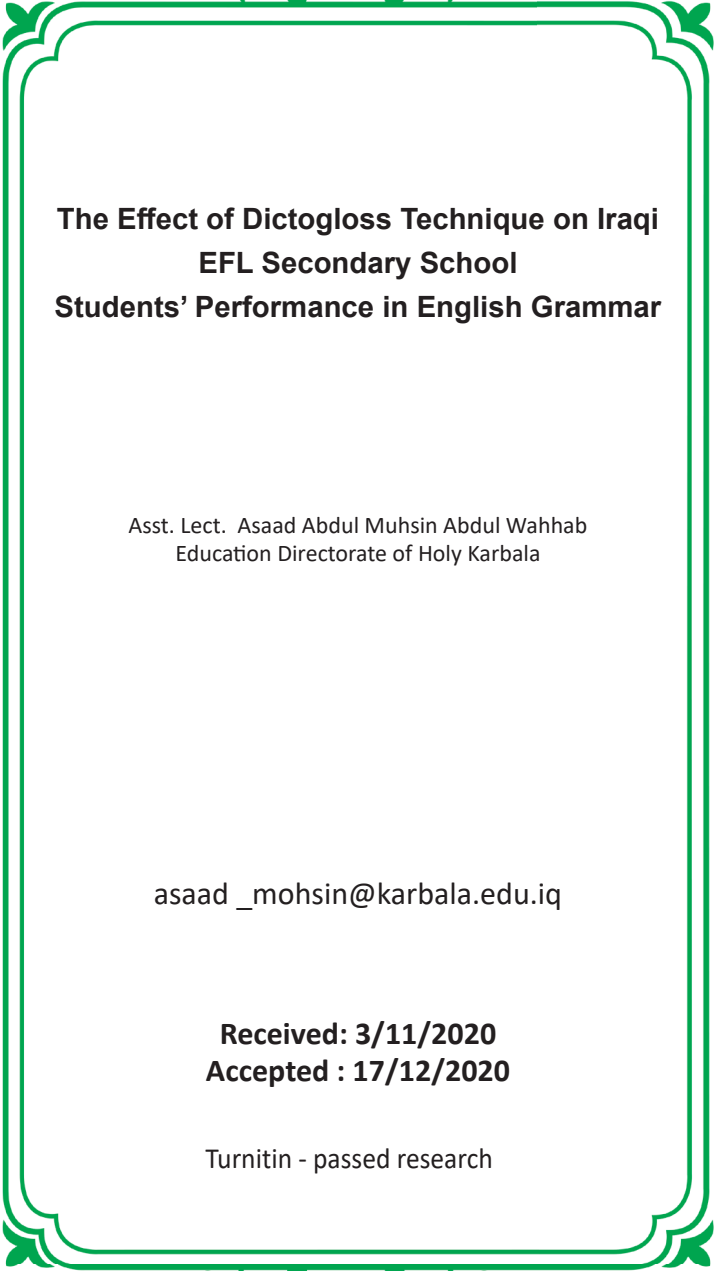



**The Effect of Dictogloss Technique on
Iraqi EFL Secondary School
Students' Performance in English
Grammar**

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ABSTRACT

Teaching English grammar has been considered as a crucial issue for the language learner's ability to use language. For decades, teaching and learning grammar in ESL/EFL classes has been a main concern for the specialists in English teaching. For teachers and their learners, grammar is seen the most difficult component in teaching. Teachers face difficulties in teaching it. Also, learners face problems in learning it. So, teachers are advised to adopt various strategies and techniques in teaching English grammar. Dictogloss is an effective technique in teaching English grammar. This study aims at investigating the influence of Dictogloss technique on Iraqi EFL secondary school students' performance in grammar.

This aim is achieved by the null hypothesis which states that there is no statistically significant difference between the mean score of the performance of the experimental group students who are taught grammar by Dictogloss technique and that of the control group students who are taught grammar by the traditional technique in the grammar post test. The study is limited to the students of the fourth preparatory class, in Kerbala during the academic year 2017-2018. Result proves that there is a statistically significance difference between the mean scores of the performance of the experimental group students who are taught grammar by Dictogloss technique and that of the control group students who are taught grammar by the traditional technique in the grammar post-test in favor of the experimental group. Based on the above result, some conclusions and pedagogical recommendations have been put forward as well as a number of further studies have been proposed.

Key words : Dictogloss. grammar. technique.

SECTION ONE

Introduction

1.1 The Problem and its Significance

Grammar is the language rules. It is regarded as patterns system and meaningful structures governing by particular pragmatic constraints (Mart, 2013: 125). Also, grammar is considered as one of the most important language elements. It is seen that mastering grammar leads to the language skills mastery. So, studying language formally needs studying grammar in depth. In order to enable students to use language skills effectively, they have a need to be given adequate provision of grammar. Teaching grammar, which is an essential aspect in learning foreign language, achieves accurate and successful understanding of the language structures and a successful communication, (Akbari, 2015: 396).

Learners need to study the grammatical rules of the language that they want to acquire and practice efficient communication skills in that language. Ellis (1993: 95) argues that if the learners cannot acquire grammar well, they will never have the ability to express their ideas and thoughts accurately and precisely. Accordingly, getting grammatical knowledge of any foreign language, English for example, is considered more significant for learners as compared with native speakers. In acquiring the mother tongue, native speakers have internalized the grammar of the native language naturally whereas the foreign language learners present deliberately great efforts in mastering the features of language, which account for grammatical purpose. So, in teaching English as a foreign language, teaching English grammar is an urgent aspect in foreign language classroom, (Iqbal et al, 2017: 60)

Without grammar, language learning will be confusing for learners. Without acquiring grammar component, learners will not manage to use language accurately. Teachers agree that teaching grammar is very important and cannot be neglected or ignored, and learners' language improvement will be severely constrained without a good knowledge of grammar, (Tabbert, 1984: 40)

There are a number of difficulties and obstacles faced by both teachers of English and their students in teaching/learning grammar in EFL classrooms. Identifying these difficulties and being consciously aware of them will enable the teacher to determine the effective techniques and procedures to overcome such difficulties and allow the students to interact with grammar lessons.

Learners struggle to present flexible use of the grammatical structures that are taught in classroom. They may know these structures perfectly but they do not have the ability to apply them to their own communication, (Al-Mekhlafi and Nagaratnam, 2011: 70). Teachers have recognized that their learners have problems in transferring the grammatical knowledge studied into procedural knowledge, in other words, internalizing grammar rules is problematic for the learners although they have been taught these rules intensively, (Burgess and Etherington, 2002: 442).

Some teachers see that teaching grammar creates anxiety for some learners. So, teachers should attempt to make grammar lesson as nonthreatening, imagination and useful and interesting activity through selecting effective techniques and strategies that

focus on group work, cooperative learning, task-based activities and student-centered lessons (Yusob, 2018: 151).

