.

15. What teachers like most about Dictogram:

Looking at Table 4.15, and bearing in mind that 137 teachers answered this question with "yes" according to previous Table 4.14, the teachers equally preferred group work and new word learning at (31.1%) each. While (18.6%) think they like Dictogram because of reading texts and stories while implementing the strategy.

Table (4.15): Teachers' Preferences about Dictogram

Teachers Responses	Frequency	Percentage
New Vocabulary	43	31.1
Group work	43	31.1
Text or stories read	25	18.6
I would not say I like it	17	12.4
Creating sentences and ideas	4	3.1
A and B	5	3.65

On the other hand, 12.4% of teachers neither like nor prefer anything in the strategy.

16. If you used Dictogram before, how did you find its procedures?

According to Table 4.16, (47.2%) of teachers think Dictogram procedures are average, and (6.2%) believe their steps are easy to implement. Furthermore, (28%) of teachers have difficulty applying it, while (18.6%) think it cannot be applied at all.

Table (4.16): Teachers' Opinion about Dictogram Procedures

Teachers Responses	Frequency	Percentage
Easy	8	6.2
Average	65	47.2
Difficult	38	28.0
It cannot be applied at all.	26	18.6

17. If you used Dictogram before, do you think it needs much time to be applied**?**

According to Table 4.17, most teachers responded that Dictogram implementation needs a long time with a percentage of (96.9%). In comparison, a small percentage (3.1%) believed that it did not require excessive time.

Table (4.17): Teachers' Opinion about Required Time to Apply Dictogram

Teachers Responses	Frequency	Percentage
Yes	132	96.9
No	5	3.1

4.3.2 Questionnaire Part 2

Teachers' perspectives towards English writing teaching

Table (4.18) shows teachers' perspectives towards teaching English writing; The standard deviations were low, the overall attitude towards teaching writing skills is positive with a percentage of (70.64%), and the highest mean was (4.25) for item number 1, which indicates the importance of teaching students writing skills. The second rank was for the importance of using strategies in the teaching process; this demonstrates that teachers like to use methods and strategies to provide students with the best practices to improve students' skills

On the other hand, the lowest mean was (2.58) for item number 6, which indicates that teachers' available time to teach students' English writing competencies is not sufficient. Not far from this mean came item number 9, with a mean of (2.83); this item presents that schools' current material is insufficient to enhance students' writing skills.

Table (4.18): Teachers' Attitudes Towards English Writing Teaching

Item	Mean	Standard Deviation	%	Order
1. I think the development of writing skills in English Language is so essential.	4.25	1.231	85%	1
2. I find Learners devote effort to cope up with writing skills in the English Language.	3.57	1.139	71%	6
3. I experience many challenges in the teaching of writing skills.	3.80	1.090	76%	3
4. I think teaching strategies are essential for improving writing skills.	4.11	1.087	82%	2
5. I believe School Library plays a vital role in improving students writing skills.	3.33	1.182	67%	7
6. I think School written expression sessions are enough to improve students' writing.	2.58	.884	52%	10
7. I receive periodically teaching training courses by experienced experts in the field of teaching.	3.09	1.164	62%	8
8. I think the current teaching written expression program is sufficient to improve students' writing skill	2.83	1.028	57%	9
9. I think the level of students' writing could be improved.	3.70	.962	74%	4
10. I am Keeping up with the field through regular reading and conference or workshop attendance.	3.58	.870	72%	5
Teachers' attitudes towards English Writing Teaching	**3.532**	**0.724**	**70.64%**	**Positive**

Table (4.19): Teachers' Attitudes Towards Dictogram

Item	Mean	Standard Deviation	%	Order
1. I believe Dictogram helps students to overcome their writing problems.	3.85	1.091	77.00%	4
2. I think Dictogram encourages discussion in an organized way.	3.89	1.072	77.80%	2
3. I think Dictogram encourages me to devote independent sessions to improve students' vocabulary.	3.87	0.976	77.40%	3
4. I find Dictogram a very useful teaching and learning strategy.	3.72	0.95	74.40%	8
5. I think the peer discussion process provides students with the ability to compete and improve.	3.84	1.07	76.80%	5
6. I think Dictogram promotes collaboration and interactions.	3.75	1.039	75.00%	6
7. I think Dictogram motivates students to engage through group working.	3.94	1.023	78.80%	1
8. I think Dictogram helps the students to be more confident.	3.74	0.912	74.80%	7
9. I find Textbooks are equipped with useful teaching materials that will improve students' language learning.	2.86	1.126	57.20%	9
Teachers' attitudes towards Dictogram / Dictogram	**3.75**	**.83382**	**74.95%**	**Positive**

