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The Impact of Dictogloss Strategy on Ninth Graders' Critical Reading

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Abstract

This research investigated the impact of Dictogloss strategy on ninth graders' critical reading, adopting the quasi-experimental approach for one experimental group consisted of 35 female students. The Dictogloss strategy was applied on students for 10 sessions within 2 weeks; then the data were collected via a critical reading post-test. After comparing the differences between the pre and the post-test, findings suggest that there is a wide effect for Dictogloss strategy on 9th graders' critical reading, which leads to recommend applying Dictogloss in teaching English reading skills in the classes and to pay more attention to critical reading skills improving.

Keywords: Dictogloss Strategy - Critical Reading

أثر استراتيجية " الديكتوجلوس " في تنمية مهارات القراءة الناقدة لدى طلاب الصف التاسع بغزة

المخلص

استقصت هذه الدراسة إلى التعرف على أثر استراتيجية " الديكتوجلوس " في تنمية مهارات القراءة الناقدة لدى طلاب الصف التاسع بغزة. اعتمدت الدراسة المنهج شبه التجريبي وتصميم اختبار قبلي بعدي لمجموعة تجريبية واحدة مكونة من 35 طالبة. وقد تم تطبيق استراتيجية الديكتوجلوس خلال 10 لقاءات في مدة أسبوعين ، ثم تم جمع البيانات عبر الاختبار البعدي للقراءة الناقدة. وتم استخدام اختبارات لمقارنة الفروق بين متوسطات الدرجات للاختبارين القبلي والبعدي. وتوصلت النتائج لوجود أثر كبير لاستراتيجية الديكتوجلوس على تنمية مهارات القراءة الناقدة لطلبة الصف التاسع . وهذه النتيجة قادت الباحثين للتوصية بتطبيق استراتيجية الديكتوجلوس في تدريس مهارات القراءة في مادة اللغة الانجليزية و تقديم مزيد من الاهتمام لتطوير مهارات القراءة الناقدة لدى الطلبة.

كلمات مفتاحية: الديكتوجلوس - القراءة الناقدة

Introduction:

Critical reading is one of the modern and essential skills that gain a high position in teaching, so that nowadays, enhancing critical reading is one of the teacher's tasks. But the question that a mind arouses is: what is critical reading?

It can be defined as the process of reading that goes beyond just understanding a text, that includes advancing the understanding, analyzing and evaluating.

As Adam, (2009) assures, "you will recall how you were inspired to think critically and to question, without fear to seek out radically different solutions and to voice them without reprisal, to read widely and deeply, and to examine without end and grow intellectually... what I ask is this: pass it on..".

The reader may wonder about the difference between reading and critical reading: reading as a skill is passive process, on the other hand critical reading is positive and active process; which means it is the shift from superficial reading to deep and conscious reading. Lewis, Macgregor and Jones,(2009: 4-8) in their handout stated that " to non -critical readers, texts provide facts. Readers gain knowledge by memorizing the statements within a text. This is a surface-level of learning and will not get you very far at all, which has to be an in depth understanding of your subject". They added, Critical readers recognize the subject matter of the text, they do not look at the words and the external meanings only. They figure out the personality of the author because every author has his own style and his unique ideas. For example, When the ordinary reader reads a history book, he might learn information about some events and their interpretation. On the other hand, if the critical reader reads the same book, we expect from him to analyze the events and the reasons which led to certain results and maybe at the end he consists his own perspective about those events.

It is worthy to note the importance of critical reading in upgrading all the skills, specially the writing of articles and literature review or when you construct an argument. Critical reading is a process intervenes in developing the critical eye of the reader, preparing him to debate in academic discourse, making his own evaluation and empowering his well-reasoned speech. Critical reading, as a branch of critical approach, is not only of value in itself, but also facilitates language acquisition in a foreign language setting (Wallace, 2003).

Adding to that, it has been proved that critical reading skills can be learned, and the more you read critically, the more you will increase automatically your thinking abilities. Therefore, your GPA(Grade Point Average) will be improved. Also your abilities in all domains get higher; so critical reading and thinking is an approach for life to form effective citizens.

The list of core critical reading skills includes observation, interpretation, analysis, inference, evaluation, explanation, and metacognition. According to Reynolds (2011). In this research, the lights were shed on four main skills that are related to critical reading directly: interpretation , analysis, inference and evaluation, where each skill has its own indicators that enable us to assess the students' abilities in the previous critical reading skills.

