



## The Effect of Dictogloss Technique on University EFL Students' Collocation Knowledge

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### Abstract

The problem of study is the challenges faced by EFL students in learning and mastering collocations. This study aims to determine the effect of using Dictogloss Technique on students' collocation knowledge. In order to achieve the aim of this research and verify its hypotheses, a sample of 60 Students has been randomly chosen from the second course of study in the University of Baghdad College of Education for Women during the academic year: 2023 – 2024. The two groups are randomly assigned to group (A), which is the control group consisting of 30 students who were taught using a Dictogloss Technique, and group (B), which is the experimental group, consisting of 30 students taught using a traditional manner. This study is measured by administering pretests and posttests, Certain variables have been equalized for both groups. A statistical analysis has been performed on the information obtained from the post-test results. These results reveal that the experimental group was superior to the control group in the posttests for collocation knowledge. The outcomes show how the Dictogloss Technique enhances students' knowledge and understanding of collocations. Data is collected and analyzed by using SPSS v26.

**Keywords:** Collocation, Dictogloss, knowledge, Language learning



## أثر تقنية المسرد الإملائي على معرفة المتلازمات اللفظية لطلبة الجامعة الدارسين اللغة الانجليزية بوصفها لغة اجنبية

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### المستخلص :

تتمثل مشكلة الدراسة في الصعوبات التي يواجهها طلاب اللغة الإنجليزية كلغة أجنبية في تعلم وإتقان المتلازمات اللفظية. تهدف هذا الدراسة تهدف إلى تحديد أثر استخدام تقنية المسرد الإملائي على معرفة المتلازمات اللفظية لدى الطلاب. ولتحقيق أهداف هذا البحث والتحقق من فرضياته تم اختيار عينة عشوائية مكونة من (٦٠) طالبة من كلية اللغة الإنجليزية للسنة الثانية باستخدام كتاب الفهم القرائي المقرر للمستوى الثاني في قسم اللغة الإنجليزية. كلية التربية للبنات. تم تقسيم مجموعتين عشوائياً إلى المجموعة الضابطة (أ) والمجموعة التجريبية (ب) والمكونة من ثلاثين طالباً تم تدريبهم باستخدام تقنية المسرد الإملائي، بالإضافة إلى المجموعة التجريبية (ب). وتتكون من ثلاثين طالباً يتم تدريسهم بالطريقة التقليدية. ويتم قياس هذه الدراسة من خلال إجراء الاختبارات القبليّة، والاختبارات البعدية. وتمت تعادل بعض المتغيرات لكلا المجموعتين. تم إجراء التحليل الإحصائي على المعلومات التي تم الحصول عليها من نتائج ما بعد الاختبار. وتكشف هذه النتائج عن تفوق المجموعة التجريبية على المجموعة الضابطة في الاختبارات البعدية من حيث معرفة المتلازمات اللفظية. تظهر النتائج كيف تعمل تقنية المسرد الإملائي على تحسين معرفة وفهم الطلاب للمتلازمات اللفظية. وفي ضوء النتائج والاستنتاجات التي توصلت إليها الدراسة فقد تم تقديم المقترحات والتوصيات المناسبة لإجراء مزيد من البحث.