Table (4.19) reveals teachers' attitudes towards Dictogram; The standard

deviations were low. The overall attitude towards the Dictogram strategy to

enhance writing skills is positive, with a percentage of (74.95%). The highest

mean was (3.94) for item number 7, which indicates one benefit of

Dictogram, which is the group working, that reveals that teachers would use

Dictogram for such benefit. The following item was number 2 with a mean

of (3.89), which indicates the organization manner of Dictogram while

teaching English. The other responses are close to each other, which reflect

the teachers' believes in Dictogram. These benefits are the primary motivations for teachers to use Dictogram as a teaching strategy.

On the contrary, the lowest mean was (2.86) for item number 9, which indicates that the current textbooks are not equipped with useful teaching methods that help teachers to improve students writing skills.

4.3.3 The result of the first hypothesis

1. There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of Teachers' perceptions towards English writing teaching due to gender, years of experience, and qualifications.

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of Teachers' attitudes towards English writing teaching due to gender.

Table (4.20): The Results of the Mann-Whitney Test for the Differences of the Teachers' Perceptions due to Gender Variable

Gender	N	Mean Rank	Z Value	Significance
Male	70	84.08	-.739	0.460
Female	91	78.63		

From the table above, we can see that the significance value is 0.460, which is higher than 0.05, which means that we accept the hypothesis that there are no significant differences at the level ($\alpha \leq 0.05$) in the degree of teachers' attitudes towards English writing teaching due to gender.

There are no statistically significant differences at the level (α ≤ 0.05) in the degree of Teachers' attitudes towards English writing teaching due to age.

Table (4.21): The Results of the Kruskal-Wallis Test for the Differences of the Teachers' Perceptions due to Age variable

Age	N	Mean Rank	Kruskal-Wallis	Significance
Less Than 30	65	83.71		
Between 30-45	76	74.44	4.161	.125
More than 45	20	97.13		

From the table above, we can see that the significance value is 0.125, which is higher than 0.05, which means that we accept the hypothesis that there are no significant differences at the level (α ≤ 0.05) in the degree of Teachers' attitudes towards English writing teaching in terms of ages.

There are no statistically significant differences at the level (α ≤ 0.05) in the degree of teachers' attitudes towards English writing teaching due to qualifications.

Table (4.22): The Results of the Kruskal-Wallis Test for the Differences of the Teachers' Perceptions in terms of Qualification Variable

Qualification	N	Mean Rank	Kruskal-Wallis	Significance
Diploma	5	28.00		
B.A.	106	86.92	9.488	0.009
Graduate Studies	50	73.74		

From the table above, we can see that the significance value is 0.009, which is lower than 0.05, which means that we reject the hypothesis that there are no significant differences at the level (α ≤ 0.05) in the degree of teachers' attitudes towards English writing teaching due to qualification. The

difference goes for the B.A. holders, since they have the highest mean among

the other degrees (86.92), followed by Graduate studies (73.74), and finally

the Diploma degree (28.00).

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of teachers' attitudes towards English writing teaching in terms of years of experience.

Table (4.23): The Results of the Kruskal-Wallis Test for the Differences of the Teachers' Perceptions in terms of Years of Experience Variable

Years of Experience	N	Mean Rank	Kruskal-Wallis	Significance
Less than 5	70	81.62		
5 -10 Years	20	48.38	12.342	0.002
More than 10 Years	71	89.58		

From the table above, we can see that the significance value is 0.002, which

is lower than 0.05, which means that we reject the hypothesis that there are

no significant differences at the level ($\alpha \leq 0.05$) due to years of experience.

The difference goes for the teachers who have more than 10 years of

experience, since they have the highest mean among the other degrees

(86.58), followed by teachers with less than 5 years of experience (81.62),

and finally the teachers with experience between 5 and 10 years (48.38).

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of Teachers' attitudes towards English writing teaching duo to the grade teaching level.