Some language teachers believe that the word "grammar" refers to the rules of usage and word forms that govern how the learner speaks and writes. Teachers start teaching grammar through explanation of the forms and rules. Then, they drill their students on these forms and rules. Teachers' tendency of focusing these rules and forms in classes is attributed to the teachers' belief that their students learn grammar best through the repetition of the rules and their memorization. Actually, this method is not effective in teaching grammar. It creates a boring atmosphere inside the classroom and uninterested students who are not able to produce good results in exercises and tests, but they get failure at using the language in context situations. Moreover, it has been noticed that students commit grammatical mistakes in writing and speaking although they have

been taught grammar for many years (Widiyanto et al, 2018: 34).

Depending on the researcher's twenty five-year experience as a teacher of English in secondary schools, a number of obstacles in teaching grammar could be identified. No suitable environment could be found in Iraqi EFL classes for teaching English in general and for teaching grammar in particular. On the other hand, students do not have enough opportunities for practicing English and its grammar outside classrooms. So, it is supposed that an EFL classroom provides the students with a rich environment to practice the foreign language and its grammar. Otherwise, the poor environment will hinder the students' learning language and its grammar. If there are not sufficient facilities in the classroom, the teacher should overcome this obstacle through selecting a number of effective techniques and strategies in teaching.

The crowded classroom is another problem in teaching and learning English and its grammar. Learners do not have enough opportunities to implement the grammatical knowledge in practicing English inside the classroom or overcome their problems in learning grammar. Also, the limited hours of the lesson periods are another difficulty in this respect.

On the other hand, Communicative Language Approach has been adopted in Iraqi schools since 2007 and English curricula have been built according to this approach. However, teaching grammar communicatively is given less emphasis. Teachers are still using traditional methods in teaching grammar depending on repetition of rules and memorizing them. Their traditional rigid procedures in teaching grammar have negative influences on teaching and learning grammar. Furthermore, teachers do not encourage their students to write and speak inside the classroom using structures of the language communicatively. All these factors lead to many problems in teaching and learning grammar in EFL classes. Also, students do not succeed in implementing language structures in actual communication. In fact, the aim behind teaching grammar in Iraq is just to pass the exam not to use them communicatively in real life situations.

For many students in all stages, grammar is regarded an undesirable and difficult subject. They do not enjoy acquiring grammar, therefore they are unable to achieve an acceptable progress in learning grammar (Effendi et al, 2017: 42).

Accordingly, it is advised that grammar should be taught effectively through selecting communicative writing and speaking tasks that enable students to implement the grammatical rules in real-life situations.. So, teachers should adopt techniques that focus on teaching grammar communicatively. Dictogloss is one of these communicative techniques in teaching grammar communicatively. Furthermore, this technique is so interesting that it adds enjoyment and fun in teaching grammar. Also, it reinforces shy, anxious and weak students at grammar to participate in the learning process (Widiyanto et al, 2018: 35).

1.2 Aim

The aim of the present study is to empirically investigate the effect of Dictogloss technique on Iraqi EFL secondary school students' performance in grammar.

1.3 Hypothesis

It is hypothesized that there is no statistically difference between the mean score of the performance in English grammar of the experimental group students who are taught grammar by Dictogloss technique and that performance in English grammar of the control group students who are taught grammar by traditional technique in the grammar post-test.

1.4 Limits

1-The study is limited to the students of the fourth class secondary school, the Scientific Branch in Kerbala during the academic year 2017-2018.

2-The sample of the material is limited to teaching grammar in the last four units of (English for Iraq-Fourth Preparatory by Caroline de Messieres) published by Garnet Education , 2013.

1.5 Value

The present study can be beneficial for secondary school teachers and students. Moreover, the findings of the present study can be fruitful for the organizers of in-service-training courses in English. Concerning secondary school teachers, the present study meets their needs since Dictogloss technique is hoped to be valuable and effective for assessing students' grammar performance. Teachers can make use of the present study to reinforce teaching grammar. Additionally, the present study enables them to adopt group work which is one of the communicative approach activities. The present study can be beneficial for Iraqi secondary school students as Dictogloss technique develops students' learning grammar and enables them to practice grammar accurately. Finally, the present study can utilize organizers of in-service-training courses in English to develop teaching grammar in Iraqi secondary schools through using Dictogloss technique.

1.6 Definition of Basic Terms

The following terms have been defined theoretically and operationally:

1.6.1 Dictogloss Technique

Dictogloss technique is a language teaching technique used in teaching grammar in which short pieces of language are read out at normal speed to students by their teacher to summarize these pieces. Through this summary, the students realize the grammatical structure (Jacobs and Small, 2003, 2).

Dictogloss technique is a task-based technique where students work together using their grammar competence to reconstruct a new different text and be aware of their shortcomings and needs (Wajnryb, 2003: 7).

Dictogloss technique can be defined operationally as a language teaching technique adopted in teaching grammar. This technique allows the teacher to teach grammar in context. This technique needs students to work in groups to listen to their teacher's text

and reconstruct it in a new version. Through this procedure, the students realize how to use the grammatical structures which is the topic of their grammatical lesson.

1.6.2 Grammar

Thornbury (1999:13) defines “grammar” as a “description of the rules for forming sentences, including an account of the meanings that these forms convey”.

Grammar can be defined as a “description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language” (Meenadevi, 2017: 89)

Operationally, grammar can be defined as linguistic rules that the language users should follow for verbal and written communication. These rules dominate the process of the connection words and phrases to produce meaningful sentences.

1.6.3 Technique

Technique is an implementation that actually takes place in a classroom. It is regarded as a particular trick, stratagem, or contrivance applied to accomplish an immediate objective, (Richards and Rodgers, 2001: 19).

The operational definition of technique is the practical procedures done by a teacher in the classroom to present an activity for facilitating students’ learning.

SECTION TWO

Dictogloss Technique and Teaching Grammar

2.0 Preliminary Notes

The present section deals with the presentation of the notion of grammar, the importance of teaching this component, and the definition of Dictogloss Technique. This section, also, sheds light on the previous studies that tackle such topic.

2.1 The Notion of Grammar

Grammar is a language structure and the way in which linguistic elements, such as

words and phrases, are joined together for presenting meaningful sentences. It should be put into the consideration the functions and the meaning the sentences have in the overall language system since grammar is considered as an essential language element and as an important part of linguistic competence. Grammar plays a vital and central role to make up and develop students' language skills and their communicative competence, (ibid).

Learning language cannot be achieved successfully without learning grammar, in other words, the teacher cannot separate teaching language from teaching its grammar since grammar reinforces speaking and writing skills as well as listening and reading skills at a great extent. Moreover, learners cannot comprehend the spoken and written texts without having an adequate mastery on grammar. Through learning grammar, students learn how the language makes up. They will be able to implement what they have acquired to be better speakers and writers, and also readers and listeners (Widiyanto et al, 2018: 35)

The significant role of teaching grammar has been shown vividly in the history of language teaching. However, there has been a debate about the question of whether grammar instructions enable learners to achieve proficiency in using foreign/ second language. Grammar has a vital role for the foreign/ second language learners

as compared with the native speakers. Those learners have to do conscious efforts in mastering the aspects of language which account for grammaticality whereas the native speakers have intuitively internalized the grammar of the language during the process of learning the language (Meenadevi, 2017: 90) .