**الكلمات المفتاحية:** المتلازمات اللفظية، المسرد الإملائي، معرفة، تعلم اللغة

## 1. Introduction

Dictogloss is a language learning activity that helps improve various linguistic skills. The term "dictogloss" combines the terms "glossary" and "dictation." In the first, someone reads the piece aloud while the audience takes notes on what they hear. The second word refers to concepts that have a list of definitions next to them (Anderson & Anderson, 1997). Because students must practice speaking, writing, and listening and use vocabulary and grammar to complete the job, dictogloss might be considered an extensive skills exercise. Nunan (2005) states that the new method imparts language structures in language instruction. Students of any ability level can use it. Since it evaluates students' vocabulary while participating in a real-world setting, it qualifies as vocabulary taking notes and communication, and in small groups, it can summarise a specific text. Gloss is described by Wajnryb (1990) as "a rephrase in the students' own words." in another research. While some teachers may not be familiar with this technique yet, others incorporate it into their lessons. Dictogloss is, therefore, thought of as an unfamiliar technique for language instruction. Dictogloss is a dictation exercise used in education. After listening to a paragraph, students should underline important terms and collaborate to modify the text. Wajnryb, 1990) created it initially as a method of teaching English using conventional approaches (Vasiljevic, 2010). Dictogloss is a significant change from usual dictation. When appropriately used, dictogloss contains good language teaching characteristics such as independent learning, student cooperation, curriculum integration, meaning-centered curriculum, diversity, thinking skills, alternative assessment, and teachers as fellow Students. These ideas stem from a broader paradigm change in teaching second languages (G. M. Jacobs & Farrell, 2001). According to McCarthy (2005), collocations are combinations of two or more words frequently occurring together. Although it is not what is typically said in English, someone saying, "She's got yellow hair," would possibly be understood. We might comment, "Her hair is blond." Put another way, in standard English, yellow does not collocate with hair. Yellow goes well with things like paint or flowers. Wajnryb (1990), described dictation as a collaborative text reconstruction activity to teach L2 vocabulary. Dictogloss can enhance English Students' knowledge of collocation. There are two basic steps in the typical dictogloss process. Before asking students to take notes on essential words and phrases, the teacher reads a brief L2 text aloud or uses audio recording several times at an appropriate speed. Students then work in pairs to reconstruct the text in writing using their notes and memories of the teacher's reading or recording. Thus, dictating using dictogloss gives students enough time to copy the text accurately. When students interact, this feature provides opportunities to build vocabulary, which is believed to facilitate learning jointly.

The problem of study and its significance in language learning, university EFL Students often face challenges regarding collocating knowledge. Collocation refers to the pairing of words that commonly occur together, and mastering this skill is crucial for effective communication. However, Students may need help identifying and understanding appropriate collocations, leading to errors in their spoken and written language. Moreover, the sheer volume of collocations to be learned can be overwhelming, making it a daunting task for Students to remember them all. Additionally, Students may need help internalizing collocations, as their usage can vary depending on context and register.

To address these problems, it is essential to employ effective instructional strategies to enhance learning of these collocations. (Rahmawati, 2017). The acquisition of collocations is a crucial aspect of foreign language learning, as it helps students comprehend and produce natural-sounding language. However, EFL Students often struggle to understand collocations due to the overwhelming amount of vocabulary they need to learn and master. Therefore, problem addressed by this study is to investigate the extent to which Dictogloss can enhance EFL students' collocation knowledge.

For English students who are not native speakers, collocations are important. Its significance in language acquisition and instruction as a lexis unit is well-established. The teaching and learning of the English language went through a substantial shift, with a notable emphasis now being placed on multi-word units as opposed to individual words. Collocations enhance a person's speaking, listening, reading, and writing abilities. In any case, teaching collocations to students learning a foreign language requires a lot of work. EFL students can become as fluent in English as native speakers by mastering and utilizing collocations. (Xu et al., 2020).

Many authors have demonstrated the value and significance of collocations in enhancing EFL students' vocabulary and communication skills (Benson, 1985). Knowing the definition of a word in the dictionary means knowing what it means and also knowing the meanings of other terms, such as the collocation that usually links the word. This suggests that words can be officially joined in English connotations or the way that speakers of the language through understand relationships between phrases and how words grow from each other (Khalil, 2022).

Brown (1974) argues that sound collocation knowledge can enhance the EFL Student's overall language skills. They improve reading and writing abilities, enhance communication proficiency, and enhance listening capabilities. Therefore, being aware of collocation aids speakers in keeping themselves up to speed with word combinations used by L1 speakers. After

developing a language, students typically pick up existential words they learn to use words rather than just comprehend them (Al-Salihi, 2020).

The researcher expected the study to be helpful for material or additional information in teaching collocation. Teachers can improve their capability by developing new language learning methods to enhance their knowledge about collocation. The study can also guide material designers in considering collocations while preparing EFL/ESL books. This study hopes to increase their mastery and knowledge of collocation for English students and help them perform better in their teaching.

The present study aims to find out the effect of using the Dictogloss Technique on Students' collocation knowledge. The hypothesis study there are no statistically significant differences between the experimental and control groups in their collocation knowledge.

Data are gathered through pre-and post-tests and analyzed using SPSS. The researcher has instructed both groups. Before beginning instruction, the researcher administered the pre-test to the experimental and control groups. Dictogloss techniques were used to instruct the experimental group. The researcher instructed the control group using a conventional method consisting of four lectures each week. The researcher reapplied the post-test on both groups. In this study, there are scientific values to:

1. Students: Provide them access to a potentially more successful learning method to increase their knowledge of collocations and, ultimately, their language proficiency.
2. Curriculum developers: Present data to support incorporating cutting-edge instruction techniques, such as dictogloss, into language curricula to improve student outcomes.
3. Teachers: This study offers insights into how well EFL Students learn and retain collocations using the dictogloss technique, potentially serving as a model for language instruction.