Table (4.24): The Results of the Kruskal-Wallis Test for the Differences of the Teachers' Perceptions in terms of Grade Teaching Level Variable

Teaching Level	N	Mean Rank	Kruskal-Wallis	Significance
Grade 1 to 4	45	88.21		
Grade 5 to 10	86	65.70	25.694	0.000
Grade 11 to 12	30	114.05		

From the above table, we can see that the significance value is 0.000, which is less than 0.05. We reject the hypothesis that there are no statistically significant differences at ($\alpha \leq 0.05$) due to the teaching grade level. The difference applies to teachers who teach grades 11 to 12 because they have the highest mean (114.05), followed by teachers who teach grades 1 to 5 (88.02), and finally, teachers who teach grades 5 to 10 with the mean (65.70).

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of Teachers' attitudes towards English writing teaching due to the number of training courses.

From table 4.24, we can see that the significance value is 0.172, which is higher than 0.05, which means that we accept the hypothesis that there are no significant differences at the level ($\alpha \leq 0.05$) in the degree of Teachers' attitudes towards English writing teaching due to the number of training courses.

Table (4.25): The Results of the Mann-Whitney Test for the Differences of the Teachers' Perceptions due to the Number of Training Courses

Training Courses	N	Mean Rank	Z Value	Significance
Less than 2	40	89.69	-1.367	0.172
2 or more	121	78.13		

4.3.4The result of the second hypothesis

There are no statistically significant differences at the level (α ≤ 0.05) in the degree of Teachers' perceptions towards the Dictogram strategy in terms of sex, years of experience, and qualifications.

There are no statistically significant differences at the level (α ≤ 0.05) in the degree of Teachers' attitudes towards the Dictogram strategy in terms of gender.

Table (4.26): The Results of the Mann-Whitney Test for the Differences of the Teachers' Perceptions in terms of Gender Variable

Gender	N	Mean Rank	Z Value	Significance
Male	70	74.71	-1.507	0.132
Female	91	85.84		

From the table above, we can see that the significance value is 0.132, which is higher than 0.05, which means that we accept the hypothesis that there are no significant differences at the level (α ≤ 0.05) in the degree of Teachers' attitudes towards using Dictogloss strategy for teaching writing in terms of gender.

There are no statistically significant differences at the level (α ≤ 0.05) in the degree of Teachers' attitudes towards the Dictogram strategy in terms of years of experience.

Table (4.27): The Results of the Kruskal-Wallis Test for the Differences of the Teachers' Perceptions in terms of Age Variable

Age	N	Mean Rank	Kruskal-Wallis	Significance
Less Than 30	65	73.27		
Between 30-45	76	84.21	3.709	0.157
More than 45	20	93.93		

From the table above, we can see that the significance value is 0.157, which is higher than 0.05, which means that we accept the hypothesis that there are no significant differences at the level ($\alpha \leq 0.05$) in the degree of Teachers' attitudes towards the Dictogloss strategy in terms of ages.

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of Teachers' attitudes towards the Dictogloss strategy in terms of qualifications.

Table (4.28): The Results of the Kruskal-Wallis Test for the Differences of the Teachers' Perceptions in terms of Qualification Variable

Qualification	N	Mean Rank	Kruskal-Wallis	Significance
Diploma	5	12.50		
B.A.	106	89.56	17.419	0.000
Graduate Studies	50	69.70		

From the table above, we can see that the significance value is 0.000, which is lower than 0.05, which means that we reject the hypothesis that there are no significant differences at the level ($\alpha \leq 0.05$) in the degree of Teachers' attitudes towards English writing teaching due to qualification. The difference goes for the B.A. holders, since they have the highest mean among the other degrees (89.56), followed by Graduate studies (69.70), and finally the Diploma degree (12.50).

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of Teachers' attitudes towards the Dictogloss strategy in terms of years of experience.

Table (4.29): The Results of the Kruskal-Wallis Test for the Differences of the Teachers' Perceptions in terms of Years of Experience Variable

Years of Experience	N	Mean Rank	Kruskal-Wallis	Significance
Less than 5	70	80.09		
5 -10 Years	20	54.35	8.925	0.012
More than 10 Years	71	89.40		

From the table above, we can see that the significance value is 0.012, which is lower than 0.05, which means that we reject the hypothesis that there are no significant differences at the level ($\alpha \leq 0.05$) due to years of experience. The difference goes for the teachers who have more than 10 years of experience, since they have the highest mean among the other degrees (89.40), followed by teachers with less than 5 years of experience (80.09), and finally the teachers with experience between 5 and 10 years (54.35).