Teaching English grammar helps learners use the language accurately and effectively in expressing themselves. The use of the language does not refer only to the students' using the language in oral discourse where creativity and anomalies are acceptable since the language is intelligible and understood for the listener, but the use of the language refers, also, to the students' using the language in the written form where ideas and thoughts are more rule-governed than freely expressed (ibid).

The core rules and structures of English grammar should be identified by the teachers whose role is to provide their students with enough opportunities to practice in grammar. They should start teaching grammar with the rules that have greater frequency in using language whereas they delay teaching the rules of peripheral nature representing the exceptions, irregularities and anomalies. These elements should be presented at a later stage when the learners become ready to acquire the competency in the use of core rules and structures. The aim of teaching grammar, which is one of the most important teacher's dilemmas, is to teach rules that help students in learning the foreign language. In fact, the aim behind teaching grammar should be to offer students rich opportunities of exposure to real situations of language learning. Without providing sufficient practice, teaching rules does not lead to a successful acquisition of a foreign language. Teachers are invited to teach rules simultaneously with their uses contextually. They should teach both grammatical rules and their situational uses side by side. Accordingly, communicative competence, that is the main teaching aim, can be obtained (Cruz and Montenegro, 2017: 4).

2.1.1 The Importance of Grammar in Teaching English Germany

Grammar has an important place in teaching English as a foreign language because it closely ties words, phrases and sentences meaningfully in using the language. Also, it is interconnected with vocabulary. So, grammar allows students to realize how to link words accurately for communicating more effectively (Meenadevi, 2017: 91).

According to Thornbury (1999: 15), there are a number of reasons behind teaching grammar in an EFL classroom:

1-Teaching grammar presents students the means for potentially unlimited linguistic creativity.

2-It reinforces correctively against any kind of ambiguity.

3-It enables learners to reduce their incorrect grammatical structure.

4-It represents as a kind of advanced guider for language acquisition.

5-It can help both teachers and their learners reduce the apparent enormity of the language learning task.

6-It allows teachers to get a structured system taught and tested in methodical steps.

7-It offers enough experiences to use language through communication.

8-It presents learners enough learning experiences more efficient and systematic.

2.1.2 The Role of Grammar in Teaching English

Generally, grammar is seen “as the structure or set language rules. It is the system of making words to get together to create meaningful units of language” (Cruz and Montenegro, 2017: 9). Accordingly, this crucial sub-skill has an essential role in teaching English. Thornbury (1999:5) sees that grammar has two functions; representational and interpersonal. The first function allows people to

find how the world civilizations and cultures develop whereas the second function achieves effective communication and interaction with other people. So, realizing English grammar enables students to perceive things better and express themselves more precisely and accurately. Grammar is considered as a living resource giving language users the ability for communicating their ideas, knowledge and feelings and to comprehend what others write or say.

2.1.3 The Main Approaches in Teaching Grammar

In recent years, a number of approaches and methods in teaching grammar have appeared. They have been explored by EFL experts. Celce-Murcia and Larsen-Freeman (1999: 2) declare that in the foreign language classes in America, new approaches came to replace the old ones, the Audio-lingual Method replaced Grammar Translation Method, then Cognitive Approach replaced the latter one, and the Communicative Approach came to replace the Cognitive Approach. Within these teaching approaches, grammar could be taught either deductively or inductively. For example, grammar is presented deductively according to Grammar Translation Method, whereas it is taught inductively in the Communicative Approach. Over the years, teachers have varied

between favouring teaching approaches. Some of these approaches focus primarily on language use and others concentrate on language forms or analysis.

2.1.3.1 Deductive Approach

This approach is followed by Grammar Translation Method. According to this approach, grammar is introduced explicitly. It is taught through examples and practice for mastering the rules. When grammatical elements are presented explicitly, students

are asked to memorize the grammar rules. In teaching grammar, this approach is also called “rule-driven learning” (Thornbury, 1999: 29). Ellis (2009: 3) states that deductive learning typically needs to memorize a series of successful facts. This procedure improves the students’ ability to focus on the material they are studying. Thorn-

bury (1999: 40) affirms that grammatical elements, that are taught deductively, are often confusing for most learners especially the young ones because they start forming an idea stating that new language mastery depends solely on the grammar rules mastery. However, teaching grammar explicitly could be successful with the older students who need to be told the rules directly.

2.1.3.2 Inductive Approach

On the contrary, grammar is taught implicitly according to this approach which is adopted by Communicative Language Approach. Inductive approach, called also rule-discovery, enables learners to discover and understand the grammatical rules through exposing them to a number of examples. It is stated that this approach allows learners to learn the rules presented indirectly. So, teaching grammar implicitly needs a great exposure of language for learners. Several benefits can be got inside EFL classes through adopting this approach. Learners' great efforts in discovering grammatical elements encourage them to be autonomous, encouraged and active. The process of discovering the rules can lead to more significant learning. Moreover, this approach enables learners to develop cognitive skills that have benefits in using language in real situations, Thornbury (1999: 50).

On the other hand, the teacher's role in adopting this approach is to choose authentic texts, assist learners when necessary and offer a variety of activities for learners to be engaged in the lesson. In short, selecting this approach encourages students to realize grammar rules through examples, communicative activities, practices and exercises. Students-centered environment should be created when the teacher monitors learners' work and provides assistance when necessary, (ibid).

Adopting inductive approach in teaching grammar needs teachers to select

communicative techniques that reinforce this approach. Dictogloss is one of these techniques. According to this technique, students' reconstructing to the teacher's text leads them to conclude and discover the grammatical rules. So, adopting this technique al-

lows learners to acquire grammar implicitly and this is what Communicative Language Approach focuses on.

2.1.4 Some Techniques in Teaching Grammar

In teaching grammar, teachers need to adopt a number of communicative techniques

in teaching grammar. Depending on one or two techniques in every lesson creates a boring and monotony atmosphere inside the class and makes the students uninterested in

grammar lesson whereas selecting several techniques creates an effective lesson and encouraging and enjoyable environment for learning.

Some useful communicative techniques in teaching grammar are: board work presentations, using dialogue relia, drilling, using songs, using games, errors correction, dictogloss, etc.

Dictogloss is considered one of the effective communicative techniques in teaching grammar. A number of experimental studies have adopted this technique and proved its effectiveness in teaching grammar.

2.2 Dictogloss Technique

It is believed that the origin of Dictogloss technique, also called grammar dictation or dictocomp, has been developed in Australia. It is seen that this technique is modern. However, its classic version has been developed in the early 1960s.

Dictogloss technique, which is a task-based procedure, encourages the students to work together in small groups depending on their grammatical competence to reconstruct new different texts and be aware of their needs and shortcomings. In other words, this technique can be a controlled technique or a more extend discovery technique.