## 2. Theoretical Framework

### 2.1 Dictogloss Technique

This According to (Puspita, 2016), dictogloss is a multiple-skills exercise in which Students use their "knowledge of semantic, syntactic, and discourse systems of the target language" (p. 175) to engage in a variety of language learning activities. As a by-product, note-taking abilities are also developed.

A brief paragraph is rapidly regulated to a group of students of languages as part of the dictogloss teaching method. The students work in small groups to piece together the text after reading the content aloud and collecting notes,

combining the group's notes, and selecting the spelling options for the text: word choice, sentence structure, and connections between sentences. After completing each group's version of the text, the class and the versions generated by the groups are examined and improved (Hasan, 2023).

Wajnryb (1990) is credited with creating dictogloss, a new dictation method. The origins of Dictogloss—also referred to as "dicta-comp" or "grammar dictation"—belong to Australia. Dictogloss, from dictation, has become quite popular in English education over the past ten years. A language learning approach called dictogloss involves quickly reciting a short paragraph to a class of students. In the listening exercise "Dictogloss," students continuously repeat a brief passage that the teacher speaks.

In dictogloss, Students listen to a passage by audio or the teacher reads it aloud twice at speech pace, take notes, and then collaborate in groups to rebuild the passage (Al-Bayati& Al-Bakri, 2024). To create a final draft with correct vocabulary and cohesive content, group members exchange comments, compare their own, and then debate and carefully review each other's work ( Jacobs & Small, 2003).

Dictogloss is a significant change from usual dictation. When appropriately used, dictogloss contains good language teaching characteristics such as independent learning, student cooperation, curriculum integration, meaning-centered curriculum, diversity, thinking skills, alternative assessment, and teachers as fellow Students. These ideas stem from a broader paradigm change in teaching second languages ( Jacobs & Farrell, 2001).

### 2.1.1 Advantage of the Dictogloss Technique

There are clear advantages to using Dictogloss (Dista, 2017).

- a. First, because Students listen and take notes separately before working in groups to reconstruct the texts, the lesson combines alone and group exercises. With the rebuilding task, Students can practice cooperative learning. Students who use dictogloss must also actively participate in the learning process. Peer teaching and learning are also utilized to improve education.
- b. The Dictogloss methods help Students become more proficient communicators. Through a cooperative reconstruction activity, students can practice speaking in all linguistic tenses. They take turns using written and verbal confirmation and clarification.
- c. During reconstruction, Students can build on their strengths and overcome weaknesses. The mental tasks that enable the interaction from provide information into get to occur and have meaning are

facilitated by the students' efforts or attention to their thoughts. Comparing input to their interpretation of the text is helpful to them (Dehaam,2016).

- d. Dictogloss creates problem-solving techniques. It encourages students to assist one another in generating their versions of texts that rely on teacher guidance. During the analysis and correction stage, students may see where they have improved and still need to work on their language abilities. Dictogloss provides a unique combination of instruction in language comprehension and evaluation of Students' awareness of others. Students must use phonemic identification, lexical recognition, syntactic analysis, and semantic interpretation to complete a Dictogloss task. ( Jacobs & Yong, 2004).
- e. The reconstruction task can help students become more proficient in the target language's patterns and developing understanding of specific pattern forms the basis for learning words. The Students must retain the written forms and definitions of vocabulary words presented during the preparatory phase. Additionally, students might need to learn new vocabulary to construct complicated sentences(Alsalihi,2020). The teacher can help by drawing the student's focus to the target language.
- f. The reconstruction exercise can increase Students' knowledge of patterns in the target language. Students who work in small groups have less anxiety because they perform for a smaller audience. When individuals express opinions that speak for a community rather than just themselves, they could also feel more at ease and self-assured.
- g. In "co-opetisi" (cooperative and competitive) activities, dictogloss can significantly increase Students ' motivation. Participating in the activity should make them feel at ease, as it fosters a sense of community, self-assurance, and responsibility. During the final activities, students can demonstrate and validate their unique abilities throughout the competition.since vocabulary and thinking are closely related, learning English in education requires a lot of mental abilities(Saaih & Esmaeel,2022).