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of Teachers' attitudes towards the Dictogram strategy duo to the grade teaching level.

From table 4.29, we can see that the significance value is 0.000, which is less than 0.05. We reject the hypothesis that there are no statistically significant differences at ($\alpha \leq 0.05$) due to the teaching grade level. The difference applies to teachers who teach grades 1 to 4 because they have the highest mean (102.67), followed by teachers who teach grades 11 to 12 (87.67), and finally, teachers who teach grades 5 to 10 with a mean (67.34).

Table (4.30): The Results of the Kruskal-Wallis Test for the Differences of the Teachers' Perceptions in terms of Grade Teaching Level Variable

Teaching Level	N	Mean Rank	Kruskal-Wallis	Significance
Grade 1 to 4	45	102.67		
Grade 5 to 10	86	67.34	17.834	0.000
Grade 11 to 12	30	87.67		

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of Teachers' attitudes towards the Dictogram strategy due to the number of training courses.

Table (4.31): The Results of the Mann-Whitney Test for the Differences of the Teachers' Perceptions due to the Number of Training Courses

Training Courses	N	Mean Rank	Z Value	Significance
Less than 2	40	88.93		
2 or more	121	78.38	-1.244	0.213

From the table above, we can see that the significance value is 0.213, which is higher than 0.05, which means that we accept the hypothesis that there are no significant differences at the level ($\alpha \leq 0.05$) in the degree of Teachers' attitudes towards the Dictogram strategy due to the number of training courses

4.4 Summary

This chapter provides answers to and tested the study questions, The hypothesis, and the discussion and results. The statistical tests showed that teachers are aware of the Dictogram strategy and showed an agreement among teachers on the importance of writing skills, and they found that the level of writing skills of most students is average and below average. The results also indicate that the time available for teachers to learn writing skills

in English for students is insufficient and showed teachers 'dissatisfaction with the English language curriculum. Teachers agreed that the current textbooks are not equipped with appropriate teaching methods to improve students' writing skills.

Chapter Five

Discussion, Conclusions & Recommendations

Chapter Five

Discussion, Conclusion and Recommendations

5.1 Introduction

The purpose of this study is to investigate the impact of applying the Dictogram strategy on improving students' writing skills in Jenin's City public schools from the point of view of English teachers; the results presented in the previous chapter provide solid evidence of its effectiveness, which is represented by the agreement of English teachers on the importance of teaching writing skills, and the usefulness of using Dictogram strategy in improving students group work, vocabulary.

Moreover, the questionnaires' analysis revealed that teachers offer expression activities for two or less per week, and some teachers do so up to five times a week, helping students improve their vocabulary knowledge occasionally. In addition, their responses showed that they were familiar with the Dictogram task to build the habit of writing in the classroom. Besides, they showed that they were aware of vocabulary's importance as one aspect of developing students writing quality and skills. Teachers also emphasized their interest and positive attitude in adapting the Dictogram in writing classes.

5.2 Discussion

The first question answers the potential impact of Dictogram strategy on teachers' pedagogical practices in teaching English writing from their point of view; the results indicate the most essential benefits of Dictogram from teachers' perspective, which are the group working and learning new vocabulary.

Dictogram as a writing assignment; according to the teachers' point of view, allowed students to integrate the four skills (writing, speaking, reading, and listening) and demonstrating their understanding of texts, organizing linguistic characteristics, discussing possible linguistic structures, and self-evaluation of their texts through a shared learning environment. It has allowed them to play a more active role by drawing on their individual linguistic strength to write cooperatively, think critically, and correct others' actions without destroying the positive atmosphere that Dictogram has created. As a result, students value their written efforts and others by engaging them in writing activities they will be ready to complete. These activities will allow them to become familiar with the language, help them enjoy their work and be interested in their writing. In this regard, students will be motivated to write and develop their writing practices; As such, they will improve their skill level and increase the chances of reducing errors in their writing.

The second research question addressed the perception of teachers towards using Dictogram strategy in teaching writing skills and their importance for

students. The results showed a high agreement from teachers on the importance of writing skills and presented the teachers' efforts to fulfill this skill. Also, the result indicates that teachers' available time to teach students' English writing competencies is not sufficient, besides the results showed teachers un-satisfaction with the current English curriculum. The results agree with the finding of (Alfaqawi, 2010), where he found that Encouraging writing is one of the minor factors found in Palestinian English language books; likewise, (Fattash, 2010)and (Hamdouna, 2007) also found that English language textbooks neither encourage nor attempt to develop learners' abilities to write and read independently. While the results contradict (Ayyad, 2011), who evaluate the 11th-grade textbook and found that it includes the four skills (Reading, Writing, Speaking, Listening), and the book's content is moderate.