This technique is effective in practicing grammar and vocabulary as well since learners work on a combination of form and meaning. This achieves effective, purposeful and meaningful learning grammar. more, (Wajnryb, 2003: 7).

This technique allows teachers to present grammar into context. Teachers work at a correction stage, instead of showing a boring lecture. Accordingly, students are encouraged to work actively and cooperatively depending on self-correction. Moreover, this technique is suitable to be implemented for all the levels for proficiency and can be adopted in mixed-ability learners groups, (Jacobs and Small, 2003: 3).

Implementing this technique achieves a shift from focusing on form only to meaning and form. So, the students are enabled to reconstruct ideas and reform them in a new context. The form is not ignored. It is as important as meaning, (ibid).

Dictogloss technique focuses on students' critically thinking when they become ready to defend their choices and learn from their own judgments. Furthermore, this technique reinforces reflective teachers, who attempt to change teaching styles of adopting sufficient techniques, like Dictogloss which allows many variations activities like, retelling, individual and group reconstructions, using students' creativity, etc., in reconstructing texts.

This technique reinforces the students' four skills. It develops listening skill when students listen to their teacher reading the text. It, also, focuses on writing skill and dictation when students start to reconstruct the teacher's text. Moreover, this technique develops reading skill when students read what they have written. And finally, this technique develops speaking skill when it allows the students to make discussions about

their reconstructions and defend their opinions and judgments found in these reconstructions.

One of the most aims behind adopting Dictogloss technique is to have students use their productive grammar in the process of reconstructing texts. Another aim is to

enable students to realize what they know and do not about grammar, namely their strengths and weaknesses. The third aim behind using this technique is to upgrade and refine students' grammatical knowledge (competence) through comprehensive analysis

of language use and the process of the correction of students' approximate texts (Jacobs and Small, 2003: 3).

2.2.1 Dictogloss in Teaching Grammar

According to Cohen (1998: 20), Brown (2001:2), Ghaith (2002:28) and Jacobs and Small (2003: 2-4), some principles of teaching language can be concluded to embody in implementing Dictogloss. These principles can be explained briefly below.

1-Learner Autonomy: It refers that learners have opportunities to find where they have done well and where they may need improvement. They can assess their levels to find their own linguistic weaknesses at learning grammar and choose strategies to develop their products. Moreover, learners realize that they are responsible for their own learning and their classmates' through their discussions to achieve their understanding.

2-Cooperative Learning: In implementing Dictogloss technique, individual work is retained. Learners work alone in listening to the teacher reading his/her text and they take notes about this text. The next step is learners work together within groups to be a good opportunity for making discussions in reconstructing the teacher's text. All the groups do their best to function effectively.

3-Curriculum Integration: It denotes to combining the teaching of content such as social studies or science with the language teaching. Dictogloss technique involves and achieves this integration through the selection of the text. For example, if the aim is to integrate a language lesson with a geography lesson in order to help students learn some important geographical vocabulary and grammar at the same time, the language teacher, with the consultation with the geography teacher, can select a geographical text for a language lesson in implementing this technique.

4-Focus on Meaning: Dictogloss technique emphasizes combining focusing on meaning and focusing on form. Students' focusing on form needs engaging them in the fact of "meaning-making".

5-Diversity: Learners, who differ in background and in ways of

learning, attend the class with different information. Working in groups, on which Dictogloss technique focuses, invites learners to take advantages of this kind of diversity. Learners, who differ in their levels, will not be equal in acquiring the same amount of the knowledge. This may lead learners to take diverse role in their groups. For example, the learners, who have a large number of vocabulary and great content knowledge in a certain topic of the text, are able to cooperate their classmates, who do not have such abilities, through their interaction.

6-Thinking Skills: Thinking skills can be fostered through implementing Dictogloss technique since this technique offers learners good opportunities to use thinking skills. Applying this technique enables learners to challenge others, defend and elaborate ideas during a collaboration session and reconstruction task. The learners will be able to identify and analyze different ideas in the main text read by the teacher and relate the ideas in the reconstructed text with the teacher's text during the process of reconstruction or writing a summary to that text.

7-Alternative Assessment: Selecting Dictogloss technique invites teachers to get a number of procedures to assess students' progress in grammar. The task of reconstructing a text provides the teacher with a good opportunity to assess students' grammatical competence. The teacher can listen to the students discussing different ideas and observe them debating to choose the most appropriate sentences with correct grammatical forms. This real-time observation of students' discussion process presents a great insight than just checking students' product after they have finished their task.

8-Teachers as Co-learners: The current studies in education show that the teacher is not the only source of the knowledge or only the sage. Instead, he/she is seen as a fellow student who participates his/ her learners in question for knowledge. This vital role for the teacher reinforces the process of teaching at a great extent. Dictogloss technique presents the teacher this opportunity. Through implementing this technique, the teacher can share the students their

ideas, feelings, interests, and preferences that can be expressed in their writings.

2.2.2 The Importance of Dictogloss Technique

According to the concept of Dictogloss Technique and its implementation, various benefits can be concluded.

1-Dictogloss Technique is regarded as one of the communicative teaching grammar techniques since it reinforces student-centered class rather than teacher-centered class.

2- Grammar is taught inductively. This is what Communicative Approach focuses on.

3-This technique reinforces group work and cooperative learning through which learning is fostered.

4-It fosters peer-learning when the weak students at grammar can develop their levels through the help and guidance of their peers who have good levels at grammar.

5-This technique reinforces the students' four skills: listening, speaking, writing, and reading.

6-This technique breaks classroom monotony and boredom caused by presenting boring lectures. It adds enjoyment in teaching grammar through an effective interaction between the students and their teacher using different procedures in teaching grammar, like writing and constructing.

7-It motivates students' creative thinking in their attempting to reconstructing the teacher's text using different styles and some different ideas.

8-It creates an intimate atmosphere inside the classroom through group working that encourages shy, anxious and weak learners to participate in learning grammar and develop their levels.

9-Through this technique, the teacher can determine the students' weak areas not only at grammar, but also in listening, writing, reading, and speaking.

10-So, the teachers are able to diagnose students' weak areas, develop their levels, and check their levels again through implementing this procedure in a number of grammar lessons.

2.2.3 Teacher's and Student's Roles

Below, there is an explanation to teacher's and student's roles in the implementation of Dictogloss Technique in EFL classrooms.

2.2.3.1 Teacher's Role

1-The teacher writes the topic of lesson and on the board.

2-He/she explains the students the procedures of implementing of Dictogloss technique.

3-The teacher presents a text about the grammatical subject containing a number of grammatical forms to be studied during the lesson.

4-He/ she can select the text from newspapers, textbooks. He/ she can write one or modify an existing text. He/ she should make sure that the sentences in this text are built on the grammatical elements found in the topic of the lesson.

5-He/ she is advised to select a text that is below or at the learners' current overall proficiency level. However, there may be some new words.

6-He/ she allows the class to engage in some discussions about the topic of his/ her text. It is expected that the topic is on one that learners have some background knowledge and interest.

7-He/ she begins to read the text loudly once at normal speed as students listen without writing any word.