### 2.1.2 Stage of Dictogloss Techniques

According to (Wajnryb, 1990), the dictogloss method consists of four standard stages:

1. Preparation:

- The teacher arranges tasks,
  - Prepares a well-known and suitable subject,
  - Provide warm-up ideas and teach new words in advance.
  - Describes and illustrates the steps of the process, and
  - Put the groupings in order.
2. Dictation:
- Twice, at a consistent speed, the teacher reads the assigned material.
  - First, students listen in order to understand the content.
  - Second, Students listen again while taking notes they need for the next step.
3. Reconstruction:
- Students are responsible for collaborating as a team in each group, sharing resources to recreate the dictated text as closely as possible to the original, emphasizing meaning and structure.
  - The teacher supervises, directs, and provides feedback (e.g., pointing out minor outside errors).
4. Error analysis and correction:
- Finally, the teacher and the entire class share to evaluate the group version and talk about language selections.
  - The teacher gives feedback.
  - After presenting the original version to the class, the teacher helps them select the version closest to the original.

## 2.2 Collocation

The word "collocation" has its roots in Late Middle English, from whence it is derived. From Latin collocation (n), from collocare, which means "the action of placing things side by side or in position: the collocation" or "the habitual juxtaposition of a particular word with another word or words with a frequency greater than chance" it is regarded as the key to learning English successfully since they foster the growth of the language in all facets (Abdul-Majeed & Adnan, 2020). Furthermore, in the Longman Collocations Dictionary and Thesaurus collocations are described as "a word that you frequently combine with another term" (Alqaed, 2023).



Most linguists have a similar perspective regarding the notion of collocation, emphasizing the co-occurrence of words. According to (Martyńska, 2004), the Latin verb *collocare*, meaning to set to or arrange, is the source of the phrase collocation. Similarly, Firth, 1957 described collocation as a syntagmatic abstraction. One meaning of night, for instance, is its collocability with darkness because night naturally collocates with darkness.

Palmer (1933) compiled examples of English word combinations from dictionaries and created a significant classification system. According to him, a collocation is a set of two or more words must be learned as a cohesive whole rather than as individual words.

While the Cambridge Advanced Students Dictionary offers a slightly different definition, collocation for CALD is "a word or phrase that sounds natural and correct when used with another word or phrase" (2008: 130). The latter inserts the phrase into the thought, yet they both agree that words often occur together at a specific distance. According to the Oxford Advanced Students Dictionary, collocation is "a combination of words in a language that happens very often and more frequently than would happen by chance" (Hornby, 2005).

The ability of lexical items to collocate and form syntagmatic connections with other words is called collocation. For instance, the terms "flock," "herd," "school," and "pride" all refer to groups of animals, but they only interchange with a small set of terms: "flock of sheep," "herd of cows," "school of whales," and "pride of lions" (Martyńska, 2004).

### 2.2.1 Characteristics of Collocations

Boonyasaquan, (2009) provided the following summary of collocation's characteristics:

1. Items that frequently appear together without a word are called collocations. For instance, adding a word to *knife* and *fork* is extremely uncommon. Like *knife*, *spoon*, and *fork*
2. A collocation's components cannot be substituted with a synonym or term with a comparable meaning. As an illustration, *John makes a cake*, but not *John makes a pancake*.
3. Binomials that are collocations cannot be changed. In a collocation, the pieces are arranged in a relatively definite order; for instance, *bread and butter go together rather than butter and bread*.
4. Certain collocations are predictable; for instance, when someone hears the collocations *apply...* and *shrugs...*, they

immediately expect that the words for and *shoulder* will come next.

### 2.2.2 Types of Collocations

Knowledge is that collocations come in two types: lexical and grammatical. Two lexical elements are often present in the former kind (noun + adjective, verb + adjective). The latter, on the other hand, is essentially created by joining an adjective with a preposition (excellent at, ready for, bored with), or a verb and preposition (depend on) (Jaafar, 2022).

Lexical collocations and grammatical collocations are the two main categories of collocations. The combination of two lexical elements is known as a lexical collocation. As in, "I send her my warmest regards" is an example of an adjective + noun (warmest regards). The combination of lexical components with grammatical elements, such as a preposition such as to + infinitive, is known as a grammatical collocation (Mohammed & Mustafa, 2012).

Two categories are used by (Benson et al., 1986) to classify restricted collocation:

1. Grammatical Collocation: A phrase consisting of a preposition and a main word (noun, adjective, or verb) or a structural pattern like a clause or two-word verb is called grammatical collocation. There are eight main categories of grammatical collocations in English, according to (Benson et al., 1986) (see Table 1).