Furthermore, the results found that most students' writing level is average and below-average; only a third of students are above average. This outcome is consistent with the finding of (Abualhommos, 2012), which found that schools' writing skills are low. Besides, their grades are not well in writing. Which makes students are often desperate and are not eager to write.

The further research question tries to answer teachers' view on using the Dictogram strategy; the results revealed the overall attitude towards the Dictogram strategy to enhance writing skills is positive, with a percentage of (74.95%). It reflects the teachers' believes in Dictogram. These benefits are the primary motivations for teachers to use Dictogram as a teaching strategy.

The research found that teachers use different learning games to help students learn new vocabulary, and most teachers dedicate a part of their lesson to introduce new words. With this continuous teaching of writing skills, the research found teachers' consensus that students' writing skills improved over the school year, although the most mistakes committed by students based on teachers' point of view are grammatical in first place followed by Syntactical errors. But the research could not find a suitable answer for students' effort estimates to develop their vocabulary level, as the teachers' responses didn't settle the matter.

The third question of the research about the level of awareness of Dictogram Strategy, the statistical tests showed that teachers are familiar with this strategy and nearly (85.1%) of the participants have used it.

 Also, it was found that roughly half of teachers found it can be applied in classes with average effort, and a minor percentage (3.1%) found it easy to be used, but according to most teachers (96.9%), Dictogram implementation needs a long time for application in classes which is not available in the school year. Moreover, teachers agreed that the current textbooks are not equipped with proper teaching methods to improve students writing skills.

5.3 Conclusion

In light of the results of the study questions, the researcher concluded the research results as follows. First, the results showed that using Dictogram could improve students' cooperation and writing through the improvement of vocabulary according to teachers' perceptions. That's because Vocabulary is considered one of the basic elements of learning writing. Moreover, the results showed a high agreement from teachers on the importance of writing skills and presented the teachers' efforts to fulfill this skill. The results also revealed that the overall attitude towards the Dictogram strategy to enhance writing skills is positive.

According to the results, it is obvious that Dictogram is a very useful strategy for the teachers to use with students who has difficulties in memorizing and expressing their ideas while writing. Concerning the positive role that vocabulary plays in writing quality and how the presence of lexical deviations is one of the criteria for its evaluation. It is necessary to present and suggest; in addition to building a writing habit, recommendations and treatments are taken into account in teaching situations and teaching/learning writing. First of all, teaching vocabulary in English language classes should not be neglected. It should be explicitly taught through the regular adoption of various tasks and activities. Vocabulary could be taught isolated or presented in a context. Not only will receptive knowledge of vocabulary advance, but productive vocabulary will also develop students' writing

skills. Students should also be encouraged and taught to develop strategic skills that increase the chances of vocabulary learning.

Teachers should encourage and motivate their Students to adopt new learning strategies or promote the use of pre-existing strategies that help them store new lexical elements with their forms and meanings in their mental dictionary. This will help students to be able to memorize those elements accurately in their writing. Some of these strategies could be taking notes, guessing from context, using music or poetry, building stories from pictures, and associating words.

5.4 Recommendations

Recommendations for Teachers

1. Teachers are advised to vary their writing teaching strategies and techniques of teaching writing using modern technologies and to get rid of some traditional ways of teaching writing.

2. Teachers are advised to teach writing as a process rather than as a final product.

3. Teachers are advised to motivate their students to write and reward good interpreters.

4. Teachers must first diagnose and determine the main weaknesses that limit students' writing skills in learning English.

5. Teachers are advised to apply new techniques to involve students in writing and teach in an interactive and integrated way as in the Dictogram technique; besides, the materials used must be attractive to students, and the text should be engaging so extensive and not difficult to understand.

6. Teachers are advised to use this technique and its variations most of the time to develop students' writing skills suitably. This technique allows students cooperation among them, allows students to discuss and give opinions about the text dictated; they can reconstruct the text in order and improve it by adding other ideas through different activities while improving their writing skills.