8-The teacher reads the text for the second time at normal speed while the students take notes. They are not allowed to write down every word spoken by the teacher.

9-The last step in this technique is that the teacher asks the students to discover the grammatical elements and language features found in his/ her own text to start discussing them with the students through presenting further examples or short paragraphs and

reading the notes in the textbook.

10-He asks the students to do the exercises found in the textbook.

2.2.3.2 Student's Role

1-After the teacher finishes reading his/her text, the students work within groups to reconstruct the teacher's text.

2-In their reconstruction, they should try to remember the meaning and the form of the teacher's text. They are asked not to present a word by word copy of the original text.

3-They are expected to produce a cohesive text with correct grammar and other features of the relevant text type.

4-The students' reconstructions should be built on the same grammatical elements and language features found in the teacher's text. In other words, these reconstructions should be based on the topic of the grammatical subject.

5-After all the groups finish reconstructing their copies, the teacher allows a student in each group to read his/ her group's copy to compare it against the other groups' copies.

6-Through this comparison, the groups make discussions about the ideas found in their copies. These discussions lead the students to comprehend the teacher's text vividly.

7-The students in each group start to discover grammatical elements and language features and discuss them under the teacher's guidance.

8-They try to give more examples about these grammatical elements and language features.

9-The members of each group attempt to cooperate each other to comprehend these grammatical elements and features with the teacher's assistance.

10-The groups do the exercises in the textbook under the teacher's guidance.

2.3 Previous Studies

In order to provide a background for this study, the researcher has presented two studies dealing with effect of Dictogloss technique on the development of students' learning grammar.

2.3.1 Dewi (2017)

This study aims at finding out the effect of Dictogloss technique on improving students' using grammar. The researcher adopted the Kemmis and McTaggart model since it is a simple and efficient model as he thought. The population is the students at class XI IPA 4. They were 22 students, 17 girls and 5 boys. The researcher chose this class because they had mixed proficiency in English and they were compatible with doing in the writing test. The researcher had an achievement test which was got and related directly to language courses. The purpose of the test was to establish how much success the individual students, groups of students got. Marking system from examining body in Britain was used to score note taking and compositions of the students.

2.3.2 Nguyen (2017)

The study was done out within 13 weeks during the second semester of the academic-year 2012-2013. The sample of the study consisted of 28 students in Math at HCE. Pre-post tests were implemented. The tests contained multiple choice questions, open questions and likert scale questions.

Both previous studies proved the impact of Dictogloss technique in teaching grammar. This technique helps learners acquire grammar effectively and use the grammatical structures efficiently in their written and oral communication. Also, this technique is fun and interesting and makes learners eager to learn grammar.

SECTION THREE

Methodology and Procedures

This section sheds light on the explanation of the steps carried out by the researcher to implement the plan of this research and achieving its aim. In other words, this section presents the following:

- 1-the design of the experimental work,
- 2-equalization between the experimental and control groups,
- 3-the research instrument, i.e. the post-test, and
- 4-the statistical tool adopted for data analysis.

3.1 Experimental Design

Good (1973: 74) defines the experimental design as “the plan according to which experimental groups are selected and experimental treatments are administrated and their effect is answered”. In order to get the aim of the present study, the researcher has adopted the non-randomized pre-post-test, equivalent-group design. (Isaac and Michael, 1977: 43). This design requires two equivalent groups that stand in terms of criterion measure, i.e., the independent variable (Padua and Santos, 1988: 31).

The first group is the experimental group (EG for short) whereas the control group is the second one (CG for short). Both groups are tested with the same pre-test (See Appendix B). The EG group is exposed to the independent variable which is Dictogloss technique whereas the CG group is taught according to the traditional technique presented in the teacher’s guide in (English for Iraq-Fourth Preparatory by Caroline de Messieres, 2013). Both groups are tested by the same post-test at the end of the experimental period, (See Appendix C).

In fact, this experimental design is selected by the researcher because it is suitable for testing the deduced consequences of the hypothesis (Van Dalen, 1962: 236). (Appendix A, Table 1) clarifies the experimental design.

3.2 The Sample Selection

The researcher has selected the students at Al-Iqtidar Preparatory School for Boys in the city of Kerbala to be the representative sample of this study as the researcher is one of the staff of this school. So, great facilities have been presented in carrying out this study. The total number of the students at the fourth preparatory stage in this school is 97. They were classified into three sections, namely A, B, and C. Two non-randomized sections have been selected out of these three sections; namely A and B. Section A represents EG. Section B represents CG. The total number of the students in these two sections is 64; 32 students in each section. No students have been left out from both groups. (See Appendix A, Table 2).

3.3 Equalization of Groups

For making the equalization between (EG) and (CG), the following variables are controlled. Information concerning the variables in the first three items is got from the students themselves. The controlled variables are:

- 1-academic level of the father (See Appendix A, Table 3) ,
- 2-academic level of the mother (See Appendix A, Table 4),
- 3-age of the students (See Appendix A, Table 5).
- 4- students' performance at English in the first course (See Appendix A, Table 5), and
- 5-the pre-test (See Appendix A, Table 6).

3.4 Description of the Pre-test

In order to achieve the equalization between (EG) and (CG) involved in this study, a pre-test is implemented. It contains one objective question of twenty multiple choice items about grammatical structures (See Appendix B). The time allocated for this test is 45 minutes. Concerning scoring scheme, this test is scored out of 20 scores. One score is given for the correct answer and zero is given for the incorrect one.

Face validity of the pre-test is achieved through exposing this pre-test to a number of jurors (See Appendix D). The agreement

percentage of the suitability of the test is 100 %. Making sure that this test is reliable, the researcher has used the two independent samples t-test formula. It is shown that there is no statistically difference between the mean score of the two groups since the computed t-value, which is -0.215, is less than the tabulated t-value, which is 2, at 62 degree of freedom and 0.05 level of significance (Nunnally and Ator, 1972: 226). See Appendix A, Table 6.

3.5 Controlling Extraneous Factors Jeopardizing External and Internal Validity of the Experiment

Some of the extraneous factors that affect the experimental design have been controlled. The factors are:

a-history b-maturation c-instrumentation d-the teacher e-selection bias f-experimental morality g-classroom environment

3.6 Description of the post-test

Like the pre-test, the post test contains one objective question of twenty multiple choice items about grammatical structures (See Appendix C). The time allocated for the post-test is 45 minutes. Concerning scoring scheme, this test, like the pre-test, is scored out of 20 scores. One score is given for the correct answer and zero is given for the incorrect one.

3.6.1 Face Validity of the Post-test

According to Brown (1987: 221), validity is the “degree to which the test usually measures what is intended to measure”. To find out whether the performance of the post-test is valid, face validity is a suitable type. So, the post-test has been exposed to jury members who agreed that the post-test is valid in its face and it is suitable for the purpose for which the test is used. The test has gained 100% agreement of the total jury members. The names of the jury members are shown in Appendix D.