Noun + preposition = exception to

Noun + to + infinitive = a decision to do it

Noun + That Clause = he made a promise that...

Preposition + Noun = by chance

Adjective + Preposition = Tired of

Adjective + to + infinitive = essential to type

Adjective + That Clause = it was necessary that ...

Verb + Preposition = start to.

2. Lexical Collocation: Benson et al. (1986), "Typical nouns, adjectives, verbs, and adverbs make up lexical collocations. Prepositions, infinitives, and clauses are excluded from lexical

collocations as opposed to grammatical collocations. In light of this distinction, (Benson et al., 1986) Determine the following categories of English lexical collocations (see Table 2).

Verb + Noun = dispel fear

Adjective + Noun = strong tea

Noun + Verb = bee stings

Noun +(of) Noun = traffic accident

Adverb + Adjective = drastically changed

Verb + Adverb = recommend highly

**Table (1)**  
*Types of Grammatical Collocations*

| Types | Grammatical Collocations               | Examples  |
|-------|--|---|
| G1    | Noun + preposition                     | Apathy <i>towards</i>   |
| G2    | Noun + to + <i>infinitive</i>          | A pleasure <i>to do</i>   |
| G3    | Noun + <i>that clause</i>              | We reached an agreement <i>that she would</i> represent us in the court |
| G4    | Preposition + <i>noun combinations</i> | By <i>accident</i> , in <i>advance</i>                                  |
| G5    | Adjective + preposition combinations   | They were angry <i>at</i> everyone                                      |
| G6    | Predicate adjective + to +             | It was <i>necessary to work</i> . She was <i>ready to go</i>            |

**Table (2)**  
*Types of Lexical Collocations*

| Types of Lexical Collocations | Examples          |
|-------------------------------|-------------------|
| Verb + noun                   | dispel fear       |
| Adjective + noun              | warmest regards   |
| Verb + adverb                 | affect deeply     |
| Noun + verb                   | alarms go off     |
| Noun + noun                   | a herd of buffalo |
| Adverb + adjective            | strictly accurate |

### 2.3 Related Works

The previous study on the same variables was discussed in this section. The purpose of the study by Damanik et al. (2023) is to ascertain whether the students' writing skills in descriptive texts in the second grade of MTs Al-jam'iyathul Washliyah 40 Tinokkah are enhanced by the use of the dictogloss approach. Eighth graders in three classes totaling 108 students made up the sample and population of this study. The sample consisted of 72 students in two classes at MTs Al-Jam'iyatu Washliyah 40 Tinokah. A pre-experimental study design was employed together with a quantitative methodology by the researcher. Pre- and post-test data collection methods were used. The method of doing data analysis with SPSS (26.0). The research revealed a  $t_{count}=9.863 > t_{table}=1.689$  at the significance level of  $\alpha=0.05$  and degrees of freedom ( $df$ ) = 35. This suggests that students who are taught the dictogloss strategy perform better on descriptive text assessments;  $H_0$  is rejected and  $H_a$  is accepted. This indicates that eighth-grade students at MTs Al-jam'iyatul Washliyah 40 Tinokkah have considerable writing skills when it comes to descriptive texts when employing the dictogloss approach in English classes.

Another study by (Hasan, 2023) stated that Dictogloss is a crucial technique used in an experimental study at Al-Saydaa Nafysaa Secondary School for Girls with fifth-prepared EFL students. The study uses two classes as a sample: the experimental class, which employed dictogloss as a successful technique to improve listening comprehension, and the control class, which received instruction using the conventional way of dictation. Students take a test to meet the goals of the effort. Data is then gathered and examined using SPSS. Additionally, the data collected shows that in the experimental class, students were taught to use the dictogloss approach, improving their comprehension of what they hear. Additionally, Students have expressed good views towards using the dictogloss technique to improve their listening comprehension.

The impact of the dictogloss technique on students listening comprehension is the focus of Samosir's 2020 study. An experimental design is employed. The third semester of the Information Systems study programme served as the study's population. Prabumulih STMIK students. An approach known as random sampling was used to obtain the samples. Pre- and post-tests were administered to the participant pupils from the two courses. Control and experimental classes. To compare the means of the two independent groups, the independent samples t-test was used. The results show that, with  $df$  62 ( $3.58 > 1.67$ ), the  $t$  table value was higher than the table value at the 0.05 significant level. This calculation's outcome successfully rejects the null hypothesis. This indicates that the dictogloss technique considerably impacts students' hearing comprehension because the third-semester

students of STMIK Prabumulih who were taught using it had higher listening comprehension than students who were taught using the standard technique.