7. Curriculum designers are advised to keep in mind that writing should be a daily activity inside and outside the classroom.

Recommendations for Curriculum designers:

1. Curriculum designers are advised to keep in touch with teachers in order to improve strategies and methods which emphasize the importance of teaching writing.

Recommendations for Students:

1. Students are advised to practice writing constantly on topics they know well and have enough information.

2. Students are advised to create a mental vocabulary and grammar database to express their thoughts and ideas in writing.

Recommendations for Researchers:

1. Other researchers are advised to study other causes of students' weaknesses in writing, such as social and economic factors.

2. Other researchers are advised to do more future studies about Dictogram strategy.

3. Researchers are advised to do research in the use of Dictogram strategy in different locations and different samples.

4. Researchers are advised to do studies to compare between public and private schools in the impact of applying Dictogram strategy.

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Appendices

Appendix A

List of Arbitrators

1. Ihsan Rabay'a / Supervisor

2. Roqaya Abu Al – Rub / Supervisor

3. Khairi Al – Aseel/ English Teacher

4. Muna Al – Bzour/ English Teacher

5. Dr. Munther Zyoud/ University Instructor

6. Dr. Ashraf Abd Al-Khaliq/ University Instructor

Appendix B

An-Najah National University

Faculty of Graduate Studies

Dear English Teachers Colleagues,

The researcher is carrying out a master's thesis entitled:

"The Impact of Applying Dictogram Strategy on Improving Students' Writing Skills from Teachers' Perspectives in Jenin's City Schools."

You are kindly invited to answer this questionnaire, which is a tool that will be used to achieve the result of prospective research. It is for research purposes only and has nothing to do with evaluating the courses or teachers. The questionnaire consists of three parts. Please do not enter your name, school name, or specification. Your participation will be greatly appreciated.

Personal Information

Please Mark with (X) the selected answer:

Gender: ❐ Male　　　　　❐ Female

Age: ❐ Less Than 30　　　　❐ Between 30-45　❐ More than 45

Qualification: ❐ Diploma　　❐ B.A.　　　　❐ Graduate Studies

Years of Experience: ❐ Less than 5　　❐ 5 -10 Years

❐ More than 10 Years

Teaching Level: ❐ Grade 1 to 4　　❐ Grade 5 to 10　❐ Grade 11 to 12

Training Courses: ❐ Less than 22 or more

First Part: Current English Teaching Practices:

Please Mark with (X) the selected answer:

How many hours per week of Written Expression do you spend on improving students' writing?		
☐2 or less	☐3 – 5	☐More than 5
Do you think that the current curriculum designed to teach written expression is sufficient to improve students' writing skills?		
☐Yes	☐No	
How would you describe the writing level of your students?		
☐Below Average	☐Average	☐Above Average
How often do you give your students writing assignments?		
☐Always	☐Sometimes	☐Rarely	☐Never
Have you noticed an improvement in the writing level of your students throughout the school year?		
☐Yes	☐No	
What kind of mistakes your students commit in their writing frequently?		
☐Grammatical	☐Lexical	☐Syntactical	☐Other (………...)
How do you describe the vocabulary level of your students?		
☐ Outstanding	☐Very satisfactory	☐ Satisfactory	☐ Unsatisfactory
Do you think that students work hard to learn vocabulary?		
☐Yes	☐No	
Do you present new words in every lesson?		
☐Yes	☐No	
Do you provide enough time to improve students' vocabulary within your classes?		
☐Yes	☐No	
If yes, what kind of activities or tasks do you use?		
☐Matching	☐Vocabulary games	☐Dictation	☐Other (……...)
Do you try to develop a writing habit for your students?		
☐Yes	☐No	

Are you familiar with the term "Dictogram"?				
☐Yes		☐No		
If your answer is "yes," Have you ever applied it in your classes?				
☐Yes		☐No		
If your answer is "yes," What did you like most about Dictogram?				
☐New Vocabulary	☐Group work	☐Text or stories read.	☐ I would not say I like it.	☐Other (……......)
If you used Dictogram before, how did you find its procedures?				
☐Easy	☐Average	☐Difficult	☐ Complicated	☐ It cannot be applied at all.
If you used Dictogram before, Do you think it needs much time to be applied?				
☐Yes		☐No		

Second Part:

Please Mark with (X) the selected answer:

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teachers' attitudes towards English Writing Teaching					
1. I think the development of writing skills in English Language is so essential.					
2. I find Learners devote effort to cope up with writing skills in the English Language.					
3. I experience many challenges in the teaching of writing skills.					
4. I think teaching strategies are essential for improving writing skills.					
5. I believe School Library plays a vital role in improving students writing skills.					
6. I think School written expression sessions are enough to improve students' writing.					
7. I receive periodically teaching training courses by experienced experts in the field of teaching.					
8. I think the current teaching written expression program is sufficient to improve students' writing skill					
9. I think the level of students' writing could be improved.					
10. I am Keeping up with the field through regular reading and conference or workshop attendance.					
Teachers' attitudes towards Dictogram/Dictogram					
11. I think Dictogram helps in group brainstorming and questions-answers.					
12. I believe Dictogram helps students to overcome their writing problems.					
13. I think Dictogram encourages discussion in an organized way.					
14. I think Dictogram encourages me to devote independent sessions to improve students' vocabulary.					
15. I find Dictogram a very useful teaching and learning strategy.					
16. I think the peer discussion process provides students with the ability to compete and improve.					
17. I think Dictogram promotes collaboration and interactions.					
18. I think Dictogram motivates students to engage through group working.					
19. I think the idea of Dictogram is a waste of time					
20. I think Dictogram helps the students to be more confident.					
21. I find Textbooks are equipped with useful teaching materials that will improve students' language learning.					

جامعة النجاح الوطنية

كلية الدراسات العليا

أثر تطبيق استراتيجية الاملاء الانشائي بالرسم التوضيحي على تحسين مهارات الكتابة عند الطلاب من وجهة نظر المعلمين في مدارس جنين

اعداد

ميراج وائل صالح ابو الهيجا

اشراف

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الملخص

تقيس هذه الدراسة أثر تطبيق استراتيجية الرسم التخطيطي في تحسين مهارات الكتابة لدى طلاب المدارس الحكومية من وجهة نظر معلمي اللغة الإنجليزية في جنين.

من أجل تحقيق أهداف الدراسة واكتشاف تصورات المعلمين فيما يتعلق بتدريس الكتابة باللغة الإنجليزية، والجهود المبذولة لتحسين نتائج الطلاب، تم استخدام النهج الوصفي التحليلي. تم إعداد استبيان وتوزيعه على 161 مدرساً للغة الإنجليزية في محافظة جنين. لعبت هذه الأداة دورًا أساسيًا في تحقيق أهداف الدراسة، واستكشاف التصورات ومواقف المعلمين تجاه تدريس الكتابة واستخدام استراتيجية الاملاء الانشائي بالرسم التوضيحي لتطوير تلك المهارة.

تم تحليل بيانات هذا الاستبيان باستخدام الأدوات الإحصائية المناسبة. أظهرت النتائج أن المعلمين اتفقوا على أن استخدام استراتيجية الاملاء الانشائي بالرسم التوضيح يمكن أن يحسن العمل الجماعي للطلاب ويحسن المفردات. كما أظهرت النتائج وجود اتفاق كبير بين المعلمين على أهمية مهارات الكتابة ، ووجدوا أن مستوى مهارات الكتابة لدى معظم الطلاب متوسط وأقل من المتوسط. كما أشارت النتائج إلى أن الوقت المتاح للمعلمين لتعلم مهارات الكتابة باللغة الإنجليزية للطلاب غير كاف ، كما أظهرت النتائج أيضًا عدم رضا المعلمين عن منهج اللغة الإنجليزية، حيث اتفق المعلمون على أن الكتب المدرسية الحالية غير مجهزة بأساليب التدريس المناسبة تحسين مهارات الكتابة لدى الطلاب.

أظهرت الاختبارات الإحصائية أن المعلمين على دراية بهذه الاستراتيجية وقد استخدمها ما يقرب من (85.1%) من المستجيبين، ولكن وفقًا لمعظم المعلمين (96.9%)، يحتاج الاملاء الانشائي بالرسم التوضيحي إلى وقت طويل للتطبيق في الفصل.

أوصت الدراسة بتشجيع المعلمين على تبني استراتيجيات تعلم جديدة أو تعزيز الاستراتيجيات الموجودة مسبقًا التي تساعدهم على تخزين عناصر معجمية جديدة في أشكالها ومعانيها في القاموس العقلي للطلاب لتمكينهم من حفظها بدقة في كتاباتهم