Critical reading has many functions like: Concluding evidence from reality, separating the problem from context, making a good judgment by forming a relevant criteria, creating applicable techniques to judge well and making applicable theoretical approaches to handle the problem and the questions. Oddly, There is a misconception that critical reading means to search for the flaws and faults and that is incorrect, critical reading means advancing learners' understanding for what

they read. Whilst the critical reader should not take anything at face value, instead go deeply through the text and examine the author's opinions or ideas to create his/her own judgment.

Hence, saying for someone "He is a critical reader" if he/she: realizes the negative and positive sides of what is being read, is not being a bigot, is open to change, respects different points of view, compares what he read to other texts and to the shared values, analyzes meanings and viewpoints between lines, reflects on the description of the text and looks at the 'big picture' to decide how the reading fits into the greater academic context.

For the previously mentioned, critical reading is very significant for education in terms of theory and practice. Critical reading skills are embedded in all curricula's contents, and the smart teacher is the one who focuses on the questions and activities that enhances critical reading. Moreover, he/she can create the suitable conditions for acquiring the critical reading skills.

Critical Thinking is an Extension of Critical Reading

In the academic sense, to think critically means to be open-minded, judge arguments and context without any detraction of your opinion or your personal bias.

When you read a subject critically, you should be rational and aware of what you read. That involves accommodating the new ideas and viewpoints with your prior knowledge or thoughts to form your understanding. Therefore, the foundation of true learning and personal development is critical thinking and critical reading.

Lewis, Macgregor and Jones mentioned two points of view about the relationship between critical reading and critical thinking. The first one is that we can distinguish between critical reading and critical thinking in the following way:

* Critical reading is a technique for discovering information and ideas within a text.

* Critical thinking is a technique for evaluating information and ideas, for deciding what to accept and believe.

* Critical reading refers to a careful, active, reflective, analytic reading.

*Critical thinking involves reflecting on the validity of what you have read in light of our prior knowledge and understanding of the world. (2009: 4-8)

By these definitions, critical reading would appear to come before critical thinking. Only once a reader has fully understood a text (critical reading), he/she can truly evaluate its assertions (critical thinking).

The other viewpoint is the two together are in harmony. Because in actual practice, critical reading and critical thinking work together. To explain the previous opinion, let us notice our critical thinking. It allows us to monitor our understanding as we read. If we sense that assertions are ridiculous or irresponsible (critical thinking), we examine the text more closely to test our understanding (critical reading). Conversely, after reading a text critically and understanding it completely, your mind starts to think critically about it.

Readers should have a responsibility to themselves and to others, they must read critically to be able to accept or reject the author's point of view. they have to be able to justify our agreement or disagreement. Only then can they be respected as readers as well as thinkers.

Many researches' results emphasized the need for exposing students to real-world problems and the importance in encouraging open dialogue within a supportive environment. Effective

methods for teaching critical reading are thought to be possible in a wide variety of educational settings. One of the recent strategies that can develop the critical reading skills is " Dictogloss".

Dictogloss is a classroom dictation strategy where learners are required to listen and note down key words, which are then used as a base for reconstructing a short text. Firstly, Wajnryb (1990) stated that Dictogloss is a type of group activity used in the current research, consists of a dictation exercise during which the students take down notes in the form of content words in order to reconstruct the text with their peers before participating in a class discussion for the purpose of error analysis. During this task they are compelled to engage in metatalk. (Swain, 1998).

So, Dictogloss is often regarded as multiple skills and systems activity. Learners practice listening, reading, writing and speaking (by working in groups) and use vocabulary, grammar, high thinking skills and discourse systems in order to complete the task, hence, in this approach we integrate many skills and abilities to improve students' language and reading powers. It can be used for many levels from 8-18 years old. When the teacher chooses the Dictogloss text, he/she should take care that the text is at a language level slightly above that of the learners, but with a familiar subject content. It may introduce some new vocabulary or advanced sentence structures.

Dictogloss Advantages:

Dictogloss activities have several advantages. Those activities integrate the four language skills of listening, reading, speaking, and writing(Wajnryb,1990), They also give students opportunities to talk about both content and the language itself. Furthermore, Dictogloss activities are a useful strategy of presenting new factual information to students and encourage them to listen for key points. Added to that, they give support to less confident students, as they are encouraged to participate in their groups as part of the structure of the activity(Gibbons, 2002).

Dictogloss is easy for the teacher to prepare and set up and it requires learners to listen, talk, collaborate, take notes, think critically, redraft and present orally, hence; it is a very effective language learning tool.

A Dictogloss lesson works better when supported with visuals like pictures, graphs and charts to help students think more to stimulate the visual minds since students - as known- have different styles (Auditory- visual – kinesthetic – tactile) in acquiring information. therefore listening as a presentation for language at the beginning does not fit all these styles. At Dictogloss classes, beginners can be paired with more fluent peers to create an effective collaborative nature for the learning system.