The last study by (Rezaei, 2019), aim of the research was to investigate and figure out how the dictogloss approach affected EFL students' capacity for listening comprehension. This study used an experimental pretest-posttest design with a non-randomized control group. Class B was the control group, and Class A as the experimental study group. Each of them had twenty-five students in it. To ensure that both groups had the same language background, a pre-test was given to them at the start of the experiment. The experimental group was treated using the dictogloss technique to 15 portions of the study, but the control group was not. A post-test was given to both groups after the experiment to see if the dictogloss technique had improved the students' listening comprehension skills. Based on the average results obtained in both courses, it was clear that the dictogloss technique had been successful because the Experimental group outperformed the Control Group.

The result of the current study showed the usefulness of the Dictogloss Technique in enhancing students' collocation knowledge. The results of this study correspond with earlier studies regarding the advantages of Dictogloss in teaching. Additionally, research by Rezaei (2019), Damanik et al. (2023) and Samosir (2020) has shown that Dictogloss improves writing skills and listening comprehension. This study adds to the increasing body of research demonstrating the effectiveness of Dictogloss as an educational tool for improving a variety of language abilities in EFL students by expanding on the content of previous studies.

### 3. The Analytical Part

#### 3.1 Methodology of the Study

Experiment design is one of the most popular criteria for quantitative research. A high degree of control and manipulation is used to experiment with the experimental setting and variables, preventing a change in the result from being attributed to technique or variance in the independent variable (Easterling, 2015).

Two non-randomized pretest -posttest design groups were used to achieve the study's aims and verify its hypotheses. Two groups have been selected: an experimental and control group. Participants assigned to the experimental group, which receive training using the Dictogloss technique, and the control group, which receive instruction using a conventional teaching method. Participants' basic collocation knowledge is evaluated in the pre-test, and their immediate learning outcomes are evaluated in the post-test (see Table 3).

The limits of the study are EFL students in their second year from the Department of English Language College of Education for Women, University of Baghdad, in the Academic year 2023- 2024

The target population of the current study consists of (94) EFL second year students from the University of Baghdad at the Department of English for the academic year (2023- 2024). The sample, which consists of (60) EFL students, was randomly chosen. Of these, (30) were assigned to the experimental group and (30) to the control group from the section.

**Table (3)**

*The Experimental Design of this Study*

| Groups       | Pre-test        | Treatment                   | Post-test |
|--------------|-----------------|-----------------------------|-----------|
| Experimental | <i>Pre-test</i> | <i>Dictogloss technique</i> | Post-test |
| Control      | <i>Pre-test</i> | <i>Conventional method</i>  | Post-test |

### 3.1.1 Equivalence of the two Groups

It is important to consider the factors influencing test subjects' success because failing to do so may affect the study's findings. Before the test is given, the following requirements must be used to equalize the two groups. The academic backgrounds of mother and father, the students' grades of the previous year in English, and the pretest results for the two groups. To equalize the two groups, the following variables must be controlled: the students' ages, their general English levels, and their parents' educational level (I. J. Good, 1976).

### 3.1.2 The Instruments of the Study

Pre- and post-tests have been prepared as the main instruments used in this study to achieve the aims of the current study. The instruments include a pre-test to evaluate students' knowledge of collocation and identify EFL students' difficulties in learning and mastering collocations, as well as a post-test to evaluate and measure the progress and improvement of students in collocation knowledge. The researcher prepared tests of three questions: the first is matching, consisting of 15 items. The second question is fill-in-the-blank, consisting of 15 items, and the last is a multiple-question choice of 10 items. The results of the pre-and post-tests were 40, as gathered by the researcher.

### 3.1.3 Validity of test

Validity, according to Gronlund (1998), is the extent to which judgments are made from assessing the results in light of the evaluation's objective, as they

are pertinent, significant, and advantageous. In the present study, three of validity can be used: face, content, and construct validity.