3.6.2 Pilot Study of the Post-test.

A sample of 100 students has been given the post-test. This

sample has been chosen non-randomly from the population of Kerbala Preparatory School for Boys as the staff members were ready to present facilities and assistance to the researcher.

The students needed 40-50 minutes to do the post-test. Accordingly, the average length time for the post-test is 45 minutes. This means that the time of one lesson is enough for implementing the post-test. Also, the findings of the pilot administration of the post-test has shown that the instruction of the post-test is clear and unambiguous.

3.6.3 Item Analysis

Item analysis is considered as one of the important results got from the pilot study. Item analysis is interested with the analysis of the test items according to their difficulty and discriminating levels. Conducting a good test does not need to choose appropriate language items only, but also there is an urgent need to function each item in the question properly. Therefore, "item analysis" is used to check individual item (Madsen, 1983: 180). Item analysis is achieved by checking the students' responses to each item to make a judgment about the difficulty and discriminating ability of the item (Mehrens and Lehmann, 1991: 161).

The final scores are arranged from the highest to the lowest after the process of scoring the test sheets. Two groups of these sheets are separated, an upper group consisting of the highest 27% of the scores and a lower group consisting of the lowest 27% of the scores. The following subsections present the processes of item analysis conducted in the present study.

3.6.3.1 Difficulty Level

One of the important aims behind conducting the pilot study is to check determining the difficulty level (DL) of the test items. According to Madsen (1983: 180), the test items which are too difficult or too easy lack the necessary power of discrimination; indiscriminative tests are misleading. DL should rank from 0.20 to 0.80 (Ebel, 1972: 200). The items whose DL ranges among 0.20 to 0.80 seem to be acceptable. The DL of all the items in this post-test ranges between 0.43 to 0.56 (See Appendix A, Table 7).

3.6.3.2 Discriminating Power

According to Gronlund (1976: 268), discriminating power (DP) refers to the degree to which the test items discriminates between students with high and low achievement or performance. If the DP of the item is 0.30 and above, this item is considered acceptable (Ebel, 1972: 202). The DP of the items in this post-test ranges between 0.41 to 0.67 (See Appendix A, Table 7).

3.6.3.3 Distracter Efficiency

Distracter efficiency, which is considered as one of the most important measures for the value of a multiple choice item in a test, is related to item discrimination. It shows the extent to which a sufficient number of testees are “lured” by the distracters and across these distracters testees’ responses are distributed, (Brown, 2004: 60).

Appendix A, Table 8 shows the efficiency of the distracters of the multiple choice items in the post-test.

3.6.4 Reliability of the Post-test

According to Harmer (2001, 322), reliability is defined as “enhanced by making the test instructions absolutely clear, restricting the scope for variety in the answers, and making sure the test conditions remain constant”. Using Alpha-Cornbach formula, the reliability coefficient of this post-test is 0.85. Such high reliability is considered acceptable since it is above 0.50.

3.7 Application of the Experiment

The experiment started on the 1st of March, 2018 and ended on the 10th of May, 2018. This means that the experiment lasted for about nine weeks, five days per week.

The researcher chose non-randomly two groups namely Group A which was EG and Group B which was CG. The researcher presented the pre-test for both groups before carrying out the experiment. Then he started teaching them the last four units from (English for Iraq-Fourth Preparatory by Caroline de Messieres, 2013). Concerning teaching grammar, the researcher taught the EG according to

Dictogloss technique whereas he taught CG according to the traditional technique mentioned in the same textbook.

Making sure that the post test is valid and reliable, the researcher gave it for both groups at the end of the experimental period at the same time. The allocated time for doing this test was 45 minutes.

3.8 Statistical and Mathematical Methods

The following statistical tools are used in this study:

1-**The Percentage** is used to find out the agreement of the jury members on the face validity of the tests (Madsen, 1983:181).

2-**The t - Test** for two independent samples is used to find out the significant differences between the two groups in the dependent variables and the equalization of age and pre test variables.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{(n_1 + n_2) - 2} \times \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

\bar{x}_1 = the mean of the experimental group

\bar{x}_2 = the mean of the control group

n_1 = the number of subjects in the experimental group

n_2 = the number of subjects in the control group

S_1^2 = the variance of the experimental group

S_2^2 = the variance of the control group (ibid)

3- Chi – square is used to find out the significance of differences in the variable of parents' education. The following formula is used:

$$X^2 = \sum \frac{(O - E)^2}{E}$$

Where: O = the observed frequencies

E= the expected or theoretical frequencies (ibid)

4-Alpha – Cronbach Formula: is used to calculate the reliability coefficient of

the objective items in the pre-test and post-test.

$$\alpha = \frac{n}{n-1} \left(1 - \frac{\sum S_i^2}{S_x^2} \right) \quad (\text{Mehrens and Lehmann, 1991: 255})$$

5-Difficulty Level: is used to measure the difficulty level of items and of the post test.

$$DL = \frac{HC - LC}{N}$$

Where: HC=high correct LC= low correct N = total number of testees (ibid)

6-Discriminating Power: is used to measure the discriminating power of the post test items.

$$P = \frac{RU - RL}{1/2 T}$$

Where: DP=discrimination power RU=right answer in the upper group

RL=right answer in the lower group T= total(ibid)

SECTION FOUR

Data Analysis, Results, Conclusions, Recommendations and Suggestions

4.0 Preliminary Notes

The section sheds light the data analysis got from the students' responses of EG and CG in the grammar post-test. A distinction is followed with the aim of presenting solid justification that can verify the hypothesis presented at the beginning of this.

study. In the light of such results, a number of conclusions recommendations and suggestions for further studies are presented.

4.1 Data Analysis

To achieve the aim of the this study which is investigating the effect of Dictogloss technique on Iraqi EFL secondary school students' performance in English grammar, it is hypothesized that there is no statistically difference between the mean score of the performance in English grammar of the experimental group students who are taught by Dictogloss technique and that of the control group students who are taught by the traditional technique in grammar post-test. In order to clarify this, the mean scores and standard deviations are calculated for both groups as it is shown in Appendix A, Table 9.

Using the t-test formula for two independent groups, it is found out that the computed t-value, which is 8.450, is greater than the tabulated t-value, which is 2, at 62 degree of freedom and 0.05 level of significance. This shows that there is a statistically significant difference between the mean scores in favor of the experimental group which has been taught grammar by Dictogloss technique. Therefore, the hypothesis above is not validated and the alternative one is stated which reveals that there is a statistically significant difference between the mean score of the performance of the two groups. On the other hand, the Eta squared formula shows that the value of effect size is 0.54. This shows clearly the effect of Dictogloss on teaching grammar as compared with the traditional technique.

4.2 Discussion of the Results

Clearly, the findings drawn in the previous studies, which are introduced in section two, show that using Dictogloss technique reveals certain effectiveness on teaching grammar and on improving students' performance in English grammar. Similarly, the present study aims to reflect the effectiveness of applying this technique to students' performance in English grammar.

According to the results of the present study, the effectiveness of the Dictogloss technique adopted by this study has been clear since the performance of the experimental group subjects in the grammar post-test administered at the end of the experiment has surpassed that of the control group subjects.