Steps for using Dictogloss in the classroom:

The steps of applying Dictogloss method are clarified in a model of lesson plan (see appendix no. 3), we can summarize the steps in the following points:

- The teacher reads a short text on a relevant topic at normal speed.
- The students listen then take notes.
- The teacher writes the new vocabulary on the board then reads the text again.
- The students share their notes in pairs.
- The teacher reads the same text at normal speed, too, for the last time.
- The students form fours to produce a final written version of the text which is supposed to be as close to the original as possible.

Teachers can apply Dictogloss Strategy in a different way:

- 1- The teacher reads the text three times. The first one is just for listening, the second is for taking notes and the third to the key vocabulary.
- 2- Teacher asks the students to write a summary of the text they have heard individually.
- 3- Students work in pairs to co-construct the summary they have done before.
- 4- Every two pairs consist a group of four and work together to create new summary of the same text. They discuss similarities and differences with each other, to enhance students' abilities of analysis and synthesis of information. (Gibbons, 2009:14)

The researchers in this research adopted the steps of Dictogloss but they added two steps ; the first, they replaced the teacher's reading in step (1) by prepared videos of pictures, animation and the recorded text. This modification came to meet the students' various needs for learning and to come along with all students' styles of learning. The second; they did not ask students in step (6) to reconstruct the text all the times, they replaced this step by a combination of tasks (summary, evaluate, criticize, advice, get the human rights, draw, send a letter, judge and defend). The referee agreed that this modification does not change the strategy. On the contrast, they think that will enrich the experiment by teaching the students how to think out of the box and not to reconstruct the text as it is, but to deal with it critically.

The researchers argued about the importance of Dictogloss in raising critical reading skills, since students scaffold most of the sub-skills of critical reading while learning by Dictogloss strategy. Dictogloss strategy intersects with critical reading in many skills and sub-skills as (Swain, 1995) discussed the skills needed for output in Dictogloss:

- Noticing: a form used in input must be consciously noticed in order for it to be acquired. The act of noticing needs to occur during language production, that is, while they are attempting to use the target language. The activity of producing the target language may prompt second language learners to recognize consciously some of their linguistic problems. Researchers have noted the importance of learners' noticing the "gap" in their interlanguage, that is noticing the difference between what they want to say and what they are able to say.
- Hypothesis formulation and testing: learners may use language production as a way of trying out new language forms and structures as they stretch their interlanguage; they may use their output to test what works and what does not.
- Metatalk: learners use language to reflect on language use. It is a surfacing of language used in problem-solving for cognitive purposes. Metatalk produced in the context of making meaning may serve the function of deepening the students' awareness of forms and rules and the relationship of those forms and rules to the meaning they are trying to express.

A follow-up study (see discussion in Swain, 1998) showed that when students, through dialogue, reached a correct solution (that is, the problem they discuss is solved correctly), there was a strong tendency for them to perform accurately on a posttest on that item 1 week later. Similarly, when students co-constructed an incorrect solution, they tended to be inaccurate on the posttest given a week later. Which means students generalize the skills they have learned in other situations; hence, if they learned to think critically of what they read inside the class, they will think critically also outside the class of what they read or even of anything they listen, see or live.

Statement of the problem:

Due to the researchers' experience through working as school teachers of English for about eight years, then working as deputy school principals for 3 years, they noticed that most of curricula and teaching methods concentrate on memorizing and acquiring pure knowledge without thinking critically and without enhancing critical reading skills acquiring. And out of their responsibilities as educators, the researchers tried to look for a strategy which can be suitable to teach and stimulate critical reading skills to create critical thinkers instead of information banks.

Research Main Question:

- 1- What is the impact of Dictogloss strategy on the ninth graders' critical reading?

Research Sub- Question:

- 1- What are the critical reading skills included in Units 4,5,6 of English for Palestine for the ninth graders?
- 2- Are there statistically significant differences at ($\alpha \leq .05$) between the experimental group mean scores in the critical reading pretest and those of the posttest?

Purpose of the Research:

This research aimed to:

- 1- Identify critical reading skills included in the Ninth Grade Curriculum.
- 2- Examine the impact of Dictogloss strategy on critical reading.

Significance of the research:

The importance of this research is:

1. Informing the supervisors and officials in the education sector about dictogloss strategy used in the teaching of reading skills.
2. Educating teachers, students and parents about the importance of critical reading skills as an advanced skill in this evolving world.
3. Developing students' critical reading abilities and thus developing their thinking powers in general which reflect on their success.
4. Facilitating critical reading skills for students and teachers.
5. Contributing to improve the process of teaching English in general and teaching critical reading in particular.