1. Face validity: Richards and Schmidt (2002) define face validity as the extent to which an observer's subjective assessment of a test implies that it assesses the skills or knowledge the test claims to assess. From the student's viewpoint, face validity is essential since it needs to persuade them that the test measures what it promises it would measure, according to (H. D. Brown, 2001). As a result, a jury member of experts evaluated the test's items based on its objectives.
2. Content Validity: Pennington, (2018) States that a measure of content validity is degree to which a particular idea is fully captured. Best & Kahn (2006) state that The degree to which the test items accurately measure or are primarily focused on the attribute for which the exam is intended and utilized is known as content validity. The content ought to address the challenges, the actual formulation, the general item design, and the abilities that the learner is expected to accomplish. Construct Validity: Construct defines the extent to which a test can measure a characteristic, theoretical ability, or measurement construct (Collins et al., 2009). Item discrimination and total-item correlation are two statistical analyses used to evaluate the test's construct validity.
3. Item Analyses:
  - Difficulty Level: The percentage of the total number of students that answered each question correctly indicates the difficulty level (Rosas, 2000). The degree to which an item seems complex or facilitated for a specific number of tests is called item difficulty. It simply offers the proportion of students who answer the question about the object correctly. According to Brown (2010), the ideal test item will have difficulty ranging from 0.15 to 0.85. It was found that the collocations knowledge test items' DL ranges from (0.28) to (0.69), as shown in Table (4).
  - Discrimination Power: is the measure of how closely the results of a particular item match the test's overall conclusions (Alderson, 1995). This indicates that if an item is appropriately assessed by both low- and high-skilled students, it is considered to have a weak power of discrimination. The term item discrimination describes the extent to which an item distinguishes between competent and incompetent testers. As an object gathers accurate responses from high-achieving pupils and inaccurate responses from low-achieving children, it possesses strong discriminating power. Notably, no discrimination power will exist at all, and the high power of discrimination will be very near to 1.0 (Brown,

2010). The results obtained indicate that the collocation knowledge test item DP ranges from (0.27) to (0.76) Table (4) shows the test items in DP and DL:

**Table (4)**  
*Difficulty level and Discrimination power*

| Question                      | Item | Higher | Lower | Difficulty | Discrimination |
|-------------------------------|------|--------|-------|------------|----------------|
| <b>Collocations Knowledge</b> |      |        |       |            |                |
| <b>Matching Words</b>         | 1    | 26     | 6     | 0.57       | 0.54           |
|                               | 2    | 22     | 3     | 0.52       | 0.51           |
|                               | 3    | 20     | 3     | 0.41       | 0.46           |
|                               | 4    | 22     | 3     | 0.67       | 0.51           |
|                               | 5    | 28     | 2     | 0.60       | 0.70           |
|                               | 6    | 21     | 2     | 0.43       | 0.51           |
|                               | 7    | 25     | 3     | 0.63       | 0.59           |
|                               | 8    | 23     | 2     | 0.51       | 0.57           |
|                               | 9    | 23     | 7     | 0.60       | 0.43           |
|                               | 10   | 31     | 6     | 0.51       | 0.68           |
|                               | 11   | 34     | 6     | 0.47       | 0.76           |
|                               | 12   | 23     | 5     | 0.63       | 0.49           |
|                               | 13   | 28     | 3     | 0.59       | 0.68           |
|                               | 14   | 18     | 6     | 0.68       | 0.32           |
|                               | 15   | 17     | 6     | 0.69       | 0.30           |
| <b>Fill in Blanks</b>         | 1    | 19     | 5     | 0.32       | 0.38           |
|                               | 2    | 22     | 3     | 0.33       | 0.51           |
|                               | 3    | 20     | 2     | 0.29       | 0.49           |
|                               | 4    | 21     | 3     | 0.32       | 0.49           |
|                               | 5    | 21     | 2     | 0.31       | 0.51           |
|                               | 6    | 24     | 3     | 0.36       | 0.57           |
|                               | 7    | 21     | 3     | 0.32       | 0.49           |
|                               | 8    | 31     | 4     | 0.47       | 0.73           |
|                               | 9    | 23     | 7     | 0.40       | 0.43           |
|                               | 10   | 16     | 6     | 0.29       | 0.27           |
|                               | 11   | 17     | 6     | 0.31       | 0.30           |
|                               | 12   | 18     | 5     | 0.31       | 0.35           |
|                               | 13   | 18     | 3     | 0.28       | 0.41           |
|                               | 14   | 24     | 6     | 0.40       | 0.49           |
|                               | 15   | 15     | 6     | 0.28       | 0.24           |
| <b>Multiple Choice</b>        | 1    | 21     | 4     | 0.67       | 0.46           |
|                               | 2    | 26     | 5     | 0.59       | 0.57           |
|                               | 3    | 21     | 3     | 0.47       | 0.49           |
|                               | 4    | 18     | 5     | 0.69       | 0.35           |
|                               | 5    | 26     | 6     | 0.57       | 0.54           |
|                               | 6    | 25     | 6     | 0.59       | 0.51           |
|                               | 7    | 31     | 6     | 0.51       | 0.68           |
|                               | 8    | 22     | 6     | 0.63       | 0.43           |
|                               | 9    | 25     | 4     | 0.61       | 0.57           |
|                               | 10   | 32     | 6     | 0.55       | 0.70           |