This success is attributed to certain aspects concerning Dictogloss technique. The following are some of these aspects as they are figured out by the researcher himself during the experimental work:

1- The teacher can break monotony and boredom in teaching grammar through using this enjoyable and interesting technique.

2- This technique allows students to interact with each other for cooperation and developing their level in their grammatical performance.

3- Teachers can reduce students' shyness, anxiety, and embarrassment in teaching grammar through adopting this technique.

4- Teachers can develop students' four skills through implementing this technique.

5- Implementing this technique can rise the levels of the weak students through the use of this inductive technique and cooperative learning.

6- This technique creates an intimate atmosphere between the students during grammar lesson. This atmosphere has a vital role in developing students' level in their performance.

On the other hand, the results of the present study have been asserted by the previous studies presented in section two that show the following:

1-Dictogloss Technique is one of communicative teaching techniques since it reinforces student-centered class rather than teacher-centered class.

2-This technique concentrates on teaching grammar inductively.

3-This technique is an essential and effective technique in fostering and developing students' creative thinking.

4-Since Dictogloss technique emphasizes group work and cooperative learning, it is seen that this technique is suitable for large classes.

5- This technique encourages students to make discussions about the material of the grammar lesson. This will develop and improve weak students' levels.

6-It enables teachers to stimulate students' previous grammatical knowledge to be related with new materials.

7-It makes learning enjoyable, breaks monotony. It activates all the students to interact with the lesson.

4.3 Conclusions

This success is attributed to certain aspects of Dictogloss technique and its effectiveness in teaching grammar. Below, the researcher presents some of these aspects:

1-This technique is very appropriate and effective in teaching grammar.

2-It develops students' learning English grammar.

3-It is considered as one of the effective communicative techniques since it focuses on

the inductive approach and student-centered class.

4-It develops the four student's skills: listening, speaking, reading, and writing besides teaching grammar.

5-It stimulates the weak students at grammar to develop their levels through the cooperative work that this technique focuses on.

6-It fosters the students' creative thinking.

- 7-It adds enjoyment during grammar lessons and break monotony.
- 8-It offers students enough opportunities to practice grammar inside the class.

4.4 Recommendations

According to the results of the present study, some suggestions can be drawn below:

1-English curriculum committee at Iraqi Ministry of Education is invited to foster teaching grammar in the schools through implying different techniques such as Dictogloss technique.

2-On the other hand, teachers should be aware of the effectiveness Dictogloss technique to enhance teaching grammar and develop students' learning grammar.

3-Communicative techniques in teaching grammar, like Dictogloss technique, can be beneficial inside EFL classrooms to stimulate students to practice grammar in real life situations inside the class.

4-It is hoped that communicative techniques in teaching grammar are implied in the curricula of English department at the College of Education to make the students at this department be aware of the effect of these techniques in teaching grammar.

4.5 Suggestions for Further Studies

A number of suggestions are put forward:

1-A study is suggested to investigate the effect of Dictogloss technique on secondary schools students' performance in speaking skill.

2-A study is suggested to investigate the effect of Dictogloss technique on intermediate schools students' performance in English grammar.

3-Additional study can be proposed to imply the influence of Dictogloss technique on primary school students' performance in English grammar.

4-Finally, a study is recommended to examine the impact of Dictogloss technique on the grammatical performance of the college students in the departments of English.

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APPENDIXES

Appendix A

Tables

Table 1 The Experimental Design

The Groups	The Test	Independent Variables	The Test
E G	Pre -test	Dictogloss Technique	Post -test
C G	Pre -test	Traditional Technique	Post -test

Table 2 Sample of the Study

Groups	No. of Students
EG	32
CG	32
Total	64

Table 3 Equalization in Academic Level of Father

Sample	Number and Ratio	Primary	Intermedi-ate and Sec-ondary	Di-ploma and Bach-elor	Computed X ² - Value	Tabu-lated X ² - Value	d. .f	Level of Signifi-.cance
E G	Number	6	11	15	0.567	3.84	2	0.05
	Ratio							
	Horizon-tally	60.0%	45.8%	50.0%				
	Ratio							
C G	Vertically	18.8%	34.4%	46.9%				
	Number	4	13	15				
	Ratio							
	Horizon-tally	40.0%	54.2%	50.0%				
C G	Ratio							
	Vertically	12.5%	40.6%	46.9%				



Table 4 Equalization in Academic Level of Mother

Sample	Number and Ratio	Primary	Intermediate and Secondary	Diploma and Bachelor	Computed X ² -Value	Tabulated X ² -Value	.d.f	Level of Significance
EG	Number	11	13	8	1.76	3.84	2	0.05
	Ratio							
	Horizontally	61.1%	41.9%	53.3%				
	Vertically	34.4%	40.6%	25.0%				
CG	Number	7	18	7				
	Ratio							
	Horizontally	38.9%	58.1%	46.7%				
	Vertically	21.9%	56.3%	21.9%				

Table 5 Equalizations in Student's Performance in English in First Course and Age

Test	Sample	— X	SD	Computed t-Value	Tabulated t-Value	.d.f	Level of Significance
Student's Performance at English in First Term	EG	52.72	16.31	-0.05	0.96	62	0.05
	CG	52.91	14.46				
Age	EG	192.03	192.03	0.00	1.00		
	CG	192.03	192.03				



Table 6 Equalizations in Pre-test

Sample	— X	S D	Computed t-value	Tabulated t-value	.d.f	Level of Significance
EG	6.66	2.94	-0.215	2	62	0.05
CG	6.81	2.89				

Table 7 DL and DP Coefficients of the Post Test

umber. of item	The Dis- tracter	Numberof Cor- rect Answers of the Highest 27% G.	Number of Correct Answers of the Low- est 27% G.	DL	DP
1	c	21	10	0.43	0.41
2	d	21	3	0.56	0.67
3	b	20	9	0.46	0.41
4	a	22	5	0.50	0.63
5	d	21	8	0.46	0.48
6	a	19	7	0.52	0.44
7	b	21	8	0.46	0.48
8	a	21	8	0.46	0.48
9	c	21	7	0.48	0.52
10	a	20	8	0.48	0.44
11	b	20	6	0.52	0.52
12	d	23	8	0.43	0.56
13	a	21	8	0.46	0.48
14	b	21	8	0.46	0.48
15	c	22	6	0.48	0.59
16	a	21	8	0.46	0.48
17	c	21	6	0.50	0.56
18	d	21	7	0.48	0.52
19	a	22	6	0.48	0.59
20	d	20	6	0.52	0.52