Limits of the Research:

The limitations of the research were confined to the following points:

1. This research is limited to the population of ninth graders of the (13-14) age .
2. This study focuses on critical reading and developing it by Dictogloss strategy.
3. This study was conducted in the first semester of the academic year 2017/2018 in Gaza district.

Operational Definitions of Terms:

The researchers defined the following Terms procedurally according to this research's nature.

IMPACT: THE CONSEQUENCES OF USING DICTOGLOSS STRATEGY ON DEVELOPING THE CRITICAL READING SKILLS.

Critical reading: It is the ability to reflect on the text's content, description, meanings, structures and language as well as the author's ideas and viewpoints with the aim of forming readers' judgment.

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Ninth graders: All female students who are about 13-14 years old who study in Gaza UNRWA (United Nations Relief and Work Agency) schools.

Authenticity of the Research:

There are many researches which investigated the impact and the importance of Dictogloss as a strategy in English teaching and learning process for different scholastic subjects. To the researchers' best knowledge, no one ever investigated improving critical reading skills by dictogloss strategy in English language before.

Also, the researchers asserted that very limited researches have conducted to study the teaching of critical reading skills, since they are hard to be assessed. The previous studies which investigated critical reading focused in developing its skills in general; they do not investigate critical reading through curricula.

Finally, this research is to the knowledge of the researchers, the first of its kind in Gaza Strip and in the world that tested a teaching strategy called Dictogloss which can be used in a typical classroom and offers different procedures to develop students' Critical reading.

Previous Related Studies:

In this section, we investigate the previous studies that relates to our research much experiences, literature review of related studies was conducted and the previous studies are classified into two domains,

- 1- Studies concern the effect of using Dictogloss on various skills and subjects.
- 2- Studies concern the effect of different approaches and methods in developing critical reading.

1. Studies concern the effect of using Dictogloss on various skills and subjects:

Haryati (2014), the main focus of this research was to find out whether there was a significant difference between using and without using Dictogloss technique on students' reading comprehension in narrative text at State Junior High School 2 Kampar. The writer formulated the problems that would be answered by using the quantitative research. This research had two variables Using Dictogloss technique as an independent variable and students' reading comprehension in narrative text at State Junior High School 2 Kampar. The findings were as follows: null hypothesis was rejected, and alternative hypothesis was accepted.

Abbasian and Mohammadi (2013), investigated the effect of Dictogloss on Iranian EFL learners general writing skill. The participants were divided into two equal groups. The experimental group was exposed to a task-based instruction, but the control one received a mainstream of controversial instruction. The researchers applied a pre and a post-test for the two groups. And they used data normality check, instrument validation and parametric statistics to analyze data statistically. After treatment, the results were positive for some elements and negative

for others. The strategy affected the organization and mechanics positively while it did not affect the content, usage and vocabulary obviously.

Marashi and Khaksar (2013), This research conducted a comparison between the effect of using Dictogloss and Dicto-phrase tasks on EFL learners' listening comprehension. A piloted sample key English test (KET) was administrated. The sample of the study was 90 Iranian female teenage EFL learners at Kish Language School , Tehran, and then 60 were selected based on their performance. The selected participants were then assigned into two experimental groups Dictogloss group and Dicto-phrase group . In one course, all the participants were given the listening section of another piloted sample KET as a post-test to measure their listening comprehension . Consequently, the null hypothesis was rejected due to the results of an independent t-test, which was conducted to compare the mean scores of both groups on the post-test , demonstrating that the learners in the Dictogloss group outperformed the dicto-phrase group significantly in terms of listening comprehension. In other words, the dictogloss task was more effective on students' listening comprehension compared to the dicto-phrase task.

Lee and Jacobs (2001), used a Vygotskian perspective to investigate the possibility of secondary school second language students providing scaffolding for each other's learning during dyadic verbal interaction on a Dictogloss task. To fulfill the purpose of the study , The sample of the study consisted of 19 English (Second Language students) from China, Hong Kong and Korea, who studied in Singapore girls' school. The main concern was the student's exchanges that occurs in the zone of proximal development. The instruments used in the study were student journals, questionnaires and interviews, those instruments were applied to collect the data and to recognize the socio-affective responses of the students while working collaboratively. Results showed that the experimental group was able to provide assisted performance, although, this performance was different – in the traditional notion of scaffolding- of the experts performance that were offered to the novices. Further, the success or failure of scaffolding may affected by the socio-affective factors. Findings suggest that the students' understanding for the value of cooperation plays a key role for the validity of student-student interaction in the second language acquiring. So we need to teach collaborative skills for students.