### 3.1.4 Reliability of the Posttests

The reliability of a test is one of its key elements. According to Veram and Beard (1981), a test is deemed dependable if it consistently yields the same results when administered to the same set of students in the same conditions. One of the most important characteristics of a good test is reliability. In the words of Alderson (1995), "reliability is the degree of consistency in test scores." The definition of reliability, according to Ravitch (2007), is "a measure of consistency in testing." When taking two separate versions of the same test on two different days, the outcomes on both tests (such as the Alpha-Cronbach formula) should have been the same and split-half reliability is used to measure the reliability of the posttest. The Alpha-Cronbach coefficient reliability is found to be 0.82, for collocation knowledge whereas split-half reliability is 0.73 for collocation knowledge which refers to the homogeneity of the test questions.

## 3.2 Data Analysis

### 3.2.1 Comparison between the Mean Scores of the Experimental Group and that of Control Group in Collocation Knowledge Posttest

All mean scores are obtained and compared to see if there is a significant difference between the experimental and control groups' collocation post-test mean scores. According to statistics, the experimental group's mean score was 26.76, while the control group's was 12.60, with standard deviations of 8.05 and 6.53, respectively. Utilizing the t-test formula for two independent variables, the computed t-value comes out to be 7.480, but the tabulated t-value at the degree of freedom of 58 and significance level of 0.05 is found to be 2.000. This suggests a noteworthy distinction between the two groups' achievements, with the experimental group performing better. Consequently, the initial hypothesis, which claims that "there are no statistically significant differences between the experimental and control groups in their collocation knowledge" in the posttest, is rejected, as shown in Table (5).

**Table (5)**

*Means, Standard Deviation, and T-Values of the Two Groups Achievement in Collocation Knowledge Posttest*

| Groups | No. of students | Mean  | SD.  | T-Value    |           | DF | Level of Sig. |
|--------|-----------------|-------|------|------------|-----------|----|---------------|
| EG.    | 30              | 26.76 | 8.05 | Calculated | Tabulated | 58 | Sig.          |

The results of the data analysis showed that the experimental group, which got dictogloss instruction, and the control group, which received traditional instruction, differed significantly in their knowledge of collocation. The

dictogloss technique helped improve students' collocation knowledge, as evidenced by the experimental group's posttest mean scores being significantly higher than those of the control group.

#### 4. Conclusion

The findings of the research "The Effect of Dictogloss Technique on University EFL Students' Collocation Knowledge" are significant and enhance our knowledge of successful EFL teaching techniques. The following are the main conclusions made from the collected results:

- It has been shown that the dictogloss technique is extremely successful at improving the collocation knowledge of university EFL students.
- Statistical analyses have proved that the dictogloss technique has an important effect on students' collocation learning outcomes, with the experimental group showing greater improvement than the control group.
- Dictogloss activities are interactive and collaborative, which enhances language proficiency and encourages active learning among students.
- The findings show the significance of integrating innovative language teaching techniques, such as dictogloss, to improve students' language ability and collocation retention.
- The dictogloss technique has positively affected university EFL students' collocation knowledge.

#### 5. Recommendations of the Study

The following recommendations are made for educators and curriculum developers based on the study's conclusions:

- Include dictogloss activities in language teaching methods to improve students' collocation learning experiences and create collaborative learning settings.
- Provide educators with professional development opportunities, so they may improve student engagement and learning outcomes by using dictogloss activities in the classroom.
- Curriculum developers and decision-makers at the Ministry of Education recommend the adoption of the Dictogloss Technique in English language teaching.
- Teachers must provide engaging, current material updates for their lessons.
- Provide teacher-focused training programmes to assist them become more proficient in using the dictogloss technique for the classroom.

- Determine out how teachers think about develop and enhance teaching Students collocation knowledge through the use of the dictogloss technique.

## 6. Suggestions of the Study

In light of the findings and conclusions of the present study, further studies have been suggested.

- Study the impact of the Dictogloss method on the speaking abilities of EFL students.
- The impact of dictogloss on students' grammatical competency development.
- Investigate the long-term impacts of the dictogloss technique on the development of language competence and collocation among EFL students.

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