Table 8 Distracter Efficiency of the Post Test

Number of Item	The Distracter	Number of the Highest 27% G.	No. of the Lowest 27% G.	Coefficient of Distracter Efficiency
1	a	2	7	-0.19
	b	2	5	-0.11
	d	2	5	-0.11
2	a	2	8	-0.22
	b	1	8	-0.26
	c	3	8	-0.19
3	a	3	6	-0.11
	c	1	5	-0.15
	d	3	7	-0.15
4	b	2	8	-0.22
	c	2	8	-0.22
	d	1	6	-0.19
5	a	1	6	-0.19
	b	2	6	-0.15
	c	3	7	-0.15
6	b	3	7	-0.15
	c	3	6	-0.11
	d	2	7	-0.19
7	a	3	7	-0.15
	c	1	6	-0.19
	d	2	6	-0.15
8	b	2	7	-0.19
	c	1	6	-0.19
	d	3	6	-0.11
9	a	3	7	-0.15
	b	1	6	-0.19
	d	2	7	-0.19
10	b	2	6	-0.15
	c	2	6	-0.15
	d	3	7	-0.15
11	a	3	7	-0.15
	c	2	7	-0.15
	d	2	7	-0.19

12	a	2	7	-0.19
	b	1	7	-0.22
	c	1	5	-0.15
13	b	2	7	-0.19
	c	2	6	-0.15
	d	2	6	-0.15
14	a	2	8	-0.22
	c	1	5	-0.15
	d	3	6	-0.11
15	a	2	7	-0.19
	b	2	8	-0.22
	d	1	6	-0.19
16	b	3	6	-0.11
	c	1	6	-0.19
	d	2	7	-0.19
17	a	2	7	-0.19
	b	1	8	-0.26
	d	3	6	-0.11
18	a	3	8	-0.19
	b	1	6	-0.19
	c	2	6	-0.15
19	b	2	8	-0.22
	c	2	7	-0.19
	d	1	6	-0.19
20	a	3	7	-0.15
	b	2	7	-0.19
	c	2	7	-0.19

Table 9 The Mean Scores, Standard Deviation , T-test Value and Eta Squared and Effect Size for Both Groups in the Post-test

Sample	— X	S D	Computed t-value	Tabulated t-value	d.f.	Level of Significance	Eta squared and Effect size
EG	13.28	3.37	8.450	2	62	0.05	54 .0
CG	7.56	1.81					

Appendix B

The Pre-test

- Encircle the letter of the correct alternative.

- 1- The mother asked her son if ----- help her.
a. did he b. he did c. would he d. he would
- 2- Tom said that ----- a new car.
a. he had bought b. he had been buying c. had he bought d. did he buy
- 3- The teacher asked his students ----- the experiment.
a. do b. did c. to do d. are doing
- 4- Kareem asked me where ----- last summer.
a. I did travel b. had I travelled c. did I travel d. I had travelled
- 5- I asked Dad when ----- Baghdad.
a. would he arrive b. he would arrive c. did he arrive d. he did arrive
- 6- If you want to get healthy milk, ----- it well.
a. heat b. heating c. heats d. heated
- 7- Jinan ----- the party if she is busy.

a. had not attended b. has not attended c. cannot attend d. did not attend

8- If my friend ----- any help, I will be ready.

a. need b. needs c. needed d. will need

9- Water freezes if temperature ----- to zero degree.

a. fall b. falling c. fell d. falls

10- If you ----- hard, you will be promoted.

a. will work b. are working c. have worked d. work

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11- If I get up late, I ----- the bus.

a. do catch b. am not catching c. cannot catch d. did not catch

12- Electricity bills ----- paid every month.

a. are b. were c. is d. was

13- The students are in the school laboratory. The experiment -----.

a. is making b. is being made c. will make d. be made

14- Last year, a lot of buildings ----- built in this town.

a. have b. be c. were d. could

15- The ground is wet. The flowers in the garden -----.

a. have been watered b. are being watered c. will be watering
d. were watering

16- The manager is busy. No one ----- allowed to meet him.

a. has b. have been c. are d. will be

17- The family will have the house ----- next week.

a. decorate b. decorated c. decorating d. decorates.

18- My friend smokes heavily. He might ----- sick one day.

a. been b. is c. be d. was

19- Should drivers ----- the traffic rules?

a. obey b. obeying c. obeyed d. obeys

20- I will make a party. My best friend might ----- there.

a. was b. been c. is d. be

Appendix C

The Post-test

- Encircle the letter of the correct alternative.

- 1- The engineer asked the workers if ----- the machines.
a. did they repair b. they did repair c. they could repair d. could they repair
- 2- My friend told me that ----- London.
a. did he visit b. he did visit c. had he visited d. he had visited
- 3- Luma asked her sister ----- the rooms
a. clean b. to clean c. cleans d. is cleaning
- 4- Dad asked the sons where -----.
a. they were playing b. were they playing c. did they play d. they did play
- 5- The manager asked the secretary ----- the report.
a. prepare b. prepares c. will prepare d. to prepare
- 6- If you need money, the bank ----- you a loan.
a. gives b. give c. gave d. given
- 7- Sam can help me if I ----- not understand the lesson.
a. be b. do c. will d. am
- 8- Nick ----- a palace if he is rich.
a. will buy b. buy c. bought d. had bought
- 9- If you want to operate the machine, ----- this button.
a. pressed b. presses c. press d. pressing
- 10- If drivers ----- the speed, they will be in danger.
a. exceed b. exceeds c. exceeded d. exceeding
- 11- A lot of messages ----- received daily.
a. is b. are c. were d. was
- 12- All the visitors are in the conference room. The meeting ----
-- there.
a. hold b. is holding c. held d. is being held

13- During the Second World War, thousands of people ----- killed.

- a. were b. are c. would be d. have been

14- I cannot find my money. Surely, it -----.

a. is stealing b. has been stolen c. was stealing d. is being stolen

15- The engineers have designed the maps. Two schools ----- next month.

- a. were built b. will build c. will be built d. are being built

16- My friend got his car ----- well.

- a. repaired b. repairs c. repair d. repairing

17- It is cloudy. It may -----.

- a. rains b. raining c. rain d. rained

18- Should the patient ----- the medicine daily?

- a. took b. taken c. takes d. take

19- Hani drives carelessly. He may ----- an accident in the future.
30

- a. make b. making c. makes d. made

20- There are many troubles. I can do it, -----.

- a. but b. though c. although d. however

Appendix D

Names of the Jury Members

No.	Academic Rank	Name	Field	College
1	Professor	Al-Refae, Fatin Khairi Ph. D.	ELT	University of Baghdad College of Education / Ibn Rushd for Human Sciences

2	Professor	Khadim, Hussein Musah Ph. D.	Linguistics	University of Kerbala College of Education for Human Sciences
3	Professor	Mubarak, Ahmed Sahib Ph.D.	Linguistics	University of Babylon College of Education for Human Sciences
4	Assistant Professor	Al- Bermani, Heider Kadhim Ph. D.	ELT	University of Kerbala College of Education for Human Sciences
5	Assistant Professor	Ahmed, Tawfeeg Ph. D.	Linguistics	University of Kerbala College of Education for Human Sciences
6	Assistant Professor	Shareeb, Mohsin Ali Ph. D.	ELT	Ministry of Education The Open Education Col- lege
7	Instructor	Fadhil, Ali Arif Ph. D.	ELT	University of Baghdad College of Languages