All of the previous studies investigated the effect of Dictogloss strategy on different skills. In the first, the dependent variable was reading comprehension in narrative text, but in the second it was the writing skill, while the dependent variable was the dyadic verbal interaction in the fourth. Regardless of being mixed (qualitative and quantitative) study. it was proved that Dictogloss has a significant effect on developing those skills. For the third study, the researchers compared between two independent variables – Dictogloss and Dicto-phrase) to measure the effect on listening comprehension. The results assures that Dictogloss is an effective strategy in teaching English language.

This research also enhances the effect of Dictogloss on developing critical reading skills. Therefore, Dictogloss is a good teaching strategy that could be applied successfully inside our classes.

2. Studies concern the effect of different approaches and methods in developing critical reading.

Aregu (2013), has examined the effects of self-learning strategies as predictors on critical reading performances, the sample consists of 140 interested participants. He used tests and

scales to collect the data and he analyzed the correlations of the variables of the study. He employed descriptive and inferential statistics to analyze the data like mean, standard deviation, Pearson product moment correlation coefficient, and multiple regression analysis. Findings revealed the positive relation between all variables. Also, it was found that the use of behavioral self-regulated learning strategies has great effects on performance in critical reading. The researcher suggests to pay more attention to the uses of self-regulated learning strategies.

Shokrpour , Seddigh and Sadeghi (2013), examined the impact of writing summary as a critical reading strategy on reading comprehension ability of Iranian EFL learners. The randomly selected sample was 60 participants of the intermediate level of language proficiency. They were divided into two groups randomly. The experimental group was taught by writing summary approach, whereas the control group was taught by the traditional way. A comprehension test was applied, and results were compared by t- test which proved that the experimental group means were higher, so writing summary as a critical reading strategy was significant in developing reading comprehension.

Al-Faleet (2007), examined the efficiency of a proposed program in developing the critical reading skills in the knowledge society and attitudes toward read line for the tenth graders. He used a questionnaire to specify the proper critical reading skills, a test to measure the target critical reading skills and a scale of attitude towards reading. The sample of the study was 173 male and female tenth graders, divided into two groups: an experimental group is consisted of 85 students and a controlled one which consists of 88 students. The experiment lasted for two months and a half. The results assured the effectiveness of the program on critical reading skills. Moreover the experimental group results in the attitude scale were higher.

Alarcón and Velázquez (1994), developed an educational intervention that aimed at promoting the participation of the undergraduate medical students in the classroom in order to improve critical reading, specifically in the skills of comprehension and interpretation. The study is a quasi-experimental one with pre-evaluation, educational intervention, and post-intervention evaluation. We included two groups of top medical students with a high school individual grade of 9 or higher (in a scale 0 to 10) designated as A groups (experimental [N = 29] and control [N = 23]), and two groups of students with low grades (7 or less) designated as B groups (experimental [n = 20] and control [n = 16]). The experimental educational intervention consisted of the use of guided homework for text interpretation (individual work) and groupal work in the classroom. The groupal work included a debate and confrontation of viewpoints of the individual work. Comprehension was initially superior to interpretation in all groups; comprehension and interpretation were lower in the B groups compared with the A groups. After the intervention, 97% of the students from the A experimental group showed an improvement in comprehension and 79% improved their interpretation ($p < 0.001$). Of the students in the B experimental group, 75% showed improvement in comprehension and 90% in interpretation ($p < 0.01$). There were no significant changes in the students of the control groups.

They found that with the use of an appropriate educational intervention, students with low scores have the opportunity to improve their critical reading by gaining skills in comprehension and interpretation.

The theme “Critical Reading” is not an old and one, recently many studies treated it. The above studies are just few examples for dealing with critical reading and using it as a dependent or

independent variable in scientific studies at different situations, The researchers found that critical reading proved to be raised among students by using a suitable intervention, hence, they decided to experiment the effect of Dictogloss strategy on Critical reading skills.

The Research's Methodology and Procedures:

The research adopted the quasi-experimental approach due to the nature of the research which designed of one experimental group with a pre- post-test. The sample of the study was chosen from grade nine of Beach Prep Girls A school, because this school permits the researchers to employ their research. The test was applied on a random sample of 35 female students.

The researchers built up the test depending on four skills which are (analysis- interpretation- inference- evaluation) with 14 indicators, each indicator requires one item at least. The test consisted of 23 items, they were divided onto four sub-skills as clarified in the table bellow:

| The skill | The number of items |
|----------------|---------------------|
| Interpretation | 13 |
| Analysis | 5 |
| Inference | 4 |
| Evaluation | 1 |

The pilot study:

The test was administered to a random sample of (30) students from Beach Prep Girls A School, who have the same characteristics of the sample of the research. The results were recorded and statistically analyzed to assess the validity and reliability of the test, as well as, the time needed.

The validity of the test:

The referee validity

The test was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers.

The internal consistency validity

This validity was calculated by using Pearson Formula. Table (2) shows the correlation coefficient of every item of the critical reading test.

Table (1): Correlation coefficient of each item within its domains

| Items | Domain | Pearson correlation | Items | Domain | Pearson correlation |
|-------|----------------|---------------------|-------|------------|---------------------|
| 4 | interpretation | 0.422* | 1 | analysis | 0.753** |
| 5 | | 0.749** | 2 | | 0.397* |
| 6 | | 0.560** | 3 | | 0.683** |
| 7 | | 0.559** | 14 | | 0.531** |
| 8 | | 0.761** | 16 | | 0.778** |
| 9 | | 0.821** | 15 | inference | 0.466** |
| 10 | | 0.749** | 21 | | 0.692** |
| 11 | | 0.479** | 22 | | 0.620** |
| 12 | | 0.545** | 23 | evaluation | 0.676** |
| 13 | | 0.749** | 20 | | 0.389* |
| 17 | | 0.739** | | | |
| 18 | | 0.603** | | | |
| 19 | | 0.653** | | | |

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

The table shows that correlations of the test items were significant at (0.05, 0.01) which indicates that there was a consistency between the items and this means that the test was highly valid for the research.

Reliability of the test

The reliability of the test was measured by KR20 and the Split- half techniques. Table (3) shows (KR20) and Split half coefficients of the critical reading test.

Table (2): (KR20) and Split half coefficients of the critical reading test

| Topic | No. of Items | KR20 | Split half coefficients of the test domains |
|-------------------------|--------------|-------|---|
| Total: questions | 23 | 0.929 | 0.959 |

The results showed that the Split-half coefficient is (0.959) and KR20 is (0.929) and this indicates that the reliability of the test is strong.

Difficulty coefficient of the test

The coefficient of difficulty of each item was calculated according to the following formula out of the pilot study which counted (30):

Table (3): Difficulty coefficient for each item of the critical reading test

| No. | Difficulty coefficient | No. | Difficulty coefficient |
|-------------------------------------|------------------------|-------------|------------------------|
| 1 | 0.50 | 13 | 0.50 |
| 2 | 0.50 | 14 | 0.56 |
| 3 | 0.38 | 15 | 0.50 |
| 4 | 0.38 | 16 | 0.31 |
| 5 | 0.38 | 17 | 0.50 |
| 6 | 0.31 | 18 | 0.50 |
| 7 | 0.44 | 19 | 0.44 |
| 8 | 0.50 | 20 | 0.38 |
| 9 | 0.38 | 21 | 0.44 |
| 10 | 0.25 | 22 | 0.38 |
| 11 | 0.31 | 23 | 0.50 |
| 12 | 0.44 | | |
| Total difficulty coefficient | | 0.43 | |

Table (4) shows that the difficulty coefficient ranged between (0.25 – 0.50) with total average (0.43), that mean that each item which is acceptable or in the normal limit of difficulties.

Discrimination coefficient:

The discrimination coefficient was calculated :

Table (4): Discrimination coefficient for each item of the critical reading test

| No. | Discrimination coefficient | No. | Discrimination coefficient |
|---|----------------------------|-----|----------------------------|
| 1 | 0.25 | 13 | 0.75 |
| 2 | 0.75 | 14 | 0.63 |
| 3 | 0.50 | 15 | 0.50 |
| 4 | 0.50 | 16 | 0.63 |
| 5 | 0.75 | 17 | 0.75 |
| 6 | 0.63 | 18 | 0.75 |
| 7 | 0.63 | 19 | 0.63 |
| 8 | 0.75 | 20 | 0.50 |
| 9 | 0.50 | 21 | 0.38 |
| 10 | 0.50 | 22 | 0.75 |
| 11 | 0.63 | 23 | 0.75 |
| 12 | 0.63 | | |
| Total Discrimination coefficient | | | 0.61 |

Steps of the research:

- 1- Reviewing the literature about dictogloss and critical reading.
- 2- Constructing the theoretical frame about the variables of the research; Dictogloss strategy as the independent variable and critical reading as the dependent one.
- 3- Designing the tool of research which is a critical reading test examining the critical reading skills: analyzing, interpreting, inferring, and evaluating information .
- 4- Choosing the sample of the study randomly.
- 5- Implementing the pre-test.
- 6- Implementing Dictogloss strategy in the class for the experimental group as the experiment took two weeks with 10 sessions; each session was a class period of 45 minutes.
- 7- Implementing the post-test.
- 8- Analyzing the data and interpreting the results.
- 9- Stating suggestions and recommendations.

The Research Results:

The first question answer:

Results of the researchers' first question: What are the critical reading skills included in Units 4,5,6 of English for Palestine for the ninth graders?

To answer this question, The researcher analyzed units 4,5 and 6 from the 9th grade student's book to find out the skills that 9th graders should learn.

To ensure the reliability of the analysis, the researcher adopted the inter-rater type of reliability (reliability across people or reproducibility). This type refers to measuring the percentage of agreement between raters (Stemler, 2001: 6). Accordingly, both of the researchers analyze the same units.

In order to treat both analyses statistically, the following equation was used to compute the Coefficient of Reliability (CR) between both analyses. $CR = \frac{2M}{(N1+N2)}$, where: CR = the coefficient of reliability, M = the number of the agreed on categories during analysis, and

$N1+N2$ = the summation of analysis categories (Holisti, 1969:142). The following table shows the findings of the inter-rater reliability.

Table (5): The Coefficient of Reliability (CR) between both content analyses

| Units | First analysis (researcher 1) | Second analysis (researcher2) | Coefficient of Reliability CR |
|-----------------|--------------------------------|-------------------------------|-------------------------------|
| units 4,5 and 6 | 25 skills | 23 skills | 95.8% |

The previous table shows a high coefficient of reliability between the two raters, after that analyses the researchers discussed with each other's about the skills not agreed upon them, and they agreed on the most obvious skills that deal directly with critical reading, so the two analyzers decided to choose the 23 skills analysis in 14 indicators divided into four skills to be the basis of this research. as shown in the table below:

Table (6): The table shows the content analysis of the critical reading skills with their indicators

| Skill | The Indicator | No. of items |
|-----------------------|--|--------------|
| Interpretation | The content categorizing items and concepts. | 13 |
| | The content asking for decoding the significance. | |
| | The content clarifying the meaning. | |
| | The content encouraging seeking for multiple perspectives. | |
| | The content providing diagrams to visually represent processes and thinking. | |
| Analysis | The content asking questions that require furthers understanding. | 5 |
| | The content expressing relationships between concepts, descriptions or any presentation. | |
| | The content asking for relationships. | |
| | The content encouraging giving reasons. | |
| | The content asking for opinions or judgments. | |
| Inference | The content inquiring evidence. | 4 |
| | The content asking for conjecturing alternatives. | |
| | The content asking for drawing logically valid or justified conclusions. | |
| Evaluation | The content providing enhancing assessment for any representation. | 1 |

These skills with their indicators were the core that the researchers design the strategy according to them and then they build the test taking care of their weight in the curriculum.

The second questions answer:

Results of the researchers' second question: Are there statistically significant differences at ($\alpha \leq 0.05$) between the experimental group mean scores in the critical reading pretest and those of the posttest?

The researchers used different statistical tests using the statistical program (SPSS) to analyze the collected data results. T- test paired sample used to answer the study second question.

Table (7): t-test paired sample results of differences between pre and post- test for experimental group

| Domains | group | N | Mean | Std. Deviation | t | Sig. value | sig. level |
|----------------|-------|----|--------|----------------|-------|------------|--------------|
| Interpretation | Pre | 35 | 4.400 | 1.499 | 3.640 | 0.001 | sig. at 0.01 |
| | Post | 35 | 6.486 | 3.004 | | | |
| Analysis | Pre | 35 | 2.429 | 1.220 | 3.660 | 0.001 | sig. at 0.01 |
| | Post | 35 | 3.514 | 1.040 | | | |
| Inference | Pre | 35 | 1.543 | 0.741 | 4.262 | 0.000 | sig. at 0.01 |
| | Post | 35 | 2.371 | 0.877 | | | |
| Evaluation | Pre | 35 | 0.057 | 0.236 | 3.191 | 0.003 | sig. at 0.01 |
| | Post | 35 | 0.371 | 0.490 | | | |
| SUM | Pre | 35 | 8.886 | 2.055 | 5.360 | 0.000 | sig. at 0.01 |
| | Post | 35 | 12.743 | 3.657 | | | |

“t” table value at (34) d f. at (0.01) sig. level equal 2.70

Table (6) showed that there are statistical significant differences between pre and post- test in all criteria and the total degree of the test, towards post- test. Calculated t was (5.36) that means Dictogloss is effective.

To calculate the size effect, the researchers used Eta square " η^2 "

Table (8): The Effect Size of Dictogloss on the Experimental group in the Post-Test

| Skill | t value | η^2 | Effect size |
|----------------|---------|----------|-------------|
| Interpretation | 3.640 | 0.280 | large |
| Analysis | 4.279 | 0.350 | large |
| Inference | 4.372 | 0.360 | large |
| Evaluation | 3.191 | 0.230 | large |
| SUM | 6.732 | 0.571 | Large |

Table (8) shows that the effect size of using Dictogloss is large on students' critical reading skills.

Research Findings:

The students showed an improvement in their performance in the critical reading post-test due to the use of Dictogloss strategy, the researchers also attribute this result to the following reasons:

Students analyzed the text into their parts and discussed ideas and implications between lines deeply. In the next step, they reconstructed the text by themselves after the teacher had read it aloud to them twice at normal speed, which enhanced their ability to analyze and re-synthesize elements and components of any situation. Students got able to look at anything from all sides not from just one perspective and that helps them to deal with real situation in life rather than artificial ones. This improvement in the students' behavior came from the logical graduated steps in the teaching method that the teacher uses.

In this strategy, teaching- learning process is not any more teacher centered, learners helped each other to develop a joint reconstruction of the text rather than depending on the teacher to get the knowledge.

This strategy enhanced their critical reading as pair and group work are important techniques the teacher used to widen their information, so the teacher was not the only source of information anymore. The students felt free to express their ideas within the group; since they felt more comfortable with their colleagues. It also came along with employing multiple intelligences; which suits all types of learners especially those who face difficulties in learning that makes inclusive learning turn from theory into practice.

Dictogloss strategy provided students with opportunities to see where they have done well and where they may need to improve. Peer-correcting gives each student a deep insight toward his/her errors and through discussion.

Dictogloss strategy retained the individual stream in which students work alone when they read and take notes about the text. Moreover, it took into consideration the co-operative stream when students work together in pairs then in groups of three to four members. Additionally, they have the opportunity to discuss how well their group did and, perhaps, how they can function more effectively next time.

In addition, Dictogloss promoted integration within all the language skills. This strategy utilizes all the skills - listening, speaking, reading, and writing – and this promotes integration and it fits with the natural approach, where all the skills improved together.

One of the important features of Dictogloss is diversity. This is reflected in the variation in the notes that students take while they work in a group and play different roles in their groups that allowed learners to take advantage of diversity and different ideas and opinions will be generated and integrated to encourage learners to listen, discuss and decide which points of view they are convinced of.

Dictogloss, through discussion in groups, gave students the chance to improve their critical skills, since it led them to learn, express their feelings and ideas, elaborate, suggest, defend, judge, challenge each other's and sometimes challenge themselves to achieve the final aim of reconstruction task. The researchers added to that task another dimension, which is varying the reconstruction task by a summary, comment, opinion, judgment or sending a message. That enriched the experiment so much.

Dictogloss offered not only a context-rich method of assessing how much students know about writing and about the topic of the text, but also; critical reading skills developed during the

integration of all the skills together, pair and group work, discussion and high order thinking questions.

As students discuss and interact with each other, teachers can listen and observe students' performance. This real-time observation of learners' work can be considered as a clue for their thinking process which offers a greater insight for teachers rather than just looking at the product after students have finished and teachers have enough space to intervene, direct and manage students' learning.

Conclusion

Based on the results obtained throughout the current research, it can be concluded that Dictogloss strategy in teaching English language was highly effective and fruitful since it:

- Had the superiority over the conventional strategies of teaching English language and enhanced students' ability to analyze, interpret, infer and evaluate situation they hear or read.
- Enhanced their critical reading in answering indirect questions.
- Created a co-operative, motivating learning environment where pupils could learn without any kind of pressure or tension.
- Increased students' participation as all students, even the shy ones, were able to participate and interact; since it lowers the affective filter.
- Enhanced the type of relationship between students and their English teacher.

Recommendations:

In the current research, the following recommendations can be made in the light of the findings and the results obtained:

Teachers should use the Dictogloss strategy, especially in teaching languages. Other teachers can use this method after modifying it according to their subject.

Since the new curriculum of education includes critical reading and critical thinking with constructive approach, teachers should pay more attention to develop critical reading skills.

Decision makers should frequently emphasize enhancing critical reading skills in all educational levels from the first grade of elementary school.

Critical reading is just a tiny part of critical thinking approach, consequently, critical thinking should be studied deeply in the learning process.

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